



Wow, another month down and the summer holidays are upon us and the Summer Reading Challenge gearing up to be another awesome experience!

We start the July newsletter with news of a stage adaptation of Miriam Halahmy's wonderful novel *Hidden* occurring in France; it is a fabulous book, if you haven't read it yet then I recommend you get a copy (or two) for yourself and your libraries! The Guardian young critics prize has moved to a bit later in the year, so if you work in a school library and have never participated due to it being too near to the beginning of the school year – good news! The deadline for student submitted reviews is now the end of October.

This month I have included an idea for a potential year 7 introduction to the Library called "Hacking the Library" – it is one of a few ideas I have been playing with so if it sparks your interest please do pick it up and adapt it to your needs or share suggestions to make it better and more user friendly!

A study has shown that reading aloud to children is better at building literacy than just talking, so if you want literate teens then get the building blocks in place earlier!

Voting for the School Library Association Information Book Award is now open, so if you are aware of any outstanding non-fiction book now is the time to nominate it!

Magic torch Comics has created Achi Baba Gallipoli 1915 a free to download comic about the Gallipoli campaign. It is a beautiful and bloody comic!

For those of you living in the East of England, there is a Library camp/Unconference coming your way in September, now is the time to book and suggest topics for the day!

The Eight Questions With... interview this month is with Esther Ehrlich, author of *NEST*.

Hidden – Now in Plain Sight (on the stage)

I was recently chatting to Miriam Halahmy via email and she mentioned that her novel *Hidden* had been adapted for the stage in Paris.

You can read about how it came to be on the Words and Pictures SCBWI British Isles Online Magazine: <http://bit.ly/1SmA9e0>



If you are aged 18 or under and love reading, or you run or are part of a school book group, then you should enter the Guardian's young critics competition – and here's how:

All you need to do is submit a review (maximum 500 words) on one of the books long-listed for the Guardian children's fiction prize 2015. The prize for 10 individual winners is a complete set of the long-listed books plus book tokens and an invitation to the Guardian children's fiction award party on 19 November 2015. The group winners will get 10 copies of each of the long-listed books, the chance to come to Guardian's education centre and make their own newspaper and up to 20 members of the winning book group are invited to the awards party.

The deadline for entries is 30 October 2015, so you've got all summer (and some) to read one of the books. Great for new school book groups that don't start until September!

There are two ways to enter:

1. You can enter on your own by filling out form on the Guardian Young Critics Competition page including your review of a Longlisted Book.

Or:

2. you can enter as part of a school group if you and at least three other students from your school all submit reviews. The school that is judged to have the strongest overall group of entries will win a prize – there will also be one runner up prize in this category. In order for a submitted review to be entered as part of a school group, that review must be submitted, either online or by post, together with at least three other reviews by other eligible students from the same school.

The prizes

The 10 individual winners will each receive a complete set of the eight longlisted books, plus a £20 National Book Tokens gift card and an invitation to attend the award ceremony at the Guardian on 19 November 2015.

The winning school will be invited to spend a day at the Guardian Education Centre: up to 30 students (chosen by the winning school's Head of English, or equivalent) from the winning school will have the chance to edit and print the day's news at the Guardian Education Centre in London. In addition, the winning school will receive 10 complete sets of the eight long-listed books, a £150 National Book Tokens gift card as well an invitation for up to 20 pupils to attend the ceremony in London on 19 November. The runner up school will receive a complete set of the eight long-listed books.

For full details and to enter the competition follow this link: <http://bit.ly/1J8A9cB>

Hacking the library with year 7

For this coming school year I am thinking about showing the new year 7s how to make use of the library using the analogy of computer hacking. I am also playing around with the idea of Knowledge-Fu and making the Library a Dojo of

Learning – I will post something about that one soon.

Anyway on to hacking the library, these are just thoughts that have been coalescing, and if I can get it to work to my satisfaction I will post a complete program.



The advantage of libraries over computers is that a library will not be able to accidentally destroy the world with global thermonuclear war if you hack it.

I will start with teaching them how to use the library and will begin with the Librarian as the (speech activated) graphical user interface (GUI).

Communication is vital to being able to use the library effectively and efficiently.

I want them to never be afraid to approach the GUI when they need assistance or even just to be polite, and will coach them to say something along the lines of:

“Hello” or “Good morning/afternoon Mr Imrie/Sir/Librarian”

I will then greet them turn.

I am very aware that I am tall and can appear stern or imposing if I accidentally loom at someone, particularly small students, so I want them to get used to my presence and make sure they know that this works:

C:/Librarian

C:/Good morning Librarian

Librarian:/Good morning small student

C:/Librarian can you please find me a book on origami

Librarian:/I have found three books on origami for you

C:/Thank you

Once they are used to the idea of coming to me for assistance I will teach them that information is stored in different places in the library.

Reference Works and Magazines are Read Only Memory (ROM) – only accessible within the Library

Everything else (Fiction & Non-fiction) is Random Access Memory (RAM) – random because at times it will not be available as it is being read by another user. Using the Librarian as the interface to the library makes it easy for the student user to know what is available at any given time.

The Library & Librarian is a combined tool that the student user uses to gain information or entertainment in the shortest space of time.

There are times when the Librarian is not available either due to upgrading, picking up a virus or busy helping another user and then the student user is stuck; as while it is possible to find information without knowing exactly how the Library works it can take a long time and often student users do not have the patience to find exactly what they need.

Showing student users how to hack the system without resorting to the User Interface is best begun in the Fiction section.

It is important to teach them the importance of knowing what they are looking for – Fiction makes it easier to do this as (in my fiction collection at least) the main collection is not divided into genres, only the reluctant reader collection is filed separately. So if they are looking for a specific book by an author they can find out pretty quickly if it is on the shelf or not.

If the book is not on the shelf I tell them that they have two options, they can either ask me if the library has a copy of the sought-after text or they can use the catalogue.

After student users have grasped how to search for Fiction titles and use the catalogue I will then turn my attention to Non-fiction.

This will begin by introducing them to the Dewey Decimal Classification System.

I have already developed lessons on introducing Dewey and will start with [The Quest for the Missing Duck](#) and then discuss the massive DDC numbers and subject headings on the wall as a way to navigate around the library.

I also have the [Dewey Decimal Card Game](#) but will save that for an in-depth session on the DDC System.

As an added attempt to get the basic idea fixed in their heads I will run a Dewey Bookmark making lesson with Dewey numbers corresponding to the subjects they take as well as the main subject headings.

I will show them how to access the reference books as well and explain why they are for library use only.

When students appear to have a firm grasp of searching the shelves using author names and Dewey subject numbers I will return to the catalogue and talk to them about keyword searching to help them find subject specific information in the non-fiction section and genres in fiction.

Study says reading aloud to children, more than talking, builds literacy

Reading takes you beyond the easy way to communicate,” he said. “It takes you to another world and challenges you.”

Reading picture books to babies and toddlers is important, he said, because the earlier children acquire language, the more likely they are to master it.

“You are stretching them in vocabulary and grammar at an early age,” Massaro said. “You are preparing them to be expert language users, and indirectly you are going to facilitate their learning to read.

<http://bit.ly/1Hivl6j>

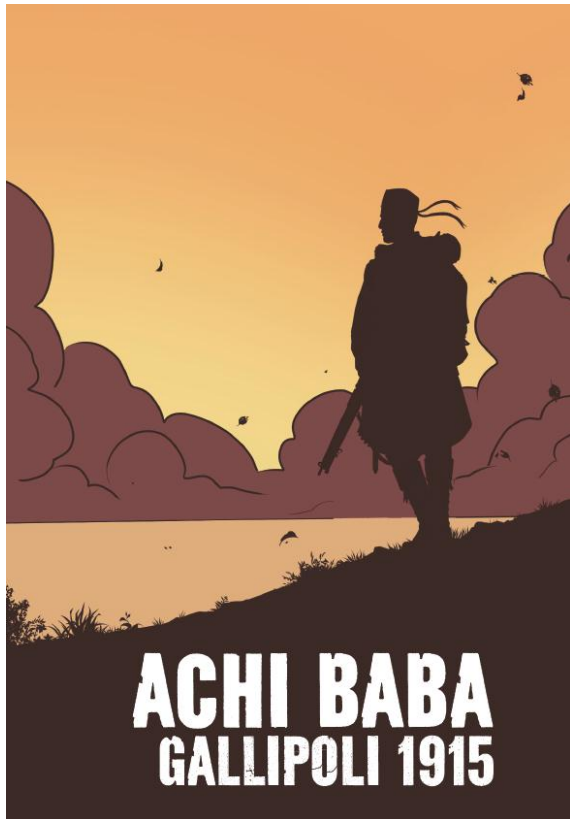
SLA Information Book Award

Voting for the 2015 SLA Information Book Award is now open.

Librarians (or group leaders) can vote on behalf of their school, public library, Chatterbooks group or

similar organisation now.

Between 17 June and 6 November, schools can cast their vote for their favourite Information Book in the SLA's Information Book Award 2015, sponsored by Hachette Children's Books and supported by Peters Books and Furniture. Full details here: <http://bit.ly/1oNULNS>



In 1915, Allied forces attempted to end the stalemate on the Western Front by advancing into the Ottoman Empire. The campaign was a failure. Using contemporary documents such as letters home, poetry, propaganda and military records, this graphic novel explores the story of the catastrophic Gallipoli campaign and the involvement of Inverclyde's own 5th Argylls.

Suggested for mature audiences due to scenes of warfare which some people may find disturbing. Achi Baba was funded by *Heritage Lottery Fund - First World War Then and Now programme*. <http://bit.ly/1K6ZNnL>

Library Camp East

Library Camp East is returning for 2015! It will take place on Saturday 12th September, 2015, at Ipswich County Library.

Library Camp East of England is a user-generated unconference, open to anyone involved in libraries in the East of England, and absolutely free to attend – please book your ticket here.

It will run as an *unconference* where participants decide on the programme at the beginning of the event, working on the principle that the sum of the knowledge, experience and expertise of the people in the room is likely to be greater than that of those on the stage at traditional conferences. Full details are available here: <http://bit.ly/1I2DYnl>

School Library Pack

The School Library Pack is available free to any secondary school or education provider in England with Year 7 students.

For full details and to register follow this link:

<http://bit.ly/1oU9tnw>

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Eight Questions With... Esther Ehrlich

The first question I generally ask is for authors to introduce themselves to the audience- who they are, where they come from and so on, if you wouldn't mind?

My pleasure! So, right now I'm sitting at my desk, looking into the branches of the oak trees right outside my window in Wildcat Canyon in the San Francisco Bay Area, where I live with my family. I like it here, but I miss the east coast, which is where I was born and raised. *NEST* takes place on Cape Cod, and I really enjoyed hanging out there in my imagination—dunes and swimming ponds and salt marsh—while I was writing the book.

Nest is your debut novel and a thoroughly enjoyable read! Can you let me know what inspired you to write it?

Hmmm...There are so many answers to that question! In a way, I feel like everything I've ever experienced in my life filters through me and shapes my writing. What's true is *NEST* began with an image that came to me and captured my attention—two sisters dancing together in the road in a summer rainstorm while their mother, a dancer who wasn't feeling well, watched them from the porch. I wrote that scene and the rest of the story unfolded from there.

Did you set out to write specifically for younger readers or do you write for yourself and hope that your work finds an audience?

Honestly, I wrote the book that I wanted to write, not even thinking about an audience. It was other professionals in the book world who decided what niche *NEST* fit into. I'm glad that younger readers and adults seem to be really enjoying the book.

What is the most rewarding part of the writing experience for you?

I love discovering who my characters are. There's a kind of careful listening that I have to do: What hints are my characters throwing in my direction? If I pay careful attention, I find out what matters to them. Over time, I get to know them really well, and that's so gratifying.

I also just love words—the sounds and rhythms, and, of course, meanings. I like stringing them together and creating something new. It's deeply satisfying.

Do you read the works of other writers for children and young people? If yes, can you give some recommendations?

Let's see. I love *The Pictures of Hollis Woods*; *Counting by Sevens*; *The One and Only Ivan Okay, for Now*. As a child, *The Secret Garden* was one of my favorite books. *Charlotte's Web*. *Stuart Little*. *The Trumpet of the Swan*. I'd strongly recommend all of these to everyone. I recently read *All the Bright Places* and thought it was wonderful. *Without Tess* is another beauty. These last two, I'd recommend for teenagers and adults.

Which books would you recommend for readers who enjoyed NEST?

All of the above!

Are you currently working on anything new, or do you have any new books planned?

Stay tuned...

You are based in USA so visiting schools and reading groups in the UK may be a bit difficult but do you ever do Skype visits to international groups that are interested in meeting you?

I haven't done Skype visits yet, but I'd like to give it a whirl! Also, I'd be thrilled to visit the UK. I've never been "across the pond!"

Thank you so much for giving up your time to answer these questions!

Thanks for your interest in me and *NEST*!

NEST was published in the UK on 2nd July by Rock The Boat (£7.99).

Follow Esther on Twitter: @EstherEhrlich