

Help me Put My Book Back Together

This activity aims to introduce and/or consolidate the words: caption, heading, contents, index, glossary and to help children read and interpret text correctly in order to sequence a booklet and to understand that non-fiction texts are arranged in a predictable way.

PET SERIES

FISH



Written and illustrated by
I. SWIM



Just a little



A lot



CLUE SHEET

HEADINGS go at the top of the page.

The INDEX goes at the back of the book.

A GLOSSARY explains the bold words in the book.

CAPTIONS explain the pictures.

Help me Put My Book Back Together

This activity was developed by Barbara Pope when at Rushey Mead School in Leicester. It aims to introduce and/or consolidate the words: caption, heading, contents, index, glossary and to help children read and interpret text correctly in order to sequence a booklet and to understand that non-fiction texts are arranged in a predictable way.

You can try using this book about fish, or you might prefer to adapt the activity to a book of your own.

The webaddress for this activity is:

<http://collaborativelearning.org/bookback.pdf>

First developed in 1993 and last updated 17th January 2019.

Collaborative Learning:
makes challenging
curriculum accessible.
improves social
relations in the
classroom.
provides scaffolding for
exploratory talk.

Basic principles:

1. Build on prior knowledge.
2. Move from concrete to abstract.
3. Ensure everyone works with everyone else.
4. Extend social language into curriculum language.
5. Provide motivating ways to go over the same knowledge more than once.

Collaborative Learning Project, 17 Barford Street, LONDON N1 0QB

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to use similar strategies in other topics and curriculum areas. We run teacher workshops, swapshops and conferences throughout the European Union. The project publishes a catalogue of activities plus lists in selected subject areas, and a newsletter available by post or internet: "PAPERCLIP".

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in mixed classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for spoken language and other assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts and move them about physically they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials

Help me Put My Book Back Together

How to Make up the Activity

Photocopy sheets and cut up as directed – one set for each group of four. Instructions on the booklet are in italics.

Teacher Instructions

As a class look through a few attractive non-fiction books. Discuss the order of the book: i.e. contents at the front, index at back, use of bold text, glossary, illustrations, captions etc..

Explain that you have a little booklet about fish which has fallen to pieces, and you need the class to put it back together properly (in sequence).

Organise the class into groups of four and give each group a complete set of cut up sheets and produce the clue sheet to help them. You may prefer to stagger the sheets you give them – it depends on the children.

Children may require more scaffolding to move them on. Note that the captions are in lower case and need to be positioned in a box. Suggest that they read the text closely to match up the necessary pictures and label them appropriately. You may also ask children to look at the contents and to consider the numbering of the pages. You may need to discuss the fact that the headings are in capital letters.

Once the groups have sequenced their booklet pages in order on their table check that the headings, captions etc are completed correctly.

Give each group a blank booklet (two sheets of A4 folded and stapled together) for sticking in the pages, They can write their names on the back and change or add extra pictures etc.

Regroup as a class to discuss how they organised their activity. Encourage them to find headlines, glossaries et al in other books.

Help me Put My Book Back Together



aquarium	7
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bowl	4
cleaning	10
Fantail	3
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Goldfish	3
heating	6
holiday	12
Loach	3
tank	4
water	4
weed	4



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adult -	a grown up person
aquarium -	a glass tank for keeping fish in
bowl -	a basin
gravel -	very small stones
tank -	a container
tropical -	warm areas near the equator
waterweed -	plant that grows in water

An aquarium of tropical fish.

Fish swimming in their new homes.

Feed your fish properly.

Getting ready to clean the tank.

Cut out these captions

TROPICAL FISH

If you want to keep lots of fish you will need a bigger tank. Some people keep tropical fish that are brightly coloured. These fish need a special heater to keep the water warm. They need to be carefully looked after.

CARING FOR YOUR FISH.

Your fish needs to live in a clean tank. A filter will help to keep the water clean. When the water looks cloudy it will need to be changed. Do get an adult to help you as this must be done carefully.

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Other titles in the

PET SERIES

CAT
RABBIT
DOG
GUINEA PIG
BUDGERIGAR
HAMSTER

Published by I. Pope Ltd

PET SERIES

FISH



Written and illustrated by
I. SWIM

WHY HAVE FISH FOR A PET

CHOOSING YOUR FISH

FEEDING YOUR FISH

GLOSSARY

INDEX

CONTENTS

Cut out these headings



You need to buy a little tub of fish food. Make sure you only give your fish a few flakes of food every day. You must not overfeed your fish.

WHERE WILL YOU KEEP IT?

You will need a glass bowl or fish tank. Put a layer of gravel in the tank before you fill it with clean water. Plant some waterweed in the gravel and leave it for three days. Now you can put in your fish.

**PLEASE HELP US
PUT OUR BOOK
BACK!
INSTRUCTIONS**

Help! This book about fish has fallen apart. Use the clue sheet to put it back together again!

Help me Put My Book Back Together

What shall I have?



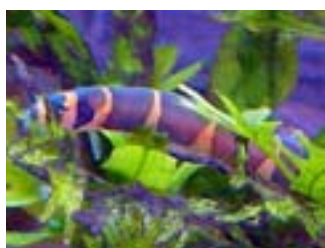
Bitterling



Goldfish



Fantail



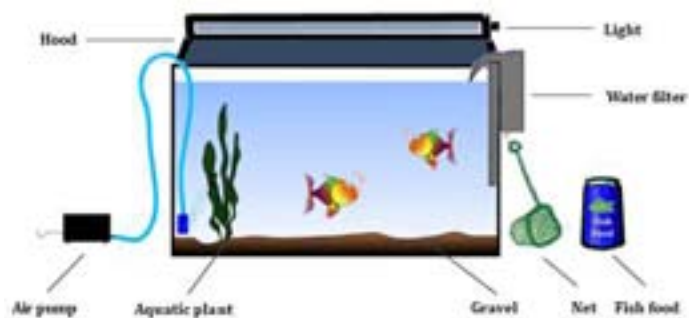
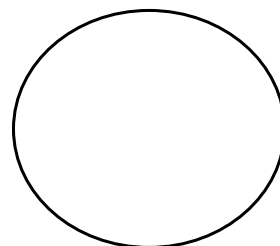
Loach

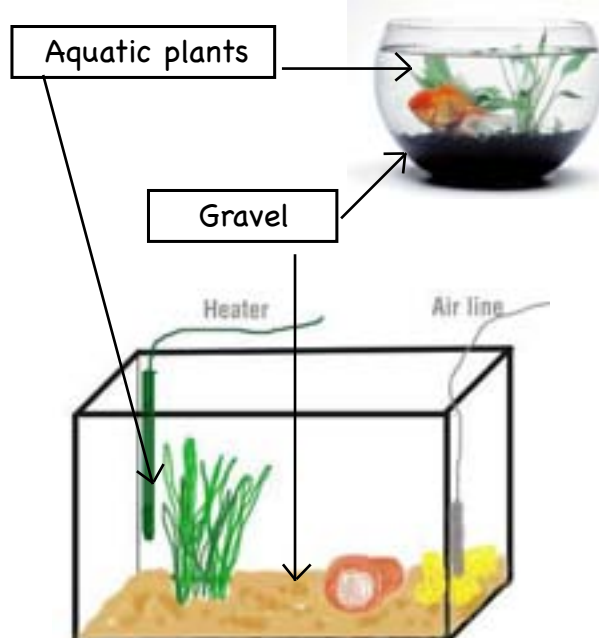
It doesn't eat much.

It is easy to look after.

No need to take it for a walk.

It doesn't make a noise.





Leave for three days before putting your fish in the tank.

Just a little

A lot



11.

CLUE SHEET

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CAPTIONS explain the pictures.

The CONTENTS go at the front of the book.

The CONTENTS will help you put the pages in order.