

The Book Mystery.

Developed by Steve Cooke.

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The webaddress for this activity is:

<http://www.collaborativelearning.org/bookmystery.pdf>

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

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 that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are 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 non selective 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 assessment of speaking and listening.

*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, discuss, paraphrase 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 pupils' first languages 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 more 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.

Name: _____

The Book Mystery.

The school Librarian bought six different text books for the Library. The Librarian bought a different number of the different books. She bought

- 9 copies of 'Geography World'
- 4 copies of 'History Themes'
- 3 copies of 'Maths Book 1'
- 5 copies of 'English Grammar'
- 2 copies of 'Science Topics'
- 8 copies of 'Technology Works'.

The Librarian has the bills for each set of books, but she can't remember which bill goes with which set of books. The totals the Librarian paid for each set of books were £54, £60, £65, £81, £88 and £108. She can remember the price of one book of each kind was an exact number of pounds.

Can you help her by working out how much she paid for each kind of book?

Use this table to work out which total could match which book.

Name of book	Number of copies	Could she have paid £54?	Could she have paid £60?	Could she have paid £65?	Could she have paid £81?	Could she have paid £88?	Could she have paid £108
Science Topics							

What could one book have cost?

One science book could have cost _____ or _____ or _____ or _____.

One maths book could have cost _____

One geography book could have cost _____

One history book could have cost _____

One English could have cost _____

One technology book could have cost _____

Here are the different prices of the six different kinds of book.

£9

£13

£30

£11

£18

£27

Type of book	Could one have cost £9?	Could one have cost £11?	Could one have cost £13?	Could one have cost £30?	Could one have cost £18?	Could one have cost £27?
Science						

How much did the Librarian pay for each kind of book?

The Librarian must have paid _____ for the maths books.

She must have paid _____ for the science books.

She _____

She _____

She _____

She _____

One more thing.

The school has given the Librarian some extra money to buy text books. She can spend £ 278. She wants to buy more copies of the same textbooks. Can you work out how many copies of the different books she can buy. She can't spend more than £278 but she wants to spend as near as possible to £278.