

Book Returns



TREND TASK

Approach: One to one

Focus: Understanding library organisation.

Resources: 8 book covers (labelled A-H), recording book.

Level: Year 4 and year 8



Questions/instructions

Arrange the book covers in order using the letters (A-H) on the backs.

Imagine that you are helping to put books back in their right place in a school library.

Show the student the book covers.

Now imagine that these are real books. I want you to sort them so that they are ready for putting back in their right places in the library.

Give student the pile of book covers.

Here are the books. Look carefully at the information on the covers, then sort them into order for putting on the library shelves.

When you have finished sorting them, I will ask you to explain why you have arranged them that way.

Allow time for student to sort books.

1. Now can you tell me why you have arranged them that way?

Write down the order of the books using the letters on the backs of the cards.

Books divided correctly:

*fiction ordered alphabetically,
non-fiction ordered numerically*

	% responses	
	2001 ('97)	2001 ('97)
	year 4	year 8
both ordered correctly	3 (5)	16 (16)
fiction only ordered correctly	3 (3)	10 (11)
non-fiction only ordered correctly	2 (1)	2 (3)
neither ordered correctly	16 (13)	7 (6)

Books not divided correctly:

but correctly alphabetised

12 (26) 37 (44)

Any other response:

64 (52) 28 (20)

If the student hasn't divided the books into fiction/non-fiction, ask:

2. Can you sort the books into fiction (story books) and non-fiction?

Allow time for student to sort the books.

books now divided correctly 63 (NA) 81 (90)

Commentary

Very few year 4 students and only about one third of year 8 students showed that they understood that fiction and non-fiction books were separated and ordered differently. When explicitly asked, about 50 percent more at both levels could separate fiction and non-fiction. There is little evidence of change between 1997 and 2001.