

# What would the world be like if there were no books?

# OVERVIEW



## *The Book Tree* by Paul Czajak and Rashin Kheiriyeh



*'Books are dangerous! I don't trust them. They act like seeds, which grow into ideas and ideas turn into questions'*  
An exploration of the journey from information to knowledge to understanding for children in Year 3 - 6

### Year 3

INVESTIGATE: *Evaluation and Selection of Evidence within sources*

Distinguishes between facts and opinion

INVESTIGATE: *Different Types of Sources/Organisation of Information*

Identifies major areas of the library and what main topics are included in each.

The actions of the mayor in the book introduces chn to the idea of opinion vs. fact. How do the stories and information in the book trees affect the townspeople and their town?

Discuss the power of books on the imagination and the different ways to learn from imagination and information.

Identify the areas of the library and use the visual library catalogue to search for topics and book in nonfiction.



#### ADDITIONAL TEXTS

*Facts vs. Opinions vs. Robots* by Michael Rex

### Year 4

INVESTIGATE: *Facts, Opinions, Points of View*

Begins to understand that different points of view are presented in nonfiction and that nonfiction does not equate to 'true' because some of the information may be opinion or stated from only one point of view.

INVESTIGATE: *Different Types of Sources/Organisation of Information*

Identifies major areas of the library and what main topics are included in each.

The actions of the mayor in the book introduces chn to the idea of opinion vs. fact. What might happen when curiosity is controlled and stifled, like the mayor tries to do?



#### ADDITIONAL TEXTS

*The Fate of Fausto* by Oliver Jeffers



*The Sad Little Fact* by Jonah Winter and Pete Oswald

### Year 5

INVESTIGATE: *Different Types of Sources/Organisation of Information*

Identifies and uses the organisational structures of a nonfiction book to locate information.

What are all the different ways that you could start to think about the inquiry question? *The Book Tree* gives some ideas – there were no restaurants, no story time at school, no theatres, no libraries. What other things can you think of which would not happen if there were no books in the world?

What themes do they come up with? Are the answers mostly around information (or lack of it) or ways to express imagination or alternative methods of communication?

What further information would they need to be able to investigate this question more? Where would they find this information? Fiction and nonfiction? How will ideas in each help them come up with an answer?



#### ADDITIONAL TEXTS

*My Name is Book* by John Agard

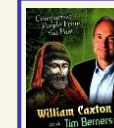
### Year 6

WONDER: *Begins to assess questions to determine which can be answered by simple facts, which cannot be answered, and which would lead to an interesting inquiry*

What is the difference between these three questions:  
Who invented the printing press and in what year? (1436, Johannes Gutenberg)

What is the exact number of people who would stop reading altogether if books did not exist? (Unanswerable as it contains subjective and speculative elements)

What would the world be like if there were no books? (Good inquiry question)



#### ADDITIONAL TEXTS

*Comparing People from the Past: William Caxton and Tim Berners-Lee* by Nick Hunter



*100 Inventions that made history* by Tracey Turner

## How can the library help answer my questions?

### OVERVIEW

*The Book Tree* is the library book of the term. Through this book, we will be introducing to Year 1 children the importance of books and reading on the journey from information to knowledge to understanding the world.

Picturebooks by The Fan Brothers will be used to support the Map topic and allow us to explore how the library can be used to find information and make connections to their learning in class.

### FOSIL SKILLS

#### WONDER

2b Makes guesses about what a fiction or nonfiction text will be about based on visual information such as the cover.

#### INVESTIGATE

3a Identifies the basic organisational structure of fiction and non fiction books

#### INVESTIGATE

3c With help, begins to use library labels and ABC arrangement of picturebooks to locate materials

#### INVESTIGATE

3c With help, differentiates between 'useful' and 'not useful' sources

#### CONSTRUCT

4a Verbally and physically demonstrates simple organisational skills such as sorting and categorising objects and information.

### BOOKS



### PLAN

#### WEEK 1

*The Book Tree*. Introduce Fiction/Non Fiction and the structure of each.

#### WEEK 2 and 2

Children choose from one of three books to read.

*The Antlered Ship* by Dashka Slater and The Fan Brothers

Questions > Topic Boxes  
Maps and Mapping > Library plan  
HPL > Perseverance and Risk Taking

*The Marvellous Moon Map* by Teresa Heapy and David Litchfield

Research (mouse) > Topic Boxes  
Maps and Mapping > Library plan  
HPL > Creative and Enterprising, Critical thinking > Paper boat making

*Ocean Meets Sky* by The Fan Brothers

Visual literacy > birds eye views, perspective, scale  
Maps and mapping > Library plan  
HPL > Open minded, confident

### LINKS

Non Fiction November gives us the opportunity to link with their topic 'Where are we in the world?'

Visual literacy: birds eye views in *The Antlered Ship* and *Ocean Meets Sky*.

PHSE links in *The Antlered Ship*, *Ocean Meets Sky* and *The Marvellous Moon Map*.

(English link: Traditional rhymes from *And the Dish Ran Away with the Spoon*.)

### HPL



AGILE  
Enquiring



ANALYSING  
Critical  
thinking

## How can the library help answer my questions?

### OVERVIEW

*The Book Tree* is the library book of the term. Through this book, we will be introducing to Year 2 children the importance of books and reading on the journey from information to knowledge to understanding the world.

Poetry books and A-Z books will be used to support children's learning about library organisation.

### BOOKS



### LINKS

### FOSIL SKILLS

#### WONDER

2b Makes guesses about what a fiction or nonfiction text will be about based on visual information such as the cover.

#### INVESTIGATE

3a Identifies the basic organisational structure of fiction and nonfiction books

#### INVESTIGATE

3c With help, begins to use library labels and ABC arrangement of picturebooks to locate materials

#### INVESTIGATE

3c With help, differentiates between 'useful' and 'not useful' sources

#### CONSTRUCT

4a Verbally and physically demonstrates simple organisational skills such as sorting and categorising objects and information.

### PLAN

#### WEEK 1

*The Book Tree*. Introduce Fiction/Non Fiction and the structure of each.

#### WEEK 2 and 2

Children choose from one of three books to read.

*A is Amazing: Poems about Feelings* by Wendy Cooling

[Library Organisation](#) > [Visual Index for Topic Boxes](#)

[Maps and Mapping](#) > [Library plan](#)

[HPL](#) > [Perseverance and Risk Taking](#)

*I am A Poetato: An A-Z of Poems of People, Pets and Other Creatures* by John Hegley

[Library Organisation](#) > [Visual Index for Topic Boxes](#)

[Maps and Mapping](#) > [Library plan](#)

[HPL](#) > [Creative and Enterprising](#), [Critical thinking](#) > [Paper boat making](#)

*The Alphabets Alphabet* by Chris Harris

[Library Organisation](#) > [Visual Index for Topic Boxes \(A-Z\)](#)

[Maps and mapping](#) > [Library plan](#)

[HPL](#) > [Open minded, confident](#)

### HPL



AGILE  
Enquiring



ANALYSING  
Critical thinking