



Oxford Level 5

Camel-Back Mountain

Written by Roderick Hunt. Illustrated by Nick Schon, based on the original characters created by Roderick Hunt and Alex Brychta.

Teaching notes written by Teresa Heapy.

Text type: fiction

Topic: geographical features

Synopsis

Nadim and Chip are playing a card game with mountain fact cards, when the magic key begins to glow. It takes the children to a town which has a mountain that looks like a camel's back. But the townspeople are worried: someone is coming to measure Camel-Back Mountain to check whether it's tall enough to be called a mountain. The children help the townspeople to add rocks to the top of the mountain to make it higher. But when the man measures the mountain, they realise they didn't need the rocks as the mountain was already high enough.

There is a topic-linked non-fiction book to partner this title, which is called *Highest Mountain, Deepest Canyon*.

Group/Guided reading

Introducing the story

- ➔ Look at the cover and read the title together. Ask: *What are the children standing in front of?*
- ➔ *(Predicting)* Say: *I wonder why it's called Camel-Back Mountain.* Encourage the children to make predictions. If necessary, show the children a picture of a camel to make the link between the mountain and a camel clear.
- ➔ Ask: *Have you ever seen a mountain?* Ask the children to share names of any famous mountains they know.
- ➔ *(Predicting)* Read the blurb together and say: *I wonder why the people on Camel-Back Mountain are upset.* Encourage the children to make predictions.
- ➔ *(Questioning)* Ask the children to think of some questions they would like to ask Biff and Nadim about what happens in the story.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *m-ou-n-t-ai-n*, *h-u-m-p*.
- ➔ This story includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending new words. There are also some high frequency tricky words used in the book. These words are common but may not conform to the phonic teaching that children will have learned at this point. Support the children with reading these words, explaining that they are tricky but common and useful. If necessary, simply read the word for them:

people looked called could

- ➔ There are a number of story words used in this book. These include words that may be familiar but do not conform to the phonic teaching that children will have learned at this point, and subject-specific vocabulary that may be unfamiliar to children. You can look together at the inside front cover for a list and their definitions. Explain to the children that these words may be challenging but they are important for the topic. Read these words for the children if necessary, to help build familiarity before they read the story.

village camel centimetres enough

Reading the story

- ➔ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➔ After reading p9, ask: *Why does the man need to measure the mountain?*
- ➔ *(Predicting)* After reading p11, say: *I wonder what the townspeople will think about Nadim's idea.* Ask the children to make predictions about whether they think the townspeople will add rocks to the top of the mountain.
- ➔ *(Questioning)* Look again at the picture on p13. Ask the children to think of some questions they would like to ask the townspeople at this point in the story. Prompt them by saying: *I wonder why they are going to all this trouble. It must be very important to them to make the mountain higher.*
- ➔ On p17, ask: *Why does the man say the top of the mountain is different?*
- ➔ *(Predicting)* After reading p17, ask: *Do you think the mountain will be high enough without the rocks on top?*
- ➔ On p19, say: *I wonder how the townspeople feel when they hear the news that the mountain is high enough.* Encourage the children to make predictions.

Returning to the story

- ➔ *(Clarifying)* Look again at the picture on p8–9. Ask the children to talk about how some of the different characters felt at this point in the story.
- ➔ *(Summarizing)* Ask: *What was your favourite part of the story?* Encourage each child to tell you about it, and why they liked it.
- ➔ *(Clarifying)* Re-read p17 and ask: *Why did the man have to measure the mountain as it was, without the rocks?*
- ➔ *(Clarifying)* Look at the picture on p18 and ask: *What is the man using to measure the mountain? Have you ever seen one before?*
- ➔ *(Summarizing)* Look at the story map on p22. Ask the children to use the map to summarize what happened in the story.

Independent reading

- ➔ Introduce the story as in the Introducing the story section above.
- ➔ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➔ As they read, encourage the children to sound out and blend new words, for example *a-d-v-e-n-ture*, *n-ew-s*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list and their definitions. If a word is too difficult, simply read the word for them.

- ➔ Remind the children to use the pictures to support them when reading the text.
- ➔ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Split the children into two groups. Explain that one group should represent Nadim and the other group should represent the man from the Mountain Measurement Department.
- ➔ Ask the group representing Nadim to suggest why they think adding rocks to the mountain should be allowed. And ask the group representing the man from the Mountain Measurement Department to suggest why the townspeople should not be allowed to add anything to the mountain.
- ➔ Following the debate, ask the children to vote on who they think was right.

Writing activities

- ➔ Working independently, ask the children to write a short letter from Nadim to Wilf and Wilma which describes the events in the story.
- ➔ Encourage them to include the key events in the story. Prompt them to use the story map on p22 to help them.
- ➔ Encourage the children to rehearse what they are going to write orally before writing anything down.

Cross-curricular activity

Geography

- ➔ Ask the children to use books or child-friendly sites on the Internet to find out how tall Mount Everest is. Then choose another mountain, ask the children to find out how tall it is and compare the two.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can make plausible predictions about the plot of an unknown story, using the text and other book features. (D) (ORCS Standard 2, 9)
- With support, can answer simple questions/find information in response to a direct question. (R) (ORCS Standard 2, 12)
- Can use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations (e.g. raid, play, plate) or graphemes that have more than one sound (e.g. bread, beach; shower, flowing; crib, rice). (READ) (ORCS Standard 2, 13)
- Can express opinions about main events and characters in stories, e.g. good and bad characters. (E) (ORCS Standard 2, 14)
- Can retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence. (ORCS Standard 2, 16)

Letters and Sounds: Phase 5

Explore with Biff, Chip and Kipper titles are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction and non-fiction. These titles tell a complete story or cover a non-fiction topic using natural language, with a high proportion of phonically decodable words and a selection of high frequency tricky words. Each book also has a limited number of non-decodable but achievable words to enrich the language and expand children's vocabularies and knowledge.

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9) consider and evaluate different viewpoints, attending to and building on the contributions of others (SpokLang.11)	Check the children are able to take on the role of a character from the story and debate whether the townspeople should have been allowed to add rocks to the mountain. Check the children respond appropriately to arguments others present in the debate.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children use their phonic knowledge to decode new and unfamiliar words.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children make predictions about whether they think the mountain will be high enough.
Writing: Composition	sequencing sentences to form short narratives (Y1 WritComp.1iii)	Check the children include the main events from the story in their letters, using the story map to support them.

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a)	Check the children are able to take on the role of a character from the story and debate whether the townspeople should have been allowed to add rocks to the mountain.
	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Check the children respond appropriately to arguments others present in the debate.
Reading	I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1-13a)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children draw on the information given in the book and their existing knowledge to make sense of what they read. Check the children make predictions about whether they think the mountain will be high enough.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose (LIT 2-26a)	Check the children include the main events from the story in their letters, using the story map to support them.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1) adopt a role using appropriate language (Y1_OracSpea.7)	Check the children are able to take on the role of a character from the story and debate whether the townspeople should have been allowed to add rocks to the mountain.
	listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions (Y1_OracList.1)	Check the children respond appropriately to arguments others present in the debate.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children make predictions about whether they think the mountain will be high enough.
Writing	understand different types of writing, e.g. records of events, descriptions, narrative (Y1_WritStru.5)	Check the children include the main events from the story in their letters, using the story map to support them.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum:
Primary Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children are able to take on the role of a character from the story and debate whether the townspeople should have been allowed to add rocks to the mountain. Check the children respond appropriately to arguments others present in the debate.
Reading	understand that words are made up of sounds and syllables and that sounds are represented by letters (L1_com_read.2i) use a range of reading strategies (L2_com_read.2)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	talk about what they read and answer questions (L1_com_read.5) express opinions and make predictions (L2_com_read.5ii)	Check the children make predictions about whether they think the mountain will be high enough.
Writing	write using a given form (L2_com_writ.3)	Check the children include the main events from the story in their letters, using the story map to support them.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Take turns in speaking. (1SL6) Engage in imaginative play, enacting simple characters or situations. (1SL9)	Check the children are able to take on the role of a character from the story and debate whether the townspeople should have been allowed to add rocks to the mountain.
	Listen to others and respond appropriately. (1SL7)	Check the children respond appropriately to arguments others present in the debate.
Reading	Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words. (1R06)	Check the children use their phonic knowledge to decode new and unfamiliar words.
	Anticipate what happens next in a story. (1Ri1)	Check the children make predictions about whether they think the mountain will be high enough.
Writing	Write a sequence of sentences retelling a familiar story or recounting an experience. (1Wt1)	Check the children include the main events from the story in their letters, using the story map to support them.