

 **Oxford Level 5**

Highest Mountain, Deepest Canyon

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Text type: report

Topic: geographical features

Synopsis

This book looks at different types of geographical features that are found all over the world, including mountains, canyons, lakes, rivers, beaches, oceans, deserts and forests. It describes each feature and shows some examples.

There is a topic-linked fiction book to partner this title, which is called *Camel-Back Mountain*.

Group/Guided reading

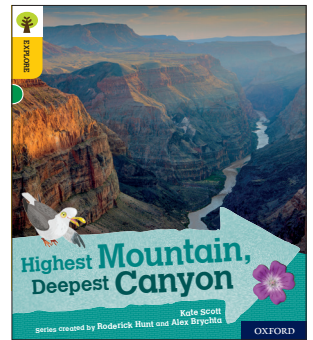
Introducing the book

- ➔ Look at the cover and read the title together. Prompt the children to sound out and blend the words *m-ou-n-t-ai-n* and *c-a-n-y-o-n*.
- ➔ Look carefully at the photograph on the cover together and say: *I wonder if this is a mountain or a canyon*. Explain that the photograph shows both a mountain and a canyon.
- ➔ (*Predicting*) Read the blurb on the back cover together. Prompt the children to make predictions about what other features they will find out about in the book, as well as mountains, canyons and forests. You could model this by saying e.g. *I wonder if we will find out about deserts. I wonder if we will find out about lakes*.
- ➔ Turn to p3 and read the contents list together. Check whether any of the children's predictions about the features were correct. Encourage the children to share anything they already know about the features.
- ➔ (*Questioning*) Ask the children to think of some questions they would like to find the answers to when reading this book. Encourage them to use the contents list to help them.

Vocabulary check

- ➔ As they read, encourage the children to sound out and blend new words, for example *a-m-a-z-i-ng*, *E-v-er-e-s-t*.
- ➔ This book 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



- ➔ There are a number of topic 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 book.

metres Peru areas Russia ocean

Reading the book

- ➔ Ask the children to read the book 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 p6, ask the children to imagine 177 football pitches. Ask: How long do you think it would take you to walk across them all?
- ➔ *(Questioning)* After reading p7, ask: *How do you think the first climbers to reach the summit of Everest felt when they finally made it to the top?* Ask the children to suggest some questions they would have liked to ask them.
- ➔ Look together at the two pictures of the Amazon river on p13. Ask the children to suggest why the two pictures of the same river look so different. If necessary, explain that the pictures are taken from different distances.
- ➔ After reading p14, ask: *Have you ever been to a beach? Was it a pebble or sand beach? What colour was the sand?* Ask the children to share experiences of going to the beach, describing what the sand felt like and what they did there.
- ➔ Look together at the picture of the desert in bloom on p19. Ask: *Why do you think the desert looks so different when it rains?* If necessary, prompt the children by asking them what plants need to grow.

Returning to the book

- ➔ *(Clarifying / Summarizing)* Ask the children to explain, in their own words, what a canyon is.
- ➔ *(Summarizing)* Ask the children to name the eight different geographical features in the book. Ask: *Which is your favourite? Why?*
- ➔ *(Clarifying / Summarizing)* Ask: *Which two rivers are the longest and largest in the world?* (Answer: the Nile and the Amazon)
- ➔ *(Questioning)* Look again at p17 and point to the surfer riding the huge wave. Ask the children to think of some questions they would like to ask the surfer. Prompt them by saying: *I wonder if he gets nervous when he's stood on the board. What happens if he falls off?*
- ➔ *(Clarifying)* Tell the children that the Glossary explains the meanings of certain words. These words appear in bold in the book. Turn to p22 and look at the Glossary together. Tell them to look out for these words when they read the book independently and encourage them to use the Glossary when they read the book again.
- ➔ *(Clarifying)* Draw the children's attention to the Index on p22. Tell children that an Index is an alphabetical list of some of the key words that can be found in the book, with references to the pages they appear on. Choose an example from the book's Index and tell the children that you want to find out more about it. Ask the children to use the Index to help you turn to a page that will tell you more about it.

Independent reading

- ➔ Introduce the book as in the Introducing the book section above.
- ➔ Encourage the children to read the book 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 *b-ea-ch-es*, *p-e-bb-le-s*.
- ➔ Support the children with reading high frequency tricky words.
- ➔ This book also contains a number of topic words, which children may need more support with at this stage, but which enrich the book. 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 book to check comprehension, please refer to the Look Back, Explorers page in the book.

Speaking, listening and drama activities

- ➔ Re-read the seagull's speech bubble on p21: "What an amazing world!"
- ➔ Hold a group discussion and ask the children to suggest reasons to support the seagull's statement. Encourage the children to share why they think we live in an amazing world.
- ➔ Prompt the children to use examples from the book as well as from their own experiences.

Writing activities

- ➔ Ask the children to select a geographical feature from the book and to write a definition for the feature.
- ➔ Encourage the children to rehearse their definitions orally before writing anything down.
- ➔ Prompt the children to refer to the relevant pages in the book for support, if necessary.

Cross-curricular activity

Geography

- ➔ Support the children to find some of the places mentioned in the book, e.g. Mount Everest, the Amazon river, the Atacama desert etc. in an atlas or on child-friendly sites on the Internet. Ask them to find out which country they are in.

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Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can recognize a range of patterns in texts, including stories, poems and non-fiction, e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts. (READ/A) (ORCS Standard 2, 11)
- 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)

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	maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6)	Check the children share ideas in the discussion about what makes the world an amazing place, drawing on ideas from the book, their own experiences and comments from others.
Reading: Word reading	read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Y1 ReadWord.3)	Check the children use their phonic knowledge to read new and unfamiliar words.
Reading: Comprehension	explain clearly their understanding of what is read to them (Y1 ReadComp.4)	Check the children are able to name the eight geographical features covered in the book. Check the children are able to explain, in their own words, what a canyon is.
Writing: Composition	saying out loud what they are going to write about (Y1 WritComp.1i)	Check the children rehearse their definitions orally before writing anything down.

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

	Experiences and outcomes	Book-related assessment pointers
Listening and talking	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 share ideas in the discussion about what makes the world an amazing place, drawing on ideas from the book, their own experiences and comments from others.
Reading	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a) 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 read new and unfamiliar words.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children are able to name the eight geographical features covered in the book. Check the children are able to explain, in their own words, what a canyon is.
Writing	I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. (LIT 1-20a / LIT 2-20a)	Check the children rehearse their definitions orally before writing anything down. Encourage them to consider the purpose of their writing when rehearsing it.

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) speak audibly, conveying meaning to listeners beyond their friendship group (Y1_OracSpea.6)	Check the children share ideas in the discussion about what makes the world an amazing place, drawing on ideas from the book, their own experiences and comments from others.
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 read new and unfamiliar words.
	recall details from information texts (Y1_ReadComp.3)	Check the children are able to name the eight geographical features covered in the book. Check the children are able to explain, in their own words, what a canyon is.
Writing	talk about what they are going to write (Y1_WritMean.4)	Check the children rehearse their definitions orally before writing anything down.

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 share ideas in the discussion about what makes the world an amazing place, drawing on ideas from the book, their own experiences and comments from others.
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 read new and unfamiliar words.
	show understanding of the meaning carried by print, pictures and images (L1_com_read.1) understand, recount and sequence events and information (L2_com_read.1)	Check the children are able to name the eight geographical features covered in the book. Check the children are able to explain, in their own words, what a canyon is.
Writing	talk about what they are going to write (L1_com_writ.1)	Check the children rehearse their definitions orally before writing anything down.

CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 1

	Learning objectives	Book-related assessment pointers
Speaking and listening	Take turns in speaking. (1SL6) Listen to others and respond appropriately. (1SL7)	Check the children share ideas in the discussion about what makes the world an amazing place, drawing on ideas from the book, their own experiences and comments from others.
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 read new and unfamiliar words.
	Answer questions and explain further when asked. (1SL4)	Check the children are able to explain, in their own words, what a canyon is.
Writing	Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences, dictated by the teacher, from memory. (1W04)	Check the children make phonetically plausible attempts to write common and unfamiliar words.