



Running words: 273

Book Summary

This book describes the high mountains that are found in Nepal, as well as the mountain climbers who visit and live in Nepal. The book also describes the lifestyle of Nepali farmers and city workers.

Themes

Different lands, Geography, Exploration

Features of the Book

- The information contained in the photographs, text, map, diagram, Contents page and glossary
- Content words for discussion: *climb, guide, mountains, peaks, porters, supplies, yaks*
- Phonics and phonemic awareness: suffix *-est* (e.g. *highest*)

Strategies

The Roof of the World introduces and reinforces the following strategies:

- making inferences
- finding main ideas
- compare and contrast

Materials

- copies of the BM, pencils

The Roof of the World

by Diana Noonan

Introducing the Text

Begin by asking the students if they know anyone who has climbed a high mountain. Talk about what type of person you would need to be to be a mountaineer (adventurous, brave, strong, fit, careful, etc.).

Reading the Text

Ensure each student has a copy of the text. Make sure that the content words (*climb, guide, mountains, peaks, porters, supplies, yaks*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs, map, diagram and text to determine the strategies of finding main ideas, making inferences and comparing and contrasting as you work through the book.

Cover

Together, read the book's title and the name of the author. Point to the photograph of the mountain climber at the top of a snowy ridge and ask:

- *How do you think the climber feels?* (happy to have reached the top, scared because he is standing on a narrow area of ice and snow, etc.)

Together, read aloud the preview question on the back cover: Where would you find the highest mountain in the world? Ask the students if they know the answer. If not, say 'Let's read the book to find out the answer'.

Title Page

Explain to students that a Contents page often appears at the start of a non-fiction book. It lists each section of the book and tells you which page the section starts on. Say:

- *By looking at the headings listed in the Contents page, we can get a good idea about what a book is going to be about. Look at this book's Contents page. What is it going to be about?* (high mountains, mountain climbers,

high mountains and low areas, visiting far from home or moving far from home)

Page 2

Look at the photograph and ask:

- *Where do you think these mountains might be found? Remember, maps help us pinpoint a landmark's location.* (Nepal)

Read the heading together. Remind the students that the heading is an example of alliteration, which is the repeated use of the same sound at the beginning of a group of words. Ask the students what other alliterative words the author could have chosen to describe the mountains (Magnificent Mountains, Majestic Mountains, Mammoth Mountains, Massive Mountains, etc.). Read the body copy text together and ask the students why Nepal is sometimes called "*the roof of the world*". Remind the students that making inferences is like reading between the lines because you have to draw conclusions based on the text because the author has not stated the exact reason. Explain that a roof is the highest part of something, so Nepal must have the highest mountains in the world. Take a little time to discuss the map on page 2. Read the caption together and then point out China in the red and India in the blue, and how Nepal is nestled between them.

Page 3

Point to the photograph of the people walking. Explain to students that many people walk in the hills and mountains of Nepal. Tell them that a hill can still be high, but that a hill is not as large as a mountain. Point out the verbs *trek* (in the caption) and *walk* (in the body copy text). Explain that they mean the same thing. Have the students think of other words that mean "walk" (*hike, stroll, ramble, saunter, traipse*, etc.) Remind them that a thesaurus helps us find synonyms, or words that mean the same or nearly the same as another

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word. Together, read the body copy text and caption.

Pages 4!5

Point out the diagram that runs along the top of pages 4–5. Read the labels to the students. Ask them what they notice about the measurements in metres (the smallest starts on the left and they increase, ending with Mount Everest on the far right at 8,849 metres. Ask:

- *So what is the name of the highest mountain in Nepal and the world?* (Mount Everest)

Read the body copy text at the top of page 4 to confirm the students' responses. Together, read the body copy text and caption about the two climbers at the bottom of page 4. Ask students if they know what the word *Sherpa* means. Encourage them to turn to the glossary on page 12 to read the definition. Then read the sidebar *Helping the Sherpa* on page 5.

Page 6

Read the heading with the students, then point to the photograph. Talk about how the Sherpa are carrying the gear and how they are using their heads to hold much of the weight of the equipment. Read the body copy text with the students. Remind the students that a page usually has a main idea with some supporting details. Ask:

- *What is the main idea of this page?* (The Sherpa people are good mountain climbers.)

Then ask:

- *What are the main idea's supporting details?* (They guide visiting climbers. They work as porters and carry heavy loads.)

Ask the students to read the caption.

Page 7

Point to the photograph and explain that these Nepali people work in the rice paddy fields growing and harvesting rice. Read the text with the students, answering any questions the students may have

after reading the text.

Page 8

Ask the students to look at the photograph on page 8. Ask them what the side of the hill looks like (like steps on the hill). Say In some countries, people make use of the hilly land by cutting step-like fields into the sides on which they grow their crops. Together, read the heading, body copy text and caption. If necessary, stop to talk about the two glossary words *plains* and *maize* and check their meanings in the glossary on page 12.

Page 9

Point to the photograph. Ask the students if anyone knows the name of the animals carrying the heavy loads and supplies (yaks). Explain that yaks have long, shaggy hair to keep them warm when it snows in the mountains and that Nepali people use yaks as work animals. Read the body copy text and caption together with the students. Talk about how in places such as Nepal that many people don't have cars and trucks and that the only way to get supplies and building materials to their homes high in the hills is by animals such as yaks.

Page 10

Read the heading to the students. Ask them what this could mean (Nepali people might have to move far from home for work. Or people come far from their homes to climb the mountains of Nepal). Read the text with the students to confirm their responses. Then have the students compare and contrast the life of Nepali people who live in the mountains with those who live in towns and cities. Encourage the students to draw on personal experiences they may have had with city versus country living.

Page 11

Talk about how the introduction of a non-fiction book is designed to hook in the readers. Then explain that a

book's conclusion is designed to tell the readers what they should most remember about the information presented in the book. Read the text with the students. You could brainstorm a possible alternative conclusion. Ensure the students understand that there is no right or wrong way of writing a conclusion and that everyone writes differently.

Page 12

Look at the glossary. Ask the students what they know about glossaries (written in alphabetical order and feature unfamiliar words and their definitions). Read the glossary together with the students.

Revisiting the Text

- Revisit page 4 and point out the word *highest* in the first sentence. Talk about the suffix *-est* and tell the students that it means "most" when added to a root adjective or adverb, for example *highest* means *most high*. Have the students suggest other *-est* words they know (*largest*, *slowest*, *shortest*, *tallest*, etc.). Explain to them that sometimes the final consonant in the root word is doubled before the *-est* suffix is added, e.g., *big* becomes *biggest*.
- Revisit the map on page 2. Talk about how maps can be a detailed plan of an area and that they often show features such as towns, cities, roads, rivers, lakes and mountains. Have the students draw a simple map to show some features that are surrounding their school or they could choose to map the location of three nearby hills or mountains.

Following Up

- Research Sir Edmund Hillary and Sherpa Tenzing Norgay. Write five facts about their famous climb to the top of Mount Everest.
- Give the students copies of the BM for this title.