## Lesson 9 Teacher's Guide

### Camel's Hump

by Carl Murano

Fountas-Pinnell Level I

**Folktales**

**Selection Summary**

The other animals of the desert ask Camel to work, but he just says "Humph!" He even says "Humph!" to the desert king. The desert king gives the camel a hump as a punishment.

### Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Folktales</th>
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<tbody>
<tr>
<td><strong>Text Structure</strong></td>
<td>Third-person narrative</td>
</tr>
<tr>
<td></td>
<td>Organized chronologically</td>
</tr>
<tr>
<td></td>
<td>Cause-effect structure of a Porquoi story</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Reason for origins of a camel's hump</td>
</tr>
<tr>
<td></td>
<td>Middle Eastern desert setting</td>
</tr>
<tr>
<td></td>
<td>King as ruler with power</td>
</tr>
<tr>
<td><strong>Themes and Ideas</strong></td>
<td>Do your share of work without being lazy.</td>
</tr>
<tr>
<td></td>
<td>It's dangerous to offend someone with power.</td>
</tr>
<tr>
<td><strong>Language and Literary Features</strong></td>
<td>Simple language</td>
</tr>
<tr>
<td></td>
<td>Third-person narrator</td>
</tr>
<tr>
<td></td>
<td>Repetitive phrases and sentences</td>
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<tr>
<td><strong>Sentence Complexity</strong></td>
<td>Simple sentences</td>
</tr>
<tr>
<td></td>
<td>Some longer sentences with dialogue.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Several animal names: camel, dog, ox, horse</td>
</tr>
<tr>
<td><strong>Words</strong></td>
<td>Many high-frequency words</td>
</tr>
<tr>
<td><strong>Illustrations</strong></td>
<td>Most words easy to read; a few may be difficult: direction, angry, refusing, tease</td>
</tr>
<tr>
<td><strong>Book and Print Features</strong></td>
<td>Color illustrations on every page</td>
</tr>
<tr>
<td></td>
<td>Nine pages of text with an illustration on every page.</td>
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<td></td>
<td>Abundant white space makes text easy to read.</td>
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</table>
**Camel’s Hump** by Carl Murano

**Build Background**
Ask children what a camel looks like. Build interest by asking: *Did you ever wonder why a camel has a hump?* People long ago used to wonder about many things having to do with animals and nature, and they made up stories to explain what they didn’t understand. Read the title and author’s name and talk about the cover illustration. Tell children that this story is a folktale with animal characters that don’t act like real animals because they talk.

**Introduce the Text**
Guide children through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 2:** Explain that this is a story about a camel and its hump.
**Suggested language:** Look at page 2. What animals do you see? Here is what the author says about Camel: He never did any work. He even liked to brag about how lazy he was. The other animals work very hard. How do you think they feel about lazy Camel when he brags about not working?

**Page 3:** Point out that this illustration shows how the animals feel. How does Horse look in this picture? That’s because when Horse tells Camel that he should work, Camel says, “Humph” and walks away. Look at the word Humph. The letters ph at the end sound like f. Have you ever heard that word? When do people use it?

**Page 8:** Draw attention to the illustration. Now Camel meets the desert king. The king looks angry too. The king tells Camel that he shouldn’t tease the other animals. How does Camel tease the other animals by not working?

Now turn to the beginning of the story to learn how Camel got his hump.

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**Target Vocabulary**

- **brag** – to talk too proudly about something, p. 2
- **curled** – moved into the shape of a circle, p. 9
- **direction** – the general way in which someone or something is moving, p. 3
- **healed** – became well again after being sick or hurt
- **height** – the distance from the bottom to the top of something
- **tunnel** – a route that is dug underground or through a hill
- **tease** – to make fun of someone in a joking way, p. 8
Read
As the children read Camel’s Hump, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Remind children to use the Summarize Strategy and to stop to tell the important events as they read.

Discuss and Revisit the Text
Personal Response
Invite children to share their personal responses to the book.
Suggested language: Do you think Camel deserved the desert king’s punishment? Why or why not?

Ways of Thinking
As you discuss the text, make sure children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The desert animals want Camel to work as hard as they do.</td>
<td>• Everyone should do her or his fair share of work.</td>
<td>• The story teaches a lesson.</td>
</tr>
<tr>
<td>• Camel says “Humph!” and walks away.</td>
<td>• It’s a bad idea to offend someone with power over you.</td>
<td>• The ending makes sense because “Humph!” and hump sound alike.</td>
</tr>
<tr>
<td>• The desert king warns Camel not to tease the other animals and in response, Camel says “Humph!” to the king.</td>
<td></td>
<td>• The story is a funny explanation of why a camel has a hump.</td>
</tr>
<tr>
<td>• The king punishes Camel by giving him a hump to carry.</td>
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Choices for Further Support
• Fluency Invite children to choose a passage from the text to act out. Before they begin, discuss the characters’ feelings and remind children to read in a way that shows the emotions expressed in the passage.

• Comprehension Based on your observations of children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Give children practice in forming singular possessives by asking them to add ’s to nouns from the story, such as camel, dog, ox, horse, and king.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 9.7.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Understanding Characters  
Remind children that they can understand how a character thinks and feels by noticing what the character says and does. Model the skill, using a “Think Aloud” like the one below:

Think Aloud
At the beginning of the story, Dog tells Camel that he should work like the other animals. But Camel just says “Humph!” He turns his back on Dog and walks away from him. I think Camel’s words and actions tell the reader that he does not agree with Dog and does not think he should have to work. Camel is confident that he is right.

Practice the Skill
Have children share an example of another story in which a character gets punished for bad behavior.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happened in the story.

Assessment Prompts
• After his punishment, do you think Camel will work like the other animals?
• Look at the picture on page 2. What kind of work do you think Horse does?
Think About It

Read and answer the questions.

1. Which animals does Camel meet in the story?
   - Camel meets Horns, Dog, and Ox.

2. Why are the animals angry with Camel?
   - They are angry because Camel will not work.

3. Do you think Camel will work now that he has the hump? Explain your answer.
   - Possible response: Yes, I think Camel will work because he has learned his lesson. He has learned that he should listen to the others.

Making Connections

In Camel's Hump and How Chipmunk Got His Stripes, Camel and Bear brag. What happened to these characters? What message can you learn from these stories?

Write your answer in your Reader's Notebook.
Camel’s Hump

Thinking Beyond the Text
Think about the question below. Then write your answer in one paragraph.

Camel talks to the desert king the same way he talked to the animals. Do you think this was a smart idea? Give reasons for your answer.

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Think About It

Read and answer the questions.

1. Which animals does Camel meet in the story?

2. Why are the animals angry with Camel?

3. Do you think Camel will work now that he has the hump? Explain your answer.

Making Connections  In *Camel’s Hump* and *How Chipmunk Got His Stripes*, Camel and Bear brag. What happened to these characters? What message can you learn from these stories?

Write your answer in your Reader’s Notebook.
Camel’s Hump • LEVEL 1

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>The next day Camel went for another walk. He saw the desert king. “You must not tease the other animals by saying ‘humph’ and refusing to work!” the king said.</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Camel stood up tall. “Humph,” said Camel. Suddenly, Camel felt his back puff up. He curled his head around to look at it.</td>
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</tbody>
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**Comments:**

**Accuracy Rate**

\[
\text{Accuracy Rate} = \left( \frac{\text{# words read correctly}}{53} \right) \times 100 \%
\]

**Self-Correction Rate**

\[
\text{Self-Correction Rate} = \left( \frac{\text{# errors} + \# \text{Self-Corrections}}{\# \text{Self-Corrections}} \right)
\]

**Behavior** | **Code** | **Error**
--- | --- | ---
Read word correctly | ✓ cat | 0
Repeated word, sentence, or phrase | ® cat | 0
Omission | ◼ cat | 1
Substitution | cut cat | 1
Self-correction | cut ◼ cat | 0
Insertion | the ◼ cat | 1
Word told | ◼ cat | 1