



# A problem called Scamp

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## Focus phonics

m written as mb as in lambs, climb, crumbs

s written as se as in horse, house, horses, farmhouse

## Tricky words

could, everywhere, friends, many, should, their, there, thought, through, worked, would

## Book summary

When Scamp the pony is outgrown by the children in the family, he starts to feel a bit lonely and bored. Attempts by the children to find jobs for Scamp to do are disastrous and Dad wants to sell Scamp. Luckily, Grandad spots where Scamp can be helpful and Scamp is once more an important member of the family.

## Learning intention

**Phonics:** To decode words with the focus phonemes of /m/ spelt mb; and /s/ spelt se, to work on this group of grapheme-phoneme correspondences that feature in the book and to extend to other known words containing them.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate
- Read with appropriate emphasis and intonation to support the meaning of the text

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What could the title mean? Could it be the name of the horse? Could the horse be the problem? What is the horse doing in the illustration? (looking through a window at a cake) Do you think this will be a fiction or non-fiction story? Ask students to share any knowledge or experiences they have of

horses. Ask students what they think might happen in the story. What could the problem be? Look at the title page illustration and discuss. Ask: Why might the horse be for sale? Is it the same horse as on the cover? Make predictions about what might happen in the story. Keep a note of the predictions and return to them later. Ask: Who is the author? Have you read any other stories by Heather Haylock? What did you think of them? (In the Reading Road series, Heather has also written *Let's go camping*, *Eagle eyes* and *Secrets of the sea*) Read and discuss the blurb on the back cover. Notice how the horse looks on the back cover.

**Quick phonics warm-up:** Read the words on the inside front cover together, with the focus phonemes of /m/ written as mb and /s/ written as se. Locate these words in the text. Think of and record other words that have these same grapheme-phoneme correspondences, e.g. comb, limb; mouse, gorse.

### **Vocabulary check:**

shovels p 21 digging devices like spades for moving soil or gravel

moping p 13 looking sad and lonely

**Morphology:** nibbled has the suffix -ed which makes the verb nibble into the past tense. (Notice only the d is added because the word already has an e.)

**Etymology:** problem - a difficult question proposed for discussion. Late 14th century, probleme, literally "thing put forward", from proballein "propose", from pro "forward" and ballein to throw.

**Tricky word practice:** Display the tricky words *worked* and *thought*. Ask: What are the tricky parts?

worked - the tricky part is or which says /ur/.

thought - the tricky part is ough which says /or/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of Chapter 4, p 16 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text with students, then invite them to take over the reading. On p 3, ask: Whose pony was Scamp? (both Logan and Jemma had Scamp until they outgrew him) On p 4, ask: What horses do they ride now? (Star and Copper) Why do you think those names were chosen for the horses? (Star has a star on his nose; Copper is the colour of copper) What does Scamp do now? (hangs out, eating and watching)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between groups of students; they read a chapter each and then summarise the main ideas to report back on it.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially words with the focus phonemes of /m/ written as mb and /s/ written as se.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. at the end of p 8, ask: When did Scamp start to become a problem? (when he got lonely, e.g. when the others were riding at the river or at a horse show) What was wrong with Scamp? (he was bored, felt left out and lonely) On p 14, ask: What did the family decide to do? (they found jobs for Scamp to do for different people) Was this a good solution? (no, because Scamp didn't do the jobs properly) On p 15, what do you notice about the name of the teacher? (the same name as the author) Could this be based on a true story? (it's possible)

## After reading

**Apply learning:** Discuss the story. Ask: What can you say about the family? (They really wanted Scamp to be happy. They didn't really want to sell Scamp.) On p 20, why did the ad for sale have so many conditions in it? What did each refer to? (They related to the problems Scamp caused - Dad wanted to avoid another family having the same problems.) What made the family decide to keep Scamp? (Grandad made a cart for Scamp so he could help on the farm, and he wasn't bored any more)

**Comprehension:** Review the predictions made earlier. Were they correct? Were there any surprises? Encourage students to retell events in the right order, chapter by chapter. Discuss the questions on the inside back cover.

**Fluency:** Choose a passage from the book and model how to read it fluently paying attention to punctuation when reading, pausing and changing tone as appropriate. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it at a natural speaking pace with minimal sounding out to their partner, then swap over. Read parts of the text together (choral-reading) to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(page 8)

Another day, Scamp watched as we loaded Copper and Star into the truck to go to a horse show. He was lonely without his horse friends, so he trotted up to the house. He chewed some bread and gulped down a carrot cake cooling on the windowsill, leaving just some crumbs. Dad was not happy.

"That pony is bored," said Grandad, looking up from the paper that evening.

(page 9)

Grandad was never bored. He spent lots of time hanging out in his shed, inventing things. But not everything he made worked the way it should.

(page 11)

One morning, Grandad saw Logan and me sweating hard as we pushed the chicken coop to a spot in the sun. Grandad grabbed his screwdriver. He quickly added wheels to the coop. But the coop flew down the hill at top speed and crashed, with a flurry of feathers. Luckily, no chickens were hurt!

## Follow-up activities

Students complete the follow-up activities:

### **Worksheet 1: Phonics**

/m/ spelt mb. /s/ spelt se.

Read and write words and sentences.

### **Worksheet 2: Comprehension**

Answer questions about the story.

Vocabulary.

Synonyms and antonyms.

### **Worksheet 3: Social Science - Animal Welfare**

Hold a photographic pet show.

Write about responsibilities of pet owners.

Create a poster.

### **Worksheet 4: Maths**

Measuring