

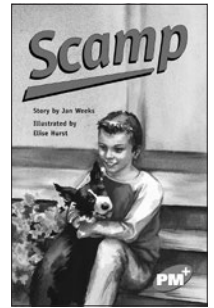
# Scamp

PM Level 26

Emerald

**Text Type** Narrative

**Running Words** 1993



## Preparing for Guided Reading

### Orientation to the Text

- Dylan loves to spend school holidays at his family's beach house at Mermaid Point. One holiday, he makes friends with a possum called Tilly. Tilly doesn't like dogs, and nor does Dylan. He is visually impaired, and was once knocked over by a big dog. Dylan's Uncle Ray comes to visit and much to Dylan's dismay, he brings his dog Scamp. Scamp is a very friendly dog, but Dylan's fear of dogs remains. Then one night, Scamp escapes, and Tilly disappears. Will Dylan's worst fears about dogs be proved?

### Prior Knowledge

- Explain to students that the main character in this story is visually impaired. Ask what they know about visual impairment.
- Look up *impairment* in the dictionary. Write a definition on a large chart.

## Building the Balanced Reader

### Grammatical Conventions

- Draw students attention to the use of capitals for names and sentence beginnings. Discuss why the following words are capitalised: *Dad, I, Uncle, Tilly, Elephant, Mermaid*. Discuss why the following words don't have capitals: *national park, beach, dolphins, possum, teacher*.
- Have students investigate the author's use of the word *but* to connect ideas and sentences. Search the text for examples.

### Vocabulary

#### Key vocabulary

*balcony, crunchy, eventually, impaired, independent, panicked, pined, retrievers, scampered, storeys*

### Spelling

- Discuss the meaning of the word *storeys*, compared with *stories*. Explain that these words sound the same but have different spellings and meanings. Locate other examples in the text, e.g. *stairs – stares*.
- Build words from a root word by adding prefixes and suffixes, e.g. *dependent: dependently, dependence, independent, independently, independence; forget, forgetful, forgot, forgotten*

### Visual Literacy

- Ask students to investigate the use of asterisks. When has the author used them?

### Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 15 after setting the focus questions:  
*Where does this story take place?*  
*What do we know about the setting?*  
*What sort of animal is Tilly? Is she a native animal, a feral animal or a pet?*  
*Why is Dylan scared of dogs?*
- Use the chapter headings on the Contents page to predict possible complications and endings for the story.
- Discuss instincts. What are the dog's natural instincts? What are the possum's natural instincts? What are Dylan's instincts?
- Ask students to read to the end of p. 23 after setting the focus questions: *How did everyone feel when Scamp escaped? Why did Dylan have mixed emotions about Scamp after Stephen came around?*
- Share students' responses to the focus questions. Then discuss the following: *Had Scamp noticed the way Dylan is feeling? How can you tell?*
- Explain the meaning of the word *coax* to the students then ask: *How is Uncle Ray trying to coax Dylan into liking Scamp?*
- Discuss with students why it can take a long time to build trust, either between an animal and a person, or between two people. What is required for this bond to develop?

### Comprehension

- Why had Tilly really disappeared? (Literal)
- How is Dylan's mum trying to coax Tilly back? (Inferential)
- Why is it important that furniture in the house isn't moved around too much? (Applied Knowledge)

### Follow-up Activities

- Discuss issues such as habitat, diet, predators and protection. Mum says, *It's as though she has a sixth sense*. when she talks about Tilly. Explain what this means. Discuss and give examples of when Dylan uses his other senses in the story.

## Learning Intentions

- We are learning to understand a broader range of themes in the text, that allow us to develop the skills of problem solving.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify themes in the text, and can improve my problem solving skills relating to issues faced by the characters.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up