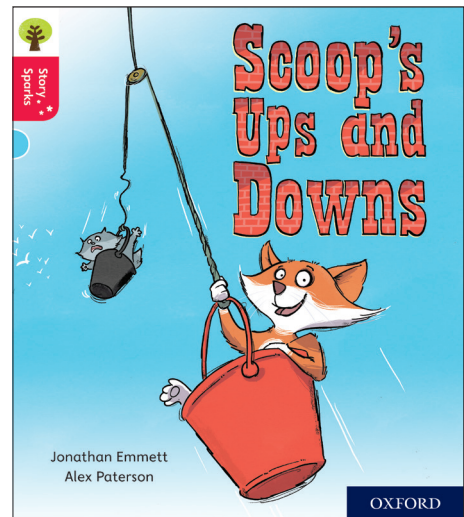


Scoop's Ups and Downs

Author: Jonathan Emmett

Illustrator: Alex Paterson

Teacher's Notes author: Karra McFarlane



Synopsis

It's a hot day and two cats, Scoop and Scrap, are relaxing on a building site. Scoop goes to look for a cool drink of water but stumbles and falls into a bucket. The bucket is attached to a pulley rope and the bucket falls down, taking Scoop with it. Scoop tricks Scrap into getting into a bucket attached to the other end of the rope. Scrap is heavier than Scoop, so Scrap's bucket falls down and Scoop's comes back up. Scrap is trapped in her bucket all morning.

Group/Guided reading

Introducing the story

- As the books in this series were created to develop comprehension skills, children may initially require additional support with some elements of the skills that lead to comprehension.
- *(Predicting)* Look at the cover together. Say: *I wonder why one bucket is going up and the other is falling down.* Encourage the children to make suggestions.
- *(Predicting)* Ask: *Which cat do you think is Scoop?*
- Look at p3 together. Ask the children to talk about the setting. Say: *I wonder what the cats are doing on a building site.* Ask the children to point out the buckets that are shown on the cover.
- Ask the children if they have ever heard of a pulley before. Using the picture on p3, support them to explain how it works.
- *(Predicting)* Say: *I wonder which cat is heavier.* Ask the children to point to the two cats in the picture and predict which cat is heavier.

Strategy check: word reading

Before reading, draw the children's attention to the word reading strategies that they are currently developing. For instance:

- As they read, encourage the children to sound out and blend new words, e.g. 'b-u-ck-e-t'.
- This book includes many decodable words, providing lots of opportunities for children to practise the skill of sounding out and blending. There are also some high-frequency tricky words (also known as common exception words) in the book. Support the children with these words, explaining that they are tricky but also very common and useful. If a word is too difficult, simply read the word for them:
said so out
- There are a number of story words used in the book. These include common words that may not conform to the phonics teaching that children will have learned at this point, and story-specific vocabulary that may be unfamiliar. They are listed and defined on the inside front cover. Explain to the children that these words may be challenging but they are important for the story.

Read these words for the children if necessary, to help build familiarity before they read the book independently:

water saw builder

Reading the story

- Ask the children to read the book aloud and help them where necessary. Praise and encourage them as they read. Once a child has decoded a difficult sentence, encourage them to read it again to check their understanding.
- On p5, support the children to sound out and blend the word 's-p-l-a-sh'. Ask: *Why has a different text style been used for this word?*
- After reading pp6–7, ask: *How do you think Scoop feels as he falls down in the red bucket? Why?*
- On p8, encourage the children to read Scrap's speech with appropriate intonation and expression.
- (*Predicting*) On p11, ask: *What do you think will happen when Scrap falls into the bucket?*
- (*Predicting*) After reading p13, ask: *How do you think Scrap feels when she realizes that Scoop has tricked her?*

Returning to the story

- (*Clarifying*) Reread pp6–7 and ask: *Why is the black bucket is going up?* Support the children to recognize that the black bucket is going up because the red bucket is heavier now that Scoop is inside it.
- (*Clarifying*) Reread p9 together and ask: *Why does Scoop tell Scrap that he isn't stuck?*
- (*Clarifying*) Turn to p12 and ask: *Why is Scoop's red bucket going back up?*
- (*Clarifying/Summarizing*) Ask the children to use the pictures on pp6–13 to explain how a pulley works.
- (*Summarizing*) Ask the children to say which cat they liked best and to give reasons for their answer.
- (*Summarizing*) Ask: *Do you think it was fair of Scoop to trick Scrap?* Encourage the children to suggest how they might feel if a friend had tricked them.
- (*Questioning*) Encourage the children to think of a question they would like to ask Scoop or Scrap. Ask the children to share their questions with the group.

Independent reading

- Introduce the book as in the Group/Guided reading 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 m-or-n-i-ng, c-oo-l, b-i-gg-er.
- This book also contains a number of story words, which children may need more support with at this stage, but which enrich the story. They are listed and defined on the inside front cover. 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.

Speaking and listening

- Remind the children that at the end of the story, Scrap jumped out of the bucket and frightened the builder.
- In small groups, ask the children to role-play the builder, as he explains to the other builders on site what happened. Encourage the child retelling the story to use appropriate intonation and expression. Ask the children in role as the other builders to consider how they might react to hearing the story.

Writing activity

- Ask the children to write another page for the story, showing how Scrap reacts to Scoop when she is finally freed from the bucket.
- Encourage the children to consider whether Scrap ignores Scoop, gets her own back by tricking him, or tries to tell Scoop how she feels about what he did.
- Encourage the children to rehearse their sentences aloud before writing them down. Remind them to reread their work to check for any errors.

Cross-curricular suggestion

Art and design

- Ask the children to draw or paint another animal in a bucket, on the pulley system shown in *Scoop's Ups and Downs*. Encourage the children to be imaginative – it could be a mouse or an elephant.

Mathematics

- Ask the children to tell you whether their animal's bucket would be above or below Scoop in his bucket. Encourage the children to use comparative language e.g. 'heavier than' or 'lighter than' to explain why.

Oxford
OWL

For school
Discover free eBooks, teaching notes, advice and support

For home
Helping your child's learning with free eBooks, essential tips and fun activities

www.oxfordowl.co.uk



Scoop's Ups and Downs

Curriculum links and assessment

Links to Oxford Reading Criterion Scale

- Can read aloud and is beginning to use expression to show awareness of punctuation. (READ) (Standard 2, 1)
- Reads familiar words with growing automaticity. This includes the YR and some of the Y1/2 high-frequency words which are easily decodable and some common exception words. (READ) (Standard 2, 2)
- Can blend adjacent consonants in words, in a range of combinations: CVCC CCVC CCVCC CCCVC CCCVCC. (READ) (Standard 2, 4)
- With support, can answer simple questions/find information in response to a direct question. (R) (Standard 2, 12)

Letters and Sounds: Phase 4

- *Story Sparks* Level 4 books are designed to support children with the transition from phonic readers to richer reading with highly decodable fiction. These books tell a story 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 story words to enrich the language and expand children's vocabularies.

ENGLAND The National Curriculum in England: English Programme of Study, Year 1

	National Curriculum objectives	Book-related assessment pointers
Spoken language	give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (SpokLang.5)	Check the children use appropriate intonation and expression when in role as one of the builders.
	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9)	Check the children actively participate in the role play, making contributions and responding appropriately to others' contributions.
	consider and evaluate different viewpoints, attending to and building on the contributions of others (SpokLang.11)	Check the children offer their opinion on whether they think it was fair of Scoop to trick Scrap, and listen to the opinions of other members of the group.
Reading: Word reading	apply phonic knowledge and skills as the route to decode words (Y1 ReadWord.1)	Check the children sound out and blend unknown words as they encounter them.
Reading: Comprehension	predicting what might happen on the basis of what has been read so far (Y1 ReadComp.2v)	Check the children are able to predict what will happen when Scrap falls into the bucket.
	making inferences on the basis of what is being said and done (Y1 ReadComp.2iv)	Check the children make inferences about how Scoop and Scrap are feeling at different points in the story.
Writing: Composition	saying out loud what they are going to write about (Y1 WritComp.1i) composing a sentence orally before writing it (Y1 WritComp.1ii)	Check the children say their sentences out loud before writing them down.
	re-reading what they have written to check that it makes sense (Y1 WritComp.1iv)	Encourage the children to reread what they have written to check for fluency and accuracy.

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 can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. (LIT 2-02a)	Check the children use appropriate intonation and expression when in role as one of the builders. Check the children actively participate in the role play, making contributions and responding appropriately to others' contributions.
	I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. (LIT 1-07a)	Check the children offer their opinion on whether they think it was fair of Scoop to trick Scrap, and listen to the opinions of other members of the group.
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 sound out and blend unknown words as they encounter them.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children are able to predict what will happen when Scrap falls into the bucket. Check the children make inferences about how Scoop and Scrap are feeling at different points in the story.
Writing	By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. (LIT 2-26a)	Check the children say their sentences out loud before writing them down.
	Throughout the writing process, I can check that my writing makes sense. (LIT 1-23a)	Encourage the children to reread what they have written to check for fluency and accuracy.

WALES Curriculum for Wales: Foundation Phase Framework, Year 1

	Framework objectives	Book-related assessment pointers
Oracy	include some detail and some relevant vocabulary to extend their ideas or accounts (Y1_OracSpea.3)	Check the children use appropriate intonation and expression when in role as one of the builders.
	contribute to conversations and respond to others, taking turns when prompted (Y1_OracColl.1)	Check the children actively participate in the role play, making contributions and responding appropriately to others' contributions. Check the children offer their opinion on whether they think it was fair of Scoop to trick Scrap, and listen to the opinions of other members of the group.
Reading	apply the following reading strategies with increasing independence – phonic strategies to decode words (Y1_ReadStrat.5i)	Check the children sound out and blend unknown words as they encounter them.
	use prediction in stories, adding more detail (Y1_ReadComp.5)	Check the children are able to predict what will happen when Scrap falls into the bucket.
	look for clues in the text to understand information (Y1_ReadStrat.12)	Check the children make inferences about how Scoop and Scrap are feeling at different points in the story.
Writing	talk about what they are going to write (Y1_WritMean.4)	Check the children say their sentences out loud before writing them down.
	write words, phrases and simple sentences and read back own attempts (Y1_WritMean.5)	Encourage the children to reread what they have written to check for fluency and accuracy.

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Level 1/2

	Levels of progression	Book-related assessment pointers
Talking and listening	use vocabulary from within their experience to describe thoughts and feelings (L1_com_talk.3) use a general vocabulary to express thoughts, imaginings and opinions (L2_com_talk.3)	Check the children use appropriate vocabulary, intonation and expression when in role as one of the builders.
	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)	Check the children actively participate in the role play, making contributions and responding appropriately to others' contributions. Check the children offer their opinion on whether they think it was fair of Scoop to trick Scrap, and listen to the opinions of other members of the group.
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 sound out and blend unknown words as they encounter them.
	talk about what they read and answer questions (L1_com_read.5) express opinions and make predictions (L2_com_read.5ii)	Check the children are able to predict what will happen when Scrap falls into the bucket.
	use visual clues to locate information (L1_com_read.3ii)	Check the children use the illustrations to make inferences about how Scoop and Scrap are feeling at different points in the story.
Writing	talk about what they are going to write (L1_com_writ.1)	Check the children say their sentences out loud before writing them down.