

## SCAMPER (Narrative Text or Stories)

### What is SCAMPER and why is it important?

SCAMPER (Manzo & Manzo, 1990) is a strategy that encourages students to think creatively and increase their understanding of a story by deciding how to change story parts in response to one of the SCAMPER challenges.

### How can I use SCAMPER with my students?

SCAMPER is an acronym that stands for **S**ubstitute, **C**ombine, **A**dapt, **M**odify, **P**ut to Use, **E**liminate, **R**everse. With questions provided or with questions you have created, encourage students to make up their own story by using SCAMPER challenges in an original way. “King Bidgood’s in the Bathtub” is a story about a king who refused to get out of the tub. Following are examples of SCAMPER challenges that could be used for this story.

**Substitute:** What do you think would happen if the king fished for sharks instead of trout?

**Combine:** What might happen if members of the entire court wouldn’t leave their bathtubs?

**Adapt:** How do you think the page would adapt his plan if the drain was clogged?

**Modify:** How could the story change if members from another kingdom arrived?

**Put to Use:** How could one of the items in the tub be used to solve the problem?

**Eliminate:** Rewrite the story without the page to solve the problem.

**Reverse:** Rewrite the story with a king who refused to get into the bathtub.



## SCAMPER (*Expository or Informational Text*)

### What is SCAMPER—Expository and why is it important?

You can also use SCAMPER with expository text. After students have read a content area selection, you can create challenges by asking students to change something in the text using any of the procedures suggested by the SCAMPER acronym: Substitute, Combine, Adopt, Modify, Put to Other Uses, Eliminate, and Reverse.

### How can I use SCAMPER—Expository with my students?

Explain the SCAMPER acronym and discuss how the challenges can be used with a text. Some examples you can mention are as follows:

<u>S</u> ubstitute:	Another ingredient, step in the procedure, place, time, or event
<u>C</u> ombine:	Combination of ingredients, actions, or purposes
<u>A</u> dapt:	Similar substance, event, situation, or idea
<u>M</u> odify:	New twist, change, or addition
<u>P</u> ut to Other Uses:	Different uses for an item, procedure, or audience
<u>E</u> liminate:	A streamlined or eliminated event, step, place, tool, or fact
<u>R</u> everse:	Rearrangement of events, steps, components, or facts

An example of a Substitute challenge in Social Studies is: What could have happened at Gettysburg if Lee had followed General Longstreet's advice not to fight but to march around the Federal Army? After students understand the challenge, they must respond to it by developing an answer. A possible answer is: There would not have been a battle and the Confederate Army would have had a direct route to Washington.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# SCAMPER

**Challenge:**

**Response:**

