



# Amber Brown Is Not a Crayon

by Paula Danziger



1. PAGE 9 In the sentence "Every time we 'fly' there," why is the word *fly* in quotation marks?

"Fly" is in quotation marks because she is talking to someone and she's excited. Also they aren't flying. E P A I



2. PAGE 13 What kind of person is Amber?

Amber Brown is messy. She's a third grader.



3. PAGE 17 What do Justin and Amber have in common? What are some differences?

The things that Justin and Amber have in common are the Both of them have parents that are away. E P A I



4. PAGE 30 What are some ways that Amber shows she doesn't want Mrs. Bradley to like the house?

1 or 2 or 3 ways Amber shows she doesn't want the house to be soled is she said that there are bragar's and gost's in the article. E P A I

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5. PAGE 37 What kinds of things do Amber and Justin do together as friends?

on page 31 it look  
Like they had a good  
friendship because in  
the besing of the  
story they did evry thing  
together but on page 35 <sup>E P A I</sup>  
crack +



6. PAGE 53 What new things are you thinking about Justin?

new things about Justin  
are he got's a  
new house and  
he got's new neighbors

<sup>E P A I</sup>



7. PAGE 61 What's the problem with Justin and Amber's friendship right now?

Justin is Leving  
and Amber is mad and  
sad at the same  
time

<sup>E P A I</sup>



8. PAGE 63 What does the word "obnoxious" mean here?

obnoxious mean's to  
be annoyed by a person.

<sup>E P A I</sup>



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9. PAGE 67 What kind of person is Amber Brown's mom?

Amber Brown's mom is asking Amber to tell her how she feels about Justin Leving.

E P A I



10. PAGE 77 At the bottom of the page, Amber says, "Thanks. It's the best present ever" when Justin gives her a tissue box with the chewing gum ball. Explain why she says this.

because that was the best thing they shared together

E P A I



11. PAGE 80 What lesson did you learn from reading this book?

I learn that you can still be friends even if your friend lives far away.

E P A I

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## Reflection

Was this book easy, just right, or too hard? just right.

How do you know? I liked it.

Did you like this book? yes.

Why or why not? I liked the lesson.

Would you choose another book like this from the library? yes.

Why or why not? Amber Brown is a  
good character.



# Comprehension Record & Planning Form: Level N

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Student: Carly Date: \_\_\_\_\_

## First: Tally Student Results

1. Refer to the student's scored response form.
2. Check ✓ the appropriate white box (E, P, A, or I) below for each answer.
3. Tally each column to find the total number of E, P, A, and I responses.
4. Record the overall tally below the chart.

**Scoring Guide**  
 E-Exceptional  
 P-Proficient  
 A-Approaching  
 I-Incorrect

Question	Page	Plot & Setting				Character				Vocabulary & Figurative Language				Theme & Ideas			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	9										✓						
2	13							✓									
3	17					✓											
4	30		✓														
5	37		✓														
6	53							✓									
7	61		✓														
8	63									✓							
9	67							✓									
10	77		✓														
11	80													✓			
TALLY																	

Total number of responses: exceptional + proficient  $E=1$   $P=7$  /11      approaching + incorrect  $3$  /11  
 Total pages: 75 divided by the total # minutes to read book (from log): 100      Page per minute rate: 75 p/min

## Next: Decide on Goals

1. In the first column, check the scenario or scenarios that best describes this student's performance.
2. Reflect on the information in the last two columns to plan for your reading conference with the student.

✓	If	Then	Teaching Suggestions
	About 1/3 of the student's responses from all four strands are <b>approaching</b> and <b>incorrect</b> .	This level is too hard. Have the student take the assessment with a book at the next level below and then determine a goal and teaching plan.	n/a
✓	The student's <b>approaching</b> and <b>incorrect</b> responses are clustered in one or two of the four strands, yet all other responses are <b>proficient</b> and/or <b>exceptional</b> .	Instruct the student in one area of need at a time, addressing the strands in this order: 1. Plot and Setting 2. <u>Character</u> 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: 174, Plot and Setting 191, Character 206, Vocabulary and Figurative Language 223, Themes and Ideas
	Student's responses are mostly <b>proficient</b> and some are <b>exceptional</b>	In most cases, work to move the student from <b>proficient</b> to <b>exceptional</b> in all areas. Focus your instruction in the one strand where most of the <b>proficient</b> responses were clustered, then target other strands as needed in the order listed at right.	See pages 178, Plot and Setting 193, Character 200, Vocabulary and Figurative Language 225, Themes and Ideas



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✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are <b>exceptional</b>	In most cases, assess the student at the next level higher to determine a goal. The exception may be for the student who is reading far above grade level.	For tips on when to move students to the next level and when to keep them at their current level, see <i>When to Reassess</i> , page 42.
	There is no obvious pattern to the student's responses; student's answers range from <b>exceptional</b> to <b>incorrect</b> across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult, or because there may be a stamina issues (check the reading log). You will likely want to have the student take the assessment at the next level below.	For help with stamina issues, see pages 65.
	Student reads at a very slow or fast speed (much > or < 1 min per page)	Observe the student during independent reading to determine whether reader is engaged. If engagement is not an issue, reading rate indicates the level may not be a good match.	For help with reader engagement, see page 30.
	Student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what's written.	In the reading conference, check to see if the student can verbally elaborate on his or her responses. If the student can, provide support with writing about reading at this level during independent reading.	For help with writing about reading, see pages
	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are <b>approaching</b> or <b>incorrect</b> .	This is a student who is having trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding.	For help with monitoring strategies, see pages 168.

## And Now: Take it to the Conference

What is the goal you've decided to focus on (see "Decide on Goals" table above)?

Character

Which strategy(ies) will you introduce first? (Refer to pages from teaching suggestions.)

"Mine the details" - during goal-setting conf.  
"Use dialogue tags" - later.

Additional notes to prepare [e.g., questions to ask, a book for modeling, and so on]:

character trait list

Now you're ready to confer. Turn to page 201 for a sample conference transcript and advice on how to conduct the conference.