

The Time Warp Trio: Knights of the Kitchen Table

by Jon Scieszka



1. PAGE 6 Describe the setting of this scene. Give details.

They are at the end of a bridge.
They don't know where they're at.

E P A I



2. PAGE 15 Why do they keep referring to the Knight as "Tin Man"?

His suit is made of tin, the three boys
are teasing him because of his suit of tin.

E P A I



3. PAGE 17 What does "the helmet rang like a thousand church bells" mean?

that it was really loud. For example
a church bell is really loud but thousands
that is extremely loud.

E P A I



4. PAGE 23 Explain where the knights are taking the three boys, and why.

Their taking the boys because they
killed the black knight and their surprised.
Also they want their help.

E P A I

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5. PAGE 24 What does "rid us of that scourge" mean in this part?

To be scared for them. Because he's not that strong and he needs body guards.

E P A I



6. PAGE 25 When Sam whispers, "Another great idea from the mind of Sir Fred," what does he mean?

That he has an idea on that his plan worked or someone else is being sarcastic with him because his plan failed.

E P A I



7. PAGE 26 What does Joe mean when he thinks, "I could see we were losing the crowd"?

That the crowd wasn't getting entertained. or that the people just don't like them.

E P A I



8. PAGE 30 What kind of person is Merlin? How does he affect the boys?

He's mean and old.

E P A I

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9. PAGE 33 What does "make haste" mean in this part?

To make something stop, or destroy it.

E P A I



10. PAGE 36 What kind of person is Sam?

Sam is afraid because he is always questioning plans because he is scared. Though he is very brave along the way.

E P A I



11. PAGE 42 Explain why King Arthur is so pleased now.

Because he is powerful and there is no harm or danger around him.

E P A I



12. PAGE 42 What is one lesson you can learn from this story?

When you get asked for help, especially from a king, you have to do it no matter how scared you are.

E P A I

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13. PAGE 53 Describe the setting. Give details.

It's at the kitchen table

E P A I

Reflection

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

How do you know? It was too easy and quick

Did you like this book? yes, but it was too short.

Why or why not? too short.

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

Why or why not? I like the time period, but it's too easy so a harder book in this time period is what I'd pick.

Comprehension Record & Planning Form: Level P

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Student: Lizeth Date: 3/18

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				Themes & Ideas				
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I	
1	6		✓															
2	15									✓								
3	17										✓							
4	23		✓															
5	24																	✓
6	25									✓								
7	26									✓								
8	30						✓											
9	33																	✓
10	36						✓											
11	42		✓															
12	42																	✓
13	53				✓													
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I	
			11	1			11			11	1		11		1			

Total number of responses: exceptional 3 /13 proficient 7 /13 approaching + incorrect 3 /13
 Total pages: 55 divided by total minutes to read book (from log): 129 = reading rate: .42 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
	One-third (1/3) or more of the student's total responses from all four strands are approaching and/or incorrect .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
✓	The student's approaching and incorrect responses are clustered in one or two of the four strands, yet all other responses are proficient and/or exceptional .	Instruct the student in one area of need at a time, addressing the strands in this order: <u>1. Plot and Setting</u> <u>2. Character</u> <u>3. Vocabulary and Figurative Language</u> 4. Themes and Ideas	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas
	No answers are incorrect or approaching . The student's responses are mostly proficient and some are exceptional .	In most cases, work to move the student from proficient to exceptional in all areas. Instruct the student in one area at a time, addressing the strands in the order listed on the right.	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas

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✓	If	Then	Teaching Suggestions
	Around $\frac{3}{4}$ of the student's responses are exceptional .	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 page A6.
	There is no obvious pattern to the student's responses; the student's answers range from exceptional to incorrect across all four strands.	Comprehension is likely inconsistent or flawed because the book is too difficult, or because there may be a stamina issue (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 T7-T8.
✓	The student reads at a very <u>slow</u> or fast speed: much > or < 0.75 pages per minute (p/min).	Observe the student during independent reading to determine whether the reader is engaged. If engagement is not an issue, a slow or fast reading rate indicates the level may not be a good match.	For help with reader engagement, see pages T7-T8.
	The student has trouble expressing answers in writing, but past observations indicate he or she can verbally elaborate on what is written.	In the goal-setting 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, scan the tip boxes in the Precision Teaching section, pages T21-T72.
✓	The student's reflection on the Response Form indicates that the book was a good fit, yet many responses are approaching or incorrect .	This is a student who may have trouble monitoring for meaning, or knowing what he or she knows. Work with the student on strategies for stopping to check for understanding as a secondary goal.	For help with monitoring strategies, see page T8.

And Now: Take It to the Conference

What goal or goals have you decided to focus on (see Then column)?

Engagement and monitoring for meaning.

Which strategy or strategies will you introduce first? (Refer to pages from the Teaching Suggestions column.)

Short-term goals, finding a new reading spot, focus

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

Book log to track reading rate.

Now you are ready to confer. Turn to page T4 for a sample goal-setting conference transcript and advice on how to conduct the conference.