

Freak the Mighty

by Rodman Philbrick

Student Response Form

Student's name Trevor Grade 5

Your teacher wants to learn more about you as a reader. Here are some directions to remember:

- ◆ Please complete this assessment on your own. Do not ask for help or use anything (dictionaries, websites, etc.) to help you.
- ◆ Each time you read, please fill in your reading log below.
- ◆ When you reach a page with a sticky note, read to the bottom of the page.
- ◆ Stop and answer the question on your response form. Include as much detail as you can from the book to support your answer. (It is fine to reread, but do not read ahead.)
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!

READING LOG				
Date	Start Time	End Time	Start Page	End Page
2/11	11:25	11:40	1	25
2/16	10:29	11:05	26	43
2/17	10:48	12:16	44	99
2/18	10:55	11:56	100	169

Teacher: Please fill out.

Total Time	Total Pages
15	25
36	18
88	56
61	70
Total	
200	169

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1. PAGE 27 Describe Max's bedroom. What is significant about it?

Max's bedroom is in the cellar because the author wanted the reader to think Max is a monster just like his dad. It's dark, lonely and isolated.

E P A I



2. PAGE 33 How are Freak and Max alike and how are they different? What thoughts do you have about their relationship?

Freak and Max are alike by them both being not popular. They are different by their height and what they are good at. I think it's a good thing they are friends because together they have almost every characteristic covered.

E P A I



3. PAGE 44 What kind of people are Grim and Gram? How do they treat Max?

Grim and Gram try to be good grandparents but they are actually treating him like a monster. Since he's acting like a normal child now, they're beginning to treat him like one.

E P A I

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4. PAGE 47 "Dinosaurs had brains the size of peanuts and they ruled the earth for a hundred million years." What does Freak mean by this? What is he implying?

He is implying that Max has a small brain. Even though Max is dumb, he can still achieve many things.

E P A I



5. PAGE 71 What does "life ain't life" mean in this part?

It means Max is so big compared to everybody else so his life is different. Also, his dad is evil and his family is never together.

E P A I



6. PAGE 71 What is the importance of this scene and what might it foreshadow?

It is that Freak knows what his father was. I predict that Freak's father will come back from disappearing.

E P A I

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7. PAGE 78 Think about Freak's references to knights and dragons, fair maidens, and quests. What does this say about him?

Freak might rely on them because together with Max they can defeat or conquer them.

E P A I



8. PAGE 87 Why does Mrs. Addison say, "You're going to be okay, Maxwell Kane. I'm sure of it now"?

She said that because she didn't want Max to think Freak would not be okay. Also, she is starting to see him (Max) in a new way - as someone caring and helpful, not just as KK's son.

E P A I



9. PAGE 99 What problems is Max facing?

The stranger will hurt or kill Max. I think the stranger is killer Kane. He was supposed to get out of jail and he said, "I'm back, like I promised."

E P A I

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10. PAGE 105 Do you think that Max is a "chip off the old block"? Explain.

I don't think so because a chip is small compared to a block. Killer Kane thinks Max is small.

E P A I



11. PAGE 107 Describe the "Testaments." What thoughts do you have about this place?

I think it's scary there because it's always dark there and the people who live there are excited to have Killer Kane in their house.

E P A I



12. PAGE 121 What kind of person is Max's father? How is he affecting Max?

I think he is clever and evil because he tricked the guards to get out of jail and do bad things.

E P A I

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13. PAGE 140 Max says, "... it's growing up that worries me."
What does this reveal about him?

He says that because he thinks
he will ~~do~~ turn out to be like his dad.

E P A I



14. PAGE 160 What are some themes in this book?

I thought the book was sad. One thing
I learned about, though, is how important
friendship can be to changing people for
the better.

E P A I



15. PAGE 160 How are people with special needs presented in this book?
What do you think about that?

One character is strong in the mind
but weak in the body, and the other one
is the opposite. They both have strengths so
that makes me think even people with
special needs have strengths.

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 could answer all of the questions with confidence.

Did you like this book?

Yes and no

Why or why not?

It was a great story but really sad in the end.

Would you choose another book like this from the library?

Not one where someone dies at the end!

Why or why not?

Too sad!

Comprehension Record & Planning Form: Level W

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Student: Trevor Date: 2/19

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	27	✓															
2	33						✓										
3	44						✓										
4	47										✓						
5	71												✓				
6	71		✓														
7	78							✓									
8	87		✓														
9	99		✓														
10	105												✓				
11	107		✓														
12	121							✓									
13	140					✓											
14	160													✓			
15	160													✓			
TALLY		1	1111				111	11			1		11		11		

Total number of responses: exceptional 1 /15 proficient 10 /15 approaching + incorrect 4 /15

Total pages: 169 divided by total minutes to read book (from log): 200 = reading rate: .84 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: 1. Plot and Setting 2. <u>Character</u> 3. <u>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

Comprehension Record & Planning Form: Level W

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✓	If	Then	Teaching Suggestions
	Around ¾ 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 slow 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)?

Character and Voceab / Fig - Language

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

"Draw a Constellation of Characters" to start thinking about relationship btwn all charaders, not just main characters.

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

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.