

Ants, Bees, and Other Social Insects

by Kris Hirschmann

Student Response Form

Student's name Mateja Grade 3rd

Your teacher wants to learn more about you as a reader. For this reading activity, here are some simple steps to follow:

- ◆ Enjoy the book!
- ◆ 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. It is fine to reread, but don't read ahead.
- ◆ Put the sticky note back in the book.
- ◆ Keep reading!



1. PAGE 5 Explain what *ant-infested* means.

Lots and lots of ants put together

E P A I



2. PAGE 7 Explain what the word *tend* means on this page.

It means take care because it said red
worker ants tend larva

E P A I



3. PAGE 9 What is the main idea of this section (pages 6–9)?

Well I think on both pages it's different
jobs the workers do and about being the queen

E P A I

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4. PAGE 15 What is the main idea of this chapter (pages 11–15)?

Well that the main idea was how they communicate and they communicate by using sound smell and many more

E P A I



5. PAGE 19 Termite mounds have amazing features. Use details from pages 18–19 to support this idea.

The termite mounds are large, rock hard. Mounds can also be up to more than 20 ft! and 6.1 m high. They are made out of soil a mound also has a lot of room

E P A I



6. PAGE 23 Using information from text and pictures on pages 20–23, compare and contrast how ants and bees build their homes.

Ants can build many home like red ants often make nests in rotten tree stumps. And weaver ants make homes out of leaves. And bees make there homes as beehives.

E P A I



7. PAGE 25 What can you learn about bees from the pictures on page 25 that adds to what you've already read?

They carry pollen on their back legs

E P A I

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8. PAGE 26 Explain what the word *swarm* means.

It means that a lot of bugs are moving together or its just a lot of them.

E P A I



9. PAGE 31 What is the most important idea you learned from reading this whole book?

A main idea was to work together help each other and to work hard.

E P A I



10. PAGE 31 Social insects work together to get jobs done. From the whole book, list many details that support this main idea.

Well they work together to scare away enemys, they need each other.

E P A I



11. PAGE 33 How would pages 32 and 33 help you review details about colonies?

You would look at the glossary and find the parts where it says colony.

E P A I

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Reflection

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

How do you know? Yes because it had some good facts and it was a little bit easy.

Did you like this book? Yes

Why or why not? Yes because it had cool pictures and fun facts and it had some stuff I didn't know.

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

Why or why not? Because it has some cool stuff, cool pictures and cool facts

Comprehension Record & Planning Form: Level N

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Student: Mateja Date: 1/30

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	Main Idea				Key Details				Vocabulary				Text Features			
		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
1	5										✓						
2	7										✓						
3	9		✓														
4	15	✓															
5	19					✓											
6	23						✓										
7	25														✓		
8	26										✓						
9	31			✓													
10	31						✓										
11	33															✓	
TALLY		1	1	1		1	1			1	1				1	1	

Total number of responses: exceptional 2 /11 proficient 7 /11 approaching + incorrect 2 /11

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 goal-setting 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 fall 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. Main Idea 2. Key Details 3. Vocabulary 4. Text Features	See pages: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features
	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: T23 Main Idea T35 Key Details T51 Vocabulary T61 Text Features

Comprehension Record & Planning Form: Level N

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✓	If	Then	Teaching Suggestions
	Around $\frac{2}{3}$ of the student's responses are exceptional .	Assess the student at the next level higher to determine a goal.	For tips on when to move students to the next level and when to keep them at their current level, see pages 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. You will likely want to have the student take the assessment at the next level below.	To know when to reassess, see tips on 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 T23–T73.
	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)?

Details to support Main Idea; Text Features

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

Know It Enough to Teach It.

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.