

# Germ's Make Me Sick!

by Melvin Berger

## Student Response Form

Student's name Michael Grade 3

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 7 How do the illustrations on page 7 add to what you're learning about germs?

that some germs look like rods

E P A I



2. PAGE 8 What is the main idea of the book so far?

well so far the main idea of the book so far is about germs

E P A I



3. PAGE 9 Explain what the word *harmful* means on this page?

harmful - something that hurts

E P A I

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4. PAGE 13 Your body has ways to keep out germs, but they might get in anyway. What details support this idea?

If you are riding a bike and you get a cut germs can get inside, if you drink your cousins soda germs get in your stomach, and germs are on stuff you touch

E P A I



5. PAGE 14 What can you learn from the illustrations on page 14 that adds to what you are reading?

White blood cells and red blood cells.

E P A I



6. PAGE 15 Explain what *antibodies* are.

antibodies are a protein that attack germs

E P A I



7. PAGE 19 How are bacteria harmful?

Well some bacteria can give off poisons, bacteria's poisons only attack your teeth, and bacteria give off waste products.

E P A I

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8. PAGE 23 Compare *and* contrast bacteria and viruses.

They both make you sick but some bacteria have poison and virus don't have poison.

E P A I



9. PAGE 26 What is the most important idea from pages 24-26?

What the doctor does to help you is by finding out what germs make you sick.

E P A I



10. PAGE 32 What is the most important idea you learned from reading this whole book?

That germs can make you sick but you can help yourself stop them

E P A I

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## Reflection

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

How do you know? because I know about health a bit

\_\_\_\_\_

\_\_\_\_\_

Did you like this book? Yes I did

Why or why not? because I am very interested in health

\_\_\_\_\_

\_\_\_\_\_

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

Why or why not? because unlike other books I've read

this one gives a lot of info

\_\_\_\_\_

\_\_\_\_\_



# Comprehension Record & Planning Form: Level 0

*Germs Make Me Sick!* by Melvin Berger

Student: Michael

Date: 1/7

## 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	7															✓	
2	8			✓													
3	9									✓							
4	13						✓										
5	14															✓	
6	15									✓							
7	19						✓										
8	23						✓										
9	26		✓														
10	32		✓														
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			11	1			11				11					11	

Total number of responses: exceptional 2 /10    proficient 7 /10    approaching + incorrect 3 /10

## 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 <b>approaching</b> and/or <b>incorrect</b> .	This level is likely too difficult. Assess the student at the next level below to determine a goal.	n/a
✓	The student's <b>approaching</b> and <b>incorrect</b> responses fall 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. 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 <b>incorrect</b> or <b>approaching</b> . The 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. 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

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✓	If	Then	Teaching Suggestions
	Around $\frac{2}{3}$ of the student's responses are <b>exceptional</b> .	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 <b>exceptional</b> to <b>incorrect</b> 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 <b>approaching</b> or <b>incorrect</b> .	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)?

Text Features, Main Idea (PaA)

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

Pictures are Worth a Million Words.

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.