

The Hindenburg Disaster

by Peter Benoit

Student Response Form

Student's name Angelica 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 11 Why is this radio report important when you are learning about the Hindenburg disaster?

It is someone explaining what happened during the
disaster who was actually there.

E P A I



2. PAGE 13 Explain what an *airship* is and why it's important to what you've learned so far about the Hindenburg.

An airship is a thing with gas that makes it float in
the air.

E P A I

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3. PAGE 14 Explain how rigid airships work.

The rigid airships use fabric bags or gas cells to make it float. The airship was filled with hydrogen, rigid airships also had ballast tanks filled with water, it made the ship have more weight.

E P A I



4. PAGE 19 Describe all the ways the zeppelin was used from 1900 to 1937. Use pages 16–18.

The zeppelin was used in the war, used for carrying passengers, used for goods, and carried scientists to the Arctic.

E P A I



5. PAGE 23 Explain the meaning of the term *transatlantic flight* and why it's important to understanding the role of airships in the 1900s.

Going across the Atlantic Ocean.

E P A I



6. PAGE 26 Using details from the text and photographs in this chapter (pp. 21–26), describe what it was like to be a passenger on a Hindenburg flight.

It's like a hotel or motel because there were rooms for people to sleep in and lounges, bunk beds and a bunch more.

E P A I

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7. PAGE 30 Explain what it was like to be in control of a rigid airship, using details from pages 29–30.

If you take control of the rigid airship you need to watch out for bad weather, lightning and high winds could be very deadly to the rigid airship.

E P A I



8. PAGE 33 Use everything on pages 32–33. How does this "Big Truth" section add to what you have been learning?

The main idea is about the travels the rigid airship had made too. 17 trips in 1936

E P A I



9. PAGE 40 What is a main idea the author wants you to learn from Chapter 4, "The Final Flight"?

People do not know the explanation for how the Hindenburg crashed. Some heard about how it crashed but didn't know how it really did.

E P A I



10. PAGE 41 Compare and contrast modern airships (blimps) to the airships from the early 1900s.

Blimps are like birthday balloons which makes blimps very safe and cannot burn (helium used). Rigid airships used skeletons and hydrogen which can burn up and is not safe.

E P A I

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11. PAGE 42 What are two or three main ideas the author wants you to learn from the whole book?

How the rigid airships were good but also bad, how nowadays we use blimps which are safer, and how the Hindenburg took place in a bunch of places and were used for good reasons. E P A I

Reflection

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

How do you know? because its not too hard or not too easy.

Did you like this book? Yes

Why or why not? because I like things that are true stories.

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

Why or why not? because I would be interested in a book like it.

Comprehension Record & Planning Form: Level R

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Student: Angelica Date: 3/4

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	11														✓		
2	13											✓					
3	14						✓										
4	19					✓											
5	23											✓					
6	26						✓										
7	30						✓										
8	33														✓		
9	40		✓														
10	41						✓										
11	42	✓															
TALLY		1	1			1	1(1)					11			11		

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: r23 Main Idea r35 Key Details r51 Vocabulary r61 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: r23 Main Idea r35 Key Details r51 Vocabulary r61 Text Features

Comprehension Record & Planning Form: Level R

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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)?

Vocabulary

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

Read in the Larger Context.

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.