

# So You Want to Be an Inventor?

by Judith St. George

## Student Response Form

Student's name Sebastian Grade 4<sup>th</sup>

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 19 Using your own words, what is the main idea the author wants you to learn from reading this page?

They invented 2 mental Plate that when you go fishing you acully Catch something

E P A I



2. PAGE 23 Using your own words, what is the main idea the author wants you to learn from reading these two pages (pp. 22-23)?

That anything can be possible

E P A I



3. PAGE 25 Explain what you can learn from the picture on pages 24-25 that adds to what you read on these pages.

She's tring to achive her goal

E P A I

# So You Want to Be an Inventor?

by Judith St. George



4. PAGE 29 Compare and contrast what you've learned about Alexander Graham Bell and Thomas Edison.

Alexander worked alone, and Thomas Edison worked with his crew, Alexander worked on inventing graphophone, and Thomas Edison worked on some smelly chemicals

E P A I



5. PAGE 31 Explain what the term *mass production* means, using text and pictures.

It's making a lot of cars really fast so that it's better than making one at a time.

E P A I



6. PAGE 31 Use information on this page to show how one invention can lead to another.

Garrett Morgan came up with the traffic lights (red-stop), (yellow-slow), (green-go).

E P A I



7. PAGE 48 Explain the word *barrier* and why the author uses it in a book about inventors.

Maybe rules

E P A I

# So You Want to Be an Inventor?

by Judith St. George



8. PAGE 48 What are the two or three main ideas the author wants you to learn from reading this whole book?

to never give up on your Dreams. and  
Anybody can be an inventor.

E P A I



9. PAGE 48 What specific details support one of the main ideas you wrote for question 8?

In the book on page 22

E P A I



10. PAGE 51 Considering the whole book, how do these Biographical Notes add to what you've learned about inventors?

To find the Person I want to know  
more about and there it is. Who is the  
Person and what he invented.

E P A I



# So You Want to Be an Inventor?

by Judith St. George

## Reflection

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

How do you know? because it not too hard  
or too easy it was just right.

Did you like this book? yes.

Why or why not? because I didnt know  
a lot about inventor but now I  
know.

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

Why or why not? because I want to know  
more about inventors and what they  
invented.

# Comprehension Record & Planning Form: Level S

*So You Want to Be an Inventor?* by Judith St. George

Student: Sebastian

Date: 3/15

## 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	19				✓												
2	23			✓												✓	
3	25						✓										
4	29										✓						
5	31																
6	31								✓								
7	48												✓				
8	48		✓														
9	48																
10	51															✓	
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I
			1	1	1		1	1	1		1		1			1	

Total number of responses: exceptional 0 /10    proficient 3 /10    approaching + incorrect 7 /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

# Comprehension Record & Planning Form: Level S

*So You Want to Be an Inventor?* by Judith St. George

✓	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 page 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)?

*Reassess lower*

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

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.