

The Time Warp Trio: Knights of the Kitchen Table

by Jon Scieszka

Student Response Form

Student's name Golan 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
6/1	6:55	7:40	1	25
6/2	2:02	2:30	25	42
6/3	10:30	11:10	42	55

Total

Teacher: Please fill out.

Total Time	Total Pages
45	25
28	17
40	13
113	55

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1. PAGE 6 Describe the setting of this scene. Give details.

The knight is about to kill them in medieval times which is a thousand years before they were born.

E (P) A I



2. PAGE 15 Why do they keep referring to the Knight as "Tin Man"?

They keep referring to the knight as tin man because he is all covered in metal and he looks like a tin can.

E (P) A I



3. PAGE 17 What does "the helmet rang like a thousand church bells" mean?

I think that it means something like that it's really really loud.

E (P) A I



4. PAGE 23 Explain where the knights are taking the three boys, and why.

The three knights are taking them to the castle because they are going to fight a giant and a dragon.

E (P) A I

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5. PAGE 24 What does "rid us of that scourge" mean in this part?

I think it means get rid of someone or something.

E P A I



6. PAGE 25 When Sam whispers, "Another great idea from the mind of Sir Fred," what does he mean?

I think it means another really bad idea from Fred.

E P A I



7. PAGE 26 What does Joe mean when he thinks, "I could see we were" losing the crowd"?

I think it means that they were losing the crowd
ooohing and ahhing for them.

E P A I



8. PAGE 30 What kind of person is Merlin? How does he affect the boys?

He's old and a bit mean.

E P A I

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9. PAGE 33 What does "make haste" mean in this part?

I think do something

E P A I



10. PAGE 36 What kind of person is Sam?

Sam is the smartest one out of the three. He is smart because he tricked the Giant

E P A I



11. PAGE 42 Explain why King Arthur is so pleased now.

King arthur is pleased because Sam made the dragon and Giant kill each other.

E P A I



12. PAGE 42 What is one lesson you can learn from this story?

If you're smart you can get out of the most dangerous problems.

E P A I

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13. PAGE 53 Describe the setting. Give details.

They are back at the kitchen table, not in medieval times anymore.

EPAI

Reflection

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

How do you know? The book was just right but the questions were hard.

Did you like this book? Yes

Why or why not? Some parts are funny.

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

Why or why not? I like funny books.

Comprehension Record & Planning Form: Level P

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Student: Golan Date: 6/6

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	6		✓														
2	15										✓						
3	17										✓						
4	23		✓														
5	24											✓					
6	25										✓						
7	26										✓						
8	30						✓										
9	33										✓						
10	36						✓										
11	42		✓														
12	42														✓		
13	53		✓														
TALLY		E	P	A	I	E	P	A	I	E	P	A	I	E	P	A	I

Total number of responses: exceptional 1 /13 proficient 12 /13 approaching + incorrect 1 /13

Total pages: 55 divided by total minutes to read book (from log): 113 = reading rate: 48 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. Character 3. <u>Vocabulary and Figurative Language</u> 4. Themes and Ideas	See pages: r21 Plot and Setting r33 Character r49 Vocabulary and Figurative Language r59 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: r21 Plot and Setting r33 Character r49 Vocabulary and Figurative Language r59 Themes and Ideas

Comprehension Record & Planning Form: Level P

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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). <i>slow</i>	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)?

Reading rate / pacing. Vocab + Fig Language.

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

Goal-setting page numbers. Rereading to get back into the book when you get distracted.

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

Reading log.

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.