

Fourth Grade Rats

by Jerry Spinelli

Student Response Form

Student's name Morgan Grade 4

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

- ◆ Each time you read, please fill in your reading log below.
- ◆ Please do this activity on your own without help from anyone.
- ◆ 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 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
5-13	9:45	10:15	1	16
5-16	10:45	11:05	16	28
5-17	9:35	10:12	28	55
5-18	9:25	10:00	55	82
5-19	9:25	9:26	82	84

Total Time	Total Pages
30	16
20	12
37	27
35	27
1	2
123	84

Total

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1. PAGE 14 Suds thinks, "...you would have thought she was a ten-foot cat and I was a mouse." What does that mean here?

The first grader is being like a rat because she is acting like a fierce rat like Joey. Suds is scared of her because she is giving him a scary look like Joey would do if he were a first grader.

E P A I



2. PAGE 18 Why is this chapter called "Number One"?

This chapter is called number one because Joey tells Suds that he is number one and that he should be a rat. I think he is just saying that to make him a rat and its working

E P A I



3. PAGE 20 Think about how Mrs. Simms and Suds's mom treat Suds. How does it make him feel and act?

I think that Mrs. Simms and Suds's mom treat him like a baby and give him everything he wants and always says stuff has a bright side like Mrs. Simms said that fourth grade will go by quickly and he will be a monkey next year

E P A I



4. PAGE 28 Think about this scene between Suds and his father. What do you think Suds wants from his dad here?

I think Suds wants to hear that his dad had the same lunch box as him so he would know that he would become a man someday. I do not agree with Suds. But I know he didn't get what he wanted.

E P A I

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5. PAGE 39 What have you learned from this story about what it means to be a boy and what it means to be a girl?

I think it means to be a boy you have to be a rat and be all tough and to be a girl you have to like a boy and be all mushy to boys when they get hurt.

EP AI



6. PAGE 39 What happens here? Why is Suds so mad at Joey?

Suds is mad at Joey because Joey was not trying hard enough to get the girl Joey liked to like Suds. I think that Joey tried and that the girl just doesn't like Suds. Maybe because he is not a rat.

EP AI



7. PAGE 44 What does Suds mean here when he says, "This lasted for about three hours."

He means that Joey's mother was mad at him for a long time and wanted him to do what she said. I agree with Joey that I would be scared too because you never know what a mother can do.

EP AI

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8. PAGE 58 What kind of person is Judy Billings? How is she important to Suds?

I think Judy Billings is mean and only talks to bad boys. I think she is being mean to Suds and Suds did the wrong thing by pushing the cake into the third graders face.

E P A I



9. PAGE 60 What are Suds' problems in this story?

He doesn't want to ~~be~~ have to be a rat anymore. Also, he likes a girl who doesn't like him back.

E P A I



10. PAGE 63 How is Suds changing?

He is starting to really act like a rat, not like himself.

E P A I

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11. PAGE 66 Why does Judy want everyone at school to see the spider on Suds's arm?

Judy wants everyone to see the spider because that's what girls do, they go tell everyone gossip when they shouldn't. I don't like girls who do that.

E P A I



12. PAGE 77 What does Mrs. Peterson mean when she says Joey has "dropped out of the rat race and rejoined the human race"?

She means that Joey is no longer a rat and is now a regular human like Suds used to be. I think Suds is going to go back to being normal human too.

E P A I



13. PAGE 82 What is a lesson Suds learns in this story?

Suds learns that it is not all that good being a rat. He learned that he can just be himself when he gets to fourth grade. I think that's what he learned.

E P A I

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Reflection

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

How do you know? I could understand it and it was
fun to read.

Did you like this book? Yes

Why or why not? Suds was interesting and the girls
were like girls I know.

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

Why or why not? I liked reading it

Comprehension Record & Planning Form: Level Q

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Student: Morgan

Date: 5/19

First: Tally Student Results

Scoring Guide
E-Exceptional
P-Proficient
A-Approaching
I-Incorrect

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.

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	14									✓							
2	18									✓							
3	20					✓											
4	28		✓											✓			
5	39																
6	39	✓															
7	44									✓							
8	58						✓										
9	60		✓														
10	63						✓										
11	66		✓														
12	77									✓							
13	82													✓			
TALLY		1	11			1	11			111				1	1		

Total number of responses: exceptional 7 /13 proficient 6 /13 approaching + incorrect 0 /13

Total pages: 84 divided by total minutes to read book (from log): 123 = reading rate: 68 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. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 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: T21 Plot and Setting T33 Character T49 Vocabulary and Figurative Language T59 Themes and Ideas

Comprehension Record & Planning Form: Level Q

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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).	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)?

Work on character – understanding connections btwn main & secondary characters.

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

"Draw a Constellation of Characters"

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.

✕ assess @ R in a couple weeks.