

# The Watsons Go to Birmingham—1963

by Christopher Paul Curtis

## Student Response Form

Student's name Eitan Grade 4

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
5/31	4:25	5:07	1	53
6/1	3:59	4:39	54	119
6/2	3:55	4:45	120	210

Teacher: Please fill out.

Total Time	Total Pages
42	53
40	66
50	91
132	210

Total

# The Watsons Go to Birmingham—1963

by Christopher Paul Curtis



1. PAGE 2 What do you think "juvenile delinquent" means in this part?

I think they are referring to a juvenile delinquent as someone that doesn't follow rules.

E P A I



2. PAGE 19 What kind of family are the Watsons?

I've learned that Byron is mean to Kenny. Byron also doesn't like to be touched by anyone. Their Mom keeps bringing up that she should have listened to someone named Moses Henderson.

E P A I



3. PAGE 31 What kind of person is Kenny?

Kenny is a pretty kind kid. He likes to read and has a problem with one of his eyes. Because of those things he gets teased a lot. I have an idea he will think differently about his brother later in the story.

E P A I

# The Watsons Go to Birmingham—1963

by Christopher Paul Curtis



4. PAGE 63 What kind of person is Byron?

Byron is mean, there's no doubt about it. He likes to bully people, but he has a soft side. He helps Kenny sometimes and helps Joey a lot. Weirdly, he likes to pretend to make movies.

E P A I



5. PAGE 74 What kind of mother is Momma?

Well she definatly is stern. She makes sure things are learned and done, even if it's hard.

E P A I



6. PAGE 77 What does "welfare food" mean in this part?

It (according to Byron) is bad food they give you for free, from the top shelves. It would be embarrassing to Byron because, people would think that his parents are super poor.

E P A I



7. PAGE 113 What does "cutting up" mean in this part?

I think it means like dragging some thing out and enjoying yourself about it.

E P A I

# The Watsons Go to Birmingham—1963

by Christopher Paul Curtis



8. PAGE 146 Why are the mom and dad nervous and upset at this point?

The dad is feeling pretty good about himself because he saved the Watsons so much money for not stopping. The mom however is freaking out because all her plans are wasted. They are both scared of "rednecks"

E P A I



9. PAGE 168 Describe the setting. Explain how the change in setting has affected the family.

The mom and Byron feel at home. The mom is nervous about her mom marrying Mr. Roberts. Byron is having the time of his life fishing and hunting and talking with Mr. Roberts.

E P A I



10. PAGE 179 Retell what happens in this chapter.

Kenny is trapped in a whirlpool and is hallucinating and depicting fish and dark water to be the "Wool Pooh."

E P A I

# The Watsons Go to Birmingham—1963

by Christopher Paul Curtis



11. PAGE 186 What do you think the "Wool Pooh" symbolizes?

The Wool Pooh is actually a whirlpool, but it might mean a bad omen.

E P A I



12. PAGE 196 Explain the change in Kenny since returning home.

Kenny is getting to be more like Byron. He starts thinking Joetta to be a pest, a snitch and a whiney baby. He is behaving more friendly to Byron as well.

E P A I



13. PAGE 197 How is Byron changing, and how does he affect Kenny?

Byron is way more friendly with Kenny after seeing him almost get killed.

E P A I

# The Watsons Go to Birmingham—1963

by Christopher Paul Curtis



14. PAGE 206 What has Kenny learned from his trip to the South?

One thing Kenny learned was that things are not always fair and that's just life.

E P A I



15. PAGE 210 What ideas about race are brought up in this book?

I learned about segregation and how unfair it is. People act senseless because of race problems.

E P A I

# The Watsons Go to Birmingham—1963

by Christopher Paul Curtis

## Reflection

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

How do you know? I found it easy to answer the questions and I read the book in just three sittings.

Did you like this book? Yes

Why or why not? Because I always wondered about segregation and this book helps me more understand it.

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

Why or why not? I've had my eye on Bud, Not Buddy and it's by the same author.

# Comprehension Record & Planning Form: Level U

*The Watsons Go To Birmingham—1963* by Christopher Paul Curtis

Student: Eitan

Date: 6/19

## 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	2											✓					
2	19							✓									
3	31					✓											
4	63					✓											
5	74						✓										
6	77									✓							
7	113										✓						
8	146	✓															
9	168		✓														
10	179		✓														
11	186														✓		
12	196																
13	197						✓										
14	206														✓		
15	210													✓			
TALLY		1	4			11	4	1	1	1	1	1		1	1		

Total number of responses: exceptional 5 /15    proficient 7 /15    approaching + incorrect 3 /15

Total pages: 210 divided by total minutes to read book (from log): 132 = reading rate: 1.59 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 <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 are clustered 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. Plot and Setting 2. Character 3. Vocabulary and Figurative Language 4. Themes and Ideas	See pages: 121 Plot and Setting 133 Character 149 Vocabulary and Figurative Language 159 Themes and Ideas
	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: 121 Plot and Setting 133 Character 149 Vocabulary and Figurative Language 159 Themes and Ideas

# Comprehension Record & Planning Form: Level U

*The Watsons Go To Birmingham—1963* by Christopher Paul Curtis

✓	If	Then	Teaching Suggestions
	Around ¾ of the student's responses are <b>exceptional</b> .	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 <b>exceptional</b> to <b>incorrect</b> 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>1.59 p/min!</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 <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)?

*Character and slow down!*

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

*"Constellation of Characters"*

*"Predict and Theorize"*

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

*Model notebook entry showing "Constellation of Characters" strategy*

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.