

The Hindenburg Disaster

by Peter Benoit

Student Response Form

Student's name Olivia Grade 4

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?

An actual witness was explaining so it is cool how you can hear what he said and the most important part was that you know how he and probably many others felt

EP 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 gasfilled ship. It looks more like a balloon, though. In a compartment at the bottom of the ship people rode for their journey

EP A I

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3. PAGE 14 Explain how rigid airships work.

The airship worked because it had a metal skeleton and it floated because of fabric bags filled with hydrogen.

E P A I



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

It was used in World War I to drop bombs into England and spy on enemies.

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.

I think it means to carry passengers and goods 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.

I think it was fancy like if you are on a cruise, but still dangerous and not the highest quality.

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.

It was probably very hard. It is like controlling a ship on the water. You needed 39 people to operate the ship.

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 of these pages are where the airships traveled which was to or from Rio de Janeiro, Brazil and Lakehurst, New Jersey

E P A I



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

Many people died but some escaped. No one knows how the fire started.

E P A I



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

Blimps are nonrigid airships and have no skeleton, and are filled with helium instead of hydrogen which filled the Hindenberg. Helium is way more 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?

I learned that many people were killed from the explosion of the Hindenburg. Planes started from blimps which started from the Hindenburg which started from zeppelins
E P A I

Reflection

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

How do you know? It is because I didn't stumble on most of the words.

Did you like this book? Yes

Why or why not? I did because I like mysterys and books that bring some kind of fear.

Would you choose another book like this from the library? I probably will.

Why or why not? I would because I think that this book was good and my level.

Comprehension Record & Planning Form: Level R

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Student: Olivia Date: 11/15

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	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	1	1	1			1	1		

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 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. 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)?

Key Details

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

Stop Scan + Roll

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.