

Name: _____

Date: _____

Oral Reading

Hungry Plants- (Scholastic)

SPRING 3

p. 6,7

A fly sees a pitcher plant with a leaf that looks like a flower. It crawls inside the leaf to eat the plant's nectar. The leaf is slippery and has hairs that point downwards. The fly quickly slips down into a pool of liquid. The fly is stuck! It can't climb back up and soon drowns.

Pitcher Plants

The pitcher plant gets its name from its tube-shaped leaves. They look like pitchers. Animals that land or crawl on a leaf eventually slip down the steep, hairy sides and drown in the liquid at the bottom. Special juices in the liquid dissolve the dead animals so that the plant can absorb the nutrients in them. Pitcher plants trap spiders, and insects such as flies, moths, wasps, butterflies, beetles, and ants. Once in a while, they may even trap a baby bird or a tiny rat!

Notice if the student...

<input type="checkbox"/> rereads text	<input type="checkbox"/> sounds word out	<input type="checkbox"/> covers the ending and looks
<input type="checkbox"/> asks for help	<input type="checkbox"/> looks at the pictures	<input type="checkbox"/> for smaller words
<input type="checkbox"/> skips the word and comes back	<input type="checkbox"/> chunks the words	<input type="checkbox"/> self-corrects
<input type="checkbox"/> tries to figure out what makes sense in the sentence	<input type="checkbox"/> uses text features other than pictures	<input type="checkbox"/> finger points

Halting	Careful	Confident	Fluent	Expressive
-little expression -short phrases -slow with long pauses and repetitions	-some expression that conveys meaning -longer word phrases some of the time -moderate rate with some pauses and repetitions -little flow	-expression generally reflects mood and pace -longer, meaningful phrases some of the time -rate with a few pauses or repetitions -sounds like talk	-expression reflects mood and pace -longer, meaningful phrases most of the time -good rate – flow- may be an occasional pause	-very expressive in mood and pace – like a performance -consistently longer, meaningful phrases -rate reflects the 'passion' of the author's voice

READING ASSESSMENT CONFERENCE

Name: _____

HUNGRY PLANTS

SPRING 3

This conference should feel like a good chat about the book. The prompts are here to guide you. Feel free to build on the students' response but keep the conference brief

Ask, after reading, the following questions:



How do you usually figure out words you don't know? (Examples: interference, military, pollution)

Word Strategies: (Do not show this list to students.)

- finger points
- chunk the word
- reread it
- skip it
- look at the picture
- cover the ending and look for smaller words
- ask someone
- break the word into syllables
- sound it out
- look it up in the dictionary
- try and figure out what makes sense in the sentence
- Other: _____



What do you do to help yourself when you don't understand what you are reading?

Sense Strategies: (Do not show this list to students.)

- reread it
- make a picture in my mind
- skip it
- try another book
- look in the paragraph for words I know
- make notes on what I've read
- ask someone
- make a connection between the text, yourself, the world, another text, captions
- other: _____

1. What connections did you make as you were reading?

2. Tell me something that you learned or surprised you about hungry plants?
