

Here's What You'll Get in the Mirette on the High Wire Super Pack

5 Comprehension Strategy Lesson Plans and Practice Pages

Determining Importance Lesson Plan

Determining Importance

Mirette on the High Wire
By: Emily Arnold McCully
Grade Level: 3 / Guided Reading Level: F

1

Get Ready to Read

- Learn about the book
- Get your brain ready to read
- Understand the meaning of important words found in the book

Summary

Meet Mirette, a young girl that is intrigued by a mysterious man who arrives at the boardinghouse her mother owns in Paris. This man's name is Bellini and he has a special talent: he walks the high-wire! Mirette is determined to convince him to teach her how to walk on air. It takes a week, and many falls, for Mirette to walk across the high-wire and Bellini finally agrees to teach her. Mirette soon learns that her teacher was once the Great Bellini, master of the high-wire, but has retired due to his fear of heights. In the end, it is Mirette who ends up teaching Bellini an important lesson about fear.

Link to What You Know

- Is it possible for children to teach adults important lessons?
- When it comes to success, is it more important to be smart and talented, or more important to be responsible and hard worker?

Important Words to Know and Understand

Boardinghouse – A house where people pay to live and have daily meals
Widow – A woman whose husband has died

2

Learn About Comprehension Strategies

- Think about the text you read when you get confused

Why Readers Determine Importance While Reading

Readers determine importance in order to decide which information is most important to remember.

When you read fiction (stories that are not real), it's important to pay attention to the names of characters, settings where important events take place, and clues that help you solve problems.

On the other hand, when you read nonfiction (books about real people, places, things, or events), it's important to pay attention to vocabulary words and the things you learn about big ideas or facts about a topic.

Because no two readers are the same, the things that you determine to be important may not be the same as another reader. To determine importance think about what you already know, the information you've learned, and whether or not you need the information to understand what you're reading.

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Guided Reading Level

Determining Importance Lesson Plan

Determining Importance

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By: Emily Arnold McCully
Grade Level: 3 / Guided Reading Level: F

3

Determine Importance While Reading

- Look for big ideas and supporting details
- Notice when you learn something new that are important to the text

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Pages 2 and 3 – Madame Gateau and her daughter, Mirette, were good at keeping their guests comfortable by keeping the boardinghouse clean and preparing delicious meals. Is this information important to the story? Why or why not?

Page 4 – Monsieur Bellini arrives at the boardinghouse to take a rest. What important details do we learn about Bellini from the words and picture on this page? Why do you think these details are important?

Page 12 – After countless falls and endless hours of practicing, Mirette crosses the wire with ease and is sure she'll never fall again. Bellini is quick to tell her not to boast. Is this an important detail? Why or why not?

Pages 14 to 16 – When guests realize the great Bellini is staying at the boardinghouse, they think back to the amazing feats he had once performed but with quite a few exaggerations. Is this important to understanding the story? Why or why not?

Page 29 – The story ends with just a picture of a young girl staring at a poster of Mirette and Bellini performing wire walking stunts together. What is the importance of the story ending this way?

Time to Reflect

Think – What information did you learn while reading *Mirette on the High Wire*? Pick 3 big ideas or facts that you think you should remember about this story. Why are these ideas or facts important to you?

Talk – Tell your reading partner one of the most important facts or ideas that you want to remember. Explain why you want to remember your fact or idea. Remember to ask your partner to share their most important fact or idea, too.

Reflect – Think about the determining importance work you did while reading *Mirette on the High Wire*. How does thinking about the most important fact and ideas make you a better reader?

Write – Use your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *Mirette on the High Wire*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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Make Predictions While Reading

- Look for clues that tell you what might be coming next

4

Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

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Visualizing While Reading

- Notice the words that describe people, things, and events
- Look at the pictures. Do your words match the pictures in the book?

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Answer Key for Making Connections with Mirette on the High Wire

Page 3: Mirette is a young girl who has an interest in many things. Make a list of all the things Mirette is interested in.

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Answer Key for Making Predictions with Mirette on the High Wire

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Answer Key for Visualizing with Mirette on the High Wire

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Page 29: Mirette is a young girl who has an interest in many things. Make a list of all the things Mirette is interested in.

Answer Key for Synthesizing with Mirette on the High Wire

Page 3: Mirette is a young girl who has an interest in many things. Make a list of all the things Mirette is interested in.

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Making Predictions

Visualizing

Mirette on the High Wire
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Grade Level: 3 / Guided Reading Level: F

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Synthesizing While Reading

- Look for places where you learn something new
- Notice when you learn something new that are important to the text

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- Think
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Making Connections

Synthesizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

“I Can” Statement

Mirette on the High Wire: Making Connections

Make a text-to-text connection and write about a time when you overcame a fear. Did you have someone help you overcome the fear, like Bellini had Mirette, or did you do it on your own?

☐ I can read and understand third grade stories, plays, and poems independently. CCSS: RL.3.10

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Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Making Connections

Making Predictions

Visualizing

Determining Importance







Synthesizing

Vocabulary Connections Resources

Vocabulary Connections	<p>Mirette on the High Wire By: Emily Arnold McCully Grade Level: 3 / Guided Reading Level: P</p>
Important Words to Know and Understand in <i>Mirette on the High Wire</i>	
Boardinghouse	
A house where people pay to live and have daily meals	
Boast	
To express too much pride in yourself or in something you have done	
Help	
A plant that is used to make thick ropes	
Hubbub	
A situation in which there is much noise, confusion, excitement, and activity	
Paring	
Thin pieces that have been cut from something	
Protege	
A young woman who is taught and helped by someone who has a lot of knowledge and experience	
Trance	
A state in which you are not aware of what is happening around you because you are thinking of something else	
Vagabond	
A person who travels from place to place and does not have a home or much money	
Widow	
A woman whose husband has died	
Winch	
A machine that has a chain and that is used for pulling or lifting heavy things	

Important Words to Know and Understand in *Mirette on the High Wire* Word List

Mirette on the High Wire
 By: Emily Arnold McCully
 Grade Level: 3 | Guided Reading Level: F

Vocabulary Connections		
Boardinghouse	Boast	Hemp
		
Hubbub	Paring	Protegee
		

1. Use the picture to write the word.
 2. Use the word to write a sentence.
 3. Draw, label or illustrate the word from your class or home.

Picture Vocabulary Sorting Cards | ©BookPagez.com

Word and Picture Sorting Cards

Vocabulary Connections		
<p>Miracle on the High Wire By: Emily Arnold McCully Grade Level: 3 / Guided Reading Level: F</p>		
<p>Trance Vagabond Widow</p>		
<p>A state in which you are not aware of what is happening around you because you are thinking of something else</p>	<p>A person who travels from place to place and does not have a home or much money</p>	<p>A woman whose husband has died</p>
<p>Winch</p>		
<p>A machine that has a chain and that is used for pulling or lifting heavy things</p>		

Word and Definition Sorting Cards

Vocabulary Connections			on the High Wire	
By: Emily Arnold McCully Grade Level: 3 Guided Reading Level: F			Step by Step Directions: 1. Read the book. 2. Find the words on the list. 3. Write the vocabulary word on the front of the card. 4. Write the definition of the word on the back of the card. 5. Write the word on the front of the card. 6. Write the definition of the word on the back of the card.	
Boardinghouse is a/an noun verb adverb adjective Definition of Boardinghouse:	Boast is a/an noun verb adverb adjective Definition of Boast:	Hemp is a/an noun verb adverb adjective Definition of Hemp:	Step by Step Directions: 1. Read the book. 2. Find the words on the list. 3. Write the vocabulary word on the front of the card. 4. Write the definition of the word on the back of the card. 5. Write the word on the front of the card. 6. Write the definition of the word on the back of the card.	on the High Wire Emily Arnold McCully Guided Reading Level: F
Boardinghouse looks like this:	Boast looks like this:	Hemp looks like this:	Step by Step Directions: 1. Read the book. 2. Find the words on the list. 3. Write the vocabulary word on the front of the card. 4. Write the definition of the word on the back of the card. 5. Write the word on the front of the card. 6. Write the definition of the word on the back of the card.	on the High Wire Emily Arnold McCully Guided Reading Level: F
Boardinghouse reminds me of:	Boast reminds me of:	Hemp reminds me of:	Step by Step Directions: 1. Read the book. 2. Find the words on the list. 3. Write the vocabulary word on the front of the card. 4. Write the definition of the word on the back of the card. 5. Write the word on the front of the card. 6. Write the definition of the word on the back of the card.	on the High Wire Emily Arnold McCully Guided Reading Level: F
I saw this word in	I saw this word in	I saw this word in	Step by Step Directions: 1. Read the book. 2. Find the words on the list. 3. Write the vocabulary word on the front of the card. 4. Write the definition of the word on the back of the card. 5. Write the word on the front of the card. 6. Write the definition of the word on the back of the card.	on the High Wire Emily Arnold McCully Guided Reading Level: F

Interactive Vocabulary Notebook Cards

Word Games

with Words from Mirette on the High Wire

Directions: Complete the sentences below using the correct vocabulary words from the Word Bank.

Word Bank

hubbab	boast	vagabond
paring	widow	protégée

1. The _____ moved from town to town, looking for odd jobs.
2. The _____ placed some flowers on her late husband's grave.
3. Tom who was once a _____ of a famous painter, is now exhibiting his own works of art.
4. Some parents _____ about their children's success.
5. I compost my apple _____ to make fertilizer for my garden.

Directions: Read the vocabulary words in the box. Circle the 1-syllable word. Then, use the 1-syllable word in your own sentence.

Winch
Bardishing
Paring
Vagabond
Hubbab

Name: _____ @BookPages.com

Key

on the High Wire

g the correct vocabulary words

vagabond
protégée

g to town, looking for _____

on her late husband's grave.

a famous painter, is now

their children's success.

to make fertilizer for my

Winch
Bardishing
Paring
Vagabond
Hubbab

ow. Circle
d write your

te: The
g


Answer Key | @BookPages.com

Word Games and Answer Key

Vocabulary Connections

Mirette on the High Wire

By Emily Arnold McCully




A new word I learned in this book is:

It is like...

It means...

Name: _____



Step by Step Directions

- Read the story.
- Complete the vocabulary cards.
- Read your vocabulary cards to your friend or to the class.
- Read your vocabulary cards to your friend or to the class.

Vocabulary Connections

Name: _____

Directions:

Select a word from your reading that is new to you and write it in the box below. Then fill in the blanks to connect the new word to words you already know.

New Word

Name: _____

Definition: _____

Visualize

Draw a picture to illustrate the meaning of the word.

our reading that is new to you in the first column.

Definition *and* fill out this sentence when the word appears: _____

the word means in the second column.

Ask your definition makes sense based on the context clues in _____

definition.

in the last column if the dictionary definition matches what _____ and meant.

Connect to Your Life

When or where have you seen it, heard it, felt it, smelled it, or tasted it?

I Think the Word Means	Context Clues	Real Definition		
			<input checked="" type="checkbox"/>	

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Vocabulary Word Extension Activities

[illegible]

Personalized Vocabulary Bookmark

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work													
Mirette on the High Wire By: Emily Arnold McCully Grade Level: 3 / Guided Reading Level: P													
Instructional Focus: Compound Words													
Background: Compound words are a new meaning.													
Examples: cupcake downs snowflakes goldfish haircut													
Materials and Preparation: <ul style="list-style-type: none">A Copy of <i>Mirette on the High Wire</i>Anchor Chart for Compound WordsMarkerTape or MagnetCompound WordsHigh Wire ComicOptional - Word Detective worksheet													
Step 1: Introduce the Focus of Word Work	Introduce Compound Words <ul style="list-style-type: none">Tell students you will be talking about compound words today.Introduce the anchor chart (prepare ahead of time).Define a compound word as two words that are joined together to make a new word.Review the first example on the chart. Tell students that you will join together "air" and "port" to make the words "airport".Repeat the process with the remaining words on the chart: football, shoelace, ladybug and spaceship.Ask students to volunteer other examples of compound words. Add these to the chart or clarify as needed if suggested examples are incorrect. <table border="1"><caption>Sample Anchor Chart</caption><thead><tr><th colspan="2">A Compound Word is two words joined together to make a new word.</th></tr></thead><tbody><tr><td>air + port =</td><td>airport</td></tr><tr><td>foot + ball =</td><td>football</td></tr><tr><td>shoe + lace =</td><td>shoelace</td></tr><tr><td>lady + bug =</td><td>ladybug</td></tr><tr><td>space + ship =</td><td>spaceship</td></tr></tbody></table>	A Compound Word is two words joined together to make a new word.		air + port =	airport	foot + ball =	football	shoe + lace =	shoelace	lady + bug =	ladybug	space + ship =	spaceship
A Compound Word is two words joined together to make a new word.													
air + port =	airport												
foot + ball =	football												
shoe + lace =	shoelace												
lady + bug =	ladybug												
space + ship =	spaceship												
Step 2: Connect Word Work to Reading	Compound Words in the Text <ul style="list-style-type: none">Tell students that the book they will be reading today has some examples of compound words.Show students page 1 of <i>Mirette on the High Wire</i>. Tell the class to listen carefully and look at the words as you read. Instruct them to put their finger on their nose when they hear or see a compound word.Read page 1 aloud. Monitor students for identification of the word "boardinghouse" as a compound word.After reading, ask the students to identify the compound word. (Boardinghouse)Read the remaining pages of the book while continuing to monitor students for correct identification of the compound words. <p>Some Examples of Compound Words Found in the Text:</p> <table border="0"><tr><td>• boardinghouse</td><td>• courtyard</td><td>• windmills</td></tr><tr><td>• overheard</td><td>• without</td><td>• skylight</td></tr></table>	• boardinghouse	• courtyard	• windmills	• overheard	• without	• skylight						
• boardinghouse	• courtyard	• windmills											
• overheard	• without	• skylight											

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Word Work	
Mirette on the High Wire By: Emily Arnold McCully Grade Level: 3 / Guided Reading Level: P	
Step 3: Guided Word Work Practice	Interactive Exploration <ul style="list-style-type: none">Provide each student with a copy of <i>Compound Word Fun!</i>.Read the directions while the students silently follow along.Direct students to work independently to complete the interactive activity.As students are working, walk around, observe, and provide support as needed.After 5 minutes, go over the answers with the students. Take this time to address any incorrect answers.
Step 4: Independent Word Work Practice	Practice Page <ul style="list-style-type: none">Give each student a copy of the <i>High Wire Compound Words</i> practice page.Read the directions and review the example with the class.Tell students to complete the rest of the practice page.Monitor students as they work.
Step 5: Reconnect and Reflect on Word Work	Group Discussion <ul style="list-style-type: none">Bring the students back together.Ask students to explain what they learned about compound words based on the work they completed.Invite students to turn and talk with a partner about their word work.Invite 2-3 students to share what they learned with the group.
Step 6: Extend Word Work (optional)	Extension Activity <ul style="list-style-type: none">Ask students to be on the lookout for compound words in their own reading. Tell them to write their words on an index card and add them to the pocket chart. (Review the added cards with the class later in the day or before moving on to the next word work lesson.)Alternatively, students can keep track of the words using the <i>Word Detective</i> worksheet.

Interactive Activity

Compound Word Fun! Interactive Activity			
Directions: Read each word. Decide whether or not the word is a compound word. If the word is a compound, color the box yellow. If the word is not a compound, color the box blue. Then, write all the compound words on the space provided.			
sunflower	flail	bedroom	imagined
widow	butterfly	friend	doghouse
footstep	enchanted	heartbeat	sunset
crusade	raindrop	balance	unhappy
barrow	yellow	mailman	listen
rainbow	popcorn	acrobat	begged
Write the compound words you found on the lines below.			
1. _____	7. _____		
2. _____	8. _____		
3. _____	9. _____		
4. _____	10. _____		
5. _____	11. _____		
6. _____	12. _____		

Independent Practice Page

High Wire Compound Words Word Work Practice Page	
Directions: Read the word in each box and add another word to make a compound word. Draw a picture to show the meaning of the compound word you created.	
hot _____	rain _____
_____ work	_____ box
table _____	_____ room
Name: _____ Independent Word Work Practice Page ©BookPages.com	

Extension Activity

Word Detective: Compound Words Extension Activity		
Directions: Be a word detective! Go on the lookout for compound words while you read. Write the words that you find along with the title of the book where you found the words, the page, and the sentence with the word or phrase.		
Words	Book Title	Page
Name: _____ Word Work Extension Activity ©BookPages.com		

Assessments

Running Record					
Title: <i>Mirette on the High Wire</i> Guided Reading Text Level: <i>P</i> Word Count: 100					
Name: _____ Date: _____					
Accuracy Rate: (# of words correct/100 words) _____					
Error Rate: (# of incorrect words/100 words) _____					
Self-Correction Rate: (# of words self-corrected/100 words) _____					
Time: (in seconds) _____ Words Per Minute: (100/seconds read x 60) _____					
Easy 95% - 100% Accuracy		Instructional 90% - 94% Accuracy		Hard 50% - 89% Accuracy	
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT	
Page				E SC M S V	
2 One hundred years ago in Paris, when theaters and music halls drew traveling players from all over the world, the best place to stay was at the widow Gateau's, a boardinghouse on English Street. Acrobats, jugglers, actors, and mimes from as far away as Moscow and New York reclined on the widow's feather mattresses and devoured her kidney stews.					
3 Madame Gateau worked hard to make her guests comfortable, and so did her daughter, Mirette. The girl was an expert at washing linens, chopping leeks, paring potatoes, and mopping floors. She was a good listener too. Nothing pleased her more than "...					

Analysis and Comments: _____

Tested By: _____ ©BookPagez.com

Running Record Assessment

Mirette on the High Wire CCSS Assessment		Name: _____
		Score: / 9
Directions: Use what you know about <i>Mirette on the High Wire</i> to answer each of the following questions.		
1. Mirette was an expert at all of the following EXCEPT...		
<input type="radio"/> (A) Mopping floors <input type="radio"/> (B) Washing linens <input type="radio"/> (C) Paring potatoes <input type="radio"/> (D) Washing dishes		
2. What lesson can be learned from the story, <i>Mirette on the High Wire</i> ?		
<input type="radio"/> (A) Keep trying and never give up on difficult things. <input type="radio"/> (B) Anyone can learn how to walk on a tightrope. <input type="radio"/> (C) Children are smart. <input type="radio"/> (D) Paris was a great place for high-wire acts.		
3. Which group of words best describes Bellini?		
<input type="radio"/> (A) tough, loud, angry <input type="radio"/> (B) scared, funny, magician <input type="radio"/> (C) quiet, adventurous, kind <input type="radio"/> (D) old, grumpy, mean		
4. When someone is boasting about themselves, they are...		
<input type="radio"/> (A) making excuses <input type="radio"/> (B) balancing <input type="radio"/> (C) lying <input type="radio"/> (D) bragging		
5. The agent begins planning a Bellini and Mirette world tour when the crowd sees the two together for the first time and cheers loudly and excitedly. Why do Bellini and Mirette not celebrate? (RL.3.5)		
<input type="radio"/> (A) Bellini is upset that Mirette came and joined him on the wire. <input checked="" type="radio"/> (B) When Bellini started teaching Mirette, he told her to only focus on the wire and crossing to the end. <input type="radio"/> (C) Mirette falls and breaks her leg. <input type="radio"/> (D) The crowd is too distracting to Bellini.		
6. Who is telling the story in this selection? (RL.3.6)		
<input checked="" type="radio"/> (A) A narrator <input type="radio"/> (B) Bellini <input type="radio"/> (C) Mirette <input type="radio"/> (D) An Acrobat		
7. How do the illustrations help you understand what is happening in the story? (RL.3.7)		
<input type="radio"/> (A) The illustrations do not convey the meaning of the words. <input type="radio"/> (B) The illustrations convey a mood that is opposite of what the words convey. <input checked="" type="radio"/> (C) The illustrations add further clarity to what is written in the text. <input type="radio"/> (D) There are no pictures in the story.		
8. How does this story compare to other stories about overcoming fear? (RL.3.9)		
<input type="radio"/> (A) This story is different because it's a silly story. <input checked="" type="radio"/> (B) This story is different because the young character helps the adult overcome his fear. <input type="radio"/> (C) This story is different because it has no children in it. <input type="radio"/> (D) This story is different because it has no pictures.		
9. In which city does Mirette on the High Wire take place? (RL.3.10)		
<input type="radio"/> (A) Toronto <input checked="" type="radio"/> (B) Paris <input type="radio"/> (C) Detroit <input type="radio"/> (D) New York City		

CCSS Assessment 3rd Grade Reading Standards for Literature | BookPagez.com

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____								
Directions: Read the list of character traits that describe Mirette and Bellini. Which two traits are most important to have when working to achieve a goal or a dream? Explain why.								
Which trait is the best?								
<table border="1"><tr><td>Responsible</td><td>Brave</td></tr><tr><td>Adventurous</td><td>Loyal</td></tr><tr><td>Courageous</td><td>Determined</td></tr><tr><td>Talented</td><td>Helpful</td></tr></table>	Responsible	Brave	Adventurous	Loyal	Courageous	Determined	Talented	Helpful
Responsible	Brave							
Adventurous	Loyal							
Courageous	Determined							
Talented	Helpful							
Trait 1: _____								
How does this trait help you to achieve a goal or dream? _____ _____ _____								
Trait 2: _____								
How does this trait help you to achieve a goal or dream? _____ _____ _____								
Extension Activity ©BookPage.com								

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Mirette on the High Wire Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Mirette on the High Wire correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how they act or feel in response to what happens. RL.3.3 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3–5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Mirette on the High Wire CCSS Alignment ©BookPage.com</p>	<p>Mirette on the High Wire Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Mirette on the High Wire correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Visualizing Lesson Plan and Resources</p> <p>Reading: Literature RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. RL.3.7 – Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). RL.3.9 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3–5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Mirette on the High Wire CCSS Alignment ©BookPage.com</p>	<p>Mirette on the High Wire Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Mirette on the High Wire correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Implication Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how they act or feel in response to what happens. RL.3.3 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3–5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 – Explain their own ideas and understanding in the light of the discussion. SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Mirette on the High Wire CCSS Alignment ©BookPage.com</p>	<p>Mirette on the High Wire Singer Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Mirette on the High Wire correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Synthesizing Lesson Plan and Resources</p> <p>Reading: Literature RL.3.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. RL.3.2 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how they act or feel in response to what happens. RL.3.3 – By the end of the year, read and comprehend literature, including stories and poetry, at the high end of the grades 3–5 text complexity band independently and proficiently.</p> <p>Reading: Foundational Skills RF.3.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.3.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.3.8 – Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>Speaking & Listening SL.3.1 – Explain their own ideas and understanding in the light of the discussion. 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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation	Common Core State Standards Correlation
<p>Mirette on the High Wire Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Mirette on the High Wire correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Vocabulary Lesson Plan and Resources</p> <p>Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Mirette on the High Wire CCSS Alignment ©BookPage.com</p>	<p>Mirette on the High Wire Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with Mirette on the High Wire correlate with the following English Language Arts Common Core State Standards for third grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Language L.3.4 – Acquire and use accurately grade-appropriate conversational, general, academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p>Mirette on the High Wire CCSS Alignment ©BookPage.com</p>

Vocabulary Connections
Common Core Alignment

Word Work
Common Core Alignment

Student Facing Resources in Spanish for Mirette on the High Wire Super Pack

5 Comprehension Strategy Practice Pages

Visualizing Practice Page

Tu turno para Visualizar
con Mirette on the High Wire (Mirette en la cuerda floja)

Página 23:
El autor utiliza la palabra "hubbub" para describir la acción en esta página. Imagina que estás allí en la calle. ¿Qué ves y oyes?

¿Qué sientes?

¿Crees que la palabra "hubbub" es una buena palabra para ayudarte a visualizar la escena?

Página 29:
La joven está mirando el cartel en la pared. ¿Qué crees que está visualizando en su mente?

¿Cómo lo sabes?

Nombre: _____

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Page by Page Guided Questions

Sample answers
written in Spanish

Answer Key

Visualizar
con Mirette on the High Wire (Mirette en la cuerda floja)

Página 23:
El autor utiliza la palabra "hubbub" para describir la acción en esta página. Imagina que estás allí en la calle. ¿Qué ves y oyes?
Las respuestas varían. Podrían incluir: Me veo a mí mismo en medio de la concurrida calle y escucho jadeos de la multitud cuando el foco de luz brilla sobre Bellini.

¿Qué sientes?
Las respuestas varían. Podrían incluir: Me siento excitada y nerviosa.

¿Crees que la palabra "hubbub" es una buena palabra para ayudarte a visualizar la escena?
Las respuestas varían. Podrían incluir: Hubbub es una gran palabra para ayudarme a visualizar la escena.

Página 29:
La joven está mirando el cartel en la pared. ¿Qué crees que está visualizando en su mente?
Las respuestas varían. Podrían incluir: Creo que la chica se está viendo tan fuerte y tan segura como Mirette.

¿Cómo lo sabes?
Las respuestas varían. Podrían incluir: Creo que porque tiene aproximadamente la misma edad que Mirette y podría pensar, "si puede hacerlo, yo también puedo".

Nombre: _____

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Hacer conexiones
con Mirette on the High Wire (Mirette en la cuerda floja)

Página 3:
Mirette es un personaje que soy un _____.

¿Cómo te da la conexión?

Páginas 9 a 11:
Mirette está en la cuerda floja. ¿Cómo te ayuda tu conexión con el texto a ti mismo sobre la conexión?

Página 27:
Mirette ayuda a Bellini a superar la cuerda floja. ¿Qué rasgos de personajes tiene?

Nombre: _____

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Making
Connections

Tu turno para Hacer conexiones
con Mirette on the High Wire (Mirette en la cuerda floja)

Página 3:
Mirette es una niña pequeña que soy un _____.

¿Cómo te ayuda tu conexión con el texto a ti mismo sobre la conexión?

Páginas 9 a 11:
Mirette está en la cuerda floja. ¿Cómo te ayuda tu conexión con el texto a ti mismo sobre la conexión?

Página 27:
Mirette ayuda a Bellini a superar la cuerda floja. ¿Qué rasgos de personajes tiene?

Nombre: _____

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Making
Predictions

Sintetizar
con Mirette on the High Wire (Mirette en la cuerda floja)

Página 5:
¿Qué sabes de la historia?

Página 8:
¿Es alguien con quien te gustaría ser amigo? ¿Por qué?

Página 14 a 16:
Estas páginas hablan sobre las increíbles acrobacias de Mirette en la cuerda floja. ¿Suenas esto como el Bellini que no puedes hacer?

Nombre: _____

©BookPages.com

Synthesizing

Tu turno para Sintetizar
con Mirette on the High Wire (Mirette en la cuerda floja)

Página 5:
¿Qué sabes de Mirette?

Página 8:
¿Cómo describirías a Bellini? ¿Cuál es tu opinión de él?

Páginas 14 a 16:
Estas páginas hablan sobre las increíbles acrobacias de Mirette en la cuerda floja. ¿Suenas esto como el Bellini que no puedes hacer?

Nombre: _____

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Determining
Importance

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"I Can"
Statement
written in
Spanish

Mirette on the High Wire (Mirette en la cuerda floja): Sintetizar

Pretenda que está entrevistando a Bellini sobre su regreso a la cuerda floja. ¿Cuáles son algunas de las preguntas que le harías sobre por qué decidió intentar caminar sobre la cuerda floja?

☐ Puedo hacer y contestar preguntas para demostrar que entiendo las historias que estoy leyendo.

CCSS: RL.3.1

Mirette on the High Wire (Mirette en la cuerda floja): Sintetizar

Pretenda que está entrevistando a Bellini sobre su regreso a la cuerda floja. ¿Cuáles son algunas de las preguntas que le harías sobre por qué decidió intentar caminar sobre la cuerda floja?

☐ Puedo hacer y contestar preguntas para demostrar que entiendo las historias que estoy leyendo.

CCSS: RL.3.1

Mirette on the High Wire (Mirette en la cuerda floja): Sintetizar

Pretenda que está entrevistando a Bellini sobre su regreso a la cuerda floja. ¿Cuáles son algunas de las preguntas que le harías sobre por qué decidió intentar caminar sobre la cuerda floja?

☐ Puedo hacer y contestar preguntas para demostrar que entiendo las historias que estoy leyendo.

CCSS: RL.3.1

Reader's Notebook: Comprehension Strategy Slips (CCSS) | @BookPagez.com

Common Core
Free Option

Mirette on the High Wire (Mirette en la cuerda floja): Sintetizar

Pretenda que está entrevistando a Bellini sobre su regreso a la cuerda floja. ¿Cuáles son algunas de las preguntas que le harías sobre por qué decidió intentar caminar sobre la cuerda floja?

Mirette on the High Wire (Mirette en la cuerda floja): Sintetizar

Pretenda que está entrevistando a Bellini sobre su regreso a la cuerda floja. ¿Cuáles son algunas de las preguntas que le harías sobre por qué decidió intentar caminar sobre la cuerda floja?

Mirette on the High Wire (Mirette en la cuerda floja): Sintetizar

Pretenda que está entrevistando a Bellini sobre su regreso a la cuerda floja. ¿Cuáles son algunas de las preguntas que le harías sobre por qué decidió intentar caminar sobre la cuerda floja?

Mirette on the High Wire (Mirette en la cuerda floja): Sintetizar

Pretenda que está entrevistando a Bellini sobre su regreso a la cuerda floja. ¿Cuáles son algunas de las preguntas que le harías sobre por qué decidió intentar caminar sobre la cuerda floja?

Reader's Notebook: Comprehension Strategy Slips | @BookPagez.com

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan

5 Comprehension Strategy Graphic Organizers

Hacer conexiones
Título: _____

Piensa en el libro. ¿En qué te hace pensar el libro?

¿Qué tipo de conexión hiciste?

☐ Text a mí mismo
☐ Texto a texto
☐ Texto al mundo

Has un dibujo de tu conexión abajo.

Instrucciones:
1. Conecta cada pregunta.
2. Crea cuidadosamente en la línea de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Connections

Hacer predicciones
Título: _____

Predicciones al principio
Predicciones mientras lees
Verifica las predicciones

Instrucciones:
1. Conecta cada pregunta.
2. Crea cuidadosamente en la línea de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Predictions

Determinar la importancia
Título: _____

Piensa en el libro. Escribe toda la información importante en la burbuja de pensamiento.

Ahora determina tres grandes eventos, palabras o hechos que son importantes para ti. Has un dibujo para ilustrar las partes más importantes de tu libro.

#1 _____
#2 _____
#3 _____

Instrucciones:
1. Conecta cada pregunta.
2. Crea cuidadosamente en la línea de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Visualizing

Visualizar
Título: _____

Has un dibujo de la imagen mental en el espacio abajo.

Escribe algunos de las palabras que la autora empleó que te ayudaron a hacer esta imagen en tu mente.

Comparte tu dibujo con alguien. Asígnale de haber dibujado todas las palabras que te ayudaron a visualizar.

Instrucciones:
1. Conecta cada pregunta.
2. Crea cuidadosamente en la línea de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Determining
Importance

Sintetizar
Título: _____

Al principio ya estaba pensando...	Ahora pienso...	Antes ya pensaba...
Porque...	Porque...	Porque...
Me nueva forma de pensar es...	Ahora entiendo...	Después de pensar sobre...
Porque...	Porque...	Puedo concluir que...
		Porque...

Instrucciones:
1. Conecta cada pregunta.
2. Crea cuidadosamente en la línea de puntos.
3. Pega y engancha en el cuaderno del lector.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Synthesizing

Extension Activity

Nombre: _____ La fecha: _____

Direcciones:

Lea la lista de rasgos de carácter que describen a Mirette y Bellini. ¿Cuáles son los dos rasgos más importantes que se deben tener cuando se trabaja para lograr una meta o un sueño? Explicar por qué.

¿Qué rasgo es el mejor?

Responsable	Valiente
Atrevido	Fiel
Corajudo	Determinado
Talentoso	Útil

Rasgo 1: _____

¿Cómo te ayuda este rasgo a lograr una meta o un sueño?

Rasgo 2: _____

¿Cómo te ayuda este rasgo a lograr una meta o un sueño?
