

# Here's What You'll Get in the The Man Who Walked Between the Towers Super Pack

## 5 Comprehension Strategy Lesson Plans and Practice Pages

### Asking Questions Lesson Plan

**The Man Who Walked Between the Towers**  
By: Mordica Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Asking Questions**

**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**

Philippe Petit was a young street performer who loved to entertain people with his thrilling tricks. One day, as he was looking at the twin towers of the World Trade Center in New York City, he had an idea for a stunt that would be more dangerous than anything he had attempted before. Philippe and his friends worked furiously to prepare for the amazing stunt that would have Philippe walking, running, and dancing a quarter of a mile in the sky.

**Link to What You Know**

- Think of a time when you were high up in the air. How did you feel?
- Was there ever a time when you felt excited to do something, but were afraid at the same time?

**Important Words to Know and Understand**

**Ledge** – A narrow, flat surface that is attached to a wall  
**Plummeted** – To fall or drop suddenly from a high place

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- When you get confused

**Why Readers Ask Questions While Reading**

Readers ask questions because it makes reading much more interesting. By asking questions readers can turn a text into a treasure hunt, where their job is to find the answers to their questions. When readers ask questions, they think about what they already know and what they want to find out.

When you choose a book, it's important to ask questions before you read. Read the title, the blurb on the back, and look at the cover art. What are you curious about? What do you hope to learn from reading the book?

You should also ask questions while you read. Try asking questions that help you answer who or what the book is about and where or when the story takes place.

Last, it's important to ask questions after you read a book. Asking questions after reading will help you decide whether or not you understood what you read. Ask questions if you are confused or are wondering about something.

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### Guided Reading Level

### Activate Prior Knowledge

### Asking Questions Lesson Plan

**The Man Who Walked Between the Towers**  
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**Asking Questions**

**3**  
**Ask Questions While Reading**

- Try asking questions that begin with "I wonder..." or "Why..." or "How..."
- Decide whether or not your questions

**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.

**Cover** – Look at the front and back covers. Read the two paragraphs on the back cover. What questions do you have about Philippe? How does asking questions before you read help you as a reader?

**Page 5** – The illustration shows Philippe on a wire between the spires of Notre Dame Cathedral. What does this illustration make you wonder about?

**Page 7** – Philippe is thinking about how he can get up in the towers after being told he does not have permission to walk between them. What is one question you have about Philippe's plan? How will the answer to your question help you understand the story better?

**Page 27** – The judge is smiling at Philippe as he sentences him to perform in the park for the children. What does this sentence and the judge's reaction make you wonder about? Explain your question.

**Page 29** – The last thing we see about Philippe is that he performed in the park for the children as he was sentenced to do. What questions do you still have about Philippe?

**Time to Reflect**

**Think** – When readers ask questions they think about what they need to know in order to really understand a book. Because no two readers are the same, your questions will usually be different from other people who are reading the same book. What question did you ask that helped you to really understand or enjoy *The Man Who Walked Between the Towers*?

**Reflect** – Tell your reading partner about the most important question you asked while reading. Explain how you answered your question and why the answer helped you.

**Write** – Give your Strategy Slip into your Reader's Notebook. Write about the work you did while reading *The Man Who Walked Between the Towers*. (Remember to include examples from the book!)

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### Page by Page Guide and Strategy Questions

### Turn, Talk, and Reflect

**The Man Who Walked Between the Towers**  
By: Mordica Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Retelling and Summarizing**

**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

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- When you get confused

**3**  
**Retell and Summarize While Reading**

- Think about the text you read
- When you get confused

**4**  
**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

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**The Man Who Walked Between the Towers**  
By: Mordica Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Making Connections**

**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

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- When you get confused

**3**  
**Make Connections While Reading**

- Think about the text you read
- When you get confused

**4**  
**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

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### Retelling & Summarizing Making Connections

**The Man Who Walked Between the Towers**  
By: Mordica Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Making Inferences**

**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

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- When you get confused

**3**  
**Make Inferences While Reading**

- Think about the text you read
- When you get confused

**4**  
**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

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**The Man Who Walked Between the Towers**  
By: Mordica Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Identifying the Author's Purpose**

**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

**2**  
**Learn About Comprehension Strategies**

- Think about the text you read
- When you get confused

**3**  
**Identify the Author's Purpose While Reading**

- Think about the text you read
- When you get confused

**4**  
**Notice the Work You Did While Reading**

- Think
- Reflect
- Write

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### Making Inferences

### Author's Purpose

### Practice Pages and Answer Keys

**Answer Key for Retelling and Summarizing with The Man Who Walked Between the Towers**

**Your Turn to Practice Retelling and Summarizing with The Man Who Walked Between the Towers**

Page 6: What is the problem that Philippe faced on this page?

Page 7: What is the judge's reaction to Philippe's plan? Why or why not?

Page 27: What is the judge's reaction to Philippe's plan? Why or why not?

Page 29: What is the judge's reaction to Philippe's plan? Why or why not?

**Answer Key for Making Connections with The Man Who Walked Between the Towers**

**Your Turn to Practice Making Connections with The Man Who Walked Between the Towers**

Page 6: What is the problem that Philippe faced on this page?

Page 7: What is the judge's reaction to Philippe's plan? Why or why not?

Page 27: What is the judge's reaction to Philippe's plan? Why or why not?

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**Answer Key for Making Inferences with The Man Who Walked Between the Towers**

**Your Turn to Practice Making Inferences with The Man Who Walked Between the Towers**

Page 6: What is the problem that Philippe faced on this page?

Page 7: What is the judge's reaction to Philippe's plan? Why or why not?

Page 27: What is the judge's reaction to Philippe's plan? Why or why not?

Page 29: What is the judge's reaction to Philippe's plan? Why or why not?

**Answer Key for Identifying the Author's Purpose with The Man Who Walked Between the Towers**

**Your Turn to Practice Identifying the Author's Purpose with The Man Who Walked Between the Towers**

Page 6: What is the problem that Philippe faced on this page?

Page 7: What is the judge's reaction to Philippe's plan? Why or why not?

Page 27: What is the judge's reaction to Philippe's plan? Why or why not?

Page 29: What is the judge's reaction to Philippe's plan? Why or why not?

**Answer Key for Asking Questions with The Man Who Walked Between the Towers**

**Your Turn to Practice Asking Questions with The Man Who Walked Between the Towers**

Page 6: What is the problem that Philippe faced on this page?

Page 7: What is the judge's reaction to Philippe's plan? Why or why not?

Page 27: What is the judge's reaction to Philippe's plan? Why or why not?

Page 29: What is the judge's reaction to Philippe's plan? Why or why not?

# Writing About Reading with Optional CCSS Alignment

Strategy and Text Based  
Reader's Response Prompt

Common Core State Standard

"I Can"  
Statement

Common Core Free  
Option

Reading Response Prompts for Each  
Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Retelling and Summarizing**  
Title: \_\_\_\_\_  
What is this book about?  
Is it fiction or nonfiction?  
Draw a picture or write a sentence for each box below:

First	Next	Then
After that	Then	Last

What is the most important thing you read in this book?

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling and  
Summarizing

**Making Connections**  
Title: \_\_\_\_\_  
Think about the book. What does the book remind you of?  
What type of connection did you make?  
☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World

Draw a picture of your connection in the box below:

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making  
Connections

**Making Inferences**  
Title: \_\_\_\_\_  
What the Text Says  
What I Know  
What I Can Infer

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making  
Inferences

**Identifying the Author's Purpose**  
Title: \_\_\_\_\_  
Who is the author of your book?  
What was the author's purpose for writing this book? How do you know?  
☐ To Persuade ☐ To Inform ☐ To Entertain  
I know because...  
What do you think the author wanted you to think about while reading this book?  
Draw a picture of the most important thing the author made you think about while reading.

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Author's  
Purpose

**Asking Questions**  
Title: \_\_\_\_\_  
Question-Answer Stems  
I wonder... Why didn't... How does...  
I am confused when... I am curious about... I am not sure why...  
Question Answer  
Question Answer  
Question Answer  
Question Answer

**Directions:**  
1. Answer each of the questions.  
2. Carefully cut out on the dotted line.  
3. Glue, tape, or staple into your Reader's Notebook.







Comprehension Strategy Graphic Organizer | ©BookPagez.com

Asking  
Questions

## Vocabulary Connections Resources

## Important Words to Know and Understand in *The Man Who Walked Between the Towers* Word List

<b>Vocabulary Connections</b>	
<p><b>The Man Who Walks Between the Towers</b>            By: Mordica Gerstein            Grade Level: 4 / Guided Reading Level: Q</p>	
<p><b>Important Words to Know and Understand in <i>The Man Who Walks Between the Towers</i></b></p>	
<p><b>Bullhorns</b>            A tool used to make your voice louder across a distance</p>	
<p><b>Cable</b>            A strong, thick rope made of wires</p>	
<p><b>Cathedral</b>            The main church of an area</p>	
<p><b>Frantically</b>            Having a lot of hurried activity</p>	
<p><b>Imprinted</b>            To cause something to stay in your memory</p>	
<p><b>Ledge</b>            A narrow, flat surface that is attached to a wall</p>	
<p><b>Performer</b>            Someone who acts, sings or dances for an audience</p>	
<p><b>Plummeted</b>            To fall or drop suddenly from a high place</p>	
<p><b>Secured</b>            firmly attached to prevent movement</p>	
<p><b>Unicycle</b>            A vehicle similar to a bicycle with only one wheel</p>	

<p><b>The Man Who Walks Between the Towers</b>          By: Mordica Gifstein          Grade Level: 4 / Guided Reading Level: G</p>		
<p><b>Vocabulary Connections</b></p>		
<p><b>Bullhorns</b></p> 	<p><b>Cable</b></p> 	<p><b>Cathedral</b></p> 
<p><b>Frantically</b></p> 	<p><b>Imprinted</b></p> 	<p><b>ledge</b></p> 

## Word and Picture Sorting Cards

The Man Who Walks Between the Towers		
By: Mordicai Gerstein		
Grade Level: 4 / Guided Reading Level: Q		
<b>Vocabulary Connections</b>		
<b>Performer</b>	<b>Plummeted</b>	<b>Secured</b>
Someone who acts, sings or dances for an audience	To fall or drop suddenly from a high place	Finely attached to prevent movement
<b>Unicycle</b>		
A vehicle similar to a bicycle with only one wheel		

**Step by Step Directions**  
 1. Cut on the Definition line 2. Fold on the middle line 3. Open, label or repeat the top of each Card to Close

## Word and Definition Sorting Cards

[illegible]

## Interactive Vocabulary Notebook Cards

## Word Games

with Words from **The Man Who Walks Between the Towers**

**Directions:** Circle the 3-syllable words in the word bank. Then use them to complete the following sentences.

Cathedral   Unicycle   Imprinted   Bulthorns  
Cable   Plummeted   Secured   Performer

- My childhood memories were \_\_\_\_\_ on my mind.
- Due to oversupply, tomato price \_\_\_\_\_ this month.
- My family and I visited the magnificent Notre Dame \_\_\_\_\_ in Paris, France.
- The \_\_\_\_\_ did a beautiful, heart-touching interpretative dance.

**Directions:** Identify the correct spelling of each word below. Then circle the synonym that best matches each word.

- \_\_\_\_\_   **A.** Frantically   **B.** Frantically   **C.** Frantically  
Synonym: calmly / excitedly / tensely
- \_\_\_\_\_   **A.** Leedge   **B.** Ledge   **C.** Ledgee  
Synonym: shelf / bench / desk

Name: \_\_\_\_\_
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**Answer Key**

### o Walks Between the Towers

se word bank. Then use them to

Imprinted   Bulthorns  
Secured   Performer

imprinted on my mind.

plummeted this month.

ificent Notre Dame Cathedral

ful, heart-touching interpretative

each word below. Then circle the

Frantically   **C.** Frantically

tensely

ledge   **C.** Ledgee

Synonym: shelf / bench / desk


Answer Key | ©[www.K5.com](http://www.K5.com)

## Word Games and Answer Key

## Vocabulary Connections

### The Man Who Walked Between the Towers

By Mordecai Gerstein




A new word that I learned in this book is:

It's like...

If I read...

Name: \_\_\_\_\_



**Step by Step Directions:** 1. Read the story. 2. Find the vocabulary word. 3. Add your vocabulary word to your notebook at the end of the book.

Interactive Vocabulary Notebook Personalized Vocabulary Builder Card | [800page.com](http://800page.com)

## 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

**The Man Who Walked Between the Towers**  
By: Mordicai Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Instructional Focus:**  
Irregular Past Tense Verbs

**Background:**  
To form the regular past tense, add "-ed" to the base form. However, irregular verbs do not follow this rule.

**Examples:**

Base Form	Past Tense
go	went
run	ran
think	thought
do	did

**Materials and Preparation:**

- A Copy of *The Man Who Walked Between the Towers*
- Chart Paper
- Scissors
- Regular Verb Base Form Word Cards
- Irregular Verb Base Form Word Cards
- Irregular Verb Past Tense Word Cards
- Optional - Irregular Verb Past Tense Word Cards

### Word Work

**The Man Who Walked Between the Towers**  
By: Mordicai Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Step 1: Introduce the Focus of Word Work**

**Introduce Irregular Past Tense Verbs**

- Tell the students that a verb is a word that shows an action or a state of being. Explain that a verb can be regular or irregular.
- Tell the students that regular verbs can be expressed in the past tense by adding "-ed" to the base form of the verb. Explain that irregular verbs do not add the "-ed" ending. Irregular verbs take different forms.
- Write the headings "Regular Verbs" and "Irregular Verbs" on the top of chart paper.
- Write "Base Form" and "Past Tense" under each heading.
- Write the word "walk" under the "Regular Verb Base Form" heading. Explain that we add "ed" to the base form to form the past tense of walk.
- Write the word "walked" under the "Regular Verb Past Tense" heading. Repeat the process for the words look/looked, dance/danced, wait/waited.
- Write the word "go" under the "Irregular Verb Base Form" heading.
- Tell students that the past form of the word "go" is "went".
- Write the word "went" under the "Irregular Verb Past Tense" heading. Repeat the process for the words have/had, think/thought/and get/got.
- Ask children to share examples of irregular verbs and write the words under the corresponding headings.

**Sample Anchor Chart**

Regular Verbs		Irregular Verbs	
Base Form	Past	Base Form	Past
walk	walked	go	went
look	looked	have	had
dance	danced	think	thought
wait	waited	get	got

**Step 2: Connect Word Work to Reading**

**Irregular Past Tense Verbs in the Text**

- Tell the students that the book *The Man Who Walked Between the Towers* contains many examples of irregular past tense verbs.
- Instruct students that they will need to listen carefully as you read and raise their hand when they hear an example of an irregular verb in the past tense.
- Read the following example from the first page: "Once there were two towers side by side. They were each a quarter of a mile high."
- Tell students that the word "were" is an example of an irregular past tense verb. Add "were" to the Irregular Verb Past Tense column.
- Explain that the base form of "were" is "are" and add it to the Irregular Verb Base Form column.
- Read *The Man Who Walked Between the Towers*. Add additional examples to the chart.

Word Work Lesson Plan | @BookPagez.com

Step by Step Lesson Plan

### Word Work

**The Man Who Walked Between the Towers**  
By: Mordicai Gerstein  
Grade Level: 4 / Guided Reading Level: Q

**Step 2: Connect Word Work to Reading (continued)**

**Examples of Irregular Past Tense Verbs Found in the Text:**

Irregular Verb Base Form	Irregular Verb Past Tense
see	saw
is	was
are	were
come	came
know	knew
has/have	had
take	took
shoot	shot
do	did
run	ran
kneel	kneelt
hold	held
bring	brought
catch	caught
fall	fell
fly	flew
think	thought

**Step 3: Guided Word Work Practice**

**Interactive Exploration**

- Provide each student with a copy of the *Irregular Verbs Base Form Word Cards*, the *Irregular Past Tense Verbs Word Cards* and the *Irregular Verbs Sorting Mat*.
- Instruct students to use scissors to cut out the word cards.
- Tell students to spread out the word cards to locate matching pairs of irregular base form and past tense verbs.
- Tell students to place the verbs pairs in the correct column.
- Instruct students to check their work with a friend.

**Step 4: Independent Word Work Practice**

**Practice Page**

- Distribute 1 copy of the *Irregular Past Tense Verbs practice page* to each student.
- Read the directions with the students.
- Read the example with the students.
- Instruct the students to complete the worksheet independently.
- Monitor students as they work.

Word Work Lesson Plan | @BookPagez.com

List of words in the book that match the instructional focus

Interactive Activity

### Irregular Verbs Base Form Word Cards

**Directions:** Cut out the word cards.

see	is	take	know
have	think	shoot	do
run	kneel	come	fly
hold	bring	fall	catch

Guided Word Work Practice | @BookPagez.com

Independent Practice Page

### Irregular Past Tense Verbs Word Work Practice Page

**Directions:** Complete the sentences with the past tense form of the verb in parentheses.

Example: (go) They went to the festival yesterday.

- (see) I \_\_\_\_\_ her brother at the restaurant last week.
- (is) There \_\_\_\_\_ a big thunderstorm on Sunday.
- (know) Stacy \_\_\_\_\_ most of the answers on last week's spelling test.
- (think) David \_\_\_\_\_ he would never learn to skateboard.
- (run) Emily \_\_\_\_\_ across the finish line to win the race.
- (come) My uncle \_\_\_\_\_ with us on the field trip to the science center last week.
- (hold) Roberto \_\_\_\_\_ the football tightly all the way into the end zone.
- (take) Last week, I \_\_\_\_\_ the bus to school.
- (catch) Kylee \_\_\_\_\_ a sore throat from her little sister.
- (have) Last night Julie \_\_\_\_\_ fun at the party.

Name: \_\_\_\_\_ Independent Word Work Practice | @BookPagez.com

Extension Activity

### Word Detective: Irregular Past Tense Verbs Extension Activity

**Directions:**  
Be a word detective!  
Be on the lookout for **irregular past tense verbs** while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: \_\_\_\_\_ Word Work Extension Activity | @BookPagez.com



# Assessments

Running Record  
Assessment:  
Use the first 100 words  
from the text to assess  
oral reading fluency

Running Record				
Title: <i>The Man Who Walked Between the Towers</i>		Guided Reading Text Level: Q	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	MSV
1	Once there were two towers side by side.  They were each a quarter of a mile high;  one thousand three hundred and forty feet.  The tallest buildings in New York City.			
2	A young man saw them rise into the sky.  He was a street performer. He rode a unicycle.  He juggled balls and fiery torches.			
3	But most of all he loved to walk and dance  on a rope he tied between two trees.			
Tested By: _____ ©BookPagez.com				

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

The Man Who Walked Between the Towers CCSS Assessment	Name: _____ Score: / 9
<b>Directions:</b> Use what you know about <i>The Man Who Walked Between the Towers</i> to answer each of the following questions.	
1. Which of the following details from the text supports the idea that the walk between the towers was important to Philippe?	
<input type="radio"/> A Philippe saw the two towers, and just knew he had to walk between them.	
<input type="radio"/> B He had to plan to do the walk secretly because he was told "no" and owners of the buildings.	
<input type="radio"/> C Philippe and his friends carried heavy equipment up 180 stairs at the towers.	
<input type="radio"/> D All of the above.	
2. Which sentence best summarizes <i>The Man Who Walked Between the Towers</i> ?	
<input type="radio"/> A Philippe Petit was a street performer in New York City.	
<input type="radio"/> B Philippe Petit was a performer who walked on a wire between the towers in New York City.	
<input type="radio"/> C The police arrested Philippe when he was finished with his walk.	
<input type="radio"/> D The twin towers are no longer standing.	
3. Based on the text, explain why Philippe and his friends dressed up as cats.	
<input type="radio"/> A Dressing up was part of the performance.	
<input type="radio"/> B They were helping with the construction of the towers.	
<input type="radio"/> C They had to string the wire secretly or risk getting arrested.	
<input type="radio"/> D Philippe and his friend didn't want to fail.	
4. What does the author mean by the sentence, "But in memory, as if the towers are still there"?	
<input type="radio"/> A The towers are invisible.	
<input type="radio"/> B The towers are standing.	
<input type="radio"/> C Philippe had a dream about walking between the towers.	
<input type="radio"/> D The towers are no longer standing, but we can use our imagination to see them.	

5. When Philippe was performing in the park, what happened after some boys jerked on the wire? (RI.4.5)
<input type="radio"/> A Philippe fell off the wire.
<input checked="" type="radio"/> B Philippe caught himself.
<input type="radio"/> C The police arrested the boys.
<input type="radio"/> D The boys walked on the wire with Philippe.
6. How did the author, Mordcai Gerstein, get the facts he presented in <i>The Man Who Walked Between the Towers</i> ? (RI.4.6)
<input type="radio"/> A He was there at the time.
<input type="radio"/> B Philippe told him about the walk.
<input checked="" type="radio"/> C He read books and articles about Philippe's walk.
<input type="radio"/> D He was in court when the judge sentenced Philippe.
7. Which of these would best help readers understand how the wire was strung between the towers? (RI.4.7)
<input checked="" type="radio"/> A A list of the steps involved in securing the wire between the towers.
<input type="radio"/> B A graph showing the heights of different buildings in New York City.
<input type="radio"/> C Diagrams of the interior of the twin towers.
<input type="radio"/> D A timeline of Philippe's life.
8. The author states that Philippe "was not afraid." Which evidence does the author provide to support that statement? (RI.4.8)
<input type="radio"/> A Philippe walked out to the middle of the wire.
<input type="radio"/> B For an hour, Philippe danced, ran, and knelt on the wire.
<input type="radio"/> C Philippe laid down to rest on the wire.
<input checked="" type="radio"/> D All the above.
9. Which of the following resources would be helpful to learn more about Philippe Petit? (RI.4.9)
<input type="radio"/> A A map of New York City.
<input checked="" type="radio"/> B A biography of Philippe Petit.
<input type="radio"/> C A science text about gravity.
<input type="radio"/> D <i>Mirette on the High Wire</i> , a fictional story about a girl who performed on a wire.

Answer Key

## Extension Activity


Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:**

Cut out the Timeline Event Cards for *The Man Who Walked Between the Towers*. Glue the cards in the boxes that match the order the events happened in the story. (#1 being the first event, and #6 being the last event).

**Timeline Event Cards**

Phillipe and his friends worked all night to secure the wire.	Phillipe and his wife between the twin towers in New York City.	Phillipe Peitl planned to walk on a wire between the twin towers in New York City.	Phillipe grabbed his balancing pole and walked out onto the wire.	Police spotted Phillipe out on the wire and arrested him.	The towers exist only in memory.
---	---	--	---	---	----------------------------------



1


2

3

4

5

6



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### Bonus Extension Activity

# Complete Common Core Alignment

[illegible]

## Comprehension Strategy Lesson Plan and Resource Common Core Alignment

<p><b>Common Core State Standards Correlation</b></p> <p>The Man Who Walked Between the Towers Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with The Man Who Walked Between the Towers correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Vocabulary Lesson Plan and Resources</b></p> <p>Language</p> <p><b>L.4.4</b> – Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p><b>L.4.4</b> – Consult general materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.4.4</b> – Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, slammed) and that are basic to a particular topic.</p>		<p><b>Common Core State Standards Correlation</b></p> <p>The Man Who Walked Between the Towers Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with The Man Who Walked Between the Towers correlate with the following English Language Arts Common Core State Standards for fourth grade.</p> <p><b>Word Work Lesson Plan and Resources</b></p> <p>Reading: Foundational Skills</p> <p><b>RF.4.3</b> – Show and explain grade-level phonics and word analysis skills in decoding words.</p> <p><b>RF.4.4</b> – Read with sufficient accuracy and fluency to support comprehension.</p>
<p>The Man Who Walked Between the Towers CCSS Alignment   <a href="#">@BookPage.com</a></p>		<p>The Man Who Walked Between the Towers CCSS Alignment   <a href="#">@BookPage.com</a></p>

## Vocabulary Connections Common Core Alignment

## Vocabulary Connections Common Core Alignment

# Student Facing Resources in Spanish for The Man Who Walked Between the Towers Super Pack

## 5 Comprehension Strategy Practice Pages

### Making Connections Practice Page

**Tu turno para Hacer conexiones**  
con The Man Who Walked Between the Towers  
(El hombre que caminaba entre torres)

**Página 1:**  
¿Qué datos has aprendido sobre las torres gemelas hasta ahora?

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\_\_\_\_\_

\_\_\_\_\_

¿Ya conocía esta información o estos hechos son nuevos para usted?

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**Página 3:**  
A Philippe le encantaba realizar acrobacias para una audiencia. Haz una conexión **texto a tu mismo**. ¿Alguna vez has actuado para una audiencia?  
¿Cómo te hizo sentir?

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**Páginas 10 y 11:**  
Philippe y sus amigos tendieron el cable entre las dos torres por la noche para evitar que lo atraparan. Haz una conexión **texto a texto**. Habla de otro personaje que trabajó en la noche para evitar que le atrapen.

\_\_\_\_\_

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¿Cómo te ayuda el lector hacer conexiones entre libros?

\_\_\_\_\_

\_\_\_\_\_

Nombre: \_\_\_\_\_

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### Page by Page Guided Questions

Sample answers  
written in Spanish

### Answer Key

**Hacer conexiones**  
con The Man Who Walked Between the Towers  
(El hombre que caminaba entre torres)

**Página 25:**  
Los trucos de Philippe en el cable eran muy peligrosos. Haz una conexión **texto al mundo**. ¿Cuáles son algunas otras actividades peligrosas que la gente hace?  
Las respuestas varían. Podrían incluir: Algunas otras actividades que hacen las personas que son peligrosas son paracaidismo, salto en bungee, trapecio o montañismo.

¿Por qué la gente hace actividades peligrosas?  
Las respuestas varían. Podrían incluir: Las personas realizan estas actividades porque son divertidas para ellos, para probar su nivel de habilidad o para entretener a los demás.

**Página 34:**  
Las torres ahora solo existen en la memoria. Haz una conexión **texto a tu mismo**. Piensa en algo que existe solo en tu memoria. Habla de tu pensamiento.  
Las respuestas varían. Podrían incluir: Algo que solo existe en mi memoria es mi osito de peluche favorito de cuando era muy pequeño.

¿Es este recuerdo importante para ti?  
Las respuestas varían. Podrían incluir: Mi recuerdo de mi osito de peluche es importante para mí.

¿Cómo compartes tu memoria con los demás?  
Las respuestas varían. Podrían incluir: Comparto mi memoria con mi familia cuando miro mis fotos con mi osito de peluche.

Nombre: \_\_\_\_\_

Answer Key | ©BookPages.com

**Volver a contar y resumir**  
con The Man Who Walked Between the Towers  
(El hombre que caminaba entre torres)

**Página 6:**  
¿Cuál es el problema al que se enfrentó Philippe?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Volver a contar y resumir**  
con The Man Who Walked Between the Towers  
(El hombre que caminaba entre torres)

**Página 6:**  
¿Cuál es el problema al que se enfrentó Philippe?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Hacer inferencias**  
con The Man Who Walked Between the Towers  
(El hombre que caminaba entre torres)

**Página 6:**  
¿Qué te ha enseñado Philippe?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tu turno para Hacer inferencias**  
con The Man Who Walked Between the Towers  
(El hombre que caminaba entre torres)

**Página 6:**  
¿Qué te ha enseñado Philippe?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 24 y 25:**  
Philippe ignora cómo se siente al caminar sobre el cable. ¿Qué puedes inferir acerca de cómo se sintieron acerca de la importancia de la caminata entre las torres?

\_\_\_\_\_

\_\_\_\_\_

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**Página 29:**  
Philippe y su amigo tuvieron que llevar el pesado cable al techo. ¿Qué puedes inferir acerca de cómo se sintieron acerca de la importancia de la caminata entre las torres?

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**Página 10 a 17:**  
¿A qué retos se enfrentaron Philippe y sus amigos? Usa las palabras primero, siguiente, luego.

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\_\_\_\_\_

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**Página 17:**  
¿Por qué el autor incluyó tantos detalles sobre la instalación del cable?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Página 27:**  
¿Por qué el autor incluyó páginas desplegables (páginas que se abren y cierran) de la torre de Philippe?

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**Página 38:**  
¿Por qué el autor escribió esta historia a pesar de que era peligroso?

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**Página 38:**  
¿Por qué el autor escribió esta historia a pesar de que era peligroso?

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**Página 38:**  
¿Por qué el autor escribió esta historia a pesar de que era peligroso?

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Retelling &  
Summarizing

Making  
Inferences

Author's  
Purpose

Asking  
Questions

# 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

**The Man Who Walked Between the Towers (El hombre que caminaba entre torres): Hacer preguntas**

Si pudieras entrevistar a Philippe, ¿qué preguntas le harías para averiguar más sobre su caminata entre las torres? ¿Cómo cambiarían la historia las respuestas a tus preguntas?

☐ Puedo comparar y contrastar la información dada en una cuenta de primera mano (una persona que estuvo presente) y una cuenta de segunda mano (una persona que no estuvo presente, pero se le informó) del mismo evento o tema. CCSS: RI.4.6

**The Man Who Walked Between the Towers (El hombre que caminaba entre torres): Hacer preguntas**

Si pudieras entrevistar a Philippe, ¿qué preguntas le harías para averiguar más sobre su caminata entre las torres? ¿Cómo cambiarían la historia las respuestas a tus preguntas?

☐ Puedo comparar y contrastar la información dada en una cuenta de primera mano (una persona que estuvo presente) y una cuenta de segunda mano (una persona que no estuvo presente, pero se le informó) del mismo evento o tema. CCSS: RI.4.6

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

## Common Core Free Option

**The Man Who Walked Between the Towers (El hombre que caminaba entre torres): Hacer preguntas**

Si pudieras entrevistar a Philippe, ¿qué preguntas le harías para averiguar más sobre su caminata entre las torres? ¿Cómo cambiarían la historia las respuestas a tus preguntas?

**The Man Who Walked Between the Towers (El hombre que caminaba entre torres): Hacer preguntas**

Si pudieras entrevistar a Philippe, ¿qué preguntas le harías para averiguar más sobre su caminata entre las torres? ¿Cómo cambiarían la historia las respuestas a tus preguntas?

**The Man Who Walked Between the Towers (El hombre que caminaba entre torres): Hacer preguntas**

Si pudieras entrevistar a Philippe, ¿qué preguntas le harías para averiguar más sobre su caminata entre las torres? ¿Cómo cambiarían la historia las respuestas a tus preguntas?

**The Man Who Walked Between the Towers (El hombre que caminaba entre torres): Hacer preguntas**

Si pudieras entrevistar a Philippe, ¿qué preguntas le harías para averiguar más sobre su caminata entre las torres? ¿Cómo cambiarían la historia las respuestas a tus preguntas?

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## Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 5 Comprehension Strategy Graphic Organizers

**Volver a contar y resumir (Revisar)**

¿De qué se trata el libro?

¿A qué acción o acciónes?

Haz un dibujo o escribe una oración completa en cada caja:

Primero	Después	Entonces
Después de esto	Entonces	Al final

¿Cuál es la cosa más importante sobre la que hablas en el libro?

**Instrucciones:**  
1. Contesta todas las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en tu cuaderno del lector.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

**Hacer conexiones (Make Connections)**

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

¿Qué tipo de conexión hiciste?

☐ Text a mi mismo

☐ Texto a texto

☐ Texto al mundo

Haz un dibujo de tu conexión abajo.

**Instrucciones:**  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en tu cuaderno del lector.

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**Hacer inferencias (Make Inferences)**

Lo que dice el texto

Lo que sé

Lo que puedo inferir

**Instrucciones:**  
1. Contesta las preguntas.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en tu cuaderno del lector.

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**Identificar el propósito del autor (Identify the Author's Purpose)**

¿Quién es el autor de tu libro?

¿Cuál fue el propósito del autor al escribir este libro? ¿Cómo lo sabes?

☐ Para persuadir

☐ Para informar

☐ Para entretener

To sé porque...

¿Qué piensas que el autor quería que pensaras mientras estabas leyendo este libro?

Dibuja la cosa más importante en que el autor te hizo pensar mientras estabas leyendo.

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en tu cuaderno del lector.

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**Hacer preguntas (Ask Questions)**

Muéstrame para empezar una oración

Quiero saber... ¿Por qué no...? ¿Cómo puede...?

Me confunde cuando... Estoy curioso por saber... No estoy seguro por qué...

Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta
Pregunta	Respuesta

**Instrucciones:**  
1. Contesta cada pregunta.  
2. Contesta cuidadosamente en las líneas de puntos.  
3. Pega o engancha tu hoja en tu cuaderno del lector.

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Retelling and Summarizing

Making Connections

Making Inferences

Author's Purpose

Asking Questions



# Extension Activity

Nombre: \_\_\_\_\_ La fecha: \_\_\_\_\_

Direcciones:

Recorte las tarjetas de la línea de tiempo para **El hombre que caminaba entre torres**. Pegue las Tarjetas en las casillas que coincidan con el orden en que ocurrieron los eventos en la historia. (#1 es el Primer evento y #6 es el último evento.)

Timeline Event Cards

La policía vio a Philippe en el cable y lo arrestó.

Las torres existen solo en memoria.

Un juez sentenció a Philippe a actuar para niños en el parque.

Philippe y sus amigos trabajaron toda la noche para asegurar el cable.

Philippe Petit planeaba caminar sobre un cable entre las torres gemelas en la ciudad de Nueva York.

Cuando soló el sol Philippe agarró su bota de equilibrio y soló el cable.

1


2


3

4

5

6





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