

Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Mirette on the High Wire* by Emily Arnold McCully

Determining Importance Lesson Plan

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

1
Determining Importance

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

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.

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 the 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

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

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 information 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 the 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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Key Vocabulary

Explanation of Strategy

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

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1
Making Predictions

Get Ready to Read

- Learn about the book
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3
Make Predictions While Reading

- Look for clues that tell you what's going to happen next
- Use your prediction to help you understand what's going on next

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.

Page 4 – Bellini is a retired high-wire walker and is looking for a new job. What prediction do you make about his next job? What clues led you to that prediction? What evidence do you have to support your prediction?

Page 29 – Mirette is a young girl who is determined to learn how to walk the high wire. What prediction do you make about her next steps? What clues led you to that prediction? What evidence do you have to support your prediction?

2
Learn About Comprehension Strategies

- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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

1
Visualizing

Get Ready to Read

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

3
Visualize While Reading

- 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.

Page 2 – Notice the way the author describes the scene. Which words do you visualize the most?

Page 3 – Notice the way the author describes the scene. Which words do you visualize the most?

Page 12 – Notice the way the author describes the scene. Which words do you visualize the most?

Page 14 – Notice the way the author describes the scene. Which words do you visualize the most?

Page 15 – Notice the way the author describes the scene. Which words do you visualize the most?

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Notice the Work You Did While Reading

- Think
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- Write

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Answer Key for Making Predictions with Mirette on the High Wire

Page 3: Mirette is a young girl who is determined to learn how to walk the high wire. What prediction do you make about her next steps? What clues led you to that prediction? What evidence do you have to support your prediction?

Page 4: Bellini is a retired high-wire walker and is looking for a new job. What prediction do you make about his next job? What clues led you to that prediction? What evidence do you have to support your prediction?

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- 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!)

Answer Key for Making Predictions with Mirette on the High Wire

Page 2: Notice the way the author describes the scene. Which words do you visualize the most?

Page 3: Notice the way the author describes the scene. Which words do you visualize the most?

Page 12: Notice the way the author describes the scene. Which words do you visualize the most?

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Page 16: Notice the way the author describes the scene. Which words do you visualize the most?

Page 29: Notice the way the author describes the scene. Which words do you visualize the most?

Answer Key for Visualizing with Mirette on the High Wire

Page 2: Notice the way the author describes the scene. Which words do you visualize the most?

Page 3: Notice the way the author describes the scene. Which words do you visualize the most?

Page 12: Notice the way the author describes the scene. Which words do you visualize the most?

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Page 15: Notice the way the author describes the scene. Which words do you visualize the most?

Page 16: Notice the way the author describes the scene. Which words do you visualize the most?

Page 29: Notice the way the author describes the scene. Which words do you visualize the most?

Answer Key for Determining Importance with Mirette on the High Wire

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?

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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 the most important fact or idea, too.
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Answer Key for Synthesizing with Mirette on the High Wire

Page 5: What do you know about Mirette?

Page 6: Is someone you would like to be friends with? Why or why not?

Page 8: How would you describe Bellini? What is your opinion of him?

Page 10: Why do you feel that way?

Page 14 to 16: These pages tell about the amazing stunts Bellini did in the past on the high-wire. Does this sound like the Bellini that we have been introduced to?

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Making Predictions

Visualizing

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

1
Making Connections

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3
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- Look for clues that tell you what's going to happen next
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2
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- Think about the text you read when you get confused

4
Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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

1
Synthesizing

Get Ready to Read

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

3
Synthesize While Reading

- 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.

Page 2 – Notice the way the author describes the scene. Which words do you visualize the most?

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Learn About Comprehension Strategies

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Notice the Work You Did While Reading

- Think
- Talk
- Reflect
- Write

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Making Connections

Synthesizing

Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based
Reader's Response Prompt

Common Core State Standard

"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

Mirette on the High Wire: Making Connections

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Common Core
Free Option

Reading Response Prompts for Each
Comprehension Strategy Lesson Plan



5 Comprehension Strategy Graphic Organizers

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 on the dotted line.
3. Glue, tape, or staple into your Reader's Notebook.

Comprehension Strategy Graphic Organizer | @BookPagez.com

Making
Connections

Making Predictions

Title: _____

Predictions at the Beginning	Predictions while Reading	Check Predictions at the End
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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Making
Predictions

Visualizing

Title: _____

What page did you use to practice visualizing?

Draw a picture of your mental image in the space below:

Write down some of the words that the author used to help you make this picture in your mind.

Show your picture to someone. Make sure that you draw all of the words that helped you visualize.

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

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Visualizing

Determining Importance

Title: _____

Think about the book. Write all of the important information in the thought bubble below.

Now determine 3 BIG ideas, events, words, or facts that are important to you. Draw a picture to illustrate the most important parts of your book.

#1 _____

#2 _____

#3 _____

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

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Determining
Importance

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...

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

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Synthesizing