

Wonders

Close Reading Companion

Mc
Graw
Hill
Education

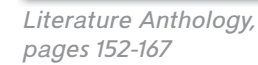




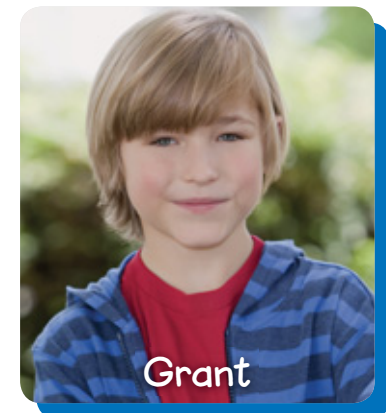
Cite Text Evidence What image does the author create with these descriptive words? Cite text evidence from the paragraph.

Words	What I Visualize

Write The author helps me visualize how a spider eats its prey by _____



When I **reread**, I can use the author's words to help me visualize. I look for text evidence to answer questions.

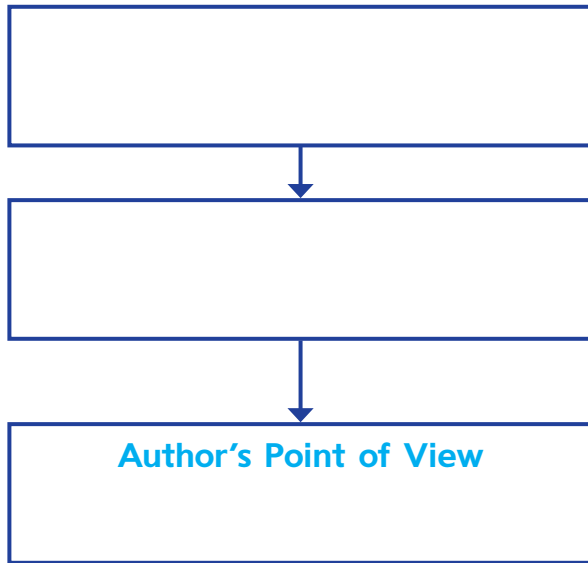


? How do you know how the author feels about the spider's senses?



Talk About It Reread page 160. Turn to your partner and talk about the way the author describes what the spider can do.

Cite Text Evidence What words and phrases help you understand how the author feels about the spider's senses? Write text evidence and explain.



Write I know how the author feels about the spider's senses because _____



QUICK TIP

I can use these sentence frames when we talk about the author's point of view.

The author uses words that . . .

This helps me understand that he feels . . .

? How do the text features help you understand more about orb web spiders?



Talk About It Reread page 167. Look at the photograph and read the caption. Turn to your partner and talk about what new information you learned.

Cite Text Evidence What details in the text features give you more information about orb spiders? Write text evidence in the chart.

Text Evidence	Photograph	Caption

Write The author uses text features to _____



QUICK TIP

When I reread, I can use photographs and captions to help me understand more information about spiders.

Your Turn

Think about how Nic Bishop uses text features to tell about spiders. How do they help you understand his point of view about spiders? Use these sentence frames to organize your text evidence.

Nic Bishop uses text features to . . .

He shows that spiders are . . .

That helps me understand that he thinks spiders . . .

Go Digital!

Write your response online.

Anansi and the Birds

1 Anansi always welcomed a challenge. His attempts to fool merchants out of their riches and lions from their jungle thrones made for exciting adventures. Today he would show those haughty birds that he could fly with the best of them.

2 He begged a feather from every bird he could find to create his own pair of wings, and then he began to practice flying. Anansi's wings camouflaged him well, and he looked just like a bird.

3 "Hoot!" the old owl chided under the moon. "A spider is not meant for the sky. Why do you try to be something you are not?"

4 "Mind your business, owl," Anansi replied angrily. "You are a predator, so go hunt some mice!"

5 Anansi followed the birds to their feast on top of a mountain peak. He helped himself to their fare, shoving birds aside to get his fill. When he was full, he fell into a deep sleep.

Reread and use the prompts to take notes in the text.

Circle text evidence in paragraphs 1 and 2 that tells you about Anansi's character.



Reread paragraphs 3 and 4. Talk with a partner about the relationship between Anansi and the old owl. Underline the dialogue that helps you understand how they feel about each other.

Then reread paragraph 5. How does the author hint that something unpleasant might happen to Anansi? Draw a box around the clue. Write it here:

6 Angrily, the birds took back the feathers from his wings and then left, all except for one crow. When Anansi awoke, he realized what had happened and begged the crow to help him get down the mountain.

7 “Of course,” the crow replied slyly as he shoved Anansi over a cliff.

8 “Aaaayyyyy!” shouted Anansi. Unable to fly, he tumbled helplessly through the air.

9 The old owl appeared before him, asking, “Why didn’t you listen, Anansi? You are not a bird!”

10 “Please help me, owl!” pleaded Anansi.

11 The owl urged Anansi, “Push in your belly!” When he did, threads of silk shot out behind him. The owl caught them and tied them to a high branch. Dangling by threads, Anansi realized the owl was right. From that day on, he stuck to spinning webs instead of trying to be something he was not.

Read paragraphs 6–9. Circle the words and phrases that describe how the birds feel about Anansi and what they did.



With a partner, read paragraphs 10 and 11. Talk about how the owl helps Anansi. Number the steps in the margin.

Then underline the sentence that tells how the spider feels about the owl now. Write text evidence here:

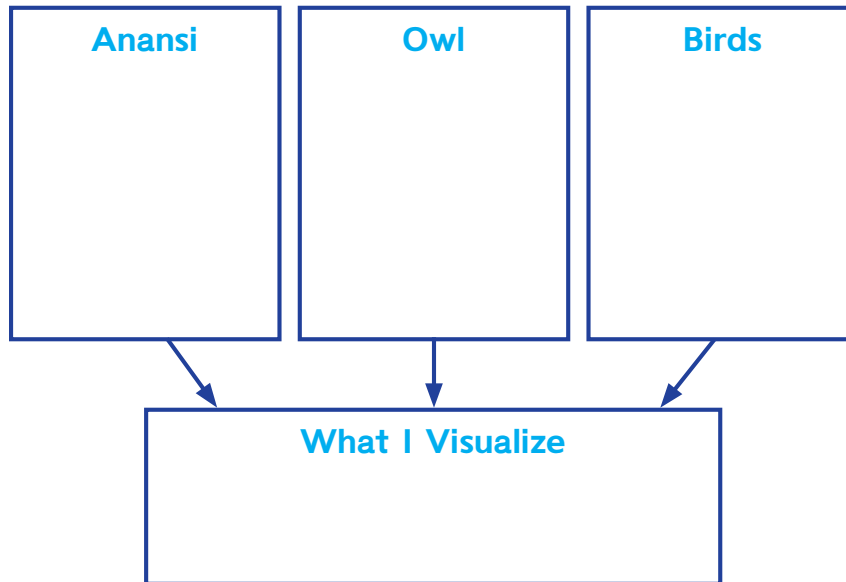


? How does the author help you visualize the characters' traits to help you understand the lesson Anansi learns?



Talk About It Reread the excerpt on page 58. Talk about each character and how it helps you understand what they do.

Cite Text Evidence What words and phrases help you identify each character's traits? Record text evidence.



Write The author helps me visualize the characters' traits to help me _____



QUICK TIP

When I reread, I can use how the author describes each character to help me understand what they do.

? How does the photographer use the background in his photograph to show how seahorses are unique and how is that similar to the authors' use of text features and descriptions in *Spider* and "Anansi and the Birds"?



COLLABORATE

Talk About It Use the photograph and caption to talk about the seahorse. Discuss how the photograph shows how it survives.

Cite Text Evidence With a pencil, trace around the outside of the leafy dragon seahorse in the photograph. Circle clues that show how the seahorse survives. Reread the caption and underline what the animal does to protect itself from its enemies.

Write The photographer and authors show how animals are unique by _____

The leafy dragon seahorse, or leafy seadragon, lives in the waters off the southern coast of Australia. They swim among the boulders and sea grasses around the reefs. These animals rely on their looks to keep them safe.



QUICK TIP

I can use clues in the photograph to compare how the other animals I read about this week are unique.

