Anticipation Guide Instructions

Step 1: Explain the strategy. Explain to students that before reading, they should determine why they are reading and what they expect to learn. As a result, they will be able to stay focused as they read so that they can attend to the author's message and not get distracted. Also explain that making predictions before and during reading is another way to stay engaged with the text. When they make predictions *before* reading, they will automatically want to confirm those predictions *during* reading. The Anticipation Guide provides them with a structure for making predictions that will be either confirmed or refuted during reading.

Step 2: Explore the Anticipation Guide. First point out that there are six columns: one column with the statement to be verified and five columns for student's response. Columns 1 and 2 are used for students to mark their response before reading. Students use Column 3 to record the paragraph number where the information is located. Columns 4 and 5 are used for students to mark their responses after reading. Next, point students' attention to the directions and ask them to read the directions with a partner.

Step 2: Read the Statements. You have the option of either reading each statement to the class prior to students reading the text. Alternatively, you may have students read the statements on their own prior as they complete Step 3.

Step 3: Students Working Individually. Students first complete columns 1 and 2 on their own. If they agree with the statement, they mark the cell in Column 1. If they disagree with the statement, they mark the cell in Column 2. Tell them that they don't have to worry about being right or wrong since they haven't read the text yet. Also tell them that they will be able to correct their predictions when reading and record those corrections in Columns 4 and 5.

Step 4: Status of the Class. Lead a brief discussion about which statements had high or low agreement. If appropriate, you can read each statement and ask which students agreed or disagreed.

Step 5: Students Working in Small Groups. Put students in pairs or small groups and let them compare their responses. Be sure to encourage student discussion. Students may change their response as a result of the discussion with their peers.

Step 6: Read the Text. First, have students number the paragraphs of the text. Then, have students read the text either individually or in pairs or small groups. As they come to information relating to a specific statement, record the number of the paragraph in Column 3 and check the appropriate column (Column 4 or 5) to indicate what they learned.

Step 7: Reflective Discussion. Lead a short discussion with students about what they learned and in what ways they found the Anticipation Guide to be useful.

WORMS GET A LITTLE MORE RESPECT
By Neela Banerjee

Dating back to the dinosaurs

Earthworms, in all their different forms, have been around for about 120 million years. Worms are invertebrates (in-VER-tuh-brits), which means they don't have backbones. They crawl by pushing themselves forward with their tails.

Their daily lives help ours. Basically, earthworms eat anything that rots. That includes vegetables, leaves, grass, and animal dung. They also eat soil. When they digest, earthworms secrete liquids that break down their food. The liquid mixes with minerals from the soil they've eaten. Then everything passes out of the worms' bodies as small balls of soil. Those balls have lots of nutrients that help plants grow. Worm tunnels also help air and water reach plant roots.

But it's not as if earthworms eat whatever is in front of them. They don't have eyes, but they do have advanced senses of touch and smell. Using those senses, they can tell what's edible and what isn't. That's also how worms build the labyrinth, or maze, of tunnels where they live.

Building a home by eating

They make them by ingesting the soil they want to go through. The tunnels don't cave in because the little balls of soil the worms pass are covered with a slime that acts like an adhesive, a substance that keeps the walls of the hole together.

When a night crawler comes out of its hole, it grasps the inside of the burrow with its tail. Then it searches for food and for a roof for its hole. The roof might be pine needles, leaves, nutshells, berries, even garbage. The worm can move something that weighs 15 to 20 times more than it does. It drags what it has chosen to the roof to the mouth of its hole and pulls it in. The openings of worms' holes look like little dried bouquets of leaves. It also pulls leaves into its hole for dinner. Later, it returns the hard-to-digest leaf stems to the surface.

The worms go to all this trouble to build a roof because light is their enemy. Earthworms need moisture to live, and light destroys a layer of slime on their bodies that keeps them wet.

To protect themselves in really dry weather, earthworms dig deeper into a wetter layer of soil. Or they curl up in a ball in their tunnels and hibernate. In winter, they sleep for months until springtime, the way bears and other animals do. Earthworms may come out of their holes during a bad rainstorm, especially if it's at night, because their holes get flooded. (In Russia, earthworms are called "rain worms.")

Anticipation Guide

Name _____ Title of Text: Worms Get Respect

Directions (before): Before reading the text, read each statement and decide on your own if you agree or disagree with it. Put a check in either Column 2 (Agree Before) or Column 3 (Disagree Before). Then work with a partner or small group and talk about how each person responded You may change your answer. Be ready to explain your answer to each other and the class.
Directions (after): Number the paragraphs of the text. After reading the text, put a check in either Column 4 (Agree After) or Column 5 (Disagree After). In Column 1, put the number of the paragraph that contains information about the statement. Be prepared to support your views from the text information.

Statement	1 Agree Before	2 Disagree Before	3 Para/Pg number	4 Agree After	5 Disagree After
1. Earthworms depend on their backbone for moving from place to place.					
2. Earthworms are very picky about what they eat.					
3. Earthworms have to rely on their senses of touch and smell to know what foods are good for them.					
4. Earthworms make their homes by eating dirt.					
5. Earthworms need lots of light to remain healthy.					
6. Earthworms are like bears in that they sleep for months during the winter.					
7. Earthworms have trouble moving things around that are heavier than they are.					

Anticipation Guide

Name _____ Title of Text _____

Directions (before): Before reading the text, read each statement and decide on your own if you agree or disagree with it. Put a check in either Column 1 (Agree Before) or Column 2 (Disagree Before). Then work with a partner or small group and talk about how each person responded You may change your answer. Be ready to explain your answer to each other and the class.
Directions (after): Number the paragraphs of the text. After reading the text, put a check in either Column 4 (Agree After) or Column 5 (Disagree After). In Column 3, put the number of the paragraph that contains information about the statement. Be prepared to support your views from the text information.

Statement	1 Agree Before	2 Disagree Before	3 Para/Pg number	4 Agree After	5 Disagree After
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Credit Card Heaven

Money in hand, I approached the checkout counter to pay for my dress.

"Do you have our credit card?" asks the friendly lady behind the register. You can get a 15% discount with your first purchase. And it only takes a few minutes of your time right now."

Wow, what a great deal. I can put my money back in my pocket and save15% at the same time. If I fill out the form, I'll have instant credit. That's a good thing, right?

Retailers have discovered that there is a lot of money to be made when their customers use their credit cards. And, believe me, the store isn't particularly interested in giving me a credit card because they are being nice to me. On the contrary, giving me a store credit card just about guarantees that I will become a loyal customer. And that will translate into more business for the store.

Credit cards are a wonderful invention. If you have one, you never have to carry cash again. If you lose your cash, you're out of luck. If you lose your credit card, you just apply for another one. Can't lose, right?

Well, I learned that there is a down side to credit cards. For one thing, having a credit card makes me believe that I'm not really spending money. The card gives me the illusion that I am getting something for nothing.

The illusion only lasts until the end of the month when a continuous stream of bills starts flowing in. Not only did I find out that I couldn't pay off the bills each month, I began to accrue charges for interest and late-fees. Soon I realized that I was paying more in interest than I was on the original purchase price.

Another thing that I learned was that I was giving up a lot of privacy when I signed up for credit cards. In order to get credit, I had to tell a lot about myself: my social security number, my home address and phone number, my work history and bank account numbers. I found out that the credit card companies sell my information to other credit card companies – so my junk mail has increased at an alarming pace. Even more disturbing is the fact that putting all this information into a public format made it easier for my identity to be stolen. Which hasn't happened—yet.

What did happen, however, is that my credit rating got ruined for a time when I defaulted on one of my credit cards. I had no idea that it only takes one default on one little credit card to ruin my credit rating. It took me one year to clear up that messy problem.

One thing that I've learned is to use credit cards wisely. When I'm tempted to whip out a card to purchase something, I ask myself if I can really afford to spend money at that time. Often my answer is a resounding "NO!"

I've also made a list of the cards that I do have and keep that list in a safe place. I know that if I ever have my cards stolen or lost, I can use the list to contact each of the card companies and save myself a lot of bogus charges.

Credit card heaven? Only if I use them wisely.

What about you?

A Living Ice Cube

The North American wood frog lives farther north than any other reptile or amphibian. The wood frog's neighbors — arctic hares, caribou, and wolves — use fur coats as protection from freezing, but not the moist little frog. The wood frog's motto seems to be, “If you can't beat 'em, join 'em.” Rather than fighting the deep freeze, the wood frog becomes an ice cube.

The cells and body cavities of living creatures contain a lot of fluid. During freezing, ice forms both inside an animal's cells and in the spaces outside cells but inside the body (like the stomach cavity). Ice inside a living cell can slice, tear, or burst the cell apart. (Ouch!) Ice forming inside body cavities pulls water from surrounding cells. As those cells lose their water, they dry out, or desiccate, and collapse.

Most animals die quickly under these circumstances, but not the wood frog. When she feels the first chill of winter, the wood frog burrows under the leaf litter on the forest floor. Her liver begins to work overtime, making huge amounts of a sugary chemical called glucose. Her heart pumps faster, spreading the glucose quickly through her small body.

As the temperature drops, the wood frog's body fluids begin to freeze. Ice forms first inside the large spaces in her body. The water in these spaces has impurities (tiny pieces of dust or bacteria) that “jump-start” ice crystal growth. As ice forms inside the wood frog's body cavities, it pulls water from surrounding cells. Because the sugary glucose can't pass as easily across the cell wall, it keeps the wood frog's cells from drying out and collapsing. She may have a belly full of ice, but her heart, brain, and other organs are full of slushy glucose. The wood frog can survive even when 65 percent of her body fluids are frozen solid.

The wood frog's body shuts down completely. While frozen, she has no heartbeat, no breathing, and no measurable brain activity. Yet, when spring arrives, the frogsicle bounces back to life, and out into another wet “frog heaven” created by all that melted snow and ice!