

Pill Bug Anticipation Guide

An anticipation guide can be used before reading to assess prior knowledge and engage the reader in the text. Children fill in the “Before Reading” column based on their prior knowledge and experiences, then they listen for the answers to the questions as the book is read aloud. After reading, they fill in the “After Reading” column and provide evidence from the text that supports the answers they chose.

Materials (per child)

Pen or pencil

Anticipation Guide

Procedure

Before reading *Next Time You See a Pill Bug* aloud, have the children fill out the “Before Reading” column of the anticipation guide. Tell them that if they don’t know the answer, they should make their best guess. Before you read the book, either collect the anticipation guides or take the kids to a reading corner, away from their papers. As you read aloud, have them signal (e.g., touch their nose or raise their hand) when they hear an answer to one of the questions. After reading, ask them to complete the “After Reading” column of the anticipation guide. When everyone is finished, go over the answers together, referring back to the evidence in the text that supports each statement.

Answers:

1. False – page 11
2. True – page 12
3. True – page 15
4. True – page 17
5. True – page 25
6. False – pages 25 & 27

ELA Common Core Connections

Reading: Informational Text – Key Ideas and Details

K: RI.K.1. With prompting and support, ask and answer questions about key details in a text.

1: RI.1.1. Ask and answer questions about key details in a text.

2: RI.2.1. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

3: RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

4: RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

5: RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Next Generation Science Standards

Kindergarten: LS1.C: Organization for Matter and Energy Flow in Organisms: All animals need food in order to live and grow. They obtain their food from plants or from other animals.

Grade 1: LS1.A Structure and Function: All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek and find food, water, and air.

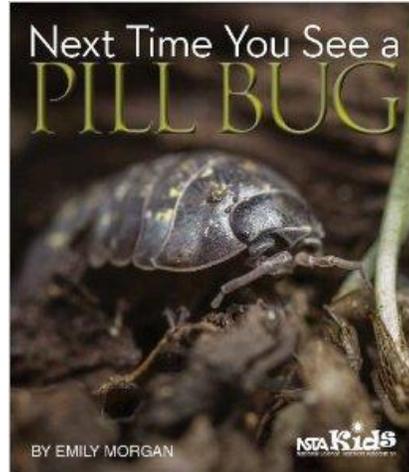
Grade 1: LS3.A Inheritance of Traits: Young animals are very much, but not exactly like their parents.

Grade 2: LS4.D Biodiversity and Humans: There are many different kinds of living things in any area, and they exist in different places on land and in water.

Grade 3: LS1.B Growth and Development of Organisms: Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.

Grade 4: LS1.A Structure and Function: Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

Name: _____



Anticipation Guide

Before Reading
True or False

After Reading
True or False

- | | | |
|-------|---|-------|
| _____ | 1. Pill bugs are insects. | _____ |
| _____ | 2. Pill bugs lay eggs. | _____ |
| _____ | 3. Pill bugs roll up in a ball to protect themselves. | _____ |
| _____ | 4. Pill bugs shed their skin as they grow. | _____ |
| _____ | 5. Pill bugs breathe through gills. | _____ |
| _____ | 6. Pill bugs must stay completely dry to survive. | _____ |