

ANTICIPATION GUIDE

What we already know determines to a great extent what we will pay attention to, perceive, learn, remember, and forget. (Woolfolk, 1998)

An *Anticipation Guide* is a series of questions or statements (usually 8 to 10) related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

Purpose

- Help students to activate their prior knowledge and experience and think about the ideas they will be reading.
- Encourage students to make a personal connection with a topic or unit of work so that they can integrate new knowledge with their background experience and prior knowledge.

Payoff

Students will:

- connect their personal knowledge and experience with a curriculum topic or issue.
- engage with topics, themes and issues at their current level of understanding.
- have a purpose for reading subject-area text.
- become familiar and comfortable with a topic before reading unfamiliar text.

Tips and Resources

- An anticipation guide works best when students are required to read something that contains unfamiliar information. The idea of the guide is to raise students' awareness of related issues and help them make connections with what is familiar and unfamiliar about that text.
- In creating your anticipation guide, write open-ended statements that challenge students' beliefs. Avoid using statements that are "right" or "wrong" or that ask simply for a "yes" or "no" response. You don't want statements such as, "School cafeterias should not sell so much junk food." Instead, write "Teenagers consume more junk food than is good for them."
- For ideas to help you craft the statements, see Teacher Resource, *Anticipation Guide – Sample Statements* based on Chapter 5 of *Canada: The Story of a Developing Nation*.
- For a blank anticipation guide you can use for this activity, see Student Resource, *Anticipation Guide Template*.
When Kids Can't Read, What Teachers Can Do, pp. 74-80.

Further Support

- Put students in pairs to complete the anticipation guide if they are having trouble making connections with the theme or topic, or if they are having trouble with the language (for example, ESL students).
- To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.
- Reads statements aloud to support struggling readers.

What teachers do	What students do
<p>Before</p> <p>Preview the text to find themes or big ideas.</p> <ul style="list-style-type: none"> • Using Student Resource, <i>Anticipation Guide Template</i>, create a one-page anticipation guide with eight or ten general statements about these themes, each requiring the reader to agree or disagree; e.g., “You should always tell other people exactly what you think about them.” • Distribute copies of the anticipation guide to the students. Explain that this is not a test, but an opportunity for them to explore their own thoughts and opinions. They complete the guide first individually and then share their thoughts in a whole-class discussion. • To engage students in a whole-class discussion, start with a simple hand-count of the numbers of students who agreed or disagreed with a particular statement. Then ask the students who disagreed to share their thinking, followed by those students who agreed with the statement. • Record (or ask a student to 	<ul style="list-style-type: none"> • Working individually, read each statement on the anticipation guide and check off responses. • Contribute responses in the class discussion and explain them.

<p>record) some of the key points made during the discussion, using a "T- chart" (agree/disagree) on the board or an overhead.</p>	
<p>During</p> <ul style="list-style-type: none"> • Explain the topic of the reading assignment and how it connects with anticipation guide statements and discussion. • Ask students to keep the guide beside the text as they read it, so that they can jot down page numbers that correspond to the issues. 	<ul style="list-style-type: none"> • Read the assigned text (certain pages, a chapter, or alternative resource such as a magazine article) and jot down page numbers beside each agree/disagree statement (for information that relates to the issue).
<p>After</p> <ul style="list-style-type: none"> • Ask students to return to the statements and to make notes from what they have discovered in their textbook that may confirm or change their opinions. 	<ul style="list-style-type: none"> • Make notes that confirm or change their opinions about the statements.

Anticipation Guide – Sample Statements

Before Reading	Statements*	Page #	After Reading
1. Agree/Disagree	A good citizen always does what the government tells him/her.		Agree/Disagree
2. Agree/Disagree	People who don't own land have no right to be on it.		Agree/Disagree
3. Agree/Disagree	True leaders are always recognized for the rightness of their causes.		Agree/Disagree
4. Agree/Disagree	Might is always right.		Agree/Disagree
5. Agree/Disagree	People who are native to a country should be given priority in making any decisions about it.		Agree/Disagree
6. Agree/Disagree	Mean people eventually get what they deserve.		Agree/Disagree
7. Agree/Disagree	Whenever there is a disagreement, majority opinion should rule.		Agree/Disagree
8. Agree/Disagree	If followers commit a wrongful act, the leader should pay the price.		Agree/Disagree

*Statements based on Chapter 5 of *Canada: The Story of a Developing Nation*, Toronto: McGraw-Hill Ryerson, 2000.

ANTICIPATION GUIDE – TEMPLATE

- Circle “Agree” or “Disagree” beside each statement below before you read your textbook, _____.
- Following our class discussion of these statements, you will read Chapter ___ in the textbook, noting page numbers that relate to each statement.
- When you have finished reading, consider the statements again based on any new information you may have read. Circle “Agree” or “Disagree” beside each statement and check to see whether your opinion has changed based on new evidence.

Before Reading	Statements	Page #	After Reading
1. Agree/Disagree			Agree/Disagree
2. Agree/Disagree			Agree/Disagree
3. Agree/Disagree			Agree/Disagree
4. Agree/Disagree			Agree/Disagree
5. Agree/Disagree			Agree/Disagree
6. Agree/Disagree			Agree/Disagree
7. Agree/Disagree			Agree/Disagree
8. Agree/Disagree			Agree/Disagree