

Anticipation Guide

Procedure

1. Select Major concepts in a text selection, lecture, or video.
2. Create statements making sure some statements are false but seem plausible.
3. Ask Students to “Agree” or “disagree” in the before reading column as you read each statement aloud. If they are unsure they should make an educated guess based on the information in the statement and what they know about the world.
4. Read each statement again. Ask students to stand up if they wrote “agree”. Call on students and ask them to say why. Then ask those who are sitting to tell why they disagreed.
5. Have students read the text and mark the after reading part of their chart with their responses.
6. Revisit the guide to check their responses.

Before Reading Strategy

Anticipation Guide

Skill: Activating prior knowledge

Topic: Beginning of slavery in the Americas

Directions: In the left column write “agree” or “disagree” next to each statement. Then read the section in your textbook. After reading the text, write in the right handed column whether you now agree or disagree with each statement.

Before Reading		After Reading
	1. Racism is an effect of slavery.	
	2. A primary source is written by someone who was not present at the event.	
	3. Slavery in the Americas began in order to provide cheap labor for the colonies.	
	4. Native American slaves were more useful than African slaves.	
	5. Slavery began in the Americas.	
	6. The children of slaves were sometimes allowed to go free.	

Name_____ Hour_____ Date_____

Anticipation Guide: Activating prior knowledge

Topic: Animal Clones: Double Trouble?

Directions: In the left column, write “agree” or “disagree” next to each statement. Then read the article. After reading the article, write in the right handed column whether you now agree or disagree with each statement.

Before Reading		After Reading
	1. Clones are genetic copies of each other, like identical twins.	
	2. It’s not safe to drink milk and eat meat that comes from cloned animals.	
	3. Scientists have cloned 3 kinds of animals.	
	4. Cloned animals tend to die young.	
	5. Scientists know how to clone people.	
	6. Humans have 30 pairs of chromosomes.	
	7. Cloned animals often have livers full of fat.	
	8. If you cloned your favorite pet it would be the same size and color and have the same personality.	

Name:

Period:

Anticipation Guide

Title:

Directions: On the continuum in front of each of the numbers, place an “x” that indicates where you stand in regard to the statement that follows. Be prepared to defend and support your opinions with specific examples. After reading the text, compare your opinions on those statements with the author's implied and/or stated messages.

Strongly Agree

Strongly Disagree

|-----| 1.

|-----| 2.

|-----| 3.

|-----| 4.

|-----| 5.

|-----| 6.

|-----| 7.

|-----| 8.

|-----| 9.

|-----| 10.

Anticipation Guides

This is a pre-reading strategy that forecasts the major ideas of a passage and challenges or supports students' preconceived ideas. It generates interest, motivates, sets a purpose for reading, and encourages higher level thinking. Students are cued into major ideas of a selection before they begin reading and student misconceptions about a topic are addressed openly and are more likely to be changed after reading and discussing the new material.

- I. Identify the major ideas and concepts in the text the students will be reading.
2. Consider your students' experiences and beliefs that will be either supported or challenged by the reading. Decide what your students probably already know about the topic.
3. Create an Anticipation Guide of four to eight statements that challenge or modify your students' preexisting understanding of the material. Include some statements which will elicit agreement between the students and the information in the text. The most effective statements are those about which students have some knowledge but do not have a complete understanding.
4. Present the Anticipation Guide to the students on the board, overhead or as individual student handouts. Leave space on the left for individual or small group response. As each statement is discussed, students must provide justification for their opinions. Students may first fill out the guide individually and then defend their responses to others in small groups or have the students rank order the statements in terms of which they agree with the most to the least.
5. Students are now ready to read the selection. Direct students to focus on the information in the reading that confirms, elaborates, or rejects each of the statements in the Anticipation Guide.
6. After completing the reading, students return to the statements in the Anticipation Guide to determine whether they have changed their minds regarding any of them. Cooperative groups could locate the information from the text which supports or rejects each statement. Students could then rewrite any statement that needs to be altered based on the material they have read.

**Anticipation Guide
(Literature Example)**

Call of the Wild

Directions: In the column labeled you, place a check next to any statements with which you tend to agree. Be prepared to support your opinion with examples.

After reading the book *Call of the Wild*, you will be comparing your opinions on these statements with those of the author, Jack London. Then you will check those statements that you feel Jack London would agree with.

YOU	AUTHOR	
-----	--------	--

- | | | |
|---------------|---------------|---|
| <u> </u> | <u> </u> | 1. Only the strong survive in this world. |
| <u> </u> | <u> </u> | 2. People must live in harmony with their environment. |
| <u> </u> | <u> </u> | 3. Greed makes people cruel. |
| <u> </u> | <u> </u> | 4. The primitive instinct exists in all people. |
| <u> </u> | <u> </u> | 5. Much of what happens to people is the result of fate. |
| <u> </u> | <u> </u> | 6. People will adapt to their surroundings in order to survive. |

**Anticipation Guide
(Science Example)**

Acid Rain

Directions: Each of the following statements concern problems associated with acid rain.

- Put a check next to any statement with which you agree.
- Be prepared to support your views on each statement by thinking about what you know about acid rain and its effects. You will be sharing this information with other members of a group.

- | | |
|---------------|---|
| <u> </u> | 1. Acid rain kills fish. |
| <u> </u> | 2. The major cause of acid rain is fuel emissions from automobiles. |
| <u> </u> | 3. Stopping acid rain will cause some people to lose their jobs. |
| <u> </u> | 4. Acid rain problems are not yet serious in Wisconsin. |
| <u> </u> | 5. Acid rain is made up of sulfur oxides. |
| <u> </u> | 6. If acid rain is not controlled, we will experience a major environmental disaster. |

