

# Anticipation/Predication Guides

Reading and Learning Strategy

Before Reading



## Anticipation/Predication Guides

### **Purpose of teaching Anticipation Guides:**

Anticipation Guides (Herber, 1978) are typically a list of statements related to a topic that act as scaffolding for student understanding of the text. Students indicate if they agree or disagree with each of the statements. This activates prior knowledge and helps students' connect new information with what is already known, as well as setting a purpose for reading (as students read to gather evidence that will either confirm their initial beliefs or cause them to rethink them). They can also be used to prompt student discussion both before and after reading. Anticipation guides can help students consider the conceptual message of the lesson.

### **Explicitly teaching the use of Anticipation Guides:**

#### **Step 1**

The first step is to create an anticipation guide.

- Write statements that focus on the information in the text that you want students to think about.
- Write statements that students can react to without having read the text
- Write statements for which information can be identified in the text that supports and/or opposes each statement
- Write statements that challenge students' beliefs
- Write statements that are general rather than specific.

(Duffelmeyer, F. (1994). Effective Anticipation Guide statements for learning from expository prose. *Journal of Reading*)

A good anticipation guide includes statements that provoke disagreement and challenge students' beliefs about the topic.

#### **Step 2**

Students complete the anticipation guide individually by recording their response in the 'Before' column (column titles can vary). Then in groups they discuss why they responded to each statement in the way they did and are given the option of changing their response.

#### **Step 3**

Students then read with the purpose of finding out what the text says about each statement. and each student identifies evidence from the text to support their position. Students can change their response in the 'After' reading column, if their position changes after reading.

#### **Step 4**

After reading have a class discussion and ask students if their position changed in relation to any statements. Make sure students share examples from the text where their initial responses were either supported or challenged (how their prior knowledge was supported or changed by the reading).

# Anticipation/Predication Guide Examples

## Anticipation Guide

TIPS Section 3: **Grade 9** Summative Task, Cones – <http://www.curriculum.org/occ/tips/index.shtml>

Before		Statement	After	
Agree	Disagree		Agree	Disagree
		1. If you are allowed to cut along the marked radii of this circle, you can create nets for 8 different cones.		
		2. Each cone formed using part of this circle will have the same volume.		
		3. The angle in the shaded sector is $45^\circ$ .		

## Prediction Guide – Estimating

Before reading pages xx-xx, place a  beside those statements you think will be true in the reading and a  beside those statements you think will be false. Then, during or after reading make any changes that you wish.

*Before*

*After*

- |     |  |     |
|-----|--|-----|
| ___ | 1. It is easy to add up some number in your head, but it is harder to add others.  | ___ |
| ___ | 2. An estimate is a guess, but it can be pretty accurate.  | ___ |
| ___ | 3. When you round a number up, you change a number in your mind to make it equal to the next amount of ten, or hundred, or thousand. | ___ |
| ___ | 4. When you round down, you make a number smaller in your mind.  | ___ |
| ___ | 5. If you want to round the number 73 to the nearest ten, you would round it to 70.  | ___ |
| ___ | 6. If you want to round the number 76 to the nearest ten, you would round it to 80.  | ___ |

# Anticipation/Predication Guide Examples

## Anticipation Guide for *The Process of Digestion* (pages xx to xx)

**Before reading:** In the *Before* column place ✓ if you agree or think the statement is true and a ✗ if you disagree or think the statement is false.

**After reading** now that you have found the evidence in your textbook place ✓ or a ✗ in the *After* column.

**Before**

**After**

- |   |     |
|---|-----|
| ___ 1. The digestive system of a human is just like that of a frog – a long hollow tube.                                | ___ |
| ___ 2. Of the mouth parts (lips, cheeks, tongue, teeth, and salivary glands) the teeth are the most important.          | ___ |
| ___ 3. You cannot swallow and breathe at the same time.   | ___ |
| ___ 4. The most important part of the digestive process occurs in the duodenum right after the food leaves the stomach. | ___ |
| ___ 5. The inside of the small intestine looks like a rug.  | ___ |
| ___ 6. Early humans may have needed an appendix, but modern humans do not.  | ___ |
| ___ 7. By the time food gets to the large intestine, the nutrients are gone.  | ___ |

## Anticipation Guide: Of Mice and Men

**Before reading:** In the *Before* column place ✓ if you agree or think the statement is true and a ✗ if you disagree or think the statement is false.

- 1. Feeling responsible for someone can be a burden.
- 2. Men will not allow their friends to become burdens.
- 3. Women need friends more than men need friends.
- 4. It is more acceptable for women to love their female friends than it is for men to love their male friends.
- 5. If a person has a dream, s/he can survive against the odds.
- 6. Dreamers go nowhere.
- 7. Sometimes euthanasia (mercy killing) can be justified.

# Anticipation/Predication Guide Examples

**Anticipatory Guide pH & Bases** Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Predict whether each of the solutions/mixtures is a base or an acid in the first column. Then at the end of the lesson check to see if your predictions were right and then support it with evidence from your work.

Prediction before lab work: Circle only one	Solution/Mixture	Results after lab work with supporting evidence
Base-Neutral-Acid	<i>Your Saliva</i>	Base-Neutral-Acid Evidence:
Base-Neutral-Acid	<i>Vinegar</i>	Base-Neutral-Acid Evidence:
Base-Neutral-Acid	<i>Lemon Juice</i>	Base-Neutral-Acid Evidence:
Base-Neutral-Acid	<i>Tap Water</i>	Base-Neutral-Acid Evidence:
Base-Neutral-Acid	<i>Coca cola</i>	Base-Neutral-Acid Evidence:
Base-Neutral-Acid	<i>Sugar Water</i>	Base-Neutral-Acid Evidence:
Base-Neutral-Acid	<i>Ammonia</i>	Base-Neutral-Acid Evidence:

(Source: LIMSST project- Literacy Instruction in Mathematics and Science for Secondary Teachers)

# Anticipation/Predication Guide Examples

**Anticipatory Guide:** Do teacher attitudes impact literacy strategy implementation in subject area classrooms?

Before Reading/Research	Statement and Evidence	After Reading/Research
Agree Disagree	Many teachers see the link between literacy skills and learning subject content.	Agree/Disagree Evidence:
Agree Disagree	Many teachers see literacy as only relevant when talking about special educational needs.	Agree/Disagree Evidence:
Agree Disagree	Only the English department and the SEN department should look after the literacy needs of students.	Agree/Disagree Evidence:
Agree Disagree	Most teachers are familiar with subject area or disciplinary literacy strategies.	Agree/Disagree Evidence:
Agree Disagree	Literacy instruction is the responsibility of primary schools.	Agree/Disagree Evidence:
Agree Disagree	Teachers' personal beliefs greatly influence decisions made about teaching approaches and methodologies used in the classroom.	Agree/Disagree Evidence:
Agree Disagree	Literacy teaching at post-primary should <i>only</i> be concerned with encouraging reading for pleasure.	Agree/Disagree Evidence:

# Anticipation Guide

**Name**

**Topic**

Read each statement below. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree and be prepared to share. When you finish reading change your position if necessary by writing in the right column agree (A) or disagree (D).

Before Reading Agree/Disagree	Statement/Question	After Reading Agree/Disagree
	1.	
	2.	
	3.	
	4.	
	5.	
	6.	
	7.	
	8.	
	9.	
	10.	



# Anticipation Guide

**Title:**

**Directions:**

1. Read the following statements.
2. Put a ✓ or a ✗ beside each statement you think is true or false **before you read**.
3. Be prepared to support your view by thinking about what you already know.
4. **After reading**, check your *before reading* response to each statement and decide if you will change your true/false stance for the statement.

TRUE	STATEMENTS	FALSE



# Anticipation Guide

1. Read the “Consider These” statements. Then ✓ if you agree or disagree with these statements.
2. As you read the text, refer back to the statements and take notes about the topic.
3. After you read, ✓ True or False to indicate the answers you found in the textbook.

Before the Reading		Consider These	After the Reading	
Agree	Disagree		True	False
		<i>Notes:</i>		
		<i>Notes:</i>		
		<i>Notes:</i>		
		<i>Notes:</i>		
		<i>Notes:</i>		
		<i>Notes:</i>		

# Anticipation Guide

**Directions:** For each of the following statements decide whether you agree or disagree.

In the left column, write agree or disagree. Choose only one. Look for evidence in your textbook that either supports (agree) or doesn't support (disagree) each statement. In the far right column record the page numbers to back up your findings.

BEFORE READING		STATEMENTS	AFTER READING		
AGREE	DISAGREE		AGREE	DISAGREE	TEXT EVIDENCE



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