Anticipation Guide: Teacher Guide/Instructions
Corresponds with Chapter 4


PURPOSE OF THIS STRATEGY:
According to Frank Smith (1978) anticipation guides allow the reader to make predictions about text by eliminating possibilities that are unlikely. Also referred to as a prediction activity, it is a way to prepare a reader prior to a reading assignment by asking them to react to a series of statements related to the content of the material. Three reasons for using anticipation guides according to Erickson, Huber, Bea, and McKenzie (1987) include: (1) relating prior knowledge to new information to enhance comprehension, (2) creating interest which stimulates discussion on the topic, and (3) creating possibilities for integrating reading and writing instruction.

MATERIALS NEEDED:
Each student will need a “stop light” which consists of three pieces of poster paper cut into circles: a green, a yellow, and a red circle. The Anticipation Guide worksheet will need to be copied for each student. A bag of individually wrapped pieces of candy. At least 5 normal-sized candy bars. (Keep in mind that some students may have nut or other allergies). A White board and marker or a chalkboard and chalk. A transparency of the Anticipation Guide and an overhead projector. The room may need to be altered later on during the activity (i.e. move the desks to the parameter of the room and let kids sit in the middle of the floor).

DIRECTIONS:
1.) Read the directions of the anticipation guide with your students. Explain to them that there are no right or wrong answers in this activity; that they should be completely honest.

2.) Give students 10-15 minutes to read through each question and mark the answers on their own without consulting others. Also allow them time to fill in a personal experience in the space provided on the handout. Explain that it doesn’t need to be long.

3.) Once students have had time to read through the statements and mark their stance, begin the class activity.
   
   Rules For Class Activity:
   a.) Be sure that all materials are passed out (“stop light,” worksheet) to each student. Projecting a transparency of the worksheet may be helpful in keeping the class together. Write on the white board what each color means: “green = agree” “red = disagree” “yellow = not sure/undecided.” (This is where you may want to move the desks and have kids sit in the middle of the floor with their “stop light.”)

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b.) The teacher will read the statement out loud and each student will choose the color that corresponds to their stance on that statement. For example: if the statement is something they agree with, they will hold up their green circle—or “green light.” If it is a statement they are undecided as to their feelings, they will hold up their yellow light. If they disagree with the statement, they will hold up their “red light.” All students will remain seated unless they strongly disagree or strongly agree—they will hold up their “light” and stand up as well.

c.) If there is something the entire class agrees or disagrees upon, a piece of candy will be given to every student. If there is a statement only one student agrees or disagrees with, they will get a full-sized candy bar.

d.) Allow students to engage in discussion over topics as you see fit as a teacher. Especially over statements that seem to split the class—that people have many different feelings about. Ask students why they feel the way they do.

e.) On the most controversial topics (the statements that divide the class) have all those who help up the same colors to move into groups and form an argument or group statement as to why they feel the way they do on the topic. Have students engage in discussion and allow time for them to share their personal experiences that made them choose the “light” they did.

f.) Write on the board the main themes that emerge as students share and discuss. Have students copy the themes/take notes on a piece of paper separate from the anticipation guide.

g.) When adequate discussion has been made, break up groups and continue going through the anticipation guide. The group work may take anywhere from 5 to 15 minutes depending on how engaged the students are. If the discussion is good and the students are participating and thinking deeply about the topic, it is encouraged to allow the discussion to continue longer.

4.) Have students turn in their anticipation guides. Keep them on file (you will be returning them to the students in a few days.)

5.) Assign students to read chapter 4 in the novel. Tell them to keep the anticipation guide in mind and to refer to their notes from the class discussion on themes as they read the chapter.

6.) Once students have read the chapter (give them until the end of the week—no more than 4 days). Redistribute a new/clean anticipation worksheet to each student. Give them their “stop light" back, except this time, do not give them the yellow light, they must take a strong stand—yes/no—for each statement. Give the students individual time to fill out the new guide. Repeat the rules from Step 3.

7.) After going through the new guide, pass out their original anticipation guides and let them compare their own answers. Did their opinion(s) change? Did the themes, circumstances, and experiences in chapter 4 alter their stand on certain issues? (This activity could be repeated one more time at the very end of the book; it would be a good idea to re-visit it because it will drive the themes into the hearts of the students. It will help them apply and connect the themes of the book to their own lives and schema.)

ASSESSMENT:
The anticipation guide allows students to anticipate major concepts that will be encountered during their reading of a text. Discussion stimulates review of what students know and believe and allow them to expand these concepts. This type of previewing allows students to take charge of their own learning and to focus their reading. The teacher can use the anticipation guide to preview students’ beliefs and knowledge about a subject.

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Anticipation Guide: Worksheet

Name: ___________ Date: _______

Corresponds with Chapter 4

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I watch out for new freshman and help them in their first days of school.

When I am hungry, I will eat almost anything!

Sometimes I get involved in conflicts I didn’t even start.

Being in a cemetery at night would scare me to death.

Watching someone suffer is worse than being in pain myself.

I would do anything to help those I love.

Your Experience:

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