

Anticipation Guide

Ender's Game

Purpose of Strategy:

This activity, which is similar to a survey, helps to activate students' schema by asking their opinion about issues they will encounter in the text. The strategy also can serve to help students think more deeply about what they are reading. Since they will be looking for the issues that they encountered in the anticipation guide, they will likely read on a deeper level than simply plot. The anticipation guide can also help interest students and increase their curiosity about a book or chapter.

Directions

1. Use when introducing a book or chapter
2. Formulate around ten statements that encourage an opinionated response and that coordinate with the current text.
3. Choose a gage by which students may respond to the statements (agree/disagree, 1-10 agree)
4. If desired select a secondary way that students may respond to the statements (would a certain character agree/disagree, how much do they agree after v. before they've read).
5. Give an anticipation guide to each student and have them complete the first section (personal agree/disagree before reading).
6. Instruct students to watch for the issues that they encountered in the anticipation guide in their reading.
7. After/during reading have students fill out the other half of the guide.
8. Discuss the issues as a class as well as differences students noticed between how they responded to first and second parts.
9. If desired, add a response question to the end of the guide that encourages students to synthesize what they have read with the issue discussed.

Assessment

Students may hand in their guides-- which can allow an easy verification of completion. A more substantive assessment is possible through the class discussion, as students are able to communicate why a response may have changed for the different categories or what they think about a certain statement in more detail. The brief writing question allows the teacher to verify the connections (text-to-self, text-to-world) that students are making.

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Teacher's Copy

1 2 3 4 5 6 7 8 9 10
strongly disagree disagree somewhat disagree somewhat agree agree strongly agree

Before		After
1 2 3 4 5 6 7 8 9 10	Adults should always protect children from danger.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Violence is never a good way to solve a problem.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	It is usually okay to kill someone in self-defense.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Words are stronger than fists.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Bullies always deserve what they get.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Punishing someone for something they may do in the future is always unfair.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Winning a fight is only honorable if it is a one on one fight.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Revenge is a just desire.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Crying is often evidence of weakness.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Any action is acceptable in war.	1 2 3 4 5 6 7 8 9 10

Choose one of the statements where your opinion changed after you read. Why do you think your opinion changed? How would you defend your new position?

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Student Copy

Directions: Read each statement and decide how strongly you agree or disagree. Circle a number from one to ten to indicate your response. After you have read p. 200-213, read the statements again. Have your opinions changed? Circle your new responses. After you have completed both sides, answer the question at the bottom of the page in the space provided.

1 2 3 4 5 6 7 8 9 10
 strongly disagree disagree somewhat disagree somewhat agree agree strongly agree

Before		After
1 2 3 4 5 6 7 8 9 10	Adults should always protect children from danger.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Violence is never a good way to solve a problem.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	It is usually okay to kill someone in self-defense.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Words are stronger than fists.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Bullies always deserve what they get.	1 2 3 4 5 6 7 8 9 10
1 2 3 4 5 6 7 8 9 10	Punishing someone for something they may do in the future is always unfair.	1 2 3 4 5 6 7 8 9 10
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