Anticipation Guide for
Much Ado About Noting

PURPOSE OF THE STRATEGY

Anticipation guides, according to Frank Smith (1978) allow the reader to make predictions about text that will be read by eliminating possibilities that are unlikely. Also called reaction or prediction guides, the anticipation guide 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.

DIRECTIONS:

STEP 1
READ PASSAGE OR STORY

Read and analyze the play Much Ado About Nothing to identify the major concepts (both explicit and implicit).

STEP 2
DECIDE ON MAJOR CONCEPTS

Decide which concepts are most important. Use these to create student interest and to agitate or stimulate reflection on prior knowledge and beliefs. The play Much Ado About Nothing deals with relationships. Students are interested in relationships and this activity can be used to spark conversation.

STEP 3
WRITE STATEMENTS ON MAJOR CONCEPTS

Write a series of short, declarative statements about the major concepts. The statements should be thought-provoking and reflect the students’ backgrounds. General statements are better than abstract or overly specific ones. Famous quotations and idioms work well. The statements should be written in a format that will elicit students to predict and anticipate. (See chart below)

STEP 4
DISPLAY THE GUIDE

To allow students time to react to each statement, display the guide either on the blackboard or on an overhead, or distribute individual worksheets. Give clear directions for what the students are to do with the guide, such as writing an “A” for agreeing or a “D” for disagreeing in the left-hand column for each statement. Make sure to leave space for responses on the sheet. Students should complete the guides individually. Make sure students have enough time to respond to each question. They should then

Smith, BYU, 2008
discuss their responses in small groups for 5-8 minutes.

**STEP 5**

**DISCUSS**
Conduct a class discussion about the concepts before the students read the text. Students are expected to support their answers with more than a “yes” or “no” response. Students are to give examples from past experience and explain the decision-making process by which they arrive at their answers.

**STEP 6**

**READ**
Have students read Much Ado About Nothing, evaluating the statements from the anticipation guide in light of the author’s intent and purpose. Have students analyze the different relationships within the play. Help them recognize the strengths and weaknesses of each relationship.

**STEP 7**

**REVISIT THE GUIDE**
Revisit the guide after you have read the passage to allow students to compare and contrast their original responses with current ones. The objective is to see what information the reading of the passage has allowed them to assimilate or learn. Have students write in their journals about which of their responses have changed or stayed the same. Have students share these observations in a class discussion.

**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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### Anticipatory Guide

Place an “A” in the column marked “You” if you agree with the statement. Place a “D” in the column if you disagree with the statement. As you read the play, mark whether the author agrees or disagrees with these statements.

<table>
<thead>
<tr>
<th>You</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>Falling in love is easy.</td>
<td></td>
</tr>
<tr>
<td>Real love is difficult or hard.</td>
<td></td>
</tr>
<tr>
<td>You should forgive someone who hurt your reputation.</td>
<td></td>
</tr>
<tr>
<td>If you told the truth, and the people you love the most didn’t believe you, you should still love them.</td>
<td></td>
</tr>
<tr>
<td>You still have a good relationship even if you fight.</td>
<td></td>
</tr>
<tr>
<td>“True love” is the same for everyone.</td>
<td></td>
</tr>
<tr>
<td>Pride is an impediment in a relationship.</td>
<td></td>
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</tbody>
</table>