Anticipation Guide

*Running Out of Time*, Margaret Peterson Haddix,

**Context.** The anticipation guide serves as a pre-reading strategy, either before the class begins reading the novel as a whole, or before they begin reading individual chapters. For this book, I would have the discussion either at the beginning of the novel, or after the class has read chapter 5, but before they move on to chapter six. Most of the issues in the statements are brought up in chapter 5, or they are foreshadowed, so between five and six would be good placement for this exercise.

**Purpose of the Strategy.** Anticipation guides allow the reader to make predictions about the text before the students begin reading it. It is a way to prepare the reader for a reading assignment by asking them to react to a series of statements related to the content of the material. Anticipation guides are for relating prior knowledge to new information to enhance comprehension, creating interest to stimulate discussion, and creating possibilities for integrating reading and writing instruction.

**Time:** one 50 minute class period

**Materials:** strips of paper with statements on them, whiteboard and markers

**DIRECTIONS.**
1. Type up the statements and then cut them apart in strips. (See page 2 for statements)
2. Draw a scale on the board that looks like this:

   ![Scale](image)

3. When the class comes in, divide it into ten groups. Each group should have two or three people in it.
4. Give each group a word strip with a statement on it and require them to discuss the statement. The group must come to a consensus about the statement, whether they strongly agree, agree, are neutral, disagree, or strongly disagree. The group must discuss the issue until they come to a consensus, and they must have specific reasons why. If the group needs to make exceptions or decide on specific circumstances under which they would all agree, they are allowed to. Depending on the class, this discussion part of the activity may take up to 15 minutes. Allow students enough time to discuss it thoroughly.
5. Instruct each group to select a representative to tell the class their statement, and take a poll of the first impression opinions of the class. After numbers are recorded, the representative will tell the class what their group chose, and WHY. Then, the whole class will be polled a second time. Students will be allowed and encouraged to change their vote if they want to. Differences in numbers will be noted.
6. After all ten groups have presented, and students have begun to notice the difference in voting, discuss with the class the impact that peers and additional information can have on opinions. Talk about the issue of TRUST, and how who you trust determines what you think and how you feel about things. Allow time for students to respond.
After the Strategy:

ASSESSMENT.
Have the students write up a short essay about trust, or about one of the issues that was discussed in the statements. Some prompt ideas include: How easy do you trust people? Who do you trust? Why do you trust the people that you do? How much do you think that trust affects you? Do you see yourself as trustworthy? Do you trust yourself? Does that make a difference in your life? To your feelings about your family? Do you trust people who keep secrets from you? And personal experiences?

THE STATEMENTS.
1. It is okay to hurt someone for the benefit of science.
2. It is okay to keep a secret no matter what it is.
3. Children can always trust adults because they are older and wiser.
4. Everything that I am told in school is true.
5. Survival for my family and friends is the most important thing.
6. I would lie if it meant I could protect my family.
7. I can always trust the news and the media.
8. It is my duty to defend my family.
9. Everyone has to prove themselves trustworthy before I will trust them.