Anticipation Guide

PURPOSE OF THE STRATEGY

The purpose of the anticipation guide is to introduce students to the main theme of the novel and help them begin thinking about the concepts of community, diversity, nature, and personal relationships before reading the novel or just after reading the first chapter. As students answer whether they agree or disagree with the predictive statements and then discuss with the class their opinions and ideas, they will be prepared to compare their ideas with the ideas proposed in the book. This anticipation guide is intended to activate students prior knowledge and stimulate class discussion.

DIRECTIONS:

Step One: Class Completes "Diversity and Community Opinion Are"

Use the sample guide of general statements provided or create one of your own. Remember to consider what will generate student interest and reflection and activate prior knowledge. Allow 4-5 minutes for students to complete the guide individually. Students can also complete the guide in small groups, which should take about 10 minutes, or display the guide on an overhead and complete it as a class. Direct the students to write an "A" next to the statements they agree with and a "D" next to the statements they disagree with.

Step Two: Discuss

Read each of the predictive statements and then ask for student responses. Students are expected to support their answers with more than a "yes" or "no" response and provide thoughtful support for their agreement or disagreement. Students are to give examples from past experiences and explain the decision making process that led to their answers. See teacher's guide for questions that will spark discussion and draw students further into the discussion.

Step Three: Read

Now have students read until they are finished with chapter two; encourage them to look through the rest of the chapters to see the illustrations so they get a feel for the format of the book. Have students evaluate the statements from the anticipation guide in light of their reading. How does the author feel about communities and neighborhoods? Who does the author think are the important people in the community? How many voices does the story have? What role does nature seem to be playing in this neighborhood?

Step Four: Revisit the Guide

Revisit the guide after students have read the text and allow them 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. Ask if any students have changed their minds or found support for their opinions.
Assessment

The anticipation guide allows students to anticipate major concepts that will be encountered during their reading of the text. After revisiting the guide and discussing how students’ opinions may have changed, students write a journal entry with one of the predictive statements as the title. Or, without discussing what they learned after revisiting the guide, students write a journal entry about how their opinions may have changed after reading the passage.