During Reading Strategy: 
Anticipation Guide

Context: 
This strategy should be used in anticipation of Part Six in the novel, Unwind (263). Connor, Risa and Roland have been caught and sent to the nearest harvest camp. There are several topics to examine in this section of the novel: development of character, propaganda, gossip/reputation, fairness, among others.

Statement of Purpose: 
Frank Smith (1978) explains that the purpose of an anticipation guide is for students to be able to make predictions about the text through eliminating unlikely possibilities. Using this strategy, students will respond to a series of statements related to the novel and related themes in the text. Erickson, Huber, Bea, and McKenzie (1987) present three reason to use anticipation guides: (1) students can increase their comprehension by relating new information to prior knowledge, (2) spark interest in a topic, promoting discussion, (3) generate opportunities to link reading and writing instruction.

Directions:

Step 1: Place the following statements on the whiteboard, giving as much space in between as possible.

1. Whatever doesn’t kill you, makes you stronger.
2. “A spoonful of sugar helps the medicine go down.” Mary Poppins
3. “The most powerful thing in the universe is gossip.” Dave Barry
4. Life is fair.
5. “By the skillful and sustained use of propaganda, one can make a
people see even heaven as hell or an extremely wretched life as paradise.” Adolf Hitler (Don’t credit Hitler until after the discussion. Knowledge of who said this might alter responses.)

Students will participate in a Gallery Walk, writing a response to each statement and responding to at least two other comments as well. You will need markers for each of the students to be able to participate.

Step 2: Teacher will be the moderator of the discussion. Choose a response from the whiteboard regarding any statement to begin the discussion. Encourage students to examine how each statement relates back to themes in the text. The main characters in the novel have gone through some extremely difficult experiences and have evolved and grown over the course of the novel. Do they deserve to be unwound? What about Roland? Teens are routinely scheduled for unwinding because of certain traits. Are these good predictors of future criminals? How much power do words have? (Just some thoughts for discussion.) Let discussion go on as long as you feel it is productive.

Step 3: Read Chapter 51 together as a class. Students Pair/Share about what they think will happen at the harvest camp, and talk about how they think the novel will end.

Step 4: After discussing with each other, have each student individually list five predictions about what will happen. Have them cite a clue in the text that makes them think their prediction will happen.

Assessment:
This strategy is used as a formative assessment to assess what students already know about the characters and story to make predictions about what they think will happen. Having each student list five predictions citing the clues that lead them to their predictions connects the prior knowledge to future learning.