

# Anticipation Guides

## 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 for 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 text 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.


### 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.

### 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

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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 can complete the guides individually, in pairs, in small groups, or as a whole class.

#### 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 the selected text, evaluating the statements from the anticipation guide in light of the author’s intent and purpose.

#### 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.

#### 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.

## Anticipation Guide For "Wanted . . . Mud Blossom"

### STEP 1 -- READ TEXT TO IDENTIFY MAJOR CONCEPTS

"I thought we were going to eat supper. Your mom said . . ."

"Well, we are; but after that I'd like to get Sandy Boy and go—"

She broke off. "Ralphie! Look!"

Maggie, if it is another romantic turtle —"

"No! Ralphie! Look!" She pointed to the weeds at her feet.

 There was an urgency in Maggie's voice that made him forget his discomfort. He moved toward the ditch.

Ralphie shielded his eyes. "What am I supposed to be looking at?"

"There."

Maggie bent and reached into the tall grass. She pulled up a stained cloth bag. "Don't you know what this is?"

"Here's my first guess—a stinking bag."

"Ralphie, this is Mad Mary's bag." Her voice was low with concern. "This is the bag she carries with her all the time. Ralphie, she collects things to eat in this bag."

"So?"

"So she would never be without this if . . . if she could help it . . ."

There was silence. A truck rounded the curve sounding its horn, and Ralphie moved his bicycle onto the shoulder of the road.

Maggie glanced in annoyance at the truck for interrupting.


"This bag was part of Mad Mary, just like her cane. You remember her cane, don't you?"

Ralphie nodded. He did remember that cane. Mad Mary had loaned it to him and Maggie the night they climbed the tree together. "That was the cane," he said, "that she loaned us the night—"

"Yes."

"Let me finish. The night we climbed up in the tree and you kissed me."

"I did not kiss you."

 "Well, you kissed me back. It's the same thing. You can't deny you kissed me back, Maggie."

"Ralphie, I'm serious."

"I am too. Girls kissing me back is very serious to me."

"Ralphie, this bag was part of Mad Mary. She would never just abandon this bag . . ." She opened the handles and looked inside.

"Oh, Ralphie."

Ralphie sighed. "What now?"

"Ralphie, it's a dead possum. Now I know something's happened to her."  
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"How?"

"She would never abandon a dead possum. This is her supper. She makes varmint stew out of them. Junior's eaten it."

Ralphie ran one hand through his red hair. He let both hands come to rest on his hips.

"Ralphie, something terrible has happened to Mad Mary."

STEP 2 -- DECIDE ON MAJOR



CONCEPTS

1. Homelessness
2. Elderly
3. Loneliness

STEP 3 -- WRITE STATEMENTS ABOUT MAJOR CONCEPTS

1. The growing population of elderly homeless is becoming a concern in our country.
2. The elderly are finding that after retirement they do not have enough money to get by on.
3. Medicine costs are too high.
4. Many have developed a distrust of the societal and governmental system, and have become more and more reclusive.
5. Why would an older woman like this be walking alone on the highway?
6. Why do you think she is called Mad Mary?
7. What do you think could have happened to her?



STEP 4 -- DISPLAY THE GUIDE

See attached worksheet at end of

document

STEP 5 -- DISCUSS THE GUIDE WITH CLASS

STEP 6 -- READ SELECTED TEXT

Have the students read the section of text written above.

STEP 7 -- REVISIT THE GUIDE

After reading the section of text ask students if they have changed their minds about their responses on the discussion guide. Compare and contrast these answers with their initial responses to the guide.

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Name \_\_\_\_\_ Date \_\_\_\_\_

What do we know about:

1. Homelessness
2. Elderly
3. Loneliness



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In the blank space next to the statements listed below write an "A" if you agree with the statement and a "D" if you disagree with the statement.

\_\_\_\_ 1. The growing population of elderly homeless is becoming a concern in our country.

\_\_\_\_ 2. The elderly are finding that after retirement they do not have enough money to get by on.



\_\_\_\_ 3. Medicine costs are too high.

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\_\_\_\_ 4. Many have developed a distrust of the societal and governmental system, and have become more and more reclusive.

Answer each question below with two or more statements.



1. Why would an older woman like this be walking alone on the highway?

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2. Why do you think she is called Mad Mary?

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3. What do you think could have happened to her?

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