

# Anticipation Guide



**Purpose:** To activate students' knowledge about a topic before reading  
To provide purpose by serving as a guide for subsequent reading.

**Rationale:** Students' previous thoughts and opinions about that topic are activated by using statements that are carefully worded so as to challenge students' knowledge bases and to arouse their curiosity. Students then become compelled to read to resolve the conceptual conflict.

## Procedures:

**Identify Major Concepts** The ideas to be learned by reading the text should be determined by a careful perusal of the material. The following example of constructing and using an Anticipation Guide is adapted from a text entitled "Food and Health." The following concepts were identified:

- a. Food contains nutrients that your body needs for energy, growth, and repair.
- b. Carbohydrates and fats supply energy.
- c. A balanced diet includes the correct amount of all the nutrients needed by your body.
- d. Every food contains some calories of food energy.

**Determine Students' Knowledge of These Concepts** In order to determine how the main concepts support or challenge what the students already know, the teacher must consider the students' experiential background.

**Create Statements** Three to five statements are usually a good number to aim for. The most effective statements are generally those in which the students have sufficient knowledge to understand what the statements say, but not enough to make any of them a totally known entity.

**Decide Statement Order and Presentation Mode** Usually, the order follows the sequence in which the concepts are encountered in the text. The guide may be presented using the chalkboard, an overhead transparency, or a ditto sheet that is handed out individually. A set of directions and blanks for students' responses should be included.

**Present Guide** Continuing with our Anticipation Guide example on nutrition, the following guide is given the students:

<p>Anticipation Guide: Food and Health</p> <p><b>Directions:</b> Below are some statements about food and nutrition. Read each statement carefully and place a checkmark next to each statement with which you agree. Be prepared to defend your thinking as we discuss the statements.</p> <p>_____ 1. An apple a day keeps the doctor away.</p> <p>_____ 2. If you wish to live a long life, be a vegetarian.</p> <p>_____ 3. Three square meals a day will satisfy all your body's nutritional needs.</p> <p>_____ 4. Calories make you fat.</p>
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You should emphasize that students will share their thoughts and opinions about each statement, defending their agreement or disagreement with the statement. Students can work individually or in small groups to formulate a response.

***Discuss Each Statement Briefly*** A discussion ensues, with the teacher first asking for a show of hands from students to indicate their agreement or disagreement. The teacher tallies the responses. The discussion should include at least one opinion on each side of the issue per statement. As other students listen to the opinions offered, they can evaluate their own view in terms of the others.

***Direct Students to Read the Text*** Students are now told to read the text assignment with the purpose of deciding what the author would say about each statement. As they read, students should keep two things in mind: their own thoughts and opinions as well as those voiced by others, and the way in which what they are reading relates to what was discussed.

***Conduct Follow-up Discussion*** After reading, the students may respond once again to the statements. This time they should react in the light of the actual text. Thus, the guide now serves as the basis for the postreading discussion in which students can share the new information gained from reading and how their previous thoughts may have been modified by what they understand the reading to say. It should be made clear to the students that agreement with the author is not mandatory.