

Anticipation Guides

Step-by-Step

- Begin by reviewing the material to be covered in the day's lesson and identify the most important content.
- Convert important information and concepts into short statements. These statements should be written in a way that will grab students' attention, challenge preconceived notions, or arouse curiosity. They do not all have to be factually correct statements, either. In fact, it is recommended that a combination of statements that can be confirmed by the information sources and those that cannot.
- Present the statements to students. The most common and simplest approach is to write the statements on the board and ask students to copy them. Statements can also be given as a handout or read aloud to students.
- Give students a response option. For instance, it might be appropriate to respond either "true" or "false", "yes" or "no", or "agree" or "disagree".
- Ask students to look at each statement using the required response options. Remember, this is done *before* students are provided the information source.
- After individual students initially respond to the statements, have them find a partner to share their responses. This is an important step as it allows alternative points of view to be expressed and heightens interest.
- Gather responses from students. Volunteers can be asked to share whether they agreed or disagreed with the statements. Be sure not to give away answers at this point—the more eager students are to find out whether their anticipations are verifiable, the better.
- Tell students that as they read, listen, or view, they should try to determine whether their initial responses about each statement are supported by the material presented or if they need to be changed. If supported, then students' after-reading and learning response will be the same as their before response. If not supported, their after-reading and learning response will be different than their before response. In either case they should write a brief explanation for their after-reading and learning response based on relevant content from the information source or sources they encounter during the lesson.
- Present the information source. As material is covered, stop periodically to have students discuss with their partners whether they now have relevant information to corroborate or reject their initial anticipations.
- Finally, ask for volunteers to share both their before- and after-reading and learning responses along with explanations. During sharing, any lingering misconceptions about the anticipation guide statements can be clarified.

Name: _____

Topic: *Stellaluna*

Anticipation Guide

Directions: Before we read our book, I'm going to read the statements to you as you follow along. If you agree with the statement, put the letter "A" beside it. If you disagree, put the letter "B". (Be ready to explain why you agree or disagree.) Then we will read *Stellaluna* and see if we have changed our minds.

Before Reading		After Reading
	Bats are a type of bird.	
Support:		
	All bats drink blood.	
Support:		
	Bats can eat fruit.	
Support:		
	Bats sleep at night.	
Support:		

Reflection: _____

Anticipation Guide

Use the following anticipation guide to preview a story before you read it. Before reading, mark whether or not you agree or disagree with each statement. After reading the story, fill in the page number where you found the answer to each statement, tell whether or not you were right, and reflect on what you found.

Statement	Before Reading	Support from Story	After Reading
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Reflection: What did you learn?
