I forget, what is it?

An anticipation guide is a comprehension strategy that is used before reading to activate students' prior knowledge, check for understanding and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often structured as a series of statements with which the students can choose to agree or disagree. Anticipation guides stimulate students' interest in a topic and set a purpose for reading.

Why use anticipation guides?

- They teach students to make predictions, anticipate the text, and verify their predictions.
- They connect new information to prior knowledge and build curiosity about a new topic.

When to use:           How to use:
Before reading          Individually
During reading          Small Groups
After reading           Whole class

How to use an anticipation guide:

1. Construct the anticipation guide. ** See the attached template for examples.
2. Model the process. Introduce the text or reading material and share the guide with the students by modeling your thought process and how you made your decision.
3. Read each of the statements and ask the students if they agree or disagree with it. Provide the opportunity for discussion. The emphasis is not on right answers but to share what they know and to make predictions.
4. Read the text aloud or have students read the selection individually. Be sure to stop for tricky vocab. & check for comprehension along the way.
5. After reading, revisit your guide and have students fill in the text column. This is a great time for class discussion.

TIPS: For second language learners, students of varying reading skill, or students with learning disabilities:

- Anticipation guides can be completed orally.
- The number of statements can be modified to suit learner's needs.
- Teachers may assign different reading passages about the same topic based upon reading skills.
- Color code columns so that the student can clearly tell the difference between the "before" and "after" column.
- Use simple sentences so that the student focuses on the content, rather than understanding the sentence. Example: "Ringworm and athlete's foot are caused by fungi" to "Fungi causes ringworm and athlete's foot."