THINK LITERACY: Cross-Curricular Approaches, Grades 7-12

Getting Ready to Read: Anticipation Guide

MATHEMATICS

What we already know determines to a great extent what we will pay attention to, perceive, learn, remember and forget. (Woolfolk, 1998)

An Anticipation Guide is a series of questions or statements related to the topic or point of view of a particular text. Students work silently to read and then agree or disagree with each statement.

Purpose
Help students to activate their prior knowledge and experience and think about the ideas they will be reading. Encourage students to make personal connections with a topic or unit of work so that they can integrate new knowledge with their background experience and prior knowledge.

Payoff
Students will:
- connect their personal knowledge and experience with a curriculum topic or issue.
- engage with topics, themes and issues at their current level of understanding.
- have a purpose for reading subject-area text.
- become familiar with and comfortable with a topic before reading unfamiliar text.

Tips and Resources
In the context of mathematics, an anticipation guide increases comprehension by activating prior knowledge of mathematics skills and concepts and for the contexts for math investigations and problems. An anticipation guide works best when the statements challenge students' thinking about a math topic or concept. The idea of the guide is to create curiosity about a math topic or concept and motivate students to read the text or problem and investigate the concept.

In creating an anticipation guide to activate prior knowledge about math skills and concepts, write statements that challenge students' preconceived ideas or intuitive understandings of a concept e.g., Agree/Disagree: the volume of cylinder created by connecting an 8 1/2" x 11" sheet of paper vertically is more than the volume of the cylinder created by connecting the same paper horizontally.

Anticipation guides can also provide a scaffold for students in developing skills in making mathematical conjectures and in developing hypotheses. After students take a position by agreeing or disagreeing with the statements in the anticipation guide, they usually want to continue by investigating the statement.

Two on-line resources for more information about anticipation guides are:
- http://www.indiana.edu/~1512/anticipation_guides.htm - Description, Purpose, Uses and Examples of Anticipation Guides and

See Student/Teacher Resource Anticipation Guide -- Sample
See Teacher Resource Anticipation Guide -- Template

Further Support
To provide extra support for students who struggle with reading, use strategies to communicate the information in the anticipation guide visually e.g., pictures and diagrams.

Put students in pairs to complete the anticipation guide if they are having trouble making connections with the theme or topic, or if they are having trouble with the language (for example, ESL students).

To provide an opportunity for struggling students to contribute in a more supportive situation, divide the class into small groups of four or five and ask them to tally and chart their responses before participating in a whole-class discussion.

Read statements aloud to support struggling readers.