

Anticipation/Reaction Guides

Description

Anticipation/ Reaction Guides are used before and after reading in a context area or conducting an investigation. The teacher prepares a list of statements about the topic for students to discuss before reading or beginning the investigation. Some of the statements should be true and some should be false. Students indicate if they agree or disagree and why. After reading or completing the investigation, students again indicate if they agree or disagree and why.

Purpose

This strategy is used to activate background knowledge before reading or doing an activity, stimulate interest and discussion, compare before and after decisions, reverse misconceptions, and assess students' application of new knowledge and/or skills.

Connection to Inquiry and Standards:

Inquiry connections using this technique include the application of new knowledge, citing evidence for decisions, and allowing students to debunk their own misconceptions and assess their own learning. Students also present their findings in an organized manner. Communication is an important part of this strategy. Pennsylvania Reading/Writing/Speaking/Listening Standards addressed through anticipation/reaction guides are 1.1 Learning to Read Independently and 1.3 Reading, Analyzing and Interpreting Literature (Purpose for reading and Comprehension), 1.2 Reading Critically in Content Areas, and 1.6 Speaking and Listening.

Materials

Selected text or activity. Teacher-prepared list of statements. Notebook paper.

Procedure

Identify major concepts from the text or activity. Create a list of 4-6 statements which challenge students' beliefs about the concepts. Some of these should be true and some should be false. Have students indicate if they agree or disagree prior to the reading or activity and explain why. This should be done on an individual basis, not group consensus. Students read the text or complete the activity. Discuss the statements again. Have students again indicate if they agree or disagree and explain why. Record all work on notebook paper. Note: The teacher needs to make it clear to students that these statements are designed to jog their thinking and not serve as a true/false test.

Resources

Head, M.H. & Readence, J.E. (1986). Anticipation Guides: Meaning through Prediction. in E.K. Dishner, T.W. Bean, J.E. Readence & D.W. Moore, (Eds.) *Reading in the Content Areas*.

Tompkins, Gail E. (1996). 50 Literacy Strategies: Step by Step. Columbus, OH: Merrill.

Name _____

Anticipation/ Reaction Guide For: _____

Before Reading		Statement	After Reading	
Agree	Disagree		Agree	Disagree