

# Reading Lesson Plan–Anticipation Guide

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## Standard

**CC.3.5.11-12.H** Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

## Objectives

- Activate students' prior knowledge
- Confirm predictions based on reading

## Strategy

*Anticipation Guide*--Before reading, students should respond to statements that challenge or support their preconceived ideas about key concepts in the text.

## Phase of Reading

Before, After

## Skill Review

None required

## Definitions

Conclusion--a reasoned deduction or inference

Evaluate--determine the value or significance of

Verify--prove as true

Corroborate--locate evidence to support statements

## Lesson Preparation

After selecting a key text, identify five to 10 statements related to the content. The statements should reveal student misconceptions and identify important concepts to be covered in the reading. Some should be literal restatements from the text and others should require students to connect multiple parts of the text or make inferences.

## Lesson

### *Whole Group Instruction*

Identify a series of statements about which students will have strong opinions. Ask students to say whether they believe the statements are true and why. Students must choose either true or false. Possibilities include:

- Students should go to college.
- If lightning strikes you, you will die.
- All students should learn word processing.
- Parents make the best choices for their children.

Discuss why it is sometimes difficult to take an absolute position on an issue, but that writers often do that and then must identify the evidence to “prove their points.”

## **Guided Practice**

Provide students with a list of statements on one topic. Have them quickly and individually check the statements they believe are true. After a minute or two, have them compare their answers with a partner. At this point, students may change answers or leave their original responses.

Students then read the text from which the statements originated. Their purposes for reading are to confirm the correct statements and find evidence to support their answers. They should mark the text so that they can identify support for their answers.

After reading, have students work with their original partners or a small group to verify their answers. Once they have completed this discussion, conduct a brief whole-group discussion. It can be brief because students should all have the “correct” answers at this point. As necessary, clear up any misconceptions. An added benefit of reviewing and, if necessary, correcting student responses, is that each student then leaves with a complete accurate set of notes on the material.

## **Application**

Give students an anticipation guide for an upcoming study. After completing the initial phases of answering and comparing answers, provide a key text for the study. After students have the “correct” answers, use the text and anticipation guide as a foundation for future activities.

### *Extensions/Notes:*

- Anticipation guides can also be used before experiments, lectures, presentations or videos.
- Anticipation guides can be used for note-taking, especially if students correct the statements and annotate where they found the answers.
- Some anticipation guide statements should be literal recall and others requiring inferences.
- Instead of yes/no statements, anticipation guides can be structured with Likert scales, having students express confidence in the statement based on a 1-6 scale.
- Students can construct anticipation guides to give their classmates before a presentation. This should cause other students to pay closer attention to the presentation as well as requiring the presenting student to stay focused on the prepared content.
- The corrected anticipation guide can be used as a review for end-of-project assessments.
- Anticipation guides can be copied and given to students or presented electronically for students to copy into their notes.

## **For More Information on Strategy**

[AdLit, Strategies](#) (n.d.). Retrieved May 3, 2017.

Duffelmeyer, F. (1994). Effective anticipation guide statements for learning from expository prose. *Journal of Reading*, 37, 452-455.