



Anticipation Guides

An Anticipation Guide has the potential to serve as a pre-assessment to find out what students know or believe about a subject prior to the learning event, as well as an opportunity to stimulate prior knowledge. At the end of the activity students process what they have learned and reinforce key concepts after reading or viewing.

Procedure:

1. Construct the anticipation guide
 - a. Typically, an anticipation guide consists of a table with a statement, agree/disagree before watching or reading, agree/disagree after watching or reading, and evidence to support your claim.

Statement	Agree/disagree – before	Agree/disagree – after	Evidence
Global warming is caused primarily by humans			

2. Think/pair/share – prior to reading or watching video
 - a. Ask students to think about each statement and indicate in the ‘before’ column whether they agree or disagree.
3. Students read the text or watch the video, evaluating their answers as they go.
 - a. Students should note in the ‘after’ column when their answers agree or disagree with the content, and provide evidence to support their answers
4. Students engage in a summarizing discussion, expressing how the video or reading selection reinforced or challenged their prior knowledge

Helpful hints:

Write your statements so that the responses are not clearly true or false. Stay away from ‘giveaway’ statements by being careful not to use terms like *always* or *never*. Your goal should be to allow students to think and make connections from what they know to what you will be introducing and have them genuinely evaluate whether the statement may be true or false. Also consider using statements that can be both true and false depending on the rationale used for defending the answer.

Modified from Himmele and Himmele’s [Total Participation Techniques: Making Every Student an Active Learner](#). ASCD 2011. Alexandria, VA