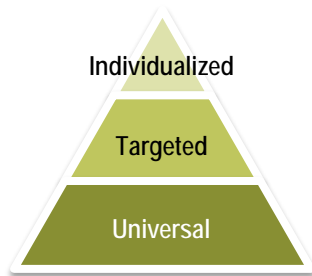


Anticipation Guide



An anticipation guide (also known as a prediction guide) is a set of statements related to specific text that a reader responds to prior to reading that text. This strategy is equally effective with fiction or nonfiction.



A teacher's understanding of their students' learning needs helps determine when to provide universal, targeted, or individualized instructional strategies. For some students, universal instructional strategies may be enough to meet their learning needs. For others, more targeted instructional strategies are the starting point for implementing the curriculum. The strategy described is a guideline that teachers can use depending on the learning context.

Why use this strategy in an inclusive learning environment

- Activates prior knowledge.
- Builds curiosity about a new topic and can stimulate discussion.
- Encourages students to make personal connections.
- Creates an opportunity for students to become familiar and comfortable with a topic before reading unfamiliar text.

How this strategy could be used in an inclusive learning environment

1. Create a list of factual statements for students about key ideas in a specific text or other source (see example below).

Example

Before Reading	Statements	After Reading
<input type="checkbox"/> True <input type="checkbox"/> False	Some plants need pollen from other plants of the same kind in order to produce seeds.	<input type="checkbox"/> True <input type="checkbox"/> False
<input type="checkbox"/> True <input type="checkbox"/> False	This pollen is carried to the plants by the wind or by birds or insects.	<input type="checkbox"/> True <input type="checkbox"/> False
<input type="checkbox"/> True <input type="checkbox"/> False	Green plants combine carbon dioxide and water to make oxygen and sugar. They provide mammals the oxygen they need to live. They turn the sugar into their own food.	<input type="checkbox"/> True <input type="checkbox"/> False
<input type="checkbox"/> True	Every part of a cattail, from the root to the cottony fluff at the top,	<input type="checkbox"/> True



Before Reading	Statements	After Reading
<input type="checkbox"/> False	can be put to good use. Some parts are even edible and medicinal.	<input type="checkbox"/> False

2. Create a list of open-ended and thought-provoking statements for students to respond to about key ideas in a specific text or other source (see example below).

Example

Before Reading	Statements	After Reading
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	Natural resources are not at risk in our national parks (e.g., Jasper, Banff).	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	Development should be encouraged in our national parks (e.g., hotels, restaurants).	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	Hiking and bike trails, camp grounds, and ski hills do not interfere with animal life or habitat.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

3. Use a think-aloud to show students how to connect background knowledge to the statements provided.
4. Ask students to examine each statement to determine if it is true or false or if they agree or disagree. Encourage students to make predictions or state opinions using their personal experience.
5. Have students identify where the text validates or contradicts their predictions or provides information that might influence their agreement or disagreement.
6. Wrap up the activity by revisiting each of the statements as a group, and invite students to reflect on what they've learned.

Tips for individualized supports

- Provide alternative reading passages about the same topic at various reading levels.
- Complete the anticipation guide orally or have students vote on the statement through visuals or physical movement (e.g., voting paddles, hand signals, moving to a different part of the room to agree or disagree).
- Students can indicate where in the text their predictions or opinions were confirmed or refuted (e.g., by using sticky notes, highlighting or noting the section of the source).
- Use key words, visuals or provide anticipation guides in a digital format and provide text-to-speech options.
- Colour code columns so that the “before” and “after” columns are visibly distinct.
- Adjust the number of statements and/or allow extended wait time for students to reflect and respond after each statement.
- Place the “before reading” and “after reading” columns beside each other so that students can compare answers more readily.



- Minimize the physical demands of the activity by using the student's augmentative and alternative communication (AAC) device. For example, a student may use eye gaze to indicate a prediction or may use assistive technology to highlight relevant text.

