



Anticipation Guides

Adapted from Doug Buehl's *Classroom Strategies for Interactive Learning*

Anticipation Guides (Herber, 1978) are designed to get students thinking about the ideas they are about to read. The guides have one or two columns. A single column guide asks the student to check the statements with which they agree. Two column guides asks them to compare their responses before reading with the author's position after reading. Students respond to a series of statements that either bring into question what they think or provide support for what they think. Students share/explain their responses in either a small group or the class setting. This strategy "arouses interest, sets their purpose for reading, and encourages higher level thinking" (Buehl 28). These guides can also be used after reading to determine what has been learned and what needs clarification.

The Steps

1. Identify the major ideas and concepts in the text.
2. Consider students' experiences, beliefs, and prior knowledge.
3. Write three to six statements that what students think they know about the content.
4. Determine how the guide will be presented to the student (on board, on overhead, as a handout).
5. Have students complete the guide and prepare to defend their answers in a small group or the whole class setting.
6. Read the selection and mark (highlight or use sticky notes) information that supports, expands, or refutes their positions before reading.
7. Have the students determine if they have changed their minds about any of the statements finding evidence in the text to support or refute each of the statements.
8. Have the students rewrite any statements that need revision based on what they read (Buehl, 2000).