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guide is a
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strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the text; they're often

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structured as a series of statements with which the students can choose to agree or disagree.

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recognize and connect to themes that surface in their learning. Use this strategy at the beginning of a unit or before engaging with a text. You can also review anticipation guides at the end of a lesson or unit as a way to help students reflect on

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how learning new material may have influenced their opinions, perhaps by reinforcing previously held beliefs or by causing ideas to shift.

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is a comprehension strategy that is used before reading to activate students' prior knowledge and build curiosity about a new topic. Before reading, students listen to or read several statements about key concepts presented in the

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Figure 1 shows a sample anticipation guide with sample responses for a high school mathematics class; figure 2 provides the mathematics text to be used

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with the guide.

When first introducing anticipation guides, explain the differences between an anticipation guide and a typical reading guide, for which answers are often stated directly in the ...

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Anticipation guides are powerful teaching tools that not only improve reading comprehension but keep elementary learners actively engaged in the lesson. An

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Anticipation guide is a type of graphic organizer used as a pre-reading, during reading, and post-reading activity to assess students' knowledge of a subject.

Anticipation Guides
101: Skyrocket
Reading
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Sample of “Anticipation Guide” For Science

Directions: • Read the following statements concerning acid rain. Decide whether you think each statement is true or false. • Put a check before the appropriate box on the left. • Be

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Anticipation
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prepared to share
you views about
each statement by
thinking about
what you already
know.

Sample of
“Anticipation
Guide” For Science
Anticipation Guide.
Definition/Descripti
on: An anticipation
guide is used

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before reading to activate students' prior knowledge and get students excited and curious about a new topic. Before reading, students listen to the teacher or another student state key ideas about the concepts in the text. They can also read

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several statements
about the key
concepts presented
in the text.

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Anticipation Guide.

This

comprehension strategy activates students' prior knowledge, builds curiosity about a new topic before learning about it, and then checks for understanding after the topic is presented. Before

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beginning the lesson, students listen to or read several statements about key concepts within the new content and choose whether they agree or disagree.

Anticipation Guide -
The Teacher Toolkit
Sample
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Construction of the anticipation guide should be as simple as possible for younger students. Write four to six statements about key ideas in the text; some true and some false. Include columns following each statement, which

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can be left blank or
can be labeled

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- In the context of mathematics, an anticipation guide increases comprehension by activating prior knowledge of

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mathematics skills
and concepts
and/or the contexts
for math
investigations and
problems. • An
anticipation guide
works best when
the statements
challenge students'
thinking about a
math topic or
concept.

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Getting Ready to Read: Anticipation Guide

This research focuses on the influence of anticipation guide strategy on students' reading comprehension at the twelfth grade of MA KM

Muhammadiyah
Padang Panjang,

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This hands-on resource offers a wealth of strategies aligned with national science education standards, including sample lessons for integrating reading instruction into inquiry-based science classrooms.

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Can you sneak more writing into your already-jammed curriculum?

Smuggling Writing shows how to integrate writing seamlessly into your lesson plans, with 32 written response activities that help students

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process
information and
ideas in short,
powerful sessions.
The authors
invigorate time-
tested tools and
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sections on
Vocabulary and
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Each strategy:

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to it to try new tools with your students. Bonus: The tools are accompanied by graphic organizers, charts, templates, and reproducibles for easy implementation.

Background:
Teachers who work with English as a

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Second Language
(ESL) students,
struggle with
promoting
discussion during
guided reading.
When ESL students
are asked
comprehension
questions during
group discussions
and throughout the
reading of a book,
often teachers

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receive minimal feedback. Purpose: The purpose of this research is to identify effective discussion strategies that may help ESL students contribute to meaningful class discussions about their reading. Setting: The students in the

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research attended a public elementary school in a suburban neighborhood in northeastern United States. The research took place in a third grade classroom for approximately one month. Study Sample: The students in the

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research were two boys and two girls in third grade. They participated in the school's ESL program.

Intervention:

Anticipation guides were implemented during guided reading twice. Four statements were created on sheets of paper that

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related to the story
with columns for
students to decide
whether they
agreed or
disagreed.

Strategies were
modeled to
illustrate how
students could
respond to the first
statement and how
they could make
connections to

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previous
experiences.

Students recorded their reactions to the statements, read the book, and had opportunities to discuss their responses.

Research Design:
Experimental. Data
Collection and
Analysis: The data
collection includes

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A teacher survey and interview, guided reading pre & post observation notes, pre & post group discussion checklists, and student interviews. Findings : Anticipation guides brought forth high levels of discussion and were appreciated

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by the students, based on the student interviews and post strategy observation. It was easy for students to state their opinions on the statements included in the guides and refer back to them to discuss their reasons for

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agreeing or
disagreeing.

Conclusion: To
narrow students'
learning gaps,
strategies that will
allow for building
background
knowledge in
students who bring
diverse cultural
differences should
be implemented.

Anticipation guides

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certainly build
knowledge,
motivation,
comprehension,
and discussion.

Citation:

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Teacher skills to
support English
Language
Learners.

Educational

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Increasing all
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adapting
anticipation guides
with middle school
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Teaching children
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human

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98(4), 145-152.
The following are
appended: (1)
Teacher Survey on

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Reading and
Comprehension;
(2) Teacher
Interview; (3)
Observation Notes;
(4) Group
Discussion
Checklist; (5)
Anticipation Guide;
(6) Anticipation
Guide Ranking
Survey; (7) Student
Interview.
(Contains 4 tables

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