

Anticipation Guide

An anticipation guide is a pre-reading strategy designed to activate students' background or prior knowledge surrounding issues or concepts. The guide is a series of statements about a particular text that the students are going to read. Students indicate whether they agree or disagree with the statements before reading and return to these statements and do the same after reading.

Teaching the Activity

1. Review the text to identify major concepts or main ideas.
2. Choose concepts which support or challenge beliefs.
3. Create four to six simple statements.
4. The statements should be open-ended and allow for a variety of opinions or interpretations, rather than be true/false.
5. Decide on the order of the statements and a presentation mode (paper or overhead).
6. Present statements before students read the text. Students react to each statement by agreeing or disagreeing with it.
7. Poll students and then discuss each statement briefly. Encourage students to share opinions and give reasons. Discuss what the story may be about.
8. Students read the text silently, in pairs, or the teacher may read the text aloud.
9. Students record the author's opinions regarding the statements in the guide.
10. After reading, students return to the statements to agree or disagree.
11. As an extension, students could cluster and write about one of the major concepts as presented in the statements.

Adapted from Readance & Baldwin, 1989

Collaborative Summaries

This strategy can be successfully used at the end of a unit to review and summarize information covered. Through this strategy students are expected to interact, talk through their knowledge with a peer, defend their ideas, persuade others, and in listening to others, incorporate ideas into their own thinking.

Teaching the Activity:

1. All students are given 3 pieces of paper. Individually, the students write down the three most important things they learned in the unit.
2. After about 3 minutes students move into pairs. Pairs negotiate to come up with 3 points on which both agree.

3. After about 3 - 5 minutes, move students into groups of 4 (2 groups of 2). Students again negotiate on the three most important points. In doing this, there is a need to defend their point of view to convince others. The three most important points are written on a different color of paper.
4. Each group presents their ideas.

Adapted from Brownlie & Close, 1993

Directed Reading Thinking Activity

The questions framed throughout the shared reading encourage students to articulate their thinking while reading.

Teaching the Activity:

1. Use a short piece of literature with a tight plot.
2. Make an overhead transparency of the text.
3. Divide the text into 4 or 5 parts.
4. Reveal one part of the text at a time on the overhead (e.g. title, 4 or 5 logical stopping places)
5. Read the revealed text (either silently, orally, read to, or take turns)
6. At each stopping place (e.g. after title), ask:
 - What is happening here?
 - What will happen next?
 - Why do you think so?
7. Read on to the next stopping place and repeat the questions.

Discussion: Students gain deeper understanding of text through discussion with their peers.

Extension Activities: After reading, students benefit from activities such as creating a cartoon, collage, poster, model, portfolio or participating in a scavenger hunt to demonstrate their understanding of the text.

Graphic Organizers

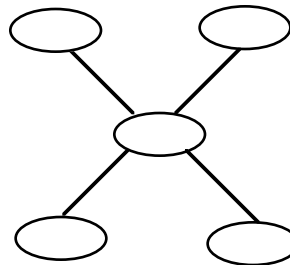
Graphic organizers are conscious, flexible plans readers apply and adapt when they are reading a variety of texts. Graphic organizers add a visual aid to the thinking process involved in the comprehension of text. Students learn how to organize their knowledge and eventually can use the graphic organizer independently as a learning activity. Because graphic organizers involve both visual and verbal information, they are beneficial to students with a wide variety of learning styles and ranges of ability.

The following descriptions explain the use of the graphic organizers found in the next tabbed section.

1. Brainstorming

Brainstorming is a procedure that quickly allows students to generate what they know about a key concept. Students produce lists of related words as a way to review a topic. This instantly makes them aware of how much they know about the topic. This generated list of words/concepts could be used as a source for other activities such as:

- semantic mapping
- teacher-led group(s)
- independent work



See graphic organizer.

2. Categorization/Classification

Categorization and classification has a wide range of uses. It forces students to look for similarities and differences.

See graphic organizer.

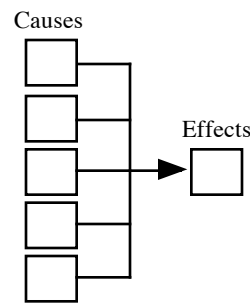
Adapted from Moore, 1998

3. Cause/Effect Frame

1. What happens?
2. What causes it to happen?
3. What are the important elements or factors that cause this effect?
4. How are these factors or elements inter-related?
5. Will this result always happen from these causes? Why or why not?
6. How would the result change if the elements or factors were different?

See graphic organizer.

Adapted from Parks & Black, 1992

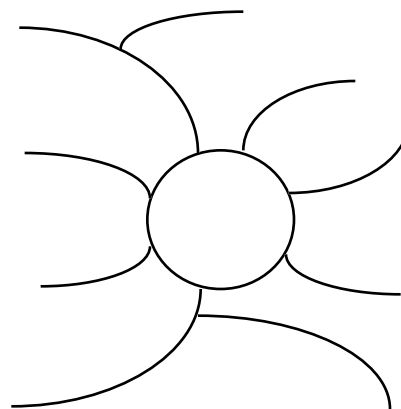


4. Character Web

The teacher brings objects that depict the qualities/characteristics of one of the key characters in the story. The students create a web of assumptions about that character. The story is read in its entirety or chapter-by-chapter and the students confirm or disprove their initial assumptions. Over the course of a novel, the web could be changed.

See graphic organizer.

Adapted from Parks & Black, 1992



5. Compare/Contrast

A comparison-contrast matrix is used to show similarities and differences between two or more things (people, places, events, concepts, processes, etc.).

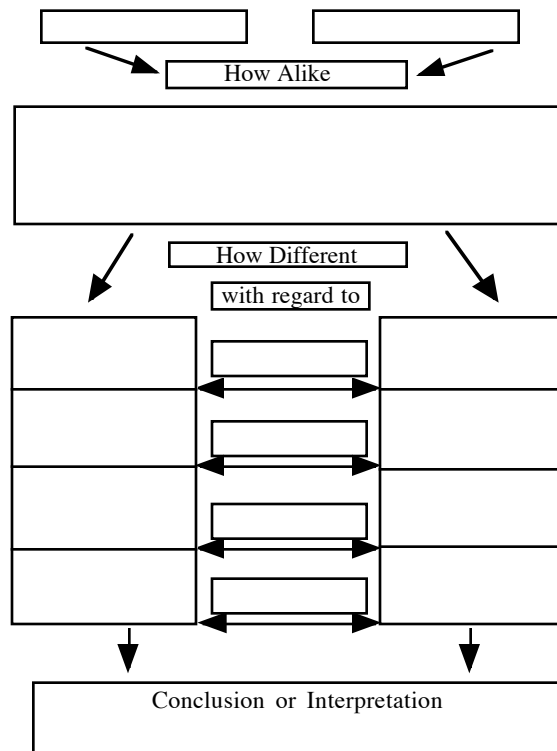
Readers compare and contrast the target concepts listed across the top of the matrix according to attributes, properties, or characteristics listed along the left side.

Key frame questions

- What items are being compared and contrasted?
- What categories of attributes can be used to compare and contrast the items?
- How are the items alike or similar?
- How are the items not alike or different?
- What are the most important qualities or attributes that make the items similar?
- What are the most important qualities or attributes that make the items different?
- In terms of the qualities that are most important, are the items more alike or more different?

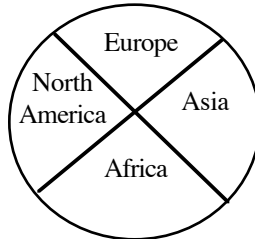
See graphic organizer.

Adapted from North Central Regional Educational Laboratory, 1988



6. Concept Circles

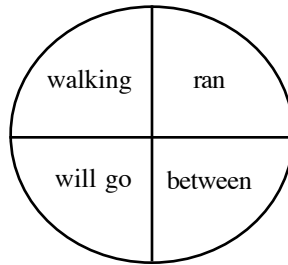
1. A concept circle may simply involve putting words or phrases in sections of a circle. Then direct students to describe or name the concept relationship that exists among the sections.



Name the concept represented by each section in the circle.

Continents

2. A concept circle can also contain a section that does not relate to words or phrases in the other sections of the circle. Direct students to find the one that does not fit.



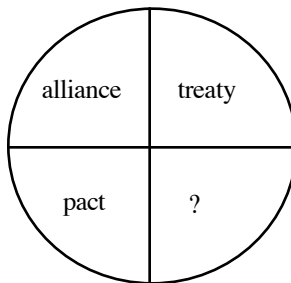
Shade in the section that does not relate to the words in the other sections.

Then name the concept.

These are forms of verbs

The word between does not fit

3. A concept circle can also be modified by leaving one or two sections of the circle empty. Direct students to fill in the empty section with a word or two which relate in some way to the terms in the other sections of the concept circles.

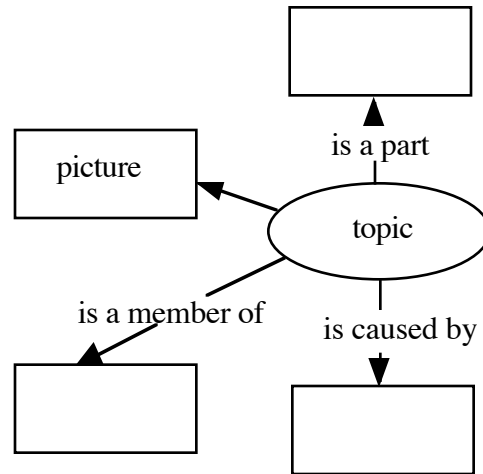


Add an example to the circle and name the concept: *agreement; accord; contract*

4. Students may devise their own concept circles.

7. Concept Maps

Concept Maps are patterns or diagrams created to show and explain relationships. Students learn to label relational links appropriately.



See graphic organizer.

Adapted from Vacca & Vacca, 1996

8. Continuum Scale

Continuum Scales have a number of uses:

- time lines showing historical events or ages (historical time line)
- degrees of something (weight)
- shades of meaning (Likert scales)
- or rating scales (achievement in school)

Key frame questions

- What is being scaled?
- What are the end points?

No graphic organizer master is included.

9. Cycle

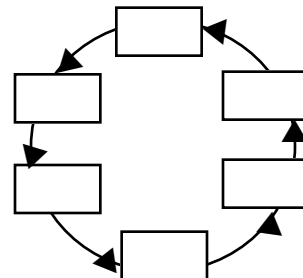
A cycle can be used to show how a series of events interact to produce a set of results again and again (weather phenomena, cycle of achievement and failure, the life cycle)

Key frame questions

- What are the critical events in the cycle?
- How are they related?
- In what ways are they self-reinforcing?

See graphic organizer.

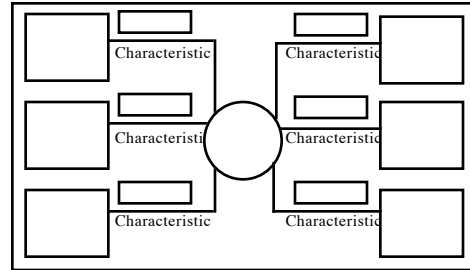
Adapted from Parks & Black, 1992



10. Describing a Character

After reading, students describe a character in words and illustrations, inferring characteristics and personality traits from the events of the story.

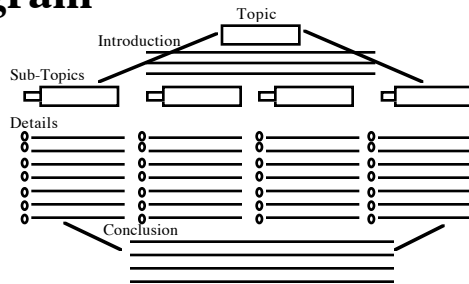
See graphic organizer.



11. Idea Diagram

Students organize information from text using the graphic organizer as a framework.

See graphic organizer.



12. Know - Wonder - Learn

Students state what they know about a topic and what they want to find out prior to reading and what they have learned from the text after reading.

Teaching the Activity:

1. Before reading/viewing

- Students brainstorm what they already know about the topic (done as whole class, or small groups of 3 - 5 students).
- Teacher, whole class or students (small groups) record ideas on overhead or sheets under “What We Know” (K) column and “What We Wonder” (W) column.

- Students formulate questions about disputed ideas and place those questions in the “What We Learned - Still Need to Learn” (L) column on their strategy sheet.
2. During reading/viewing
 - Students read text to confirm or revise knowledge, and seek answers to questions
 3. After reading/viewing
 - Students share what they have learned in small groups or with the whole class
 - Responses are recorded on chalkboard or overhead. Teacher also helps students clarify points and categorize new information.
 - Students revise individual strategy sheets with shared information.

What We Know (K)	What We Wonder (W)	What We Learned - Still Need to Learn (L)

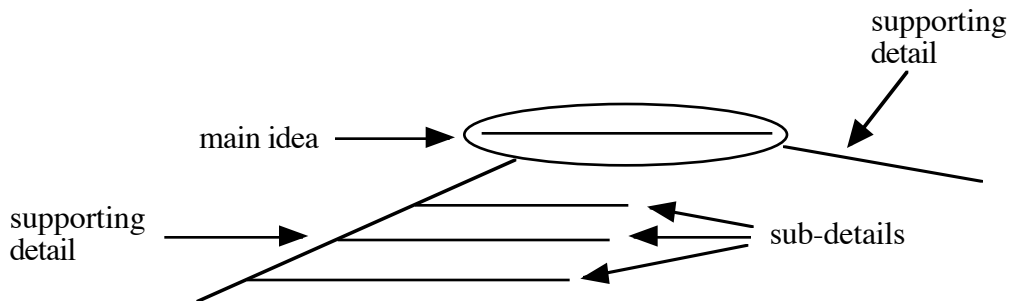
Students reflect on their learning by writing statements on what they learned, what they were right or wrong about, what the author didn't mention in the text or what they still wonder.

See graphic organizer. Adapted from Vacca & Vacca, 1996

13. Mapping

Students use mapping to graphically represent information from text.

See graphic organizer.



14. Network Tree

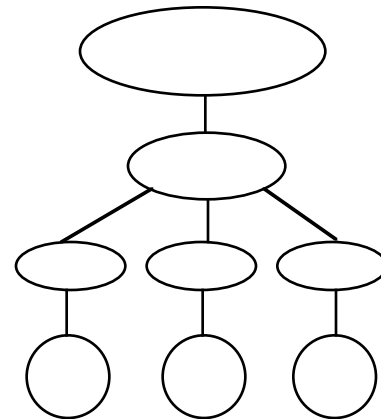
The Network Tree represents the relationships that exist between super ordinate and subordinate concepts.

Network trees can be used to:

- show casual information (causes of poverty)
- a hierarchy (types of insects)
- branching procedures (the circulatory system), or
- describe a central idea in relation to its attributes and examples

Key frame questions

- What is the super ordinate category?
- What are the subordinate categories?
- How are they related?
- How many levels are there?



See graphic organizer.

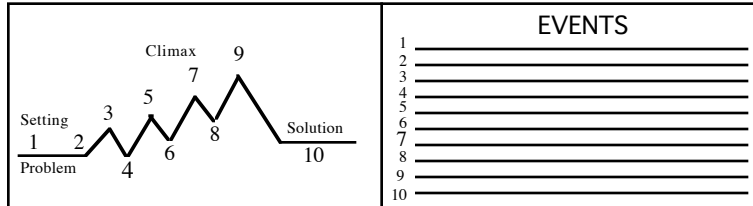
Adapted from North Central Regional Educational Laboratory, 1988

teacher notes

15. Plot Profile/Story Maps

a) Plot Profile Graph

The students use a line graph to show the plot with the main events numbered and described and the building tension noted in the increased height of the line.



b) Story Board

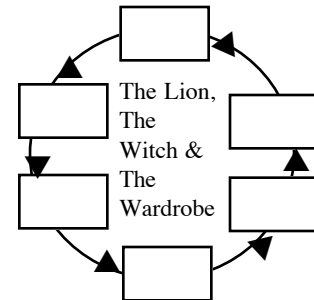
Students identify and sequence the main events of the story.

1		6.	
2		7.	
3		8.	
4		9.	
5		10.	

c) Story Cycles:

The students represent a circular story or one that involves a life cycle in the form of a circular graphic organizer. The events can be drawn or described in phrases or sentences. The representation will show a complete cycle.

See “cycle” graphic organizer



d) Story Role-Play/Discussion

This activity involves a wide variety of ways of engaging and involving students after a story has been read. One way is for the teacher to go into role as the characters. A discussion ensues based on what is going on in the story. A small part of the story may be focused on by the teacher and then role-played. The teacher might pose questions like: “What do you think would happen if . . .?” “Let’s pretend that we are the ...”, etc.

e) Sound Effects

Students are given the task of creating sound effects to enhance the story. They may work alone, in pairs, or in groups to produce their particular sound on cue during the telling or reading of the story.

f) Story Maps

After reading a section, the students map the journey of the characters on either a realistic map or on a created map using drawings and captions to describe the events of the story.

16. Problem/Solution Outline

The problem/solution outline graphic organizer depicts

- a problem
- attempted solutions
- outcomes associated with the attempted solutions, and
- the end result

It works equally well with narrative or informational text to display the central problem in a story or the problem-solution text pattern.

Key frame questions

- What is the problem?
- Who has the problem?
- What is causing the problem?
- What are the effects of the problem?
- Who is trying to solve the problem?
- What solutions are attempted?
- What are the results of these solutions?

Is the problem solved? Do any new problems develop because of the solutions?

Problem	Who had the problem?	
	What was the problem?	
	Why was it a problem?	
Solutions	Attempted Solutions	Results/Outcome
	1.	1.
	2.	2.
	3.	3.
End Results		

Adapted from North Central Regional Educational Laboratory, 1988

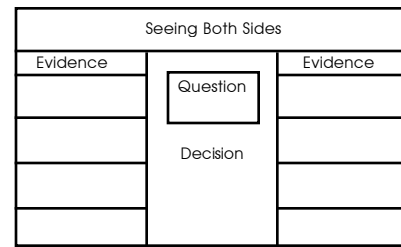
17. Seeing Both Sides

The activity provides a discussion tool which helps students look at both sides of an argument or issue.

Teaching the Activity:

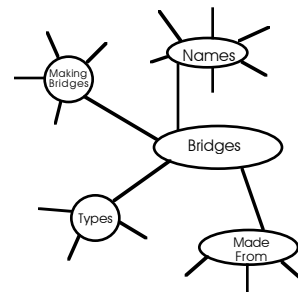
1. The teacher models activity on the overhead with whole class by posing a question/statement about a piece of text.
2. The students discuss with a partner thoughts that support the question/statement and thoughts that are against the question/statement.
3. The teacher asks for one thought which supports the question/statement and records it on the overhead.

4. The teacher asks for one thought which is against the question/statement and records it on the overhead.
5. The teacher continues recording, alternating thoughts which support and thoughts which are against the question/statement.
6. After all the thoughts have been recorded, the students are asked to make a decision after discussing the ideas presented with their partner.
7. Each pair of students share their decision and state the reasons for it.
8. Students may write individual responses based on their own ideas and those gained from the group.



18. Semantic Mapping/Webbing

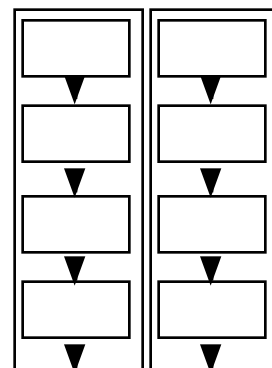
1. Students brainstorm a key topic. These associations are then grouped into categories, labeled, and developed into a map where words are clustered to distinguish relationships among them.
2. As students read the text, they check the kind of information presented and add new parts to the web.



19. Series of Events Chain

The series of events chain may be used with:

- narrative material to show the chain of events that lead to the resolution of conflict in a story
- the goals, actions, and outcomes of a historical figure or character of a novel (the rise and fall of Napoleon)
- an informational text to reflect the sequence pattern in a text
- any sequence of events, including:



Guided Imagery

The teacher structures a daydream with students using words to describe the trip as students relax and imagine themselves in the scene. The teacher then replays the activity with such questions as:

How did you feel when ...?

Where did your exploration take you?

What were your reactions when ...?

Did you see anything that surprised you?

Jigsaw

Students work independently and in small groups to read and summarize text in order to better understand the materials being read.

Teaching the Activity:

1. Choose a non-fiction text (e.g. chapter from a Social Studies book).
2. Each student should have the whole text.
3. Divide the text into 5 or 6 logical sections.
4. Divide your class into the same number of groups. Number the groups.
5. Give each group one section of the text to read and understand.
 - group 1 gets 1st section, group 2 gets 2nd section.
 - each student in the group reads it individually
 - group discusses that section using a framework (e.g. 5 Ws)
 - group agrees on main points
6. Students move to new groups which include one person from each of the original groups.
 - each section of the text is now represented by an expert
 - each student teaches the others the main points of their section of the text
 - discussion ensues.
7. Students return to original group to summarize the entire chapter.

Adapted from Lapp, D. Flood & Franan, 1996

Listen - Sketch - Draft

The students sketch the main idea from the part of the story that they have read or heard and summarize the key points. This may be done several or many times during a story and may be used as a basis for a written response at the end of the story. A piece of paper is folded in half lengthwise and divided into 8 boxes. On the left side of the page, the students draw what they've read and on the right, they write a sentence to summarize that part.

Name	Draft
Sketch	1.
	2.
	3.
	What I noticed about my thinking

Adapted from Close & Wingren, 1990

Paper Bag Presentation

After reading a book, or finishing a unit, students choose 6 - 10 artifacts that relate to the story and put them in a paper bag. Students show each artifact and explain its relevance to the text.

Question/Answer Relationship

Teaching the Activity:

This activity should be modeled by the teacher to demonstrate examples of the four QAR categories. Given sufficient practice students will be able to generate their own QARs.

1. Make an overhead of the four QAR categories (see examples) or put them on chart paper.
2. Discuss the connection between the four QAR categories and what skilled readers do.
3. Introduce the activity, QARs, and explain how this is going to help them with their reading.

Four categories of Question/Answer relationships	
<p>In the Text</p> <p>1. Right there - The words used to create the question and the answer are in the same sentence.</p> <p>What did ... Who did ... How many ... What was ... Who are ... Define ... What does ... mean What kind ...</p>	<p>In my Head</p> <p>3. Author and You - The answer is not in the text. Use what you know to decide what the author wanted you to believe.</p> <p>Why did ... If you were a/an ... Why do you think ... What would you do if you were ... Which character would you like to be ... Why? What part of the text made you angry/smile/sad? Why? What was the most important event/idea in the text? Why? What do you feel the author is trying to tell?</p>
<p>2. Think and search - The answer is found in different parts of the text. Words to create the question and answer are not in the same sentence.</p> <p>How do you ... What are three or four ... What happened to ...</p> <p>What happened before/after ... How many times ... What examples ...</p>	<p>4. On my own - The answer is not in the text. Tell what you think.</p> <p>Have you ever ... If you could ... If you were going to ... In your opinion ... Do you agree with ... Why? Do you know anyone who ... How do you feel about ...</p>

Adapted from Brownlie & Close, 1992

RAP: A Paraphrasing Strategy

Read two paragraphs.

Ask yourself what you read.

Put it in your own words.

This strategy is best used as a pair-share activity.

Reciprocal Teaching

This activity is effective in improving student's comprehension, in a small or a large group. The teacher first models the activity, then a student assumes the role of teacher.

Teaching the Activity:

1. The teacher models four tasks using content area reading material that falls into logical sections (e.g. a chapter of a text).
 - Summarize the segment in a sentence.
 - Ask one or two good questions about the segment.
 - Clarify the difficult parts with the group.
 - Predict what the next segment will be about.
2. Students judge whether or not the summary is accurate. They then decide if the questions tap what is important, answer them, and help clarify difficult parts.
3. After you have modeled the teacher's role 5 or 6 times, ask a student to be the teacher. The student carries out the same steps as the teacher did, while the teacher becomes a participant in the group.
4. At the end of a half hour, give students a passage they have not read before and ask them to make a summary or answer a few substantial questions. When students become proficient with this technique, the class could be divided into groups and conduct the activity independent of the teacher.

Request

The activity teaches students to independently ask questions before and during reading. Teachers use this procedure with small groups.

Teaching the Activity:

1. The teacher and students both read the first paragraph of a passage silently.
2. The students ask many questions. The teacher answers the questions clearly and competently with the book closed.
3. The teacher asks questions about the same paragraph and the students answer as fully as possible with books closed.
4. The teacher and students read the next paragraph and proceed as before.
5. When the students have read a sufficient amount to make comprehension of the remainder of the passage possible, they are asked to read to the end.
6. With practice, teachers and students work on interpretive, predictive and inferential questions.

Adapted from Brownlie & Close, 1992

Response Logs/Reflective Journals

A journal or response log can be used in all content areas. It is a place where one focuses on the process more than the content. This learning is often shared with a partner and/or with the class. The sharing makes the student accountable for his/her own learning.

Teaching the Activity:

At any point during the day, students can be asked to respond in their learning logs.

1. Pre-reading entry
Ask students to write questions, concerns, knowledge about a topic prior to reading (e.g. "Tell me everything you know about snakes.")
2. During reading entry
When reading to the students, the teacher can pause and ask students to write a response or a prediction about what they think is going to happen next. These predictions are

shared with a partner and then with the class. The teacher reads on and students confirm or alter their predictions. When reading silently or listening, students are encouraged to take notes on things that were of particular interest to them (e.g. quotes, dialogues, changes in a character's behavior). Again, these responses can be shared with a partner prior to moving into a class discussion of the text.

3. Post-reading entry

Ask students to write what they learned about a topic or something that surprised them about the text.

Modifications:

- Use log entries to start discussion, to summarize lessons, to brainstorm ideas, to clarify questions, to express opinions, or to summarize teacher directions.

Suggested Response Log/Journal Prompts:

I think	I think this character isbecause
I wonder	The part where reminds me of
I predict	This chapter is
I find	My favourite part is when because
I suspect	I am surprised by
I notice	A part I find confusing is
I admire because	I would change because
I don't like because	
I feel	
This character makes me feel	

Adapted from Reithaug, 1998

Survey, Question, Read, Recite, Review, Reflect (SQ4R)

SQ4R stands for Survey, Question, Read, Recite, Review and Reflect.

It is an effective study skill used to enable students to understand and retain information needed from content-based texts. Students should have some experience with skimming (reading quickly to get the general ideas), scanning (looking only for special information) and using study guides.

Teaching the Activity:

1. Students observe as the teacher models the strategy and follow along in the text as (s)he demonstrates.
2. The teacher models the study skill and involves students in the generation of questions and answers.
3. Students work in small groups using the strategy.
4. When confident, students can use the study skill independently.

Before Reading

Survey - Make an overview. Look at the title, headings and subheadings. Read the introduction. Skim the words in bold or italic print, maps, pictures, captions and side-bars. Read the summary.

Question - Turn the title, headings, and subheadings into questions. Use the “5W” page approach.

When Reading

Read - Read the passage looking for answers to your questions

Recite - Recite the answers to your questions. Write them down as notes.

After Reading

Review - Go over the passage again. Review the main idea and any details you will need to remember.

Reflect - Did my pre-reading thinking correspond to the information in the text?
Do I understand the text?

SQ4R Practice Worksheet

Name: _____ **Date:** _____

Course: _____ **Text:** _____

I SURVEY the text (take about 5 to 10 minutes). As you survey, answer the following questions.

A. What is the title of the text? _____

B. Is there a text summary at the beginning or end of the text? _____

On what page(s) is the summary located? _____

Be sure to read any summary information.

C. What are the main subheadings in this text? Please list them below.

1. _____

2. _____

3. _____

4. _____

5. _____

D. Please describe two illustrations, graphs, charts, pictures, or cartoons that stood out as you surveyed the text.

1. _____

2. _____

E. Are there study questions listed at the end of the text? _____

If so, be sure to read them.

F. Are there key vocabulary words listed at the end of the text? _____

If so, be sure to read them.

G. Can you describe in one or two brief sentences what this text will be about?

SQ4R Practice Worksheet

II. QUESTION yourself about the text by turning the major subheadings that you listed in Part I - C into questions. Use Who, What, Where, When, Why, and How when developing your questions.

1. _____
2. _____
3. _____
4. _____
5. _____

III. READ one major subheading section of the text at a time and then **RECITE** the answer(s) to the questions you asked for each major subheading in Section II.

A. Answer question 1 from Section II, using one or two sentences.

B. Answer question 2 from Section II, using one or two sentences.

C. Answer question 3 from Section II, using one or two sentences.

D. Answer question 4 from Section II, using one or two sentences.

E. Answer question 5 from Section II, using one or two sentences.

SQ4R Practice Worksheet

IV. REVIEW the entire text by going back through it and outlining the main points.

Your main points come from the headings, main ideas and key words.

A. _____

1. _____

2. _____

3. _____

B. _____

1. _____

2. _____

3. _____

C. _____

1. _____

2. _____

3. _____

D. _____

1. _____

2. _____

3. _____

E. _____

1. _____

2. _____

3. _____

Vocabulary Self-Collection

Vocabulary Self-Collection begins once students read and discuss a text assignment. By nominating words from their team, students are motivated to learn vocabulary.

Teaching the Activity:

1. To introduce VSC to the students, the teacher first presents his or her nominated word to the class, modeling how to respond to the questions below.
2. Divide the class into nominating teams of two-to-five students. Together, the team decides which word from the text to select for emphasis.
3. Each team presents their selected word to the entire class. A spokesperson for each team identifies the nominated word and responds to the following questions:
 - Where is the word found in the text?
The spokesperson reads the passage in which the word is located or describes the context in which the word is used.
 - What do the team members think the word means?
The team decides on what the word means in the context that it is used. They must use information from the surrounding context and may also consult reference resources as well.
 - Why did the team think the class should learn the word?
The team must provide a rationale as to why the word is important enough to single out for emphasis.

During the team presentations, the teacher facilitates the discussion, writes the nominated words on the board with their meanings, and invites class members to contribute additional clarifications related to what the words mean.
4. To conclude the class session, students then record all the nominated words and their meanings in a section of their learning logs or in a separate vocabulary notebook. These lists may be used for review and study. As a consequence of VSC, the teacher has a set of student-generated words that can be incorporated into a variety of follow-up extension activities.

Note: This is an excellent activity for use with ESL students.

References

Strategic Learning in the Content Areas

Reading 44

Orchestrating Academic Success

Reaching for Higher Thought