

The response format for anticipation guides should follow criteria similar to those of study guides. Students should not be asked to write extended answers to questions that resemble discussion or essay questions. Instead, have students respond with simple check marks or brief statements. But make sure the guide includes a feature that tests and confronts students' beliefs. Additionally, we suggest that guides have the extended feature (Duffelmeyer & Baum, 1992). This feature requires students to verify their responses after reading and encountering new content. This form of accountability guards against students making random responses without careful thinking.

Look at Part I of the anticipation guide designed for a health class shown in Figure 5.4. We would like you to respond to this guide so that you will have a better understanding of the points we have just made.

If we had assigned you to use this anticipation guide for an upcoming reading assignment or lecture on diet and nutrition, we would ask you first to meet in small groups and then, with the entire class, to discuss your viewpoints and share information and ideas. As you and other students debate and defend your responses, we would remain neutral by not giving away answers or taking over the discussion. Periodically, we would restate points of view or try to clarify ideas.

The extended feature of this guide is presented in Part II (Figure 5.5). It adds further learning potential to the activity by forcing you to self-interrogate and interact more elaboratively with the text. Part II requires you to find ideas and information from the text or the lecture that either reinforce and verify your existing beliefs, force them to be altered or modified, or require you to completely reject them. During reading and exploration of a topic, as you encounter information related to the statements in Part I of the guide, you are asked to indicate whether the text or lecture material supports or does not support what you had previously asserted. In Part II you would be required to write where you found information that supported your initial anticipations. This can be written in the form of page numbers from a textbook, or class note entries. You would also write information that *corrects* unanticipated information.

As you can see, the anticipation guide takes advantage of prediction as a powerful prereading tool. It forces students to think about what they already know and believe about a topic and then confirm, modify, or disconfirm existing beliefs. Working with anticipation guides helps create the urge in students to know more. They confront the topic ideas and information purposefully and enthusiastically (Hurst, 2001; Strange & Wyant, 1999)).

Like study guides, discussed in Chapter 3, anticipation guides can be created for virtually any content or topic. The guide in Figure 5.6, for example, was given to students by a science teacher to stimulate prior knowledge about pollution and the environment. In this guide, students first guessed answers to the questions related to real-world problems with pollution. Guesses, in this case, serve as predictions. Then, as students read and studied the topic, they returned to the guide statements and verified the correctness or incorrectness of their initial answers. The situations and questions are designed to encourage various levels of thinking, challenge students' beliefs, and focus on the key issues and points of the topic.

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