Although these formal examples of anticipation guides suggest a great deal of preparation time, they can be prepared very quickly and without burdensome planning or time-consuming clerical tasks. The guide statements require the most effort to compose, but can be crafted during planning periods or even before class. Once the statements are developed, you can write them on the board or the overhead. To the left of the statements reserve a "Before Reading/Learning" column with "true/false" or "agree/disagree" categories. To the right of the statements place the same response options but In the "After Reading/Learning" column. Below each statement, students can write supporting Information, such as the page and paragraph number where the Information was found. Students should copy the statements into their notebooks with the date and title, so they can hand In their completed guides for a grade.

By forcing students to make and defend predictions, guides can help sustain interest in topics, promote active involvement with text and in discussion, and facilitate assimilation of new Information into existing schemata.

TEXT IMPRESSIONS

This strategy helps students activate prior knowledge by developing an "Impression" of what the forthcoming lesson will cover. It can be used before exposing students to content regardless of how Information and Ideas are delivered. In other words, this readiness strategy Is equally effective for the variety of typical Information sources In middle and secondary schools, such as reading material, a lecture, a guest speaker, a video, a CD ROM, and a field trip. Lesson Impressions can Increase motivation by heightening anticipation and providing a meaningful purpose for learning.

The basic process of conducting a lesson Impression begins with presenting students a list of words and phrases taken directly from the material to be covered. For example, Renard, an eighth-grade reading teacher, put the following words and phrases on the overhead: CDs, penny, music, club, hidden commitments, contract, monthly selections, "return to sender," "rip off"

The next step Is to have students write what they think they are about to learn by creating a short description or narrative In which all of the words are used. Renard asked his students to write the words In their notebooks and directed them to craft short compositions on what they thought the lesson would be about making sure to use all of the words he presented them.

When students finish writing, they should be given the opportunity to exchange their written "Impressions" with a peer. In this way, they can compare and contrast one another's predictions about the content to be covered In the forthcoming lesson, which acts to heighten their anticipation. Eventually, as many students as possible should be Invited to share what they have written with the entire class. The goal Is to gather a variety of "Impressions" so that students are left with a sense that theirs or anyone of their classmates may be the most accurate.