



Social Studies Strategies: Making Predictions

What:

The *Anticipation/Prediction Guide* serves to stimulate prior knowledge, activate a reader's thoughts and opinions about the concepts, asks students to make predictions based on their knowledge, and read to support or refute their statements. The guide is intended to encourage various levels of thinking and to challenge students' beliefs about concepts or topics.

Why:

This strategy, used before and after a text, has students respond to statements that will support or challenge their knowledge about the subject. It forces students to make assertions and defend their beliefs, thus encouraging them to think critically about text and use information to increase their understanding of a concept. By responding to it students become motivated to read as a way of supporting or modifying their prior knowledge about the content of the text. It is especially useful for focusing on inaccuracies and misconceptions in the minds of some students. This strategy motivates students to read closely for specific information that will support their predictions.

How:

An *Anticipation/Prediction Guide* provides questions or statements to help students think about particular elements of a text. The strategy provides students with preliminary information about an upcoming topic or concept, some of which is true. This strategy establishes the acceptance, rejection, or modification of each reader's prior knowledge as the purpose for reading.

- Identify a main idea, concept, or topic to study and to be learned in the text or information source. Determine which ideas will challenge or support students' knowledge, experiences, and beliefs about the topic under study.
- Select a text to examine using the anticipation/prediction guide strategy.
- Create statements that are text and reader based. The statement should include the following:
 - Provoke disagreement and challenge students' beliefs about a topic.
 - Reinforce relevant prior knowledge and modify misconceptions about a topic.
 - Address general rather than specific information.
- Write a mixture of five to ten (5-10) true and false statements (about a 60-40 split) about the concept and topic that can be verified in the text.
- Present students with a list of statements in which they either "agree" or "disagree."
- Discuss their responses to each statement in the anticipation guide and have students explain why they responded as they did. Tally how many students agreed or disagreed with each statement.
- When all viewpoints have been discussed, have the students read the text and direct them to look for statements that support, contradict, or modify their opinions.
- After students have responded to the statements, have them read the text to verify or revise the statements.



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- As students read and study the topic, they return to the anticipation guide statements and verify the correctness or incorrectness of their initial answers.
- Have students cite support and/or refute the statements. If the statement is true, then have them provide the details or evidence that makes it true.
- After the reading, focus the class discussion on questions like
 - What statements support your opinions?
 - What statements contradict your opinions?
 - Why do you still agree or disagree with the writer?
 - What would help you change your mind?
- Have student respond again to the statements and then discuss how and why their responses differed from the ones made before reading. Have them record why they continue to support or abandon their original opinions.
- Have students return to the original set of statements and change all incorrect statements into correct ones.
- Have them discuss the accuracy of their prior knowledge as well as their new information.

When:

Use this strategy in order to get students to encounter information at a deeper level or when the information they encounter will challenge previously held beliefs. This strategy can be used to summarize large amounts of text by focusing only on the key concepts of a topic.