

Grade: 7	Strand: Reading	Concept: Anticipation guide
Description of Task:	Students complete an anticipation guide prior to and after reading a passage, and respond to a reading using their notes.	
Expectations:	7e25 • read a variety of fiction and non-fiction materials (e.g., novels, short stories, poetry, reports, articles) for different purposes; 7e27 • read independently, selecting appropriate reading strategies; 7e28 • explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience; 7e34 – make judgments and draw conclusions about ideas in written materials on the basis of evidence;	
Software Type:	Database	
Computer Skills Prerequisite	Students must be able to: <ul style="list-style-type: none"> <li>• access and run the program</li> <li>• add a new record</li> <li>• select items from a dropdown menu</li> <li>• click in a field and enter text</li> <li>• save and print the record.</li> </ul>	
Student Instructions: (for teacher)	1. Ask students to share what strategies they use to understand new material. 2. Discuss some of the benefits to using a variety of strategies and explain to the students that they will be working on a particular strategy today that is useful in many different subjects, called an “anticipation guide”. 3. Discuss some of the benefits of previewing new content. 4. Remind them to use a variety of context clues to determine the meaning of unfamiliar words in a variety of texts.	
Teacher Notes:	<p>This activity uses a strategy described in “Engaging in Reading: Using Context to Find Meaning” in the <a href="#">Think Literacy: Cross-Curricular Approaches, Grades 7-12</a> document (pp. 34 - 39). A blank template has been provided. You will need to enter statements into the template relating to the passage students will read, to which they can respond prior to and after reading the passage.</p> <p>It is suggested that teachers use passages from student textbooks in other subject areas such as Science &amp; Technology, History and Geography. The Think Literacy Student Resource, <i>Clues for Using Context to Find Meaning</i>, (p. 39) is an excellent resource to guide students in using context clues.</p> <p>If this activity is being used on a classroom computer, have each student (or pair of students) work in their own record. To create a new blank record, press Ctrl + R on the keyboard.</p> <p>If this activity is being completed by a number of students simultaneously (e.g. in a lab setting), each student (or pair of students) will need their own copy of the file to access.</p> <p>Related offline activities:            Provide a print copy of the anticipation guide to students to record their information when they do not have access to the computer.</p>	
	Activity Template File: Y <input checked="" type="checkbox"/> N <input type="checkbox"/> Student Instruction BLM: Y <input checked="" type="checkbox"/> N <input type="checkbox"/>	
Assessment:	Have the students recorded the page numbers correctly? (curriculum) Have they used details from the text in their responses? (curriculum) Have they included some personal experiences? (curriculum) Do students demonstrate a positive attitude towards learning? (learning skills) Do students approach a new learning activity with confidence, seeking assistance and clarification when necessary? (learning skills)	