

## Anticipation Exercise to support students to engage with learning in the physically distanced classroom and to engage with learning from home



This is a comprehension strategy that is used before reading to activate prior knowledge and build curiosity around a new topic. This strategy also stimulates student interest in a topic and sets purpose for reading, listening, and watching.

### Anticipation Exercise in the physically distanced classroom

- The teacher shares 4-6 statements on white board or emails to devices if this is an option.
- Read aloud or ask the students to read each of the statements and ask the students if they agree/disagree. (Hands up/thumbs up to agree. Hands down/thumbs down to disagree).
- The emphasis is not on right or wrong answers but on sharing what they know and making predictions.
- Students read a paragraph, listen to a song, or watch a scene from a film.
- Students revisit each statement and reassess whether they agree or disagree.
- Feedback can be taken from the whole group at this stage. Ask if there are any surprises or other observations.

### Anticipation Exercise while engaging with learning from home

- Teacher shares 4-6 statements on their shared online learning space.
- Use the hands up function on Teams to agree, no hands up to disagree (or alternatively use Mentimeter).
- The emphasis is not on right or wrong answers but on sharing what they know and making predictions.
- Teacher shares a short video on the topic, students must investigate the statements further using their own textbook, google or in groups using breakout rooms.
- Students can use the chat feature, the interactive whiteboard etc. The teacher can set up Breakup rooms to allow for discussion.
- Teacher can take the feedback and share it on a Padlet wall and then ask the students if there were any surprises or other observations.

\*Anticipation Exercise can be used to support Teaching, Learning and Assessment in *all* subjects as well as the Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

### Key Skills

- Managing information and thinking
- Managing myself
- Communicating
- Being literate

### Assessment

- A useful tool for formative assessment before, during and after reading

### Inclusion of all Learners

- Accessible entry points - visuals/colour/text - varying reading skill levels (scaffolds)
- Number of statements modified to suit learners' needs
- Assign different reading passages/paragraphs about same topic based on reading skills
- Colour code columns on statements between the 'before' and 'after' column
- Multi-lingual
- Use simple sentences and statements.

### Resources

- Individual show me boards
- One to one digital devices with internet connection



### Further Information

[https://jct.ie/wholeschool/classroom\\_strategies](https://jct.ie/wholeschool/classroom_strategies)

[L1LPs/L2LPs](#)

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