Pumping it Up!: Anticipatory Activities
Fisher & Frey Chapter 3

Audience and Meeting the Needs of All Students
The audience to which we will be presenting is the Education 285/287 class. The students represent various content areas and learning styles. All of the students are Hope College students attempting to become secondary education teachers. To meet the needs of the audience we will be incorporating multiple methods of instruction including auditory, oral, visual, and interactive activities. We hope to present information that will be applicable to all the content areas represented in the class.

Length of Lesson
The lesson will be approximately 55-60 minutes long.

Materials Needed by Teachers
- Computer to display PowerPoint
- Dry erase markers
- Blank note cards
- Two clear cups, water, baking soda, baking powder
- DVD player and Rachel’s DVD
- Letter from a soldier, crocheting supplies
- Handouts (24 copies)

Materials Needed by Students
- Pen or pencil
- Paper
- Prior knowledge about their subject area

IRA/NCTE Standard
Standard 4: Students adjust their use of spoken, written, and visual language (e.g. conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes. This standard will be met when students converse in small groups and when ideas are shared with the entire group. In small groups, the students will be speaking with the other students from their disciplinary group who will understand certain vocabulary and concepts specific to one discipline. When whole class discussions take place, students will translate ideas specific to their respective discipline to other students who may have minimal knowledge about certain disciplines. Additionally, students will write reflections and observations during the independent practice. This activity will require them to translate what they have heard, spoke, and thought into writing which will be read by the presenters.

Standard 11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities. Because the presenters represent only three disciplinary groups, the students must be able to apply the teaching to their own disciplines and experiences. Students will have the opportunity to create anticipatory activities applicable to their own future classrooms. Knowledge about content area and possible teaching style are essential for this activity. Critically assessing the four types of anticipatory activities for the type
that will be most useful for their classroom will also help students to determine an anticipatory activity that will be useful for specific classrooms and content areas.

Classroom Organization

The students will sit in groups according to content areas. During lecture, students will be asked to face the front of class. During small group discussions, students will be instructed to turn their chairs to face their content area group.

Lesson Outline

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We are teaching this lesson about anticipatory activities, so we intend to make our anticipatory set memorable. The introduction will involve a demonstration of what a teacher should not do when beginning a lesson. Allison will play the role of a teacher, and Rachel, Lori, and Kristen will play the roles of students. After the short skit, we will debrief the activity to explain the purpose and meaning. The explanation will also serve as a transition into the presentation of the objectives.

[Allison walks into room and sits near the front of the class.]

ALLISON: Hey guys. Get out your notebooks.

[Kristen and Rachel start chatting in the back of class.]

ALLISON: [in a monotone voice] Today we’re going to be talking about anticipatory activities from Fisher and Frey chapter 3. Get out your notebooks and start copying down the four types of anticipatory activities.

[Kristen and Rachel talk louder.]

ALLISON: Hey guys, stop talking.

[Kristen and Rachel don’t stop talking.]

ALLISON: To introduce our topic of anticipatory activities, I am going to describe what an anticipatory activity is.

[Lori enters class. Makes a ruckus. Sits down in the front of class.]

ALLISON: I guess I have to start over again. Today we’re going to be talking about anticipatory activities from Fisher and Frey chapter 3. Get out your notebooks and start copying down the four types of anticipatory activities. An anticipatory activity is used to introduce a lesson and capture the attention of the students. Aren’t you excited to learn about anticipatory activities?

[Some improvisation may be used during the beginning of the anticipatory set.]

KRISTEN: So, obviously, that is an example of what not to do for an anticipatory activity. During an anticipatory activity, it is important to capture the attention of students and sometimes that
involves trying to elicit an emotional response or do something out of the ordinary, which is what we tried to do. What do you think Allison did wrong when introducing our topic? [various responses expected]
Thank you for your observations. Rachel is now going to give you an overview of what we’ll be doing today.

**State the Objective**

**Estimated Time:** 1 minute

We will summarize the objective to the students and give a brief agenda. The learners will create anticipatory activities from each of the four categories: demonstrations, discrepant events, visual displays, and thought provoking questions. Examples from each content area will be explored so that students develop examples that could be applied in their future classrooms.

**RACHEL:** Hopefully, the anticipatory activity we just did captured your attention and helped you to realize the importance of starting off the lesson right. Fisher and Frey present four different types of anticipatory activities, and we are going to review all of the types. You will have the opportunity to brainstorm with your disciplinary groups about ways to incorporate each of the four types into your teaching. Hopefully, through this discussion, you will continue to realize the importance of effective anticipatory activities. During the lesson, you should follow along with the handout because there are places where you can take notes and jot down some ideas of activities you may use in your future classroom. So, the four types of anticipatory activities are demonstrations, visual displays, discrepant events, and thought provoking questions. You will now have the opportunity to experience a demonstration which might be done in a science classroom.

**Presentation of Content**

**Estimated Time:** 40 minutes

The presentation of the content will be shared by all four group members. We will each teach one of the four categories of anticipatory activities and do an example.

**KRISTEN:** Who here likes to bake? What sort of things have you made that contain baking soda or baking powder? [expected answers include cookies, cakes, muffins, pancakes] Baking soda and baking powder are both leavening agents. Leavening agents release gas and create air bubbles which makes baked goods rise and have a fluffy texture. When you’re making a recipe, it is important to note that baking soda and baking powder are different, and we are going to make some observations to try to find out how they are different.

[Begin demonstration] This is baking soda, and it usually comes in a small box like this. This is baking power, and it is usually packaged in a small metal can. This cup contains baking powder, and this one contains baking soda. I am going to walk around so you can see them. Next, I will be adding water to each of these cups. Would anyone like to share their predictions? Now, I will add water to each cup, one at a time. Watch closely. I will walk around so you can see up close. As you saw, the baking powder fizzed and bubbled, but the baking powder did not. The cup that contained baking powder fizzed because a reaction took place between an acid and a base. [Write key words on the board during
the next section.] The base in baking powder is baking soda. For a reaction to take place in a recipe containing baking soda, another ingredient in the recipe will be an acid, such as honey or buttermilk.

What you just saw was an example of a demonstration which are especially common in science classrooms. Like all other anticipatory activities, a demonstration is done at the beginning of the lesson to introduce the new topic and capture the attention of your audience. The demonstration you just viewed would introduce students to a lesson on acids and bases. When doing a demonstration, it is extremely important to make sure that all students are able to see what you are doing. I chose to walk around the room because the reaction was hard to see from a distance, but some demonstrations just need to be propped up on a box or could be shown using an overhead projector. A demonstration usually presents a theory or concept and involves movement and possibly kinesthetic activities.

Check for Understanding ➔
(Blooms Taxonomy: Comprehension)

Guided Practice ➔

Can someone give me a brief summary of what a demonstration is? [an anticipatory activity that involves a presentation of a new concept or theory, often involves movement or manipulation]

Now that you have seen an example of a science demonstration and learned about what a demonstration is, choose a topic that may be taught in your classroom and design a demonstration that could be done. I will give you only 2-3 minutes to discuss, then be prepared to share with everyone what you have designed.

Who would like to share the demonstration that they designed? [students share ideas]

Thanks for contributing those innovative ideas! Another type of anticipatory activity is called a visual display, which Rachel has prepared.

RACHEL: Today we have a special guest via satellite feed from England. So, Mr. Dickens? Are you there? [the following section will be a video presentation]

Ms. D: Mr. Dickens! Welcome! Thanks so much for taking time out of your busy schedule to join us today!

Dickens: My pleasure, my pleasure. Anything to fill young minds with insight.

Ms. D: Let’s start with a simple question: which two cities are we talking about here?

Dickens: This novel is about Paris and London during the French
Ms. D: Mr. Dickens, we live in a different culture in a time where our students play video games instead of reading history books. Can you give us a little background on what England and France were like during A Tale of Two Cities?

Dickens: Of course, of course. But blimey! If they had that sort of technology when I was a kid I would’ve found it hard to resist too! It really was the “best of times and the worst of times.” The wealthy were receiving taxes from the poor allowing them to buy Versailles, a HUGE castle outside of Paris. But the poor were starving because they had to pay taxes and there had been a bad harvest.

Ms. D: That sounds so horrifying! What about when you wrote the novel in 1859? Did any of your cultural contexts contribute to your writing?

Dickens: I positively couldn’t help myself! I had something to say and blast! I was going to say it. England desperately needed reform at the time and if we didn’t we were going to end up having an English Revolution! I used my novel to warn readers that history repeats itself.

Ms. D: Yes, yes, an important warning indeed. So Mr. Dickens, tell us a little bit about how A Tale of Two Cities was published.

Dickens: Well, the first chapter of A Tale of Two Cities appeared in the introductory issue to my new magazine, All the Year Round on April 30, 1859. A week later it appeared in America! The rest of the novel was given in weekly installments before it came out as a whole book. It was so perfectly splendid that even my magazine became popular! Psstt... side note. Check out the chapter headings for a rough outline of the book.

Ms. D: Wow! Congratulations on that accomplishment! And to think that we’re still reading your book almost 200 years later! One last question for you, Mr. Dickens: can you point out any themes that we should look out for in your book?

Dickens: Yes, yes. Throughout the book there is a lot of contrast as well as a lot of doubles. Look for themes of resurrection. Look for characters and themes that represent doubles. Watch for instances of sacrifice. And of course, look for your own themes!

Ms. D: Well, Mr. Dickens, that looks to be all the time we have for today. Thanks so much for this wonderful pleasure.

Dickens: Oh, my pleasure. This was simply splendid! Have a great rest of your day and enjoy reading!

Ms. D: Thank you. We will. We will. [end of video]

This satellite interview is an example of a visual display. You can also use videos, websites, television shows, PowerPoint
Check for Understanding
(Blooms Taxonomy: Analysis)
Guided Practice

Check for Understanding
(Blooms Taxonomy: Analysis)
Guided Practice

presentations, and more. These give the students an opportunity to experience some variety in the classroom. I thought this idea was a lot of fun and very unique. Students might find it a little cheesy, but cheese often reaches students, even if they don’t want to admit it. Using visual aides can really add to your class.

**Why is this an effective means of getting student attention?**

*Take about three minutes to discuss in your content groups some ways you can use visual displays in your classroom. Try to be as specific as possible.*

[Give students 3 minutes to chat, mingling about the room]

Now that you’ve had some time to chat, would someone in the Arts share an example for us?

[Art student shares an idea.]

Thanks so much! I really think that’s a great idea. It will get students engaged and allow a different sense to be used in their learning.

Now, Allison will present an example of a discrepant event.

**RACHEL:** [Comes running in.] Ma, there’s a letter!

**ALLISON:** Oh kids it’s from your brother! Listen, listen!

[Allison reads the following letter]

“Dec 1st 1864

Dear Mother, Your letters by Lt Wilhelm & Ben Cauble came to hand last night. I was glad to hear from home. I recd the comfort & gloves I send the comfort back for I think they do more harm than good You need not send my over coat for I have enough to carry now there is a pistol in our Co for sale if I can get it for less than one ($100) hundred Dollars I will send it by the Lieut. Ma I witnessed something the other day that I never saw before & never wish to see again one of our Brigade was shot for desertion poor fellow I could not help pitying him when he was marched around the Brigade we were formed in a hollow square he was placed upon his coffin and a white cloth placed over his eyes and then the command was given Ready. Aim. Fire. And twelve rifles were discharged only six were loaded five balls struck him and the Dr dismounted at the discharge and examined his pulse and came back and reported him dead & we were marched back to our quarters. Oh it was awful. Capt Cook has arrived he says tell Pa
he must excuse him for not calling on him he met up with Lt Wilhelm & did not have a chance to do so. I think I would have laughed if I had been home at the time the prisoners broke loose ask Pa if his gun was loaded & how many rounds of blank cartridges he had and if he had bayonets fixed or if he was scared much. Abraham Morgan is home on (30) thirty days furlough you can send me a box by him when he returns. If you can get those cloths I wrote about you will have an opportunity to send them. Tell Mrs. Allen if we are ordered to go we will do so but we don’t want to be ordered again give my respects to all of our family & Mrs. Shumans & Mrs. Allen and write soon & send me some writing paper & envelops by Morgan.

my love to all,
write Soon to,

Your Affectionate Son
Cicero R Barker”

[Allison Stand up]

ALLISON: That is an example of a discrepant event. Discrepant events are those demonstrations that involve a surprising or startling occurrence designed to command the students’ attention. That was just one of the many thing you could do in a classroom.

What are some ways you could do this in a class? What are the negatives about an activity like this?

In your content groups come up with a couple of different ways you can use discrepant events in your classrooms.

[Allison, Lori, Kristen, and Rachel will go around discussing and working with the groups.]

ALLISON: Can someone from each group give one suggestion?

[Listen to and discus suggestions.]

ALLISON: Think about involving some of these methods in your presentations both for this class and other education classes you are taking. Thanks for listening and now Lori will talk to us about thought-provoking questions.

LORI: Good Afternoon, welcome to art class. I want you to
| **Check for Understanding** → | respond to the prompt on the board on your own, jotting your ideas down in the space provided. [Teacher walks around and watches/discusses with students.]

Okay, now I would like you to share with the person next to you, and then we will discuss it as a group.

So, what is art? [Teacher leads discussion based on students input from what they came up with. (Deeper questions, does it have to move you?, do you have to understand it?, does it have to be art in the typical forms we think of...on paper, sculptures etc.? Can it be found in nature?)]

This is an example of a Thought Provoking Question. It gets students thinking deeply about something and allows them to collect and narrow their thoughts on a specific topic. The question should be pretty open and the answers should vary greatly. The goal of a thought provoking question is to appeal to the emotional side of the student and get them interested in a specific topic. Another way to do this is to leave the questions to the student and provide the topic for which they should develop questions. A teacher can use something like KWL to get the students to formulate questions they want to consider within a certain topic area. This can help the teacher design the direction of a unit or lesson. Lastly, a way to get them questioning the subject matter is to provide a teacher designed anticipation guide. This includes questions that can be answered before reading and then again after reading.

Can anyone give me an example they might be able to use?

Now in your content groups come up with a few examples of ways to use this anticipatory activity in your specific content area. [Walk around discussing with certain groups, have some share at the end.]

| **Guided Practice** → | These are dispersed throughout the presentation of content. Please see the left column indicating when the checks take place.

The guided practice activities are also distributed throughout the presentation of content.

| **Independent Practice** | The learner will write their

LORI: We are now going to pass out note cards and you will have a few minutes to reflect on the four different types of anticipatory activities that we have learned about. Please write about the type of anticipatory activity you think you will use the most in your future classroom. Explain why it is suited to your content area. |
answers to two prepare questions on a note card. The note cards will be collected and reviewed by the presenters. This independent practice also serves a final assessment.

and the strengths of that specific type of activity. On the back, write what we could have done to improve your learning during this lesson. We’ll collect the cards after a few minutes, at which point our lesson will be completed.

[collect cards after 5 minutes]

Thank you for listening to our lesson!

Use of Technology

We will be using a computer as well as Microsoft PowerPoint. The PowerPoint presentation is brief and provides short summaries of the content. During the presentation of content, a video clip will be shown that was recorded by Rachel and burned on a DVD. Ideally, an Elmo Projector would have been very useful during the demonstration done by Kristen so she would not have to walk around the classroom.

Handout

A handout will be distributed. This handout will include columns for notes during the examples, the definition of the activity, and ideas for future use for each type of anticipatory activity. This will serve as a note taking guide for the students. Additionally, a blank note card will be given to each of the students at the end of the lesson during the independent practice.
## Anticipatory Activities

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