**Anticipatory Set ideas
*Note: These were originally written for the traditional classroom; however, many could be adapted for an online environment. For more information, please contact your Faculty Development Liaison: http://www.fhsu.edu/learningtechnologies/Staff/fac-dev-liason.html***

* **Show & Tell**: Use a prop from a story students are about to read. Use a plant, leaf, water, etc. in science; an abacus in math; a prop in history.
* **Story:** Tell a quick and engaging story that goes directly to the material.
* **Analogy:** Offer an interesting analogy that touches students' lives. An example of a useful analogy is of a teacher comparing single replacement bonds in chemistry to dancers choosing partners at a school dance.
* **Prop:** An example could be a jacket like the main character in the story might have worn. Or a globe and flashlight to show the earth's rotation.
* **Media:** A picture, a piece of music, or brief video can enrich your hook when it supports your objective.
* **Status:** Describe something great: Use great work by a student, or give reasons a famous author is highly regarded. Have students close their eyes as you describe a scene or event from history; read a passage with descriptive adjectives, adverbs; a description of a planet, etc.
* **Challenge:** Offer students a challenging task and let them try to solve it.
* **Survey:** Survey students by asking questions and having them step to a side or corner of the room that represents their response.
* **Prediction:** Present a scenario and have students make a prediction.
* **Stumped:** Create a scenario where someone is stumped and the students must figure out a solution independently or in groups.
* **Song:** Play a song as the students enter the room, or post it to an online learning module. Ask students how the song might be related to a given concept. Let them share their ideas before you explain your purpose for doing it.
* **Experiment:** Conduct an experiment that illustrates a concept. For example, use water to fill 3D containers to illustrate volume or help students make a recipe using benchmark measurements.
* **Vocabulary connections:** Give students a group of words related to the lesson have them guess the topic or find the word that doesn’t fit in the group.
* **News:** Bring in a newspaper article or online news clip that addresses an area of interest or importance to your students.
* **Skit/Dress-Up:** Give students roles and have them act out a skit. Or, come in dressed for a given role. It can be as simple has wearing a sports jersey if you’re writing algebraic equations on a person buying a $75 ticket and *x* number of hot dogs at a game.
* Tell students a **riddle** or **brain teaser** that relates to the lesson.
* **Ask a question:** In order to get your students engaged in an upcoming lesson, ask

them a question that will interest them and activate prior knowledge.

* **Use a visual:** For example,tell students that they have thirty seconds to remember everything they can about a painting. After the thirty seconds, remove the painting and ask students to recall all they can about the painting.
* **Graphic Organizer:** Ask students to use a graphic organizer to generate thoughts closely related to the learning objective.
* **Tell a joke:** Using humor can be a fun way to engage your students.

***Example:*** To teach homonyms, tell the following joke (use a whisper for the pony’s voice): *A pony walks into a restaurant and says to the waiter “excuse me sir, can I order a soda?” The waiter responds “excuse me, but I can’t hear you!” The pony then says*

*“I’m sorry but I’m a little hoarse.”*