

## Get Ready to Read

Early uses of the Internet focused on finding information. Today's teachers want to use the information for teaching and learning. With the click of a mouse, teachers and students can tap into a world of social studies information available on the Internet by simply typing key words into a search engine. The challenge of going beyond finding useful information to promoting meaningful learning can be encouraged with reading strategies that help students to develop skills in understanding expository texts available on the Internet. Anticipation guides help students get ready to read Internet information.

Developed by J. E. Readance in 1986, anticipation guides are used by many teachers as a way to help students connect new information to prior knowledge. Prior to reading Internet information in a social studies lesson, anticipation guides can be used as prereading strategy to help students connect to prior learning or to examine ideas about a topic. By developing a list of true/false statements designed to connect to previously learned information, teachers can focus student attention during Internet research. Anticipation guides help students to consider the "big ideas" that will be revealed in the text.

Using anticipation guides to help students focus on key social studies ideas is a powerful cognitive strategy. Choose topics that help students to check their understanding of key concepts while extending learning. Information on social studies topics such as global warm-

ing, world news, immigration, and world cultures provide fertile avenues for connecting to prior knowledge and encouraging active learning in social studies class.

Here are three sites that we have found useful in my social studies methods class.

<http://www.epa.gov/globalwarming/kids/>  
This Environmental Protection Agency Web site provides useful information for students to develop an understanding of global warming. Because this topic holds some disagreement among the science community, teachers need to select resources such as the EPA site to acquire relevant and politically neutral sources for information.

<http://www.timeforkids.com/>  
Published by *Time* magazine, Time for Kids is an outstanding source for age-appropriate current events information. This printable information is a perfect resource for developing meaningful understanding of timely topics.

<http://www.cia.gov/cia/publications/factbook/>  
For older students, the CIA World Factbook is useful for examining preconceived notions about different countries in the world.

### Using Anticipation Guides with Internet Resources

Teachers: Steps one and two should be done prior to the lesson.

**Step 1: Identify Big Ideas.** Select the Web site that you want your students to use to connect to expository information. As you read the information, make a list of the key ideas that you want students to recognize from the text. Use the key ideas to develop true/false statements about the text. Good examples of anticipation guides can be found at

Read, Write, Think (<http://www.readwritethink.org>).

**Step 2: Construct the Anticipation Guide.** Write four to six statements that can be learned from reading the information available at the Internet Web site. These statements may support or challenge students' beliefs about the topic. Some statements should be true and some should be false. Following each statement, include two columns that are labeled *Agree* or *Disagree*. There should be two sets of columns—one before students read the information and one after they read. Construction of the anticipation guide can be as simple or elaborate as you choose to make it. You can use word processing to make a simple list or a more elaborate table.

**Step 3: Demonstrate and Discuss.** Share the guide with students by modeling the first statement. Read the statement and ask the students if they agree or disagree with it. Provide the opportunity for students to defend their opinion.

**Step 4: Read the Internet Information.** Students need to access the information by locating the Web site to read and find evidence to support or disprove their original responses.

**Step 5: Revisit Your Opinions.** After reading the Internet information, students will confirm or revise their earlier responses on the anticipation guide.

Effective classroom teachers know that connecting to prior knowledge is one of the most important things that we do with students throughout the school day. Finding ways to make connections with information available on the Internet can be achieved with anticipation guides.

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