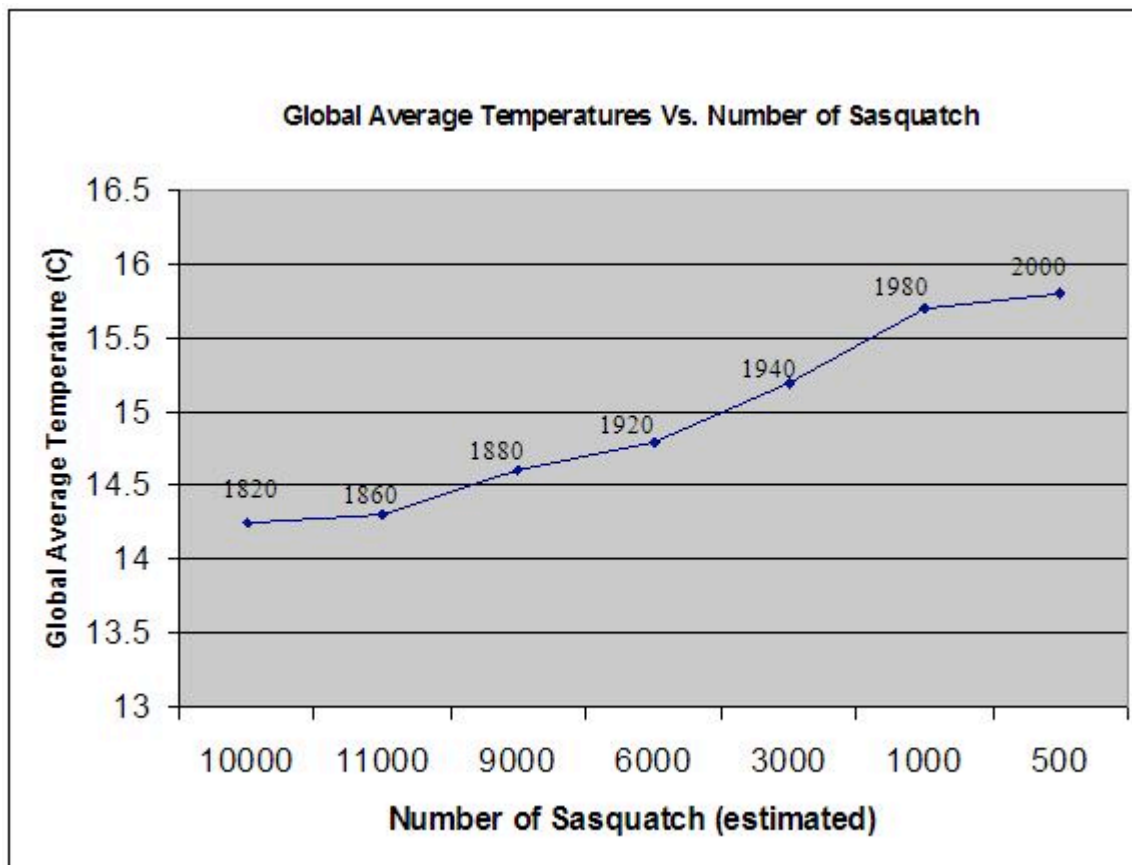


Rising Global Temperature

You may be interested to know that global warming, earthquakes, hurricanes, and other natural disasters are a direct effect of the shrinking numbers of Sasquatch since the 1800s. Although estimating the population of rare species like Sasquatch involves many different formulas and methods, there is strong evidence to suggest that the population of Sasquatch has made a steady decline. The graph below shows the approximate number of Sasquatch versus the average global temperature over the last 200 years. As you can see, there is a statistically significant inverse relationship between Sasquatch and global temperature.



Practice Think-Aloud Passage

Fossil Finding

"The rock was still wet. The animal was glistening, like it was still swimming," recalls Hou Xianguang. Hou discovered the unusual fossil while surveying rocks as a paleontology graduate student in 1984, near the Chinese town of Chengjiang. "My teachers always talked about the Burgess Shale animals. It looked like one of them. My hands began to shake." Hou had indeed found a *Naraoia* like those from Canada. However, Hou's animal was 15 million years older than its Canadian relatives.

from: http://www.collegeboard.com/student/testing/sat/prep_one/passage_based/pracStart.html

II. ANALYSIS

You should organize the results of your study in the following 3 sections:

- I. **School Context and Student.** You should describe your placement, the school, the technology resources, and the student you are observing in sufficient detail to give the reader a sense of what it is like to be a learner at this school.
- II. **Observations and Patterns.** Here you should describe your observations and the patterns you noticed in both the *traditional* and *new literacies* tasks. This can be in narrative form—meaning that you can tell “the story” about how your student engaged the tasks. You might consider the following questions:
 - *What skills did you observe?*
 - *How did the student “read” the text?*
 - *What were some interesting features or strategies that the student used?*In this section you are just trying to clearly explain “what happened” and you will address “why” you think it happened in the last section.

- III. **Interpretations & Conclusions.** Here you should explain “how the student made sense” of the tasks. You should support your interpretations should be supported by the evidence you’ve presented earlier. Also, you might conjecture about the following questions:
 - *Do “new literacies of the internet” really exist?*
 - *What are some of the challenges in using different kinds of “text” with students?*
 - *What new skills and strategies does your student use or require while reading information on the Internet?*

Investigation of Print and Internet Literacies

Fall 2005: *New Literacies Case Study Description*

In this investigation, you will ask a student to tell you what he/she is thinking while reading. Then you will observe the student as they use the internet to answer a question. This will help you to identify traditional print literacies and the new literacies required to read and learn on the Internet. Your observations will allow you to address these two questions:

1. What new skills and strategies do students either use or require while reading information on the Internet?
2. How are these different from reading skills that students use while reading a book or magazine?

I. OBSERVATION – Data Collection

A. Identify traditional literacies:

1. Select a student and explain that you are doing an assignment for your teacher education class. Thank the student for helping you better understand what students do when they read and use the internet—and that this will help make you a better teacher in the future.
2. Model for the student how to do a Think Aloud while reading. Use the sample passage. Explain the strategies that you use while reading. Then ask the student to do a think aloud as he/she reads the short passage about **Rising Global Temperatures**.
3. Use the attached *Data Record Sheet—Traditional* to record your observations.
4. If your student does not spontaneously provide information during the Think Aloud, prompt the student to tell you what he/she is doing by asking questions like:
 - a. Can you tell me what you are thinking?
 - b. How are you reading? What are you doing while you read?
 - c. Tell me everything that you are thinking.
 - d. How do you figure things out while you read?
5. Record as much observational data as possible.

B. Identify new literacies:

1. Now, take the student to an Internet computer with the search engine, Google, displayed on the screen.
2. Ask your student to use the computer to answer: **“How could or might Sasquatch cause a change in global temperatures?”**
3. Have your student do another Think Aloud, explaining to you what they are doing and why they are doing it.
4. Use the attached *Data Record Sheet—New Literacies* to record your observations.
5. If your student does not provide this information during the Think Aloud, prompt the student to tell you what he/she is doing by asking questions like:
 - a. Can you tell me what you are thinking when you read on the Internet?
 - b. How are you reading? What are you doing while you read on the Internet?
 - c. Tell me everything that you are thinking.
 - d. How do you figure things out while you read on the Internet?
 - e. Why did you choose this link?
6. Record as much observational data as possible.

Do not write the student’s name on the notes; use the word **Pupil** to indicate what the student says or does. Do not write your name on the notes; use the label **Intern** to indicate what you say or do. Look for new skills and strategies that the student uses which are different on the Internet compared to reading traditional text.