

**Howard Gipstein  
Books in School**

## **Podcasting Lesson Plan**

**Students do Internet research on subjects of their choosing, write reports on news stories, create book reports, or make up “Full-Brain Activity” stories. Students are given time each day to gather photos, draw pictures, create PowerPoint slides, and write scripts for a weekly presentation to the class.**

**Each presentation is recorded with a digital video camera to create a video podcast. The podcasts are collected in student folders on the teacher’s laptop computer and then burned onto CDs for students to keep.**

**The following guidelines are provided in individual student envelopes where students keep printouts and photos from their research. Each envelope also includes a copy of the rubric. The rubric points are added to the overall weekly classroom and homework points which lead to awards and prizes at the end of the week.**

### **Standards:**

#### **1.0 Written and Oral English Language Conventions**

**Students write and speak with a command of standard English conventions appropriate to this grade level.**

### **Listening and Speaking**

#### **1.0 Listening and Speaking Strategies**

**Students listen critically and respond appropriately to oral communication.**

They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

*Comprehension* 1.1 Retell, paraphrase, and explain what has been said by a speaker. 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. 1.3 Respond to questions with appropriate elaboration. 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia).

*Organization and Delivery of Oral Communication* 1.5 Organize ideas chronologically or around major points of information. 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone. 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.

*Analysis and Evaluation of Oral and Media Communications* 1.10 Compare ideas and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts.

## **2.0 Speaking Applications (Genres and Their Characteristics)**

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

Using the speaking strategies of grade three outlined in Listening and Speaking Standard 1.0, students: 2.1 Make brief narrative presentations:

Provide a context for an incident that is the subject of the presentation.

Provide insight into why the selected incident is memorable.

Include well-chosen details to develop character, setting, and plot.

2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone. 2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.

## **Research Reports:**

(1)

- **Completion of display board**
- **Appropriate use of computers**
- **Understanding of subject**
- **Good verbal presentation**

(2)

**3 of the above objectives**

(3)

**2 of the above objectives**

(4)

**1 of the above objectives**

(5)

**0 of the above objectives**

## **News Reports:**

**Addressing who, what, where, when, why questions**

(5)

**Addressing 4 of the above questions**

(4)

**Addressing 3 of the above questions**

(3)

**Addressing 2 of the above questions**

(2)

**Addressing 1 of the above questions**

(1)

## **Book Reports:**

**Addressing plot, setting, characterization, and student response**

**(4)**

**Addressing 3 of the above**

**(3)**

**Addressing 2 of the above**

**(2)**

**Addressing 1 of the above**

**(1)**

## **Conversation Ball**

**The teacher tosses a squeeze ball to a student who wants to speak to the class. The student can stay seated or come to the front of the room. Any topic is acceptable as long as it's appropriate for the classroom (nothing negative, no bad language). Each student is given five minutes to talk. The student can also present pictures, PowerPoint slides, or things from home. Also, drawing on the board is permitted.**

**The audience is expected to sit quietly, giving the speaker their full attention. The only person allowed to speak is the person holding the ball. When the student finishes speaking, the ball is tossed back to the teacher and then the teacher tosses the ball to a student who is quietly raising a hand to speak. That student then has five minutes to ask questions or present a new topic. If anyone interrupts or speaks inappropriately, points are lost. Extra points are gained by asking thoughtful questions or by making insightful comments. The objective of the game is to provide practice in**

appropriate classroom and overall social behavior. A squeeze ball is used because it is soft and can be used to alleviate anxiety while speaking. Also, the physical nature of the activity provides an outlet for hyperactivity.

The points are posted each time the game begins. The rubric points are added to the overall weekly classroom and homework points which lead to awards and prizes at the end of the week. The game is recorded on a digital video camera and made into a podcast. Many students need help developing patience and sensitivity to other people. This game clarifies the parameters of appropriate social interaction. Included in each podcast is a class discussion about what is good about the interaction and what could be improved.

#### **Points:**

- |   |            |
|---|------------|
| • Talking only while holding the ball     | 500 points |
| • Talking only about appropriate subjects | 500 points |
| • Refraining from distracting behavior    | 500 points |
| • Good response to another student        | 500 points |
| • Thoughtful comment                      | 500 points |

## **Full Brain Activities**

This activity involves all aspects of academic learning: reading comprehension, math calculation and reasoning, map skills, and creative writing and storytelling. The following slides provide an example of the activity and a breakdown of the points that the students earn by doing each part of the activity. An additional 1,000 points are earned when a student presents his or her story in front of the class as a podcast.