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Podcast Lesson Plan

Summary

The lesson is intended for a First Grade class and is a follow-up to the Alphabet Book lesson. The lesson should be between 45 minutes to 1 hour. Its purpose is to help students improve their oral language skills, as they are interviewed about a page in their Alphabet Book.

The classroom where the lesson will be taught is a Smart Classroom, with many forms of technology. However, the one piece of technology that is focused on in this lesson is the use of Podcasts.

A Podcast is being used as the publishing stage of the writing process since presenting is part of the publication process. Thus, this lesson is given to help improve the language skills of the class.

Intended Learning Outcome

Students will be able to develop oral language skills as they effectively interview and are interviewed in partners about their alphabet books on the class's weekly podcast (Utah Core Curriculum, Standard 1, Objective 1 & 2).

Materials Needed

- 1 SMART Board
- SMART Board marking tools
- Interview Compilation
- 20 Previously made Alphabet Books
- 1 Rubric
- 1 Video Camera with microphone

Instructional Procedures

- While students are at recess, the teacher will setup her video camera and two chairs in the back left meeting corner (this will be the location in the classroom for interviews). She will also put each student's completed Alphabet Book face down on his or her desk.
- As students come in from recess they will be asked to sit at their desks and leave their Alphabet Book face down on their desk.
- The teacher will teach the different jobs and aspects of being interviewed (i.e., interviewer, interviewee, questions, answers, staying on topic, listening) and write these on her SMART Board. The teacher will also teach the speech of an interview (i.e., no mumbling, using clear and understandable words) and write these on her SMART Board.
- The teacher will show her previously made interview compilation and throughout the video the teacher will pause and have her students point out the different parts of the

interview and the speech used in the interview. As these aspects are found in the compilation, the teacher will put a tally mark next to each one. At the end of the compilation, the teacher will review with her students the different aspects of interviewing. With the teacher leading them, the whole class will count how many times each was shown in the video.

- Next, the teacher will tell each student to use the discussed aspects of interviewing to interview the table neighbor sitting next to them. The teacher will post the rubric on her SMART Board and go over it with her students; answering any questions they have concerning their assignment. Then, students will turn over their Alphabet Book and select a letter from their book to share with their partner. The teacher will hand out red and blue stickers to each partnership. Students will be told that the ones given the red stickers will be the interviewer first and the ones with the blue stickers will be the interviewee first. Students will begin their interviewing. After five minutes the teacher will ring a bell. The students will be instructed to switch roles and interviewing will take place again.
- After five minutes, the teacher will ask her students to come to the class's interview location. They will sit down in a half-circle and listen as each partnership interviews each other and the teacher records the interview.
- When the lesson is completed, the students will be asked to return to the desks for the next part of the day.
- After school, the teacher will post the completed Podcast on the school's secure website. Parents/guardians can look at their children's presentation as they login using their given username and password.

Assessment

The teacher will know if the students have demonstrated effective oral communication skills as she uses the following rubric:

	Excellent	Okay	Needs Improvement
Interviewer's Questions:	Asking 3 on topic questions about the interviewee's chosen letter or page.	Asking 1-2 mostly on topic questions about the interviewee's chosen letter or page.	Asking no on topic questions about the interviewee's chosen letter or page.
Interviewer's Speech:	Using clear, understandable words (NO mumbling!) when asking questions.	Using a few mumbled words, but most are clear and understandable.	Most or all words are mumbled and unclear.
Interviewer's Actions:	Demonstrating listening by always looking at the interviewee as he or she is answering questions.	Mostly demonstrating listening by sometimes looking at the interviewee as he or she is answering questions.	Not demonstrating listening by not looking at the interviewee as he or she is answering questions.
Interviewee's	Answering all 3	Answer question(s)	Not any answering

Answers:	questions and staying on topic.	asked staying mostly on topic.	question(s) or answering all questions and not staying on topic.
Interviewee's Speech:	Using clear, understandable words (NO mumbling!) when answering questions.	Using a few mumbled words, but most are clear and understandable.	Most or all words are mumbled and unclear.
Interviewee's Actions:	Demonstrating listening by always looking at the interviewer while he or she is asking questions.	Mostly demonstrating listening by sometimes looking at the interviewer while he or she is asking questions.	Not demonstrating listening by not looking at the interviewer as he or she is asking questions.