



Podcasting – Rockin’ the Classroom

OVERVIEW

Bring free audio and video content into the classroom – and post content for others to listen to! There are podcasts for teachers by teachers, podcasts for students and best yet, podcasts made by students. In this session we’ll discuss how to find podcasts, subscribe and listen to podcasts, and create podcasts. Just imagine the possibilities for your classroom!

GRADE LEVELS

Elementary – High School

TIME ALLOTMENT

5 - 1 hour class periods for a podcast
10 - 1 hour class periods for an enhanced podcast
15 – 1 hour class periods for a video podcast

SUBJECT MATTER

This lesson includes instructional goals in English, Math, Social Studies, Science and Fine Arts.

LEARNING OBJECTIVES

The students will be able to:

- Formulate a plan to successfully create a podcast, enhanced podcast or video podcast
- Dramatize an oral reading

- Accurately calculate the timing for each audio project
- Utilize the technology resources needed to complete the project

STANDARDS

Texas Essential Knowledge and Skills (TEKS) (<http://www.tea.state.tx.us>)

§110.2. English Language Arts and Reading, K-5

- (b) Knowledge and skills.
- (3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:
 - (A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume



and rate (K-3);

(B) use verbal and nonverbal communication in effective ways when making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3).

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

(A) learn the vocabulary of school such as numbers, shapes, colors, directions, and categories (K-1);

(B) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(C) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(D) retell a spoken message by summarizing or clarifying (K-3).

§110.6. English Language Arts and Reading, Grade 4-8

(E) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens actively and purposefully in a variety of settings. The student is expected to:

(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);

(C) understand the major ideas and supporting evidence in spoken messages (4-8).

(3) Listening/speaking/appreciation. The student listens, enjoys, and appreciates spoken language. The student is expected to:

(C) assess how language choice and delivery affect the tone of the message (4-5).

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);

(B) demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);

(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);

(D) use effective rate, volume, pitch, and tone for the audience and setting (4-8);

(E) give precise directions and instructions such as in games and tasks (4-5); and



- (F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).

§110.42. English I / §110.43. English II

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes and audiences. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of purpose, audience, occasion, and task;

(C) prepare, organize, and present a variety of informative messages effectively;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(F) make relevant contributions in conversations and discussions.

§110.44. English III

(15) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:

(A) use the conventions of oral language effectively;

(B) use informal, standard, and technical language effectively to meet the needs of

purpose, audience, occasion, and task;

(C) communicate effectively in conversations and group discussions while problem solving, and planning;

(D) use effective verbal and nonverbal strategies in presenting oral messages;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others; and

(G) make relevant contributions in conversations and discussions.

§110.45. English IV

(15) Listening/speaking/critical listening. The student listens attentively for a variety of purposes. The student is expected to:

(A) demonstrate proficiency in each aspect of the listening process such as focusing attention, interpreting, and responding;

(B) use effective strategies for listening such as preparing for listening, identifying the types of listening, and adopting appropriate strategies;

(C) demonstrate proficiency in critical, empathic, appreciative, and reflective listening;

(D) use effective strategies to evaluate his/her own listening such as asking questions for clarification, comparing and contrasting interpretations with those of others, and researching points of interest or contention; and

(E) use effective listening to provide appropriate feedback in a variety of situations such as conversations and discussions and



informative, persuasive, or artistic presentations.

(16) Listening/speaking/purposes. The student speaks clearly and effectively for a variety of purposes. The student is expected to:

(A) use conventions of oral language effectively, including word choice, grammar, and diction;

(B) use informal, standard, and technical English to meet demands of occasion, audience, and task;

(C) respond appropriately to the opinions and views of others;

(D) adopt verbal and nonverbal strategies to accommodate needs of the listener and occasion;

(E) ask clear questions for a variety of purposes and respond appropriately to the questions of others;

(F) make relevant contributions in conversations and discussions;

(G) express and defend a point of view using precise language and appropriate detail; and

(H) speak responsibly to present accurate, truthful, and ethical messages.

MEDIA COMPONENTS

WEBSITES

Apple Education – iPod in the Classroom – Lesson Plans

<http://www.apple.com/education/solutions/ipod/lessons/index.html>

A collection of educator-created lesson plans for you to use as idea starters for using podcasts in your classroom. These wonderful examples come from educators like you, who are using podcasts to enhance their curricula and student performance.

Podcasting in Education

<http://learninginhand.com/podcasting/index.html>

Resources for handheld computing in education by Tony Vincent. Learn how to find, subscribe, listen and create podcasts.

Podcast Central

<http://mabryonline.org/podcasts/>

Excellent examples of podcasting in all subject areas at the middle school level.

Long Elementary Podcasts

<http://long.dearbornschools.org/podcast/Long%20Elementary/HOME.html>

Students at Long Elementary work together to create interactive education podcasts and take learning to a whole new level.

Radio WillowWeb

<http://www.mpsomaha.org/willow/radio/index.html>

Radio WillowWeb is a podcast for kids and by kids from the students at Willowdale Elementary School in Omaha, Nebraska.

iTeach Digital

<http://iteachdigital.com/>

A collection of websites on podcasting by Maria Henderson. Resources include K12 examples, podcast creation sites, hardware and recording devices, and other tid bits.

Create Podcasts Using Your PC

http://www.windowsdevcenter.com/pub/a/windows/2005/04/05/create_podcasts_with_pc.html

or



Recording a Podcast

http://www.jakeludington.com/podcasting/20050222_recording_a_podcast.html

This site walks you through the steps of creating a podcast on a PC.

BookPALS Storyline Online

<http://www.storylineonline.net/>

From the Screen Actors Guild Foundation, Storyline Online is a streaming video program featuring SAG members reading children's books aloud.

Recipes4Success

<http://www.myt4l.com/>

A free online rubric and checklist tool from Tech4Learning.

iKeepPodcasts

<http://www.ikeepbookmarks.com/browse.asp?acount=147398&clientWidth=0>

A wonderful collection of podcasts compiled by John Simi, Technology Specialist for Shelby County Schools in Memphis, Tennessee.

SOFTWARE

Audacity

<http://audacity.sourceforge.net/>

Software for recording and postproduction of your podcast. Available for both Mac and PC users.

GarageBand 3

<http://www.apple.com/ilife/garageband/>

Software for recording and postproduction of your podcast. Available for Mac users.

ACIDplanet.com

<http://www.acidplanet.com/tools/8packs/>

An 8pack project is an ACID file that includes eight loops arranged into a song. 8pack projects illustrate how a song is constructed in ACID software, and how easy it is to combine loops from various Sony Sound Series™ Loops and Samples libraries. Every week there will be a new 8pack project to download — for free!

iTunes 6

<http://www.apple.com/itunes/download/>

Software to have podcasts automatically downloaded to your computer. Available for both Mac and PC users.

MATERIALS

You will need the following to complete these activities:

PER CLASS

Desktop or laptop computer with appropriate podcasting software.

External microphone

or

Headphones with a microphone

PER COOPERATIVE GROUP

Digital camera (Enhanced Podcasts)

Digital Camcorder (Video Podcasts)

Podcasting Rubric and Checklist

VOCABULARY

Audio- recorded sound

Broadcast- a single recorded program



Bumper Music- short music clips between segments

Digital Audio- sound that is used by a computer

Host- the person who introduces a broadcast and each of its segments

Microphone- a piece of equipment that changes sound into electronic signals

mp3- a file format for storing digital audio

Podcast- a kind of broadcast that delivers digital audio to portable players and computers

Record- converting sound to an electronic form

Segment- a portion of a broadcast

Tag Line- a witty slogan used in a broadcast

Teaser- the audio portion of a broadcast that gets the audience's attention

PREP FOR TEACHERS

1. Become familiar with the software needed to make your podcast.
2. Decide what kind of broadcast your class will be creating- a podcast, an enhanced podcast, or a video podcast.
3. Check to be sure all software is installed and functional.
4. Become familiar with the use of the external microphone.
5. Determine size of student groups.

INTRODUCTORY ACTIVITY: SETTING THE STAGE

Ask students if they own an iPod or know someone who does. Inquire what students can do with an iPod. Discuss the concept of podcasting. Share with students that they will be creating a podcast that can be downloaded to their classroom or home computer and yes, even an iPod.

LEARNING ACTIVITIES

Day 1

1. Let students know that they will be creating enhanced podcasts. Students will be recording themselves and adding audio together with either scanned or digital images.
2. Show an example of an enhanced podcast to the class by viewing Long Elementary's enhanced podcasts at <http://long.dearbornschools.org/podcast/Long%20Elementary/HOME.html>.
3. Now tell students that they will be listening to a book being read aloud by a professional actor at BookPALS Storyline Online at <http://www.storylineonline.net/>.
4. After listening to the story ask students what they liked about how the story was read. Brainstorm ways students can make the stories they tell more interesting to listeners.
5. Discuss how students can prepare for reading their story aloud.

Days 2-8

1. Divide students into cooperative groups.
2. Each group should brainstorm topics for their enhanced podcast and decide if their artwork will be drawings, computer artwork, or digital photography.
3. Distribute the Podcast Rubric and Podcast Checklist and discuss them with the class.
4. Students will begin to develop their podcast. Students can assume various roles in the development of the podcast: script authors,



- illustrators/photographers, composers, readers, etc.
5. Ask students to practice reading their scripts checking for fluency, expression, rate, volume, pitch and tone.
 6. Record the script in small segments. (Once you place them back-to-back they will sound as if you recorded them in one sitting.)
 7. Add bumper music, voiceovers, sound effects and tag lines.
 8. Add the student artwork times to coincide with the music and student-recorded audio.
 9. Upload all the podcasts to a server to be shared with the campus and community.

- Communicate messages orally
- Respond verbally
- Read silently for comprehension as text is read
- Improve pronunciation of target language
- Write messages heard on a podcast

MATH

- Podcasts of math facts
- Podcasts demonstrating math concepts

SCIENCE

- Video podcasts of experiments for review

ARTS

- Podcasts of band and choir programs
- Podcasts of theater performances

TECHNOLOGY

- Electronic portfolios

ECT.

- iPods for Closing the Achievement Gap http://schoolcenter.k12albemarle.org/education/components/links/links.php?sectiondetailid=37922&sc_id=1145358217 - Imagine the possibilities
- Weekly podcasts to share school news
- Podcasts with supporting audio and video of core subject materials as a resource for teachers and parents
- Podcasts to share best practices, summaries of research, and reflections on teaching

CULMINATING ACTIVITY

Podcasts Palooza

Gather the class to showcase each group's podcast. Using a projector and external speakers, share each podcast with the class. Discuss the strengths of each podcast. Ask what students liked best about each production-remembering to keep comments positive and constructive.

CROSS-CURRICULAR & EXTENSION ACTIVITIES

Podcasts can be used to achieve many instructional outcomes.

SOCIAL STUDIES

- Local community podcasts
- Podcasts of oral histories

LANGUAGE ARTS

- Reading poetry to share with the community



APPENDIX A & B: Podcasting Rubric and Checklist- a sample podcasting rubric and checklist created at Tech4Learning <http://www.tech4learning.com>

APPENDIX C: Radio WillowWeb- a wonderful beginners guide to help in your podcasting efforts <http://www.mpsomaha.org/willow/radio>

Podcast Rubric

Name: _____

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Oral Presentation-Pace: Speaks at an appropriate pace	Speaker adjusted pace to stay within allotted time.	Presentation was close to specified length. Speaker's pace was appropriate throughout.	Tended to speak too quickly or too slowly. Presentation ran a little long or was a bit too short.	Consistently spoke too fast or too slow. Presentation was much longer or shorter than specified length.
Oral Presentation-Clarity: Clarity and volume	Appropriate volume throughout presentation. Varied volume when appropriate. Proper inflection throughout presentation. Spoke clearly and understandably.	Spoke at an appropriate volume for most of presentation. Good inflection and enunciation. Occasionally sounded monotone.	Spoke quietly. Increased volume briefly after being asked. Spoke with little inflection.	Barely audible, even after requests to speak up. No inflection. Sounded bored or uninterested. Paid little attention to proper pronunciation.
Teamwork-Problem-solving: Discussed, compromised, and made changes	Met frequently to identify problems. Discussed possible solutions, soliciting feedback from all team members. Chose best solution and made appropriate changes to project work.	Met frequently to identify and discuss problems. Worked as a team to solve problems.	Infrequent or unproductive discussions between team members. Did not find best possible solutions to problems.	Did not discuss problems with other team members. Pretended there was not a problem.
Media-Audio: Background music and sound effects	Background music set the mood and sound effects were used at appropriate times. Music and sound effects	Background music was appropriate for the content. Sound effects were used at appropriate times.	Music and sound effects were too loud, too soft, or inappropriate for content.	Did not use music or sound effects to convey feeling or information.

	enhanced the content.			
Media- Graphics: Backgrounds, illustrations, photographs, diagrams, and/or animation	Used colorful and consistent backgrounds that enhanced the mood of the project. Graphics and animations helped to clarify, explain, and support content.	Project used consistent background throughout. Used graphics to support project ideas and content.	Project used many different conflicting backgrounds. Graphics were used, but did not always support the content.	Project did not use backgrounds. Graphics were inappropriate and detracted from project.

MyT4L Rubric

www.tech4learning.com

Podcast Rubric

Name: _____

	I will speak at an understandable rate. My presentation will last the specified amount of time.
	I will speak in a clear, audible voice.
	When we had a problem, my team discussed it and agreed on a solution.
	My project uses background music and sound effects that contribute to the content.
	My project has graphic elements that support the content.

MyT4L Rubric

www.tech4learning.com



Radio WillowWeb

www.mpsomaha.org/willow/radio



November 2005
by Tony Vincent

For more information on podcasting,
visit learninginhand.com

Glossary Page 1

Radio WillowWeb is an online radio station for kids and by kids. Each new show is called a Willowcast. Each Willowcast has a host, tag line, and assortment of interesting segments. Each Willowcast can be heard around the world on WillowWeb as an mp3 digital audio file.

audio

recorded sound

broadcast

a single radio program (*see Willowcast*)

bumper music

short music clips used between segments

digital audio

sound that is used by a computer

host

a person who introduces the Willowcast and each of its segments

microphone

a device that changes sound into electronic signals

mp3

a popular way to store digital audio

Glossary Page 2

online

connected to the internet (or world wide web)

podcast

a kind of broadcast invented 2004 that automatically delivers digital audio to portable players and handheld computers

record

putting sound into electronic form

segment

a complete part of a Willowcast, usually written and spoken by one or two people

tag line

Clever, cool, or witty slogan used throughout a Willowcast (for example: "Radio For Kids, by Kids")

teaser

the first audio heard in a Willowcast where the host gets the audience excited to hear more

Willowcast

an individual broadcast of Radio WillowWeb, made up of several segments that are introduced by a host and lasting between three and ten minutes in length

Tag Line

Host

Name _____

- Write down three clever, cool, and witty saying to be used for the Willowcast..
- Try making up tag lines that:
 - Rhyme
 - Use words that have the same beginning sound
 - Use humor

Tag Line #1:

Tag Line #2:

Tag Line #3:

- Practice saying your tag lines out loud.
- Say each of your tag lines to ten people. Ask each person to vote for his or her favorite one. Put a checkmark in the box next to the tag line each time someone votes for that tag line.
- The tag line with the most votes will be used in the Willowcast.

The Teaser

Host

Name _____

- The teaser is the last part of the Willowcast to be written but the first part to be heard.
- The teaser introduces all the upcoming segments of the Willowcast to the listeners.
- The teaser should get listeners excited to hear more!
- Read over the segments that will be used in the Willowcast.
- Be sure to include:
 - The name of the host.
 - The tag line for the Willowcast.
 - What the audience will hear in this Willowcast.
 - Who is making the Willowcast (for example: Mrs. Hove's 2nd grade)

Teaser:

- Use the back of this page to write more if you need to.
- Practice saying the teaser out loud.
- Speak slowly so everyone can understand you.



www.mpsomaha.org/willow/radio

Segment Introductions

Host

Name _____

- Meet with each of the segment writers.
- Work with each writer to write an interesting introduction to the writer's segment.
- Be sure each introduction includes the writer's name and segment title and topic.
- Put the segments in the best order for the Willowcast by writing a number in each box..

Segment Name: _____

#:

Segment Writer: _____

Introduction: _____

- Use enough
- Practice saying each introduction.
- Speak slowly and clearly so everyone can understand you.
- Be excited!

The logo for Radio WillowWeb features the word "Radio" in a large, bold, sans-serif font. Above the letter "i" in "Radio" are three curved lines of increasing size, resembling a radio signal or a stylized antenna. Below "Radio" is the word "WillowWeb" in a smaller, bold, sans-serif font.

www.mpsomaha.org/willow/radio

Segment Introductions

Host

Segment Name:

#:

Segment Writer:

Introduction:

Segment Name:

#:

Segment Writer:

Introduction:



www.mpsomaha.org/willow/radio

Segment Introductions

Host

Segment Name:

#:

Segment Writer:

Introduction:

Segment Name:

#:

Segment Writer:

Introduction:



www.mpsomaha.org/willow/radio

Segment Introductions

Host

Segment Name:

#:

Segment Writer:

Introduction:

Segment Name:

#:

Segment Writer:

Introduction:



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Did You Know?

Name _____

- Read informational books and web sites with interesting facts.
- Write down something you think others would want to learn.
- Write down where you found the information.

Interesting Fact:

Turn your fact into a question:

Did you know that

- Practice saying your question out loud.
- Say your question in an interesting way.
- Remember to speak slowly and clearly so everyone can understand you.


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www.mpsomaha.org/willow/radio

Do It Differently

Name _____

- Is there a rule you want changed? Is there something in the world that is bothering you? Then share what you would do differently!

The rule or situation you want to change:

Why change it?

How would you change it?

- Practice telling others about what you want to change and how you would change it.
- Remember to speak slowly and clearly.



Holiday Spotlight

Name _____

- Choose an upcoming holiday to research.
- Read books, encyclopedias, magazines, and web sites to find out interesting information about the holiday.
- Write the information below.

Name of holiday:

What the holiday celebrates:

Interesting facts about the holiday:

- Practice telling others about the holiday.
- Remember to speak slowly and clearly so that everyone can understand you.



Interesting Interview

Name _____

- Decide on a person you want to interview. You won't actually speak with that person, but you will pretend to interview them for the segment.
- Write down at least six interesting facts about the person you are interviewing below.
- Using a word processor or paper, create a script for your interview.

Interesting Fact #1:

Interesting Fact #2:

Interesting Fact #3:

Interesting Fact #4:

Interesting Fact #5:

Interesting Fact #6:

- Decide who is going to be the voice of the person you are interviewing.
- Practice your interview out loud.



Bad Joke, Good Joke

Name _____

- Read joke books and web sites with jokes.
- Write down a joke that just was not funny.
- Write down the best joke you found.

Bad Joke:

Good Joke:

- Practice saying the two jokes out loud.
- Practice telling others the two jokes.
- Remember to speak slowly and to pause before the punch lines.



Sensational Segment Idea

Name _____

- Got an idea for a segment that no one else is doing?
- Make up your own segment.
- Make up a catchy name for your segment.
- Write down what you will tell the audience during your segment.

Segment Name:

What You Will Say:

- If you need more room, write on the back of this paper.
- Practice saying your segment out loud and to other people.
- Remember to speak slowly and and clearly so everyone can understand you.



Poetry Corner

Name _____

- Read poetry books and web sites with poetry.
- Bookmark, copy, or print one poem you would like to share.
- Write down what you like about the poem. Give details!

I like this poem because

My favorite part of the poem is

The poem reminds me of

- Practice reading the poem out loud.
- Practice reading the poem to others.
- Remember to speak slowly.



Riddle

Name _____

- Read riddle books and web sites with riddles.
- Write down your favorite riddle and answer.
- Think of a clue to help someone solve the riddle. Write down that clue.

Riddle Question:

Riddle Answer:

Helpful Clue:

- Practice telling your riddle to others. Say your clue before you give the answer.
- Remember to speak slowly and to pause before giving the answer.



Science Class

Name _____

- Write down what you have been learning in science.
- Read about what you have been learning in science and write down two juicy facts that others may not know.

In science class I have been learning about:

Tell more details about what you are learning:

Write two more things others may not know:

- Practice saying telling others about what you have learned in science class.
- Be excited to share the new things you have learned!
- Remember to speak slowly and clearly.



Similes to Make You Smile

Name _____

- A simile is a comparison using the words **like** or **as**.
- Brainstorm as many similes as you can on the back of this sheet.
- Use the Radio WillowWeb Writers' page to help you.
- Pick out your three most enjoyable similes and write them below.

Simile #1:

Simile #2:

Simile #3:

- Practice saying telling these similes to others.
- Remember to speak slowly and clearly.



Social Studies Class

Name _____

- Write down what you have been learning in social studies.
- Read about what you have been learning in social studies and write down two juicy facts that others may not know.

In social studies I have been learning about:

Tell more details about what you are learning:

Write two more things others may not know:

- Practice saying telling others about what you have learned in social studies.
- Be excited to share the new things you have learned!
- Remember to speak slowly and clearly.



Proverb Corner

Name _____

- Read proverbs in books and web sites.
- Choose one proverb that you can explain to others.
- Write down the proverb and your explanation.
- Write down a time when this proverb was true for you.

Proverb:

What does the proverb mean?

Tell when this proverb was true for you:

- Practice saying the proverb to others. Also practice explaining the proverb.
- Remember to speak slowly and clearly.


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Vocabulary Theater

Name _____

- Pick an interesting vocabulary word to explain to others.
- Write down a simple definition for the word.
- Use the word in two different and interesting sentences.

Word: _____

This word means:

Interesting Sentence #1:

Interesting Sentence #2:

- Practice saying the definition and sentences out loud.
- Practice telling others about the vocabulary word.
- Give your listeners a way to really remember this word.



Wonderful Web Site

Name _____

- Look through web sites for kids.
- Decide which web site is your favorite and write down the address.
- Write down the title of the site and describe the website.
- Write about your favorite part of the site.

Web site address:

http:// _____

Website title:

Describe the site:

My favorite part of the site is:

- Practice telling others about this great web site. Include details.
- Remember to sound excited!


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**For Kids,
By Kids!**