SCHOLASTIC
Moving Up with *Literacy Place* 4-6

OUR CLASS PODCAST

By Jane Smith and Nathan Toft
Photographs by Roy Grogan

TEXT TYPE: Non-fiction: Report—Retell
GUIDED READING LEVEL: P

SUMMARY: The students of a Grades 4 and 5 classroom in Ontario report on how they created a podcast on the Internet to broadcast their learning at school. In doing so, they encourage and support other classes to make their own podcasts.

Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES
- glossary
- headings and subheadings
- website
- italics
- bolded fonts

VISUAL LITERACY
- photographs
- illustrations
- table of contents

TEXT SUPPORTS
- text boxes
- sequential layout of headings
- podcast description page
- lists (bulleted and numbered)

POSSIBLE TEXT CHALLENGES
- subject-specific vocabulary
- instructions on technical aspects of podcast

FOCUS COMPREHENSION STRATEGY
- sequencing

FURTHER COMPREHENSION STRATEGIES
- predicting
- making connections: text to world

ORAL LANGUAGE OPPORTUNITIES
- Think/Timed-Pair-Share strategy
- discussing with a group
- sharing ideas

WORKING WITH WORDS
- word solving and building: recognizes and understands a wide range of compound words and is able to chunk less familiar ones into single words and reblend
- language predictability: uses context and some basic strategies (such as background knowledge and rereading the sentences) to work out word meanings
- language predictability: uses dictionaries to check on word meanings

ASSESSMENT OPPORTUNITIES
Observe each student's ability to:
- make, confirm, and revise predictions, based on evidence in the text
- use visual literacy features to support sequencing of ideas and facts (e.g., contents page, glossary, photographs, headings, and text boxes)
- use a variety of strategies to solve unfamiliar words and determine word meanings (sounding out words, using context and visual clues, rereading, and so on)

ASSESSMENT TOOLS
Select from the following:
- Sequencing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 3–12)

BEFORE READING

Activate and build prior knowledge

Predicting and Making Connections: Text to World

- Distribute the book to students. Preview the front and back covers together. Ask students to predict what they think a podcast is, what it might look like, the topics it might include, and how it's made. Note prior knowledge that some students might have.

- Remind students that while they're reading, they will find evidence to confirm or reject some of their predictions. Encourage them to record any questions they have on sticky notes so that they can discuss them either during or after reading.

Introduce supports and challenges

Sequencing

- Ask students to look at the bottom of page 9. Explain how the colon is used after the words 'following segments,' before a bulleted list of segments. That list prepares the reader for what comes next, on pages 10–12. Ask students to turn to page 10. The heading is 'Recording.' Under it is the subheading, 'Segment: Teacher Interview.' Other subheadings follow: 'Terrific Two Words,' 'Reviewer's Chair,' 'Field Trip Reports,' and 'Musical Performance.' Each subheading provides detailed information about a segment of the podcast. Ask, *How do the main headings look different from the subheadings? Are the subheadings listed on the contents page?*

ESL NOTE: Review the structure of asking questions.

Text and Visual Literacy Features and Predicting

- Conduct a book walk to look at the layout of the text (contents page, photographs, headings, text boxes, and the glossary). Ask students to read the contents page. Ask, *How does it help the reader? What information does it give us about podcasts? Is the order of the topics important?*

- Say, *Let's look at pages 4–5. What is the heading for these pages? How is the heading separated from the rest of the text? What information would you predict you might find on these two pages?*

TEACHING TIP: Remind students that comprehension strategies are not used in isolation. In order to sequence the steps, they first need to identify them by using the analyzing comprehension strategy.

- Point out the text box on page 9. Ask, *Why do you think authors use text boxes?* Have students note that authors sometimes use text boxes to highlight important information that they want the reader to notice so they separate it from the rest of the text. The information also supports the main text.

■ Direct students to also note the way the photographs are framed on page 11. Ask students, *Why do you think the photographs in this book are sometimes set up this way?* (The book may be highlighting the connection between the students' work and the importance of the computer in broadcasting it over the Internet.)

■ Tell students that they will find many technical words in this text. Point out the bolded words **'podcast'** and **'download'** on page 4. Explain that the authors have bolded these words to alert the reader to look up their meanings in the glossary at the end of the book. Remind students that the words in the glossary are arranged in alphabetical order.

Word Solving and Building

■ Tell students that they will be reading many compound words in this session (e.g., 'podcast,' 'download,' 'background,' 'scriptwriting'). Remind them to look at the word parts to help them understand the meaning of the new compound words.

Language Predictability

■ Remind students that during their reading of the text, they may encounter challenging words that aren't listed in the glossary. Ask, *What strategies will you use to solve unfamiliar words and determine word meaning?* Encourage them to refer to the following strategies when they are stuck on a word: sounding out, using contextual and visual clues, pausing, reading on, rereading, activating background knowledge, using a dictionary, and so on.

Set a purpose for reading

Sequencing

■ Tell students that the comprehension strategy focus for this session is sequencing. Review the meaning of sequencing (putting ideas, events, facts, and instructions in order) and ask why the authors used this strategy in reporting the information. (to support students, step-by-step, in creating their own podcast)

■ Say, *In your reading today of pages 4–12, focus on the sequence (or steps) required to plan and record a podcast. After the reading, we'll retell and record the steps on the Planning Ahead anchor chart.* (Write the heading on chart paper and post near the guided reading group.) Provide sticky notes for students to jot down their ideas while reading. Say, *I think that one step is to choose your topic. Let's record, 'Choose an interesting topic'* on a sticky note. Remind students to record each idea on a note.

Provide for early finishers

■ Ask early finishers to begin to sequence the ideas they would include on the Planning Ahead anchor chart.

DURING READING

Monitor reading

- As students read from pages 4–12, listen to individual students read a small section of the text aloud. Offer support, as needed, with word-solving strategies and ask them to explain the strategies they used in solving difficult words.

- Provide feedback on reading successes. For example, say, *I noticed how you remembered to look up the word 'episode' in the glossary in order to check its meaning. Well done!*

- Provide feedback on areas that need support. For example, say, *I noticed that you read this section very quickly. Remember to 'read the photographs' as well, so you can learn more information about the topic.*

Observe

- Observe and listen to students as they read the text, noting their use of reading strategies and word-solving strategies, including the use of the glossary.

- Provide prompts, as needed, to support students' use of the sequencing strategy. For example, ask, *What needs to come first? How does the author show us the order?* (e.g., headings, signal words, such as 'First' and 'Next,' and bulleted lists)

AFTER READING

Revisit the purpose for reading

Sequencing

- Ask students to initial their sticky notes and place them on the Planning Ahead anchor chart. Ask them to sort the ideas, pile up similar ideas, and sequence them in a logical order. Tell them to explain their thinking as they move the notes around.

- Ensure that everyone is in agreement as to the final sequencing of the sticky notes. Ask students to partner up and retell the process, elaborating as needed. Ask, *Would anyone like to add anything to the process? delete anything? If so,* make the necessary changes on the anchor chart.

Check on outstanding challenges

- Review and discuss any challenges students experienced. Are students faring well with the technical concepts being introduced? Is the glossary assisting them in word solving? Are the headings and subheadings providing insight as to the nature of the podcast's sequence?

Note successful strategy use

- Ask students how the text features and photographs supported them in sequencing their ideas for the anchor chart.

- Point out that proficient readers self-monitor their comprehension. They know when something doesn't make sense or when ideas are out of order. Then they use appropriate strategies to help them figure out the text. Congratulate students on their metacognition and new learning.

Second Session (pages 13–20)

BEFORE READING

Activate and build prior knowledge

TEACHING TIP: Remind students that making connections (text to self, text to text, and text to world) means activating their background knowledge and experiences, linking the author's ideas with their own experiences (including the knowledge they have acquired), linking the author's ideas with other texts they have read, linking the information to larger issues in the outside world, and comparing information from two or more sources.

Making Connections: Text to World

- Meet students in front of the computer (or a Smart Board). Ask each student to share one thing that they have learned so far about podcasts. Tell students that a podcast is a media form that represents the ideas of a group of people (Grade 4 and 5 students in this instance). It can be downloaded on the Internet for free, and it appeals to other students, their friends, and their families because of the way in which it is presented.

- Tell students that they are about to listen to one of the segments, 'Terrific Two Words,' that they were reading about in the book. Show students how to search for and download the podcast, 'Portable Radio. ca,' from iTunes. (Ensure that you have previously downloaded iTunes on your computer.) Another quick way is to go to the podcast's Website at http://portableradio.edublogs.org.

- Use some of the technical vocabulary found on page 14 (e.g. 'uploaded,' 'MP3 file,' 'iTunes,' 'search field,' 'subscribers') while showing students how to locate the various episodes and segments on 'iTunes' Podcast Description page or Portable Radio.ca's Website. Locate the segment and listen to it with students.

- Inform students that they are now going to learn how the students in the text created the finished podcast they just listened to.

Text and Visual Literacy Features

Introduce supports and challenges

- Continue the book walk from page 13 to the end of the book to look for new layout features (iTunes list of episodes, podcast logo, numbered list, checklist, equipment pages). Discuss how they support the reader.

- Remind students of the meaning of the sentence, 'A picture is worth a thousand words.' Ask, *How does the photograph on page 13 help the reader in understanding what this page is about?* (The book is highlighting the teacher's role in broadcasting the podcast over the Internet.)

Set a purpose for reading

Sequencing

- Tell students that as they read from pages 13–20, they will continue to sequence, on sticky notes, the next steps in editing, publishing, and sharing podcasts.

Provide for early finishers

- Ask early finishers to think about which equipment they know how to operate and which equipment they would like to learn more about.

DURING READING

Monitor reading

- Continue to provide feedback on reading strategies. For example, say, *I like that you added some of the information from the Tips boxes to your sticky notes.*

- While listening to individual students read aloud, provide feedback for areas that require support. For example, say, *I noticed that you were having difficulty understanding the word 'automatically.' What small word do you see in this word? How can that help you understand the meaning of the word?*

Observe

- Observe and listen to students as they read the text, noting their strategies in managing the technical words. What is working best for students—chunking, referring to the glossary or dictionary, considering context?

- Make observations on your assessment tools. (See the *Sequencing Strategy Checklist* and the *Comprehension Strategies Anecdotal Record* in the *Grade 4 Literacy Support Guide.*)

- Observe as students follow up on their predictions. Do students have to modify earlier predictions, or can they confirm them?

AFTER READING

Revisit the purpose for reading

Sequencing

- Ask students to complete the Planning Ahead anchor chart using the same process you followed in the first session.

- As a Think/Timed-Pair-Share, (see Oral Language Strategies in the *Grade 4 Literacy Support Guide*) direct students to discuss how they think a sequential order to a story helps them to understand non-fiction texts, such as the one they are reading.

Check on outstanding challenges

- Ask, *Do you have any questions that still need to be answered about the steps in creating, publishing, and sharing a podcast?*

- Review and reinforce safety tips of podcasting and the permissions required before podcasting.

Note successful strategy use

- Ask students to share with a group some of the challenges they encountered while reading, and the strategies they used to overcome them.

- As a group, ask students to reflect on how their strategy use (with regards to sequencing, predicting, and making connections) supported them in making meaning of this text. This is an important metacognitive skill that students should use to help them succeed as active, thinking, and comprehending readers.

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Written

Analyzing and Sequencing

- Ask students to interview someone (a student, adult, or parent) at their school for a podcast. Suggest that in the interview, students focus on something special or interesting their interview subject has done. Refer students back to the text to support them in their research, technical questions, and in preparing a list of questions for a podcast interview.

Artistic

Synthesizing and Inferring

■ One day students might wish to create their own classroom podcast. What would their homepage look like? In groups of two or three, have students create first drafts of their class podcast homepage on coloured paper. Remind them of some of the features of the podcast and Portable Radio.ca's homepage. These should be accounted for on their own homepage illustration. This activity may also be done on computer. If students elect to create this first draft of a homepage using a computer, emphasize using appropriate and engaging fonts, layout, graphics, colours, and so on. Since this activity is to be a first version of what is essentially a published work, students should consider their audience and select these features accordingly—they need to function well and look appealing simultaneously. This draft is an applied representation of the ideas discussed in 'Our Class Podcast,' so instruct students to refer to the text for guidance and ideas when designing the look and functionality of their podcasting homepage.

Oral/dramatic

Synthesizing

■ The following can be used as a Book Raps activity to promote fluency in reading. Ask students to refer to the Podcast Checklist on page 17, the Planning Ahead anchor chart, and the Glossary to help them write a rap on how to create a podcast. Let them brainstorm words they can use in the rap, write a beginning, middle, and an end. Experiment with different rhythms until they find one that fits. Rehearse and perform for an audience.