

Greek Vocabulary Podcast Lesson

I. Project Summary

As a review of our Greek Vocabulary Unit, students will work with partners to create a Podcast of a breaking news story in which they seamlessly and correctly use at least five of the Greek vocabulary words.

II. Learning Goals

Students will gain an appreciation for the importance of vocal delivery.

Students will demonstrate their ability to collaborate.

Students will utilize their creativity and high thinking skills

Students will have a better understanding of the Greek vocabulary words

III. Pedagogical Theories

The underlying, relevant theories for this action plan are influenced by constructivism. Specifically social, this kind of constructivist lesson allows students to manipulate the materials (in this case the vocabulary) to make new meanings so that they are actively learning by doing. There is also an element of reciprocal teaching in this plan, for students are Jigsaw-ed into groups with pre-assigned words that they must clearly represent to their peers. Aside from collaborative learning, this lesson also touches on the emerging cognitive multimedia learning theory because students are more apt to learn with audio/visual tools.

IV. Context of the Classroom

The learners are 15-16 year old, 10th graders in a suburban district outside of Philadelphia. These students are in an academic “B track” class and the most have proven comfortable and capable of using computer applications for word processing and presentations with our class set of Macbooks. According to my informal observations, approximately 80% of the students carry a cellular phone and at least 50% have an mp3 player. Going into this lesson, students will have been learning and reviewing Greek vocabulary words for about 14 weeks. In addition, they have listened to several podcasts in class about other subject areas, such as grammar.

V. Specific Learning Procedures

On the *next* page is an example of a handout that will outline the learning procedures for the students. Some teacher procedures/notes are as follows:

- Demonstrate a mini model newscast, and view [Podcast Tutorial](#)
- Print out all of the Greek words from the unit and have pairs pull five from a hat.
- Find another teacher to help monitor during recording day
- Checkpoint Breakdown: 1 week with at least one participation observation a day.
 - Mon: Brainstorm and finish for homework (10-15 minutes)
 - Tues: Designate roles, begin and writing script (15-20 minutes)
 - Wed: Continue writing script, begin exploring sound effects (15-20 minutes)
 - Thurs: Finish script, sound effects, rehearse vocals (15-20 minutes)
 - Fri: Pairs record in stairwell, one at a time. The rest of the class will work on: pssa warm-ups, proofreading, writing packets, quizlet. Presentations begin on Monday.

This Just In!

Greek Vocabulary Podcast Project



A **podcast** is a series of related audio episodes (like Grammar Girl!). As a cumulative review of our Greek vocabulary unit, you and your partner will create a breaking news story that contains five vocabulary words. These words will be randomly selected for you and they must be used correctly in your report.

Here's what you do:

Swap Ideas

With your partner, brainstorm ideas about how you can incorporate all **five** of your vocabulary words into an interesting story. Think about accounts that you read in the newspaper, hear on the radio, and see on the news.

Determine Roles

You and/or your partner must take on the role of news anchor or interviewer in order to deliver the story. Depending on your story, one of you might choose to be an eyewitness, professional athlete, police officer, politician, victim, etc. Be creative! Also, use your time wisely. You have limited time to complete this assignment, so no one should sit around and wait. Divide the tasks so that you are both working. For example, if one partner is typing the script, the other can research sound effects or practice using Garageband.

Write a Script

Write a 1-3 person script of a story in which you use your five words with **context clues**. Use proper language and, if necessary, correctly modify words to include appropriate suffixes. For instance, it would be incorrect to say, "Fluffy, the three-year-old Rottweiler, is **hydrophobia**." Since Fluffy is being described, use the adjective **hydrophobic**. You will read from this script when you begin recording your podcast. If you and your partner are unable to finish in class, set upload your work to a shared GoogleDoc so that you can collaborate outside of class.

Rehearse Your Lines

Aside from projecting your voice and speaking clearly, make sure that you are pronouncing all the words in your newscast correctly. If you are uncertain about a word's pronunciation, look it up and listen to it on www.merriam-webster.com. Time yourself during your rehearsals because you may need to modify your story in order to adhere to the time requirement of 1.5 - 4 minutes. If you are reciting multiple roles, it is important that each character sounds distinctly different from other characters.

Add Sound Effects

You should include at least one sound effect to enhance your news report. While this sound effect could be as simple as you making a sound on your own (like barking, whistling, or drumming,) your sound effect must be relevant to your story. For instance, the sound of a cheering crowd is inappropriate audio in a newscast about the death J.D. Salinger. You are encouraged to create professional-sounding clips in Garageband, or download pre-made audio clips from www.soundsnap.com. An opening jingle to your news report qualifies as a sound effect.

Record Your Podcast

After rehearsing your news report with your sound effects, you and your partner will record your podcast. The recording environment is essential since background noise can distract from the podcast. Therefore, all podcasts are going to be recorded over the course of one period. Groups will record one at a time outside the classroom in a quiet, supervised environment. Each team will only have 3 takes or 8 minutes to record. If you and your partner cannot record within 8 minutes, you may stay after school that day to record. Each day thereafter, 4 points will be deducted from your overall grade. Don't underestimate the importance of rehearsal!

Participation Exit Slip

Individually, compose a list of your contributions to your group. What tasks did you perform, and what tasks did your partner perform? Be honest. Then, write a one-two sentence reflection of what you learned through this project, what you struggled with, what you would do if you could do it over, etc. This portion can be handwritten, and you may begin it while your peers are recording.

VI. Learning Technologies

Learning Technology	Learning w/Technology	NETS-S	NETS-T
Microsoft Word (Googledoc)	Computer supports: knowledge construction, learning by conversing	1b 2a 2d 3a 4b	1a 1c 3d 2d
Garageband	Computer supports: knowledge construction, explorations, learning by doing	1a 1b 2b 3b 3c 3d	1b 2a 3d 4c 2d
Internet Resources	Computer supports: exploration, learning by doing	1c 3b 3c	1b 4a

VII.Evaluation

Script	10 pts	8 pts	6-5 pts	4-3 pts	2-0 pts
____pts/10pts	A typed script of your news report in 12pt Times New Roman font with an MLA header, story title, and bolded vocabulary words.	Script is typed, but font or header is incorrect.	Scripts is typed, but three elements of script are missing.	Scripts is typed, but four elements of script are missing.	Script is not typed, or all of the elements are missing.
Participation	10 pts	8 pts	6-5 pts	4-3 pts	2-0 pts
____pts/10pts	Use of class time and full participation of both partners. Submit individual exit slips of what each of you contributed, and a short reflection.	On task 4/5 observations and submitted task list and reflection.	On task 3/5 observations or submitted task list or reflection, but not both.	On task 2/5 observations or submitted incomplete list and/or reflection.	Off task most of the time and list and reflection was missing or incomplete
Final Product	10 pts	8 pts	6-5 pts	4-3 pts	2-0 pts
____pts/10pts	Exhibition of final podcast is cohesive, professional, and appropriate in terms of sound effects, voice, volume, and duration.	Podcast is lacking in one of the major elements.	Podcast is lacking in two of the major elements.	Podcast is lacking in three of the major elements.	Podcast is lacking in four or more of the major elements.
Accuracy	20 pts	15 pts	10 pts	5 pts	2-0 pts
____pts/20pts	All <u>5</u> vocabulary words were accurately used in terms of meaning of meaning, part of speech, and articulation.	One vocab word was vaguely or incorrectly used.	Two vocab words were vaguely or incorrectly used.	Three vocab words were vaguely or incorrectly used.	Four vocab words were vaguely or incorrectly used.
Total	Comments:				
__pts/ 50pts					

VIII. Research

Considering that one of my primary goals is to engage students in the construction of their own learning, it is not surprising that there is heaps of research to support my intention. On a less valid, observational level, students are more likely to be engaged in making podcasts than listening to lecture because they are active in the learning. Support of this assertion comes from Kathleen McKinney, Cross Chair in the Scholarship of Teaching and Learning and Professor of Sociology at Illinois State University. In her [article about active learning](#), McKinney recites research that greater learning occurs when students are actively engaged in talking and listening, writing, reading, and reflecting.

Aside from just being interested in the activity, there is research that this technology tool helps students learn better. In a [New York Times article](#) about the trend of podcasts, Daniel J. Schmit, an instructional technology specialist in the college of education at the University of Nebraska at Lincoln and the author of "KidCast: Podcasting in the Classroom," best sums up the value of the tool when he says, "It teaches them to do research, to communicate in print, to speak effectively and grab attention with sound."

While this statement umbrellas other educational objectives, the following ideas from *The Journal of Statistics in Education* substantiates the goal of collaboration in my action plan. In the paper "[Collaboration in Learning and Teaching Statistics](#)," the authors touch on the notion that students learn better in small social groups because they are accountable for someone else's grade, and they discuss and teach the material to maximize their own and each other's learning. While this paper's focus is on statistics, this research is applicable to my podcast lesson because students' learning is enhanced through strategies like reciprocal teaching.

Furthermore, there is research to support my goal of vocabulary building. The scientifically based research reading document, [An Overview of Teaching Strategies for SBRR](#), asserts that students can improve their vocabulary comprehension and fluency by using the words in sentences (or stories) and by reciting them aloud, which is a requirement in my action plan. Having to use context clues for the words within their story solidifies their understanding of the Greek vocabulary.

Finally, one of my goals is to encourage higher-order thinking skills. Rather than taking a cumulative test in which they match the vocabulary to the word's definition, students will creatively use their knowledge to construct a news cast. The Assessment Evaluation's Educational Services Program published a paper on [High Order Thinking Skills](#) in which they draw a correlation between creativity and higher order thinking. "Creativity involves selecting the relevant aspects of a problem and putting pieces together into a coherent system that integrates the new information with what a person already knows," and it "overlaps with other characteristics, such as 'intelligence, academic ability, dependability, adaptiveness, and independence.'" Since the root of this lesson to creatively construct a vocabulary podcast, my students will demonstrate their higher order thinking.