Lesson 4: Reconstruction and Responding to Podcasts
By Molly Harrison

Context: This lesson will come after the prior lesson of the original podcasts the groups made. It will be the first week that they are asked to use the technology to edit their podcasts and listen to their peers'.

Objectives: Students will be able to (SWBAT):
- Students will be able to critique their prior discussions, and judge what the "most important" points were.
- Students will be able to listen and respond to their peers' podcasts.
- Students will be able to implement the use of podcasting technology (recording, playing back, editing, and posting).
- Students will be able to recognize and compare/contrast themes found in their peers' podcasts in relation to their own novels.

Preparation for Classroom Interaction

Room arrangement: The room will be set up in small circles, spread around the room for students to work on their podcasts. We will also give students the options to work in the hallway/ other rooms (if available) so they are able to talk and record without too much interfering noise.

Lesson introduction:

In the beginning of the lesson, we will ask students to get with their literature circle groups, and discuss their questions from the previous night's homework.

Questions:
1. What questions were left unresolved for you?
2. Which moments of the discussion were the most compelling?
3. What parts of the discussion might help convince a peer to read your novel?
4. Where did the discussion lag, or fall apart?
5. What are the key ideas emerging in your conversation of this novel?

Lesson development/description of activities:

-After their introductory discussion, the groups will then piece together their podcasts to reveal the most "important" or most interesting parts of their discussion. They will then post to the forum on the computer their "final" version of the podcast for their peers to hear. We will ask that the students cut their podcasts between 3 and 5 minutes of talk-time.

-The groups will then transition into listening to their peer's posts. After listening to at least 3 other groups' posts, they will be asked to do a whole-group reflection (based on questions of themes, plots, problems in the novels etc.) to see how the discussion relates to their novel.

Rules for participation:

-In the literature circles, we will require that each student speaks during each podcast (however, we will not be strictly "marking" them, just facilitating by observing the discussion and asking questions at appropriate times).

*Students will take turns throughout the unit to use the technology aspect of podcasting (ie. One week, someone will be in charge of the recorder, then it will switch etc.)

Teacher's plan for facilitating interaction:

At this time, the teachers would be providing the question prompts for discussion (ie. The journal question, as well as questions at each lit circle tailored to their specific novel and also talking about broad themes). We would circulate groups to offer more questions about topics we have seen in other groups (to make connections and responses to their peers' thoughts), as well as aiding in any technological questions they may have about creating the podcasts.

Assessment tools and procedures:
Assessment will come through listening to the students' podcasts (and their responses to their peers). This assessment will be done by checking for completing (making sure each group has something uploaded), and we will also track the "quality" of the conversation; we will not automatically grade "down", but we want to be able to see trends in conversation, and encourage deeper-level thinking as the podcasts go on.

Materials:
- Recording devices from each group
- Enough novels for each group
- Computers for each group (hopefully available all at once, so that they will be able to work at the same time)
- Editing software on the computer to piece together their discussions.