Grade: 3rd
Strategy: Questioning
Technique: Teacher Generated Questions
Text Type: Media Literacy

What is a podcast?

Aims of the lesson:

- Encourage deeper critical thinking about the text.
- Foster connections between specific details and overarching themes or ideas.
- Provide a structured, teacher-guided framework to direct understanding and manage the complexity of analysis.
- Develop students' ability to differentiate between:
  - Thin questions: Focused on the text's content, prompting straightforward, close-ended answers.
  - Thick questions: Designed to stimulate deeper thinking, discussions, and complex open-ended responses.

Have you ever heard of podcasts? They are radio shows you can listen to on a phone, tablet, or computer.

There are many different types of podcasts. You can listen to someone telling stories, interviewing interesting people, or even learn new things about your favorite topics. The people who host podcasts are called "podcasters." Some record their show beforehand and others do it live. To make a podcast, you only need a topic to talk about and someone to host it. Imagination is the only limit.

Podcasts can be short, like one minute, or very long, for hours and hours. They can also be like a TV series, with many episodes. To listen to a podcast, you only need an internet connection. Most of them are free, and you can download them to listen to whenever you want, even without

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internet. Plus, listening to a podcast lets you do other things at the same time, like playing, drawing, or doing sports.

Do you know where the word "podcast" comes from? It's a mix of "iPod," that device that holds your music, and "broadcast," which means transmitting something on the radio. Even though this word didn't exist a few years ago, now podcasts are part of many people's lives. Amazing, right?

Process phase 1: Planning (Teachers' perspective)
During this stage, the teacher has planned and prepared **questions** aligned with the "Teacher Generated Questions" technique:

Thin questions (e.g.):
- What is a podcast?
- Where can we listen to podcasts?
- Who are the people that create podcasts?
- What do you need to make a podcast?
- How long can a podcast be?
- What does the word "podcast" mean?

Thick questions (e.g.):
- Why do you think people enjoy listening to podcasts?
- How are podcasts different from TV shows or books?
- What kind of podcast would you create, and why?
- How can podcasts help people learn new things?
- Why do you think podcasts have become so popular?

Visual aids are shown to activate prior knowledge about radios, headphones, and devices used to listen to podcasts. The teacher also displays icons of popular podcast apps and images of people recording podcasts.

Cognitive stage 1: Pre-reading (Students' perspective)
Students are introduced to the topic by discussing questions like:
- Have you ever listened to something without watching a screen?
- What do you think a podcast could be?
- Where do you think people listen to podcasts?
- What kind of things do you think people talk about in podcasts?
- How do you think podcasts are made?
- Why do you think people like to listen to things instead of reading or watching videos?

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Students **make predictions** about podcasts based on the title. **Visual aids** are used to spark interest and activate prior knowledge.

Process phase 2: Teaching (Teachers' perspective)
The teacher reads the text aloud or guides students in reading it independently. Strategic pauses are made to ask **thin questions** to ensure understanding (e.g., "*Where can you find podcasts?*" or "*Who are the people that create podcasts?*").

Cognitive Stage 2: During the Reading (Students' Perspective)
Students engage with the text by answering thin questions and **noting key details**. They **discuss in pairs or small groups** when posed thick questions, reflecting on the text themes and making connections to real-life issues. Students are encouraged to **visualize the scenes or imagine** what they would do if they were in Nantu's or his wife's position.

Process phase 3: Feedback (Teachers' perspective)
The teacher supports students' work by acknowledging their answers and clarifying misconceptions. A guided discussion is facilitated around thick questions to inspire critical thinking.

Cognitive stage 3: Post reading (Students' perspective)
Students reflect on the text's message by answering questions like:

- Why do you think podcasts are useful?
- How are podcasts different from listening to music or watching TV?
- What kind of podcast would you like to listen to?
- How do podcasts help people learn?
- If you created a podcast, what topic would you choose, and why?

Students may also **discuss how podcasts fit into their daily lives** and how they can use them to learn or have fun.

Podcast Project

Students can work in small groups. The podcasts must be three minutes or

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less.

Let's imagine we want to create our own podcast. For that, we have to think about a few things first:

The topic we want to talk about. To help you navigate this part, here's an index of topics. Choose one!

- School / Learning & Studying / Teachers & Grading / School Rules
- Music / Television / Video Games / Movies & Theater / Books & Reading
- Friendship / Food / Sports & Games / Holidays / Shopping
- Science & Environment / Animals & Pets / Exercise & Health

Now that you have chosen the topic, think of some interesting questions about that topic. For example, if we're talking about school:

- Do you like school?
- What are you learning at school?
- Should the school day start la*They are radio shows you can listen to on a phone, tablet, or computer.*ter?
- Should schools cancel summer vacation?
- ...

Now it's time to assign roles in your group. You need to decide who will be the podcast host and who will be the guests.

Our podcast needs a name... any ideas?

We're ready! Let's start recording our podcast. The host will introduce the topic of discussion and ask the first question. In order, the guests have to answer and share their thoughts. Let's keep it organized!

Ways of Communication:

- **Interpretive (receptive)** - students read the text and determine the relevant qualities of the characters.
- **Interpersonal (mixed)** - students work in groups and advise each other on the correct connection of the table.
- **Presentational (productive)** – the groups present to the class the answers they have indicated.

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