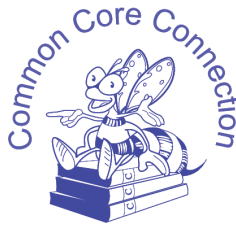


# Lesson Plan



**Note:** This lesson plan may be used with this any *Natural Inquirer* monograph or article.

## Time Needed

2-3 class periods

**Materials** (for each student or group of students):

- *Natural Inquirer* monograph or article
- Graphic organizers
- Writing utensil
- Recording equipment (for more information, visit <http://www.naturalinquirer.org/Podcasts-v-41.html>)

In this lesson, pairs of students will create a 60-90 second podcast based on the article.

## Methods:

### Prep

Educators should choose one *Natural Inquirer* monograph or article. Read the text fully.

Collect the recording equipment. Make copies of the Podcast Graphic Organizer, as well as copies of the Podcast Summary Graphic Organizer.

### Day One

Explain to students that they will be creating their own podcast based on a *Natural Inquirer* publication. The podcast can be a report, a conversation between two scientists, an interview with a scientist, a story from the plant/animal studied, or another format determined by the students.

Provide each student with the chosen monograph or article. Direct students to read the entirety of the article.

Once students are done reading, pair students and ask them to discuss the article using the Podcast Graphic Organizer. Both partners' answers should be recorded on the graphic organizer. Then, provide the pair Podcast Summary Graphic Organizer to

Complete during the remaining time or at home.

### Day Two

Pair the students up, and have students review in the the Podcast Summary Graphic Organizer. Come together as a class afterwards to answer any outstanding questions or clarify any misconceptions for students.

Then show students an example podcast created by students using a *Natural Inquirer* monograph or article (<http://www.naturalinquirer.org/Podcasts-v-41.html>).

Task the student pairs to create a 150-200 word script that explains something they found important from the *Natural Inquirer* monograph or article. Remind students that the podcast can take various forms, like those discussed on Day One of this lesson plan. Also remind students to use the graphic organizers which have much of the information they need to write the script.

All podcasts should be accurate and include both partners in the production. Once scripts are complete, explain to students how to use the recording equipment. Then provide students time to record their podcasts.

### Day Three

Have students share their podcast recording with the entire class. Once everyone has shared their podcast, ask students to share what they liked and disliked about the podcast process.

If students enjoyed creating short podcasts, have them write longer scripts and record longer podcasts about other *Natural Inquirer* monographs or articles.

# Podcast Graphic Organizer

**1** In the ovals, write two (four) things I (we) found out:

**2** Place a star by the one (two) that are most interesting.

**3** In the arrow(s), write the question or problem the scientist wanted to answer or solve. (There may be only one.)

write any questions you still have.

something that any of the items in the ovals or arrows remind you of.

**6** Draw lines connecting the shapes that contain information related to each other.

Student 1

Student 2

## Podcast Summary Graphic Organizer

Based on your Graphic Organizer for the Introduction Section, write a summary paragraph that is 3-4 sentences long.

Based on your Graphic Organizer for the Method Section, write a summary paragraph that is no more than 3-4 sentences long.

Based on your Graphic Organizer for the Findings Section, write a summary paragraph that is no more than 3-4 sentences long.

Based on your Graphic Organizer for the Discussion (or Implications) Section, write a summary paragraph that is no more than 3-4 sentences long.