

The DID Designer

During the design phase, you should envision the entire instructional unit from start to finish. Then fully describe your vision in terms of each of the six critical steps in the design process.

How to Use the Designer: *For each of the steps below, click into the shaded box under each step to enter your own lesson design elements. The box will expand to accommodate your entry. Save and print the completed template when you are done.*

STEP 1- KNOW THE LEARNER

Summarize the characteristics of the learners for whom you are creating the lesson. Answer the following questions:

- What are the personal demographics (ethnicity, socio-economic level, cultural background) that might impact learning?
- What is the developmental stage of the student relative to the content?
- What is the cognitive/learning style of each student?
- What are the student's strengths in terms of multiple intelligences?
- What group dynamics might help/hinder the teaching and learning process?
- What are the student's entry skills with reference to the content?

The 8th grade class is comprised mainly of middle class students with an ethnic mix of 18 white non-Hispanics, 3 blacks and 9 Hispanics. 7 of the students are ESL students; 3 of them need extra help with reading and writing. 16 of the students are kinesthetic learners, 10 are visual learners, and 4 are auditory learners. The kinesthetic learners get restless sometimes but are usually okay. The visual learners like to see notes on the board and handouts displayed on an overhead projector. Sometimes listening to stories and poems read aloud helps the auditory learners. Most of the students have good verbal intelligence, and about half of them (15) have logical intelligence. 3 of them have musical intelligence. They get along most of the time and are generally respectful to their peers and adults. There are only problems when they are riled up from activities (pep rally, speaker, etc.). 2 of the boys are more prone to fighting and are more difficult than the other students. Working in small groups is fine as long as certain students are not together. This unit requires that the students be able to read and comprehend the novel *Crossing Jordan* by Fogelin.

STEP 2 - ARTICULATE OBJECTIVES

State the behaviors that you expect your students to be able to do at the conclusion of the unit. Answer the following questions:

- What performance will result from the unit?
- What criteria for success are necessary to ensure mastery?
- How will you assess the performance?
- Have you included all the levels of Bloom's Taxonomy that are appropriate for the content?

On a written test, the student will be able to explain the themes of the novel *Crossing Jordan* by Fogelin with 85 percent accuracy.

The student will be able to match vocabulary words with their definitions with 95 percent accuracy.

The student will be able to compare and contrast given characters with 90 percent accuracy.

The student will be able to work in a group to reenact a scene from the book with 95 percent accuracy.

STEP 3 - ESTABLISH THE LEARNING ENVIRONMENT

Clarify what you plan to do to create an environment for this unit conducive to learning. Answer these questions:

- What changes need to be made to the classroom space?
- What reinforcers are needed for this unit to motivate and build learning success?
- What can learning be made active?
- How should students be grouped for positive interaction?

For this unit, the desks will be grouped into sets of 4 so that students will constantly be in small groups for discussions. This will also leave more space in the middle of the classroom for the scene reenactments.

Good behavior during this unit will result in more group/hands-on learning and less "busy work." If the entire class behaves well for a full week, they will receive "free" reading time on Friday.

Students will be placed in small groups that will be used for frequent discussions of topics provided by the teacher and a group project (scene reenactment). The groups are expected to give all members a chance to voice their opinions and to explain confusing concepts to any member who does not understand.

STEP 4 - IDENTIFY TEACHING AND LEARNING STRATEGIES

Given the objectives, describe in detail the teaching and learning strategies that need to be implemented to meet the objectives. Answer these questions:

- What pre-organizers are you planning?
- What prior knowledge do you need to connect to as a prerequisite for the lesson?
- How will you introduce the new information? What methods will you use?
- What media, materials, or technologies will support your method?
- What teaching and learning strategies will support active learning?
- How will you reinforce the new knowledge?
- What will students need to do to ensure mastery of the content?
- How will you perform formative and summative evaluation?

Preorganizers: Display an overview of Crossing Jordan

Bridge to prior knowledge: Review what plot and theme are. Review summary of Crossing Jordan. Review how an author uses characters and scenes to portray the book's meaning.

Introduce new knowledge: 1. Have students discuss what might be a theme from CJ with their small groups. Come back together as a class and have each group share their ideas. Explain the most important themes (overcoming race, friendship, etc.). 2. Have students look up vocabulary words in dictionaries. 3. Discuss characters and what they add to the text. 4. Examine specific scenes that could use more in-depth discussion.

Reinforce knowledge: 1. Use newspaper articles to show connections of how the themes are prevalent in today's society. Ask students to share personal experiences. Discuss specific examples from the book. 2. Review vocabulary words and point them out in the novel and in other documents. 3. Have each group discuss a character and their traits, and then present their findings to the class. 4. Have each group focus on a specific scene and its importance to the story.

Provide practice: 1. Have students work individually to list and briefly explain the themes found in CJ. 2. Have students do vocabulary worksheet. 3. Compare aloud and on the board the main characters. 4. Have each group act their scene out for the class.

Culminating review: 1. Bring in other resources dealing with the themes and ask them to bring in resources to share with the class as well. The resources could be other books, a song, magazine article, etc. 2. Have students write a sentence containing each vocabulary word. 3. Each student should make a collage comparing/contrasting 2 of the main characters. 4. Discuss each scene and how the group accurately portrayed it.

STEP 5 - IDENTIFY AND SELECT SUPPORT TECHNOLOGIES

Given the strategies selected, identify the technologies that will be needed in support of those strategies. Answer these questions:

- What technologies and related materials are needed for this unit?
- Which technologies are required for each strategy?

This unit will require an overhead projector, computer with Internet access and printer, and CD player.

The projector will be used to project articles, handouts, and instructions. The Internet will provide quick access to articles and other resources that can be used to reinforce the material. The printer will be used to print handouts and instructions. The CD player could possibly be used to play music that students bring in.

STEP 6 - EVALUATE AND REVISE THE DESIGN

Describe the summative evaluation process you will use to evaluate the design and how the results of the evaluation will be used to revise it. Answer these questions:

- How will you know the design is effective?
- What assessment instruments are needed to measure effectiveness?
- What is the revision process once you have the results from your evaluation?

The design will be evaluated on the achievement of the students and their satisfaction. Students will be given written tests and quizzes in order to measure their knowledge concerning the objectives. After the unit is complete, the students will give feedback. If they did not meet the standards set or if they did not enjoy the unit, I will revise the unit by including more of whatever worked the best.