

Lesson Plan

Age/Grade Level: 11/Middle School/5th Grade

Total Number of Students: 15

Number of English Language Learners: 10

Number of students with disabilities, types: 5, attention deficit hyperactivity disorder

Lesson Title/Topic: Gouache drawing; drawing a given picture with gouache and brushes and describing it in English

Setting: Classroom; general inclusion classroom; the task will be given to the whole class

Duration: 40 minutes

Lesson Objective(s)/Standards: Learning how to use gouache paints, developing creative abilities. It is very important to teach children to control themselves and their emotions, as well as to be able to identify what they feel (Frey et al., 2019). Therefore, it is necessary for the students to talk about their emotions while drawing a picture and explaining what emotions, in their opinion, this picture conveys.

Objective(s) from the students' IEPs that will be addressed in this lesson: For children with disabilities, any drawing theme is available to choose from. The products of visual creativity are an objective evidence of a person's moods and thoughts that will allow the teacher to understand a child with ADHD.

Vocabulary: Gouache, canvas, brush

Required Materials: Paper, gouache, brush, water

Instruction: Draw a picture similar to the one shown by the teacher. Then describe the painted picture in English.

Beginning/Anticipatory Set: The teacher shows a drawing that the children should repeat

using gouache paints and brushes. Moreover, in this part of the lesson it is necessary to explain the features of gouache paints and say that children can use brushes of different sizes for the most convenient drawing

Middle: The step-by-step drawing of the picture by the teacher together with the children begins. Students with limited abilities are given the task to choose the theme of the drawing independently, as well as reproduce it using the same materials and paints. During the lesson, the teacher makes intermediate checks of what the students have drawn. It is important that children are able to connect their thoughts logically and clearly and make them understandable to others (American Psychological Association, 2020).

End: At the end of the lesson, students show their work to the teacher. If necessary, they explain the choice of color or additional element that was not in the original image. Then, the student should describe the painted picture in English. Students with disabilities also demonstrate their final work to the teacher and tell what they portrayed.

Accommodations/Modifications: In this case, changes to the original image are allowed, but they should not change the originally set theme radically. For children with ADHD, if they refuse to draw, they are offered an option of discussing any picture or unfolding pre-prepared drawings.

For students with disabilities: Any desired image can be reproduced, but if the student categorically refuses to draw, they can tell the teacher verbally what picture they imagine now, what colors prevail, what is the main idea of the drawing.

For English language learners: In case a picture contains any objects the names of which are unknown to the child, the teacher must write them down in English, provide a translation, and ask the children to learn these words as homework. In the following classes, vocabulary words will be checked. In subsequent classes, it will be necessary to talk about another painting with the use of

new words learned.

Assessment: The assessment is carried out based on how close the picture drawn by the student was to the one shown by the teacher. For children with disabilities, the assessment is less strict.

Proactive Classroom Management: Children can share with each other what colors they intend to choose. If necessary, they can help each other in learning new words, as well as in lending paints and brushes.

Potential Problems, Possible Solutions: The problem may be the categorical refusal of children with disabilities to draw. In this case, they can tell the teacher what kind of picture they would like to portray and what colors they like the most. In addition, they can observe how other students draw. A child with ADHD may become bored, and it is necessary to change the type of activity in order not to develop a negative feeling and not to allow for undesirable situations. The teacher should prepare other pictures in advance, which the student will need to describe and tell how this drawing can be completed.

Expansion and/or Reinforcement Activity/activities: Children can continue drawing at home, for example, by supplementing the picture with details that were not provided by the teacher. Creative lessons should be conducted regularly so that students develop and learn to formulate thoughts and suggestions when describing pictures and the results of their creative activity.

Source(s) of activity/activities: As a source of inspiration, the teacher can single out various scientific works that recommend the use of art therapy for children with ADHD, as well as for children without disorders and deviations. In addition, bright modern cartoons inspire some adults to draw, and for children, it can be an exciting activity.

References

- American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). American Psychological Association.
- Frey, N., Fisher, D., & Smith, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. ASCD. ISBN: 978-1-4166-2707-4
- Monastra, V. J. (2016). *Teaching life skills to children and teens with ADHD*. American Psychological Association.