

**PROMOTING ADHD STUDENTS' ATTENTION SPAN THROUGH LESSONS
WITH DIFFERENTIATED CONTENT**

SYLLABUS DESIGN

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WITH DIFFERENTIATED CONTENT**

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ABSTRACT

Differentiated instruction is a pedagogical strategy that seeks for ways to include all students' learning styles and needs in the classroom. Deborah Blaz and Tomlinson (2005; 2006) highlight the benefits of a Differentiated Instruction (henceforth DI) for students such as with ADHD, for decreasing their levels of inattention and hyperactivity during lessons. Even though there have been many studies using DI for ADHD students, there have been few focused on only increasing the students' attention span. In other words, research studies for ADHD students using this pedagogical strategy are rich on suggestions to overcome the most common features of ADHD like hyperactivity and inattention as a whole. However, differentiating content in lesson planning for only gripping attention and maintaining it for longer periods is lack in research. The purpose of this study is to propose a unit with series of lessons to favor the analysis on how ADHD students' attention span may improve while using Differentiated content in EFL lessons, and to highlight the specific adaptations and differentiations the teacher needs to do in order to enhance the students' attention. The designed lessons will be taken from the Suggested Curriculum, and they will be adapted for a DI in Content. This research study will offer suggestions on how to enhance students' attention for longer periods in the EFL lessons, and to understand which adaptations may work to enhance attention skills. Lessons will be designed taking into account national guidelines such as the Suggested Curriculum for primary as well as the Basic Learning rights. These lessons will offer a strong DI in content so students with ADHD students might enhance their attention while learning English as a foreign language. Moreover, social inclusion for ADHD students in regular classrooms is meant for the study. As a result of the present study four lessons were created so be applied in a context where conditions and suggestions are met assertively.

Key Words: ADHD, Differentiated Instruction in Content, Lesson Plan

RESUMEN

La Instrucción Diferenciada es una estrategia pedagógica que busca formas de incluir los estilos y necesidades de aprendizaje de todos los estudiantes en el aula de clases. Deborah Blaz y Tomlinson (2005; 2006) resaltan los beneficios de una Instrucción Diferenciada (ID) para los estudiantes como aquellos con Trastorno por Déficit de Atención e Hiperactividad (TDAH), por bajar sus niveles de desatención e hiperactividad durante las clases. Aunque ha habido muchos estudios que usan DI para estudiantes con TDAH, ha habido pocos que se enfoquen solamente en incrementar el lapso de atención. En otras palabras, estudios de investigación para niños con TDAH que usen esta estrategia pedagógica son buenos en sugerencias para sobrellevar las características más comunes del TDAH como la hiperactividad y la desatención conjuntamente. Sin embargo, contenido diferenciado en planeaciones de clases para solo enfocarse en atrapar y mantener la atención por períodos más largos es escaso en investigación. El propósito de este estudio es proponer una unidad con series de lecciones que favorezcan el análisis de cómo el lapso de atención de los niños con TDHA podría mejorar mientras usen contenido diferenciado en clases de inglés como lengua extranjera, y resaltar las adaptaciones y diferenciaciones específicas que el docente necesita realizar con el fin de incrementar la atención de los estudiantes. Las clases diseñadas serán tomadas del Currículo Sugerido, y serán adaptadas para la instrucción diferenciada en contenido. Este estudio de investigación ofrecerá sugerencias en cómo incrementar la atención de los estudiantes por períodos de tiempo más largos en las clases de inglés como lengua extranjera, y comprenderá cuáles adaptaciones podrían funcionar para mejorar las habilidades de atención de los estudiantes. Las lecciones serán diseñadas teniendo en cuenta los parámetros nacionales tales como los del Currículo Sugerido para primaria, al igual que los Derechos Básicos de Aprendizaje (DBA). Estas lecciones ofrecerán una fuerte ID en contenido para que así los estudiantes con

TDAH puedan mejorar su atención mientras aprenden el inglés como lengua extranjera. Además, la inclusión social para estudiantes con TDAH en salones regulares es de importancia para el estudio. Como resultado del presente estudio, cuatro lecciones de clase fueron creadas para ser aplicadas en contextos donde las condiciones y sugerencias sean tomadas asertivamente.

Palabras Claves: TDAH, Instrucción Diferenciada en Contenido, Lección de Clase

INTRODUCTION

In recent years, inclusive education has opened its boundaries to more students with special needs in regular classrooms. According to what is stated by the Ministry of Education in the law 361 from 1997, policies and regulations on inclusion declare that public schools should offer education to students with special needs. This law states that the National Government will establish plans to provide materials as well as training for teachers to support the educational service. Currently, different approaches and strategies are needed to help students with special needs, so that schools offer the best learning opportunity to all children. Studies intended to meet the needs of these students have been conducted in mainstream classes in order to use strategies and methods that can help these students succeed academically in their learning process. For example, the case of a national study that intended to improve the english learning among ADHD students in a public school in Bogotá, but with playful games. (García, T; Gómez, R; Rodríguez, I. 2010). The study showed some psycho pedagogical problems such as lack of attention, indiscipline and timidity that characterized the kindergarten classroom students. To overcome this problem, the researchers used a module of lesson planning called P.P.P. (Presentation, Practice and Production) which consisted of assessing the students with different playful games in the stage of Production, and by this way they had to prove what they had learned during the Presentation and Practice stages. It was evidenced in the end of the study that almost all the students in the classroom significantly increased their academic performance by these kinesthetic games. Another related study in Spain used some strategies of self-instruction to create guidelines in order to increase motivation and participation among the students, including ADHD students. The results showed that motivation and participation increased and were evidenced in their curriculum objectives and

academic achievements of these students. Among these studies, few have been conducted on the ADHD students' attention deficit problem, particularly in EFL contexts (Clares, MD. 2012).

Nowadays, children with special needs and behavioral issues such as Attention Disorder and Hyperactivity Disorder (henceforth ADHD) students, are found everywhere especially in primary public schools in Monteria. These children are sometimes segregated because of their strong behaviour. Sometimes, they seem not to be interested in the learning process and prefer to do different activities not related to the class, demonstrating aggressiveness and anger over the assigned tasks. Studies in this field showed that attention problems in children with attention deficit hyperactivity syndrome correspond to difficulties in sustained attention, direct it to relevant details of the situation, listen to the other, follow instructions, organize tasks, and remember commitments, among others. Most of these students also may have quick reactions like aggressiveness, which it might be difficult to handle for a teacher who usually has thirty to forty students in a classroom. Impulsivity is another characteristic of ADHD students. It is related to the inability to inhibit behavior in a given situation until waiting for the right moment. Condemarín and others (2005).

In this regard, the challenges to deal with students suffering ADHD should be approached with strategies that better fit for the current study. DI, according to Connor (2011), is very significant for ADHD students because “every child learns differently, and every child is different, the most effective instruction is designed to fit each learner.” (Connor, et al. 2011). DI offers EFL classroom students where ADHD students are presented with various ways or alternatives for learning. Additionally, as stated by Connor and others (2012), “when differentiation is viewed in that way, the role of the teacher as an informed decision maker is paramount.”(p. 305). Thus, this flexible model allows teachers to propose options, like the ones when differentiating content, process or product, to meet the needs of students. Among the benefits that DI may offer, it is found

that DI is suitable to all students no matter if they are regular or special needs students, because DI meets all learning styles and multiple intelligences in the classroom, and consequently it promotes students' attention and motivation with an individualized focus. Moreover, DI creates a safe environment where students feel motivated to exploit their potential for learning in small groups or individually. (Driskill, K.M. 2010).

To this end, this research is intended to design a unit of lessons with DI in order to increase ADHD students' span of attention in an EFL classroom based on the contents from the National Suggested Curriculum. The design unit is intended for second graders at schools, with a set of four lessons. In this line of fashion, this research study aims to shed light on what are the adaptations and differentiations necessary for these special needs students, and furthermore to offer more social inclusion among all students by means of integrating them in cooperative work.

The following is the question this study is intended to answer:

Can attention span be promoted through lessons with Differentiated Instruction in Content for ADHD students?

The results of this study will offer a series of lessons with differentiated content for young ADHD learners in second grade to maintain their attention for longer periods. Moreover, the results will give answers to the previous research questions with relevant information from data collection procedure such as interviews, archival data and the argumentative decisions made to design the lessons.

In chapter 2, the theoretical framework examines in detail the concepts of ADHD and Differentiated Instruction with the specific strategies and type of differentiation that helps the

students' attention. Besides, the chapter reviews the related studies and their authors concerning this issue. In chapter 3, the methodology delves into the type of research, and research approach chosen for the study, moreover the data collection techniques are explored in this chapter to give insights on how to gather the information for the study. In chapter 4, the findings display sections of the designed set of lessons, shedding lights on the proposed DI strategies and the adaptations to enhance ADHD students' span of attention. Chapter 5 explains the Discussions around the designed lessons, about how positively the unit might impact ADHD students' learning. Finally Chapter 6, culminates with the conclusions about this research study.

CHAPTER 2

THEORETICAL FRAMEWORK

This following chapter presents two important underpinnings for the study: ADHD and Differentiated Instruction, along with a literature review related to the investigation.

CONCEPTUAL FRAMEWORK

2. 1 ADHD

Students with ADHD are delineated with cognitive and behavioral characteristics, which are evidently distinctive from the rest of their peers. These characteristics are triggering factors that hinder their learning processes. According to Eddie Brown (in her online blog *Students with ADHD Aren't The Same: Use Differentiated Instruction* 2018), “ADHD is characterized by inappropriate levels of impulsivity, inattention, and hyperactivity. Add challenges like self-regulation and behavior, and they present a major challenge in the classroom.” And as established by the Healthy Place Institution in USA (2019), “ADHD, (*stands for*) Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder, (*and refers*) to a hereditary biochemical disorder that impedes a person's ability to perform to his or her full potential”. In this regard, ADHD students find it difficult to keep focus during academic tasks. In terms of students’ behavior, another challenge is to behave nice and quiet during required times, or to control their impetus so they do not bother their peers. Consequently, lack of discipline awareness and demeanors represent a huge obstacle for teachers, school administrators, parents and mainly ADHD students during the school years. ADHD as one of the most common neurodevelopmental disorders of childhood (CDC. Centers for Disease Control and Prevention. 2018) its main characteristics are: inattention,

impulsivity and hyperactivity patterns of behavior. (Forness & Kavala, 2011). Nevertheless, these characteristics may not all be evident as a whole in a single ADHD student. Among this type of students, there are some who display only two of the main characteristics, or others who only display one main feature. As stated by The ADHD Guide on the New Zealand Inclusive Education (2015), describes different types of ADHD students in a classroom.

The first ADHD type is called the Attention Deficit Disorder (ADD). Students labelled in this type of disorder cannot understand details in listening and speaking activities, they seem to be lost deep in their thoughts, and hardly ever can maintain their attention during a single task. The second ADHD type is the hyperactive-impulsive type, and students labelled with this subtype are fidgeting and moving around, they usually find it difficult to maintain quiet during prolonged minutes and uncommonly think about the consequences of their actions. And finally, and the most common ADHD subtype, we find those students who display all the previous characteristics of inattention and hyperactivity, all combined.

In this line of thought, the previous mentioned characteristics are key indicators of an ADHD disorder in a student, and the teachers should consider these behaviors in order to identify which of her/ his students may possess the disorder. However, teachers are not experts in the field to give a proper diagnosis for their students. Though, they can advise parents to visit the school counselor with their children, which is usually a professional psychologist, or to visit any expert in the field for the corresponding diagnosis. Thereupon, teachers and school administrators may address the assured strategies and interventions for these students in order to help them succeed academically. Nevertheless, if there is lacking a diagnosis, it cannot be an impediment to look for strategies and approaches for these students' needs. Actually, there have been many important

studies since the end of the 20th century that teachers can find them useful and as a guidance to approach these students' learning. (Tomlinson, 1999.)

Attend special students' needs in the classroom is not an option nowadays in Colombia, as established by the Colombian policy in Education called Revolución Educativa in its resolution 2565 in 2013, it mandates that each territorial entity must give a proper characterization and determine each disability condition of its students in order to identify their limitations and guarantee their participation in public education by proposing adjustments for each school in learning and accommodations. Therefore, english teachers need to be aware of their students' condition by getting to know them more, being attentive to their needs and cognitive capacities, in order to identify which of them may portray the characteristics of ADHD students, and consequently give the appropriate interventions to include them in education.

2.2 Differentiated Instruction

DI has several conceptualizations that across the years it has been defined by experts in education. Firstly, we find Tomlinson's work, which she devoted for many years and explained with an example how to do differentiation, for example with the technique of showing with a PowerPoint presentation what the student learned about a particular subject, or another student who can bring a cardboard with charts painted on it. Or learning a topic subject by exploring a learning center or collecting information from the web. Some years later Tomlinson explained DI has the potential to differentiate all stages of curriculum by means of differentiating content, process and product. (1990). Other educators called McCombs and Whisler also contributed with the concept when he explained that every student in the classroom possesses individual necessities for learning.

Thus, he claimed DI is the appropriate approach to reach them. DI is indeed a teaching approach that can reach any student in the classroom no matter their social and learning backgrounds, or teaching disabilities and talents. McCombs, B. & Whisler, J. (1997). Additionally, Deborah Blaz gave most of her work to study this approach. According to Blaz (2006), DI is a “*complex and flexible, based on certain essential beliefs and practices for the best differentiated classroom*”. (p.6) She points out the importance of Choice in DI to approach more effectively the students’ learning needs. Blaz, based on the Jensen’s words (1998), explained “the best learning offers a large variety of choices to satisfy individual abilities and talents” (p.3), that is to say, it is significant for students to feel comfortable when choosing what to learn, how to learn and how they prove they learned. This educator left clear by this sense that DI helps enrich cognitive processes by giving students choices to learn, so they can develop their own learning from their own choice and capacity.

Later, Heacox contributed with this approach when she said “DI enhances learning for all students, and better respond to their particular learning needs.” (Heacox, D. 2012).

Consequently, Heacox claimed DI is the best strategy that fits to different learning needs at the same time in an EFL classroom. Moreover, Merryl Wahlin can help us out as well to understand when she says that DI “is the way the teacher responds to and caters for a variety of students' needs in the classroom” (2015).

After reviewing all this authors’ concepts, Deborah Blaz’s work on DI will be the chosen conceptualization to better understand this system of strategies, and what it implies.

It is important to highlight that DI is not a recent topic, it has been used as a teaching approach for about two decades. It started as a focus for talented or gifted students only. Then it

was passed down to special needs education for children with cognitive and learning disabilities, and finally was believed to be useful for all kind of students as a whole about 8 or 10 years ago. (Deborah Blaz. 2006).

In that sense, DI has been developed and expanded its boundaries to meet all students' learning needs in the classroom. No matter how gifted or special they are, every student is capable and worthy to receive the benefits of a DI lesson. It is not simple to define the term Differentiated Instruction, because it is not a program or a set of rules in which teachers must follow. Rather, it is a change in the teacher's perception on how learning should take place in the classroom. Differentiated Instruction (henceforth DI), is a system that consists of knowing all our students individually, their different learning necessities, and it can adjust any lesson plan to cover all students' learning needs based on the creation of multiple strategies and options for them to choose what to learn, how to learn and how to show they learned.

Furthermore, a definition of what DI Is and what DI is not is imperative for clarification due to the misunderstandings around this topic, which can be quite beneficial for all teachers to take into consideration if they want to implement this approach. DI is an approach to learning that is based on the premise that varying student instruction might meet students' individual needs. It focuses on individualizing students' learning styles, cognitive capacities and interests, and possesses characteristics that create a rich environment that promote all individuals' participation in the classroom.

Additionally, Blaz clarifies that if the idea of choice-making is not followed, students are less likely to learn due to the teachers' monopolized decisions. Thus, Students learn in various ways, and sometimes they should take their choices that may guide them into different paths, but always to the same point. For instance, a student can be given a choice on how they will complete

a project, and they have to meet certain criteria, like allowing them to find an outlet they find most enjoyable, such as creating a Google Slides presentation, a digital cartoon, or a pamphlet. Giving students a choice allows them to take ownership of their learning as well as creating a product that feels authentic to them. Students may work on something that they are good at, or try something they want to get better at.

Teachers can differentiate content, process and product, by means of individualizing each student's need in the EFL classroom. When giving a differentiation to Content, the teacher can vary or give a change to the material learned by students, but sometimes he or she gives those choices to students to pick the most interesting task. For example, in a math classroom where a teacher intends to teach them how to subtract, some students with less math level can subtract two-digit numbers while others with high math level can subtract with larger numbers in the context problem. When giving a differentiation to Process, a student can be benefited by receiving choices of how to learn, by means of the way he or she can access material. A student may have some options to get the knowledge in the classroom, if receiving it by the teacher, or by a movie or by a school web page. When giving a differentiation to product, teachers differentiate by accessing the same concept or skill for each student at the end of a unit of study; however teachers offer their student a variety of ways to demonstrate their knowledge (a video, a written report, a debate.) (Blaz, D. 2006. p.9).

2.3 DI for Content

Deborah Blaz (2006) explains content "it is the essential information, ideas, attitudes, skills, or facts that students must grasp and be able to use." Blaz, D. (2006).p.9. She claims DI for content is the easiest way to differentiate because it relates to the important facts students are going

to learn, based on their choices and skills which they fit better in the classroom. Certainly, it is supposed to be uncomplicated for teachers because they may know better their students' learning styles, needs and cognitive strengths. Nevertheless, DI may not be such as easy for all teachers, because it pretends to be a change in teachers' way of teaching, and in this case, a change in the curriculum parts.

Blaz says DI for content means to ‘unpack the curriculum unit into its component parts’
Blaz, D. (2006).p.6. That is to say, the teacher is free to choose the appropriate parts of the curriculum for their students, he or she must determine what is to be taught. Blaz in her work with differentiation shows a graphic which helps new teachers to practice DI when unpacking the curriculum:

Table 1

Rubric to differentiate content

GRAPHIC ORGANIZER SHEET	
Standard (s):	
Declarative Knowledge	Procedural Knowledge (skills)
Why do students need to know this?	What processes do students need to learn? <i>What should students be able to do years from now?</i>
What details must students learn? (keep this to a minimum)	What skills do students need to learn?

What necessary vocabulary terms or phrases are needed?	What steps or rules will students need to follow?
--	---

In this table Deborah Blaz encourages teachers to organize their thoughts when differentiating content.

Blaz, D. (DI a Guide for Foreign Language Teachers, 2006).p.48.

In Table 1, Blaz displays several steps a teacher can follow to be wiser when giving a differentiation for content with the curriculum. Several questions to be answered for a better judgement when planning, for example, in Declarative Knowledge ‘‘why do students need to know this?’’, it is a very relevant question to start differentiating content and adapt the curriculum for a new context where differentiation is more relevant for students’ learning needs. , Also in the column Procedural Knowledge the question ‘‘what skills do students need to learn?’’ is an important question to take into account when choosing a ‘‘building block’’ or a specific content which fit better for different students’ skills. Blaz, D. (2006).p.48.

Blaz says: ‘‘one way to differentiate content is giving students choices in the type of instruction: direct instruction, concrete examples, worksheet practice, or more complex activities.’’ Blaz, D. (2006).p.10. Giving a differentiation to choices for instructions may work for kids with different cognitive abilities, because the teacher is the one who knows which students are more advanced with the concepts and which need more help, he or she may take this into account to split or vary the instruction in different choices for the students can feel more comfortable and capable to develop the task.

2.4 Curriculum Design

This research study will consider contents from the National Suggested Curriculum, in order to include its bilingual objectives to guide these lesson plans in order to fulfill the national guidelines for english teaching.

According to Mejia and Tejada (2003) “the curriculum is one of the most important artefacts an institution creates, as it has the power to both determine and to drive educational outcomes.” (p.35). All institutions are influenced with this suggested curriculum to implement the suggested contents, strategies and tasks it proposes, with the aim to success all together academically in the path of bilingualism. Also Inlow (1966) helps us with the definition when he said the curriculum “is the planned composite effort of any school to guide pupil learning toward predetermined learning outcomes”(p. 7). Thus, a curriculum is viewed as the common understanding of the needs and objectives of schools or academic institutions in a region, and tries to guide students to the same learning goals with suggested tools and strategies.

The suggested curriculum itself acknowledges the importance of following its guide, when it says its tools “look for the students to achieve a level of english that helps them communicate, interact, and share knowledge, and likewise enhance their human and professional abilities. [...] With these tools the english teachers and educational institutions will contribute more with the building of a bilingual country we wish and achieving the goal of being the best educated country in the region. “ Suggested Curriculum. (2013). Ergo, in order to lead all students to achieve those goals, this research study pretends to use principles and activities from the suggested curriculum and adapt them to create differentiated lesson plans.

Furthermore, Deborah Blaz knew the importance of attention for students’ cognitive development, and after claiming that Differentiating content is the easiest part of any differentiation

(Blaz, D. 2006. P. 3), she suggested several activities to enhance her students' attention regarding Content.

2.5 Attention

According to Mc Dougall, he claimed that "Interest is latent attention, and attention is interest in action." (McDougall. 1996). That is to say, interest is the determiner of good attention, and interest is always behind the actions of an attentive student. Interest is seen by McDougall as two sides of the same coin, to pay attention to an object for example a person or an activity needs to have an interest in them. Additionally, Wundt (1979) proposed a more detailed definition for attention, when he said: "attention contains three essential constituents: an increased clearness of ideas; muscle sensations, which generally belong to the same modality as the ideas; and feelings which accompany and proceed the ideational change. " (p. 249). In this regard, Wundt highlights the main factions in which attention happens, claiming the first step is having a clear perspective of what is happening, followed by some action in response to what is happening, for example participating orally, and finally with an ideational change, that consists of a new perspective or new knowledge which replaces the prior one.

2.6 Literature Review

A body research has focused on the use of Differentiated Instruction with some strategies with the aim of improving student engagement and learning in both individual and group work settings. For example, Pablo Rojo (2013) analyzed a big group of students during their courses in Central High School, Florida, with the aim of finding new methods that would help that diverse

student population improve their overall performance in a chemistry classroom, as well as their level of confidence and self-assurance in the same chemistry classroom. A specific strategy for DI was used called “tune-up stations”, which consisted of making group work based on the students’ aptitudes and different topics or interests. The study revealed that a total of forty-three students, 29 out of 43 students (67%) of the students felt “not very confident”. A total of eight students out of the forty-three stated that they felt “somewhat confident” (19%). And additionally, only three out of the forty-three students (14%) claimed that they felt “very confident” about their success without the use of tune-up stations. Results of the study revealed that data showed in definitive terms that the use of DI in the chemistry classroom had a very positive effect on the confidence level and assurance of the students.

In a similar study, Adina G. Collins (2016) carried out a survey and observed 21 students in 2nd and 3rd grades with the aim of examining the use of behavioral and academic interventions (as Differentiated Instruction) with ADHD students. During her interventions, the 21 students were surveyed and asked to report on what helped them to stay focused during independent work time. During the findings, the students reported they found more difficulty when afternoon hours when usually math occurred, some reported noise level was also a problem before the interventions and some were asked to pinpoint what was a distraction during whole group instruction. However, two ADHD students named student A and student B were highlighted during the findings. After using the behavioral and academic interventions, students A and B were found to have an improvement after weeks of the study. The researcher began to modify the independent work required for these students so that they will be still practicing the skills, but completing fewer problems. Additionally, they were assigned peer buddies in order to complete their assignments. With differentiated

instruction and added behavioral and academic interventions the students A and B both improved noticeable their work and showed success in the classroom.

In another related study, denominated Strategy for the alphabet reading teaching to children with Attention Deficit Disorder (ADD), consisted of a strategy which aimed to propose a method to teach the alphabetic code for reading ability to children with Attention Deficit Disorder (ADD). Therefore, according to the specified methodology, this is a practical research where pedagogical, psychological and linguistic elements took place in the strategy to increase and motivate the ADD students' learning process in their real life context. All in all, the purpose of this study was fulfilled. The study used the strategy of implementing a technological device, an iPad tool, to improve alphabet recognition and letter sound correspondence skills, and besides, making it possible to establish the scope for learning to read the code Alphabet children with ADD. From the positive results of the piloting, the child involved demonstrated to understand the logic of the alphabet code and was able to continue with the steps that were given to him for the activities in other proposed exercises. The study also showed that in the post-test, after all the sessions worked, the child demonstrated his knowledge and understanding about the logic to be followed and applied autonomously to new situations.

A national study intended to improve the english learning among ADHD students in a public school in Bogotá, but in this case with playful games. It was observed that there are several psycho pedagogical problems in kindergarten children, such as lack of attention, indiscipline and timidity of which has been diagnosed in the institution as ADHD (attention deficit hyperactivity disorder). The methodology that was used was qualitative and descriptive, which intended to use a module of lesson planning called P.P.P. (Presentation, Practice and Production), and the games were implemented in the third phase of the module (production). In this phase the students had to

prove what they learned through some situations proposed by playful games such as gap activities, puzzles, activities of information and transmission, roleplays and others. After using these games, 8 in total, it was evidenced high significant results regarding kinesthetic games, where almost all students performed high or medium levels of scores. While other students, some ADHD ones, performed less than the rest of the students. Nevertheless, games related to the arts showed better results for the ADHD students. Thus, demonstrating that this type of games help ADHD students to maintain their attention and decrease their hyperactivity, and especially promoting a better english learning acquisition.

Another national study with a similar focus on designing a syllabus was implemented in Bogotá, however taking into account the strategy of meaningful learning to teach students in a public school. Regarding the methodology, the study was a qualitative research study with a focus on action research. The study followed six steps for the investigation: concern for the thematic, data collection procedures, theoretical framework, design of the syllabus, implementation of the syllabus, results. The results of the study showed a design of a syllabus which followed the work of Lewis and Stephen Kemmis, and consisted of four units to teach other disciplines with English as the target language.

As evidenced in the previous studies, there is significant research concerning the promotion of english learning acquisition for ADHD children, and a great variety of strategies to achieve different learning needs. However, few studies on differentiation have been conducted to increase students' span of attention in the classroom, as one of the biggest challenges in primary school education.

CHAPTER 3

METHODOLOGY

In the following chapter will characterize the research method, the research approach, the possible context and participants who will benefit from the designed unit, and the use of DBA and standards from the Suggested Curriculum.

3.1 Type of Research

The type of research that is going to be used for this current study will be a qualitative research, with a focus on a design research unit in order to increase ADHD students' span of attention in an EFL classroom. Nunan and Bailey (2009) define qualitative research by explaining that it is primarily focused on getting the characteristics or aspects of a research problem, instead of being concerned about statistics or calculation with numbers, issues that are only part of quantitative research.

Regarding Curriculum, nowadays research defines it as a product (Tyler, 1949), as a practice (Stenhouse, 1975), as a praxis (Grundy, 1987), and as contents of learning (Briggs, 1988). Besides, the General Law of Education in its article 76 presents a model of definition, when it says "Curriculum is the set of criteria, study lessons, programs, methodologies and processes which contributes to the integral development and building of a national, regional and local cultural identity, also including human, academic and physical resources to put into practice the politics and carry out the institutional educative project." Therefore, the National Government encourages schools and educational institutions to modify and change their methods, approaches and processes

to align in concordance to the global definition of curriculum and grow all together for the same national objectives.

Moreover, Margarita Pansza proposes a similar conceptualization but clarifying on the ambiguities the term may be confused: ‘‘Curriculum is the structured set of experiences in learning that for an intentional way it is articulated towards a concrete: to produce the desired learning, which it should not be confused with syllabus or lesson planning, while likewise it may contain contents, themes, an organization and design of proposals, they are elements that constitute it, but they do not define it. ‘’Pansza, M. (1988).p. 38. According to Pansza’s former definition, Curriculum is intended to be seen as the major and global set of learning structure, different from Syllabus which it may be intrinsically related to curriculum but it is purely an integrated and important element of it.

Elseways, it has been a long and old discussion about the contrast between syllabus and curriculum; some authors assume both concepts do not have any difference and they are considered to be the same. Brown says the ambiguity of both concepts started from the beginning, when the terms curriculum and syllabus were british and american concepts that implied the same practice of designing a language program. Brown, D. (1994).p.81. While other authors like White differ from that similarity, and explain the concepts are significantly different in nowadays practice due to the syllabus focus on the individual subject, by characterising the content, subject matter. Contrary to Curriculum which according to White, it alludes the whole and total content to be taught and the process to be realized within schools. White (1988). Thus, curriculum is currently seen as the wider element that designates the PEI (the institutional educational project, *in spanish*) in every school, and on the other hand the syllabus is appreciated as part of curriculum, and contains more specific guidelines of learning.

Douglas Brown supports more the definition of Syllabus when he states “(syllabus) is a sequential list of objectives, topics, situations, skills, and forms to be taught, it is often helpful to carry out a review of options in materials (textbooks and other resources) that are already available.” Brown, D. (1994).p.84. The specifications for learning that a syllabus suggests, make it a more helpful and familiar major tool for schools and teachers to analyse their teaching practice and units, as for example the examination of materials which a syllabus may already offer within itself, or the ones that are already there in the institution or teachers may have access, and will fit better to the demands of the lesson planning.

Similar and related deeply to the last, a Unit Design is the result of a syllabus. The former intends to characterize more specifically the contents, objectives, processes, approaches, strategies and lesson planning to be used for the academic period of weeks or months in the schools. Cunningham defines the term of Unit design as “concepts and learning goals that are taught over a period of time and are woven together, often across subject areas. A unit plan lasts two or three weeks (or longer) and includes several standards, skills, and desired outcomes for interconnected learning.” Cunningham, G. (2009).p. 24. Hence, the design of a unit encompasses the examination of context in which it will be taught, and based on that students’ needs or phenomena the unit design plays the important role to propose goals and standards to be achieved through activities intended to solve the learning needs of a specific population.

Consecutively, developing a lesson plan is an essential part in unit design, and also for any academic instructor, because it is the first tentative step to lesson preparation and it is a prevalent factor required for all schools and institutions, as a prerequisite. Commonly, lesson plans are designed as a series of activities for a specific day, or a set of lesson plans which may last days with specific and structured tasks and it is called a ‘unit’ or ‘module’ in some cases.

According to Strickroth, a common lesson plan is divided into four sections of preparation:

1. Formal Information: e.g., name of the teacher, date, school, subject, room.
2. The Context: e.g., teaching intentions, learning outcomes, standards, learner group, previous and future lessons, assessments.
3. The Teaching Process: e.g., the teaching steps, the time, used media or materials.
4. Attachments: e.g., worksheets, sketches. Strickroth, R. (2014).p. 32.

In this line of fashion, these last sections are basically what a lesson plan contains but not necessarily foresee mandatory steps to follow, all units and lesson plans depend always from the specific context they occur and their needs. In this manner, units of lesson plans are the fundamental tool for preparations and examination of the learning goals, process and assessments, and they help teachers and also students to check on what is happening in the teaching process and which objectives should be accomplished.

In order to pursue this research proposal, one main question was considered to be answered:

Can lessons with DI strategies in content help to increase ADHD students' attention span?

This question sets insights on describing the possible adaptations the Suggested Curriculum in english may have to produce a differentiated unit design, which consequently ADHD students might improve their attention deficit (Tomlinson, 2006) after using this proposed unit. In

this way, differentiated instruction aims to look for strategies within the lesson planning to give more options on differentiating content and, thus discovering the student's interests in order to engage more his/her attention. Thereupon, this study looks for characterizing the type of necessary classroom adaptations for the correct inclusion of ADHD students in an EFL lesson.

3.2 Context and Participants

This research proposal may benefit all students in a mainstream classroom, but for the research objectives ADHD students are the population who might benefit the most. The current unit of lesson plans is designed to enhance ADHD students in the public schools in Monteria, who may be experiencing english language learning with an intensity of two or three hours per week. Likewise, the possible participants for this unit are expected to be students with ages about eight to ten years old, from second grade. These possible students may live in a public or private school where elements and implements for education are provided, like ICTs. Most schools in the city are provided with technological devices for teachers, like video displayers, speakers, computers and others that even have internet connection. The possible context for this designed unit can be an urban or rural area where an english subject teacher can carry out the lessons.

3.3 Data Collection Procedures

In order to collect the relevant data for this research, essential underpinnings are analyzed and discussed: Suggested Curriculum and DBA, Archival Data and Commentary of decisions.

Formerly, the concept of curriculum was defined by different authors, however the current unit design study will take into consideration the guidelines and contents from the national Suggested Curriculum, in order to propose four (4) lesson plans with an intensity of three (3) hours per week, focused for ADHD students, and thus to enhance their span of attention. The national suggested curriculum for english (2014) explains its own concept when it says they are “intentions to looks for equality in education and make learning and teaching to be seen as a strengthening tool of the integral and pertinent formation of the students in the 21st century in Colombia.” All in all, this national curriculum is the leading body of principles and contents regarding education for the second language learning in all public schools, and moreover it contains different and essential themes for the integral and communicative english learning such as: health, coexistence, peace, environment and globalization which encompass the different modules (or units) they propose. This research study will take into consideration the module two (coexistence and peace) for second grade in elementary school, because it is believed coexistence is one of the big challenges children have during their education, and it has been evidenced in many transnational studies (Andrés & Barrios, 2009; Carpio & Tejero, 2013; Fernández & Enguita, 2017; Pérez de Guzmán & Amador, 2011). The study takes the specific DBA (basic learning rights [*in spanish*]) for the development of the lesson plans, more specially the second learning right: “Understand the sequence of a short and simple story about familiar topics, and re tell it with illustrations and known words.”

Furthermore, it is believed elementary school is the most challenging phase for ADHD students in regards of behavioral and attention issues, due to the younger age this type of students are, showing more strongly their symptoms. Veliki, T., et al. (2019). Additionally, relevant archival data and documentary is taken into account for the production of the lesson plans and their objectives, along with the clarification of specific decisions made in every step of the lesson planning.

CHAPTER 4

FINDINGS

The main results to be reported in this paper are 4 lessons designed under the guidelines of the National Suggested curriculum for primary proposed by the Ministry of Education in Colombia. The design of the four lesson plans are displayed below with a specific and significant approach of Differentiated Instruction strategies in content to enhance ADHD students' attention in an EFL classroom. The format of the lessons were adopted from the Teaching Practicum department at Universidad de Cordoba. This format is composed by the following section: Task/ project/ problem, DBA, Performance Indicators, The instructional activities and Assessment.

In the following lines, lesson one is explained section by section, displaying the objectives and abilities for every task, the explanation and decisions made, and the abilities involved for each one. As an example, one of the four lessons will be described and split to have a clear view of the proposed unit.

<p>TASK/PROJECT/PROBLEM</p> <p>Identificar y mencionar en inglés los derechos más importantes de los niños y niñas en su familia y colegio.</p>
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Figure 1 Task/ Project/ Problem

One of the aspects to be considered in the format is project/task or problem, where it is possible to describe which ability (ies) will be developed during the lesson and how students are going to use what they will learn. Figure 1 can be translated as: *“Identify and mention in english the most important rights of children with their families and at school.”* Lesson one seeks for the development of abilities such as listening, speaking, writing and reading during the differentiated lessons. Furthermore, the unit intends to enhance attention among ADHD students, while guiding students’ learning processes to the national guidelines proposed by the suggested curriculum. As it is shown in figure 1.

<p>DBA Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.</p>
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Figure 2 D.B.A

The second aspect proposed by the format is to specify which Basic Learning rights (henceforth DBAs) , the teacher is trying to promote. In the case of the design of the four lessons, it was possible to cope one of the four lessons

This DBA (Basic Learning Rights, in spanish) is suggested by the national curriculum for second graders in the english subject, and responds for teaching quality and equality to all students. According to the Education Ministry (2016) “these learning rights describe knowledge and abilities that students should learn and develop in the english subject area.” (DBA Colombia Aprende, p. 6). These suggestions of contents respond for the students’ learning needs for the second grade in education, which are quite relevant to take into consideration for the development

of this unit. Additionally, this ministry mentions the functions of DBAs in english grades from kindergarten to primary education:

- DBAs display the progress students have from kindergarten to fifth grade in all schools.
- They show examples of how to implement the contents in regards to communication abilities.
- They are key points to take into consideration when designing lesson plans, because teachers are supposed to grasp the corresponding DBAs pertinent of each grade they are teaching.
- DBAs are not the same as a lesson or as an activity.
- They are enumerated, however that does not mean they are supposed to work in such a sequence. Students can start from the first DBA, or start from the last one. (DBA, Colombia Aprende. 2016).p. 10.

Therefore, DBAs are tools which condition all communicative abilities in an EFL classroom, in order to take a better advantage of students' learning capacities in each grade in regards to their learning needs. In this line of thought, teachers should see DBAs as useful tools for the development and building of a more communicative english class and teachers should not be reluctant to use them, because DBAs do not mean a change of the curriculum but rather a complement in the EFL classroom.

Hence, this unit will take into consideration that specific image 2 because it is one of the four proposed by the Suggested Curriculum for second grade, and it fit more appropriately to the

strategies and abilities enhanced in this unit, for example the different ways reading comprehension is displayed fulfill the objectives of this DBA.

Performance Indicators
SABER
<ul style="list-style-type: none"> • Identifica las "Wh questions" para hacer preguntas. • identifica verbos modales "can-can't" • identifica imperativos
SABER HACER
<ul style="list-style-type: none"> • Establece una lista de compromisos en inglés como ciudadano o ciudadana • Hace y responde preguntas en Inglés sobre sus acciones diarias.
SABER SER
<ul style="list-style-type: none"> • Mantiene una buena conducta en el colegio.
SABER APRENDER
Habilidades siglo XXI: Reflexiona críticamente sobre una situación o experiencia.

Figure 3 Performance Indicators Proposed in the Lesson

This section displays the main objectives which will work for all students. The objectives are defined in terms of Performance Indicators, which are concrete actions students will be able to perform during the unit. These performance indicators show the desired behaviour from students, in regards of the knowledge and expected competences the syllabus foresees. Cunningham, G.K. (1986).

Figure 3 shows the performance indicators divided in two main competences (saber, saber hacer, saber ser.), and they are extracted from the suggested curriculum for second grade. For Saber in image 2, there are listed 3 main competences: *identifica las "Wh questions" para hacer preguntas, Identifica los verbos modales "Can-Can't" e Identifica imperativos*. This competence is evidenced for the activities of songs and videos, when the teacher can constantly ask questions to the students related to the task, and for role-plays in which they are the ones who ask these questions to one another. The competence of modal verbs is evidenced in the section Tarea Sugerida in the appendix 1, in the activity of role-play when students are telling each other the

actions they “can’t” do in the school. Additionally for the activities when the teacher delivers worksheets, they are focused on the use of these modal verbs. The competence “*identifica imperativos*” is evidenced in activities like the Warm-up, when students identify good manners of behaviour with the help of imperative verbs.

For the performance indicator Saber Hacer, there are two competences such as: “*Establece una lista de compromisos en inglés como ciudadano o ciudadana, hace y responde preguntas en inglés sobre sus acciones diarias.*” For the first competence, in the closure activity it is evidenced when students design a poster by means of a contract with responsibilities in activity number 2, they are intended to follow the instructions of this contract in the classroom. For the second competence, there are activities in the unit where students may be free to express their daily actions, and the most outstanding example is the activity number 2 when the role-play takes action by students.

Finally for the third performance indicator Saber Ser, one competence is characterized for the unit: “*mantiene una buena conducta en el colegio.*” This competence is intended to be demonstrated in all stages of the unit, it is intended to be promote among students mainly for ADHD students who may have more behavioural issues, however in activities such as Activity number four in the Appendix 1, students are promoting good behaviour at school when creating the contract.

**CONCEPTO DE
DIFERENCIACIÓN
POR CONTENIDO**

Deborah Blaz (2006) explica que el contenido “es la información esencial, ideas, actitudes, habilidades, or hechos que los estudiantes deben aprender y ser capaz de usar.” Blaz, D. (2006).p.9. Ella afirma que la diferenciación por contenido es la forma más fácil de diferenciar porque se relaciona a los hechos más importantes que los estudiantes van a aprender, basados en sus elecciones and habilidades en los cuales ellos encajan mejor en el salón de clase.

Figure 4 Concept of DI for Content

Figure 4 can be translated as: ‘ ‘ *CONCEPT OF DI FOR CONTENT*

Deborah Blaz (2006) explains content “it is the essential information, ideas, attitudes, skills, or facts that students must grasp and be able to use.” Blaz, D. (2006).p.9. She claims DI for content is the easiest way to differentiate because it relates to the important facts students are going to learn, based on their choices and skills which they fit better in the classroom.” Certainly, the former is supposed to be uncomplicated for teachers because they may know better their students’ learning styles, needs and cognitive strengths. Nevertheless, DI may not be such as easy for all teachers, because it pretends to be a change in teachers’ way of teaching, and in this case, a change in the curriculum parts.

Blaz says DI for content means to “unpack the curriculum unit into its component parts” Blaz, D. (2006).p.6. That is to say, the teacher is free to choose the appropriate parts of the curriculum for their students, he or she must determine what is to be taught.

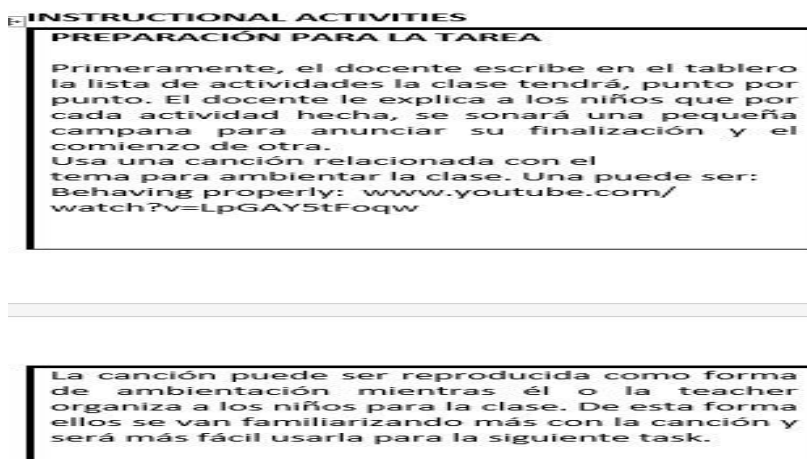


Figure 5 Instructional Activities/ the Warm-up

This section shows how the class begins, setting up a list on the board with all the activities the teacher intends to carry out for the students, and the teacher explains to them the activities will start and end with the ring of a little bell. This is a strategy proposed by Hammeken (2000) in her book *450 Strategies for Success*, which explains this strategy is a good tool to trigger students' attention and expectations for every task in the class, and that is why this lesson plan will implement the use of this bell. The subsection also displays a warm-up which students will get engaged instantly and can have a prior familiarity with the next task related to the music being played. The use of music and technology have been proved to be key factors to engage students' attention. McCash, V. et al.(1988). In this line of fashion, the warm-up approaches students' attention through music and other related strategies with DI. This warm-up is structured into three sub sections: pre-listening, while- listening and post-listening.

The warm-up is introduced in image 5 with a classroom accommodation: "***Setting up the task.*** Firstly, the teacher writes on the board a list of activities the class will have, point by point. The teacher explains to the kids for every task done, a bell will ring to announce its ending or its

beginning. The teacher uses a song related to the topic, in order to accommodate the class. One example can be: www.youtube.com/watch?v=LpGAY5tFoqw. The song can be played as a form of accommodation while the teacher organize students for the task. Thus, students will get more familiarised with the song and will be easier to be used for the next task.(translated to english).

This classroom accommodation is intended to use music and technology as a key factor to engage attention, and due to the structured and prolonged warm-up which is divided into three sub sections, the advantages of music can enhance ADHD students’ span of attention with more time.

<p>Pre-listening (antes de la escucha):</p> <p>Antes de usar canción para la task, se pre-enseña posible vocabulario que los y las estudiantes necesitan por medio de flashcards.</p> <p>La primera flashcard tendrá el título <i>BEHAVIOUR WAYS</i>, con una imagen alusiva. El o la profesora mostrará esa primera flashcard, pronunciándola y explicándola a la clase. Luego en español conversa con ellos sobre qué actitudes los hacen buenos niños en la casa o en la escuela, para participar. Después de ello, el o la profesora muestra el resto de flashcards por fila de estudiantes y los anima a pronunciar la frase al unísono. Por ejemplo la siguiente flashcard con la frase <i>I RAISE MY HAND HIGH</i>, con una imagen alusiva (una niña o niño alzando la mano en clase), les ayudará a los niños adivinar de qué trata la flashcard, y los ayudará recordar cómo se escribe y se pronuncia. Luego las otras flashcards serán mostradas a las otras filas de alumnos, pronunciando y adivinando por la imagen. Se involucrarán más a los niños con TDAH en esta dinámica, pidiéndoles que participen.</p>	flashcards, parlantes, computador,	15 mins
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Figure 6 Pre-Listening

This is the subsection of the warm-up, and intends to give context to the task with a variety of materials to explain the content.

Figure 6 explains a pre-listening activity which can get students prepared for the core warm-up activity, and part of it can be translated this way: *“before using the song for the task, the teacher pre teaches possible vocabulary to the students with flashcards. The first flashcard will have the title ‘Behaviour Ways’, with a related image on it. The teacher will show this flashcard to the students, pronouncing it and explaining it to them. Then in Spanish, the teacher chats with them about which attitudes good kids do at home and at school, encouraging them to participate. After this, the teacher shows the rest of the flashcards and encourages students to pronounce the sentences at the same time [...] this will help the students to guess what the flashcard is about, and will help them remember how to write and pronounce it.”* DI for content is evidenced in the pre-listening task when the instruction is shown with different ways and materials, in Figure 5 the teacher displays the content with flashcards (visual), and in the next subsection the teacher displays it with a video and song (audio/visual). When the teacher gives a variety of ways to present the content, this results in more sustained attention and can differentiate the content based on different learning styles.

<p>B. While-listening (durante la escucha):</p> <p>Mientras escuchan la canción, el docente les repartirá dos opciones de worksheets a los estudiantes, dependiendo de su elección en learning style. El estudiante escogerá una pequeña worksheet donde tendrán la letra de la canción, con algunos espacios para llenar. O escogerá otra worksheet donde aparecen imágenes de niños haciendo las correctas acciones,[2] y el estudiante deberá enumerarlas de acuerdo al orden en que aparezcan en la canción.</p>	<p>worksheets, computador, parlantes, video beam, lápices.</p>	<p>15 mins</p>
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Figure 7 While-Listening

This subsection contains the core activity, and the song which is the main material to deliver the content, is also differentiated with the possibility to choose other materials.

The task in *Figure 7* can be translated as: “*while they listen to the song, the teacher hands out two worksheets to the students, depending on their learning style. The students will choose a worksheet where he or she will have the lyrics of the song incomplete, and will have to fill in the blanks. Or the student will choose another worksheet with images of kids doing good actions, and the student will have to enumerate the images based on the order observed in the video.*”

Differentiation is evidenced when students (ADHD included) have the possibility to choose the material which they feel more comfortable to learn and practice the content. Two different learning styles are used in these worksheets, the first worksheet with incomplete lyrics put into practice the verbal-linguistic abilities in students when they have to pay attention to the song in the

video, and re write the song in the missing blanks in the worksheet involving his or her linguistic skills. While the other worksheet with the sequence of images put into practice the visual abilities of the students when they have to match images from the video, and give a sequence to the images they have in their worksheet. It is believed when ADHD students have the possibility to choose a way to proceed a task, their span of attention can also be influenced due to the satisfaction and confidence of their choice-making.

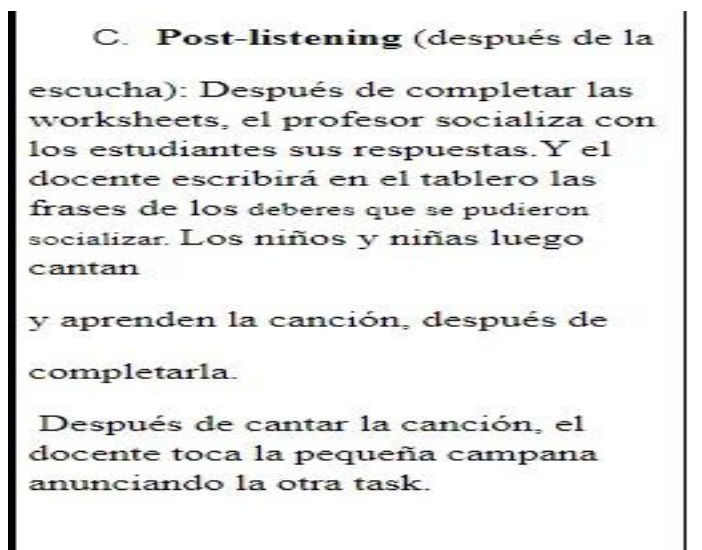


Figure 8 Post-Listening

The subsection of post-listening activity works as a space to socialize and give feedback to the results of the previous subtask.

In *Figure 8* the post-listening can be translated this way: ‘‘after completing the worksheets, the teacher socializes with students the answers. The teacher will write on the board the answers of the responsibilities they could socialize. Then the students sing and learn the song after completing it. After signing the song, the teacher rings the little bell announcing the following task.’’ This subtask as previous explained, works to give students the opportunity to show what

they worked, and is also a space to transform the task in something playful and beautiful through singing, which can help students appreciate the importance and relevance of what they are learning. Finally the teacher implements the use of the bell to ring the announcement of the next task, in this way helping ADHD students and others to be more attentive and expectant of what is next.

<p>TAREA SUGERIDA</p> <p>2. Participar en una dramatización corta y aprendida sobre deberes y responsabilidades.</p> <p>Antes de iniciar los dramas, el docente toma algo de tiempo para pre enseñar algo de vocabulario en el tablero, que les servirá a los estudiantes diseñar sus guiones en pareja. El docente realiza dibujos en el tablero sobre responsabilidades de los niños, y escribe las responsabilidades en inglés debajo de cada dibujo. Además de dibujar otra columna de dibujos sobre derechos. El docente resalta los verbos de cada oración.</p> <p>Para la realización de los dramas, el docente divide el grupo en dos, un grupo realizará un solo drama sobre responsabilidad (A: hey you can't be outside the classroom / B: hey you're right, I can't be outside). Mientras que el otro grupo le asigna doble dramatización, un drama para responsabilidades y otro para derechos.</p> <p>(DRAMA DE RESPONSABILIDAD A: hey you can't bring your phone to school B: I'm sorry, you're right. I can't bring my phone.</p> <p>DRAMA DE DERECHOS A: You have the right to play in break time. B: thank you, so let's play together).</p> <p>Para el segundo grupo el docente escoge los estudiantes más avanzados, y para el otro grupo él escoge a los menos avanzados junto con los niños con tdah. Para la elección de los turnos, el docente tendrá una linda caja decorativa, en la que ingresará todos los nombres de los estudiantes, y sacará de ahí aquellos que les corresponda el turno de dramatizar.</p>	<p>Marcadores, tablero</p>	<p>60 mins</p>
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Figure 9 Task 2. Role-Play

This activity takes advantage of ADHD students' hyperactivity to create a scenario where they can burn their strong energy with a role-play. The task contains DI for tiered content and a suggested strategy by Hammeken in her book *450 Strategies For Success*.

Figure 9 displays the activity 2 of this lesson plan, which demands from students the realization of a role-play to put into practice rights and responsibilities using the modal verbs ‘can-can’t.’ Part of image 9 can be translated as: *“Participate in a short and learned role-play about rights and responsibilities. Before getting started with the role-plays, the teacher teaches some vocabulary on the board, which will help students design their own scripts in pairs [...] For the role-plays, the teacher divided the class in two groups: one group will only perform a role-play about responsibilities. The other group will be assigned to perform a double role-play, one about responsibilities and another one about rights [...] for the first group the teacher chooses ADHD students and others. For the second group the teacher chooses the most advanced students. For the turn-taking, the teacher will use a pretty and decorative box, from which he will take sheets of paper with the students name, and will take out the corresponding ones for taking the turn to perform.”*

According to Richards, M.R.E. et al. (2007) tiered content in lessons ‘allows required skills to be gained at a learning rate better matched to the students’ instructional level.’ (p. 429). Thus, through tiered content the teacher intends to graduate the level of the instruction. Students do the same activity in the task in image 9, which is about performing a role play, however some students will be assigned to perform a double role-play with a double content, and others (like ADHD students) will perform the role-play with less content. Finally the teacher uses a strategy suggested by Hammeken (2000) in her book *Inclusion 450 Strategies for Success* to grasp students’ attention for the task. The strategy consists of designing a decorative box from which the teacher will take out students’ names for turn-taking the performance of the role-plays. (p. 133). This strategy ensures to enhance ADHD students’ attention because the use of the colorful box creates

expectations among them, and they are more likely to pay attention to their turns and consequently, to be more attentive to their classmates' turns to develop the task.

<p>3. Los estudiantes se mantienen en pareja, con los dos diferentes grupos. Para el primer grupo (Advanced one) el docente les reparte una hoja en blanco y deberán escribir 6 derechos importantes que ellos tengan, en español. Por ejemplo el derecho del tiempo libre para jugar. Luego que hayan finalizado, el docente les reparte una worksheet. En una de ellas se encuentra una lista de derechos universales en inglés, y la otra una columna de rúbrica donde deberán escoger los derechos en común que escribieron, y añadirlos a la rúbrica. Para el segundo grupo (less advanced/ kid with ADHD) el docente les da dos worksheets. En una tendrán casillas en blanco, donde deberán dibujar buenas acciones en el colegio. Y luego en otra worksheet tendrán unas imágenes de Good Actions y otras con Bad Actions, en ella deberán poner una X a las malas acciones y escribir la responsabilidad debajo (you can't steal), y las buenas acciones deberán poner un chulito, y escribir el derecho debajo (I can have friends).</p>	worksheets, lápices, colores,	45 mins
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Figure 10 Task 3. Differentiated Worksheets

This third task intends to divide the instruction in two differentiations: two different worksheets for two different groups. Tiered Content is still evidenced in the activities, and approaches the students' readiness levels.

In Figure 10 the lesson plan displays an activity which can be partially translated as: “Students maintain the couples, with the two different groups. For the first group, advanced ones, the teacher hands out blank pieces of paper which they can use to write down six important rights they have. After getting it done, the teacher hands out two different worksheets (for that group), one of them contains a list of universal rights and the second one is a rubric where students will write the down the common rights they found from the first worksheet and the ones they wrote in

the piece of paper. For the second group (with ADHD students) the teacher will hand out two different worksheets. In the first worksheet students will draw pictures related to good actions at school, then in the second worksheet they will have a chart with different images of good and bad actions, and here students will have to put a tick for the good ones and write the corresponding sentence below, and will put a cross for the bad ones and write the corresponding sentences below.” For this task tiered content is evidenced when students have still two different levels of complexity for the same content: students identify good and bad actions, they classify them or they make drawings about them. The variety of materials presented for a tiered content can condition the task based on the students’ readiness levels, and when ADHD students notice they can do these easier activities, they are more predisposed to give in attention. Additionally, if the tasks involve abilities related to arts, such as in this case to elaborate drawings, it is believed students feel more motivated and consequently their attention span is increased.

POST- TAREA Después de haber sonado la campana para finalizar la task anterior, se prosigue con esta como forma de closure. El docente les recuerda a los estudiantes la lista en el tablero de actividades ya hechas al transcurrir la clase, y los felicita por haber avanzado exitosamente hasta esta última task. Los estudiantes ahora hacen un contrato en inglés y en español con la lista de deberes y responsabilidades a las que se comprometen en su salón. Para ello, los estudiantes conjuntamente diseñarán una cartelera que contenga las pautas del contrato, y con ayuda de marcadores, pinceles, pintura, y demás con lo que la escuela cuente, o el docente traiga a la clase. Inicialmente el profesor pedirá a cada estudiante que piense en una regla para el salón, los niños con TDAH podrán usar las worksheets de los dibujos anteriores para pensar y elegir qué deberes proponer para el	Cartón cartulina, pinturas, pinceles, lápices, colores, marcadores, cinta adhesiva.	40 mins
poster. y luego de unos minutos el docente socializa con los estudiantes las reglas, y eligen las más sensatas para el poster. Los niños con TDAH serán los líderes en dibujar y pintar el poster. Al final se pega en una de las paredes visibles del salón de clase, como recordatorio diario.		

Figure 11 Post Tarea- Contract of Responsibilities

In this section students finish the lesson through an activity in which they can demonstrate artistic abilities and collaborative work.

Figure 11 displays an activity where students can get all learned about rights and responsibilities to create a contract for the classroom, and some strategies to enhance attention are reminded in the task. This activity can be translated partially as: ‘‘after the bell rang to finish the last activity, the next activity proceeds as a closure. The teacher reminds students of the list on the board, about activities already done during the lesson, and congratulates them for having successfully carried out all the activities until now. Students now make a contract in english with the list of rights and responsibilities which they are willing to do in the classroom. [...]Initially the teacher asks students to suggest one responsibility for the class, the ADHD students can use the worksheets with the previous drawing to suggest theirs [...] ADHD kids will be the leaders when painting and designing the poster.’’ In this section the main focus is on the creation of a contract in the form of a poster to be pasted on the classroom wall. Creativity and collaborative work is proved to enhance students’ attention in tasks like this (Cramond, B. 1994), where ADHD students are even leaders in the design for the poster, proving leadership is furthermore a key factor to enhance ADHD students’ attention in the classroom (Schirduan, V., et al. 2001). Additionally, the lesson encourages teachers to remind students about the list of activities on the board, and to take into account the use of the ringing bell to announce the sequence of tasks, these are constant strategies along the lesson plan to enhance and increase ADHD students’ span of attention in EFL classrooms.

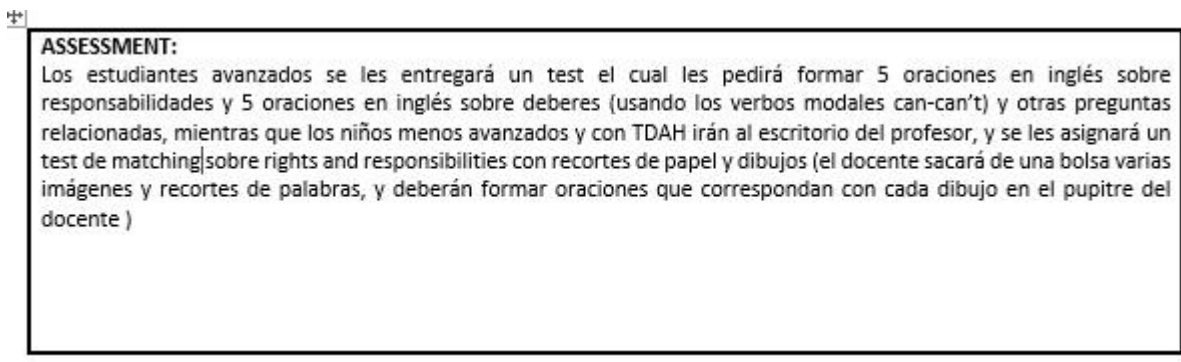


Figure 12 Assessment

This lesson plan displays a differentiated assessment based on the students' readiness levels in the classroom. The lesson presents a tiered assessment for differentiation, in which ADHD students can take the same test as the rest but with a difference on the instruction.

Figure 12 displays a differentiated assessment which can be translated as: "the advanced students will be given a test in which they will be asked to form five sentences in english about responsibilities and five sentences in english about rights (using the modal verbs can-can't), and other related questions. While the kids less advanced and ADHD students will go to the teacher's desk, and they will have a matching test about rights and responsibilities with sheets of paper and drawings (the teacher will take from a plastic bag images and sentences, the students will have to match the sentences to the corresponding images in the teacher's desk)."

In this tiered assessment ADHD students can have the opportunity to express better their knowledge of the learned content with a dynamic test. The test consists of grouping ADHD students around the teacher's desk, thus they can choose images and match them to the sentences they already learned in previous tasks. This matching test intends to evaluate what they know about the content, but with a difference on the instruction because it takes into consideration ADHD students'

visual learning style which it is believed to be the most influential style along with the kinesthetic style when engaging attention.

The other three lesson plans encompass the same design of the former, displaying activities rich with DI for content and strategies with the same aim to enhance ADHD students' span of attention. The previous lesson one is embodied in Spanish in Appendix 1.

Excerpts in English

The following are the consecutive lessons (two, three and four) by means of excerpts in English, however those lessons can also be checked in Spanish in appendix 4, 5 and 8.

Lesson 2.

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Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN # 2

TEACHER: __Juan David Bula__ GRADE: 2th__ HOURS/WEEK: 3 per week__ UNIT TITLE: __I know my rights

TASK/PROJECT/PROBLEM	Performance Indicators	DBA
Identify and mention in English the most important rights for children in their families and at school	<p>KNOW</p> <ul style="list-style-type: none"> Identify the Wh Questions. Identify modal-verbs "Can-Can't." Identify imperative verbs. <p>KNOW TO DO</p>	Understand and describe some details in short and simple texts about familiar topics, from known images and phrases.

	<ul style="list-style-type: none"> Establish a list of commitments in English as a citizen . Make and respond questions in english about daily actions. <p>KNOW TO BE</p> <ul style="list-style-type: none"> Maintain a good behavior at school. <p>XXIst Century Abilities: Reflect critically about a situation or experience.</p>	
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CONCEPT OF DI FOR CONTENT	Deborah Blaz (2006) explains content “it is the essential information, ideas, attitudes, skills, or facts that students must grasp and be able to use.” Blaz, D. (2006).p.9. She claims DI for content is the easiest way to differentiate because it relates to the important facts students are going to learn, based on their choices and skills which they fit better in the classroom.
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INSTRUCTIONAL ACTIVITIES

WARM-UP	Resources/Materials	Time
<p>Firstly, the teacher writes on the board a list of activities which the class will have, point by point. The teacher explains to the kids that for each activity done, a Little bell will be rung to announce the ending and the beginning of another.</p> <p>The teacher asks students to sit down in a round table, which the teacher will be sitting in the middle with images of rights and other images with violation of rights, all scattered on the floor. The teacher explains verbally each student will be called to come in front and choose one image from the floor, and tell the teacher and the students about what that image is about, and the teacher encourages the kid to say it in English (i.e. <i>I can study at school</i>), then the teacher in a piece of paper will right the phrase in english, and the teacher will tape it on the student’s arm. Initially the teacher shows student an example of how to do the task by modeling. The the teacher asks students to do the same.</p>	Images in pieces of paper, tape, and markers,	30 mins

Finally the teacher asks students to come to the board in order to write the individual rights they have taped on their arms		
<p>CORE ACTIVITIES</p> <p>1. Read to the kids the story “Money can’t buy everything” http://www.kidsworldfun.com/money-cannot-buy-everything-story.php in which a story is told about a boy who does not enjoy the company of his parents due to their lack of time. Likewise, other facts that transgress children’s rights are told.</p> <p>Pre-reading.</p> <p>Students are requested to remember some rights of them. The teacher write down some on the board. If there are images related to them, better. While mentioning the different rights, the teachers shows or paste the corresponding images on the board. The teacher can choose the images of the last activity for this task, and he or she can paste it on the board with a tape, for the further reading.</p> <p>A. While-reading</p> <p>While the teacher reads the story, do mimics about the told situations so the kids understand better and can be engaged in the story. For this end, the teacher makes an arrangement with the students, and it is while the reading, the teacher is going to pause in intervals to choose a students to play the mimics of the section read. This is with the intention of maintaining students attentive, and so they can have fun with the mimics. During the reading, the teacher can pause to make questions (<i>what is the name of the boy? How old is he?, how did he feel when his father left home?</i>). For the ADHD students, the teacher asks the same questions but giving them multiple choices verbally so they can choose the correct one.</p>	<p>Board, cutouts of images, tape</p> <p>reading</p>	<p>10 mins</p> <p>30 mins</p>

The teacher with the reading, then go deep with a reading comprehension. He or she writes on the board several questions so the students can write them on their notebooks. (*i.e. what is the kid's name?, what did the kid do first when his father left?, what happened with his mother?, did his father return home?*). the teacher gives them 20 mins to solve the questions in their notebooks, but concerning the ADHD students they are asked to re tell the story with the realization of a cartoon or comics in their notebook, telling the story from the beginning til the end.

Finally the teacher discusses the answers of questions with the students, and with each resolved the teacher asks ADHD students to show their corresponding drawings which represent the situations of the answers.

2. The teacher prepares the students for a game, using the rights and duties previously studied together with the modal verbs can - can't. For this, the teacher tapes 4 cardboard posters at the 4 ends of the room, two yellow posters and two red posters. The teacher assigns students to be part of the red corners (advanced students) by taping a piece of yellow cardboard on their arms with adhesive tape. And the most active children along with ADHD students, will be assigned to the yellow corners. The teacher explains that they will be holding hands in the center of the room, spinning to the sound of a song. When the teacher stops the song, the students must run and go to one of the corresponding corners, and touch the poster with one hand. The poster will have a written right in English (ie *I can have friends*) or a responsibility (ie *I should do my homework*), students who come last to their corners and cannot touch the poster, will have 1 minute to do penance (The yellow children should do mimics that represent the right or responsibility that they had in the corner, and the red children should say in English

20 mins

Posters with colorful pieces of cardboard, markers, adhesive tape,

40 mins

<p>why the duty or responsibility of their corner is important). If the minute is not enough to do the penace correctly, they are asked to be out of the circle, and so it is reduced. In the end the final winners in the corners get a happy face taped on their foreheads or in their notebooks.</p>		
<p>3. Students participate in another competitive guessing game, to learn and practice rights and duties. To do this, the teacher chooses all the rows of chairs as teams, and chooses the captains which will represent each row. The teacher gives students the freedom to choose a name for their team, and the teacher listens to the names and writes on the board the participating teams. Each team has 2 minutes to guess the riddle. The teacher makes sure to choose ADHD students to be the captains. Each row takes turns to participate with the riddles. Each captain comes out to the front, and the teacher gives him a bag with paper cutouts that contain English rights (for example, I can play at break times, I can go to school), and the captain should do mimics to make their classmates guess the right in English. For every right guessed, the team gets one point on the board. In the end the team with the most number of points is the winner.</p>	<p>Colorful bag, cutouts of paper, board, markers</p>	<p>40 mins</p>
<p>POST-TAREA</p> <p>4. The previous colorful groups remain the same, but this time in a new individual activity. The teacher gives the students a piece of cardboard (yellow and red color), and encourages them to make a list of rights that they have at school, the children with red cardboard will write 10, and those of yellow cardboard (children with adhd) will write 5. Initially they can write them in Spanish with a pencil, at the end the teacher encourages the students to come to the board and write the school rights they wrote and make a list. Then the teacher corrects the rights to English, so the students can correct them and rewrite them on their posters. The teacher takes into account to make ADHD</p>	<p>Pieces of cardboard with different colors, pencils, board, markers</p>	<p>30 mins</p>

Lesson 3.

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Comité de Práctica Pedagógica
LESSON PLAN # 3

TEACHER: __Juan David Bula__ GRADE: 2do__ HOURS/WEEK: 3 per week__ UNIT TITLE: __I Know My Rights

TASK/PROJECT/PROBLEM	Performance Indicators	DBA
Identify and mention in English the most important rights for children in their families and at school	<p>KNOW</p> <ul style="list-style-type: none"> Identify the Wh Questions. Identify modal-verbs “Can-Can’t.” Identify imperative verbs. <p>KNOW TO DO</p> <ul style="list-style-type: none"> Establish a list of commitments in English as a citizen . Make and respond questions in english about daily actions. <p>KNOW TO BE</p> <ul style="list-style-type: none"> Maintain a good behavior at school. <p>XXIst Century Abilities: Reflect critically about a situation or experience..</p>	Understand and describe some details in short and simple texts about familiar topics, from known images and phrases.

INSTRUCTIONAL ACTIVITIES

CONCEPT OF DI FOR CONTENT

Deborah Blaz (2006) explains content “it is the essential information, ideas, attitudes, skills, or facts that students must grasp and be able to use.” Blaz, D. (2006).p.9. She claims DI for content is the easiest way to differentiate because it relates to the important facts students are going to learn, based on their choices and skills which they fit better in the classroom.

WARM-UP	Resources/Materials	Time
<p>Firstly, the teacher writes on the board a list of activities which the class will have, point by point. The teacher explains to the kids that for each activity done, a Little bell will be rung to announce the ending and the beginning of another.</p> <p>1. 1. Students will watch a subtitled video / song from the song Where are you going? On youtube, https://www.youtube.com/watch?v=OkfROvtrDI8, where they will see different places in English, to be introduced with some vocabulary. While the video is playing, the teacher writes on the board the places (park, hospital, cinema, etc.). Based on the videos, students will receive a worksheet to write what is their favorite place to visit, and what is your least favorite place. The worksheet will have two columns, one to write their favorite place, and the why column (why), in which they respond with the modal verb can (ie <i>because I can eat icecream there</i>), and in the least favorite column. They also should write a place which is not their favorite, and write why they don't like it, with the modal verb can in negation (ie <i>because I can't run there</i>). For looking the English verbs meanings, the teacher encourages students to open their dictionaries. For children with ADHD, the teacher offers them a colorful bag full of special verbs in it, which can be used to form their sentences in the columns, and if necessary the teacher helps them to structure their sentences. To promote attention and effort, the teacher puts a digital clock displayed on the board with the help of the video beam, 10 minutes for the activity.</p>	<p>Video in youtube, worksheets, the board, markers</p>	<p>20 mins</p>

<p>CORE ACTIVITIES</p> <p>2. Students will watch two videos about the grammatical structure of the modal verbs can / can't, firstly through a song and then through another video, which they must fill a chart based on its information. In the first video https://www.youtube.com/watch?v=ZWu5P7OuMIE the students will sing with the teacher that song, about how some children know how to swim, and the teacher takes the chance to pause the video in several minutes to show the grammatical sequence of questions and answers with affirmative and negative modal verbs (ie <i>Can you swim? - No, I can't. I can't swim</i>). In the second video https://www.youtube.com/watch?v=a91oTyA0Oq8 several actors are pumpkins, and they appear doing actions, using questions with CAN & CAN'T. Students use a worksheet to write down what pumpkin actors can do, and what they can't do. (there are 5 actors). Children with ADHD will be given a different chart where they will write about only two actors (the actions of the losing pumpkin, and the action of the winner). The teacher will repeat the video as many times as necessary.</p> <p>2. Students gets ready for an oral activity, which the teacher explains will consist of talking what they like about their classmates, and what they dislike. Students will have 10 minutes to choose a classmate and write in their notebook what they like the most and dislike the least with the help of a dictionary. The teacher writes on the board some grammar rules. (<i>I like Michael when he is funny / I don't like Michael when he is rude</i>) ... the teacher writes examples of adjectives on the board in order to help them with the oral presentations. The teacher makes sure to write with different colors the adjective on the board. The teacher also uses the digital clock to encourage attention on the task, and hurry the kids to write the sentences during 10 minutes in their notebooks. When the time is up, the teacher makes sure to choose the most outstanding students first, in order to write more adjectives on the board, so when the less advanced children or those with ADHD take the turn, they can have more visual aid on the board for their presentations.</p>	<p>Youtube, video beam, table, computer, worksheet</p> <p>Notebooks, pencils, the board, markers</p>	<p>30 mins</p> <p>50 mins</p>

they will all together analyze the exam and makes critics about the answers. When the teacher socializes the exam next class, the committee will help by giving logical answers for the each question. The teacher will take an appreciative note for the active participation of the committee. ADHD students will be given a ‘‘cheat sheet’’, which will consist of a colorful card with options of answers. This cheat sheet helps them to complete better their exam. The cheat sheet will have examples of adjectives, some images pasted, etc.		

Lesson 4.

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Comité de Práctica Pedagógica
LESSON PLAN # 4

TEACHER: __Juan David Bula__ GRADE: 2do__ HOURS/WEEK: 3 per week__ UNIT TITLE: __I Know My Rights

TASK/PROJECT/PROBLEM	Performance Indicators	DBA
Identify and mention in English the most important rights for children in their families and at school	KNOW <ul style="list-style-type: none">• Identify the Wh Questions.• Identify modal-verbs “Can-Can’t. ”• Identify imperative verbs. KNOW TO DO <ul style="list-style-type: none">• Establish a list of commitments in English as a citizen .• Make and respond questions in english about daily actions. KNOW TO BE <ul style="list-style-type: none">• Maintain a good behavior at school. XXIst Century Abilities: Reflect critically about a situation or experience..	Understand and describe some details in short and simple texts about familiar topics, from known images and phrases.

CONCEPT OF DI FOR CONTENT

Deborah Blaz (2006) explains content “it is the essential information, ideas, attitudes, skills, or facts that students must grasp and be able to use.” Blaz, D. (2006).p.9. She claims DI for content is the easiest way to differentiate because it relates to the important facts students are going to learn, based on their choices and skills which they fit better in the classroom.

INSTRUCTIONAL ACTIVITIES

<p>WARM-UP</p> <p>Firstly, the teacher writes on the board a list of activities which the class will have, point by point. The teacher explains to the kids that for each activity done, a Little bell will be rung to announce the ending and the beginning of another.</p> <ol style="list-style-type: none"> 1. Students will watch a video on youtube about the different sports, through a song. https://www.youtube.com/watch?v=tgUSHk6JaTY Students will be asked to write at least three favorite sports in their notebooks. (<i>i.e. I like basketball, I like diving, I like soccer</i>) 	<p>Resources/Materials</p> <p>Video on youtube, notebooks, markers,</p>	<p>Time</p> <p>6 mins</p>
<p>CORE ACTIVITIES</p> <ol style="list-style-type: none"> 2. Students receive colorful pieces of cardboard, and design facebook emoticons. The teacher shows an example of already designed emoticons, (<i>I like it, I love it, I laugh, wow, sad, angry</i>). The emoticons will be necessary to judge the following presentations of the classmates: after designing their emoticons, each student will stand up and say their favorite sport or hobby of the ones noted in the previous task (<i>i.e. I like swimming</i>), and the rest will react to their classmate with the emoticons, showing faces of <i>I like, I love it, I hate it</i>, etc. ADHD students, besides of designing their own emoticons and participating in the activity, will count and write down the positive reactions of everybody's. Finally, the teacher asks the ADHD kid to say out loud which was the most voted favorite sport in the whole class. 2. Students will see a worksheet displayed on the board in a slide show. The worksheet will contain images of hobbies and sports, along with the name of each of them below. The students must come out to the front voluntarily and with a marker they choose an image, then they write the rest of the phrase with the word I like ... under their favorite hobby (<i>I like... going to the park</i>), but also the student chooses the hobby which less like, and write under it <i>I don't like ...</i> ADHD kids instead of writing on the board, can choose two 	<p>Colorful cardboard, markers</p> <p>The board, markers, slide show, video beam</p>	<p>30 mins</p> <p>20 mins</p>

<p>emoticons of those designed (Like & Angry), write behind them to complete the sentence based on the hobby images (<i>I like swimming [behind the Like emoticon]; I don't like Reading [behind the Angry emoticon]</i>) and show their written emoticons in front of the board.</p>		
<p>2. Students will see a slide show, but this time it will be a reading with images. The teacher will read about Linda, her likes and preferences, but while the teacher is reading about her in English, the teacher displays images on the board related to reading. (<i>in this way, both children with ADHD and the rest will be more attentive to the rhythm of reading</i>). At the end, the teacher asks students questions like: <i>what is linda's favorite hobby? What things does linda not like to do in the morning?</i> For ADHD students, the teacher allows them to use the Likes and Angry emoticons to answer the questions (<i>Does Linda like hamburgers? Does linda like playing football?</i>).</p>	<p>Slide show, Reading, video beam, computer, table</p>	<p>20 mins</p>
<p>CLOSURE</p> <p>3. Students play on two separate teams. Each team will assign a student to be the one who asks questions to another member of the contrary team. The assigned student can use the notebook as a guide. Questions should be about likes, and dislikes. Then he or she will choose another student from the contrary team, and will ask to remember about the previous partner's likes. ADHD kids will be the referee of the game, and will coordinate who asks who. For this task, the teacher asks students to be focused because if the student from the opposite team responds wrongly, the student do a penance.</p> <p>Student A = do you like sandwich?</p> <p>Student B = yes, I like it.</p> <p>Referee (pointing another student)</p>	<p>Notebooks, pencils, emoticon cards</p>	<p>45 mins</p>

<p>Teacher = does student B like sandwich?</p> <p>Student X = yes, she does.</p> <p>Referee = correct !!</p> <p>The ADHD student can use their emoticon cards to judge student's answer, if correct or incorrect, besides of being able to change roles and be the ones playing.</p>		
<p>ASSESSMENT</p> <p>Students will take a quiz to evaluate likes and dislikes through a reading. For this quiz, the most advanced students will have a reading which they identify the characters' likes and dislikes, and make two columns next to the reading where those will be listed. On the other hand, ADHD students will have another colorful reading where they will have to highlight the likes and dislikes phrases on it. Likes can be highlighted in blue, and dislikes in red.</p>	<p>Quiz, pencils, readings</p>	<p>20 mins</p>

CHAPTER 5

DISCUSSIONS

This chapter will give accounts of the whole design of the four lessons and their relationship to finally accomplish the ultimate goal proposed in this research, enhance ADHD students' span of attention through lessons designed with differentiated instruction in content.

First of all, it is worth mentioning that the four proposed lessons have a strong component to promote the four communicative skills in EFL classes. Linguistic skills such as listening, speaking, writing and reading which english competences are promoted since the first lesson to the last forth lesson. In the first lesson listening and speaking skills are firstly promoted as evidenced in the warm-up task where students listen to a song related to the topic modal verbs (can-can't), and then they are encouraged to pronounce parts of the song. Listening and speaking are communicative skills correlated one to the other, and both enhanced mutually result in a significant improvement in oral communicative competence of the students. Tavi, Z.M. (2010). Listening and speaking are promoted as the warm-up activities in lessons one, two, three and four, where materials such as videos and songs are played with the use of technology, which is another key factor to trigger motivation (Ilter, B.G., 2009), and thus students specially ADHD students can feel more interested to exercise those linguistic competences in the classroom. Communicative skills such as writing and reading are believed to be particularly difficult skills for ADHD students due to their strong behaviour. Davis, M. (2020). Therefore, DI strategies to enhance ADHD students' span of attention are proposed in the lessons to exploit these challenging skills. For instance, the

case of lesson one writing is promoted to create scripts in order to perform role-plays, which according to Anderson, A. et al. (2014) drama has a powerful influence on writing improvement. While for the activities proposed, for instance in lesson two and lesson four reading is promoted through alternative and dynamic tasks. In lesson two reading is promoted with mimics and collaborative work, and in lesson four reading is promoted through technology with a PowerPoint presentation. Since lesson one to lesson four all communicative skills are encouraged to be exploited and accommodated in DI strategies to enhance ADHD students' attention. Some strategies are constant in all lesson plans, or some are varied in each lesson, however all with the same aim to enhance ADHD students' attention. For instance, some strategies proposed by Hammeken (2000) are included in all lessons with their warm-ups: the use of a little bell to ring the beginning and ending of every task, it is believed to maintain ADHD students' attention more willing and sharper to expect the sequence of the whole class, and consequently they are more likely to respond to them. Additionally, the use of music and technology to condition communicative skills are believed to increase ADHD students' attention, as for the case in lesson one when students develop a task of rights and responsibilities based on a song, in lesson two the use of speakers to play music while students do a playful activity about the different rights and responsibilities, in lesson three students receive vocabulary about likes and dislikes through a video displayed on the board, and in lesson four it is proposed a reading activity with a PowerPoint presentation in which students as a group will exercise reading comprehension. Furthermore, the unit includes activities which according to Blaz (2006) takes into consideration the most important components of DI for content: readiness level, interest and learning profiles. Lesson one for instance contains an activity, the warm-up, which is divided into three subsections: pre-listening, while-listening and post-listening ; and during the implementation of each subsection the content is approached with different learning styles, like the use of flashcards (visual style) and the use of

songs and videos (audio/ visual style). In lesson two for instance, an activity comprises tiered content when the teacher asks students to write down answers about a reading comprehension task, while ADHD students do the same task but with the difference of not writing the answers, they are allowed to make drawings related to the story. Moreover, in lesson three DI for content is proposed when the teacher divides part of the instruction allowing only ADHD students to use a decorative box as a dictionary to take out verbs to complete an activity about writing likes and dislikes in sports. Finally in lesson four the researcher proposes another example of activity, differentiating the content when ADHD students have the possibility to choose pieces of cardboard designed by them (emoticons) to express their favourite places to go, and write answers behind them, while the regular students have the same task, however they are asked to write on the board.

DI strategies and accommodations are proposed in all the four lesson plans, some commonly proposed in all the sequence since lesson one to lesson four, and others with a variety of unique and adapted DI strategies. The decisions to propose and create the unit of lesson plans were based on the archival data and researchers' suggestions in the field which are cited in the former chapters.

CHAPTER 6

CONCLUSIONS

This chapter discusses the conclusions the researcher comes to presume about the positive impact the four lesson plans may have to ADHD students' span of attention. Based on the archival data, the authors' suggestions and the DI strategies displayed in the previous lessons the researcher assumes three important conclusions: firstly, EFL lessons may be more organized and differentiated in order to teach ADHD students thanks to the design of this unit. Its implementation may result in a better structured class where all students can exploit their learning abilities in different stages in concordance with their choice-making and readiness levels. Secondly, it is expected that ADHD students' span of attention would stay longer focused on the activities, if activities are differentiated by content and some accommodations are made to ensure their attention in the classroom. For instance, the lessons contain activities which divide the content depending on the students' readiness level (tiered content), thus to facilitate students, especially ADHD students, to complete the required tasks. Moreover, other activities during the lessons take into account the students' different learning styles, and allow them to choose the most comfortable ways to develop the task, furthermore the lessons provide some accommodations such as the implement of a reminder (a clock) displayed on the board to tell students how much time they have for each task, and the use of a bell to ring the beginning and ending of every activity. Finally, the researcher proposes this unit of lesson plans as a starting point for other teachers, to implement the lessons in the future for their EFL classrooms where ADHD students are part of the daily learning process. These EFL teachers may be benefited from the lessons due to the flexible way each of them can be

adapted and continued to incorporate new strategies, or to extend it for their contexts and ADHD students' learning needs.

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APPENDICES

Appendix 1. Lesson 1

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN # 1

TEACHER: __Juan David Bula__ GRADE: 2do__ HOURS/WEEK: 3 per week__ UNIT TITLE: __Conozco mis Derechos__

TASK/PROJECT/PROBLEM	Performance Indicators	DBA
<p>Identificar y mencionar en inglés los derechos más importantes de los niños y niñas en su familia y colegio.</p>	<p>SABER</p> <ul style="list-style-type: none"> Identifica las “Wh questions” para hacer preguntas. identifica verbos modales “can-can’t” identifica imperativos <p>SABER HACER</p> <ul style="list-style-type: none"> Establece una lista de compromisos en inglés como ciudadano o ciudadana Hace y responde preguntas en inglés sobre sus acciones diarias. <p>SABER SER</p> <ul style="list-style-type: none"> Mantiene una buena conducta en el colegio. <p>SABER APRENDER</p> <p>Habilidades siglo XXI: Reflexiona críticamente sobre una situación o experiencia.</p>	<p>Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.</p>

<p>CONCEPTO DE INSTRUCCIÓN DIFERENCIADA POR CONTENIDO</p>	<p>Deborah Blaz (2006) explica que el contenido “es la información esencial, ideas, actitudes, habilidades, or hechos que los estudiantes deben aprender y ser capaz de usar.” Blaz, D. (2006).p.9. Ella afirma que la diferenciación por contenido es la forma más fácil de diferenciar porque se relaciona a los hechos más importantes que los estudiantes van a aprender, basados en sus elecciones and habilidades en los cuales ellos encajan mejor en el salón de clase.</p>
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INSTRUCTIONAL ACTIVITIES

PREPARACIÓN PARA LA TAREA	Resources/Materials	Time
<p>Primeramente, el docente escribe en el tablero la lista de actividades la clase tendrá, punto por punto. El docente le explica a los niños que por cada actividad hecha, se sonará una pequeña campana para anunciar su finalización y el comienzo de otra.</p> <p>1. Usa una canción relacionada con el tema para ambientar la clase. Una puede ser: Behaving properly: www.youtube.com/watch?v=LpGAY5tFoqw La canción puede ser reproducida como forma de ambientación mientras el o la teacher organiza a los niños para la clase. De esta forma ellos se van familiarizando más con la canción y será más fácil usarla para la siguiente task.</p>	<p>Video beam Tablero blanco acrílico Computer Video about 5 senses</p>	<p>10 mins</p>
<p>A. Pre-listening (antes de la escucha):</p> <p>Antes de usar canción para la task, se pre-enseña posible vocabulario que los y las estudiantes necesiten por medio de flashcards.</p> <p>La primera flashcard tendrá el título <i>BEHAVIOUR WAYS</i>, con una imagen alusiva. El o la profesora mostrará esa primera flashcard, pronunciándola y explicándola a la clase. Luego en español conversa con ellos sobre qué actitudes los hacen buenos niños en la casa o en la escuela, para participar. Después de ello, el o la profesora muestra el resto de flashcards por fila de estudiantes y los anima a pronunciar la frase al unísono. Por ejemplo la siguiente flashcard con la frase <i>I RAISE MY HAND HIGH</i>, con una imagen alusiva (una niña o niño alzando la mano en clase), les ayudará a los niños adivinar de qué trata la flashcard, y los ayudará recordar cómo se escribe y se pronuncia. Luego las otras flashcards serán mostradas a las otras filas de alumnos, pronunciando y adivinando por la imagen. Se involucra</p>	<p>flashcards, parlantes, computador,</p>	<p>15 mins</p>

<p>más a los niños con TDAH en esta dinámica, pidiéndoles que participen.</p>		
<p>B. While-listening (durante la escucha):</p> <p>Mientras escuchan la canción, el docente les repartirá dos opciones de worksheets a los estudiantes, dependiendo de su elección en learning style. El estudiante escogerá una pequeña worksheet donde tendrán la letra de la canción, con algunos espacios para llenar. O escogerá otra worksheet donde aparecen imágenes de niños haciendo las correctas acciones, y el estudiante deberá enumerarlas de acuerdo al orden en que aparezcan en la canción.</p>	<p>Worksheets, computador, parlantes, video beam, lápices.</p>	<p>15 mins</p>
<p>C. Post-listening (después de la escucha): Después de completar las worksheets, el profesor socializa con los estudiantes sus respuestas. Y el docente escribirá en el tablero las frases de los deberes que se pudieron socializar. Los niños y niñas luego cantan y aprenden la canción, después de completarla.</p> <p>Después de cantar la canción, el docente toca la pequeña campana anunciando la otra task.</p>	<p>Tablero, marcadores, campana</p>	<p>15 mins</p>
<p>TAREA SUGERIDA</p> <p>2. Participar en una dramatización corta y aprendida sobre deberes y responsabilidades.</p> <p>Antes de iniciar los dramas, el docente toma algo de tiempo para pre enseñar algo de vocabulario en el tablero, que les servirá a los estudiantes diseñar sus guiones en pareja. El docente realiza dibujos en el tablero sobre responsabilidades de los niños, y escribe las responsabilidades en inglés debajo de cada dibujo.</p>	<p>Tablero, marcadores, caja decorativa</p>	<p>60 mins</p>

<p>Además de dibujar otra columna de dibujos sobre derechos. El docente resalta los verbos de cada oración.</p> <p>Para la realización de los dramas, el docente divide el grupo en dos, un grupo realizará un solo drama sobre responsabilidad (A: hey you can't be outside the classroom / B: hey you're right, I can't be outside). Mientras que el otro grupo le asigna doble dramatización, un drama para responsabilidades y otro para derechos.</p> <p>(DRAMA DE RESPONSABILIDAD)</p> <p>A: hey you can't bring your phone to school</p> <p>B: I'm sorry , you're right. I can't bring my phone.</p> <p>DRAMA DE DERECHOS</p> <p>A: You have the right to play in break time.</p> <p>B: thank you, so let's play together).</p> <p>Para el segundo grupo el docente escoge los estudiantes más avanzados, y para el otro grupo él escoge a los menos avanzados junto con los niños con tdah. Para la elección de los turnos, el docente tendrá una linda caja decorativa, en la que ingresará todos los nombres de los estudiantes, y sacará de ahí aquellos que les corresponda el turno de dramatizar.</p> <p>3. Los estudiantes se mantienen en pareja, con los dos diferentes grupos. Para el primer grupo (Advanced one) el docente les reparte una hoja en blanco y deberán escribir 6 derechos importantes que ellos tengan, en español. Por ejemplo el derecho del <i>tiempo libre para jugar</i> (<i>I can play during break times</i>). Luego que hayan finalizado, el docente les reparte una worksheet. En una de ellas se encuentra una lista de derechos universales en inglés, y la otra una columna de rúbrica donde deberán escoger los derechos en común que escribieron, y añadirlos a la rúbrica. Para el segundo grupo (less advanced/ kid with ADHD) el docente les da dos worksheets. En una tendrán casillas en blanco,</p>		
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Hojas de block, 40 mins
worksheets, lápices,
colores,

<p>donde deberán dibujar buenas acciones en el colegio.</p> <p>Y luego en otra worksheet tendrán unas imágenes de Good Actions y otras con Bad Actions, en ella deberán poner una X a las malas acciones y escribir la responsabilidad debajo (you can't steal), y las buenas acciones deberán poner un chulito, y escribir el derecho debajo (I can have friends).</p> <p>4. Hacer un contrato en inglés y en español con la lista de deberes y responsabilidades a las que se comprometen en su salón. Para ello, los estudiantes conjuntamente diseñarán una cartelera que contenga las pautas del contrato, y con ayuda de marcadores, pinceles, pintura, y demás con lo que la escuela cuente, o el docente traiga a la clase. Inicialmente el profesor pedirá a cada estudiante que piense en una regla para el salón, los niños con TDAH podrán usar las worksheets de los dibujos anteriores para pensar y elegir qué deberes proponer para el poster. y luego de unos minutos el docente socializa con los estudiantes las reglas, y eligen las más sensatas para el poster. Los niños con TDAH serán los líderes en dibujar y pintar el poster. [6] Al final se pega en una de las paredes visibles del salón de clase, como recordatorio diario.</p>	<p>Pliego de cartulina, marcadores, pegante, cinta, lápices,</p>	<p>40 mins</p>
<p>EVALUACIÓN</p> <p>Los estudiantes avanzados se les entregará un test el cual les pedirá formar 5 oraciones en inglés sobre responsabilidades y 5 oraciones en inglés sobre deberes (usando los verbos modales can-can't) y otras preguntas relacionadas, mientras que los niños menos avanzados y con TDAH irán al escritorio del profesor, y se les asignará un test de matching sobre</p>	<p>Lápices, recortes de imágenes y frases.</p>	<p>20 mins</p>

rights and responsibilities con recortes de papel y dibujos (el docente sacará de una bolsa varias imágenes y recortes de palabras, y deberán formar oraciones que correspondan con cada dibujo en el pupitre del docente)		
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Appendix 2.

Student handout 5.2

List of human rights

This is a list of human rights contained in the Universal Declaration of Human Rights (UDHR), the International Convention on Civil and Political Rights (ICCPR), the International Convention on Economic, Social and Cultural Rights, the European Convention on Human Rights (ECHR) and the revised European Social Charter (ESC).

1. Right to life.
2. Freedom from torture.
3. Freedom from slavery.
4. Right to liberty and security.
5. Right to a fair trial.
6. Right to an effective remedy if a human right is violated.
7. Freedom from discrimination; right to equality.
8. Right to be recognised as a person; right to nationality.
9. Right to privacy and family life.
10. Right to marry.
11. Right to own property.
12. Right to movement of persons.
13. Right to asylum.

Appendix 3.

Student handout 5.4

Rights and responsibilities

Human right	Responsibility of the individual	Responsibility of the school, the authority, etc.

Appendix 4. Lesson 2.

FACULTAD DE EDUCACIÓN Y CIENCIAS HUMANAS
Licenciatura en Educación Básica con Énfasis en Humanidades - Inglés
Comité de Práctica Pedagógica
LESSON PLAN # 2

TEACHER: __Juan David Bula__ GRADE: 2do__ HOURS/WEEK: 3 per week__ UNIT TITLE: __Conozco mis Derechos__

TASK/PROJECT/PROBLEM	Performance Indicators	DBA
Identificar y mencionar en inglés los derechos más importantes de los niños y niñas en su familia y colegio.	<p>SABER</p> <ul style="list-style-type: none"> Identifica las “Wh questions” para hacer preguntas. identifica verbos modales “can-can’t” identifica imperativos <p>SABER HACER</p> <ul style="list-style-type: none"> Establece una lista de compromisos en inglés como ciudadano o ciudadana Hace y responde preguntas en inglés sobre sus acciones diarias. <p>SABER SER</p> <ul style="list-style-type: none"> Mantiene una buena conducta en el colegio. <p>SABER APRENDER</p> <p>Habilidades siglo XXI: Reflexiona críticamente sobre una situación o experiencia.</p>	Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.

CONCEPTO DE DIFERENCIACIÓN POR CONTENIDO	Deborah Blaz (2006) explica que el contenido “es la información esencial, ideas, actitudes, habilidades, or hechos que los estudiantes deben aprender y ser capaz de usar.” Blaz, D. (2006).p.9. Ella afirma que la diferenciación por contenido es la forma más fácil de diferenciar porque se relaciona a los hechos más importantes que los estudiantes van a aprender, basados en sus elecciones and habilidades en los cuales ellos encajan mejor en el salón de clase.
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INSTRUCTIONAL ACTIVITIES

PREPARACIÓN PARA LA TAREA	Resources/Materials	Time
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<p>Primeramente, el docente escribe en el tablero la lista de actividades la clase tendrá, punto por punto. El docente le explica a los niños que por cada actividad hecha, se sonará una pequeña campana para anunciar su finalización y el comienzo de otra.</p> <p>El docente hace sentar los niños en una mesa redonda, y el docente estará en medio sentado con imágenes de Derechos y otras de Violaciones de Derecho regadas en el piso. El docentes les explica verbalmente que irá llamando estudiante por estudiante para que elija una imagen de las del suelo y le cuente al profesor y al resto de qué trata, y el docente lo/la anima a decirlo en inglés (i.e. I can study at school) luego, el docente en un recorte de hoja le escribirá el significado en inglés y con cinta adhesiva se lo pegará en el pecho o brazo. Inicialmente el docente les muestra mediante un ejemplo cómo hacer la task,[2] al él mismo escoger una imagen al azar del piso, hacer la simulación que piensa sobre ella, dice de qué trata la imagen, y la pronuncia en inglés, luego escribe con marcador en una hoja el derecho en una hoja y con cinta adhesiva él mismo se lo pega en el brazo. De ese modo el docente les explica que quiere de ellos hacer lo mismo. Al final el docente anima a cada estudiante pasar al tablero y escribir el derecho o violación que les tocó pegado en el brazo.</p>	<p>Recortes de imágenes, cinta adhesiva, marcadores,</p>	<p>30 mins</p>
<p>TAREA SUGERIDA</p> <p>2. Lee a los niños y niñas la historia “Money can’t buy everything” http://www.kidsworldfun.com/money-cannot-buy-everything-story.php en la cual se cuenta la historia de un niño que no disfruta de la compañía de sus padres debido a la falta de tiempo de ellos. Igualmente, se cuentan con otros hechos que atentan contra los derechos de los niños y las niñas.</p> <p>A. Pre-reading.</p> <p>solicita a los estudiantes recordar algunos de los derechos de los niños y las niñas. Anótalos en el tablero. Si tienes imágenes que ilustran tales derechos, mejor. En la medida</p>		<p>10 mins</p>

<p>en que los niños y niñas los mencionan, se los vas mostrando y/o pegando en el tablero. Para ello el docente escoge las imágenes de los derechos de la pasada actividad, y las pega con cinta adhesiva en el tablero, mientras se hace la lectura.</p>	<p>Tablero, recortes de imágenes, cinta adhesiva.</p>	
<p>B. While-reading</p> <p>Mientras que vas leyendo, haz la mímica de cada una de las situaciones contadas para que los niños y niñas comprendan mejor y se involucren en la historia. Para ello el docente hace un trato con los estudiantes, y es que mientras se hace la lectura, él va detenerse en intervalos para escoger un estudiante en hacer la mímica de la sección de la lectura. Esto es con tal de que los estudiantes estén atentos, y se diviertan con las mímicas de sus compañeros. Durante la lectura, puedes ir deteniendo para hacer preguntas de comprensión con base en la historia. <i>What is the name of the boy? How old is he? How did he feel when his father left home?</i> para los niños con tdah el docente les hace la mismas preguntas, pero dándole dos o tres opciones verbalmente para que ellos elijan la correcta y participen.</p>	<p>Lectura</p>	<p>30 mins</p>
<p>C. Post- reading:</p> <p>el docente a partir de la lectura, profundiza la comprensión lectora al escribir una serie de preguntas en el tablero para que los niños las escriban en sus cuadernos (i.e. <i>what is the kid's name? what did the kid do first when his father left? what happened with his mother? did his father return home?</i>) el docente les da 20 mins para que resuelvan las preguntas en sus cuadernos, pero en cuanto a los niños con tdah les pide narrar la historia desde el principio hasta el final por medio de la realización de una caricatura, dibujado escenas de la historia en cada hoja de su cuaderno, y les da el mismo tiempo que el resto de los estudiantes. Al final el docente socializa y califica verbalmente las respuestas de las preguntas, y por cada pregunta resuelta expone los dibujos de los niños con tdah para hacer ver al resto cómo se relaciona con la historia.</p>	<p>Cuadernos, lápices,</p>	<p>20 mins</p>
<p>3. El docente prepara los estudiantes para un juego, usando los derechos y deberes antes estudiados junto con los verbos modales can – can't. para ello el docente pega</p>		

<p>4 afiches de cartulina en los 4 extremos del salón, dos afiches amarillos y dos afiches rojos. El docente asigna estudiantes para pertenecer a las esquinas amarillas (advanced students) pegándoles un recorte de cartulina amarilla en sus brazos con cinta adhesiva. Y los niños más activos junto con los de tdah se les asignarán las esquinas rojas.[5] El docente les explica que estarán jugando a la rueda rueda, agarrados de las manos en el centro del salón, dando vueltas al son de una canción. Y cuando el docente pare la canción, los estudiantes deben correr y dirigirse a una de las esquinas que les corresponda, y tocar con una mano el afiche. El afiche tendrá escrito un derecho en inglés (i.e. I can have friends) o una responsabilidad (i.e. I should do my homework), los estudiantes que lleguen de ultimo a sus esquinas y no logren tocar el afiche, tendrán 1 minuto para hacer una penitencia (los niños amarillos deberán hacer una mimica que represente el derecho o responsabilidad que les tocó en la esquina, y los niños rojos deberán decir en inglés porqué es importante dicho deber o responsabilidad de su esquina). Si en el minuto no logran hacer la penitencia, quedan por fuera del círculo y así se va reduciendo. Al final los ganadores finales en las esquinas obtienen una carita feliz pegada en sus frentes o en sus cuadernos.</p>	<p>Afiches de cartulina de colores, marcadores, cinta adhesiva,</p>	<p>40 mins</p>
<p>4. Los estudiantes participan en otro juego competitivo de adivinanzas, para aprender practicar los derechos y deberes aprendidos. Para ello el docente escoge todas las filas de sillas como equipos, y escoge a capitanes que representarán cada fila. El docente le da la libertad a los estudiantes de escoger un nombre para su equipo, y el docente escucha los nombres y los escribe en el tablero como los equipos participantes Cada equipo tiene 2 minutos para lograr adivinar. El docente se asegura de escoger a los niños con TDAH como parte de los capitanes.[6] Cada fila tienen un turno de participar con las adivinanzas. Cada capitán sale al frente, y el docente aparte le da una bolsa con recortes de papel que</p>	<p>Bolsa colorida, recortes de papel, tablero, marcadores.</p>	<p>40 mins</p>

<p>contienen derechos en inglés (por ejemplo I can play in break time, I can go to school), y el capitán de la fila deberá hacer mímicas para hacer que sus compañeros de la fila adivinen el derecho en inglés. Por cada derecho ganado, el equipo obtiene un punto en el tablero. Al final el equipo con el mayor número de puntos es el ganador.</p> <p>POST-TAREA</p> <p>4. El grupo anterior de los colores se mantienen, pero esta vez en una nueva actividad individual. El docente les reparte a los estudiantes un 8vo de cartulina de diferentes colores amarillos y rojos, y los anima a realizar un listado de derechos que ellos tienen en el colegio, los niños de cartulina amarilla escribirán 10, y los de cartulina roja (niños con tdah) escribirán 5.[7] Inicialmente los pueden escribir en español con lápiz, al final el docente anima a los chicos acercarse al tablero y escribir los derechos escolares que pensaron y con ello hacer un listado. El docente luego corrige los derechos al inglés, para que los estudiantes los corrijan y re escriban en sus afiches. El docente tiene presente hacer más participativos a los niños con TDAH para hablar de sus derechos, pedir sus opiniones, o animarlos a ir al tablero.</p>	<p>8vos de cartulina en diferentes colores, lápices, tablero, marcadores</p>	<p>30 mins</p>
<p>ASSESSMENT</p> <p>Los estudiantes se les repartirá un test de falso o verdadero, en el que analizarán si unas oraciones son derechos que tienen los niños o no. Para ello, los niños tdah y menos avanzados tendrán 5 oraciones, y el resto tendrá 10.</p> <p>El test tendrá preguntas como:</p>		

1. kids can eat candies at home false true	Test	20 mins
2. kids can run on stairways false true		

Appendix 5. Lesson 3.

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LESSON PLAN # 3

TEACHER: __Juan David Bula__ GRADE: 2do__ HOURS/WEEK: 3 per week__ UNIT TITLE: __Conozco mis Derechos__

TASK/PROJECT/PROBLEM	Performance Indicators	DBA
<p>Identificar y mencionar en inglés los derechos más importantes de los niños y niñas en su familia y colegio.</p>	<p>SABER</p> <ul style="list-style-type: none"> ● Identifica las “Wh questions” para hacer preguntas. ● identifica verbos modales “can-can’t” ● identifica imperativos <p>SABER HACER</p> <ul style="list-style-type: none"> ● Establece una lista de compromisos en inglés como ciudadano o ciudadana ● Hace y responde preguntas en inglés sobre sus acciones diarias. <p>SABER SER</p> <ul style="list-style-type: none"> ● Mantiene una buena conducta en el colegio. <p>SABER APRENDER</p> <p>Habilidades siglo XXI: Reflexiona críticamente sobre una situación o experiencia.</p>	<p>Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.</p>

CONCEPTO DE DIFERENCIACIÓN POR CONTENIDO

Deborah Blaz (2006) explica que el contenido “es la información esencial, ideas, actitudes, habilidades, or hechos que los estudiantes deben aprender y ser capaz de usar.” Blaz, D. (2006).p.9. Ella afirma que la diferenciación por contenido es la forma más fácil de diferenciar porque se relaciona a los hechos más importantes que los estudiantes van a aprender, basados en sus elecciones and habilidades en los cuales ellos encajan mejor en el salón de clase.

INSTRUCTIONAL ACTIVITIES

PREPARACIÓN PARA LA TAREA	Resources/Materials	Time
<p>Primeramente, el docente escribe en el tablero la lista de actividades la clase tendrá, punto por punto. El docente le explica a los niños que por cada actividad hecha, se sonará una pequeña campana para anunciar su finalización y el comienzo de otra.</p> <p>3. Los estudiantes verán un video/canción subtitulado de la canción <i>Where are you going?</i> En youtube, https://www.youtube.com/watch?v=OkfROvtrDI8, donde verán diferentes lugares en inglés, para introducir algo de vocabulario. Mientras el video se reproduce, el docente va escribiendo en el tablero los lugares que se muestran (park, hospital, cinema, etc.) Con base a los videos, los estudiantes recibirán una worksheet para escribir acerca de cuál es su lugar favorito para visitar, y cuál es su lugar menos favorito. La worksheet tendrá dos columnas, una para escribir su lugar favorito, y el porqué (why) les gusta, en el cuál deben responder con el verbo modal can (i.e. because I can eat icecream there), y en la columna de los menos favoritos deberán escribir un lugar que no sea de su preferencia, y escribir el porqué no les agrada con el verbo modal can en negación (i.e. because I can't run there). Para buscar verbos en inglés, el docente anima a los estudiantes abrir sus diccionarios. Para los niños con tdah, el docente se acerca a ellos y les ofrece una bolsa llena de recortes de verbos especiales que les pueden servir para formar sus frases en las columnas, y si es necesario el docente le ayuda recordando la estructura gramatical (dónde va CAN, o donde va CAN'T). Para promover la atención y el esfuerzo, el docente pone un cronómetro de tiempo en el tablero con ayuda del video beam, 10 mins para la actividad</p>	<p>Video en youtube, worksheets, tablero, marcadores</p>	<p>20 mins</p>
TAREA SUGERIDA		
<p>4. Los estudiantes ahora verán dos videos acerca de la estructura gramatical del verbo modal can/ can't, primero por medio de una canción y luego por medio de otro video el cual deben llenar una rúbrica. En el primer video</p>		

<p>https://www.youtube.com/watch?v=ZWu5P7OuMIE los estudiantes cantarán con el profesor la canción, de cómo unos niños saben nadar, y el docente aprovecha para pausar el video varios minutos para explicar cómo se pregunta usando CAN y cómo se responde (<i>i.e. Can you swim? - No, I can't. I can't swim</i>). En el segundo video</p> <p>https://www.youtube.com/watch?v=a91oTyA0Oq8 aparecen varios actores calabazas (pumpkins) haciendo acciones, con el uso de preguntas con CAN & CAN'T, cómo las responden. Los estudiantes por medio de una worksheet deberán anotar qué pueden hacer los actores calabazas, y qué no pueden hacer. (son 5 actores). Los niños con tdah se les dará una rúbrica diferente donde anotarán solo dos actores (la acción de una pumpkin perdedora, y la acción de la ganadora).[3] El docente repetirá el video las veces que sea necesario.</p>	<p>Youtube, video beam, mesa, computador, worksheet</p>	<p>30 mins</p>
<p>5. Los estudiantes se preparan para una actividad oral, para ello el docente les explica que todos hablaremos de qué nos agrada de nuestros compañeros, y qué nos desagrada. Los estudiantes tendrán 10 minutos para escoger un compañero y escribir en su cuaderno qué le agrada más y desagrada menos de él, con ayuda de un diccionario. El docente escribe en el tablero la ayuda gramatical de cómo puede empezar la frase: <i>I like Michael when he is funny / I don't like Michael when he is rude...</i> el docente escribe en el tablero ejemplos de adjetivos para ayudarles en las presentaciones orales. El docente se asegura de escribir con marcadores de diferentes colores adjetivos en el tablero. También el docente usa el reloj digital para incentivar la atención en la task, y escriban en el cuaderno las frases en los 10 minutos. Cuando se acaba el tiempo, el docente se asegura de escoger primero a los estudiantes más sobresalientes para así escribir en el tablero más adjetivos, para que al momento de llegar los niños menos avanzados o con tdah, puedan tener más ayuda visual en el tablero para sus presentaciones.</p>	<p>Cuadernos, lápices, tablero, marcadores,</p>	<p>50 mins</p>
<p>3. Los estudiantes se les repartirá una worksheet donde deberán entrevistar a un compañero acerca de sus gustos en las comidas. La worksheet contiene imágenes de algunos</p>	<p>Worksheet, lápices,</p>	<p>40 mins</p>








<p>alimentos, y el docente les da 10 minutos para buscar aquellos alimentos en el diccionario. El docente se acerca y ayuda a los niños con tdah a buscar en sus diccionarios, incentivándolos a aprender a manipular esa herramienta de ayuda. Pasados los 10 minutos, el docente les explica cómo deben preguntar a sus compañeros:</p> <ul style="list-style-type: none"> - Deben escribir en la worksheet el <i>like</i> o <i>dislike</i> de su compañero. (i.e. Manuel doesn't like chicken/ Manuel likes ice cream). El docente explica que para describir el gusto de sus compañeros deben usar el auxiliar DO en tercera persona. - El docente escribe varios ejemplos como ayuda visual en el tablero. - Los estudiantes deben escoger una pareja con la cual entrevistarse mutuamente - Para los niños con tdah el docente les pide moverse por cada grupo, y mostrar las imágenes de la worksheet a cada pareja, para que le señalen qué alimentos les gusta y qué no. Y el niño deberá anotar de la misma forma en la worksheet pero con nombres distintos de sus compañeros. <p>Al final el docente socializa las preferencias de las comidas con el grupo, empezando por la lista de preferencias que logró obtener el niño con tdah.</p>		
<p>POST-TAREA</p> <p>Los estudiantes luego se les da dos tarjetas de cartulina de colores. En una tarjeta color amarillo escribirán dos cosas que le gusten de su profesor (I like my teacher when he is...) y en la tarjeta roja escribirán dos cosas que no le gusten sobre su profesor (I don't like my teacher when he is ...).</p> <p>Para los niños con tdah se les entregará también dos tarjetas de cartulina rojo y amarilla, pero solo deberán escribir una</p>	<p>Cartulinas de colores, lápices,</p>	<p>30 mins</p>

frase en cada una, y detrás de cada tarjeta hacer un dibujo relacionado a su frase.		
<p>ASSESSMENT</p> <p>los estudiantes recibirán un test evaluativo, donde escribirán frases con likes y dislikes, hacer dibujos relacionados y llenar espacios con adjetivos faltantes. Pero algunos estudiantes (los más avanzados, i.e. 5) quedarán eximidos del examen. Pero ellos harán parte del comité de revisión del examen al final, donde analizarán conjuntamente el examen y darán respuesta a ellos. Cuando el docente socialice el examen la próxima clase, el comité lo ayudará dando una respuesta lógica del porqué algunas opciones son incorrectas, y otras son correctas. El docente tomará una nota apreciativa por la participación activa del comité. Los estudiantes con tdah se les dará una cheat sheet, que consistirá en una tarjeta de cartulina de color con opciones de respuesta que lo ayudarán a completar mejor su examen. La cheat sheet tendrá ejemplos de adjetivos, algunas imágenes pegadas, etc.</p>	Caartulinas de colores, cheat sheet, test,	20 mins

Appendix 6.








Expressing likes, dislikes and preferences

1. Label the food.



a) _____ b) _____ c) _____

h) _____ i) _____ j) _____ k) _____ l) _____ m) _____



n) _____ o) _____ p) _____ q) _____ r) _____ s) _____ t) _____

u) _____ v) _____ w) _____ x) _____ y) _____

2. Build up sentences according to the model. Look at the table.

a) Linda	😊	a) Linda likes ice-cream.
b) Susie	😞	b) Susie doesn't like fish.
c) Peter and Michael	😊	c) _____
d) Jane	😞	d) _____
e) George	😊	e) _____
f) Sally and Lucy	😞	f) _____
g) Ralph	😊	g) _____
h) Grace and John	😞	h) _____
i) Carol	😊	i) _____

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Appendix 7.



I LIKE TO GO TO ..	WHY? Because I can...
I DON'T LIKE TO GO TO...	WHY? Because I can't...

Appendix 8. Lesson 4.

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LESSON PLAN # 4

TEACHER: __Juan David Bula__ GRADE: 2do__ HOURS/WEEK: 3 per week__ UNIT TITLE: __Conozco mis Derechos__

TASK/PROJECT/PROBLEM	Performance Indicators	DBA
Identificar y mencionar en inglés los derechos más importantes de los niños y niñas en su familia y colegio.	<p>SABER</p> <ul style="list-style-type: none"> ● Identifica las “Wh questions” para hacer preguntas. ● identifica verbos modales “can-can’t” ● identifica imperativos <p>SABER HACER</p> <ul style="list-style-type: none"> ● Establece una lista de compromisos en inglés como ciudadano o ciudadana ● Hace y responde preguntas en inglés sobre sus acciones diarias. <p>SABER SER</p> <ul style="list-style-type: none"> ● Mantiene una buena conducta en el colegio. <p>SABER APRENDER</p> <p>Habilidades siglo XXI: Reflexiona críticamente sobre una situación o experiencia.</p>	Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.

CONCEPTO DE DIFERENCIACIÓN POR CONTENIDO

Deborah Blaz (2006) explica que el contenido “es la información esencial, ideas, actitudes, habilidades, or hechos que los estudiantes deben aprender y ser capaz de usar.” Blaz, D. (2006).p.9. Ella afirma que la diferenciación por contenido es la forma más fácil de diferenciar porque se relaciona a los hechos más importantes que los estudiantes van a aprender, basados en sus elecciones and habilidades en los cuales ellos encajan mejor en el salón de clase.

INSTRUCTIONAL ACTIVITIES

PREPARACIÓN PARA LA TAREA	Resources/Materials	Time
<p>Primeramente, el docente escribe en el tablero la lista de actividades la clase tendrá, punto por punto. El docente le explica a los niños que por cada actividad hecha, se sonará una pequeña campana para anunciar su finalización y el comienzo de otra.</p> <p>3. Los estudiantes verán un video en youtube acerca de los diferentes deportes que existen, por medio de una canción. https://www.youtube.com/watch?v=tgUSHk6JaTY Los estudiantes se les pedirán que escriben al menos tres deportes favoritos en sus cuadernos. (i.e. I like basketball, I like diving, I like soccer)</p>	<p>Video en youtube, worksheets, tablero, marcadores, cuadernos,</p>	<p>6 mins</p>
<p>TAREA SUGERIDA</p> <p>4. Los estudiantes reciben cartulinas de colores, y deberán diseñar emoticones de facebook. El docente les muestra un ejemplo de emoticones ya diseñados, y se los muestra (I like it, I love it, I laugh, wow, sad, angry). Los emoticones serán necesarios para juzgar las siguientes presentaciones de los compañeros: después de haber diseñado sus emoticones, cada estudiante se pondrá de pie y dirá su deporte o hobby favorito de los anotados en la anterior task (i.e. I like swimming), y el resto reaccionará a su compañero por medio de los emoticones, mostrando caritas de I like, I love it, I hate it, etc. Los niños con tdah además de diseñar sus propios emoticones y participar en la actividad, también se les pedirá contar las reacciones positivas, y anotarlas. Al final el docente le pide al niño con tdah decir en voz alta cuál fue el deporte más votado y favorito de toda la clase.</p> <p>5. Los estudiantes verán en una presentación con diapositivas una worksheet en el tablero. La worksheet tendrá imágenes de hobbies y deportes, junto con el nombre de cada uno de ellos debajo. Los estudiantes deberán salir al frente voluntariamente y con el marcador elegir una imagen escribiendo el resto de la frase con la</p>	<p>Cartulinas de colores, marcadores de colores,</p> <p>Tablero, marcadores, diapositiva, video beam,</p>	<p>30 mins</p> <p>20 mins</p>

<p>palabra <i>I like...</i> debajo de su hobby favorito (I like going to the park), pero también el estudiante voluntario deberá escoger el hobby que menos le guste, y escribir debajo de él <i>I don't like...</i> Los niños con tdah en vez de escribir en el tablero, pueden escoger dos emoticones de los diseñados (Like & Angry) y escribir detrás de ellos la frase completa en base a las imágenes de los hobbies (I like swimming [detrás del emoticón de Like]; I don't like Reading [detrás del emoticón de Angry]) y mostrar sus emoticones escritos al frente del tablero.</p> <p>6. Los estudiantes verán una presentación de diapositivas, pero esta vez será una lectura por medio de imágenes. El docente leerá acerca de Linda, sus gustos y preferencias, pero mientras el docente va leyendo sobre ella en inglés, va reproduciendo imágenes en el tablero relacionadas a la lectura. (de ese modo tanto los niños con tdah como el resto estarán más atentos al ritmo de la lectura). Al finalizar, el docente les hace preguntas a los estudiantes: cuál es hobby favorito de linda? Qué cosas no le gusta a linda hacer en las mañanas? Para los niños con tdah, el docente les permite usar los emoticones de Likes y Angry para responder las preguntas (Does Linda like hamburgers? Does linda like playing football?).</p>	<p>Diapositivas, lectura, video beam, computador, mesa,</p>	<p>20 mins</p>
<p>POST-TAREA</p> <p>7. Los estudiantes juegan en dos equipos separados. Cada equipo asignará un estudiante para hacerle una pregunta a otro integrante del otro equipo. El estudiante que pregunta puede usar el cuaderno para guiarse. Las preguntas deben ser de likes, and dislikes. Luego el se elegirá otro niño dentro del mismo equipo que preguntó para que recuerde sobre el gusto del anterior compañero. El niño con tdah será el arbitro del juego, y coordinará quién le pregunta a quién. Para ello el docente le pide al niño que esté atento porque si el estudiante del equipo contrario responde mal, el niño debe estar atento y decidir:[4]</p> <p>Student A= do you like sándwich?</p> <p>Student B= yes, I like it.</p>	<p>Cuadernos, lápices, tarjetas de emoticones</p>	<p>45 mins</p>

<p>Referee (pointing another student)</p> <p>Teacher= does student B like sándwich?</p> <p>Student X= yes, she does.</p> <p>Referee= correct !!</p> <p>El niño con tdah puede valerse de sus tarjetas de emoticones para juzgar correcto o incorrecto la respuesta del estudiante X, además de poder participar también entre las preguntas.</p>		
<p>ASSESSMENT</p> <p>Los estudiantes tendrán un quiz para evaluar los likes and dislikes por medio de una lectura. Para ello los estudiantes más avanzados tendrán una lectura donde deberán identificar los likes y dislikes de los personajes, y hacer dos columnas al lado de la lectura donde los enumerarán. Por otro lado, los niños con tdah tendrán otra lectura más colorida donde deberán resaltar las frases de likes y dislikes. Los likes los podrán resaltar de azul, y los dislikes de rojo.</p>	<p>Quiz, lápices, lecturas,</p>	<p>20 mins</p>

Appendix 9. Readings for regular and ADHD students

LIKES AND DISLIKES

READING

Hello, Friends!

I am Linda and I'm 16 years old. I am from Ireland, Today I'm writing about the things that I like and thing that I don't like.

It isn't easy because there are too many things that I like and some things that I don't like. That's why I am going to write about three or four topics.

Entertainment

I really like listening to music, I like different types of music but I am crazy for electronic music, my favorite DJ's are Robin Schulz and Calvin Harris.

I also like watching TV and movies. I like drama movies and sitcoms such as two and half men and the Bing Bang Theory. Sometimes I like to go out with my school friends. We go to the movie theater and the mall.

Food

First, let's talk about food and drinks. I don't like fish very much, but I like meat. I really like fast food such as pizza, hamburgers and french fries but my favorite snacks are pizza and hamburgers.

Pizza is delicious with coke, but I prefer lemonade and orange juice than coke.

I also like white coffee. I hate alcoholic drinks! When it comes to fruit. I really adore grapes, but pears are not my cup of tea. I like apples and I love oranges! I'm not a fan of vegetables, but my parents and teachers say they're very important. I think they're right.

I really hate broccoli, but carrots are ok. I detest cucumber salad, but I like mixed salad, I'm crazy for mushrooms, but I really don't like onions.

School Subjects

I love playing with my friends in the playground. I don't like History very much and I hate Maths lessons! Anyway, I like Gym and Art, but I prefer Science because I'm crazy for animals.

I really like Music and I love Portuguese lessons, but my favorite subject is English, of course!

Appendix 10. Assessment Reading for ADHD students



Appendix 11. Assessment Reading for regular students

Hello, mates!

My name's David and I'm 12 years old. I am from London, the capital city of the UK. Today I'm writing about the things I like or don't like. It isn't easy because there are too many things to talk about. That's why I have to concentrate my opinions on two or three topics.

To start with, let's talk about food and drinks. I don't like fish very much, but I like meat. I really like fast food (pizza, hamburgers, chips, hot-dogs...), but my favourite snacks are pizza and hamburgers. Pizza is delicious with coke, but I prefer lemonade and orange juice to coke. I also like mineral water (sparkling or still), milk and white coffee. Tea is ok, but I hate alcoholic drinks! When it comes to fruit... I really adore strawberries, but pears are not my cup of tea. I like grapes and I love oranges! Apples are very good. You know the old saying: "An apple a day keeps the doctor away". I'm not a fan of vegetables, but my parents and teachers say they're very important. I think they're right. I really hate broccoli, but carrots are ok. I detest cucumber salad, but I like mixed salad (lettuce and tomatoes). I'm crazy for mushrooms, but I really don't like onions.

And now... school! I love playing with my friends in the playground. I don't like History very much and I hate my Maths lessons! Anyway, I like Gym and Art, but I prefer Science because I'm crazy for animals. I really like Music and I love my Portuguese lessons, but my favourite subject is English, of course!

And you? What do you like?