


FROM PLANNING TO PRACTICE: AN ACCESSIBLE EDUCATIONAL GUIDE FOR STUDENTS WITH HEARING IMPAIRMENTS IN THE SCHOOL CONTEXT

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ABSTRACT

Amidst the search for truly inclusive education, this guide results from a practical experience during a master's degree in educational science at Leonardo da Vinci University. The central objective is to present a set of practical activities, accessible to diverse classrooms, that promote motor, sensory, linguistic, and cognitive skills in students with hearing impairments. The guide argues that, with specific adjustments, the activities can reach people of different ages and even those with other disabilities, breaking down learning barriers and strengthening everyone's participation. The proposal prioritizes inclusion, patience, strategic repetition, and the idea that each student can progress at their own pace, respecting individual rhythms and singularities. The structure organizes four central activities, articulated to stimulate motor coordination, sensory perception, reading and writing, as well as the understanding of numbers and basic vocabulary. The methodological approach combines Special Educational Needs (SEN) support, Brazilian Sign Language (Libras) as a bridge language, and Universal Design for Learning (UDL), focusing on visual aids, tactile signs, and bilingual mediation during the sessions. The evaluation blends continuous monitoring, a reflective portfolio, and bilingual rubrics with summative assessment at the end of cycles, to measure achievements and adjust the pedagogical path. The implications for inclusive educational practice highlight the need for continuous teacher training, accessible teaching resources, cooperation between classroom teachers, Libras interpreters, and families, and public policies that support the

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implementation of bilingual and student-centered practices, promoting equity, autonomy, and effective participation in school.

Keywords: Educational inclusion; Bilingual education; Formative and summative assessment; Inclusive pedagogical practices.



INTRODUCTION

HEARING IMPAIRMENT IN THE SCHOOL CONTEXT

Hearing impairment (HI) constitutes a challenge intrinsically linked to the human experience, affecting millions of people worldwide, regardless of age group, social class, or cultural context. More than a sensory limitation, it is a condition that profoundly impacts language development, interpersonal communication, and, consequently, full and equitable participation in social, cultural, and educational life (Moore, 2010).

In light of this scenario, it becomes relevant to investigate the specificity of hearing impairment within the school context, seeking to understand how pedagogical practices and inclusion policies can effectively promote access, retention, and academic success for students with HI. This investigation is justified by the need to broaden understanding of the challenges faced by these students and to propose pedagogical pathways that ensure their full integration into school and social life, highlighting the importance of an inclusive and equitable approach.

In the school context, the presence of students with HI transcends the mere need for physical adaptations or technical resources. It represents, above all, an ethical and pedagogical commitment to building a genuinely inclusive environment, in which diversity is not merely tolerated but valued as an enriching element of the educational process. Hearing is a fundamental sense for acquiring oral language and processing information that permeates classroom interactions. Its loss or reduction can, therefore, compromise the pace and quality of learning, provoke social isolation, and hinder the formation of affective bonds essential to the holistic development of children and adolescents (Northern & Downs, 2002; Schirmer & Schirmer, 2004).

Historically, the education of individuals with hearing impairment has undergone profound transformations, reflecting changes in social and pedagogical conceptions. In the recent past, segregation in specialized institutions was the norm, sustained by an assistentialist and exclusionary view.

In this regard, it is essential to highlight the social, pedagogical, and scientific importance of research focused on hearing impairment in the school context, evidencing existing gaps in current literature and unresolved practical needs in educational policies and practices. Although progress has been made in recent decades, significant challenges persist related to teacher training, communicational accessibility, and the development of effective teaching and assessment methodologies. Thus, this discussion aims to contribute to the contemporary debate on the effectiveness of inclusive policies in Brazil, in comparison with international experiences, emphasizing emerging demands from different states and educational networks.

Such an approach, although intended to offer support, often limited social interaction and reinforced barriers between deaf and hearing students. Today, driven by the global movement for



inclusive education, the trend is the integration of these students into mainstream education, supported by public policies and legal frameworks that guarantee the right to education under equal conditions (Skliar, 2005; Stainback & Stainback, 1999).

This paradigm shift is not limited to placing students with HI in the same classroom as their peers. It implies rethinking methodologies, making curricula more flexible, adapting materials, and, above all, investing in the continuous training of educators. It is necessary to understand that effective inclusion only materializes when the school environment can adapt to the specific needs of each student, respecting rhythms, communication styles, and individualities (Capovilla & Raphael, 2008).

However, implementing this ideal faces complex barriers. The lack of specific teacher training, the scarcity of Libras interpreters, the insufficiency of accessible teaching resources, and the rigidity of educational policies remain frequent obstacles. Added to this is the persistence of prejudices and stigmas that, unfortunately, continue to influence the social imagination, limiting opportunities for full participation and recognition of individuals with hearing impairment (Schirmer & Schirmer, 2004).

Given this scenario, the present article aims to critically and thoroughly investigate the reality of hearing impairment in the school context, exploring the main challenges faced by students, educators, and institutions. It intends to analyze not only the implications of this condition on the learning process but also the pedagogical strategies and technological resources that prove promising in promoting meaningful inclusion.

Assistive technologies, bilingual methodologies, collaborative practices, and teacher training are some of the elements that will be discussed throughout this research.

More than a technical analysis, this study proposes a humanized perspective, recognizing that each student with hearing impairment carries stories, potentialities, and unique ways of relating to the world. Understanding these specificities is not merely a matter of legal compliance or pedagogical innovation—it is an act of social justice and a commitment to equity. Only through this understanding will it be possible to ensure that these students reach their full potential and experience a rich, transformative, and meaningful school experience, where every voice, even in silence, is heard, respected, and valued.

To develop this study, it is structured around key axes that guide the proposed analysis, addressing the conceptual and theoretical aspects of hearing impairment, discussing its classifications, causes, and the impacts this condition has on the linguistic and cognitive development of individuals. It also explores the planning of activities in Specialized Educational Assistance (SEA) for students with hearing impairment. Finally, it presents classroom experiences and reflections, proposing pathways for strengthening educational inclusion and improving teacher training focused on valuing auditory diversity.



PLANNING OF ACTIVITIES IN SEA FOR STUDENTS WITH HEARING IMPAIRMENT (HI)

Pedagogical planning aimed at Specialized Educational Assistance (SEA) for students with hearing impairment must articulate clear objectives, grounded methodological strategies, and continuous assessment procedures. In this regard, the proposal outlined here seeks to integrate linguistic, cognitive, motor, and socio-emotional dimensions, promoting learning experiences that value multisensory engagement and bilingual inclusion (Libras–Portuguese).

The central objective is to foster the holistic development of students with hearing impairment through activities that engage tactile, visual, and kinesthetic channels, emphasizing rhythm, motor coordination, and non-verbal communication. Additionally, the aim is to consolidate bilingual practices that integrate Libras and Portuguese, and to establish a systematic formative monitoring process within SEA.

Operationally and measurably, three main goals are proposed: (1) Enhance accuracy in reading visual and vibrotactile signals in predefined rhythmic sequences; (2) Increase observable engagement indicators, such as attention to the interpreter, expressive use of Libras, and collaborative participation in group tasks; (3) Consolidate a bilingual reflective portfolio with weekly records capable of evidencing individual progress and defining short learning cycle goals.

The methodological approach adopts the principles of Universal Design for Learning (UDL), with specific adaptations to the needs of individuals with hearing impairment, avoiding generalizations. To this end, it prioritizes visual salience, the use of tactile signals, and the reduction of distracting elements, always integrated with mediation in Libras.

The linguistic-interactional axis promotes bilingualism through joint planning between the SEA teacher and the Libras interpreter, including interaction scripts, socialization circles, and sign games, all supported by high-contrast visual materials and digital Libras glossaries. Finally, the reflective portfolio axis encourages student autonomy by proposing weekly records in various formats (videos in Libras, annotated photographs, goal maps), valuing the student's voice and achievements in the educational process.

Assessment assumes a procedural and formative character. Initially, a baseline is established through the application of the BBS and engagement checklists, from which short- and medium-term goals are defined. Continuous monitoring is conducted through systematic observations of response frequency and duration, momentary time sampling, and adapted instruments for assessing visual and linguistic performance. These data are organized into weekly charts, enabling adjustments to the pedagogical path.

Summative assessment occurs at the end of each six- and twelve-week cycle, with reapplication of the BBS and analysis of the reflective portfolio, with results discussed with the student and, whenever possible, with the family. This process is complemented by bilingual rubrics that encompass aspects of



non-verbal communication, group collaboration, and autonomy. Finally, the safe progression of activities is ensured through gradual motor adaptations to safeguard the student's emotional well-being.

Linguistic Interface

The linguistic interface involves the prioritized use of Brazilian Sign Language (Libras) as the primary means of communication and learning for the deaf student. This interface ensures that information is conveyed clearly and accessibly, respecting the student's natural language. To achieve this, support is provided by the Libras interpreter, the Libras instructor, and the Specialized Educational Assistance (SEA) teacher, who facilitate communication with the student. Additionally, teaching materials are adapted with visual and signed elements, making the content more comprehensible and allowing the student to actively participate in class.

Pedagogical Interface

The pedagogical interface refers to the planning and implementation of specific strategies that consider the needs of the deaf student within the context of Specialized Educational Assistance (SEA). In this interface, the curriculum is adapted to promote the student's linguistic, cognitive, and social development. The activities are designed to be inclusive and dynamic, using a variety of resources that encourage participation and effective learning. Assessment is also flexible, aiming to identify the student's progress and adjust instruction to overcome potential difficulties, thereby ensuring a more effective and personalized educational process.

CURRICULUM SKILLS

The Brazilian educational system adopts the Base Nacional Comum Curricular (BNCC)—National Common Curricular Base—as a mandatory reference for organizing the curricula of Basic Education. It guides the essential learning outcomes that must be guaranteed to students across all stages and modalities of education. As stated on the BNCC website:

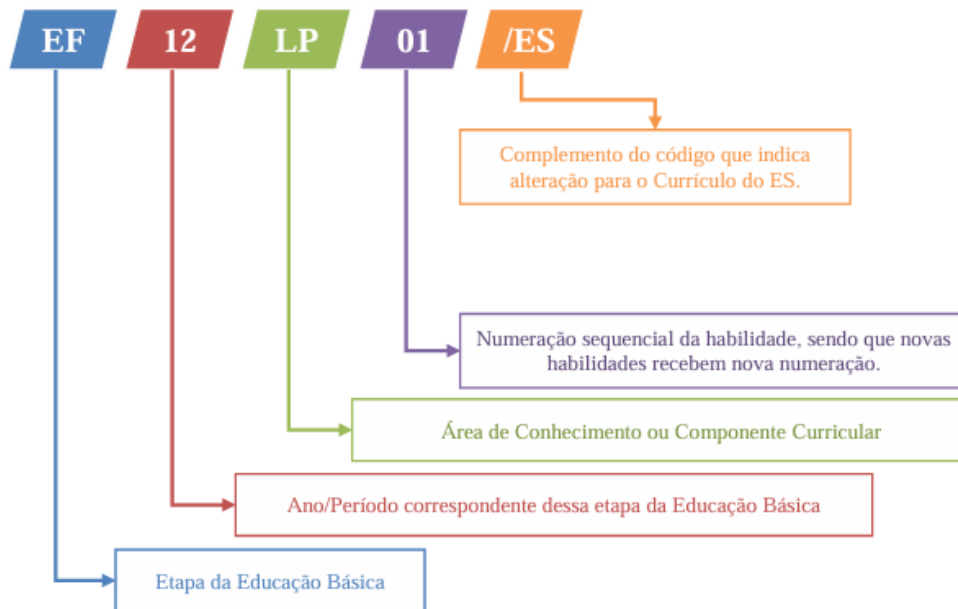
The Base establishes the knowledge, competencies, and skills that are expected to be developed by all students throughout basic schooling. Guided by the ethical, political, and aesthetic principles outlined in the National Curricular Guidelines for Basic Education, the Base aligns with the goals that direct Brazilian education toward comprehensive human development and the construction of a just, democratic, and inclusive society (BRASIL, 2018).

Each skill is assigned a code that follows a standardized structure and indicates the educational stage or curricular component (EI – Early Childhood Education, EF – Elementary Education, EM – High School, EJA – Youth and Adult Education), the year or age group (corresponding to the stage of basic



education), the acronym of the knowledge area (separated by area of knowledge), the sequential number of the skill, and the identification of the state and/or specific modality (such as EJA), as illustrated in Figure 1.

Figure 01: Composition of the skill code in the Curriculum of Espírito Santo (ES). Original diagram in Portuguese (pt-BR)



Source: ES 2020 Currículo, Volume 09, Ensino Fundamental – Anos Finais [Curriculum, Volume 09, Elementary School – Final Years], pag. 82.

Schema of the curriculum skill identification code. The composite code EF-12-LP-01/ES is disaggregated into five segments, each with a specific semantic role: EF = Stage of Basic Education; 12 = Year/Period for that stage; LP = Knowledge Area or Curriculum Component; 01 = sequential skill number; /ES = suffix indicating an adaptation to the ES Curriculum. Colored connectors map each segment to its corresponding definition, illustrating how the coding system encodes educational stage, temporal placement, disciplinary area, skill sequence, and local curriculum adjustments.

The selection of skills to be worked on with the student was defined based on diagnostic assessment and focused on the literacy process, aiming to build bridges between the concrete and the abstract and to foster meaningful learning.



SKILLS	LEARNING EXPECTATIONS
EI03EF05 Experiment with different possibilities of stroke and pressure using graphic instruments (pencil, brush, chalk, etc.), controlling the stroke with greater precision.	Demonstrate greater control in the use of graphic instruments when performing varied strokes, adjusting the force and direction of the stroke, exploring different surfaces and materials as part of the process of developing fine motor coordination and preparation for writing.
EF01MA01/ES Use the meaning of natural numbers as an indicator of quantity.	Understand the concept of quantity.
EI03EF09: Recognize and name letters of the alphabet, especially those in one's own name.	Stimulate recognition and familiarity with the letters that make up the student's name.
EF01LP04/ES: Distinguish letters of the alphabet from other graphic signs in meaningful texts from regional oral translation.	Recognize the letters of the alphabet and identify the letters in one's own name. Develop awareness that letters form words, distinguishing them from numbers, symbols, punctuation, or drawings.
EF01LP08- Relate sound elements (syllables, phonemes, parts of words) to their written representation.	Promote recognition of the letters in one's own name. Recognize and appropriate words, understanding that each word has meaning and contributes to the construction of meaning.
EF15LP03 Locate explicit and implicit information in texts.	Comprehend the message. Develop reading skills.
EI03ET04- Establish cause-and-effect relationships in everyday situations.	Formulate simple hypotheses about what might happen next in an observed situation
EF03ET06- Relate, based on personal criteria, objects, people, and situations, identifying similarities and differences.	Recognize similarities and differences in social and material relationships, developing perception, logical reasoning, and respect for diversity.
EFCICLO1MA07/ES/EJA Construct sequences of natural numbers in ascending or descending order from any given number, using an established regularity and common attributes.	Organize and order familiar objects or representations by figures, using attributes such as color, shape, and size, promoting work with patterns in grouping, classification, and ordering.

The activities were planned based on these skills with the aim of promoting the student's protagonism and autonomy, respecting her developmental pace and valuing her individual experiences. This provides a solid foundation for the development of reading, writing, and logical thinking—fundamental skills for the subsequent stages of school life.

The proposals also sought to promote inclusion and the student's active participation in the educational process, with emphasis on the development of concepts of quantity and logical reasoning through practical, visual, and contextualized activities.

Education and Knowledge: Past, Present and Future



STUDENT PROFILE AND METHODOLOGY SELECTION

The student who participated in the activities was 56 years old, profoundly deaf, and not fully oralized, as she communicated through isolated words without forming complete sentences. She partially understood oral communication, especially when supported by visual resources, gestures, and repetition. She did not use Brazilian Sign Language (Libras), which posed a significant challenge in the pedagogical mediation process, as it limited her understanding of more abstract instructions. Her first contact with Libras was taking place at that time, at school, with the support of a Libras instructor during the after-school period. She also received Specialized Educational Assistance from a teacher specialized in hearing impairment, focusing on the acquisition of Portuguese as a second language.

At that time, she was enrolled in the 6th Stage of Youth and Adult Education (EJA) at the “Pedro de Alcântara Galvêas” State School of Elementary and Secondary Education, located in Dores do Rio Preto, Espírito Santo. Her entry into the school context occurred in adulthood, without having had access to structured educational experiences during childhood, which resulted in significant academic and conceptual gaps.

The skills selected for work with the student were defined based on the results of the diagnostic assessment and initial observations, taking into account her current stage of learning. Consequently, it was necessary to propose concrete, visual, and tactile activities that respected her pace and were connected to her daily life, facilitating the gradual construction of new knowledge.

The pedagogical proposals were intentionally planned to promote progress in the literacy process and in the student’s cognitive, linguistic, motor, and socio-emotional development. The aim was to integrate conceptual development with the expansion of sensory and meaningful experiences, focusing on the appropriation of the writing system and the construction of meaning, thereby strengthening her autonomy and active participation in the educational process.

The activities were carried out between April and July 2025, in the Resource Room, allowing for continuous monitoring of the student and the collection of evidence regarding her learning process.

Working with the student required constant attention, sensitive listening, and great pedagogical flexibility to ensure that interventions were aligned with her specific needs and individual potential. Her learning process was gradual and required intentional repetition, as the skills being developed were not yet consolidated.

Therefore, it was necessary to continually revisit the same content, using varied methodologies, diverse resources, and more accessible strategies that encouraged new possibilities for understanding and appropriation. In such cases, the progress observed—even if subtle—should be valued as significant milestones of achievement in her educational journey.



DEVELOPMENT OF ACTIVITIES IN THE RESOURCE ROOM

In order to facilitate a better understanding of the pedagogical process, the skills were organized by lesson in chronological order, considering that these activities were carried out between the months of April and July 2025, during the first semester of the Youth and Adult Education (EJA) program.

This structure allows for a more comprehensive record of the student's development throughout the activities, complemented by photographic documentation that illustrates her participation and progress.

SKILLS EF15LP03 AND EI03EF05

As part of the diagnostic assessment activities, sentences containing key words from the school context were used, embedded in short texts (Figure 02), with the aim of verifying the student's familiarity with the vocabulary of the environment in which she is situated. This also enabled observation of her ability to recognize words, understand their meaning, and associate them with her daily school experiences.

The same words were also worked on through image association; however, the student was unable to establish this connection, indicating the need for targeted interventions focused on developing this skill.

Figure 02: Sentences containing keywords.

15/04/25

ENCONTRE E CIRQUE AS PALAVRAS NO TEXTO ABAIXO:

LIVRO - LÁPIS - BORRACHA
MOCHILA - CANETA - CADERNO

TUDO COMEÇO DE ANO LETIVO É MARCADO POR UMA VISITA ESPECIAL À PAPELARIA DO BAIRRO. JÚLIA, ANIMADA PARA SEU PRIMEIRO DIA DE AULA, PREPARAVA SUA MOCHILA COM TODO CARINHO. DENTRO DELA, COLOCOU UM CADERNO NOVINHO, DECORADO COM AS PERSONAGENS QUE MAIS GOSTAVA. AO LADO, ENCAIXOU CUIDADOSAMENTE UM LIVRO DE LEITURA QUE A PROFESSORA HAVIA INDICADO NAS FÉRIAS.

ENQUANTO ORGANIZAVA OS MATERIAIS, ELA PERCEBEU QUE HAVIA TRÊS TIPOS DIFERENTES DE LÁPIS: UM PARA ESCREVER, OUTRO PARA DESENHAR E UM COLORIDO QUE GANHARA DE PRESENTE. TAMBÉM SEPAROU SUA BORRACHA FAVORITA, DAQUELAS QUE APAGAM SEM DEIXAR MARCAS, E OUTRA, EM FORMATO DE CORAÇÃO, SÓ PARA ENFEITAR O ESTOJO. PARA COMPLETAR, SUA CANETA AZUL DE TINTA SUAVE, PERFEITA PARA FAZER ANOTAÇÕES CAPRICHADAS NO CADERNO NOVO.

NO DIA SEGUINTE, JÚLIA ACORDOU CEDO, TOMOU CAFÉ E, AO COLOCAR A MOCHILA NAS COSTAS, SENTIU A EMPOLGAÇÃO TOMAR CONTA. NO CAMINHO, MOSTRAVA PARA OS AMIGOS SUA NOVA BORRACHA E CONTAVA COMO CADA LÁPIS TINHA UMA FUNÇÃO. NA SALA, A PROFESSORA ELOGIOU O CUIDADO COM O MATERIAL, PRINCIPALMENTE O CAPRICHOSIDADE COM O LIVRO DE LEITURA E O ZELO COM A CANETA.

DURANTE A AULA, JÚLIA USOU SEU CADERNO PARA COPIAR AS PRIMEIRAS LIÇÕES, O LIVRO PARA ACOMPANHAR A LEITURA COLETIVA, E A CANETA PARA SUBLINHAR AS PALAVRAS IMPORTANTES. NO RECREIO, DEIXOU A MOCHILA NO CANTO DA SALA, MAS NÃO SEM ANTES VERIFICAR SE A BORRACHA, OS LÁPIS E OS OUTROS MATERIAIS ESTAVAM BEM GUARDADOS. AFINAL, ELA SABIA QUE CUIDAR DOS SEUS ITENS ESCOLARES ERA UMA FORMA DE MOSTRAR RESPEITO PELO ESTUDO E POR SI MESMA.

Source: Authors.

Transcription (English):**FIND AND CIRCLE THE WORDS IN THE TEXT BELOW:****BOOK – PENCIL – ERASER****BACKPACK – PEN – NOTEBOOK**

The whole school year *is marked* by a special visit to the neighborhood stationery store. Júlia, excited for her first day of class, prepared her **backpack** with great care. Inside it, she placed her brand-new **notebook**, decorated with her favorite characters. Next to it, she carefully tucked in a **book** that the teacher had recommended during the vacation.

While organizing her materials, she noticed that there were three different types of **pencil**: one for writing, another for drawing, and a colored one she had received as a gift. She also separated her **eraser**, distinguishing the ones that erase without leaving marks from the others, shaped like a heart, meant to decorate her pencil case. To complete her set, the blue **pen** with smooth ink was perfect for making neat notes in the new **notebook**.

The next day, Júlia woke up early, had her coffee, and, after putting on her **backpack**, felt the excitement of returning to school. On the way, she showed her friends her new **eraser** and told them how each **pencil** had a specific purpose. In the classroom, the teacher praised the care she had taken with her materials, especially her neatness with the reading **book** and her dedication when using the **pen**.

During class, Júlia used her **notebook** to copy the first lessons, the **book** to follow the group reading, and the **pen** to underline important information. During recess, she left her **backpack** in the classroom but first checked if the **eraser**, the **pencils**, and the other materials were well stored. After all, she knew that taking good care of her belongings was a way of showing respect for her studies and for herself.



In the following activity, the student was asked to practice writing her name using dotted-letter exercises, promoting appropriation of her own name and the development of fine motor coordination. The activity aimed to observe the student's level of autonomy in tracing the letters and memorizing the correct sequence that forms her name—fundamental aspects of the literacy process.

Additionally, an activity involving tracing various patterns (Figure 03) was applied, using dotted lines in different shapes (curves, spirals, zigzags, etc.). Using a felt-tip pen, the goal was to observe stroke control, motor precision, and visual perception—skills that directly contribute to preparing the student for writing.

Figure 03: Activity involving tracing of varied patterns.



Source: Authors.

However, it was observed that the student was unable to perform the activities independently, requiring constant support to recognize the letters and carry out the proposed tasks. This highlights the importance of using differentiated strategies and individualized support.

SKILL EFCICLO1MA07/ES/EJA

The student was presented with an activity using various materials such as buttons, bottle caps, blocks, geometric shapes, and jar lids (Figure 04), with the objective of stimulating logical reasoning, visual perception, and fine motor coordination. The task consisted of organizing the presented objects according to different criteria: color, shape, and size.

Figure 04: Activity involving classification and ordering of objects.



Source: Authors.

During the activity, the student was encouraged to carefully observe the materials and group the elements according to each characteristic, practicing classification and sequencing—skills fundamental to the development of mathematical thinking.

SKILL EF01MA01/ES

Initially, the student was encouraged to model small balls of playdough, with each group corresponding to the quantity indicated by printed numbers from 1 to 5. Next, using base-ten blocks (golden material), she was asked to organize small cubes (units) corresponding to the numerals presented (Figure 05).

Figure 05: Activity involving quantity representation with manipulatives.



Source: Authors.

In the next stage, printed materials, gouache paint, and brushes were used (Figure 06) with the objective of promoting the writing of numerals. This activity aimed to support both the association



between number and quantity and the development of fine motor coordination and tactile perception. It also sought to stimulate logical reasoning and spatial perception through the graphic reproduction of numerical symbols.

Figure 06: Activity using printed materials, gouache paint, and brush.

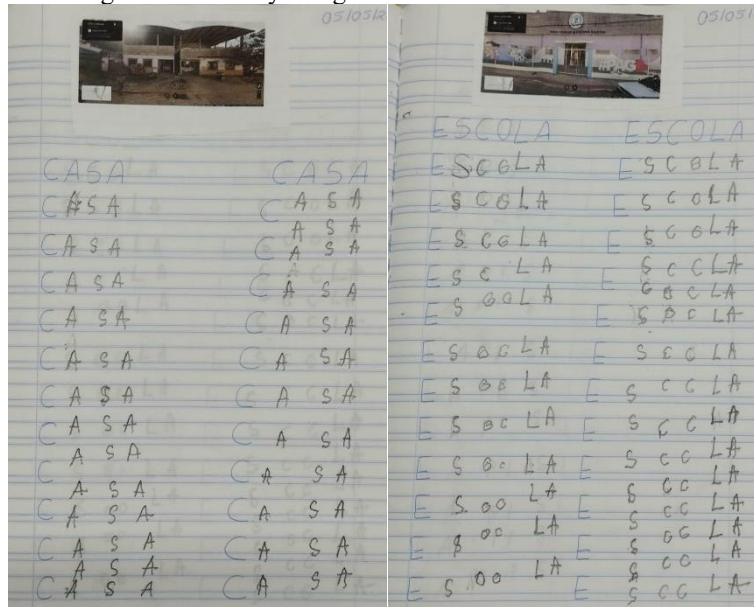


Source: Authors.

SKILLS EI03EF05 AND EI03EF09

During the diagnostic assessment period, an informal conversation with the student about her daily routine allowed for the exploration of meaningful aspects of her everyday life. Using the Google Maps tool, real images of her home and school were located (Figure 07), which provided a rich moment of interaction and contextualization. From this experience, the words CASA (home) and ESCOLA (school) were intentionally introduced, promoting the writing of these words based on concrete images. The images were printed and used as visual support, enabling the student to associate the vocabulary being taught with her reality, fostering comprehension of meaning and expanding her linguistic repertoire.

Figure 07: Activity using the words CASA and ESCOLA.



Source: Authors.

Next, the student was invited to paint the dotted letters of her name (Figure 08) using a cotton swab and paint. This strategy aimed to develop fine motor coordination and familiarity with the strokes of the letters in her own name. Subsequently, movable letters were provided so that the student could cut out, manipulate, and arrange the letters of her name, both with and without visual support.

This practice seeks to promote memorization of the correct sequence of letters while simultaneously encouraging autonomy in constructing written language and recognizing personal identity through her own name.

Figure 08: Activity using cotton swab and paint.



Source: Authors.



SKILL EF01MA01/ES

The student was presented with an activity using various visual and concrete resources: a numerical die, base-ten blocks (golden material), and sheets with numerals from 1 to 5, each containing circles corresponding to its quantity.

During the activity, the student was guided to roll the die, identify the number rolled, and then place the correct number of small cubes (units from the golden material) into the printed circles on the corresponding sheet (Figure 09). This process involves multiple skills, such as oral and visual counting, one-to-one correspondence, and fine motor coordination, while also stimulating concentration and autonomy in task execution.

Figure 09: Activity using various visual and concrete resources



Source: Authors.

The activity was designed to be playful and interactive, respecting the student's pace and promoting the construction of the concept of quantity in a concrete and meaningful way. The use of the die also introduced an element of surprise and engagement, encouraging her active participation.

SKILLS EI03EF09 AND EF01LP04/ES

With the support of plastic letters, activities were proposed to recognize and arrange the letters that make up the student's name, fostering the development of phonological and visual awareness. As a complementary resource, a personalized puzzle featuring the student's photo and name was used, which helped strengthen the emotional connection to the activity and stimulated personal identification—an essential aspect of the literacy process.

The activity also involved associating the letters in the student's name (**A, L, Z, I, E, and N**) with illustrative images and support words as reinforcement tools. Initially, plastic letters were used for



recognition and manipulation. In a subsequent activity, the student was invited to cut and paste these letters, concluding with the writing of her own name to reinforce learning and promote familiarity with its spelling.

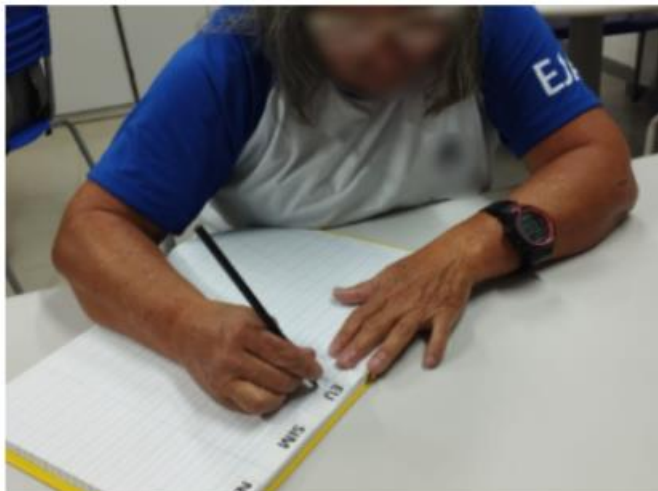
Additionally, numbers were incorporated into the context of the activities to observe whether the student could distinguish between letters and numbers, contributing to her understanding of the different symbols within the writing system. This differentiation is essential for the development of reading and writing, as well as for recognizing the graphic conventions that structure texts and everyday situations.

SKILLS EI03EF09 AND EF01LP08

An activity was carried out using printed materials, glue, and string, in which the student had the opportunity to compose her own name. This promoted visual recognition of letters, strengthened her identity, and supported the development of fine motor coordination. Manipulating the materials provided a meaningful sensory experience, encouraging autonomy and engagement in the learning process.

Additionally, the functional words “eu” (I), “sim” (yes), and “não” (no) were introduced (Figure 10) with the goal of expanding the student’s vocabulary and fostering recognition and appropriation of these frequently used words.

Figure 10: Activity using functional words “eu,” “sim,” and “não.”



Source: Authors.

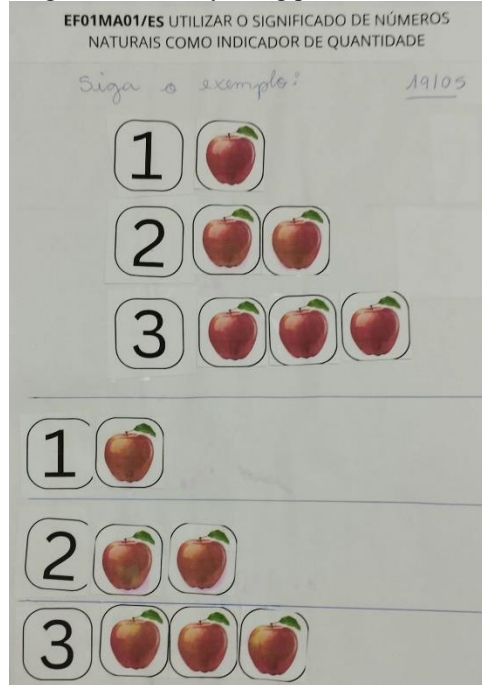
SKILL EF01MA01/ES

With the aim of assisting the student in assimilating the initial numerals, an activity was proposed using printed materials containing the numbers from 1 to 3, accompanied by concrete images of apples (Figure 11). The purpose of this activity was to strengthen the number/quantity association through a visual and hands-on approach. During the activity, the student was encouraged to cut out squares with illustrations of apples and paste them into the spaces corresponding to the presented numerals. This task



engaged multiple skills, such as counting, fine motor coordination (through cutting and pasting), number recognition, and understanding the relationship between numerical symbols and actual quantities.

Figure 11: Activity using printed materials.



Source: Authors

Following that, the game “Numeral Lacing from 0 to 5” was introduced (Figure 12) with the aim of expanding number recognition and further stimulating motor coordination. The activity consisted of lacing, using string or shoelaces, the outlines of numerals displayed on perforated boards, allowing the student to manipulate the numbers in a concrete and sensory manner.

This proposal reinforced contact with numerals while simultaneously developing attention, patience, and fine motor skills—fundamental elements in the writing process and mathematical learning.

Figure 12: Activity – “Numeral Lacing from 0 to 5” game.



Source: Authors.

Education and Knowledge: Past, Present and Future



SKILL EF01LP08

Activities were developed focusing on the recognition and appropriation of frequently used words, using guided handwriting and pictograms as strategies. The words worked on—I, yes, no, eat, and sleep—were presented in a visual and contextualized manner, promoting the association between image, word, and meaning, with the goal of facilitating comprehension and use of these expressions. Additionally, plastic letters were used alongside printed pictograms (Figure 13), encouraging the student to identify and arrange the letters that make up each of the words.

Figure 13: Activity for recognition and appropriation of words



Source: Authors.

SKILL EF01MA01/ES

To reinforce the association between number and quantity, as well as to stimulate organization, visual perception, and motor coordination, the student was presented with a playful activity titled “Number Box” (Figure 14), using numerals from 0 to 5.

Figure 14: Activity for associating number and quantity.



Source: Authors.

The activity began with the presentation of the box to the student, which contained various objects: a whistle, assorted geometric shapes, and wooden sticks. After the initial exploration, the student was asked to remove the items from the box, classify the objects according to their characteristics, and then place them in the spaces corresponding to each number.

The main objective of this activity was to promote the relationship between numerals and actual quantities in a concrete way, as well as to encourage the perception of categories and the recognition of differences among objects. The proposal also contributed to the development of fine motor coordination, attention, and autonomy in following instructions.

SKILLS EI03ET04 e EF01LP08

Activities were developed using image sequences (Figure 15) with the aim of encouraging the student to anticipate consequences and propose possible solutions to various presented situations. This practice contributed to the development of logical reasoning, oral language, and the ability to organize ideas, while also fostering meaning-making through image reading.

Figure 15: Activity using image sequences



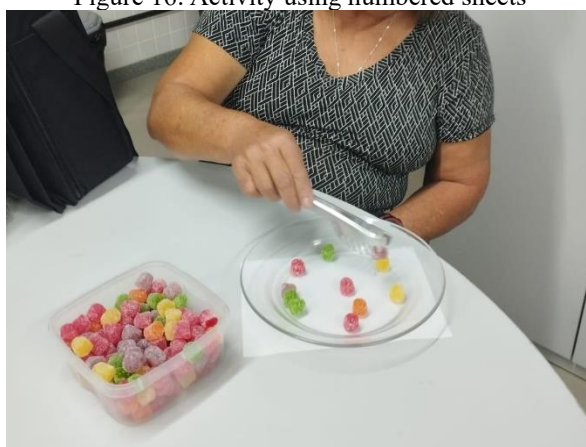
Source: Authors.

Illustrated cards containing simple words such as I, my, home, yes, and no were also used to promote the association between image and written word, encouraging vocabulary comprehension and its contextualized expansion. The proposal aimed to reinforce the relationship between orality, image, and writing, facilitating word recognition and encouraging the student's active participation in reading activities.

SKILL EF01MA01/ES

To develop and stimulate the student's understanding of the concept of number and quantity, an activity was proposed using numbered sheets from 1 to 5 and small concrete objects (gumdrops) (Figure 16).

Figure 16: Activity using numbered sheets



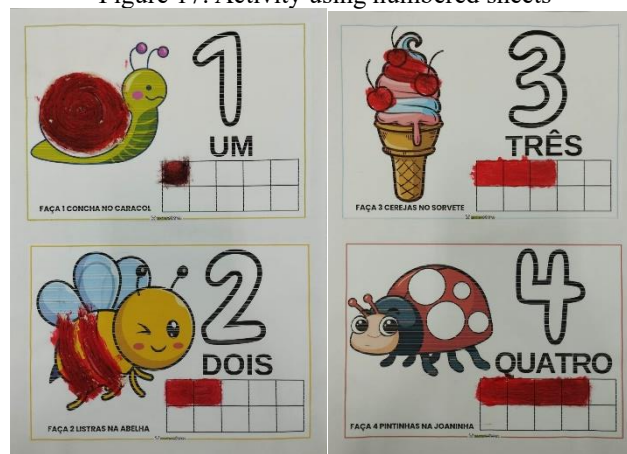
Source: Authors.

The activity consisted of relating each numeral, fixed below a transparent plate, to the corresponding quantity of gumdrops, promoting the number-quantity association in a playful, concrete,

and meaningful way. The activity sparked the student's interest and provided an enjoyable learning moment, reinforcing skills such as counting, spatial organization, and fine motor coordination.

Complementing this proposal, additional activities were developed involving collage and painting using string (Figure 17). Based on the numerical sequence from 1 to 5, the student was guided to represent the quantity of each presented number by gluing pieces of string and painting the corresponding spaces. This approach aimed to enhance visual perception, stimulate tactile exploration, and strengthen the connection between numerical symbols and associated quantities, exploring multiple languages and forms of expression.

Figure 17: Activity using numbered sheets



Source: Authors.

SKILLS EI03ET06 e EF01LP08

The student was introduced to the game “Which One Doesn't Belong?”, using cards with nine images, one of which did not belong to the same category. Each card was explored individually, stimulating observation, visual attention, and logical reasoning. The student was invited to identify which image differed from the others, promoting object classification by criteria and contributing to the development of critical thinking and oral language.

Following this, plastic movable letters and printed pictograms were used (Figure 18) to encourage recognition of the relationship between image and written word. Pictograms corresponding to the words I, yes, no, eat, and sleep were presented, and the student was invited to identify each image and use the movable letters to form the words that name them.

This activity supported the development of phonological awareness, early reading skills, and the association between visual and linguistic representations, promoting meaningful learning through concrete and visual resources.

Figure 18: Activity using plastic movable letters

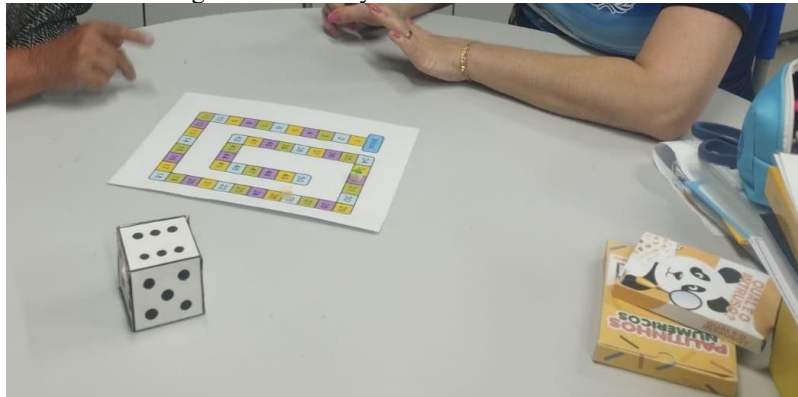


Source: Authors.

SKILL EF01MA01/ES

To stimulate counting, logical-mathematical reasoning, and numeral recognition, the student was invited to participate in the “Number Trail Game” (Figure 19), which featured a numbered trail from 1 to 50. The activity’s dynamic consisted of rolling a die and moving a marker along the trail according to the number rolled.

Figure 19: Activity – “Number Trail Game.”



Source: Authors.

During the game, the student was encouraged to identify numerals, count aloud the spaces moved, and anticipate movements, which contributed to strengthening sequential counting and numerical perception in a playful and interactive context.

To complement this proposal, number cards from 0 to 5 were used, accompanied by illustrated sets of various objects such as fruits, stars, and animals. The student was guided to match each presented number to the card containing the corresponding quantity of elements. This activity focused on promoting



the association between numerical symbols and actual quantities, while also supporting the development of visual perception, attention, and logical reasoning.

SKILLS EI03EF09 AND EF01MA01/ES

An activity was carried out using the student's full name, written in block letters, along with plastic movable letters, with the goal of promoting recognition of the letters that make up her name. The student was guided to locate, among the available letters, those corresponding to the presented model and to arrange them in the correct sequence.

Following this, the student was presented with an activity using printed material featuring the numerical sequence from 1 to 6 (Figure 20), aimed at stimulating number recognition, sequential ordering, and fine motor coordination. The dynamic consisted of rolling a die, identifying the number rolled, cutting out the corresponding number from the printed sheet, and pasting it in sequential order on a blank sheet of paper.

Figure 20: Activity using printed material.



Source: Authors.

SKILLS EI03EF09 AND EF01MA01/ES

To stimulate identification and recognition of numerical representation, the student was presented with an activity using printed numbers from 1 to 5 (Figure 21). Each numeral was filled with random repetitions of numbers from 1 to 5, with the goal of visually challenging the student and promoting recognition of numerical symbols in different contexts and formats.

During the activity, the student was encouraged to carefully observe the internal numerals and identify which numbers were represented within each larger outline.

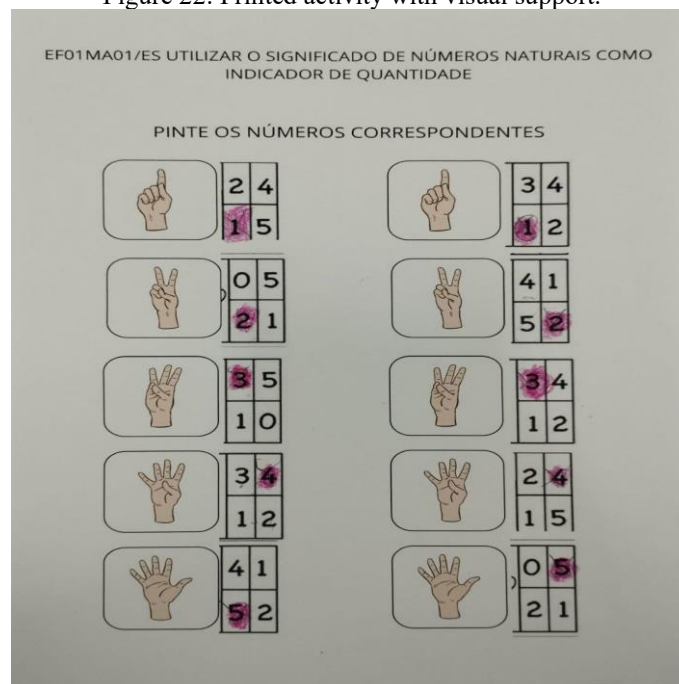
Figure 21: Activity using printed numbers from 1 to 5.



Source: Authors.

Following this, a printed activity with visual support was applied, in which the numbers from 1 to 5 were represented by images of hands with raised fingers (Figure 22), corresponding to each quantity. The student was guided to relate the symbolic number to the quantity visually expressed by the hands, thereby strengthening the number-quantity association and providing an accessible and concrete resource for consolidating learning.

Figure 22: Printed activity with visual support.



Source: Authors.



Portfolio: Concept, Objective, and Importance

The portfolio is a pedagogical tool that gathers various records and documents produced throughout the educational process, also promoting critical reflection on pedagogical practices and the teaching-learning process itself. It functions as an essential instrument for monitoring student development, enabling analysis of progress, difficulties, and achievements throughout their educational journey.

In the educational context, it serves as a record of the student's activities and experiences, allowing them to reflect on their own learning (Rodrigues, 2009). It is a personal construction in which the student consciously selects which productions to include, organizing them in a meaningful way. Furthermore, the portfolio is recognized as a formative assessment resource that not only documents the student's progress but also encourages critical reflection on their development and strengthens the learning process.

When used in pedagogical practices within Specialized Educational Assistance (SEA), the portfolio plays a fundamental role in tracking learning development, especially for students with specific needs. In this case, it accompanies the inclusion process of a deaf student enrolled in Youth and Adult Education (EJA). Its objective is to demonstrate how the pedagogical planning developed for SEA materializes into concrete actions, fostering the student's linguistic, cognitive, and social development.

The reflective portfolio is a pedagogical resource that allows the student to record their learning experiences in a personal way, considering their characteristics and particularities (Cesário et al., 2016). It includes descriptions of activities, problem situations, and practices carried out, enabling the student to organize their ideas creatively. According to Martin et al. (2010), this tool also supports the development of important competencies such as autonomy, responsibility, creativity, and critical thinking, while encouraging the student's protagonism in the educational process. By creating the portfolio, the student is able to analyze their own journey and better understand the meaning of the experiences they have lived. Thus, the reflective portfolio not only records learning but also serves as an alternative form of assessment, promoting an individualized view of the student's development.

In inclusive education, deaf or hard-of-hearing students require pedagogical strategies that prioritize Brazilian Sign Language (Libras) and visual resources, which are essential for accessing knowledge. In this context, SEA organizes activities that strengthen these skills, creating opportunities for the student to expand their linguistic competence, develop logical reasoning, and engage in meaningful social interactions.

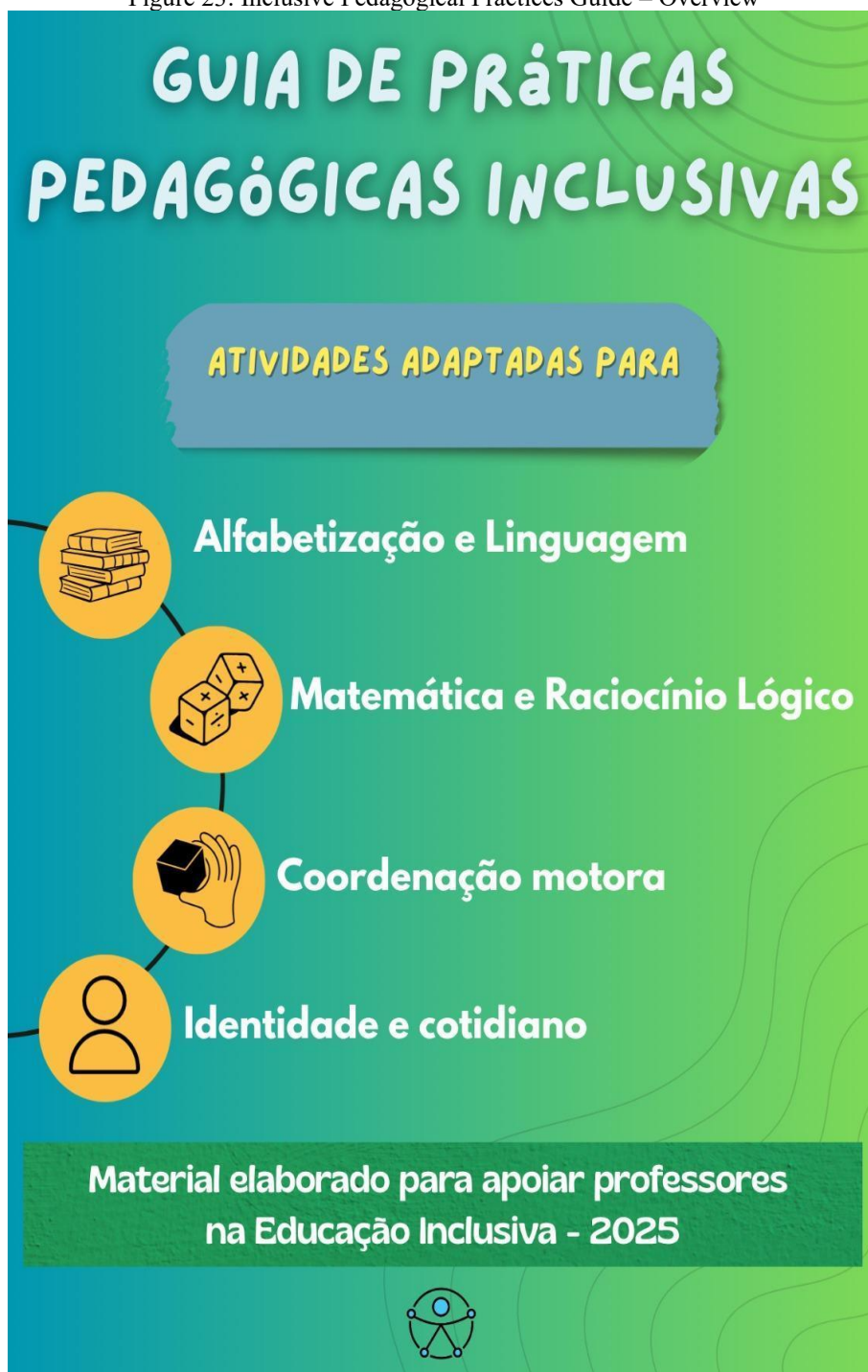
The SEA teacher specialized in hearing impairment plays a central role as a mediator between the student, school, and family, identifying barriers that hinder learning and proposing curricular adaptations. This professional works in partnership with classroom teachers, Libras instructors, and Libras



interpreters. Such collaborative action ensures continuous and effective inclusion, enhancing the student's holistic development and encouraging their active participation in school life.

This portfolio highlights the importance of the pedagogical work carried out in the Specialized Educational Assistance (SEA) room, which serves the student with equity and respect for her specific needs. More than a simple academic record, the portfolio represents a genuine commitment to promoting fair educational opportunities, ensuring that the student progresses according to her individual characteristics and potential.

Figure 23: Inclusive Pedagogical Practices Guide – Overview

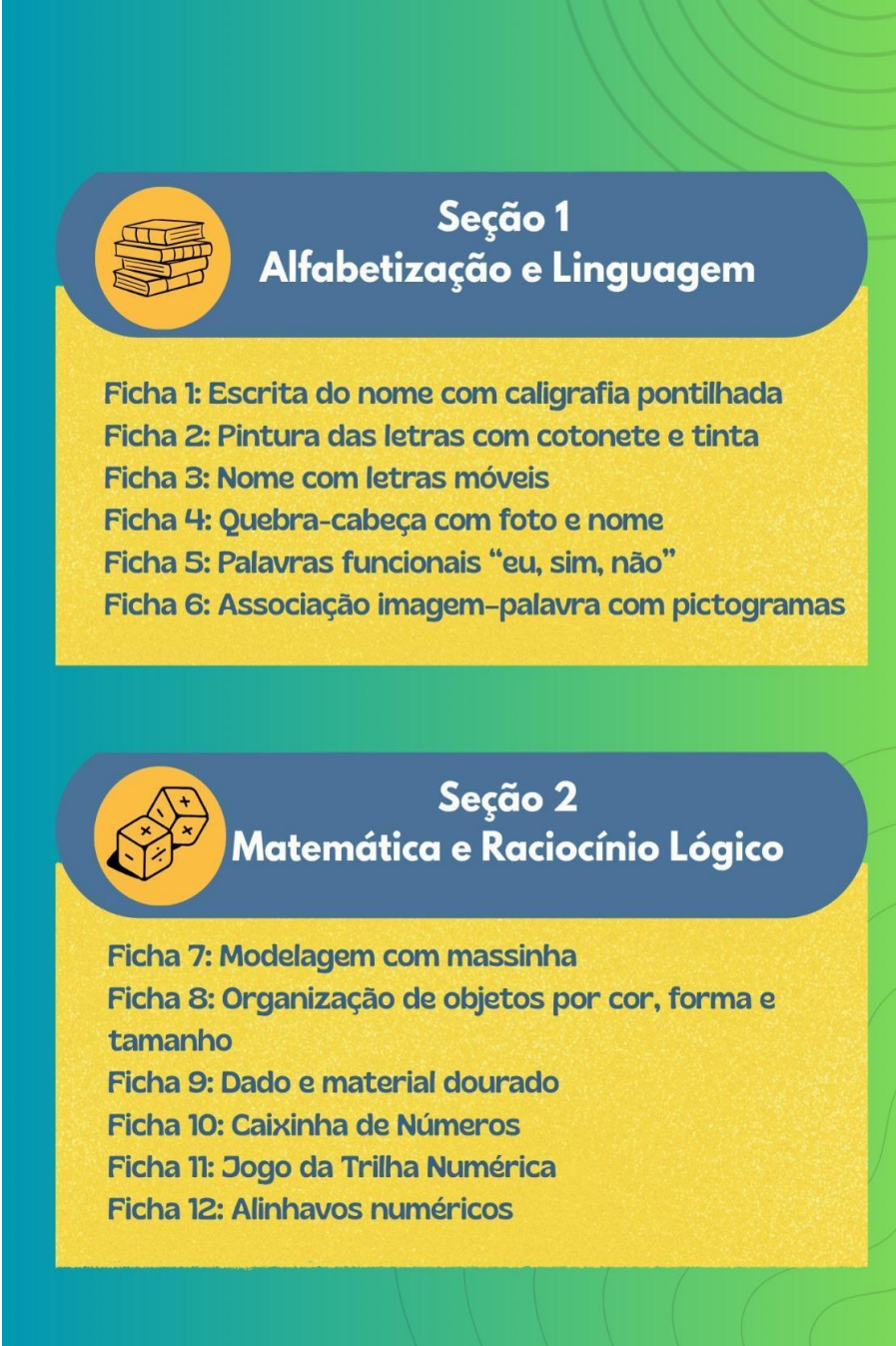
**Transcription (English):**

Inclusive Pedagogical Practices Guide
Adapted Activities For

- Literacy and Language
- Mathematics and Logical Reasoning
- Motor Coordination
- Identity and Daily Life

Material developed to support teachers
in Inclusive Education – 2025

Figure 24: Sections of Activities – Literacy and Logical Reasoning



Seção 1
Alfabetização e Linguagem

Ficha 1: Escrita do nome com caligrafia pontilhada
 Ficha 2: Pintura das letras com cotonete e tinta
 Ficha 3: Nome com letras móveis
 Ficha 4: Quebra-cabeça com foto e nome
 Ficha 5: Palavras funcionais “eu, sim, não”
 Ficha 6: Associação imagem–palavra com pictogramas

Seção 2
Matemática e Raciocínio Lógico

Ficha 7: Modelagem com massinha
 Ficha 8: Organização de objetos por cor, forma e tamanho
 Ficha 9: Dado e material dourado
 Ficha 10: Caixinha de Números
 Ficha 11: Jogo da Trilha Numérica
 Ficha 12: Alinhavos numéricos

Transcription (English):**Section 1 – Literacy and Language**

- Worksheet 1: Writing the name with dotted calligraphy
- Worksheet 2: Painting letters using cotton swabs and paint
- Worksheet 3: Name with movable letters
- Worksheet 4: Puzzle with photo and name
- Worksheet 5: Functional words “I, yes, no”
- Worksheet 6: Image–word association with pictograms

Section 2 – Mathematics and Logical Reasoning

- Worksheet 7: Modeling with playdough
- Worksheet 8: Sorting objects by color, shape, and size
- Worksheet 9: Dice and golden material
- Worksheet 10: Number Box
- Worksheet 11: Number Trail Game
- Worksheet 12: Numerical lacing activities

Figure 25: Sections of Activities – Motor Coordination and Identity

The infographic is set against a green background with a subtle pattern of concentric circles. It features two main sections, each with a blue header bar and a yellow content box. The first section, 'Seção 3 Coordenação motora', is accompanied by an icon of a hand holding a cube. The second section, 'Seção 4 Identidade e cotidiano', is accompanied by an icon of a person's silhouette.



Seção 3 Coordenação motora

Ficha 13: Cobertura de traçados variados (zig-zague, curvas etc.)

Ficha 14: Colagem com barbante (quantidades)

Ficha 15: Pintura de letras e números com guache

Ficha 16: Sequência de imagens para causa e consequência



Seção 4 Identidade e cotidiano

Ficha 17: Associação de imagens reais

Ficha 18: Sequência numérica com jujubas

Ficha 19: Atividade “Qual é o intruso?”

Ficha 20: Construção do nome completo

Transcription (English):

Section 3 – Motor Coordination

- Worksheet 13: Tracing different lines (zigzag, curves, etc.)
- Worksheet 14: Gluing with string (quantities)
- Worksheet 15: Painting letters and numbers with tempera paint
- Worksheet 16: Image sequencing for cause and effect

Section 4 – Identity and Daily Life

- Worksheet 17: Association of real images
- Worksheet 18: Numerical sequencing with jellybeans
- Worksheet 19: Activity “Which one is the intruder?”
- Worksheet 20: Construction of the complete name

Figure 26: Writing the Name Using Dotted Calligraphy

FICHA 1 – ESCRITA DO NOME COM CALIGRAFIA PONTILHADA

Habilidade da BNCC

EI03EF05: Experimentar diferentes possibilidades de traçado e de pressão no uso de instrumentos gráficos.

EI03EF09: Reconhecer e numerar letras do alfabeto, especialmente as do nome próprio.

Objetivo da atividade

Desenvolver a coordenação motora fina.
Estimular a familiarização com o traçado das letras do próprio nome.
Promover o reconhecimento da identidade pessoal.

Materiais necessários

Folha com o nome do aluno em letras pontilhadas.
Lápis ou caneta hidrocor.

Passo a passo

- 1 Entregue ao aluno a folha com seu nome pontilhado.
- 2 Oriente-o a cobrir cada letra, reforçando o traçado.
- 3 Repita a atividade em diferentes momentos para consolidar a memorização da sequência das letras.

Adaptações possíveis

Usar lápis de cera grossos para alunos com menor firmeza motora.
Oferecer apoio visual (cartaz ou cartão) com o nome do aluno como referência.

Dica do professor

Valorize cada avanço no traçado, mesmo que pequeno, pois eles marcam o processo de apropriação da escrita.

Guia de Práticas Pedagógicas Inclusivas - Seção 1: Alfabetização e Linguagem- Ficha 1/20

Transcription (English):

Worksheet 1 – Writing the Name with Dotted Calligraphy

BNCC Skill

- EI03 EF05: Experiment with different tracing possibilities and pressure when using graphic instruments.
- EI03 EF09: Recognize and identify letters of the alphabet, especially those in the child’s own name.

Activity Objective

- Develop fine motor coordination.
- Encourage familiarity with tracing the letters of the child's own name.
- Promote personal identity recognition.

Materials Needed

- Sheet with the student’s name in dotted letters.
- Pencil or felt-tip pen.

Step-by-Step

1. Give the student the sheet with their name in dotted letters.
2. Guide the student to trace each letter, reinforcing the tracing.
3. Repeat the activity at different moments to strengthen memorization of the letter sequence.

Possible Adaptations

- Use thick crayons for students with less motor firmness.
- Provide visual support (poster or card) with the child’s name as a reference.

Teacher’s Tip

- Value every improvement in tracing, even the small ones, as they mark the process of learning and ownership of writing.

Inclusive Pedagogical Practices Guide – Section 1: Literacy and Language – Worksheet 1/20

Figure 27: Painting Letters with Cotton Swabs and Paint

FICHA 2 – PINTURA DAS LETRAS COM COTONETE E TINTA

Habilidade da BNCC

EI03EF05: Experimentar diferentes possibilidades de traçado e de pressão no uso de instrumentos gráficos

Objetivo da atividade

Desenvolver a coordenação motora fina por meio de movimentos precisos
Estimular o reconhecimento do nome próprio.

Materiais necessários

Folha com letras do nome pontilhadas.
Cotonetes e tinta guache.

Passo a passo

- 1 Apresente ao aluno a folha com as letras do seu nome.
- 2 Oriente-o a pintar os pontos usando cotonete e tinta.
- 3 Incentive-o a seguir a ordem correta das letras.

Adaptações possíveis

Adaptar para carimbo com esponja ou rolinho, caso o aluno tenha dificuldade motora.
Utilizar tinta atóxica em gel ou areia colorida para variar estímulo sensorial.

Dica do professor

Atividades com tinta trazem envolvimento afetivo e lúdico, reforçando o vínculo com a escrita.

Guia de Práticas Pedagógicas Inclusivas - Seção 1: Alfabetização e Linguagem- Ficha 2/20

Transcription (English):

Worksheet 2 – Painting Letters with Cotton Swabs and Paint

BNCC Skill

- EI03 EF05: Experiment with different tracing possibilities and pressure when using graphic instruments.

Activity Objective

- Develop fine motor coordination through precise movements.
- Encourage recognition of the child’s own name.

Materials Needed

- Sheet with the child’s name in dotted letters.
- Cotton swabs and tempera paint.

Step-by-Step

1. Present the student with the sheet containing the letters of their name.
2. Guide the student to paint the dots using a cotton swab and paint.
3. Encourage the student to follow the correct order of the letters.

Possible Adaptations

- Adapt the activity using sponge stamps or a small roller if the student has motor difficulties.
- Use non-toxic gel paint or colored sand to vary sensory stimulation.

Teacher’s Tip

- Activities involving paint provide emotional and playful engagement, strengthening the bond with writing.

Figure 28: Constructing the Name with Movable Letters

FICHA 3 – RECONHECIMENTO DO NOME COM LETRAS MÓVEIS 

Habilidade da BNCC

EI03EF09: Reconhecer e numerar letras do alfabeto, especialmente as do nome próprio.

EF01LP04/ES: Distinguir as letras do alfabeto de outros sinais gráficos.

Objetivo da atividade

Estimular o reconhecimento das letras que compõem o nome do estudante.
Desenvolver a consciência fonológica e visual.
Fortalecer a identidade pessoal e a apropriação do sistema de escrita. 

Materiais necessários

Letras móveis (plásticas, de EVA ou impressas em papel).
Cartolina ou folha A4 com o nome do aluno escrito em letra de forma.
Tesoura e cola (opcional). 

Passo a passo

- 1 Apresente ao estudante o modelo escrito do seu nome.
- 2 Entregue as letras móveis e peça que ele localize as correspondentes.
- 3 Oriente-o a organizar as letras móveis na sequência correta.
- 4 Incentive-o a repetir a montagem várias vezes, com e sem apoio visual.

Adaptações possíveis

Letras com velcro para fixação em painel, facilitando para quem tem menor coordenação motora.
Para ampliar: incluir nomes de familiares ou colegas.

Dica do professor

O nome próprio é sempre o melhor ponto de partida para alfabetizar, porque tem significado afetivo.

Guia de Práticas Pedagógicas Inclusivas - Seção 1: Alfabetização e Linguagem- Ficha 3/20

Transcription (English):**Worksheet 3 – Recognizing the Name with Movable Letters****BNCC Skill**

- EI03 EF09: Recognize and identify letters of the alphabet, especially those in the child's own name.
- EF01LP04/ES: Distinguish alphabet letters from other graphic symbols.

Activity Objective

- Stimulate recognition of the letters that make up the student's name.
- Develop phonological and visual awareness.
- Strengthen personal identity and appropriation of the writing system.

Materials Needed

- Movable letters (plastic, EVA, or printed on paper).
- Cardstock or A4 sheet with the student's name written in block letters.
- Scissors and glue (optional).

Step-by-Step

1. Show the student the written model of their name.
2. Hand them the movable letters and ask them to find the matching ones.
3. Guide the student to organize the movable letters in the correct sequence.
4. Encourage repeating the activity several times, with or without visual support.

Possible Adaptations

- Use Velcro letters for panel fixation, helpful for students with lower motor coordination.
- To extend the activity: include names of family members or classmates.

Teacher's Tip

- The child's own name is always the best starting point for literacy, as it holds emotional meaning.

Inclusive Pedagogical Practices Guide – Section 1: Literacy and Language – Worksheet 3/20

Figure 29: Personalized Puzzle with Photo and Name

FICHA 4 – QUEBRA-CABEÇA COM FOTO E NOME

Habilidade da BNCC

EI03EF09: Reconhecer letras do alfabeto, especialmente as do nome próprio.

Objetivo da atividade

Associar imagem pessoal ao nome escrito.
Desenvolver o reconhecimento global do nome.

Materiais necessários

Foto do aluno impressa.
Nome do aluno escrito abaixo da foto.
Cartolina ou papel cartão.
Tesoura.

Passo a passo

- 1 Monte um quebra-cabeça com a foto do aluno e seu nome escrito.
- 2 Recorte em peças simples (de 4 a 6 partes).
- 3 Peça que o aluno reconstrua, identificando sua foto e o nome.

Adaptações possíveis

Aumentar o número de peças conforme o progresso do aluno.
Criar quebra-cabeças com nomes de colegas ou familiares para ampliar repertório.

Dica do professor

Atividades com a própria imagem fortalecem a identidade e aumentam a motivação para aprender.

Guia de Práticas Pedagógicas Inclusivas - Seção 1: Alfabetização e Linguagem- Ficha 4/20

Transcription (English):**Worksheet 4 – Puzzle with Photo and Name****BNCC Skill**

- EI03 EF09: Recognize letters of the alphabet, especially those in the child’s own name.

Activity Objective

- Associate the child’s personal image with their written name.
- Develop global recognition of the name.

Materials Needed

- Printed photo of the student.
- Student’s name written below the photo.
- Cardstock or thick paper.
- Scissors.

Step-by-Step

1. Create a puzzle using the student’s photo and their written name.
2. Cut it into simple pieces (4 to 6 parts).
3. Ask the student to reconstruct it, identifying their photo and name.

Possible Adaptations

- Increase the number of pieces according to the student’s progress.
- Create puzzles with names of classmates or family members to expand recognition.

Teacher’s Tip

- Activities using the child’s own image strengthen identity and increase motivation to learn.

Inclusive Pedagogical Practices Guide – Section 1: Literacy and Language – Worksheet 4/20

Figure 30: Functional Words Activity

FICHA 5 – PALAVRAS FUNCIONAIS “EU, SIM, NÃO”

Habilidade da BNCC

EF01LP08: Relacionar elementos sonoros com sua representação escrita.

Objetivo da atividade

Ampliar o vocabulário funcional de uso frequente.
Estimular a leitura global de palavras simples

Materiais necessários

Cartões com palavras (eu, sim, não).
Pictogramas correspondentes.

Passo a passo

- 1 Apresente os cartões com as palavras.
- 2 Mostre imagens correspondentes e faça a associação.
- 3 Peça que o aluno reconstrua, identificando os pictogramas e os nomes.

Adaptações possíveis

Incluir símbolos de comunicação alternativa (PCS, ARASAAC).
Usar cartões com texturas diferenciadas para cada palavra.

Dica do professor

Incentive o aluno a usar as palavras em pequenas frases ('eu quero', 'não pode').
Assim, a atividade ganha sentido prático no cotidiano

Guia de Práticas Pedagógicas Inclusivas - Seção 1: Alfabetização e Linguagem- Ficha 5/20

Transcription (English):

Worksheet 5 – Functional Words “I, Yes, No”

BNCC Skill

- EF01LP08: Relate sound elements with their written representation.

Activity Objective

- Expand frequently used functional vocabulary.
- Encourage global reading of simple words.

Materials Needed

- Cards with the words (I, yes, no).
- Corresponding pictograms.

Step-by-Step

1. Show the student the cards with the words.
2. Present the corresponding images and make the association.
3. Ask the student to reconstruct the pairs, identifying both pictograms and words.

Possible Adaptations

- Include alternative communication symbols (PCS, ARASAAC).
- Use cards with different textures for each word.

Teacher’s Tip

- Encourage the student to use the words in short sentences (“I want,” “I can’t”).
This gives the activity practical meaning in daily life.

Inclusive Pedagogical Practices Guide – Section 1: Literacy and Language – Worksheet 5/20

Figure 31: Image-Word Association with Pictograms

**FICHA 6 – ASSOCIAÇÃO IMAGEM-PALAVRA
COM PICTOGRAMAS**

Habilidade da BNCC

EF01LP08: Relacionar elementos sonoros com sua representação escrita.

Objetivo da atividade

Estimular a leitura inicial com apoio visual.
Promover a associação entre imagem, palavra e significado.

Materiais necessários

Pictogramas impressos com palavras do cotidiano.
Cartões com palavras correspondentes.
Letras móveis.

Passo a passo

- 1 Apresente pictogramas simples ao aluno com palavras do cotidiano.
- 2 Mostre as palavras correspondentes incentivando a associação entre imagem e palavra.
- 3 Proponha que forme as palavras com letras móveis.

Adaptações possíveis

Substituir pictogramas por fotos reais, caso o aluno tenha dificuldade de abstração.
Usar prendedores coloridos para o aluno fazer a associação em vez de colagem.

Dica do professor

Explore situações reais em sala: mostre o pictograma de 'beber' e peça ao aluno para dramatizar a ação. Isso fortalece vínculo entre imagem, palavra e significado.

Guia de Práticas Pedagógicas Inclusivas - Seção1: Alfabetização e Linguagem- Ficha 6/20

Transcription (English):

Worksheet 6 – Image-Word Association with Pictograms

BNCC Skill

- EF01LP08: Relate sound elements with their written representation.

Activity Objective

- Stimulate early reading with visual support.
- Promote the association between image, word, and meaning.

Materials Needed

- Printed pictograms with everyday words.
- Cards with corresponding words.
- Movable letters.

Step-by-Step

1. Present simple pictograms to the student along with everyday words.
2. Show the corresponding written words, encouraging the association between image and word.
3. Ask the student to build the words using movable letters.

Possible Adaptations

- Replace pictograms with real photos if the student has difficulty with abstraction.
- Use colored clothespins for matching activities during gluing tasks.

Teacher's Tip

- Use real-life situations in class: show the “drink” pictogram and ask the student to dramatize the action. This strengthens the connection between image, word, and meaning.

Inclusive Pedagogical Practices Guide – Section 1: Literacy and Language – Worksheet 6/20

Figure 32: Modeling with Playdough

FICHA 7 – MODELAGEM COM MASSINHA

Habilidade da BNCC

EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

Objetivo da atividade

Associar número à quantidade correspondente.
Desenvolver coordenação motora fina por meio da modelagem.
Estimular raciocínio lógico inicial.

Materiais necessários

Massinha de modelar.
Cartões impressos com números de 1 a 5.

Passo a passo

- 1 Mostre ao aluno o número e a quantidade correspondente em um cartão.
- 2 Peça que modele bolinhas relacionando a quantidade correspondente.
- 3 Reforce a contagem oral e a correspondência número/quantidade..

Adaptações possíveis

Iniciar o trabalho com os números de 1 a 5, ampliando gradativamente a sequência numérica de acordo com o nível de compreensão e apropriação do aluno.

Dica do professor

A massinha transforma o abstrato em concreto, tornando a matemática mais significativa.

Guia de Práticas Pedagógicas Inclusivas - Seção 2: Matemática e Raciocínio Lógico- Ficha 7/20

Transcription (English):**Worksheet 7 – Modeling with Playdough****BNCC Skill**

- EF01MA01/ES: Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Associate numbers with their corresponding quantities.
- Develop fine motor coordination through modeling.
- Stimulate early logical reasoning.

Materials Needed

- Playdough.
- Printed cards with numbers from 1 to 5.

Step-by-Step

1. Show the student the number and its corresponding quantity on a card.
2. Ask the student to model small balls matching the correct quantity.
3. Reinforce oral counting and the correspondence between number and quantity.

Possible Adaptations

- Begin with numbers 1 to 5, gradually increasing the sequence according to the student's understanding and skill level.

Teacher's Tip

- Playdough turns abstract concepts into concrete experiences, making mathematics more meaningful.

Inclusive Pedagogical Practices Guide – Section 2: Mathematics and Logical Reasoning – Worksheet 7/20

Figure 33: Organizing Objects by Color, Shape, and Size

FICHA 8 – ORGANIZAÇÃO DE OBJETOS POR COR, FORMA E TAMANHO

Habilidade da BNCC

EFCICLO1MA07/ES/EJA: Construir sequências de números naturais em ordem crescente ou decrescente a partir de um número qualquer, utilizando uma regularidade estabelecida.

Objetivo da atividade

Estimular classificação e seriação de objetos.
Desenvolver percepção visual e raciocínio lógico.

Materiais necessários

Botões, tampinhas, blocos e figuras geométricas.

Passo a passo

- 1 Apresente os objetos variados.
- 2 Oriente o aluno a agrupar por cor, depois por forma, e por fim, tamanho.
- 3 Incentive o aluno a replicar as sequências ordenadas

Adaptações possíveis

Usar imagens em cartões quando não houver objetos concretos.
Ampliar para sequências mais complexas (cores e tamanhos juntos).

Dica do professor

Varie os critérios de classificação (cor, forma, tamanho, espessura) para estimular diferentes habilidades cognitivas.

Guia de Práticas Pedagógicas Inclusivas - Seção 2: Matemática e Raciocínio Lógico- Ficha 8/20

Transcription (English):**Worksheet 8 – Sorting Objects by Color, Shape, and Size****BNCC Skill**

- EFCICLO1MA07/ES/EJA: Build sequences of natural numbers in ascending or descending order starting from any given number, using an established regularity.

Activity Objective

- Stimulate object classification and sequencing.
- Develop visual perception and logical reasoning.

Materials Needed

- Buttons, bottle caps, blocks, and geometric shapes.

Step-by-Step

1. Present the student with various objects.
2. Guide the student to group them first by color, then by shape, and finally by size.
3. Encourage the student to replicate the ordered sequences.

Possible Adaptations

- Use picture cards when concrete objects are not available.
- Expand to more complex sequences (combining colors and sizes).

Teacher's Tip

- Vary the classification criteria (color, shape, size, thickness) to stimulate different cognitive skills.

Inclusive Pedagogical Practices Guide – Section 2: Mathematics and Logical Reasoning – Worksheet 8/20

Figure 34: Dice and Base-Ten Blocks Activity

FICHA 9 – DADO E MATERIAL DOURADO

✓ Habilidade da BNCC

EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

🎯 Objetivo da atividade

Relacionar número ao objeto correspondente.
Estimular contagem oral e visual.
Desenvolver autonomia por meio do jogo.

📦 Materiais necessários

Dado numérico.
Material dourado (cubinhos/unidades).
Folhas com os numerais e círculos correspondentes.

Passo a passo

👉👉👉👉

- 1 Orientar ao aluno para lançar o dado e identificar o número sorteado.
- 2 Peça para o aluno colocar a quantidade correspondente de cubinhos nos círculos da folha.
- 3 Reforce a contagem oral e a correspondência número/quantidade..

🌀 Adaptações possíveis

Proporcione ao aluno cartões ilustrados, favorecendo a associação entre número e quantidade de objetos.

💡 Dica do professor

Peça que o aluno registre o número sorteado em um papel, associando numeral escrito, quantidade e contagem.

Guia de Práticas Pedagógicas Inclusivas - Seção 2: Matemática e Raciocínio Lógico- Ficha 9/20

Transcription (English):

Worksheet 9 – Dice and Base Ten Blocks

BNCC Skill

- EF01MA01/ES: Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Relate numbers to their corresponding quantities.
- Stimulate oral and visual counting.
- Develop autonomy through play-based learning.

Materials Needed

- Number dice.
- Base ten blocks (units/cubes).
- Sheets with numerals and corresponding circles.

Step-by-Step

1. Guide the student to roll the dice and identify the number drawn.
2. Ask the student to place the corresponding number of cubes inside the circles on the sheet.
3. Reinforce oral counting and the correspondence between number and quantity.

Possible Adaptations

- Provide illustrated cards to enhance the association between number and object quantity.

Teacher's Tip

- Ask the student to record the rolled number on a sheet, linking written numbers, quantity, and counting.

Inclusive Pedagogical Practices Guide – Section 2: Mathematics and Logical Reasoning – Worksheet 9/20

Figure 34: “Number Box” Activity

FICHA 10 – CAIXINHA DE NÚMEROS

Habilidade da BNCC

EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

Objetivo da atividade

Estimular a relação entre numeral e quantidade real.
Desenvolver organização, atenção e coordenação motora fina.

Materiais necessários

Caixa pequena numerada.
Objetos variados (apito, palitos, formas geométricas).

Passo a passo

○—○—○—○—○

- 1 Apresente ao aluno a caixa com os objetos.
- 2 O aluno deverá retirar os itens e os classificar.
- 3 Relacionar cada grupo ao número correspondente.

Adaptações possíveis

Trabalhar com cartões ilustrados (imagem de 2 bolas, 3 maçãs etc.) junto aos objetos, ajudando a associar número-imagem-quantidade.
Colar texturas diferentes nos números da caixinha (lixa, EVA, algodão) para alunos com deficiência visual ou que precisem de estímulo tátil.

Dica do professor

Valorize situações do cotidiano: use tampinhas, pregadores ou brinquedos pequenos que o aluno já conheça. Isso torna a atividade mais significativa e próxima da realidade.

Guia de Práticas Pedagógicas Inclusivas - Seção 2: Matemática e Raciocínio Lógico- Ficha 10/20

Transcription (English):

Worksheet 10 – Number Box

BNCC Skill

- EF01MA01/ES: Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Stimulate the relationship between numerals and real quantities.
- Develop organization, attention, and fine motor coordination.

Materials Needed

- Small numbered box.
- Various objects (whistle, sticks, geometric shapes).

Step-by-Step

1. Present the box with the objects to the student.
2. Have the student remove the items and classify them.
3. Link each group of objects to the corresponding number.

Possible Adaptations

- Use illustrated cards (e.g., images of 2 balls, 3 apples, etc.) along with the objects to help connect number–image–quantity.
- Attach different textures to the numbers on the box (felt, EVA foam, cotton) for students with visual impairments or those needing tactile stimulation.

Teacher’s Tip

- Use everyday items: bottle caps, clothespins, or small toys the student is familiar with. This makes the activity more meaningful and connected to real life.

Inclusive Pedagogical Practices Guide – Section 2: Mathematics and Logical Reasoning – Worksheet 10/20

Figure 35: Number Trail Game

FICHA 11 – JOGO DA TRILHA NUMÉRICA


 **Habilidade da BNCC**

EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

 **Objetivo da atividade**

Estimular a contagem sequencial.
Desenvolver reconhecimento dos numerais até 50.
Promover raciocínio lógico por meio do jogo.



Materiais necessários

Tabuleiro com trilha numerada de 1 a 50.
Dado e marcadores coloridos.

Passo a passo



- 1 Lance o dado – o aluno joga o dado e observa a quantidade de pontos.
- 2 Conte os pontos – em voz alta, para fixar a contagem.
- 3 Avance na trilha – o aluno movimenta seu marcador conforme o número sorteado.

 **Adaptações possíveis**

Trabalhar em duplas ou trios, estimulando cooperação e linguagem oral.
Reduzir a trilha (até o número 20) para iniciantes ou alunos em fase inicial de contagem.

 **Dica do professor**

Valorize o lúdico: incentive que os alunos contem em voz alta, batam palmas ou façam gestos para representar a quantidade sorteada. Isso torna a atividade mais dinâmica, reforça a memorização e favorece diferentes estilos de aprendizagem.

Guia de Práticas Pedagógicas Inclusivas - Seção 2: Matemática e Raciocínio Lógico- Ficha 11/20

Transcription (English):

Worksheet 11 – Number Trail Game

BNCC Skill

- EF01MA01/ES: Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Stimulate sequential counting.
- Develop recognition of numerals up to 50.
- Promote logical reasoning through gameplay.

Materials Needed

- Game board with a numbered trail from 1 to 50.
- Dice and colored markers.

Step-by-Step

1. Roll the dice – the student rolls and observes the number of points.
2. Count the points aloud to reinforce counting.
3. Move along the trail – the student advances their marker according to the number rolled.

Possible Adaptations

- Work in pairs or trios to encourage cooperation and oral language.
- Reduce the trail (up to number 20) for beginners or students at an early counting stage.

Teacher’s Tip

- Value playful learning: encourage students to count aloud, clap, or make gestures to represent the number rolled. This makes the activity more dynamic, strengthens memorization, and supports different learning styles.

Inclusive Pedagogical Practices Guide – Section 2: Mathematics and Logical Reasoning – Worksheet 11/20

Figure 36: Numerical Lacing Activity

FICHA 12 – ALINHAVOS NUMÉRICOS

Habilidade da BNCC

EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

Objetivo da atividade

Reforçar reconhecimento dos números de 0 a 5.
Desenvolver coordenação motora fina.
Estimular concentração e paciência.

Materiais necessários

Placas de EVA ou papelão com números perfurados (0 a 5).
Barbante ou cadarço.

Passo a passo

1. Apresente os números perfurados.
2. Oriente o aluno a passar o barbante contornando cada numeral.
3. Reforce a identificação de cada número durante a atividade.

Adaptações possíveis

Usar barbantes mais grossos ou cadarços coloridos para facilitar o manuseio.
A medida que o aluno se apropria, inserir os demais números gradualmente.

Dica do professor

Valorize o processo, não apenas o resultado: incentive a paciência, a coordenação motora e a verbalização dos números enquanto o aluno faz o alinhavo. Assim, a atividade se torna mais significativa e prazerosa.

Guia de Práticas Pedagógicas Inclusivas - Seção 2: Matemática e Raciocínio Lógico- Ficha 12/20

Transcription (English):**Worksheet 12 – Number Lacing****BNCC Skill**

- *EF01MA01/ES:* Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Reinforce recognition of numbers from 0 to 5.
- Develop fine motor coordination.
- Stimulate concentration and patience.

Materials Needed

- EVA sheets or cardboard with perforated numbers (0 to 5).
- Yarn or shoelaces.

Step-by-Step

1. Present the perforated numbers to the student.
2. Guide the student to pass the yarn through the holes while tracing each numeral.
3. Reinforce number identification throughout the activity.

Possible Adaptations

- Use thicker yarn or colored laces to make handling easier.
- As the student progresses, gradually introduce additional numbers.

Teacher's Tip

- Value the process, not just the result: encourage patience, motor coordination, and verbalization of numbers as the student laces them. This makes the activity more meaningful and enjoyable.

Inclusive Pedagogical Practices Guide – Section 2: Mathematics and Logical Reasoning – Worksheet 12/20

Figure 37: Tracing Varied Patterns

FICHA 13 – COBERTURA DE TRAÇADOS VARIADOS

Habilidade da BNCC

EI03EF05: Experimentar diferentes possibilidades de traçado e de pressão no uso de instrumentos gráficos.

Objetivo da atividade

Desenvolver coordenação motora fina e controle do traço.
Estimular percepção visual em diferentes direções de movimento.

Materiais necessários

Folhas com linhas pontilhadas em formatos variados (curvas, espirais, zigue-zague).
Canetas hidrocor, lápis de cor, giz de cera ou pincel e tinta guache

Passo a passo

- 1 Entregue ao aluno folhas com traçados variados.
- 2 Oriente a cobrir os pontilhados seguindo os formatos.
- 3 Repita com diferentes cores e instrumentos gráficos.

Adaptações possíveis

Usar folhas ampliadas com traços maiores para alunos iniciantes.
Introduzir traçados mais complexos conforme evolução.

Dica do professor

Incentive o aluno a variar a velocidade e a força do traço, comentando sobre as diferenças. Isso ajuda na consciência motora e no preparo para a escrita cursiva

Guia de Práticas Pedagógicas Inclusivas - Seção 3: Coordenação Motora- Ficha 13/20

Transcription (English):

Worksheet 13 – Tracing Different Lines

BNCC Skill

- EI03EF05: Experiment with different tracing possibilities and pressure levels when using graphic instruments.

Activity Objective

- Develop fine motor coordination and control of tracing.
- Stimulate visual perception in different movement directions.

Materials Needed

- Sheets with dotted lines in various formats (curves, spirals, zigzag).
- Felt-tip pens, colored pencils, crayons, or paint with brushes.

Step-by-Step

1. Give the student sheets containing different line patterns.
2. Guide the student to trace over the dotted lines according to each format.
3. Repeat the activity using different colors and graphic tools.

Possible Adaptations

- Use enlarged sheets with thicker lines for beginners.
- Introduce more complex tracing patterns as the student progresses.

Teacher's Tip

- Encourage the student to vary speed and pressure while tracing, and discuss the differences. This supports motor awareness and prepares the student for structured writing.

Inclusive Pedagogical Practices Guide – Section 3: Motor Coordination – Worksheet 13/20

Figure 38: Collage with String for Quantities

FICHA 14 – COLAGEM COM BARBANTE

✓ Habilidade da BNCC

EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

🎯 Objetivo da atividade

Associar numeral à quantidade.
Desenvolver percepção visual e coordenação motora fina.

📁 Materiais necessários

Folhas com números de 1 a 5.
Barbante cortado em pedaços.
Cola e pincel.

Passo a passo

🔄🔄🔄🔄

- 1 Apresente as folhas numeradas.
- 2 Oriente o aluno a colar pedaços de barbante representando cada quantidade.
- 3 Incentive a pintar os espaços correspondentes após a colagem.

🌀 Adaptações possíveis

Usar barbante ou lã com texturas diferentes e cores (áspero, macio, felpudo) para reforçar percepção tátil e a distinção.

💡 Dica do professor

Atividades táteis ampliam a percepção sensorial e facilitam a aprendizagem.

Guia de Práticas Pedagógicas Inclusivas - Seção 3: Coordenação Motora- Ficha 14/20

Transcription (English):**Worksheet 14 – Gluing with Yarn****BNCC Skill**

- EF01MA01/ES: Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Associate numerals with quantities.
- Develop visual perception and fine motor coordination.

Materials Needed

- Sheets with numbers from 1 to 5.
- Yarn cut into pieces.
- Glue and brush.

Step-by-Step

1. Present the numbered sheets to the student.
2. Guide the student to glue yarn pieces representing each quantity.
3. Encourage the student to paint or fill the corresponding spaces after gluing.

Possible Adaptations

- Use yarn or wool with different textures and colors (rough, soft, fluffy) to reinforce tactile perception and differentiation.

Teacher's Tip

- Tactile activities enhance sensory perception and facilitate learning.

Inclusive Pedagogical Practices Guide – Section 3: Motor Coordination – Worksheet 14/20

Figure 39: Painting Letters and Numbers with Gouache

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FICHA 15 – PINTURA DE LETRAS E NÚMEROS COM GUACHE

Habilidade da BNCC

EI03EF05: Experimentar diferentes possibilidades de traçado e de pressão no uso de instrumentos gráficos.

EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

Objetivo da atividade

Desenvolver coordenação motora fina.
Estimular a percepção tátil e visual.
Reforçar a associação número/quantidade e o traçado de letras.

Materiais necessários

Folhas impressas com letras e números.
Tinta guache e pincéis.

Passo a passo

- 1 Apresente ao aluno as folhas com letras e números.
- 2 Oriente-o a pintar os contornos com guache.
- 3 Incentive a contagem e identificação durante a pintura.

Adaptações possíveis

Usar cotonete em vez de pincel para movimentos mais precisos.
Oferecer pincéis adaptados com cabos grossos.
Usar moldes vazados para delimitar espaços

Dica do professor

Incentive o aluno a escolher letras/números significativos (inicial do nome, idade). Isso cria vínculo afetivo com a escrita.”

Guia de Práticas Pedagógicas Inclusivas - Seção 3: Coordenação Motora- Ficha 15/20

Transcription (English):**Worksheet 15 – Painting Letters and Numbers with Tempera Paint****BNCC Skill**

- EI03EF05: Experiment with different tracing possibilities and pressure levels when using graphic instruments.
- EF01MA01/ES: Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Develop fine motor coordination.
- Stimulate tactile and visual perception.
- Reinforce number/quantity association and letter tracing.

Materials Needed

- Printed sheets with letters and numbers.
- Tempera paint and brushes.

Step-by-Step

1. Present the student with the sheets containing letters and numbers.
2. Guide the student to paint the outlines with tempera paint.
3. Encourage counting and identification during the painting activity.

Possible Adaptations

- Use cotton swabs instead of brushes for more precise movements.
- Provide adapted brushes with thicker handles.
- Use stencils to help delimit painting spaces.

Teacher's Tip

- Encourage the student to choose meaningful letters/numbers (initial of their name, age, etc.). This creates an emotional bond with writing.

Inclusive Pedagogical Practices Guide – Section 3: Motor Coordination – Worksheet 15/20

Figure 40: Image Sequences for Cause and Effect

FICHA 16 – SEQUÊNCIA DE IMAGENS PARA CAUSA E CONSEQUÊNCIA


 **Habilidade da BNCC**

EI03ET04: Estabelecer relações de causa e consequência nas situações do cotidiano.

 **Objetivo da atividade**

Desenvolver raciocínio lógico e antecipação de consequências.
Estimular linguagem oral e organização de ideias.

 **Materiais necessários**

Sequências de imagens simples (ex.: regar a planta → planta crescer).
Cartões plastificados ou folhas impressas.

Passo a passo



- 1 Apresente a sequência de modo aleatório.
- 2 Peça ao aluno que localize e antecipe a sequência.
- 3 Complete a sequência junto com ele, discutindo o resultado.

 **Adaptações possíveis**



Crie junto ao aluno imagens de ações do cotidiano como, por exemplo, encher um copo com água, ou plantar um feijão e registrar as etapas até o crescimento.

 **Dica do professor**

Estimule o aluno a narrar o que vê nas imagens, antecipando o que vai acontecer. Pergunte ‘O que acontece depois?’ para desenvolver linguagem oral e raciocínio lógico.”

Guia de Práticas Pedagógicas Inclusivas - Seção 3: Coordenação Motora- Ficha 16/20

Transcription (English):

Worksheet 16 – Image Sequencing for Cause and Effect

BNCC Skill

- EI03ET04: Establish cause-and-effect relationships in everyday situations.

Activity Objective

- Develop logical reasoning and anticipation of consequences.
- Stimulate oral language and organization of ideas.

Materials Needed

- Simple image sequences (e.g., watering the plant → plant growing).
- Laminated cards or printed sheets.

Step-by-Step

1. Present the sequence in a random order.
2. Ask the student to identify and anticipate the correct sequence.
3. Complete the sequence together and discuss the result.

Possible Adaptations

- Create images with the student based on daily actions, such as filling a cup with water or planting a bean and recording each stage of growth.

Teacher’s Tip

- Encourage the student to narrate what they see in the images and predict what will happen next. Ask, “What happens after this?” to stimulate oral language and logical reasoning.

Inclusive Pedagogical Practices Guide – Section 3: Motor Coordination – Worksheet 16/20

Figure 41: Association of Real Images

FICHA 17 – ASSOCIAÇÃO DE IMAGENS REAIS 

✓ Habilidade da BNCC
EI03EF09: Reconhecer letras do alfabeto, especialmente as do nome próprio.
EF15LP03: Localizar informações explícitas em textos e imagens.

🎯 Objetivo da atividade
 Relacionar palavras a imagens do cotidiano.
 Ampliar repertório linguístico com base em vivências reais.

📁 Materiais necessários
 Imagens reais da casa e da escola do aluno (Google Maps, fotos impressas).
 Cartões com palavras correspondentes (“casa”, “escola”).

👣 Passo a passo
 1. Pesquise junto ao aluno, localizando as imagens de sua casa e escola.
 2. Para cada imagem, apresente as palavras correspondentes.
 3. Oriente-o a associar imagem e palavra, reforçando a leitura e a escrita.

🌀 Adaptações possíveis 
 Incluir imagens de outros lugares que sejam significativos para o aluno, como igreja, mercado, praça, padaria.

💡 Dica do professor
 Aproveite o caráter lúdico do alimento para tornar a contagem prazerosa. Valorize o cuidado com a higiene e incentive que o aluno verbalize os números enquanto coloca as jujubas.

Guia de Práticas Pedagógicas Inclusivas - Seção 4: Identidade e cotidiano - Ficha 17/20

Transcription (English):**Worksheet 17 – Association with Real Images****BNCC Skill**

- EI03EF09: Recognize letters of the alphabet, especially those in the child’s own name.
- EF15LP03: Locate explicit information in texts and images.

Activity Objective

- Relate words to everyday images.
- Expand linguistic repertoire based on real-life experiences.

Materials Needed

- Real images of the student’s home and school (Google Maps, printed photos).
- Cards with corresponding words (“house,” “school”).

Step-by-Step

1. Search with the student to locate images of their home and school.
2. For each image, present the corresponding word cards.
3. Guide the student to associate the image with the word, reinforcing reading and writing.

Possible Adaptations

- Include images of other places that are meaningful to the student, such as church, market, square, or bakery.

Teacher’s Tip

- Make use of meaningful real-life images to reinforce comprehension and vocabulary development. Encourage the student to verbalize the words during the activity to strengthen language learning.

Inclusive Pedagogical Practices Guide – Section 4: Identity and Daily Life – Worksheet 17/20

Figure 42: Numerical Sequence with Gumdrops

FICHA 18 – SEQUÊNCIA NUMÉRICA COM JUJUBAS

Habilidade da BNCC
EF01MA01/ES: Utilizar o significado de números naturais como indicador de quantidade.

Objetivo da atividade
 Associar número à quantidade de forma concreta e lúdica.
 Desenvolver organização espacial e coordenação motora fina.

Materiais necessários
 Pratos transparentes.
 Cartões com números de 1 a 5.
 Jujubas.

Passo a passo

- 1 Apresente os números de 1 a 5.
- 2 Incentive a associação dos números às quantidades.
- 3 Peça que o aluno coloque a quantidade correta de jujubas no prato/cartão.

Adaptações possíveis
 Usar pratos fundos ou divisórias para organizar melhor a quantidade.
 Oferecer pinças grandes ou pegadores, estimulando coordenação.
 Usar cores diferentes para cada quantidade (ex.: 1 vermelho, 2 azul, 3 verde).

Dica do professor
 Estímulo à antecipação: pergunte: “Quantas você acha que vai precisar aqui?” — o aluno tenta prever a quantidade, fortalecendo raciocínio lógico.

Guia de Práticas Pedagógicas Inclusivas - Seção 4: Identidade e cotidiano- Ficha 18/20

Transcription (English):**Worksheet 18 – Numerical Sequencing with Jellybeans****BNCC Skill**

- EF01MA01/ES: Use the meaning of natural numbers as an indicator of quantity.

Activity Objective

- Associate numbers with quantities in a concrete and playful way.
- Develop spatial organization and fine motor coordination.

Materials Needed

- Transparent plates.
- Cards with numbers from 1 to 5.
- Jellybeans.

Step-by-Step

1. Present the numbers from 1 to 5.
2. Encourage the association between numbers and quantities.
3. Ask the student to place the correct number of jellybeans on the plate/card.

Possible Adaptations

- Use deep or divided plates to help organize quantities.
- Offer large tweezers or tongs to promote coordination.
- Use different colors for each quantity (e.g., 1 red, 2 blue, 3 green).

Teacher's Tip

- Stimulate anticipation: ask, “How many do you think you’ll need here?” — the student then tries to predict the quantity, strengthening logical reasoning.

Inclusive Pedagogical Practices Guide – Section 4: Identity and Daily Life – Worksheet 18/20

Figure 43: “Which One Doesn’t Belong?” Activity

FICHA 19 – JOGO “QUAL É O INTRUSO?”    

 **Habilidade da BNCC**

EI03ET06: Relacionar objetos, pessoas e situações, identificando semelhanças e diferenças.

EF01LP08: Relacionar elementos sonoros e visuais com sua representação escrita.

 **Objetivo da atividade**

Desenvolver raciocínio lógico e atenção visual.
Estimular comparação e classificação de objetos.

 **Materiais necessários**

Cartas com imagens, das quais uma não pertence ao grupo.

Passo a passo



- 1 Apresente a carta com imagens ao aluno.
- 2 Instigue o aluno a identificar qual delas não combina com as outras.
- 3 Estimule a explicar sua escolha.

 **Adaptações possíveis**

Usar menos imagens (3 ou 4) para iniciantes.
Ampliar para categorias mais complexas (animais, frutas, objetos escolares).

 **Dica do professor**

Explore o argumento do aluno. Peça que ele explique por que escolheu determinada imagem como intrusa. Isso estimula a linguagem oral, o raciocínio lógico e a capacidade de justificar escolhas.

Guia de Práticas Pedagógicas Inclusivas - Seção 4: Identidade e cotidiano - Ficha 19/20

Transcription (English):

Worksheet 19 – Game “Which One Is the Intruder?”

BNCC Skill

- EI03ET06: Relate objects, people, and situations by identifying similarities and differences.
- EF01LP08: Relate sound and visual elements with their written representation.

Activity Objective

- Develop logical reasoning and visual attention.
- Stimulate comparison and classification of objects.

Materials Needed

- Image cards in which one item does not belong to the group.

Step-by-Step

1. Present the image card to the student.
2. Encourage the student to identify which image does not match the others.
3. Ask the student to explain their choice.

Possible Adaptations

- Use fewer images (3 or 4) for beginners.
- Expand to more complex categories (animals, fruits, school objects).

Teacher’s Tip

- Explore the student’s reasoning. Ask them to explain why they chose a certain image as the intruder. This stimulates language, logical thinking, and the ability to justify choices.

Inclusive Pedagogical Practices Guide – Section 4: Identity and Daily Life – Worksheet 19/20

Figure 44: Construction of full name

FICHA 20 – CONSTRUÇÃO DO NOME COMPLETO 

 **Habilidade da BNCC**
EI03EF09: Reconhecer letras do alfabeto, especialmente as do nome próprio.

 **Objetivo da atividade**
 Reconhecer e ordenar as letras do nome completo.
 Desenvolver autonomia na escrita inicial.

 **Materiais necessários**
 Modelo escrito do nome completo em letra de forma.
 Letras móveis plásticas ou impressas.
 Tesoura e cola (opcional).

Passo a passo


- 1** Apresente o nome completo do aluno escrito.
- 2** Peça que localize as letras correspondentes nas letras móveis.
- 3** Oriente-o a organizar na sequência correta.

 **Adaptações possíveis**
 Iniciar apenas com o primeiro nome.
 Ampliar para nomes de familiares e/ou amigos próximos.

 **Dica do professor**
 Incentive o aluno a verbalizar as letras enquanto organiza o nome completo.
 Isso fortalece a memória auditiva e visual."

Guia de Práticas Pedagógicas Inclusivas - Seção 4: Identidade e cotidiano - Ficha 20/20

Transcription (English):**Worksheet 20 – Building the Complete Name****BNCC Skill**

- EI03EF09: Recognize letters of the alphabet, especially those in the child's own name.

Activity Objective

- Recognize and sequence the letters of the complete name.
- Develop autonomy in early writing.

Materials Needed

- Written model of the student's complete name in block letters.
- Movable letters (plastic or printed).
- Scissors and glue (optional).

Step-by-Step

1. Present the written model of the student's complete name.
2. Ask the student to find the matching movable letters.
3. Guide the student to organize the letters in the correct sequence.

Possible Adaptations

- Begin using only the first name.
- Expand to include names of family members or close friends.

Teacher's Tip

- Encourage the student to say the letters out loud while assembling the complete name.
This strengthens auditory and visual memory.

Inclusive Pedagogical Practices Guide – Section 4: Identity and Daily Life – Worksheet 20/20



RESULTS AND DISCUSSION

The results achieved through the pedagogical practice carried out in the Resource Room of the Specialized Educational Assistance (SEA) with the deaf student demonstrated notable improvements in motor, cognitive, and language areas. The activities were structured progressively and intentionally, allowing for the observation of advances in fine motor coordination, recognition of letters and numbers, and the connection between images, words, and meanings. These findings reinforce that when teaching is designed based on the Universal Design for Learning (UDL), access to knowledge becomes more equitable and relevant, respecting each student's individual pace and characteristics.

Throughout the implementation of the activities, continuous progress was observed in visual attention and the ability to recognize symbols and patterns. The inclusion of tangible resources such as movable letters, pictograms, and sensory materials contributed to engagement and content assimilation. According to Capovilla and Raphael (2008), visual stimulation is one of the foundations of learning for deaf students, as visual perception and memory often compensate for the absence of the auditory channel. In this context, the adoption of adapted materials and bilingual mediation proved essential for enhancing the student's linguistic and cognitive skills.

The analysis of the activities indicated that the use of playful and sensory approaches fostered the student's autonomy and self-confidence. Active engagement in activities such as cutting, painting, games, and writing helped consolidate her identity and value her achievements, even if small. This path of meaning-making, mediated by tangible and affective experiences, strengthens the conceptions of Stainback and Stainback (1999) regarding the importance of inclusion as an educational practice that recognizes diversity as an opportunity for learning.

Finally, this collaborative experience throughout the master's program revealed to us that pedagogical planning—comprehensive, continuous, and participatory, as guided by Freire (1996) in his pedagogy of the oppressed and of autonomy—demonstrates that sensitivity and access to Specialized Educational Assistance (SEA) are decisive for the educational success of students with hearing impairments.

Thus, our case study at Leonardo da Vinci University provided evidence to our group that school inclusion goes far beyond the physical presence of the student: it is realized in daily pedagogical practice, in active listening and observation of students, and in the analysis and investigation of the recognition of each individual's uniqueness.

CONCLUSION

The practical experience reported in this study makes it clear that educating students with hearing impairments requires more than simply adapting activities or providing specialized resources. Effective



inclusion is a true challenge—constructing a teaching process in which the agent (student) is heard, respected, and, above all, recognized demands an ethical commitment from education professionals to support the student’s holistic development. The practical guide presented proved to be an effective tool in promoting meaningful learning, fostering cognitive, linguistic, and socio-emotional development, while respecting each student’s pace and specificities. The experiences analyzed demonstrate that when pedagogical practice is thoughtfully designed, it is possible for the student to overcome barriers and advance in their learning process. In this way, the student not only progresses in literacy but also builds knowledge autonomously, at their own rhythm.

The results observed reinforce the relevance of the work and show that collaboration among teachers, Libras interpreters, and family members is fundamental to the student’s learning process. This collaboration forms a vital support network for creating a school environment where the student feels seen, safe, and capable of evolving and achieving success. Small advances gain significance when repeated through different approaches and combined with concrete and playful resources. Maintaining this engagement depends on intentional practice that values each achievement—no matter how small—and on strategies that help the student assume greater autonomy.

On the other hand, it is important to emphasize that this work is not limited to the classroom. The pedagogical guide proposed here can be expanded to other educational contexts, reaching schools in different municipalities and states, and serving as reference material for continuing education programs, outreach projects, and public inclusion policies.

From an academic perspective, the pedagogical guide can be further explored in master’s and doctoral research, becoming a theoretical-practical reference for teacher training and for the enhancement of bilingual practices in Libras and Portuguese. Its applicability goes beyond a specific case, adapting to other demands of special education in diverse realities.

In summary, from a broader social perspective, this work can contribute to the deconstruction of stigmas and prejudices that still surround the inclusion of people with disabilities. By demonstrating that everyone can learn when given appropriate conditions and accessible methodologies, new paths open to infinite possibilities. When public policies go beyond concerns with physical infrastructure and begin to recognize the human value of education professionals, the school environment reorganizes and transforms in meaningful ways. The school must transcend toward teaching practices grounded in flexibility, creativity, and sensitivity, so that educators can effectively respond to the real needs of each student. The testimonies of active participants in the practical guide showed that inclusion manifests within school practices, in daily pedagogical choices, and in the recognition that each student carries the potential for transformative experiences. These breakthroughs require the working group to revisit school practices,



engage in ongoing teacher training, and, above all, foster cultural change—one that recognizes “differences” as potential, not as limitations.

Ultimately, this experience reinforces that inclusion is realized in the everyday life of the school, in small pedagogical decisions, and in the human relationships established around learning and teaching. Educating within diversity is, above all, a political act and an act of hope. Overcoming the intrinsic harms of prejudice and creating alternative paths is not an act of kindness, but rather a fulfillment of duties and rights, promoting a more humane, plural, and socially equitable school. In this way, the proposed guide not only contributes to the advancement of learning for students with hearing impairments but also establishes itself as a tool for social transformation, capable of inspiring fairer, more creative, and more equitable practices throughout the national territory. By humanizing relationships, the school reinvents itself and strengthens its role as a welcoming space for coexistence and citizenship.



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