



THE LITTLE YELLOW CAP: AN INCLUSIVE PEDAGOGICAL PROPOSAL

CHAPEUZINHO AMARELO: UMA PROPOSTA PEDAGÓGICA INCLUSIVA

Viviane Cristina de Mattos Battistello¹

Ana Teresinha Elicker²

Rosemari Lorenz Martins³

ABSTRACT

Literating in a literacy way serves as a basis for all students who are inserted in the school context. In this sense, this study discusses an action research project with a pedagogical practice in a class of the third year of the initial grades of Elementary School. This research-action is justified by its social and cultural nature, which aims to develop practical activities to literate in a literacy way within an inclusive education perspective. Although, there are governmental programs that regulate the literacy process, and the school context shows a reality that reflects precarious rates of literacy in Brazil. This is possibly due to teacher training, school infrastructure and to “non-methods”. To literacy without literate, according to Soares (2004), is disconnected from the demands of social practices that everyday demands. In this context, the story “The Little Yellow Cap” was adapted from the perspective of an open curriculum, using diverse curricular proposals directed to the understanding of all the students. The objective was to eliminate any obstacle that could limit the learning and the participation of all students in the educational process.

KEYWORDS: Adapted Curriculum. Inclusive Education. Literature. Literacy.

1 Doutoranda em Diversidade Cultural e Inclusão Social (FEEVALE/2019) Mestrado Profissional em Letras (FEEVALE/2019).

2 Doutoranda em Diversidade Cultural e Inclusão Social (FEEVALE/2019). Mestrado em Letras (FEEVALE/2019).

3 Professora Doutora permanente do Mestrado Profissional em Letras, professora colaboradora do Programa em Diversidade Cultural e Inclusão Social e professora do curso de Letras da Universidade Feevale.



RESUMO

Alfabetizar letrando serve como base para todos os alunos que estão inseridos no contexto escolar. Nesse sentido, este estudo discorre sobre um projeto de pesquisa-ação com uma prática pedagógica em uma turma do terceiro ano das séries iniciais do Ensino Fundamental. Esta pesquisa-ação justifica-se por ser de cunho social e cultural, que visa desenvolver atividades práticas para alfabetizar letrando dentro de uma perspectiva de educação inclusiva. Embora existam programas governamentais que regulamentam o processo de alfabetização, o contexto escolar mostra uma realidade que reflete índices precários da alfabetização no Brasil. Isso se deve possivelmente à formação de professores, à infraestrutura das escolas e aos “não-métodos”. Alfabetizar sem letrar, conforme Soares (2004), está desconectado das demandas de práticas sociais que o cotidiano exige. Nesse contexto, adaptou-se o conto “O Chapeuzinho Amarelo”, na perspectiva de um currículo aberto, utilizando propostas curriculares diversificadas direcionadas ao entendimento de todos os alunos. O objetivo foi eliminar qualquer obstáculo que pudesse limitar a aprendizagem e a participação de todos os alunos no processo educativo.

PALAVRAS-CHAVE: Currículo Adaptado. Educação Inclusiva. Letramento. Alfabetização.

Introduction

Inclusion promotes diversity, but the challenge goes beyond ensuring that students have access to educational institutions; it is about tackling any obstacle that may limit the learning and the participation of all students in the educational process. In this context, this work proposal emerged, that is characterized as an action research, which is justified by its social and cultural nature and by proposing practical activities with curricular adaptation to literate in a literacy way within an inclusive education perspective.

Oliveira and Machado (2007) emphasize the relevance of curricular adaptations, which, in general, involve organizational modifications in objectives, contents, methodologies, didactic organization, time organization, philosophy and evaluation strategies, allowing the fulfillment of the educational needs of all students in relation to the construction of knowledge. According to Garrido (2002), changes are needed in several elements of the basic curriculum to adapt it to the different situations, the different groups and the people to whom it applies. In addition, the curricular adaptations are intrinsic to the new concept of curriculum.

In fact, an inclusive curriculum must have adaptations to meet the diversity of classrooms. However, it should be made clear that the term “adapted curriculum” is much broader than one might imagine. It is not only to have an adapted curriculum or to separate activities that are different from those offered to the class for students with disabilities, but to make activities flexible for all students, because in a classroom there are students who learn by means of different strategies and, therefore, it is necessary to use a pedagogical proposal that is open to different adaptations (BRASIL, 2008, pp. 19).

In inclusive education, opportunities should be provided for all students, so that everyone can learn, whenever possible, together, respecting differences and recognizing the diverse needs

of each student. In order to have a quality education, it is necessary to adapt the curriculum to everyone, so that children with disabilities receive the necessary support for a good education (BRASIL, 2008, pp. 19). Many schools, however, still do not take into account students' needs and they continue to use traditional methodologies that do not take the student's reality into account and they do not promote literacy, which is of paramount importance to the literacy process. This is one reason why literacy rates continue to be unsatisfactory in Brazil.

Research-action Project: a proposal for literate in a literacy way

When literate in a literacy way, it is possible to reach all students, including those with disabilities. Promoting equal access and permanence to everyone in school, without any kind of discrimination, is a principle that is in Art. 206, item I, of the Brazilian Constitution since 1988. Special education, whose focus are the students with disabilities, should be included in the pedagogical proposal of the school, according to the proposals of the *Política Nacional de Educação Especial na Perspectiva da Educacional Inclusiva*. It should be articulated with the common teaching, but it need to be oriented towards meeting the special educational needs of students with disabilities (BRASIL, 2008, pp. 15). Special education aims to promote the development of the potential of people with disabilities and it covers the different levels and degrees of the education system. In inclusive school, the educational process should be understood as a social process, in which all children have the right to schooling as close to normal as possible, that is, it is a modality of teaching for everyone (ALMEIDA, 2012, pp. 11).

Literacy, according to Kleiman (2008), is a practice of literacy, which is part of the set of social practices of writing; Literacy already involves a set of skills, skills and multiple competences and knowledge, some of them are unrelated to reading. To Soares (2004, author's translation), it needs to be as close as possible to normal, that is, it is a modality of education for everyone.

To literacy means taking him/her (the child) to the practice of reading and writing social practices. [...] a literate child (taking this adjective in the semantic field of literacy and literacy, and not with the sense traditionally has in the language, this dictionarised) is a child who has the habit, skills and even pleasure of reading and writing of different genres of texts, in different media or carriers, in different contexts and circumstances⁴

To the same researcher,

4 **Original text:** letrar significa levá-la (a criança) ao exercício das práticas sociais de leitura e de escrita. [...] uma criança letrada (tomando este adjetivo no campo semântico de letramento e de letrar, e não com o sentido que tem tradicionalmente na língua, este dicionarizado) é uma criança que tem o hábito, as habilidades e até mesmo o prazer de leitura e de escrita de diferentes gêneros de textos, em diferentes suportes ou portadores, em diferentes contextos e circunstâncias.

[...] individuals and social groups that dominate the use of reading and writing, and therefore they have the skills and attitudes necessary for lively and competent participation in situations where reading and/or writing practices play an essential role, maintains with others and with the world around them forms of interaction, attitudes, discursive and cognitive competences that give them a certain and differentiated state or condition in a literate society (SOARES, 2010, pp. 146, author's translation)⁵

The literacy process, according to Ferreiro and Teberoski (1991), is slow. In order to be literate, the apprentice observes, internalizes concepts, doubts them, re-elaborates, until it reaches the alphabetic code used by the adult. It is with this code that the student begins to develop the awareness between thought and language and, from it, is to make use of writing. The student, in order to be literate, needs to understand the relationship between orality and writing, as well as knowing the rules of writing. The inclusion student, on the other hand, may present specific characteristics of the disability or even comorbidities. A student diagnosed with Down Syndrome, for example, may present language deficits, which may hinder the learning of reading through the phonic method, which is based on the sound-letter association.

Children with Down Syndrome show a multiplicity of clinical characteristics, but they are not always present. It should be noted that children with this syndrome have a similar phenotype, but they present slower physical and motor development, generalized muscular hypotonia and facial dysmorphism, mainly due to delayed mental development. (Alao et al., 2010). Due to these characteristics, they may present impaired intellectual development and they present mild or moderate mental deficiency. Whereas, they generally have a good visual memory capacity and, therefore, they benefit from literacy strategies that work with “whole-word” recognition, as is the case with the global method.

According to Troncoso (1998),

[...] people with DS have the attention, perception and visual memory as strengths and that they develop with a systematic and well-structured work. However, there are significant difficulties in auditory perception and memory, which are often aggravated by acute or chronic hearing problems. For this reason, the use of learning methods that have a strong support in verbal information, hearing and interpretation of sounds, words and phrases is not very effective (TRONCOSO, 1998, pp. 70, author's translation).⁶

5 **Original text:** indivíduos ou grupos sociais que dominam o uso da leitura e da escrita e, portanto, têm habilidades e atitudes necessárias para uma participação viva e competente em situações em que práticas de leitura e/ou escrita têm uma função essencial, mantêm com os outros e com o mundo que os cerca formas de interação, atitudes, competências discursivas e cognitivas que lhes conferem um determinado e diferenciado estado ou condição em uma sociedade letrada (SOARES, 2010, p. 146).

6 **Original text:** pessoas com SD têm a atenção, percepção e a memória visuais como pontos fortes e que se desenvolvem com um trabalho sistemático e bem estruturado. Porém, se verificam dificuldades importantes na percepção e memória auditivas, que com frequência se agravam por problemas de audição agudos ou crônicos. Por essa razão, a utilização de métodos de aprendizagem que tenham um apoio forte na informação verbal, na audição e interpretação de sons, palavras e frases, não é muito

Therefore, the contents must be enriched with innovative methodologies that awaken the student's willing to learn, taking into account their difficulties and their facilities. For this, it is important to use visual support and concrete materials, contextualizing the content in the daily life of the child.

Thus, in order to teach literacy with adapted activities, it is imperative to know the students and to develop tasks for the class so that the disabled student is effectively included. To conceive a curriculum as a practice of meaning, immersed in social relations (of power), is to take it as a political act of translating the interests of certain groups and not of others, is to conceive it as a disputed, contested, conflicting space that involves particular hierarchical and asymmetric relationships (SILVA, 2004). Therefore, in the curriculum, multiple relationships, explicit or "hidden", involving reflection and action, administrative political decisions systematized in the central organ of education and the pedagogical practices developed in the school are established (SACRISTÁN, 1998).

In this sense, it is necessary to respect the characteristics of each student, offering pedagogical alternatives "that meet the educational needs of each student: a school that offers all this in an inclusive and welcoming environment, where everyone can live and learn from the differences"⁷ (GIL, 2005, pp. 18, author's translation). With regard to inclusion, it causes changes in the school environment, pointing out equal opportunities for all learners, allowing the development of skills and competences effectively and for everyone.

Thus, educational inclusion presupposes the realization of open and flexible curricula that are committed to meeting the educational needs of all students, whether they have disabilities or not. Some authors, such as Gonzales (2002) and Pastor (1995), are unanimous in affirming that there should not be a curriculum differentiated or adapted for some students, but a curriculum that encompasses all, however, it making the needs of each one more flexible

Nevertheless, Oliveira; Machado (2007) corroborate on the curricular adaptations, that must involve organizational modifications, in the objectives and contents, in the methodologies and didactic organization, in the organization of the time and in the philosophy and evaluation strategies, allowing the attendance and the construction of the knowledge for all the students. In this way, it is essential that the classroom take place meaningful learning, in which it promotes partnerships between teachers and students in order to combat exclusion and discrimination. Thus, it is necessary that the proposal of school inclusion favors the learning of students with disabilities, for this, it is important that curricular modifications are made, aiming for significant changes in the curriculum and respecting the diversity of students.

eficaz (TRONCOSO, 1998, p. 70).

7 **Original Text:** "que atendam às necessidades educacionais de cada aluno: uma escola que ofereça tudo isso num ambiente inclusivo e acolhedor, onde todos possam conviver e aprender com as diferenças" (GIL,2005, p. 18).

Method

This work proposal had a qualitative character and it was characterized as an action research, based on the following question: how to alphabetize and to literate students from a 3rd grade class of Elementary School by flexibilizing/adapting activities for a student with Down Syndrome?

The sample was constituted from the observation of classes and the application of a questionnaire with the teacher and the monitor, which was characterized, from the first collection, as a diagnosis for the application of reading project and textual production. The project lasted four meetings and it was applied in the month of March in 2018. The research participants were the researchers, the teacher and 20 students from a 3rd grade class from a public school in the municipality of São Leopoldo City, Rio Grande do Sul State, in southern Brazil. The class has an 8-year-old student diagnosed with Down Syndrome/Intellectual Disability/Language Delay. The remaining students are about 7 and 10 years old. Participation in the research was authorized by the parents or by the guardians of the participating children by means of the signing of an *Termo de Consentimento Livre Esclarecido*.

Research-actions Procedures

Initially, an interview was conducted with the teacher and the monitor, in addition to the observation of the class, in order to trace the diagnosis of the class and to understand how the inclusion process in this group happens and to jointly plan the application of a reading and of a production project with an adapted curriculum. At the first meeting, the mediators questioned the students about what they liked to read. In the sequence, Chico Buarque's book "Chapeuzinho Amarelo" was shown and it was verified that the group already knew the story, relating it to the story of the "Little Red Riding Hood".

The story of the book "Little Yellow Riding Hood" was explored, exploring the images and the relationships with other stories and the question of the character's fears. In the second moment, the students made a drawing representing their fears. At the next meeting, the students told what they remembered about the story of the "Little Yellow Riding Hood". Each student noted what he remembered on the board. The writing of the student with Down Syndrome, from now on DS, was mediated by the assistant teacher. Following, a bingo game was held, for which a card was made with names and figures of the story to facilitate the reception of the student with DS. Then, each student received a card with the name of a color and they had to find another student who was a card of the same color in order to form pairs.

After the organization of the pairs, students were asked about possible characteristics that the "Little Riding Hood" could have if, instead of "Little Yellow 'Cap'", it was Purple, Orange, Pink, White, Gray, Green or Blue Cap. After that, it was proposed that each pair create a story

telling about the characteristics of the Little Riding Hood of the color corresponding to the pair. For the girl with DS, it was initially proposed a sequencing activity of the story and then performed the activity of creating a story and a double drawing. The student with DS assisted in drawing and she also made use of modeling clay to represent the story. At the end of the lesson, each pair presented the drawing and they read the story. The girl with DS explained the drawing, as she still has not mastered the reading, while the other colleague read the story of the Little Pink Riding Hood.

Final Considerations

The curricular adaptation aims to promote the development and the learning of students who present difficulties and who has as reference the elaboration of a differentiated pedagogical project and the implementation of inclusive practices in the school system. Therefore, it is necessary to consider some aspects, such as the flexibility of the teaching-learning process, to meet the individual differences of each student who presents difficulties, to justify the prioritization of resources, the use of an open curriculum and diverse curricular proposals. But, even adapting the curriculum, the student may not want to participate, so it is imperative that the teacher has the sensitivity to adapt the activities according to the need and the interest of each student.

Pedagogical practices based on fundamental questions, such as flexible planning and teacher mediation, are always aimed at student's autonomy. Thus, teachers should organize a work context in which reading presents in a variety of ways and on several occasions on a daily basis, as happened in the application of this project, in which interventions were made with questions and comments to stimulate students both to pay attention to the details and feelings aroused in works, such as observing and appreciating works, so that interpretations flow among children (COLOMER, 2007, pp. 116).

In observing the application of the project, it was verified that the class was already habituated with the oral readings and with visual narratives, although some students still did not have absolute mastery of the reading. In order to enhance the student's literacy process with DS, the global method was used with the use of the whole word, and it was possible to observe that it already demonstrates a good recognition of the words. In the evaluation of the activities, the group showed satisfaction with the project. So much so that, after completing the tasks, the teacher commented that some students who could not express themselves by means of writing had succeeded in doing so with the proposed activities.

Nevertheless, the curricular adaptations are a set of actions that are carried out in the objectives, contents, criteria and evaluation procedures, in the activities, also covering methodologies that attend to the individual differences of the students. Therefore, the proposal of an open, flexible and decentralized curriculum requires a set of educational development measures and policies that are essential for significant changes in the reality of the school practice.

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