

# STRATEGIES AND ACTIVITIES

FOR ELEMENTARY DYSLEXIC CHILDREN  
TO PROMOTE ENGLISH PRACTICE

Fanny Mercedes Abata Checa, Paulina Alexandra Arias Arroyo,  
Gina Silvana Venegas Álvarez, María Fernanda Constante Barragán,  
Yolanda Paola Defaz Gallardo, Pablo Andrés Barba Gallardo,  
Carmen del Rocío Peralvo Arequipa, Lorena del Rocío Logroño Herrera

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**CIDE**  
EDITORIAL

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## **Autores**

Fanny Mercedes Abata Checa

Paulina Alexandra Arias Arroyo

Gina Silvana Venegas Álvarez

María Fernanda Constante Barragán

Yolanda Paola Defaz Gallardo

Pablo Andrés Barba Gallardo

Carmen del Rocío Peralvo Arequipa

Lorena del Rocío Logroño Herrera

**Strategies and activities:**

**for elementary dyslexic children to promote English practice**

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**Coordinación técnica:** Lic. María J. Delgado

**Diseño gráfico:** Lic. Danissa Colmenares

**Diagramación:** Lic. Alba Gil

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## *Dedication*

This book is dedicated to our family. Their unconditional love, patience, and constant support have been the fundamental pillar to provide always proposals that contribute to helping education. We also want to dedicate this book to all Elementary teachers who daily make efforts to teach children in classes. This book was created with you in mind—with the hope of offering practical strategies, engaging activities, and encouragement for your journey. The book can remind teachers that they are not alone during their teaching. Every child has potential, and with care, patience, and the right tools, they can achieve great things.

## *Acknowledgements*

We would like to express our sincere gratitude to the **Technical University of Cotopaxi**, particularly the **Pujilí Extension**, for their continuous support and encouragement during the development of this work.

Our thanks also go to Castro Pucuji Estefany Maribel, Guachi Díaz Morelia Maribel, Caisaguano Bungacho Ana María and Granja Rubio Jessica Dayanna, a dedicated group of workers who participated in the Project. They contribute to designing some activities for dyslexic students that aim to support and engage children with dyslexia.

This work is a reflection of collaborative effort, and we are truly grateful to all who made it possible.

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## *Introduction*

Dyslexia is a learning disorder that affects students' learning ability to read, spell, process phonological sounds, and understand the written language to convey meaning. This deficit can affect the learning of a foreign language, to match letters to sounds, remembering how to spell and pronounce words, short-term memory to practice the English language. So, early intervention is crucial as it helps mitigate potential long-term impacts on academic performance and self-esteem to develop their full potential. Then, this book arises from the need to provide specific support and strategies for teaching English to children with dyslexia. Within its pages, you can find theory about dyslexia, strategies, and activities to practice English for dyslexic students. The book focuses on the theory of using multi-sensory approaches that imply visual, auditory, and kinesthetic senses. It also highlights the structured literacy approach that refers to phonological sounds using phonics. It also used explicit vocabulary instruction using flashcards to reinforce word meaning, pronunciation, and retention of the language. These activities are supported by various current research in dyslexic students and are aligned with the theory of instruction, allowing educators to use the strategies and activities to promote recognition of sounds and long-term memory to remember how to spell and produce the language orally and in writing. For the, activities the researchers used the content of the level A1 starters of Cambridge and aligned them to the Common European Framework of Reference for Language. The book is the result of a project that focuses on identifying students with dyslexia in phonological recognition and word syllables. It permitted the identification of strategies to create activities to improve English teaching. The PECFO test used to assess phonological and syllabic awareness in students from 5 to 7 years old. So, this book is a tool for educators who look to support children with dyslexia to practice English and overcome English language barriers. It is structured from vocabulary, repetition, tracing, and practicing grammar rules to promote writing skills from simple to more complex. There are clear, explicit teaching and examples to make it understandable. There are 16 units contain multisensory activities and phonic activities to promote English practice

## **What is dyslexia?**

According to Gantier-Limiñani (2022) states dyslexia is a specific learning disability of neurobiological origin that has difficulties in word recognition, phonological sound awareness, and poor spelling and decoding words.



Dyslexia is a specific learning disability that primarily affects reading and language processing skills. It is characterized by difficulties with accurate and fluent word recognition, poor spelling, and decoding abilities. People with dyslexia may also struggle with reading comprehension and may experience challenges in related areas such as writing, reading, and speaking.

## **Types of dyslexia**

### **Phonological dyslexia**

According to Shaywitz (2003), this is the most common type of dyslexia, where individuals have difficulty breaking down words into smaller units of sound (phonemes). They struggle with phonemic awareness that affects their ability to decode words” (p.130).



### **Surface dyslexia**

This kind of dyslexia makes it difficult for a person to recognize entire words by sight. They can decode phonemes, but they struggle with irregular words that don't have the same rules (Marshall & Newcombe, 1973).

### **Visual dyslexia**

Individuals have difficulty processing visual information. This type of dyslexia affects the brain's ability to move one's eyes smoothly across the page and from one line of text to another to follow the sentences when reading (Stein, 2014). Students have struggled with tracking words that focus on following a page's word sequence when reading. Students have troubles identifying similar-looking letters: like b, d or p, q. This may result in frequent errors in writing and reading.

### **Signs of dyslexia in english**

Nijakowska (2019) states that students have phonological processing with letters and sounds in L2 that does not exist in L1. According to Tlustošová (2006), dyslexic students have problems with discriminating sounds within a word; confusion of letters like b and d, p and q sometimes.



Nijakowska (2019) claims students also have inaccurate spelling because they cannot recognize sounds to convert into letters. Example “cat” when the word is actually “cart”. Students also have difficulties in speed and accuracy of processing and producing oral information due to poor phonological processing and poor phonological short-term memory. Also, mentions that students with dyslexia have problems in acquiring grapheme-phoneme conversion rules, which makes it difficult to recognize spoken words in writing. These students also tend to reduce internalization of new knowledge and automatization of new skills.

Tlustošová (2006) says that dyslexic students tend to read very slowly and hesitantly, word by word, and constantly lose lines or omit letters. sounds. dyslexic students also tend to read from right to left and change the order of the letters when reading. Example “left” for “felt”, or the syllables in the wrong order like “emeny” for “enemy”, or the words like “are there” for “there are”; spelling of words “rite” for “right”. It provokes reading with poor comprehension, remembering little from the meaning of the text, therefore, students can have poor or slow handwriting.



According to Nijakowska (2019) states that dyslexic students also have difficulties with implicit learning and acquiring L2 because of memorization words, mixing up similar words with pronunciation and meaning, understanding grammatical rules, organizing ideas, and writing long texts.

## **Approaches for teaching dyslexic students**

### **Multisensory approach**

According to Buñay-Tipan (2023), it is a strategy that uses several senses, such as sight, hearing, touch, and movement, to help better English learning to dyslexic students. Costenaro et al, (2014), states that the combination of multi-sensory stimulation and playful experiences in a narrative context provides an engaging and effective approach to developing phonemic awareness and spelling skills in English. This methodology not only facilitates the recognition and reproduction of sounds, but also helps children discover regular patterns in English spelling. So, the author concludes that it is necessary to create teaching activities to make students practice the language and support dyslexic students.



### **Explicit and systematic phonics instruction**

Broerman (2024) states it is a structured method that teaches dyslexic students the relationships between letters and sounds systematically to recognize the shape of letters and sounds for reading, writing, spelling and pronunciation. For example: /k/ as in "cat") to complex patterns e.g., "kn" in "knee".



Research by Lee & Carter (2024) confirms that Explicit Systematic Phonics Instruction significantly improves decoding skills in dyslexic children with frequent repetition, and immediate feedback helps to struggle with phonological processing to dyslexic students.

## Phonics skills progression for dyslexia

**Table 1**

*Stages of Phonics and Multisensory Activities*

Stage	Focus	Examples	Multisensory Activity
1. Basic Letter-Sounds	Single consonants & short vowels	/m/, /a/, /t/ → "mat"	- Sandpaper letters - Air writing while saying sounds
2. Blends	Consonant blends	/st/, /fl/ → "stop", "flip"	- Blend tiles (push sounds together) - Arm tapping for each sound
3. Digraphs	Two letters, one sound	/sh/, /ch/, /th/ → "ship"	- Mirror practice (watch mouth shape) - Shaving cream writing
4. Silent-e	Long vowel rule	"hop" → "hope"	- Sliding "e" card to change words - Color-coding vowels
5. Syllables	Breaking multisyllabic words	"picnic" → pic-nic	- Clapping syllables - Lego block syllable stacking

Lee & Carter (2024)

## English strategies to learning english for dyslexic children

### Word Cards:

Seymour (2018) mentions that flashcards allow children to recognize the meaning of words instantly. It can make dyslexic students read, write better and improve comprehension.

### Repeated Reading:

Jay Samuels (1979) mentions that repeated reading involves students reading the same short passage of text several times to help dyslexic children encourage automaticity and comprehension.

### **Tracing word sentence:**

Haynes (2016) mentions that tracing is a long-established technique used to support handwriting development and is often incorporated into multisensory approaches to dyslexia. This strategy serves to improve handwriting skills, particularly letter formation and legibility, to reinforce word recognition, spelling, improve sentence structure, and comprehension.

### **Bottom-up reading:**

Philip Gough (1972) mentions that bottom-up reading focuses on the smallest units of language (letters) and moves toward understanding the entire text. It serves to develop foundational reading skills such as letter recognition and phonics, as well as to enable readers to decode and understand individual words

### **Tongue Twisters**

Gayathri (2022) mentions that tongue twisters are phrases or sentences designed to practice repetitive sounds or similar word structures to improve pronunciation and strengthen speech muscles. It can develop phonological awareness, improve concentration, and make learning fun.

### **Sorting Activities:**

Louise Spear (2016) mentions that sorting activities involve identifying similarities and differences between a set of objects or concepts and grouping them. This can be applied to colors, shapes, words, or any other categorizable item. It serves to develop visual perception, thinking, and memory skills, as well as build foundational skills that benefit a child when it comes to schooling and classroom learning.

## Graphical organizers

Kim et al (2014) states that graphic organizers are effective tools for enhancing reading comprehension among students with dyslexia. The implementation of graphic organizers significantly improved reading comprehension, as students were better able to decode phonemes and identify story structures through the use of charts and pictures

## Image with word association

Senanayake, P. M. C. (2021). States that the object and visual experiences are incorporated to facilitate the retention and understanding of information. This strategy helps children with dyslexia because images provide visual clues that help children associate words with meanings, and images to have a positive attitude towards reading and writing.

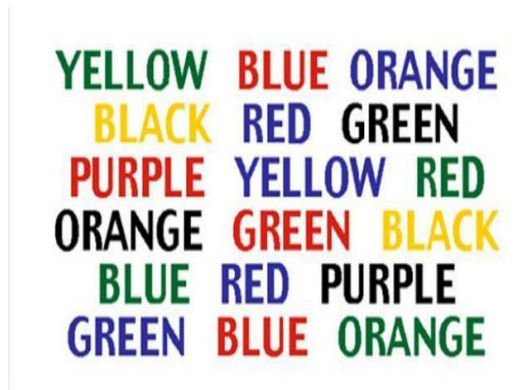
## Crosswords

Crossword's strategy is a valuable tool for teaching English to children with dyslexia. It makes children practice visual recognition of words, letter concentration, and attention that improve visual memory, crucial for fluent reading. Activities using crosswords also encourages the development of decoding skills, supporting their phonological and spelling skills.



## Color classification

Adams (2023). The color classification strategy is crucial for teaching English to children with dyslexia. Colors help children classify words, letters, grammatical structures, or concepts, providing visual organization and reinforcement that helps children associate and memorize information.



## Repetition

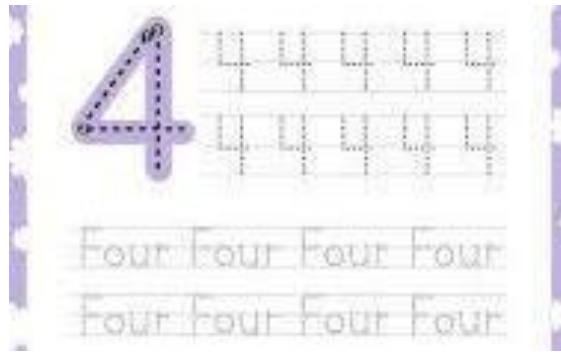


Chen. (2023). Repetition strategy helps dyslexic students to reinforce memory and recognition of words and grammatical structures, since children with dyslexia may have difficulty remembering and processing information and spelling.

## Tracing

Talok et al, (2023) state that tracing strategy helps improve fine motor coordination. It is essential for children with dyslexia because they have difficulty controlling hand movements, so tracing allows them to practice letters to improve handwriting.

Comprehension and retention. Images act as visual cues that help children remember and recognize words more easily.



### **Syllable segmentation**

Bazar (2024). The syllable segmentation strategy simplifies words by breaking them down into syllables, making them more manageable and less intimidating. This allows children to focus on pronouncing and recognizing smaller, simpler parts rather than tackling an entire word at once.





**CHAPTER 1**

**THE ALPHABET**

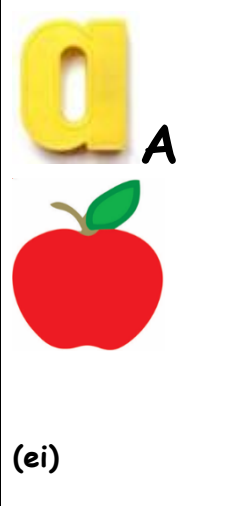
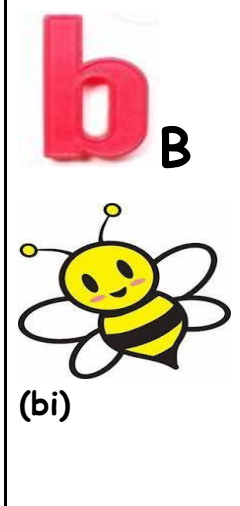
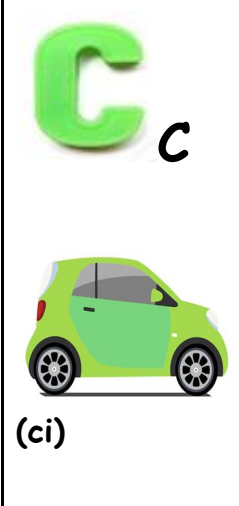
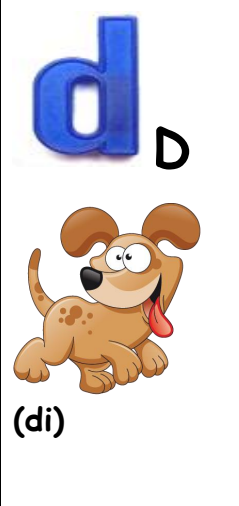

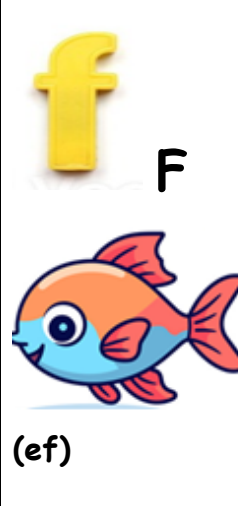





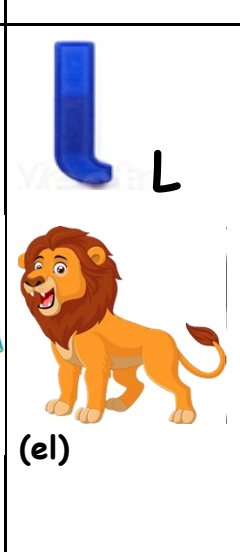



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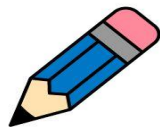

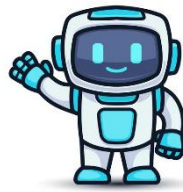








## The alphabet





Listen to the teacher and repeat the letters of the alphabet.

Alphabet


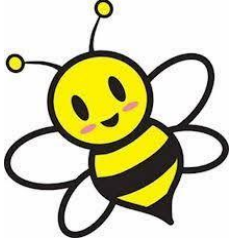
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<p><b>p</b> P</p>  <p>(pi)</p>	<p><b>q</b> Q</p>  <p>(kiu)</p>	<p><b>r</b> R</p>  <p>(ar)</p>	<p><b>s</b> S</p>  <p>(es)</p>	<p><b>t</b> T</p>  <p>(ti)</p>
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Listen to the teacher the pronunciation and paint the letter a. Use red color. Then, write the word.

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Listen to the teacher the pronunciation and paint the letter b. Use yellow color. Then, write the word.

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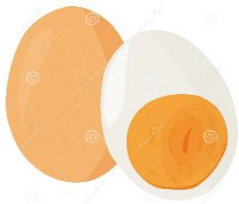
Listen to the teacher the pronunciation and paint the letter c. Use green color. Then, write the word.

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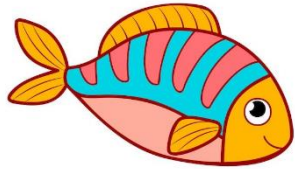
Listen to the teacher the pronunciation and paint the letter d. Use brown color. Then, write the word.

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Listen to the teacher the pronunciation and paint the letter e. Use brown color. Then, write the word.

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Listen to the teacher the pronunciation and paint the letter f. Use yellow color. Then, write the word.

	<p>Paint ( f ).</p>																									
 <p>fish</p>	<table border="1" data-bbox="726 492 1332 1064"><tr><td>†</td><td>†</td><td>†</td><td>†</td><td>f</td></tr><tr><td>†</td><td>†</td><td>†</td><td>f</td><td>†</td></tr><tr><td>†</td><td>†</td><td>†</td><td>†</td><td>†</td></tr><tr><td>†</td><td>f</td><td>†</td><td>†</td><td>†</td></tr><tr><td>f</td><td>†</td><td>†</td><td>†</td><td>f</td></tr></table>	†	†	†	†	f	†	†	†	f	†	†	†	†	†	†	†	f	†	†	†	f	†	†	†	f
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†	†	†	f	†																						
†	†	†	†	†																						
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f	†	†	†	f																						
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Listen to the teacher the pronunciation and paint the letter q. Use purple color. Then, write the word.

	Paint ( g ).																									
 <p>guitar</p>	<table border="1"><tr><td>q</td><td>q</td><td>q</td><td>q</td><td>g</td></tr><tr><td>q</td><td>g</td><td>q</td><td>g</td><td>q</td></tr><tr><td>q</td><td>q</td><td>q</td><td>q</td><td>q</td></tr><tr><td>q</td><td>g</td><td>q</td><td>g</td><td>q</td></tr><tr><td>q</td><td>q</td><td>q</td><td>q</td><td>g</td></tr></table>	q	q	q	q	g	q	g	q	g	q	q	q	q	q	q	q	g	q	g	q	q	q	q	q	g
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q	g	q	g	q																						
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q	q	q	q	g																						
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Listen to the teacher the pronunciation and paint the letter h. Use yellow color. Then, write the word.

	Paint ( h ).																									
 <p>Hat</p>	<table border="1"><tr><td>h</td><td>d</td><td>d</td><td>h</td><td>b</td></tr><tr><td>d</td><td>d</td><td>h</td><td>d</td><td>d</td></tr><tr><td>h</td><td>b</td><td>d</td><td>b</td><td>d</td></tr><tr><td>d</td><td>d</td><td>h</td><td>d</td><td>d</td></tr><tr><td>h</td><td>d</td><td>d</td><td>h</td><td>b</td></tr></table>	h	d	d	h	b	d	d	h	d	d	h	b	d	b	d	d	d	h	d	d	h	d	d	h	b
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h	b	d	b	d																						
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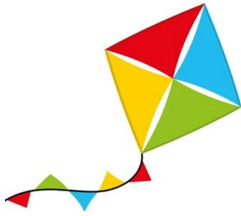
Listen to the teacher the pronunciation and paint the letter i. Use blue color. Then, write the word.

	<b>Paint (i).</b>																									
 ice	<table border="1"><tr><td>L</td><td>L</td><td>L</td><td>L</td><td>i</td></tr><tr><td>L</td><td>i</td><td>i</td><td>i</td><td>L</td></tr><tr><td>L</td><td>L</td><td>L</td><td>L</td><td>L</td></tr><tr><td>L</td><td>L</td><td>L</td><td>L</td><td>L</td></tr><tr><td>L</td><td>i</td><td>i</td><td>i</td><td>L</td></tr></table>	L	L	L	L	i	L	i	i	i	L	L	L	L	L	L	L	L	L	L	L	L	i	i	i	L
L	L	L	L	i																						
L	i	i	i	L																						
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L	L	L	L	L																						
L	i	i	i	L																						
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Listen to the teacher the pronunciation and paint the letter j. Use dark blue color.  
Then, write the word.

	<p>Paint ( j ).</p>																									
 <p>jeans</p>	<table border="1"><tr><td>j</td><td>i</td><td>i</td><td>j</td><td>i</td></tr><tr><td>i</td><td>i</td><td>i</td><td>i</td><td>i</td></tr><tr><td>i</td><td>j</td><td>i</td><td>i</td><td>j</td></tr><tr><td>i</td><td>i</td><td>i</td><td>i</td><td>i</td></tr><tr><td>i</td><td>i</td><td>j</td><td>i</td><td>j</td></tr></table>	j	i	i	j	i	i	i	i	i	i	i	j	i	i	j	i	i	i	i	i	i	i	j	i	j
j	i	i	j	i																						
i	i	i	i	i																						
i	j	i	i	j																						
i	i	i	i	i																						
i	i	j	i	j																						
<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>																										



Listen to the teacher the pronunciation and paint the letter k. Use green color. Then, write the word.

 k	Paint ( k ).				
 kite	x	x	x	x	x
	x	x	k	x	k
	x	k	x	k	x
	x	x	k	x	x
	k	x	x	x	x
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					


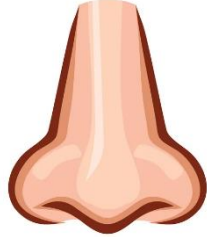
Listen to the teacher the pronunciation and paint the letter l. Use brown color. Then, write the word.

	<b>Paint ( l ).</b>																									
 lion		<table border="1"><tr><td>i</td><td>l</td><td>i</td><td>i</td><td>i</td></tr><tr><td>i</td><td>i</td><td>l</td><td>i</td><td>i</td></tr><tr><td>i</td><td>l</td><td>i</td><td>l</td><td>i</td></tr><tr><td>i</td><td>i</td><td>i</td><td>i</td><td>l</td></tr><tr><td>i</td><td>i</td><td>l</td><td>i</td><td>i</td></tr></table>	i	l	i	i	i	i	i	l	i	i	i	l	i	l	i	i	i	i	i	l	i	i	l	i
i	l	i	i	i																						
i	i	l	i	i																						
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i	i	l	i	i																						
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Listen to the teacher the pronunciation and paint the letter m. Use blue color. Then, write the word.

	<p>Paint (m).</p> <table border="1" data-bbox="715 443 1380 1041"><tr><td>n</td><td>n</td><td>n</td><td>n</td><td>m</td></tr><tr><td>n</td><td>m</td><td>n</td><td>n</td><td>n</td></tr><tr><td>n</td><td>n</td><td>m</td><td>n</td><td>m</td></tr><tr><td>n</td><td>n</td><td>n</td><td>m</td><td>n</td></tr><tr><td>m</td><td>n</td><td>n</td><td>n</td><td>n</td></tr></table>	n	n	n	n	m	n	m	n	n	n	n	n	m	n	m	n	n	n	m	n	m	n	n	n	n
n		n	n	n	m																					
n	m	n	n	n																						
n	n	m	n	m																						
n	n	n	m	n																						
m	n	n	n	n																						
 <p>mouse</p>	<p>Handwriting practice area with seven sets of dashed lines on a solid baseline.</p>																									


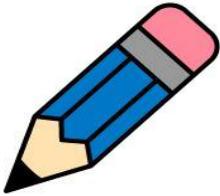
Listen to the teacher the pronunciation and paint the letter n. Use purple color. Then, write the word.

 n	Paint (n).																									
 nose	<table border="1"><tr><td>h</td><td>h</td><td>n</td><td>h</td><td>h</td></tr><tr><td>h</td><td>n</td><td>h</td><td>h</td><td>h</td></tr><tr><td>h</td><td>h</td><td>n</td><td>h</td><td>n</td></tr><tr><td>n</td><td>h</td><td>h</td><td>h</td><td>h</td></tr><tr><td>h</td><td>h</td><td>h</td><td>n</td><td>h</td></tr></table>	h	h	n	h	h	h	n	h	h	h	h	h	n	h	n	n	h	h	h	h	h	h	h	n	h
h	h	n	h	h																						
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Listen to the teacher the pronunciation and paint the letter O. Use dark blue color.  
Then, write the word.

 O	Paint ( o ).				
 Orange	O	a	a	a	o
	a	o	a	o	a
	a	a	a	a	a
	a	a	o	a	a
	-----	-----	-----	-----	-----



Listen to the teacher the pronunciation and paint the letter p. Use dark blue color.  
Then, write the word.

	Paint ( p ).				
 <p>pencil</p>	q	p	q	q	p
	q	p	q	q	q
	q	q	q	q	q
	p	q	p	q	p
	q	q	q	q	p
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					



Listen to the teacher the pronunciation and paint the letter q. Use red color. Then, write the word.

	Paint ( q ).				
 queen	g	g	g	q	g
	g	q	g	q	g
	g	g	q	g	g
	g	q	g	q	g
	g	g	g	g	g
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					



Listen to the teacher the pronunciation and paint the letter r. Use green color. Then, write the word.

	<p>Paint (r).</p> <table border="1" data-bbox="660 483 1380 1084"><tr><td>i</td><td>i</td><td>i</td><td>i</td><td>r</td></tr><tr><td>i</td><td>r</td><td>i</td><td>r</td><td>i</td></tr><tr><td>i</td><td>i</td><td>r</td><td>i</td><td>i</td></tr><tr><td>i</td><td>i</td><td>i</td><td>i</td><td>i</td></tr><tr><td>i</td><td>i</td><td>r</td><td>i</td><td>r</td></tr></table>	i	i	i	i	r	i	r	i	r	i	i	i	r	i	i	i	i	i	i	i	i	i	r	i	r
i	i	i	i	r																						
i	r	i	r	i																						
i	i	r	i	i																						
i	i	i	i	i																						
i	i	r	i	r																						
 <p>robot</p>																										
<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>																										



Listen to the teacher the pronunciation and paint the letter s. Use blue color. Then, write the word.

	<b>Paint (s)</b>				
 socks	5	5	s	5	s
	s	5	5	5	s
	5	s	5	s	5
	5	s	5	5	5
	s	5	s	5	s
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					



Listen to the teacher the pronunciation and paint the letter t. Use green color. Then, write the word.

	<p>Paint ( t ).</p> <table border="1" data-bbox="746 497 1353 1061"><tr><td>F</td><td>t</td><td>f</td><td>f</td><td>f</td></tr><tr><td>f</td><td>f</td><td>f</td><td>t</td><td>f</td></tr><tr><td>f</td><td>t</td><td>f</td><td>f</td><td>f</td></tr><tr><td>f</td><td>f</td><td>f</td><td>t</td><td>f</td></tr><tr><td>t</td><td>f</td><td>f</td><td>f</td><td>t</td></tr></table>	F	t	f	f	f	f	f	f	t	f	f	t	f	f	f	f	f	f	t	f	t	f	f	f	t
F		t	f	f	f																					
f	f	f	t	f																						
f	t	f	f	f																						
f	f	f	t	f																						
t	f	f	f	t																						
 <p>tortoise</p>	<p>Handwriting practice area with six sets of dashed lines for writing.</p>																									



Listen to the teacher the pronunciation and paint the letter u. Use yellow color. Then, write the word.

	<p>Paint (u).</p>																									
 <p>umbrella</p>	<table border="1"><tr><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td></tr><tr><td>v</td><td>v</td><td>v</td><td>u</td><td>u</td></tr><tr><td>v</td><td>u</td><td>v</td><td>v</td><td>v</td></tr><tr><td>v</td><td>v</td><td>v</td><td>u</td><td>v</td></tr><tr><td>u</td><td>u</td><td>v</td><td>v</td><td>v</td></tr></table>	v	v	v	v	v	v	v	v	u	u	v	u	v	v	v	v	v	v	u	v	u	u	v	v	v
v	v	v	v	v																						
v	v	v	u	u																						
v	u	v	v	v																						
v	v	v	u	v																						
u	u	v	v	v																						
<p>Handwriting practice area with six sets of dashed lines on a white background.</p>																										



Listen to the teacher the pronunciation and paint the letter v. Use blue color. Then, write the word.

 v	<p>Paint (v).</p> <table border="1"><tr><td>u</td><td>u</td><td>u</td><td>u</td><td>v</td></tr><tr><td>u</td><td>v</td><td>u</td><td>u</td><td>u</td></tr><tr><td>u</td><td>u</td><td>v</td><td>u</td><td>u</td></tr><tr><td>v</td><td>u</td><td>u</td><td>v</td><td>u</td></tr><tr><td>u</td><td>u</td><td>v</td><td>u</td><td>u</td></tr></table>	u	u	u	u	v	u	v	u	u	u	u	u	v	u	u	v	u	u	v	u	u	u	v	u	u
u		u	u	u	v																					
u	v	u	u	u																						
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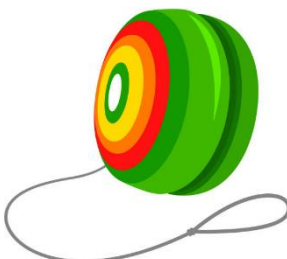
Listen to the teacher the pronunciation and paint the letter w. Use gray color. Then, write the word.

	<p>Paint (w ).</p>																									
 <p>wolf</p>	<table border="1"><tr><td>V</td><td>v</td><td>w</td><td>v</td><td>v</td></tr><tr><td>v</td><td>w</td><td>v</td><td>v</td><td>v</td></tr><tr><td>v</td><td>v</td><td>w</td><td>v</td><td>w</td></tr><tr><td>v</td><td>v</td><td>v</td><td>v</td><td>v</td></tr><tr><td>v</td><td>w</td><td>v</td><td>v</td><td>w</td></tr></table>	V	v	w	v	v	v	w	v	v	v	v	v	w	v	w	v	v	v	v	v	v	w	v	v	w
V	v	w	v	v																						
v	w	v	v	v																						
v	v	w	v	w																						
v	v	v	v	v																						
v	w	v	v	w																						
<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>																										



Listen to the teacher the pronunciation and paint the letter x. Use orange color. Then, write the word.

 x	<p>Paint ( x ).</p> <table border="1" data-bbox="679 510 1378 1111"><tr><td>x</td><td>k</td><td>k</td><td>k</td><td>x</td></tr><tr><td>k</td><td>k</td><td>x</td><td>k</td><td>k</td></tr><tr><td>k</td><td>k</td><td>k</td><td>k</td><td>k</td></tr><tr><td>k</td><td>k</td><td>x</td><td>k</td><td>x</td></tr><tr><td>k</td><td>x</td><td>k</td><td>k</td><td>k</td></tr></table>	x	k	k	k	x	k	k	x	k	k	k	k	k	k	k	k	k	x	k	x	k	x	k	k	k
x		k	k	k	x																					
k	k	x	k	k																						
k	k	k	k	k																						
k	k	x	k	x																						
k	x	k	k	k																						
 xylophone																										
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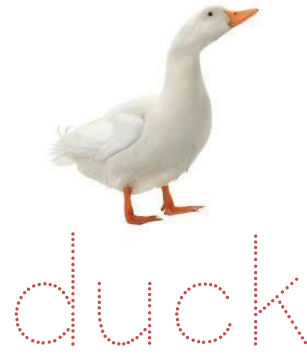
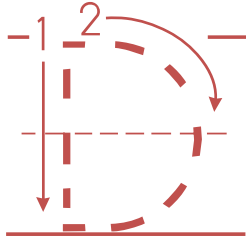
Listen to the teacher the pronunciation and paint the letter y. Use green color. Then, write the word.

	Paint ( y ).				
 yo-yo	y	j	y	j	j
	j	y	j	j	y
	y	j	y	j	y
	j	y	j	y	j
	j	j	j	j	j
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					

Listen to the teacher the pronunciation and paint the letter z. Use green color. Then, write the word.

	Paint ( z ).				
 zebra	S	S	Z	Z	S
	S	Z	S	S	S
	S	S	Z	S	S
	S	S	S	S	S
	S	S	Z	Z	S
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>					

Look at the letter and picture. Trace the letters



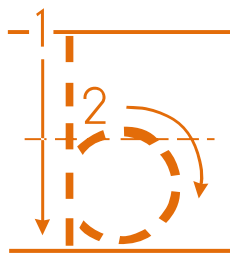
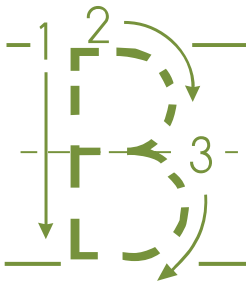
Read the tongue twister and practice



*“Two ducks dance,  
In the dusty pond.*

*Dad laughs, ‘Duck dives’”*

Listen to the teacher the sound B and trace the letter and word.



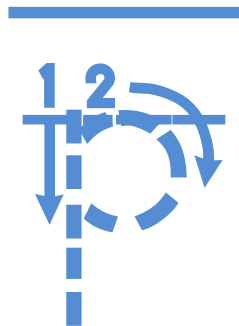
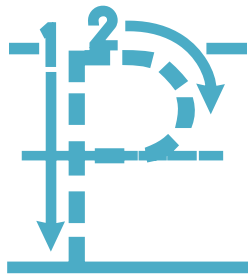
bear

Read the tongue twister and practice.



"A bear buys berries,  
Berries the bear buys.  
Big bear, big berries!"

Listen to the teacher the sound /p/ in the tongue twister. Trace the letter p and word.

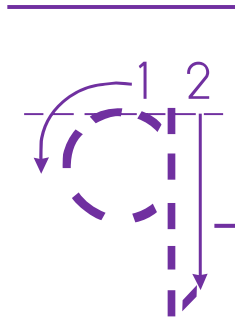
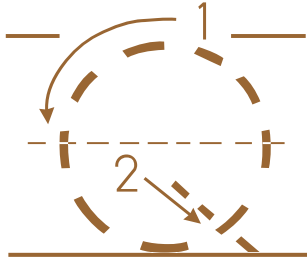


penguin



"A pirate penguin plays the piano,  
While eating popcorn in pajamas.  
Pirate penguins paint planets"

Listen to the teacher the sound /q/. Trace the letter and word.



queen

Read the tongue twister.



"The quiet queen eats quinoa quickly—  
Quick quinoa makes the queen go, 'Quack!'"

Now the queen's not quiet.



Complete the words with the initial letter.

	u	i	e	t
--	---	---	---	---



	u	e	e	n
--	---	---	---	---



	u	i	n	o	a
--	---	---	---	---	---





**CHAPTER 2**

**COLORS**



**2**

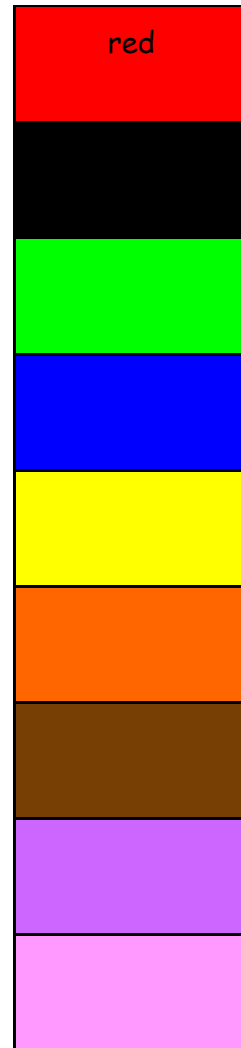
## Colors

Look at the colors and repeat the word. Trace the words. Draw an object for each color and paint it.

Color name	picture	tracing Word	Draw your drawing
red	 (Apple)	red	
blue	 (Whale)	blue	
yellow	 (Sun)	yellow	
green	 (Frog)	green	
gray	 (Car)	gray	
black	 (Cat)	black	
brown	 (Chocolate)	brown	
pink		pink	

Match the words with the color



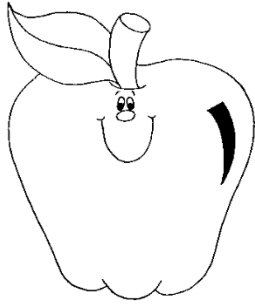
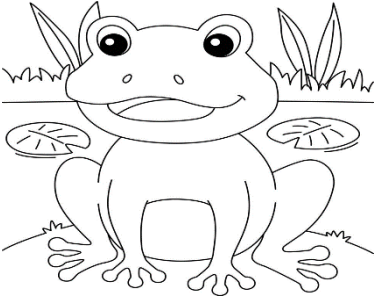
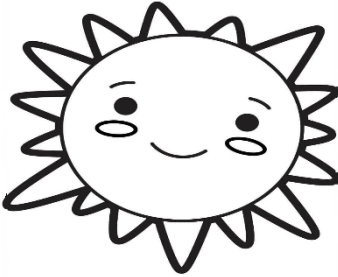
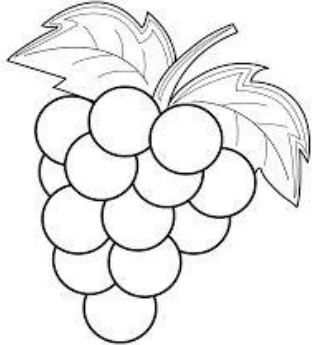


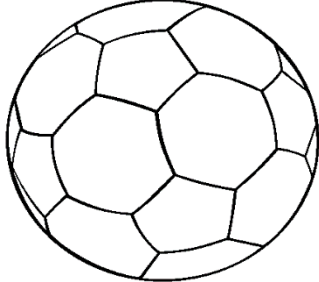
yellow
blue
orange
purple
green
pink
black
brown
red



Trace the words

- red red red red red 
- yellow yellow yellow yellow 
- blue blue blue blue 

Read the sentence and paint the picture according to the color in the description.

<p><b>Dd</b></p>  <p><b>Example: The dog is brown</b></p>	<p><b>Mm</b></p>  <p><b>The mouse is orange</b></p>	<p><b>Aa</b></p>  <p><b>The apple is red</b></p>
<p><b>Ff</b></p>  <p><b>The frog is green</b></p>	<p><b>Ss</b></p>  <p><b>The sun is yellow</b></p>	<p><b>Gg</b></p>  <p><b>The grape is purple</b></p>
<p><b>Oo</b></p>  <p><b>The octopus is blue</b></p>	<p><b>Pp</b></p>  <p><b>The pig is pink</b></p>	<p><b>Bb</b></p>  <p><b>The ball is black</b></p>

Write the missing letters



Example: The dog is  
br\_o\_wn\_



The mouse is  
gr\_ \_ \_



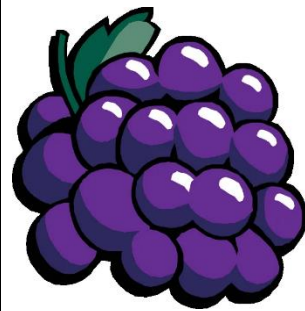
The shoe is  
b\_a\_k



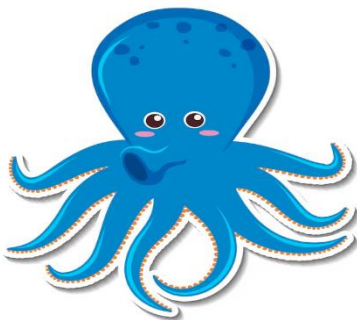
The frog is  
g\_e\_n



The sun is  
y\_l\_o\_



The grape is  
p\_r\_p\_ \_



The octopus is  
b\_u\_



The pig is  
p\_ \_ k



The apple is  
r\_ \_





















**CHAPTER 3**

**CARDINAL NUMBERS**



**3**

## Cardinal numbers

Number	letters	Pictures
1	one	
2	two	
3	three	
4	four	
5	five	
6	six	
7	seven	
8	eight	
9	nine	
10	ten	
11	eleven	
12	twelve	
13	thirteen	
14	fourteen	
15	fifteen	
16	sixteen	
17	seventeen	
18	eighteen	
19	nineteen	
20	twenty	

Look and read aloud. Then, trace the letters of the number

<b>1</b>	one	one	<b>11</b>	eleven	eleven
<b>2</b>	two	two	<b>12</b>	twelve	twelve
<b>3</b>	three	three	<b>13</b>	thirteen	thirteen
<b>4</b>	four	four	<b>14</b>	fourteen	fourteen
<b>5</b>	five	five	<b>15</b>	fifteen	fifteen
<b>6</b>	six	six	<b>16</b>	sixteen	sixteen
<b>7</b>	seven	seven	<b>17</b>	seventeen	seventeen
<b>8</b>	eight	eight	<b>18</b>	eighteen	eighteen
<b>9</b>	nine	nine	<b>19</b>	nineteen	nineteen
<b>10</b>	ten	ten	<b>20</b>	twenty	twenty

Read aloud. Then, cut and paste objects according to the number

<b>one</b>		<b>Eleven</b>	
<b>two</b>		<b>Twelve</b>	
<b>three</b>		<b>Thirteen</b>	
<b>four</b>		<b>Fourteen</b>	
<b>five</b>		<b>Fifteen</b>	
<b>six</b>		<b>Sixteen</b>	
<b>seven</b>		<b>Seventeen</b>	
<b>eight</b>		<b>Eighteen</b>	
<b>nine</b>		<b>Nineteen</b>	
<b>ten</b>		<b>Twenty</b>	

## Word Search

Find the words according to the numbers

s	q	x	x	p	q	p	q	f	f
e	s	p	ñ	t	p	ñ	i	p	o
v	x	i	x	w	q	v	p	q	u
e	ñ	q	x	o	e	q	p	x	r
n	ñ	p	ñ	q	ñ	ñ	ñ	h	t
q	ñ	ñ	t	e	n	p	ñ	x	y
ñ	p	x	q	ñ	ñ	x	q	p	p
o	s	e	v	e	n	t	e	e	n
n	p	t	w	e	l	v	e	a	t
e	s	i	x	t	e	e	n	f	h
s	e	e	r	t	y	u	i	o	i
f	i	t	h	r	e	e	k	u	r
o	g	s	w	f	i	l	j	r	t
r	t	x	r	v	g	e	l	m	e
t	h	z	h	c	h	v	c	m	e
e	e	n	k	b	t	e	b	t	n
e	e	n	i	n	e	t	e	e	n
n	n	i	n	t	w	e	n	t	y
i	o	f	i	f	t	e	e	n	u

1

2

3

4

5

6

7

8

9

Write the number that comes before and after.

For example:

<b>2</b>	<b>3</b>	<b>4</b>			<b>18</b>	
	<b>11</b>				<b>9</b>	
	<b>5</b>				<b>6</b>	
	<b>14</b>				<b>8</b>	

Write the names of the numbers that come before and after.

<b>two</b>	<b>three</b>	<b>four</b>			<b>eighty</b>	
	<b>eleven</b>				<b>nine</b>	
	<b>five</b>				<b>six</b>	
	<b>forty</b>				<b>eight</b>	



# CHAPTER 4


## ALL ABOUT ME



# 4

## All about me

Read the personal information

Category	Example	Sentence
<b>Name</b> 	" Sara"	<b>My name is Sara</b>
<b>Age</b> 	"seven" (7)	<b>I am seven years old</b>
<b>Last Name</b>	"Colta"	<b>My last name is Colta</b>
<b>Address</b> 	" 11 de Noviembre street"	<b>My address is 11 de Noviembre street</b>
<b>Birthday</b> 	"March 15, 2012"	<b>My birthday is on March 15<sup>th</sup>, 2012.</b>
<b>Country</b> 	"Ecuador"	<b>I am from Ecuador.</b>
<b>Nationality</b> 	"Ecuadorian"	<b>I am Ecuadorian.</b>

Read the sentence and help each person to remember the information

My name is Marco. I am from Ecuador.

Marco



Ecuador- Ecuadorian

My name is \_\_\_\_\_. I am from \_\_\_\_\_.

Juan



Colombia- Colombian

My name is \_\_\_\_\_. I am from \_\_\_\_\_.

Candy

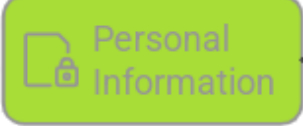









Spain- Spanish

Now! Help Carla to complete the information. See the example

<p><b>Name : Carla</b></p> 	<p><b>My name is Carla.</b></p>
<p><b>Last name: Alvear</b></p>	
<p><b>Age: 7</b></p> 	
<p><b>Address : Felix Valencia street.</b></p> 	
<p><b>Birthday: May 24th</b></p> 	
<p><b>Country: Ecuador</b></p> 	
<p><b>Nationality : Ecuadorian</b></p> 	

It is your turn! Complete the chart with your information

 Personal Information	 Name	<input type="text"/>
	 Last Name	<input type="text"/>
	 Age	<input type="text"/>
	 Address	<input type="text"/>
	 Birthday	<input type="text"/>
	 Country	<input type="text"/>
	 Nationality	<input type="text"/>

Write sentences to create a short paragraph using the information in the chart

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**CHAPTER 5**





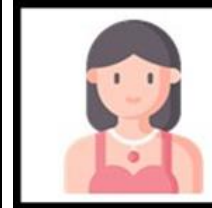





**FAMILY MEMBERS**






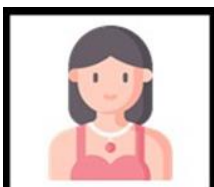



**5**



## Family members

Listen to the teacher and repeat

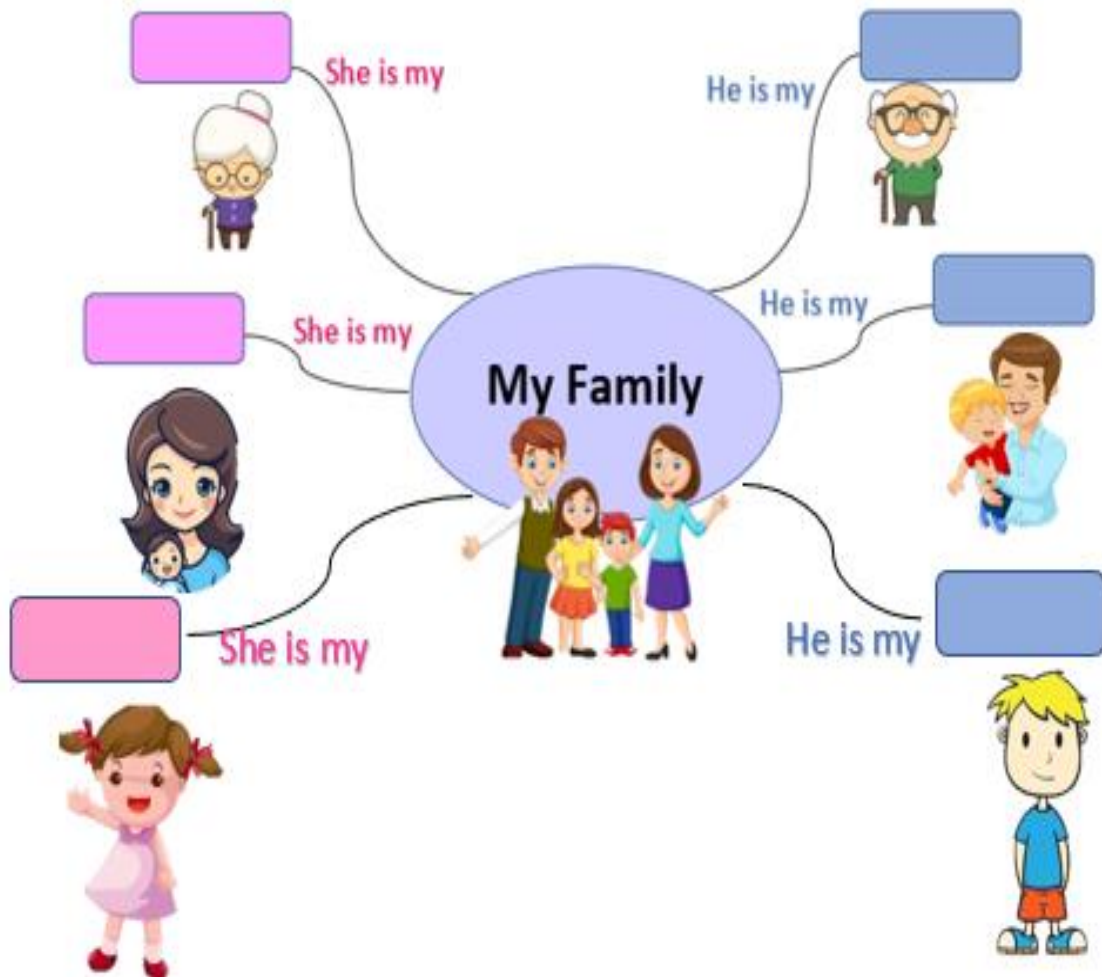
				
Me	Grandfather	grandmother	father	mother
				
brother	sister	uncle	aunt	cousin

Look at the pictures about the family members and write the missing letters

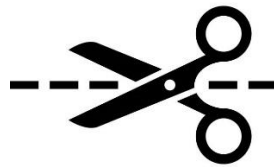
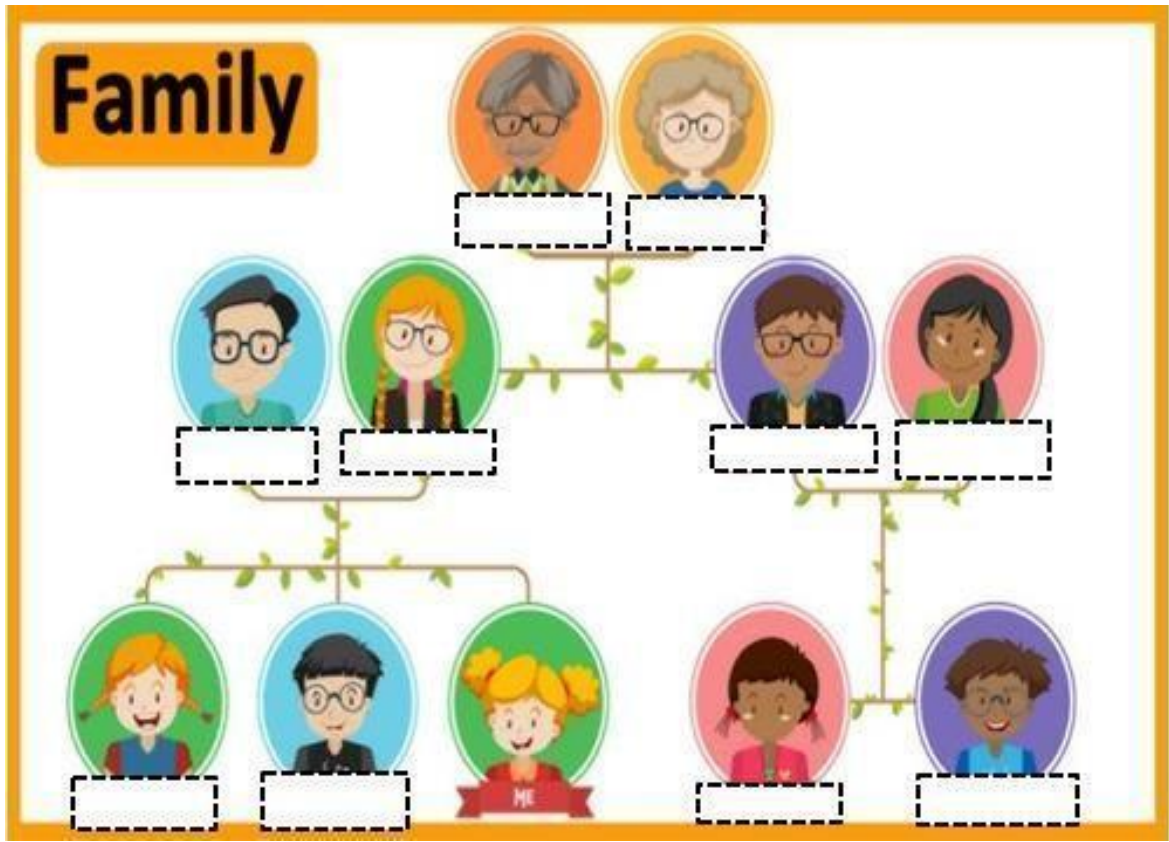
	<p>M___</p>
	<p>gr___nd___a___he___</p>
	<p>f___th___r</p>
	<p>Mo___ _e___</p>
	<p>___ro___ _er</p>
	<p>s___ _ter</p>
	<p>___ncl___</p>

	a _ _ _ t
	co _ _ s _ _ n

Read the sentences and complete with the family members



Look at the family members and cut and paste with the word



Uncle      Aunt      Mother      Cousin      Grandmother

Father      Brother      Cousin      Grandmother      Sister

## Family crossword puzzle

Find the family members in the crossword puzzle

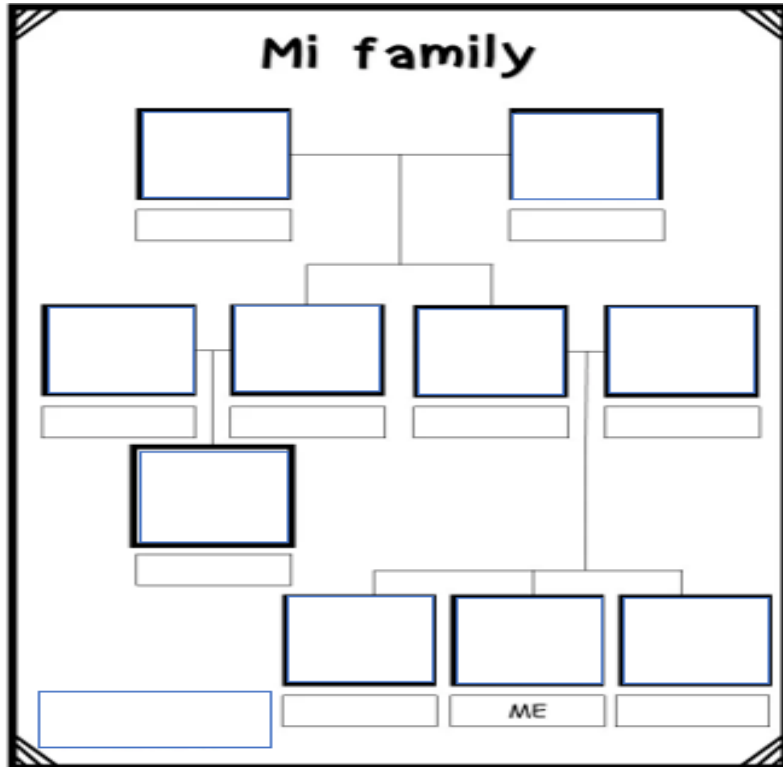
m	o	t	h	e	r	a	b	s	i	s	t	e	r
c	s	d	f	g	a	h	z	x	c	v	b	n	m
o	z	x	t	n	u	a	c	v	b	n	m	k	s
o	s	d	s	s	d	f	g	h	j	r	k	l	a
i	q	w	e	r	t	y	j	i	e	o	p	k	s
g	r	a	n	d	m	o	t	h	e	r	k	l	d
u	s	l	w	t	j	i	t	d	r	f	g	e	f
y	d	k	q	y	u	a	a	c	f	o	l	s	g
t	f	j	e	h	f	f	h	i	d	c	q	c	r
r	g	h	r	d	d	f	b	z	n	p	g	v	e
e	q	w	n	e	r	t	y	u	i	o	p	l	h
w	a	a	l	k	j	h	n	b	v	c	x	z	t
q	r			b	r	o	t	h	e	r	o	i	a
g	q	w	e	c	o	u	s	i	n	t	y	u	f



Let`s try with your family!

Complete the mind map according to your family. Then, write sentences.

Example: **He is my grandfather** / **She is my grandmother**.



This is my family.

Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



**CHAPTER 6**

**READING**



**6**

## Reading

Read the text about the United States and paint the letters B-b

### The United States

The United States is big.

It has big buildings 🏢

People eat burgers 🍔 and hot dogs. 🌭

They play baseball ⚾ and basketball. 🏀

It is Disney. It is a big and beautiful amusement park. 🎢



Complete the following words with the d or b and match with the correct picture

\_\_urgers



\_\_uildings



\_\_aseball



hot \_\_ogs



\_\_eautiful



\_\_asket \_\_all



Read the text about a day in Mexico and circle the letters D-d with red color.

## A Day in Mexico



Mexico is a **big** and **beautiful** country.

People **dance**   to **band** music.

They eat **beans**, **bread**, and **delicious** tacos. 


In Mexico, there are **big** festivals

The **Day** of the **Dead** is a famous **holiday**. 

**Read the text and re write the words**

Mexico is a big and beautiful  
country. People dance   to  
band music. They eat beans,  
bread, and delicious tacos. 

In Mexico, there are big  
festivals

The Day of the Dead is a  
famous holiday. 

Read the text about Mexico and circle the letters P -p with yellow color

## Ecuador



Ecuador is a pretty country with rich traditions.

People from Ecuador are polite. They plant bananas 🍌🍌, potatoes 🥔, and quinoa.

There are animals like parrots 🦜🦜, bears, 🐻 snakes 🐍 in the different regions.

Write the word according to the picture and read the sentences



There are  in Ecuador



There are  in Ecuador



There are  in Ecuador



**CHAPTER 7**

**PLACES IN  
THE CITY**



**7**

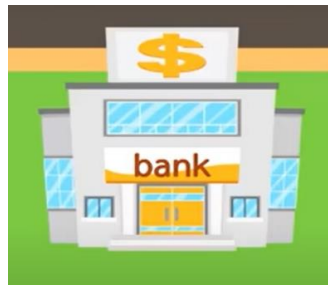
## Places in the city

Look at the pictures and read them. Then write the words in the blocks



hospital

--	--	--	--	--	--	--	--



bank

--	--	--	--

fire

--	--	--	--



station

--	--	--	--	--	--	--	--



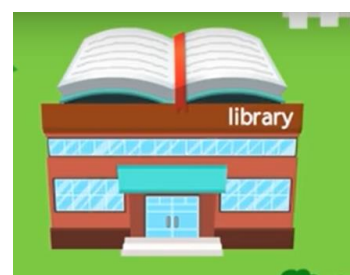
Post office

--	--	--	--	--	--	--	--	--	--



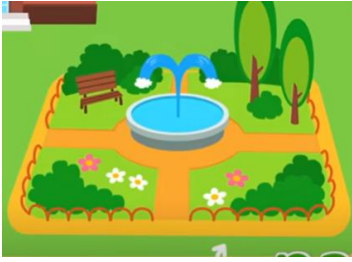
school

--	--	--	--	--	--



library

--	--	--	--	--	--	--	--



park

□ □ □ □



bakery

□ □ □ □ □ □



police office

□ □ □ □ □ □ □ □ □ □



Supermarket

□ □ □ □ □ □ □ □ □ □



Restaurant

□ □ □ □ □ □ □ □ □ □



bus stop

□ □ □ □ □ □



theater

□ □ □ □ □ □ □ □

Find the words about the places in the city



- Bank
- Church
- Library
- Market



R	R	J	I	S	T	O	R	E	X	M
Z	D	S	C	H	O	O	L	K	E	R
U	M	L	M	U	S	E	U	M	X	O
E	A	H	P	I	I	K	L	C	C	B
R	R	A	A	H	K	P	I	U	H	A
V	K	B	R	J	C	I	B	P	U	N
B	E	T	K	T	O	P	R	E	R	K
C	T	C	R	F	A	E	A	V	C	Y
H	G	X	G	P	U	H	R	G	H	U
X	O	I	P	V	O	D	Y	V	O	G
J	M	W	W	A	B	B	N	U	F	P



- Park
- Museum
- School
- Store



Put the letters in order and write the word according to the picture

h s o i t p l a





a n k b





m s u e m u





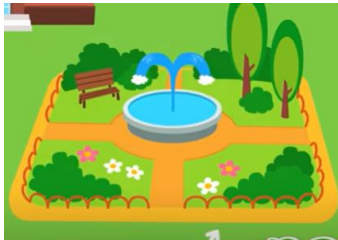
Read and select the correct sentence



There is a **post office**.

There is a **bost office**.

There is a **qost office**.



There is a **bark**.

There is a **park**.

There is a **dark**.



There is a **schol**.

There is a **5chul**.

There is a **school**.



There is a **bus stop**

There is a **bas stop**

There is a **stop**

Look at the picture and write sentences using there is /there are about the city. See the example.



There is a park in the city.

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**CHAPTER 8**







**MY FAVORITE  
FRUIT**

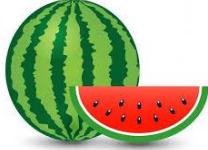




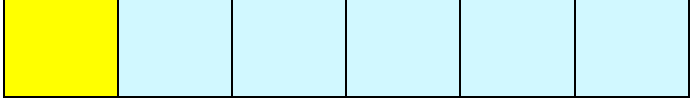


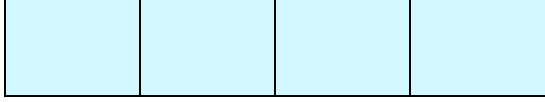





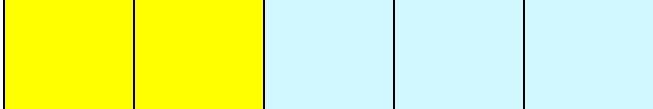







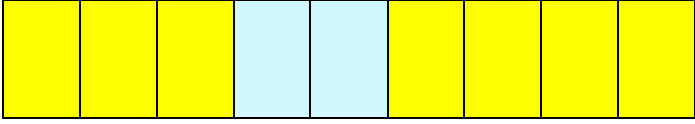
**8**

## My favorite fruit

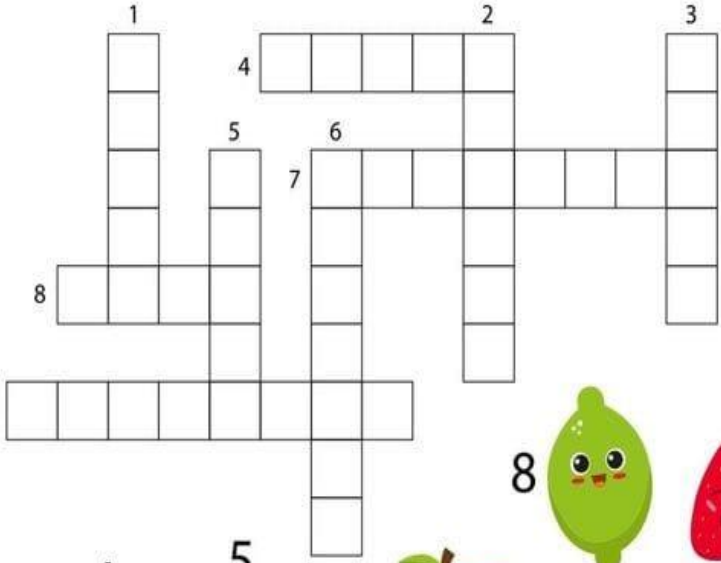
Look at the pictures and write the word in the blocks

 <p>This is an <b>a</b>pple.</p>	 <table border="1" data-bbox="699 1055 1353 1160"><tr><td>a</td><td>p</td><td>p</td><td>l</td><td>e</td></tr></table>	a	p	p	l	e	
a	p	p	l	e			
 <p>This is a <b>ba</b>nan<b>a</b>.</p>	 <table border="1" data-bbox="641 1379 1369 1491"><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						
 <p>This is a <b>ma</b>ngo.</p>	 <table border="1" data-bbox="641 1816 1299 1910"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						


 <p>This is a <b>watermelon</b>.</p>	 
 <p>This an <b>orange</b>.</p>	 
 <p>This is a <b>pear</b>.</p>	 
 <p>This is a <b>pineapple</b></p>	 
 <p>This is a <b>melon</b></p>	 

 <p>These are <b>grapes</b></p>	 
 <p>This is a <b>tangerine</b></p>	 


Look at the pictures and write the word in the blocks according to the number




1




2




3




4




5




6




7



8



9



Cut the fruits and paste in each column according to the initial letter

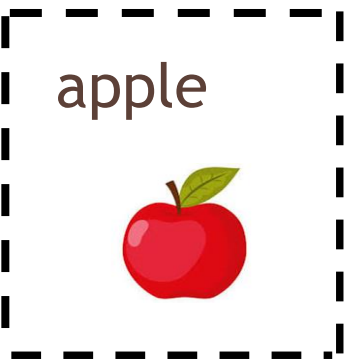
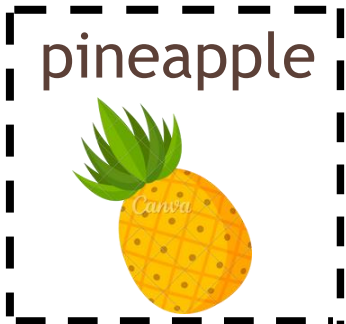


Letter g

Letter p

Letter m

Letter t



Write sentences using the picture. See the example



Apple  
A red  
A red Apple  
I like red apple



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



Four sets of handwriting lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.



**CHAPTER 9**

**CLOTHING**



**9**

# Clothing

Look at the pictures and repeat

pants

a dress

socks

a T-shirt

sneakers

a jacket

The image shows a collection of clothing items arranged in a grid-like fashion. On the top left is a pair of blue pants with a white zipper and the word 'Canva' written on the front. To its right is a pair of socks with a green and purple heart pattern. On the top right is a yellow dress with a red ribbon at the waist. Below the pants is a light blue T-shirt. Below the socks is a pair of orange sneakers with white laces and soles. Below the dress is a yellow quilted jacket with a white zipper and the word 'Canva' written on the front. Each item is accompanied by a text label: 'pants', 'a dress', 'socks', 'a T-shirt', 'sneakers', and 'a jacket'.

Look at the pictures and write the word in the blocks



--	--	--	--	--



--	--	--	--	--



--	--	--	--	--	--	--	--



--	--	--	--



--	--	--	--	--	--



--	--	--	--	--

Match the number of syllables with the correct word

3

s h o e s

5

c o a t

4

r a i n c o a t

6

h a t

7

s w e a t e r

8

j a c k e t

Look at the word and paint the picture according to word color

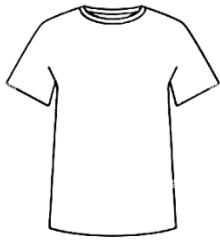
Jacket



Pants



T-shirt



Shoes



Look at the pictures and write sentences describing clothing. Look at the example



I  
wear  
a red  
jacket  
I wear a red jacket.



\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_

-----

\_\_\_\_\_



Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



**CHAPTER 10**

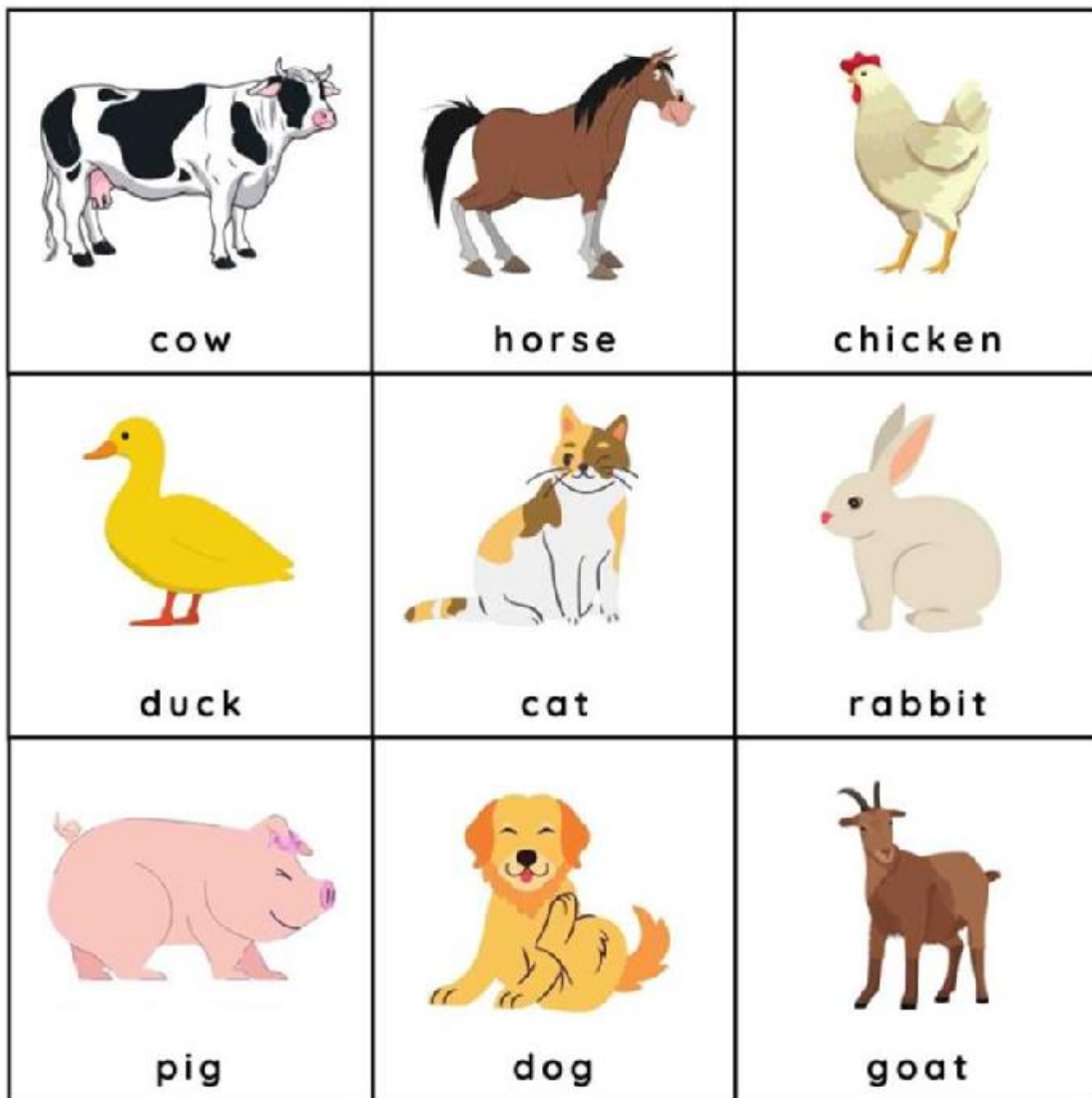
**DOMESTIC ANIMALS**



**10**

## Domestic animals

Look at the pictures and repeat with the teacher



Cut and paste the pictures according to the initial letter

Letter p



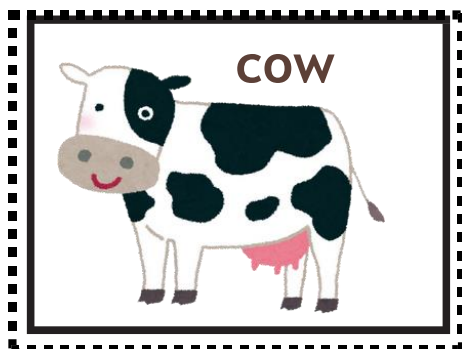
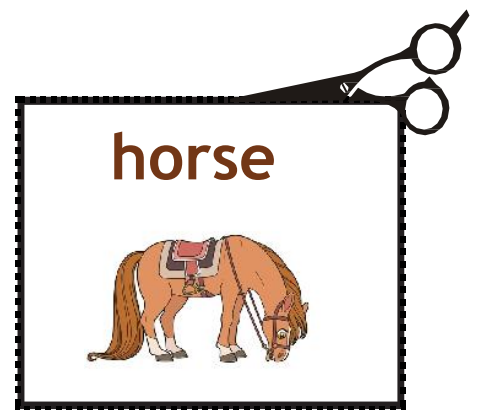
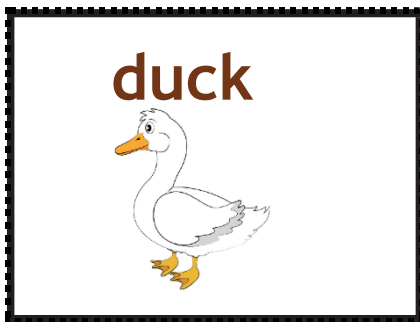
Letter c



Letter h



letter d



Look at the pictures and put in order the letters



c-i-h-e-n-k-c

\_\_\_\_\_



g-d-o

\_\_\_\_\_



c-t-a

\_\_\_\_\_



a-r-b-b-t-i











\_\_\_\_\_

Look at the pictures and write in the blocks

A crossword puzzle grid with seven numbered starting points and arrows pointing to animal illustrations:

- 1: Dog (vertical)
- 2: Cat (vertical)
- 3: Horse (horizontal)
- 4: Chicken (horizontal)
- 5: Sheep (vertical)
- 6: Cow (horizontal)
- 7: Rooster (horizontal)

Look at the example and write sentences with the pictures provided

	 I	 like	 a cat
			
			
			
			
			
			



**CHAPTER 11**

**PARTS OF THE  
HOUSE**



**11**

Parts of the house



**kitchen**



**bedroom**



**bathroom**



**living room**

Trace the words and draw a picture

**kitchen**

kitchen

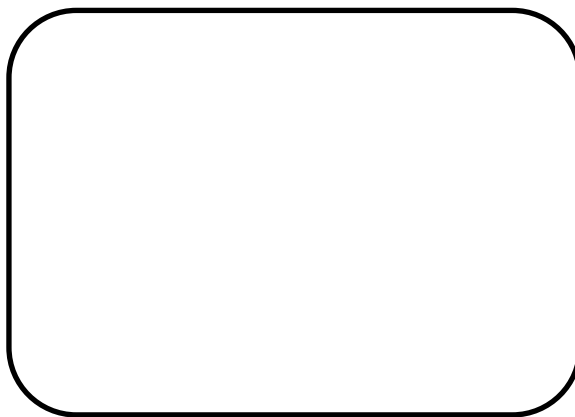
kitchen



**bedroom**

bedroom

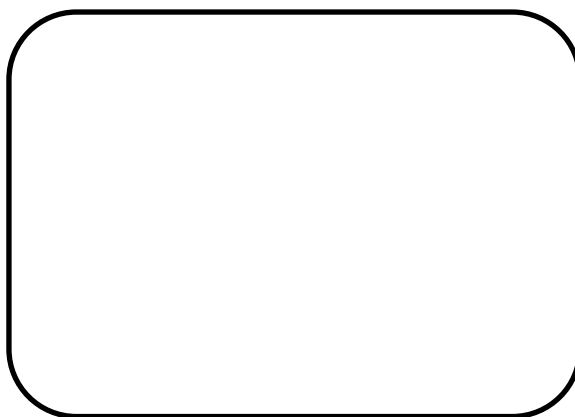
bedroom



**dining room**

dining room

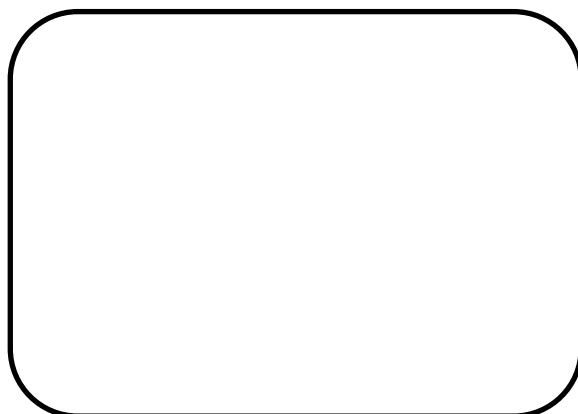
dining room



**bathroom**

bathroom

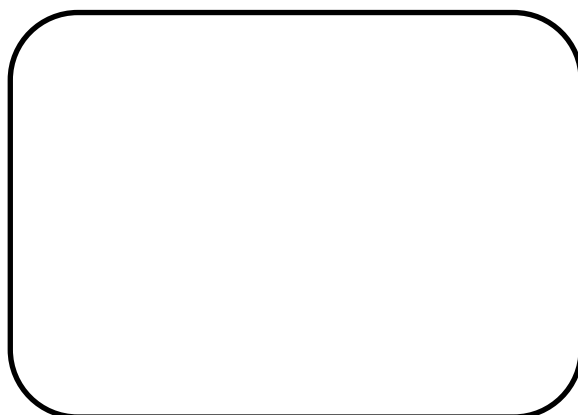
bathroom



**living room**

living room

living room



**garden**

garden

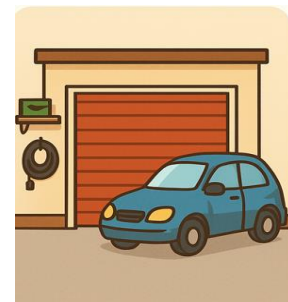
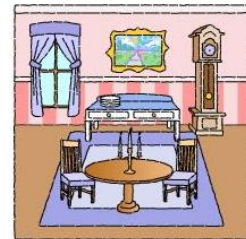
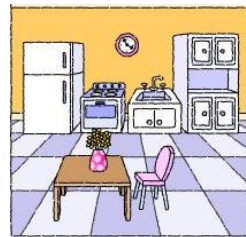
garden







Crossword about parts of the house

Find the parts of the house according to the picture

u b e d r o o m b j y u b  
x z m b q w b a a m x v  
p k k h k s c a t n i g f h  
j l i v i n g r o o m z t q  
d i n i n g r o o m b l r g  
g c a r b p u h o d p c u  
s h f z v t e z o a q x p  
i e v n b j y b m k w h b  
b a t h r o o m r n n g y  
s l g k i t c h e n b e r u  
y u j u b g a r d e n e w  
m s g a r d e n s q r q g



Complete the exercises with there is / there are. Look at the examples.

There is + singular	There is a kitchen in my house.	
There is + singular	There is a sofa in the living room.	
There are + plural	There are three bedrooms in my house.	
There are + plural	There are four chairs in the kitchen.	

Complete the sentences using there is / there are

- 1 \_\_\_\_\_ a kitchen in my house. 🏠
- 2 \_\_\_\_\_ three bedrooms upstairs. 🛏️🛏️🛏️
- 3 \_\_\_\_\_ one bathroom next to my room. 🚿
- 4 \_\_\_\_\_ two windows in the living room. 🏠
- 5 \_\_\_\_\_ two chairs in the living room. 🪑🪑
- 6 \_\_\_\_\_ one sofa in the living room. 🛋️
- 7 \_\_\_\_\_ one lamp in the living room. 💡
- 8 \_\_\_\_\_ four tables in the dining room.
- 9 \_\_\_\_\_ a computer in the bedroom.
- 10 \_\_\_\_\_ a bag in the kitchen.

Look at the picture and complete with the parts of the house. Then, describe using there is / there are



There is a bathroom in my house.

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**CHAPTER 12**

**OBJECTS OF THE  
HOUSE**



**12**

## Objects of the house

Look at the pictures of the bedroom and repeat with the teacher



Match the pictures with the words



Bed



Chair



Picture



Door



Mirror



Lamp

Look at the pictures and complete the words

1. \_ illow



2. \_ e \_



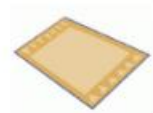
3. \_ lanket



4. war \_ ro \_ e



5. car \_ et



6. \_ ainting



Draw your bedroom and write sentences using there is /there are.



**Example: There is tv in my bedroom. There are two chairs in my bedroom.**

Four sets of horizontal writing lines for the student to write their sentences. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

Look at the picture and complete with the objects from the bedroom



1. There is a blue c\_\_\_\_\_.
2. There are two p\_\_\_\_\_w.
3. There is a big w\_\_\_\_\_in my bedroom.
4. There is a red b\_\_\_\_\_.
5. There are 4 p\_\_\_\_\_.
6. There aren't 2 l\_\_\_\_\_, only one.
7. There isn't one p\_\_\_\_\_.

Look at the picture and describe it



There is a yellow car

---

---

---

---

---

---

---

---

Look at the pictures of the kitchen and repeat with the teacher



Match the pictures with the words

Cup



Refrigerator



Glass



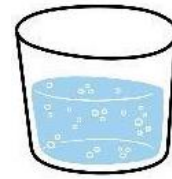
Bowl

Cooker

Plate



Look at the pictures and complete the missing letters



\_oo\_er

re\_r\_ger\_t\_r

c\_\_

\_las\_

Look at the pictures and put in order the letters

<b>bleta</b>	<b>rihca</b>	<b>poctremu</b>	<b>bde</b>
			
<b>table</b>			
<b>ouhes</b>	<b>droevraw</b>	<b>faso</b>	<b>grfide</b>
			

Look at the picture and paint the boxes according to the number of syllables



Bed

--	--	--	--	--



Refrigerator

--	--	--	--	--



Sofa

--	--	--	--	--

Look at the picture and paint it according to the color

cup

cooker

refrigerator

plate

kettle

Draw your kitchen and write sentences using there is /there are



Four sets of handwriting practice lines, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Look at the pictures of the bathroom and repeat with the teacher



Look at the pictures and trace the words

1. sink



sink

2. toilet



toilet

3. shower



shower

4. bathtub



bathtub

5. mirror



mirror

6. towel



towel

7. toothbrush



toothbrush

8. toothpaste



toothpaste

9. soap



soap

10. shampoo



shampoo

Crossword about objects of the bathroom

Find the words about objects of the bathroom

s h a m p o o t s q w  
a e r r i m t o w e l f  
t b a t h t u b o r a h  
o u h s o a p l m k s u  
o y c d f g h g s i n k  
f t o i l e t v b n m q  
e r r j s o a p l d c x v  
b r u s h z a q t y u k  
r m i r r o r s k i o l b  
u t o o t h p a s t e h  
s h o w e r k l m n b w

 sink

 toilet

 shower

 bathtub

 mirror

 tower

 toothbrush

 toothpaste

 soap

 Shampoo

Look at the picture and write sentences using there is/ are



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**CHAPTER 13**

**MY FAVORITE  
PLACE**



**13**

## My favorite place

Look at the pictures. Trace the words and then put in order the letters



beach

beach

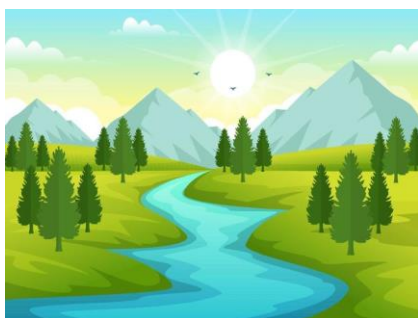
E	C	B	H	A
B	E	A	C	H



forest

forest

O	S	F	R	E	T



river

river

I	V	R	R	E



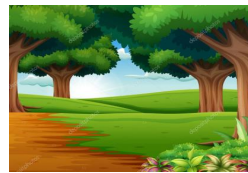
garden

garden

E	N	G	R	A	D

7 Complete the sentences according to the picture. Look at the example

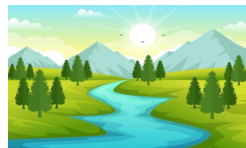
My favorite place is the forest



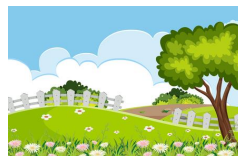
My favorite \_\_\_\_\_



My \_\_\_\_\_



\_\_\_\_\_



Put in order the words to form a sentence.

Sentences 1.

place The my favorite beach is

---

---

---

Sentences 2.

river place My the favorite is

---

---

---



**CHAPTER 14**

**TRANSPORT**



**14**

Transport

a



an airplane

b



a bus

c



a car

t



a taxi

b



a bicycle

b



a boat

Listen to the teacher and repeat the tongue twister.

big bus , blue boat , bumpy Bike !

ride the bus, row the boat, race the bike

Write words that start with /b/ in the correct column according to the tongue twister. Then draw a picture according to the word

Sound /b/	picture

Paint the box according to the number of syllables of the word



boat

--	--	--	--	--



airplane

--	--	--	--	--	--



bicycle

--	--	--	--	--	--	--



car

--	--	--	--	--	--



taxi

--	--	--	--	--	--

Read the words and trace them



taxi taxi taxi taxi



car car car car



airplane

airplane



bus

bus

bus

bus



bicycle

bicycle



boat

boat

boat

Look at the table about the use of a / an

● "This is"

● "a/an"                      This is a car

● car

● "These are"

● cars                      These are cars

Phrase

Visual Example 🗨

This is a car.



This is an airplane.



This is a bus.



This is a bike.



These are boats.



Look at the pictures and write sentences using This is / These are



This is a taxi



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



Three horizontal lines for handwriting practice: a solid top line, a dashed middle line, and a solid bottom line.



**CHAPTER 15**

**CLASSROOM  
OBJECTS**



**15**

Classroom objects

School things



pencil



pen



pencil case



ruler



eraser



notebook



crayon



sharpener



book

Listen to the teacher the words about classroom objects. Write the words in the correct column according to the sounds.

/p/	/b/

**Trace the letters**

pencil



pencil

eraser



eraser

ruler



ruler

book



book

notebook



notebook

scissors



scissors

glue stick



glue stick

marker



marker

chair



chair

desk

desk

Cut the objects of the classroom and paste into the picture



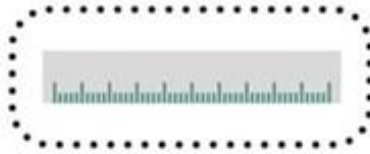
notebook



book



glue



ruler



pencil case



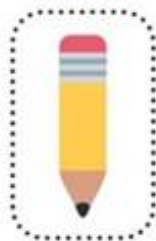
sharpener



scissors



eraser



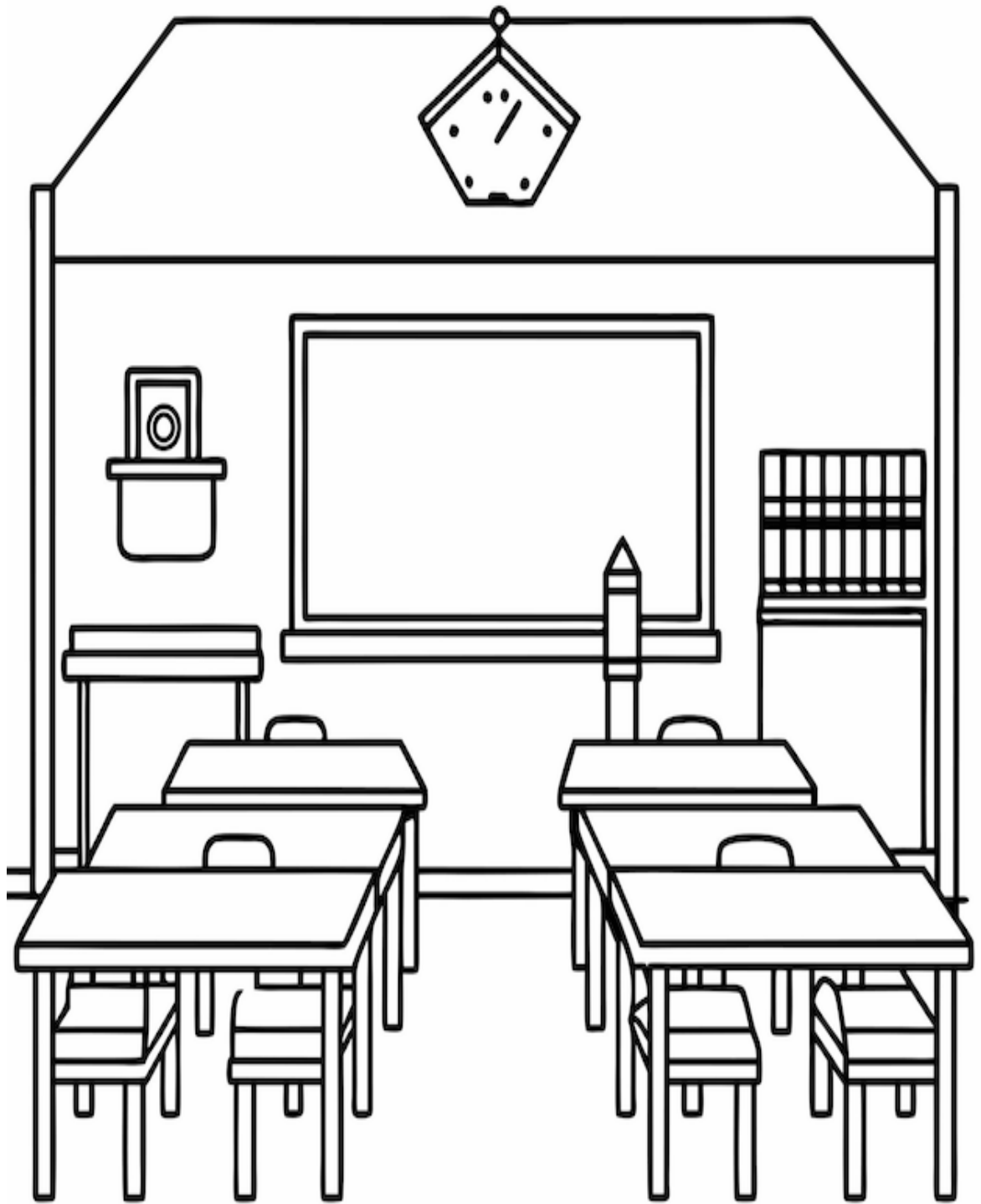
pencil



crayon



marker



Look at the pictures and write the letters to form the word. Look at the example



c	s	o	s	i	s	s	r
s	c	i	s	s	o	r	s



o	o	b	k



l	g	e	u



r	e	a	s	e	r



l	i	c	n	e	p
e	s	a	c		

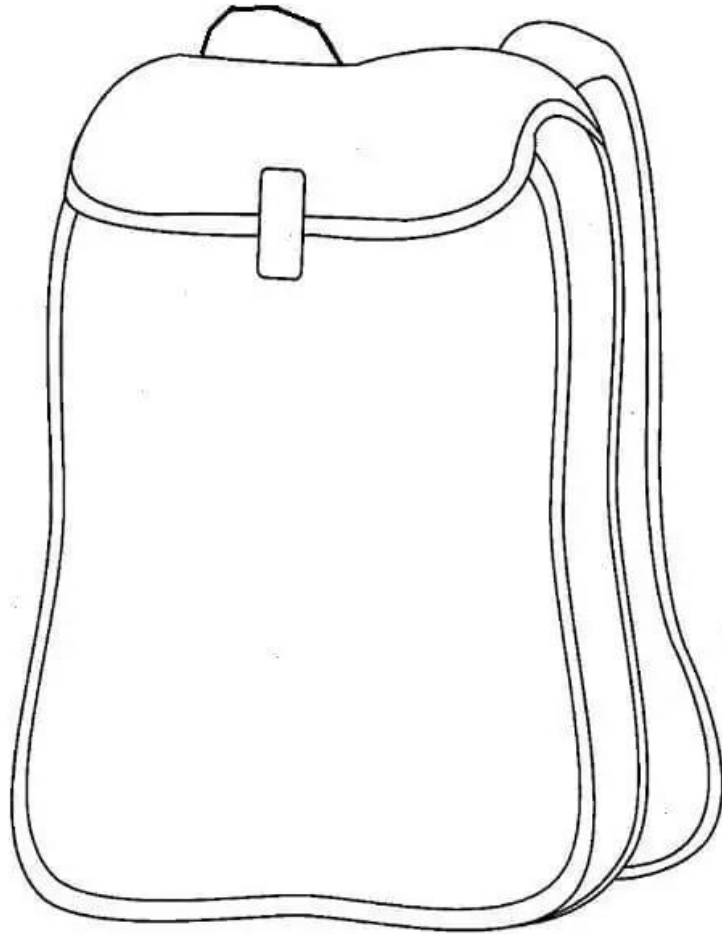


l	i	c	n	e	p



r	e	r	u	l

**Draw the classroom objects you have in your backpack. Write sentences using There/ is / there are**



**There is a pen in my bag pack. There are scissors in my bag pack**

Four sets of handwriting practice lines. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

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## *The Author Biography*

### **Fanny Mercedes Abata Checa**

<https://orcid.org/0000-0002-3112-5637>

Is an English teacher at the Technical University of Cotopaxi, Latacunga-Ecuador. She held her Master's degree in Applied Linguistics to teach English as a Foreign Language at the Technical University of Cotopaxi and a Master's Degree in “Educational Management and Social Development at the Technical University of Ambato. She has also obtained an ESL diploma from Army Polytechnic School. Her scholarly interest includes EFL writing development, Curriculum planning and learning disabilities. She has taught subjects such as Academic writing, Language Curriculum and Pre-Basic English at the National and Foreign Language Pedagogy English Major.

### **Paulina Alexandra Arias Arroyo**

<https://orcid.org/0000-0002-9015-5393>

Professor of the Pedagogy of National and Foreign Languages-English at the Technical University of Cotopaxi Pujilí extension. Bachelor's degree in Education Sciences with a mention in English (Universidad Técnica Particular de Loja). Commercial Engineer (Polytechnic School of the Army). Specialist in Competency-Based Curriculum Design (Universidad Tecnológica Indoamérica). Master's Degree in University Teaching and Educational Administration (Universidad Tecnológica Indoamérica). Doctor of Education with Summa laude distinction (Universidad Católica Andrés Bello de Venezuela). Principal investigator of the investigación “Aprendizaje y Desarrollo Educativo” GIADE. Investigadora en el área de educación y formación docente.

## ***Gina Silvana Venegas Álvarez***

<https://orcid.org/0000-0003-3263-6225>

Outstanding academic, researcher and specialist in applied linguistics and higher education. His career is distinguished by a solid academic background and a notable scientific production in journals indexed in Latindex and of high impact, as well as books specialized in his field. She has a Bachelor's degree in English, a Master's degree in Higher Education and obtained her PhD in Linguistics and Languages, focusing on the teaching and development of innovative methodologies for university education. With extensive experience in academic management, she has held positions such as Dean, Director of Career and Language Center, among other positions, leading processes for the strengthening of higher education. Her research work and her commitment to education have led her to develop innovative pedagogical strategies for the teaching of English, promoting inclusive and effective approaches, consolidating her prestige in the academic and scientific community

## ***María Fernanda Constante Barragán***

<https://orcid.org/0000-0002-1611-0672>

She has completed her higher studies at the Technical University of Ambato, being a professional in Early Childhood Education, with Master's Degrees in Educational Management and Social Development, and Early Childhood Education; with a PhD in Innovation in Teacher Education. Advice on the analysis of educational practice and ICT in education at the University of Extremadura Cáceres – Spain. She currently works at the Technical University of Cotopaxi in teaching and research. Author of scientific articles in the educational field and speaker at national and international level.

## ***Yolanda Paola Defaz Gallardo***

<https://orcid.org/0000-0001-8532-3914>



Professor of the Early Education career at the Technical University of Cotopaxi Pujilí extension. Bachelor's degree in Education Sciences, specialization in Early Childhood Education (Technical University of Cotopaxi). Master's Degree in Education Sciences with a mention in Early Childhood Education (Indoamerica Technological University). Master's Degree in Education with a Mention in Psychopedagogical Intervention (San Gregorio University). Researcher of the research group "Learning and Educational Development" GIADE. Researcher in the area of education and teacher training.

## ***Pablo Andrés Barba Gallardo***

<https://orcid.org/0000-0003-2563-9081>



Clinical Psychologist from the Central University of Ecuador, Master in Occupational Risk Prevention, Master in Clinical Neuropsychology, Professor of the Basic Education career of the Technical University of Cotopaxi Pujilí extension. Director of the research project "Inclusion in school: The visibility of specific learning disorders".

## ***Carmen del Rocío Peralvo Arequipa***

<https://orcid.org/0000-0002-7050-9035>

Ph.D. in Education at the Universidad Católica Andrés Bello in Caracas, Venezuela. Teaching experience: 30 years. Participation in REDALAC events. Project coordinator of the pedagogical, didactic, curricular and inclusive practices research subline. I have published 15 articles in the last 7 years, two books and have acted as a blind peer reviewer for international journals. Teacher of the Pedagogy, Didactics and Project Design departments. Academic Director of Faculty and Language Center.

## ***Lorena del Rocío Logroño Herrera***

<https://orcid.org/0009-0005-6441-5912>

Master's Degree in Higher Education from the Central University of Ecuador; Master's degree in Physical Culture and Sports Training at the Technical University of Ambato. Teaching experience: 24 years; Member of the Honorable Academic Council of the Academic Unit of Administrative and Humanistic Sciences; Coordinator of Social Linkage and Pre-Professional Practice, currently Supervisor of Pre-professional Practice in the Basic Education career; Member of the Research Group in "Learning and Educational Development" GIADE Pujilí Extension. I have published more than 10 articles, one book chapter. Professor of the Teaching Methods and Techniques of Research in Education, Diagnosis in Education, Qualitative Research Methodology.

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