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Haur Hezkuntzako Irakasletzako Gradu Bikoitzaren Nazioarteko Programa

Trabajo Fin de Grado
Final Degree Project

**Intervención léxico-fonológica para una niña de 3
años con retraso del lenguaje**

**Intervention aimed at the lexical-phonological
development of a 3-year-old with Language Delay**

Estudiante/Student/Ikasklea: Marina Alberdi Morillo

Enlace al vídeo: <https://youtu.be/CVuZg5U74j4>

Tutora/Tutore/Tutor: Isabel García del Real Marco
Departamento/Saila/Department: Ciencias Humanas y de la Educación

Campo/Arloa/Field: Didáctica de la Lengua

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RESUMEN

En el presente Trabajo de Fin de Grado (TFG) describe una intervención del lenguaje diseñada para un aula de primero de infantil a la que acude una niña con un retraso significativo del lenguaje. Tras una revisión bibliográfica centrada en la importancia de trabajar el lenguaje en Educación Infantil, se ha diseñado y llevado a cabo una intervención adaptada a la metodología del centro que tenía como objetivos el aumento del vocabulario y el incremento de la producción espontánea y autónoma. Se ha hecho un registro exhaustivo del vocabulario producido y se han llevado a cabo una serie de pruebas estandarizadas (Mc Arthur y Peabody) como pre-test y post-test. Si bien los resultados de los tests no muestran mejorías, gracias al registro se ha podido comprobar un aumento del vocabulario. Estos avances podrían haber sido menos limitados con una intervención más larga e individualizada.

Palabras clave: Educación Infantil; desarrollo del lenguaje; competencia comunicativa; trastorno del lenguaje; propuesta didáctica.

ABSTRACT

This Final Degree Project (TFG) describes a language intervention designed for a first-year kindergarten classroom attended by a girl with a significant language delay. After a literature review focused on the importance of working on language in early childhood education, an intervention adapted to the methodology of the center was designed and carried out with the aim of increasing vocabulary and increasing spontaneous and autonomous production. An exhaustive record of the vocabulary produced was made and a series of standardized tests (McArthur and Peabody) were carried out as pre-test and post-test. Although the results of the tests show no improvement, an increase in vocabulary could be verified thanks to the recording. These gains could have been less limited with a longer and more individualized intervention.

Keywords: Early Childhood Education; language development; communicative competence; language disorder; didactic proposal.

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INTRODUCTION

The system of speech, symbols, writing or other methods by which people communicate their feelings, actions, and ideas (Ramos Reyes et al., 2019), which we call language, is especially important in the early childhood education stage. Evolutionarily, studies indicate that the critical moment in the development of oral language is at this stage, specifically between 3 and 4 years of age (Fernández Martín, 2013).

During my university internship in a school in Pamplona in the first year of Early Childhood Education, I was able to observe the different levels of communication skills among the children in the 3-year-old class. Communication influenced different aspects of their daily life at school, as it not only affected their performance, but also defined their social interactions with the other children in the class, and in general in the course. Children who had more developed oral language generally had more interactions with their peers, and the quality of these interactions was notably higher. The games they played were more elaborate, with agreed-upon rules. On the other hand, children with less developed oral communication skills were more isolated. In general, they did not participate in the interactions with their friends but remained passive subjects in them. The games in which they participated were also, in most cases, much simpler, since the lack of language prevented a consensus of rules for their development.

The importance of early detection and early intervention is fundamental at these ages, in order to treat, as soon as possible, possible language difficulties (González-Valenzuela et al., 2016). For this reason, I decided to carry out an oral language intervention. The ultimate goal of the intervention is to reduce the language gap between N. and the rest of her peers, improving her oral expression and communication.

The three main objectives of this work are the collection of theoretical information on the evolution of language and language milestones between 0 and 4 years of age, the research on the different language disorders and their interventions, and the creation, implementation, and analysis of an intervention for oral language stimulation.

To achieve these objectives, I have structured the paper into 3 main parts: the theoretical framework, the didactic proposal, and the conclusions. In the first part, the theoretical framework, a review of the theoretical literature on language development, the main theories of language acquisition, the milestones of language in the 0 to 4 years of age stage, and the main pathologies and their interventions will be carried out. The second part, the didactic proposal, includes the contents, objectives, methodological principles, timing, evaluation, and intervention activities. The third and last part contains the conclusions of the work, questions that have arisen throughout its realisation, and an analysis of the weaknesses, threats, strengths, and opportunities of the same.

The completion of this final thesis is important in my training because I have been able to delve into language disorders and I have put into practice the knowledge acquired throughout my career through the realisation of a classroom proposal.

The objectives and contents of this final degree work are aligned with Sustainable Development Goal number 4 (Resolution 70/1, 2015), "Quality Education". They are also in line with the contents and objectives of the curriculum (Decreto foral 23/2007) of the second cycle of Early Childhood Education in Navarra, and with the basic competences of Early Childhood Education.

1. OBJECTIVES AND RESEARCH QUESTIONS

This project has three main objectives:

1. Collect theoretic information on the evolution of oral language between 0 and 4 years of age, and the milestones of oral language at each stage.
2. Research and learn from different language disorders and the interventions designed for them.
3. Create an intervention for oral language stimulation, put it into practice and analyse the results and conclusions of the intervention. Check for its effectiveness.

The ultimate goal of the intervention is to reduce the language gap between N. and the rest of her classmates, improving her oral expression and communication in order to favour learning and social relations with her classmates.

With respect to the research, I pose these research questions:

- Is there a noticeable improvement after the implementation of the intervention?
- Which activities have been most effective?
- Which activities have been less effective?

I will answer the questions in section 9. *Conclusions and Open Questions*.

2. JUSTIFICATION

The oral language intervention included in this thesis is designed for N., a 3-year-old girl studying in the first year of the second cycle of Early Childhood Education.

For privacy reasons, N. will be used in this work to refer to the girl instead of her real name. In addition to this, according to the ethical principles of research, a declaration of informed consent was signed by the girl's family, authorising the use of the girl's data for this thesis. The form model will be included in *Annex 1: Informed Consent Model*.

N. is an affectionate, restless, curious, distracted, funny and nervous child. She likes to share, give hugs to her teachers and play with her classmates. She enjoys playing with animals and imitating their sounds, cooking in the wooden kitchen and dancing to music.

Taking as a reference the word register collected throughout the five months during which I carried out my university internship, at 3 years and 4 months of age N.'s vocabulary is composed of about 200 words. According to Chavarría Conforme et al. (2021), the average three-year-old says about 900 words, and by the age of three and a half, she says about 1,200. Considering that she is two months away from three and a half years of age, we can observe her gap of about a thousand words with respect to the example of Chavarría Conforme et al. Despite her limited vocabulary, and the fact that it is sometimes difficult to understand what she says because of her poor pronunciation and low voice volume, N. is a child with a strong character who most of the time makes herself understood through gestures and sounds. Sometimes, her strong character spills over into big tantrums.

N.'s schooling began in the 2021 - 2022 school year (this year), when she entered the first year of the second cycle of kindergarten. She did not attend any nursery school between 0 and 3 years of age, but she was attended by Navarra's early care during the year prior to her schooling.

In a data collection document that the school has new students fill out, N.'s family stated that she had hearing problems, in addition to a paralysis in the VI cranial nerve (in the external ocular nerve) and in the XII cranial nerve (in the hypoglossal nerve, left loop). Paralysis in the VI cranial nerve affects the external ocular motor nerve. For people with this palsy, the affected eye does not turn completely outward and may turn inward when looking straight ahead (Rubin, 2022a). Paralysis in the XII cranial nerve affects the hypoglossal nerve, which is responsible for mobilising the tongue. People with hypoglossal nerve disorders have difficulty in speech, chewing and swallowing, as this paralysis causes weakness or wasting (atrophy) of the tongue on the affected side (Rubin, 2022b). Both paralyses are treatable, or remit with time.

For these ear, eye and tongue problems, N. routinely sees a psychologist, an ophthalmologist and a neuropediatrician.

Currently, following a report prepared by the early childhood services, N. is listed as a student with specific educational support needs, and has a diagnosis of language delay (probably a factor for this delay is the paralysis of her hypoglossal nerve).

In addition, although she does not have any diagnosis due to her young age, N. is a very active child both at home and at school. It is difficult for her to concentrate, and when she does, she maintains her attention for very short periods of time, so a motor restlessness or difficulty in sustained attention can be observed.

3. THEORETICAL FRAMEWORK

In this part I am going to include a literature review of topics such as the theories of language development, language milestones between 0 and 6 years of age, developmental problems like language delay or language disorder, and different intervention models for each level.

3.1. Language and Communication

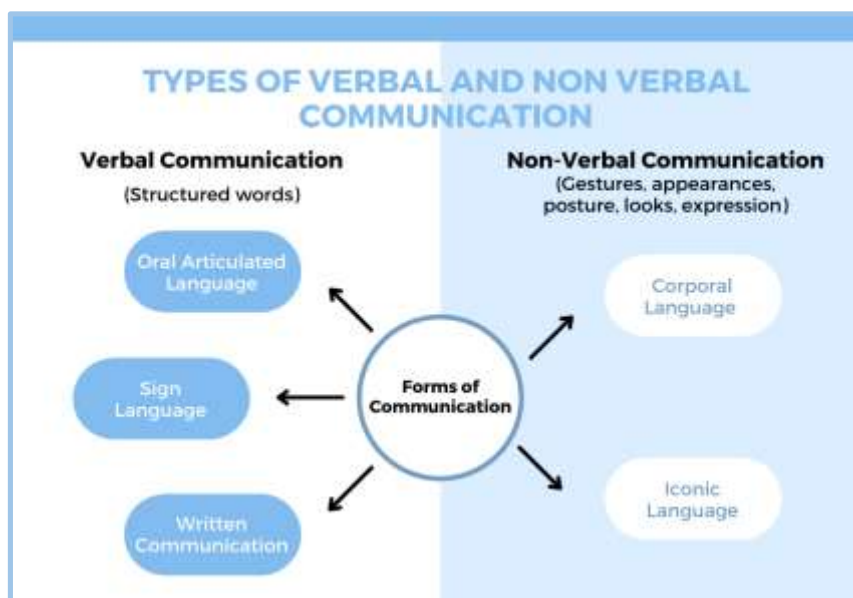
Communication and language are indispensable for life in our society. For the correct understanding of this work, and for the realisation of a meaningful oral language intervention, it is essential to understand the meaning of both communication and language, and how they develop in the first years of our lives.

In the study by Ramos Reyes et al., communication is described as the process of verbal and/or nonverbal interaction between two or more individuals (2019). As they mention in their book, communication has intentionality, and consciously or unconsciously influences the behaviour of those who participate in it, and of others who are in the channel of communication.

Ramos Reyes et al. (2019) explain various forms of verbal and nonverbal communication, which can be seen in *Figure 1*.

Figure 1

Types of Verbal and Non Verbal Communication



Source: Own elaboration according to the information in Ramos Reyes et al. (2019).

For its part, language can be described as the system of speech, symbols, writing or other methods by which people communicate feelings, actions and ideas (Ramos Reyes et al., 2019). Language has an important social component, as it is a system of signs that the inhabitants of a given

socio-cultural and geographic area learn and retain in their memory, as a result of family, environmental and educational instruction (Ramos Reyes et al., 2019).

The main difference between communication and language in child development is the time of appearance of both. Communication appears during the first year and a half of child development, while the first words of oral language appear around the beginning of the second year (Federación de Enseñanza de CC.OO. de Andalucía, 2010). Communication appears earlier, so it can exist without language, for example non-verbal communication in the pre-language stage, but on the other hand, language cannot exist without communication, since it is a means to achieve it (Federación de Enseñanza de CC.OO. de Andalucía, 2010).

3.2. Language Acquisition Theories

There are several theories on language development that psychologists and linguists have developed over the years, which mainly focus on the ideas of *nature vs. nurture* or *empiricism vs. nativism* (Kiyamazarslan, 2011). These ideas are not mutually exclusive, but rather the people who advocate for one of the two ideas maintain that theirs has somewhat more developmental significance than the other.

In order to improve the understanding of language development, I am going to collect the ideas of the main theories of language development, which are: Innatism, Behaviorism, Cognitivism, Constructivism and the Sociocultural Theory.

a) Innatist Vision:

One of the main theories of language development is *Nativism* or *Innatism*. This current, originally advocated by Plato and Kant, and later by Noam Chomsky, holds that knowledge originates in human nature (Bates, 1999). According to nativism, when children are born they already have a genetic dotation that enables them to acquire language.

Chomsky explains that “there are certain aspects of our knowledge and understanding that are innate, part of our biological endowment and genetically determined” (1997). Noam Chomsky proposes his theory of Universal Grammar, a set of principles, rules and conditions that are shared by all languages (Chomsky, 1975). He also maintains that we have a genetic programming for learning the mother tongue, and that the rules for the declensions of words and their syntactic construction are already genetically programmed in the brain (Montoya, 2003). Over time, children learn to adapt these grammatical mechanisms to the lexicon and syntax of the mother tongue, until their language matches the grammar of adults.

b) Behaviourist Vision:

Another theory of language development is *Empiricism* or *Behaviourism*. Empiricism argues that “knowledge originates in the environment and comes through the senses” (Bates, 1999).

This theory, also ancient, goes back to Aristotle, but is best known for its advocate, B.F. Skinner. This famous psychologist maintains the idea that there are no limits to human learning, if the person is given time, different opportunities and the application of general laws of learning (Bates, 1999).

The behaviourist vision has three main pillars for language acquisition. The first one is conditioning, a procedure with three main steps, where a stimulus is presented that provokes a response in the individual, who is finally reinforced through different rewards or punishments (Tahriri, 2012). The second pillar is called habit formation, and it refers to the importance of physical events, and the third one is the environment, which plays a dominant role defining language acquisition (Tahriri, 2012).

c) Cognitivist Vision:

Cognitivism is a theory associated with the famous psychologist Jean Piaget.

Piaget argues that knowledge arises from continuous interactions between the world (external factors), sensorimotor activity and social interactions, and that it is not given in the world or in our genes (Bates, 1999). In this way, he argues that outcomes emerge in a way that is neither obvious nor predictable. Jean Piaget's work is based on the idea that children learn things when they are ready for them, so as they develop, they learn (Kiyamazarslan, 2011).

As Kiyamazarslan indicates (2011), Piaget points out four stages of development, in which he frames his theory of intellectual development:

- Sensorimotor stage from 0 to 2 years old, when children explore and understand the world.
- Preoperational stage from 2 to 7 years old, when children understand and start to use symbols (such as words or images).
- Concrete operational stage from 7 to 11 years old, when mental tasks and language use are developed.
- Formal operational stage from 11 years old onwards, when adolescents start to think and reason abstractly.

d) Constructivist Vision:

Bruner's theory states that during language's development, not only the innate characteristics that prepare the child for social interaction will be needed, but also the help offered by the adult (Bruner, 1984).

Jerome Bruner tries to unify the cognitivist and sociocultural theories, arguing that language not only has an innate part, but also needs interaction with the environment (Chavarría Conforme et

al., 2021). As indicated by Chavarría Conforme et al., Bruner stated that language begins to be acquired before the child communicates verbally, and that little by little this modifies the development of thought (2021).

e) Sociocultural Vision:

The best known representative of the sociocultural theory is Lev Vygotsky. This theory shares ideas with Bruner's constructivist vision.

Vygotsky affirms that language is acquired through the interaction of the environment and the individual, but does not ignore the fact that human beings biologically possess the necessary structures to be able to create communication signs (Chavarría Conforme et al., 2021).

According to Vygotsky (1995), the child's first language is essentially social, a product of the relationship with his immediate environment, so that later his functions begin to differentiate and thus his language is divided into egocentric and communicative, both of which are social. He understands language as the most essential part of thought, however, he perceives it as separate systems initially and these merge around three years of age with the production of verbal thought which becomes the inner language (Chavarría Conforme et al., 2021).

3.3. Language Development

Currently, language development is classified into two main stages: the prelinguistic stage up to approximately 10 months of age, and the linguistic stage, from the first words on. In this section a normative evolution of the language of children from 0 to 4 years of age will be exhibited, according to the work of Chavarría Conforme et al. (2021) and Fernández Martín (2013).

a) Prelinguistic Stage

The first stage in the development of language lasts from birth to approximately 10 months of age (with the production of the first words). In this stage, the cognitive development of the child through contact with the environment is of special importance. They exercise auditory, articulatory and phonic skills. This stage is further divided into two sub-stages.

Pre babbling, from birth to 2 months of age, is identified by the production of reflex vocalisations and gurgles. At the beginning, crying is the main form of communication of infants, followed by gestures that accompany the sounds emitted by themselves, and reaching the gurgles by the second month of life.

The second sub-stage of the pre-linguistic stage is babbling, which lasts from approximately 2 to 10 months of age. From 3 to 6 months of age, a vocal game begins to be observed in the child, where the sounds produced have a greater communicative intentionality. Between 6 and 10 months of age, the baby's range of sounds widens, and they begin to pronounce vowels and some syllables. It is also

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during this period that reduplicative babbling begins, which consists of the repetition of the same phoneme.

b) Linguistic Stage

At approximately 10 months of age, the linguistic stage begins.

Between 10 and 14 months, the child continues to strengthen what was acquired in the previous stage, which will be the basis for this new stage. In this period of about four months, the baby expresses its needs and makes the adults understand them, by using a series of phonemes to which they assign a specific meaning.

From 15 to 18 months the child is in the holophrastic stage, in which they will experience an increase in the vocabulary they know and express. The child knows how to produce between 5 and 20 words, which they use to direct the attention of others, or to highlight things in their environment. By the seventeenth month, the child will be able to combine two words in the production of language.

In the next phase, which lasts from approximately 18 to 24 months, the complexity of the vocabulary increases, and little by little the babbling is left behind. The child is able to produce a minimum of three words, and identifies up to two objects in the environment using holophrastic expressions.

Between 24 and 36 months of age (two and three years) there is an explosion in the child's language. The child knows hundreds of words, which he/she expresses in understandable, adult-like sentences. At around three years of age there is an increase in vocabulary where the child knows approximately nine hundred words, and at three and a half years of age, the child has a vocabulary of about twelve hundred words.

Between 3 and 4 years of age, vocabulary increases and semantic construction improves (Fernández Martín, 2013). Children use personal pronouns (yo, mio), make use of verb tenses (although with errors) and also show a greater curiosity to know the meaning of words (Fernández Martín, 2013).

3.4. Childhood Language Disorders

There are different origins of language disorders in childhood.

For example, depending on the time of the cause, organic disorders can be prenatal (the cause occurs before birth) such as embryopathies or fetopathies, perinatal (the cause takes place during birth) such as perinatal anoxia, or postnatal (the cause occurs after birth) such as meningitis, dehydration or metabolic diseases (Chavarría Conforme et al., 2021).

As indicated by Chavarría Conforme et al. in their study (2021), child language pathologies have serious consequences in the different areas of child development, and can affect intellectual,

academic, social and emotional development. Language disorders are reflected in articulation problems, dysphemias, vocal abnormalities and even total speech disability (Chavarría Conforme et al., 2021).

Three of the most common disorders in childhood, expressed in the study by Chavarría Conforme et al. (2021), are:

- Infantile Dyslalia: a disorder among children from 3 to 5 years old, which affects the articulation and production of phonemes.
- Dysphemia: commonly known as stuttering, this pathology identifiable from 3 years of age is described as an interruption in oral production, caused by repetitions or blockages in the voice.
- Dysarthria: this organic speech disorder occurs when there are lesions in the muscles used for the emission of words. If these are disabled or difficult to control, people may have difficulty speaking or may speak at a slow and difficult-to-understand rate.

3.4.1. Language Milestones and Main Alert Signs

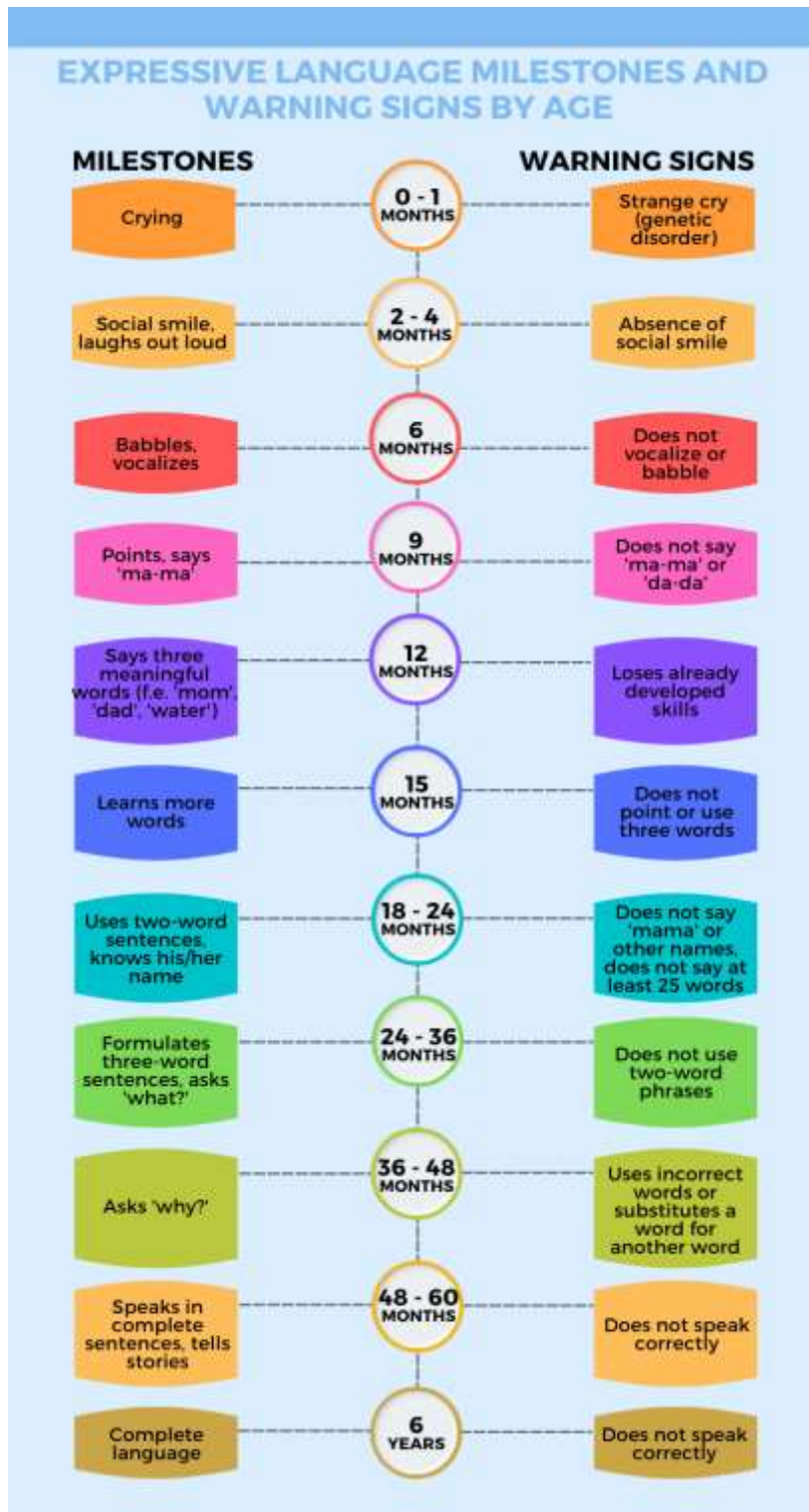
The development of language in the Early Childhood Education stage is of significant importance, which is why the curriculum of the second cycle of Early Childhood Education in the Autonomous Community of Navarre establishes "Languages: communication and representation" as one of its three main areas (Decreto foral 23/2007). Because of its importance, it is necessary to know the normality of its development and the different warning signs that can be detected.

Figure 2 expresses the main expressive language milestones in language development, and the warning signs by age, according to a study by Moreno-Flagge (2013):

Figure 2

Major Expressive Language Development Milestones and Warning Signs by Age

Intervention aimed at the lexical-phonological development of a 3-year-old with Language Delay



Source: Own elaboration according to the information in Moreno-Flagge (2013).

3.5. This Case's Specific Characteristics

As I mentioned previously in section 3 (*Justification*), N. has a series of difficulties that impede her correct language development. The most relevant for this intervention are her language delay,

facial paralysis and motor restlessness. In this section I will describe different interventions for these difficulties.

3.5.1. Language Delay

As mentioned above (see point 3: justification), N. was diagnosed by early care with language delay, which causes her to have a lower verbal comprehension and expression than the rest of her peers. Gallego Ortega (2019) defines simple language delay as a speech delay due to difficulties in phonetic realisation (articulation) and slight insufficiencies at the lexical-syntactic level. This disorder implies a lack of language development at an age when it is normally present.

This intervention focuses primarily on the phonological and lexical-semantic development of N.'s language.

To facilitate phonological development, Gallego Ortega (2019) includes a series of general strategies:

- Reproduction of names of objects containing phonemes that the child does not emit well.
- Naming cards containing pictures.
- Use of games with phonemes.
- Singing of popular songs.
- Imitation and repetition of syllables and words.

To facilitate lexical-semantic development, he proposes other strategies among which are (Gallego Ortega, 2019):

- Playing games of similarities and differences.
- Pointing out images by naming them.
- Carrying out activities to evoke missing words in a series.
- Identification of an object among four possible objects.
- Recognition of objects that correspond to a description.

The intervention activities have been designed with these strategies in mind. For example, in the game of naming the teachers or the students (*Annex 2, Table 29 and Table 30*) N. will have to identify and recognize a person after having heard a description.

3.5.2. Facial Paralysis

As mentioned above in point 3, justification, N. suffers from hypoglossal nerve palsy, which causes weakness or atrophy of the tongue and causes her to have difficulty in language. In order to improve phonological production, I am going to perform some exercises of orofacial praxias.

Praxias are learned and automated movements, organised in defined sequences with a specific purpose (Ygual Fernández & Cervera Mérida, 2016). Although there are not many studies that prove the effectiveness of praxias for children with language delays, there are those that maintain that the performance of praxias help children with some type of physical condition such as paralysis. For example, in a new study Sandoval concludes that the implementation of orofacial praxias is important to improve the anatomical skeletal, dentoalveolar, muscular and functional characteristics of these children, something that will help phonologically (2020).

Some examples of praxias, explained by Moreno Manso et al., (2004), are:

- Tongue Praxias: stick the tongue out and in, move it up, down and sideways. Improve control of tongue movements.
- Lip praxias: giving little kisses, farting, blowing. They promote lip mobility.
- Velar praxias: yawning, pronouncing *g* or *k* sounds. They promote velar mobility.
- Mandibular praxias: chewing, moving the jaw to the right and left, opening and closing the mouth, chewing an imaginary chewing gum. They favour mandibular mobility.

The praxias that I am going to perform are blowing the boats children made in activity 12 (*Annex 2, Table 36*) and the story of the little worm (*Annex 2, Table 35*). The complete tables for the orofacial praxias exercises performed in this intervention can be found in *Annex 2: Complete Activity Tables*.

3.5.3. Motor Restlessness

Although the intervention does not aim to increase N.'s concentration time, I consider it important to study ways of redirecting her attention in order to improve the performance of activities.

Martínez Cuartero (2014) states in his work that the treatment that has proven to be most effective is the "multidisciplinary" one that combines psychological, pharmacological and psycho-pedagogical treatment. To help redirect N.'s attention to the activities, I will focus on the psychological part of the intervention, which includes behaviour management strategies (Martínez Cuartero, 2014).

Some of the techniques that Martínez Cuartero (2014) gathers and that I am going to use are:

- Withdrawal of attention and time-out to decrease disruptive behaviours.
- Positive reinforcement, social recognition and adult attention to increase adaptive behaviours.
- The use of structured material, with few and concise rules, to prevent loss.
- A quiet environment, located at a separate individual table, but with freedom of movement, to improve their concentration.
- Provide the opportunity for achievement to maintain their attention and engagement.

4. DIDACTIC PROPOSAL

4.1. Contextualization

In this section I will describe the school and the classroom where this proposal has been carried out.

4.1.1. The School

The school in which the intervention was carried out has more than 60 teachers and 800 students between the ages of 3 and 18, studying across the different grades of Infant Education, Primary Education, Secondary Education and the Baccalaureate in Science, Humanities and Applied Sciences. This educational centre offers two linguistic models: *G* model (learning in Spanish) and *A* model (learning in Spanish and Basque), in addition to the English learning program, PAI. The school's students can also choose different language classes, such as English, German and/or Basque.

The three main pillars of the centre's educational vision are the Christian values, the emotional education carried out through the VEC Method and the promotion of the Culture of Thought, through the development of the Multiple Intelligences. In addition, innovative teaching methods such as the Singapore method for mathematics in Primary Education, working by projects and the use of TICs are highlighted.

Moreover, the centre works to provide an inclusive and coeducational response to the diversity of all students, with the collaboration of all the agents of the educational community such as teachers, families, specialised professionals and support teachers. Attention to diversity in the school begins with the early detection of the students' educational needs, and then organisational, methodological and evaluation measures are taken to respond to those needs.

The school's diversity attention plan also passes through the design of the physical space, goes through the organisation of the classrooms and reaches individualised attention.

The physical space was redesigned a couple of years ago. Then, the classrooms gave way to a series of open spaces designed thinking of the children. Each of these spaces specialises in different multiple intelligences, and instead of being closed, independent places, they are all connected. The new spaces are open, flexible and dynamic, and are designed for cooperative learning, group work and other inclusive methodologies.

The organisation of the classes is also inclusive, as the students learn in cooperative groups where children of different levels participate and help each other.

In addition, there are the individual intervention plans, carried out by the therapeutic pedagogy professionals and the speech therapists of the centre. Especially in the early childhood education stage, individualised attention is usually carried out in the classroom, following the

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principles of inclusion, but if necessary, the children accompany the specialists to the Educational Care Unit where they find the space and materials suitable for carrying out individualised activities.

4.1.2. The Class and the Students

The school's student body is very diverse, both in their nationalities and in their learning abilities. The school serves both students with special educational needs and students with high abilities, for whom the school has a specific program called *PEC (Programa de Estimulación de la Creatividad* or Creativity Stimulation Program), which is also addressed to creative and high-achieving students.

The Early Childhood Education stage is divided into three grades: first (3 years), second (4 years) and third (5 years). After a comprehensive reform of the classrooms carried out in 2018, the children of this stage move through different spaces between the school's first and second floors. Children in this stage are cheerful, nervous, curious, sensitive, active, affectionate, playful, impulsive, kind, empathetic, welcoming, intelligent, and eager to learn.

The class in which this internship period has been carried out is a group of first year students, formed by 17 children (11 boys and 6 girls) between 3 and 4 years of age. This class, like the school, is very diverse both in the origin of the students and in their learning abilities. The students in this group are affectionate, giggly, impulsive, playful, intense, mischievous, and cheerful.

This particular class is somewhat more demanding than the other two first year groups, as there are several children with very strong emotions, which are sometimes difficult for them to control. There are also three children (two girls and one boy) with specific educational needs for various reasons.

Since there is such a wide diversity, the students in this class need extra attention, especially the children who find it difficult to control their emotions, who require continuous attention and conflict resolution. The fact that this is a lively class does not favor this intervention, since N. is constantly distracted by his classmates and is unable to maintain attention to complete the activities.

4.2. Objectives and Contents

I have divided this intervention's didactic objectives into two differentiated groups: General Objectives (GO) and Specific Objectives (SO).

- General Objectives:
 - GO1: Increase N.'s vocabulary by the repetition, production and internalisation of different words.
 - GO2: Increase N.'s spontaneous and autonomous language production.
- Specific Objectives:

- SO1: Improve N.'s prior aspects to communication, such as attention, active participation, initiative, socialisation, active listening, gestures and actions with communicative intent.
- SO2: Improve N.'s communicative competence:
 - a. Increase and motivate word repetition.
 - b. Increase and motivate spontaneous and autonomous language production.
 - c. Increase the production of gestures or sounds with communicative intent.
- SO3: Reduce the existing communicative inequality with the rest of her classmates.
- SO4: Promote situations where oral communication is necessary.
- SO5: Revise daily use vocabulary, verbs, and basic lexical fields such as: teacher's names, classmates' names, colours, clothes, basic body parts, basic emotions (angry, happy, and sad), animals and their sounds, numbers 1 through 5, letters, foods (mostly recess foods), basic geometric forms (such as rectangle, triangle, circle, and square), rooms of the house (such as bedroom, living room, bathroom, and kitchen), school spaces (such as classroom, bathroom, and recess playground), basic verbs (such as eat, drink, come, go, sleep, draw, pee, poop, and clean), and basic spatial notions (such as close, far, behind, on, in, under, up, down, top, bottom, next to, in front, inside and outside).

This intervention's contents have also been divided into different categories: conceptual (CC), procedural (PC), and attitudinal contents (AC). They can all be found in *Table 1*.

Intervention aimed at the lexical-phonological development of a 3-year-old with Language Delay

Table 1

Conceptual, Procedural and Attitudinal Contents

Conceptual Contents	Procedural Contents	Attitudinal Contents
CC1: Teacher's names.	PC1: Repetition of words.	AC1: Take initiative in language production.
CC2: Classmates' names	PC2: Production of spontaneous and autonomous language.	AC2: Show interest in new words.
CC3: Colors	PC3: Production of gestures or sounds with communicative intent.	AC3: Be aware of one's own and others' emotions.
CC4: Basic body parts	PC4: Identification and production of teachers' names.	AC4: Learn how to recognize and communicate emotions.
CC5: Basic emotions	PC5: Identification and production of classmates' names.	
CC6: Animals and their sounds	PC6: Identification and reproduction of the colours' names.	
CC7: Numbers 1 through 5	PC7: Identification and reproduction of the body parts' names.	
CC8: Foods	PC8: Recognition of one's and others' emotions and expression of their names.	
CC9: Basic geometric forms	PC9: Reproduction of the animals' names and sounds.	
CC10: Rooms of the house	PC10: Recognition and production of the numbers' names.	
CC11: School spaces	PC11: Identification and reproduction recess food vocabulary.	
CC12: Basic verbs	PC12: Recognition and production of the names of basic geometric forms.	
CC13: Basic spatial notions	PC13: Identification and reproduction of the rooms' names and the furniture vocabulary.	
CC14: Letters	PC14: Recognition and production of the school spaces' names.	
CC15: Clothes	PC15: Production of basic, everyday verbs, and expression of needs and desires.	
	PC16: Recognition and production of basic spatial notions.	
	PC17: Identification and production of letter's names.	
	PC18: Identification and production of clothes' names.	

Source: Own elaboration.

4.2.1. Legal Framework

The intervention's didactic objectives (both general and specific) and contents (all Conceptual, Procedural, and Attitudinal ones) are linked to the contents and objectives of the three areas of Navarra's Early Childhood Education curriculum, especially with the "Languages: communication and representation" area (Decreto foral 23/2007).

The curricular objectives that are worked on in this proposal, and the related general and specific objectives linked to them are listed below, in *Table 2*.

Table 2

Curricular Objectives and General/Specific Objectives Linked to Them

Curricular Area	Curricular Objectives	Related General/Specific Objectives
Self-awareness and personal autonomy	2. Know their body, its elements and some of its functions.	SO5
	3. Identify one's own feelings, emotions, needs or preferences, and be able to express and communicate them to others, identifying and respecting, also, the feelings of others.	SO1 SO5
	4. Perform, in an increasingly autonomous manner, routine activities and simple tasks.	SO1
	5. Adapt their behavior to the needs and requirements of others by developing attitudes and habits of respect, help and collaboration, avoiding behaviors of submission or domination.	SO1 SO5
	1. Actively observe and explore their environment, generating interpretations about some significant situations and facts and showing interest in their knowledge.	SO1 SO5

Knowledge of the environment	2. To relate with others in an increasingly balanced and satisfactory way, progressively internalizing the guidelines of social behavior and adjusting their behavior to them.	SO1
	4. Initiate in mathematical skills, functionally manipulating elements and collections, identifying their attributes and qualities, and establishing grouping, classification, order, and quantification relationships.	SO5
Languages: communication and representation	1. Use language as a tool for learning, representation, communication and enjoyment, expression of ideas and feelings, and valuing oral language as a means of relating with others and regulating coexistence.	SO2 SO5
	2. Express feelings, desires, and ideas through oral language and through other languages, choosing the one that best suits the intention and the situation.	SO2 SO5
	3. Understand the intentions and messages of other children and adults, adopting a positive attitude towards languages.	SO1

Source: Own elaboration according to the information in Decreto foral 23 (2007).

The next table, *Table 3*, shows the curricular contents linked to their corresponding conceptual, procedural, and attitudinal contents.

Table 3
Curricular Contents and Specific Conceptual/Procedural/Attitudinal Contents Linked to Them

Curricular Area	Curricular Contents	Related Specific Conceptual, Procedural and Attitudinal Contents
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	Block 1. The body and self-image	CC4, CC5 PC7, PC8 AC3, AC4
Self-awareness and personal autonomy	Block 2. Play and movement	CC13 PC16
	Block 3. Activity and Daily Life	CC12 PC15 AC3, AC4
	Block 1. Physical environment: elements, relationships, and measurement.	CC7, CC9, CC13 PC10, PC12, PC16
Knowledge of the environment	Block 1. Verbal language (mainly “1.1 Listen, talk and chat”)	CC1, CC2, CC5, CC6, CC10, CC11, CC12, CC13, CC14 PC1, PC2, PC3, PC4, PC5, PC8, PC9, PC13, PC14, PC15, PC16, PC17 AC1, AC2, AC4
	Block 3. Artistic language	CC3, CC5, CC6, CC9 PC6, PC8, PC9, PC12 AC3, AC4
Languages: communication and representation	Block 4. Body language	CC4 PC3, PC7 AC4

Source: Own elaboration according to the information in Decreto foral 23 (2007).

4.3. Methodological Principles

The intervention proposal follows the methodological principles of the school for the Infant Education stage, which are:

- Individualised education
- Cooperative learning
- Activity
- Globalisation
- Development of multiple intelligences
- Creative and cognitive enrichment
- Emotional management
- TICS
- Thinking culture

In addition, this intervention is adapted to the work organisation of the school, so as I explain in the following section, the activities have been carried out in the moments of *Discoveries*, *Languages A*, *Languages B* and *Languages C* among others (explained in the next section). Some of the skills and knowledge that are worked in these moments are mathematical, art and language, so my activities work language through activities with mathematical, art and language contents.

The intervention is also in line with the basic competences of Early Childhood Education: competence in linguistic, mathematical, social and citizen communication, competence in learning to learn, digital competence, competence of autonomy and personal initiative, cultural and artistic competence and competence of knowledge and interaction with the physical world.

In addition, the activities of my proposal are based on hands-on learning, active participation, gamification, stories and theatre for meaningful learning of students.

4.4. Didactic Proposal: *Pipi the Pirate*

This proposal is based on the thematic unit of the pirates. This comes from project-based learning, which starts from the students' interest to learn about that topic, and contextualises the activities of different learning areas.

The intervention was conducted using the Response To Intervention model (Tourón, 2021). This model aims to provide all students with the best opportunities to succeed in school, identify students with learning or behavioural problems, and ensure that they receive appropriate instruction and support (Tourón, 2021). In this model, intervention is delivered in an inclusive manner, involving all children in the class, and then individualised and intensive supports are targeted to children who are significantly high or low achievers (Tourón, 2021).

For the proposal, 35 activities have been carried out. They work on communication and language as well as mathematics, art and pre-reading / pre-writing skills. Despite the fact that the intervention works on different intelligences, the language and the vocabulary described in point 5.2 *Objectives and Contents* are always worked on. In the following tables, a summary of the activity tables in chronological order is presented. The complete tables can be found in *Annex 2: Complete Activity Tables*.

Table 4*Activity number 1*

Kamishibai 1: Pipi the Pirate	
Activity Development: This first activity consists of reading the interactive Kamishibai: <i>Pipi the Pirate</i> , where the main characters Pipi and Pepe will be introduced. We will learn about their favorite foods, their clothes, and the things they like to do.	
Activities' Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Contextualize and introduce the characters we will work with during the project. · Work on vocabulary such as clothes, colors, and food. · Practice everyday vocabulary. · Learn and practice new vocabulary. 	<ul style="list-style-type: none"> • Hola (along with the greeting gesture) • Tiburón • Cuidado • Nada • Uno, dos y tres!
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5, CC3, CC5, CC6, CC7, CC8, CC12, CC15, PC1, PC2, PC3, PC6, PC8, PC9, PC10, PC11, PC15, PC18 ,AC1, AC2, AC3, AC4.

Source: Own elaboration.

Table 5*Activity number 2*

Pipi's Favourites

Activity Development: To begin this activity, another reading of Kamishibai 1 is done, to remember the information that the story gave us, and then we move on to Activity 2: Pipi's favourites. In this activity, children will have to remember Pipi's correct clothes, and her favourite foods, between three different options. They will then sort the object they have chosen into *Clothes, Food or Trash* (where the objects they haven't chosen go).

Activities' Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, colours, and food. · Practice everyday vocabulary. · Learn and practice new vocabulary. · Categorise objects between 2 lexical fields. 	<ul style="list-style-type: none"> • Pasas
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC4, CC5, CC6, CC7, CC8, CC12, CC15, PC1, PC2, PC3, PC6, PC7, PC8, PC9, PC10, PC11, PC15, PC18, AC1, AC2, AC3, AC4.

Source: Own elaboration.

Table 6

Activity number 3

¿Who am I?	
<p>Activity Development: This game consists of a series of cards with pirate vocabulary and foods from the story <i>Pipi the Pirate</i>, including parts of the ship, animals of the sea, or Pipi's favorite foods. To play, you choose several cards (2 or 3 for example) and with a series of clues, the children must guess which one you are thinking of. They can also ask questions to help them guess or it can even be one of the students the one to think of an object.</p>	
Activities' Specific Objectives	N.'s Word Production

-
- Work on vocabulary such as animals, colors, and pirate vocabulary. This activity was finally not carried out.
 - Practice descriptions and riddles.
 - Learn and practice new vocabulary.
 - Practice question asking.
-

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
 CC3, CC4, CC6, CC7, CC8, CC12, CC15, PC1, PC2,
 PC3, PC6, PC7, PC9, PC11, PC15, PC18, AC1, AC2.

Source: Own elaboration.

Table 7

Activity number 4

Pirates' Dress Up

Activity Development: In this simple dressing game, there are different people and paper clothes to put on them. I created various cards with possible outfits in them, so the first part of the activity was for the children to find one outfit they liked, and then dress their pirate like the one in the card. Afterwards they could also make their own combinations.

Activities' Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Practice everyday vocabulary like clothes, colors, and the parts of the body. 	<ul style="list-style-type: none"> • Negro • Si • Eza – cabeza • Oro – gorro • Asuu – azul • Nanaloo – pantalón • Seta – camiseta • Falta • Goro – gorro • Analo – pantalon • Zato – zapato • Etata – espada

- Baba – barba
- E la cara - en la cara

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC4, CC12, CC15, PC1, PC2, CP3, PC6, PC7,
PC15, PC18, AC1, AC2.

Source: Own elaboration.

Table 8

Activity number 5

Pirate Shapes

Activity Development: This is a two-part activity. First, children will do a puzzle's game, where they have to match the image with its shape. Afterwards, they will make the same shape with plasticine around the object's shape.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none">· Work on the vocabulary of basic shapes.· Learn and practice new vocabulary, of the shapes and pirates.	This activity was finally not carried out.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC9, CC12, CC13, PC1, PC2, PC3, PC6, PC12, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 9

Activity number 6

Let's Make Puppets

Activity Development: In this activity, children have to paint, punch, and stick wooden sticks to paper puppets, that we will later use in a puppet show.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Practice the colours. · Work on prewriting motor skills. 	<ul style="list-style-type: none"> • atuul - azul • neno - negro
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC4, CC6, CC12, CC15, PC1, PC2, PC3, PC6, PC7, PC9, PC15, PC18, AC1, AC2.</p>

Source: Own elaboration.

Table 10

Activity number 7

Kamishibai 2: Pipi's Boat

Activity Development: In this second interactive Kamishibai, "Pipi's Boat", Pipi will show the children where she lives. We will analyze the inside of the boat and talk about each room and the furniture in them. In the activity we will read the story out loud, and children will participate, answering Pipi's questions.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as the spaces of the house, furniture, and basic verbs. · Practice everyday vocabulary and verbs. · Learn and practice new vocabulary. 	<p>N. didn't talk during this activity.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC5, CC6, CC7, CC10, CC11, CC12, CC13, PC1, PC2, PC3, PC6, PC8, PC9, PC10, PC13, PC14, PC15, PC16, AC1, AC2, AC3, AC4.</p>

Source: Own elaboration.

Table 11

Activity number 8

Pipi's Boat

Activity Development: For this activity, we will repeat the reading of Kamishibai 2: "Pipi's Boat". In the story, children will see where different furniture pieces go, so then they will organize Pipi's paper boat, by sticking each piece of furniture in the room where it belongs.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on everyday vocabulary such as the rooms in a house, the furniture in each space and basic verbs used in the house. · Practice everyday vocabulary. · Learn and practice new vocabulary. 	<p>N. didn't talk during this activity.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC7, CC10, CC11, CC12, CC13, PC1, PC2, PC3, PC6, PC13, PC14, PC15, PC16, AC1, AC2, AC3, AC4.</p>

Source: Own elaboration.

Table 12

Activity number 9

Finish The Sentence

Activity Development: Activity number nine consists of a series of images of a pirate performing simple actions, such as eating, drinking, or sleeping. Below each picture is a three or four-word sentence, formed by a series of pictograms with a missing word (usually the verb, but sometimes a noun). The children must choose the correct word to finish the sentence, from three possible options.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Practice everyday vocabulary. · Practice basic verbs. · Choose the correct verb between three given choices. 	<ul style="list-style-type: none"> • Irata - pirata • Ollo - gorro • Si • No • Tota - pelota • Fee - bebe

-
- Pinta
-

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC5, CC8, CC12, PC1, PC2, PC3, PC6, PC8,
PC15, AC1, AC2, AC3, AC4.

Source: Own elaboration.

Table 13

Activity number 10

Fishing Shapes

Activity Development: In this two-part activity, students have to fish some marine animals, such as turtles, fishes, and whales. They will do so by hooking some hooks into the animals' rings and lifting them from the floor without touching them. In the second part of the activity, different shaped fish tanks will be placed all around, and after children fish something, they will have to categorize it in the fish tank that has the same shape as the fish.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as sea animals, colours, and shapes. · Practice concentration and hand-eye coordination. · Learn and practice new vocabulary. · Categorize objects in different basic shapes. 	<ul style="list-style-type: none"> • Nunon - tiburón • Teto - cangrejo • Pupo - pulpo
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC6, CC7, CC9, CC12, CC13, PC1, PC2, PC3, PC6, PC9, PC12, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 14

Activity number 11

Marine Seriation

Activity Development: In the eleventh activity, children will have to complete different seriations of diverse marine animals.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as colours, numbers and sea animals. · Learn and practice new vocabulary. 	<p>In the end, this activity could not be carried out.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC6, CC7, CC12, CC13, PC1, PC2, CP3, PC6, PC9, PC10, PC15, PC16, AC1, AC2.</p>

Source: Own elaboration.

Table 15

Activity number 12

Number Froggy

Activity Development: In this activity, a frog needs to cross a pond, and children will have to help her by counting from 0 to 5.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on mathematic vocabulary such as the numbers. · Practice number identification and counting 	<p>N. didn't talk during this activity.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5 CO6, CO7, CO12, CO13, PC1, PC2, PC3, PC9, PC10, PC15, PC16, AC1, AC2.</p>

Source: Own elaboration.

Table 16

Activity number 13

Let's Make a Pirate's Boat

Activity Development: In this artistic activity, children will make their own pirate boats, using recycled egg containers, straws, and paper sails. They will paint the egg containers and cut the sails with punches. After making the boats, we will practice blowing on the sails to make the boats move.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as colours and the parts of the boat. · Practice everyday vocabulary. · Practice prewriting skills. 	<ul style="list-style-type: none"> • atul – azul • verde
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC9, CC12, CC13, PC1, PC2, PC3, PC6, PC12, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 17

Activity number 14

Kamishibai 3: Pepe's Birthday

Activity Development: Activity thirteen consists on the reading of Kamishibai 3. The third Kamishibai reports the birthday of Pipi's parrot, Pepe. On his birthday, Pipi prepares a special cake, and different animals prepare a surprise birthday party for him.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, animals, colours, and food. · Practice everyday vocabulary. 	In the end, this activity could not be carried out.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC5, CC6, CC7, CC8, CC9, CC10, CC12, CC13, PC1, PC2, PC3, PC6, PC8, PC9, PC10, PC11, PC12, PC13, PC15, PC16, AC1, AC2, AC3, AC4.

Source: Own elaboration.

Table 18

Activity number 15

Pirate Dobble

Activity Development: This game, inspired by the board game “Dobble”, consists of a series of laminated paper disks. They contain different pirate images, and children will have to find the images that are repeated and mark them with some clothes pegs.

Activity’s Specific Objectives	N.’s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as colours, animals, food, and pirate things. · Practice everyday vocabulary. · Learn and practice new vocabulary. · Practice prewriting skills (clamp grip position). · Practice concentration and attention to detail. 	<ul style="list-style-type: none"> • Aco - Barco • Iloo - cocodrilo • Pelee - pinza • Baena - ballena • Pez • Eso! (señalando)
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC6, CC7, CC12, CC13, PC1, PC2, PC3, PC6, PC9, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 19

Activity number 16

Order The Sequence

Activity Development: In this activity, children must order three and four-image sequences. The sequences show daily tasks and routines, such as cleaning a dirty napkin or a bedtime routine, and other pirate actions like putting on a hat or looking for a treasure with a map.

Activity’s Specific Objectives	N.’s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, colours, and food. · Practice everyday vocabulary. · Practice everyday verbs. · Order sequences chronically. 	<ul style="list-style-type: none"> • Pis
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5

CC7, CC8, CC10, CC12, CC13, PC1, PC2, PC3, PC10, PC11, PC13, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 20

Activity number 17

Animal's Race

Activity Development: In this activity, children will participate in a race between three animals. In order to advance, students will take turns throwing a dice and moving the animal who is in the track of the colour that comes out. When they move the animal, they will have to re-enact the noise it makes.

Activity's Specific Objectives

- Work on vocabulary such as numbers, colours, and animals' names and sounds.
- Practice patience and waiting for the turn.

N.'s Word Production

- Guaguau - perro
- Guau - sonido del perro
- Glugluglu - sonido del pavo
- Muu - sonido de la vaca
- Pero - perro
- Eneko patito - Eneko despacito
- ¡Tira tira! – se lo dijo a un compañero para que tirara
- Emelelo - en el suelo (un muñeco se había caído)

Relation to the Goals of the Intervention:

GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC6, CC7, CC12, CC13, PC1, PC2, PC3, PC6, PC9, PC10, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 21

Activity number 18

Pirate Colours

Activity Development: In the seventeenth activity, children will sort several pirates by their colour and place them in the corresponding tube. They can also separate them into groups of up to 5 pirates and place them in the tubes that have that same number in them.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, colours, and numbers. · Categorize objects by colours or by quantities. 	<ul style="list-style-type: none"> • Umo - Uno • Dos • Tes - Tres • Cuatxo - Cuatro • Tinco - Cinco • Velde - Verde • Jjj - Naranja • Tojo - Rojo • Zuu - Azul • Anido - Amarillo • Nooo • Sii
<p>Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC7, CC12, PC1, PC2, PC3, PC6, PC10, PC15, AC1, AC2.</p>	

Source: Own elaboration.

Table 22

Activity number 19

Puppet Show	
<p>Activity Development: In this activity, children will recreate various tales, using the puppets they made in activity 6. <i>Let's Make Puppets.</i></p>	
Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Practice everyday vocabulary. · Learn and practice new vocabulary of the pirates. 	<ul style="list-style-type: none"> • Ñam Ñam • Lalala
<p>Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC2, CC3, CC5, CC6, CC7, CC8, CC12, CC13, PC1, PC2, PC3, PC5, PC6, PC8, PC9, PC10, PC11, PC15, PC16, AC1, AC2, AC3, AC4.</p>	

Source: Own elaboration.

Table 23

Activity number 20

Kamishibai 4: A Pirate's Adventure

Activity Development: Activity thirteen consists on the reading of Kamishibai 20. The fourth Kamishibai talks about Pipi's adventure after finding a treasure map. She makes a long journey, finds the treasure and shares it with her friends.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, animals, colours, and food. · Practice everyday vocabulary. 	In the end, this activity could not be carried out.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC5, CC6, CC7, CC12, C13, PC1, PC2, PC3, PC6, PC8, PC9, PC10, PC15, PC16, AC1, AC2, AC3, AC4.

Source: Own elaboration.

Table 24

Activity number 21

Bee Bot	
Activity Development: In activity 21, children will use the "Bee Bot" robot to reach different pirate images.	
Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as front and back. · Practice pirate vocabulary. 	This activity was finally carried out without N.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC7, CC12, CC13, PC1, PC2, PC3, PC10, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 25

Activity number 22

Story Cubes

Activity Development: Activity inspired by the board game "Story Cubes". In it, children throw dice and with the images that come out they have to tell a story.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, colours, and food. · Practice everyday vocabulary. 	<ul style="list-style-type: none"> • Loro • Cocodrilo • Tatatatata (modulación de estos sonidos como si tuviera una conversación con otro amigo)
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC5, CC6, CC12, PC1, PC2, PC3, PC8, PC9, PC15, PC16, AC1, AC2, AC3, AC4.

Source: Own elaboration.

Table 26

Activity number 23

Pirate Puzzles

Activity Development: The activity consists of children making different types of pirate-themed puzzles.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Practice pirate vocabulary. 	In the end, this activity could not be carried out with N.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC4, CC6, CC7, CC12, CC13, PC1, PC2, PC3, PC7, PC9, PC10, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 27

Activity number 24

Let's Organize The Treasure

Activity Development: The pirates have a very messy treasure. Therefore, the children will help them to put it in order, separating the different objects by quantities. They will put the different representations of each number, with the bag that has the same number of coins.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as the numbers. · Practice counting and identifying the different representations of a number. 	<ul style="list-style-type: none"> • Uooo – Uno • Yos – Dos • Atro – Cuatro • Cino - Cinco
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC7, CC12, PC1, PC2, PC3, PC10, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 28

Activity number 25

Our Own Pirate

Activity Development: In this activity, children will paint, cut out and assemble a paper pirate with moving limbs.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, colors, and body parts. · Practice the colours. · Work on prewriting motor skills. 	I couldn't pay much attention to N.'s word production.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC4, CC12, CC15, PC1, PC2, PC3, PC6, PC7, PC15, PC18, AC1, AC2.

Source: Own elaboration.

Table 29

Activity number 26

Treasure Hunt	
Activity Development: This activity, designed to be the closing activity of the intervention, is like a gymkhana. In it, children follow clues and perform tests to find a treasure hidden somewhere in the school by pirates.	
Activity’s Specific Objectives	N.’s Word Production
<ul style="list-style-type: none"> · Work on vocabulary such as the school spaces. · Practice everyday vocabulary. 	I couldn’t pay much attention to N.’s word production.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC7, CC11, CC12, CC13, PC1, PC2, PC3, PC10, PC14, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 30

Activity number 27

Informal Games: The Numbers	
Activity Development: This activity consists of children naming and drawing different numbers on the board.	
Activity’s Specific Objectives	N.’s Word Production
<ul style="list-style-type: none"> · Practice everyday vocabulary: the numbers. · Practice writing skills. 	<ul style="list-style-type: none"> • Uooo – Uno • Yos – Dos • Tes - Tres • Atro – Cuatro • Cino - Cinco
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC7, CC12, PC1, PC2, PC3, PC10, PC15, AC1, AC2.

Source: Own elaboration.

Table 31

Activity number 28

Informal Games: The Letters

Activity Development: This activity consists of children naming and drawing different letters on the board.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Practice everyday vocabulary: the letters. · Practice writing skills. 	Different letter sounds.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC1, CC2, CC12, CC14, PC1, PC2, PC3, PC4, PC5, PC15, PC17, AC1, AC2.

Source: Own elaboration.

Table 31

Activity number 29

Informal Games: My Friends

Activity Development: This activity consists on finding different children in the class from among several photographs by describing or naming them.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on classmates' names. · Practice descriptions. 	Classmates' names (not included for privacy reasons).
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC2, CC12, CC15, PC1, PC2, PC3, PC5, PC15, , PC18, AC1, AC2.

Source: Own elaboration.

Table 32

Activity number 30

Informal Games: My Teachers

Activity Development: This activity consists on finding different teachers from the school among several photographs by describing or naming them.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on teachers' names. · Practice descriptions. 	Teacher's names (not included for privacy reasons).
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC1, CC12, CC15, PC1, PC2, PC3, PC4, PC15, PC18, AC1, AC2.

Source: Own elaboration.

Table 33

Activity number 31

Informal Games: My School

Activity Development: In this game, children have to recognize different school spaces from among several photographs by describing or naming them.

Activity's Specific Objectives	N.'s Word Production
<ul style="list-style-type: none"> · Work on school spaces. · Practice descriptions. 	In the end, this activity could not be carried out.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC11, CC12, PC1, PC2, PC3, PC14, PC15, AC1, AC2.

Source: Own elaboration.

Table 34

Activity number 32

Informal Games: The Colours

Activity Development: This recess game consists on touching something that matches the colour that a teacher says.

Activity's Specific Objectives	N.'s Word Production
· Work on vocabulary such as colours.	I couldn't register N.'s word production.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC11, CC12, CC13, PC1, PC2, PC3, PC6, PC14, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 35

Activity number 33

Informal Games: The Worm's House	
Activity Development: This activity is a set of orofacial praxias, that together tell a story about a worm (the tongue) and its house (the mouth).	
Activity's Specific Objectives	N.'s Word Production
· Work on mouth and tongue movements.	There was no word production in this activity.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, CC4, CC6, CC12, CC13, PC1, PC2, PC7, PC9, PC15, PC16, AC1, AC2.

Source: Own elaboration.

Table 36

Activity number 34

Informal Games: Boat Racing	
Activity Development: This activity works with the blowing bucophonatory praxia. Children will use the boats from activity 13. <i>Let's Make a Pirate's Boat</i> , to blow on the sails and race.	
Activity's Specific Objectives	N.'s Word Production
· Work on mouth and tongue movements.	There was no word production in this activity.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3.

Source: Own elaboration.

4.5. Temporalization

The proposal of *Pipi the Pirate* is framed in the project of the pirates, which was being worked on at the same time throughout all Infant Education classes. This intervention consists of 35 activities carried out over 4 weeks and one day.

The activities of the intervention have been adapted to the structure of the school sessions. The schedule for Early Childhood Education students is indicated in *Figure 3*:

Figure 3

Early Childhood Education Schedule

EARLY CHILDHOOD EDUCATION SCHEDULE					
Hours	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 09:45	Decision Making	Conflict Resolution	Religion	Values	VEC
09:50 10:40	Languages A (Exposition)	Discoveries	Discoveries	Discoveries	Discoveries
10:40 11:30	Discoveries	Basque/C Model	Social Me	Languages A (Jolly Phonics)	Psychomotor Skills
R E C E S S					
12:15 13:00	Basque/C Model	Languages A	Basque/C Model	Languages B	Languages C
13:00 13:45	Domilab	Languages A	Psychomotor Skills	Languages B	Languages C
13:45 14:30	Domilab	Languages A	Psychomotor Skills	Languages B	Languages C

Source: Own elaboration.

I have relied on the school's timetable to organize and carry out the activities of my intervention. The activities are mainly related to four subjects: *Discoveries*, *Languages A*, *Languages B* and *Languages C*.

In *Discoveries*, the class is divided into four groups of four or five children each, and they play with different proposals. Each group plays with one proposal each day, so in total there are 4 proposals or games per week, of which I designed 2 for each of the 4 weeks. At this stage, children play with different types of experimentation games in a more autonomous way.

Languages A would be equivalent to the traditional language class, where linguistic intelligence is worked on. In first grade, the activities carried out at this time work mainly on language, pre-reading and pre-writing skills.

Languages B is the equivalent of mathematics, so the activities deal with logical-mathematical intelligence, and are mainly aimed at working with numbers up to 5, counting and solving simple mathematical problems.

Finally, *Languages C* works on art and musical intelligence, with activities such as painting, crafts, plasticine and clay molding, drawing, artistic expression through music and theater...

Thus, the activities of the intervention that have a more mathematical content are carried out in the hours of *Languages B*, those with artistic content are carried out in *Languages C*, those that deal more with language are carried out in *Languages A*, and those that contain experimental games are carried out in *Discoveries*. Through this organization, activities are always carried out on the same days at the same times.

The activities I used for each subject during the week are:

Discoveries: Kamishibai 1 + Pipi's Favorites, Pipi's Boat, Dobble and Bee Bot, Pirates' Dress Up, Fishing Shapes, Animal's Race and Pirate Puzzles.

Languages A: Who am I?, Finish the Sentence, Order the Sequence and Story Cubes.

Languages B: Pirate Shapes, Marine Seriation, Pirate Colors and Let's Organize the Treasure.

Languages C: Let's Make Puppets, Making a Pirate Boat, Puppet Show and Our Own Pirate.

Additional activities were also carried out during the week, but not during those four main subjects. For example, each week's introductory activities, the Kamishibais, were held on Monday mornings, at the time of "Languages A: Exposition".

I also performed many activities in a more "informal" way, during the last period. By this time more than half of the class had gone to eat in the dining room, and only about 7 students were left to eat at home, one of them N. The atmosphere was more relaxed and they tended to be eager to work. The activities I carried out during these hours were: 27. *The Numbers*, 28. *The Letters*, 29. *My Friends*, 30. *My School*, 31. *The Colours*, 32. *The Worm's House* and 33. *Boat Racing* (they can all be found in *Annex 2: Complete Activity Tables*). Some of these informal games were also repeated during recess.

In *Figure 4*, the chronological order of the intervention's activities can be found.

Figure 4

Intervention's Chronogram

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CHRONOGRAM					
	Monday	Tuesday	Wednesday	Thursday	Friday
WEEK 1	Kamishibai 1	Kamishibai 1 Pipi's Favourites Who am I?	Pirates' Dress Up	Pirate Shapes	Let's Make Puppets
WEEK 2	Kamishibai 2	Pipi's Boat Finish the Sentence	Fishing Shapes	Marine Seriation or Number Froggy	Making a Pirate Boat
WEEK 3	Kamishibai 3	Dobble Order the Sequence	Animal's Race	Pirate Colors	Puppet Show
WEEK 4	Kamishibai 4	Bee Bot Story Cubes	Pirate Puzzles	Let's Organize the Treasure	Our Own Pirate
WEEK 5	Treasure Hunt				

Note. The "informal" activities do not appear in the chronogram since they were carried out when children were in the mood for them. The activities have been marked in the same colour as the subjects in which they are to be performed (marked in the figure above).

Source: Own elaboration.

N.'s absenteeism and schedule contingencies prevented some of the activities from being carried out in this order. I rearranged most of the activities to fit into the available schedule, but some of them could finally not be implemented.

4.6. Evaluation

N.'s results in the intervention will be evaluated both qualitatively and quantitatively, by means of two tests, the collection of the words that N. produces and the compilation of a classroom diary.

First, an initial assessment will be carried out, which will measure the pre-intervention level, using the MacArthur and Peabody tests.

Peabody Test of Vocabulary in Pictures

The Peabody test (Dunn et al., 2010) analyses receptive vocabulary, or oral comprehension of vocabulary. This 228-item test does not require knowledge of expressive language, reading or writing on the part of the examinee (Eigsti, 2021), so it can be used with children as young as two and a half years old, and with people who are not verbally fluent.

The test consists of a series of images separated into 19 differentiated blocks (each block corresponds to an age). On each page there are four images, and the examiner will say a word that

refers to one of them. The examinee will have to point to the corresponding image and at the end, the number of correct and incorrect answers will be counted.

The Peabody test will be used to check the level of oral and iconic comprehension prior to the intervention. According to N.'s report, reviewed in the justification (point 3), she has hearing problems and a paralysis in the ocular nerve. This test will be used to see at what level this affects her comprehension.

MacArthur Communicative Development Inventory

The MacArthur test is a Communicative Development Inventory, a tool used to analyze early language development of children between 8 and 30 months of age (Mayor & Mani, 2018). The version I used, for children between 16 and 30 months, focuses on assessing both productive vocabulary and early grammar use (Mayor & Mani, 2018).

Although N. was 10 months older at the time of the intervention, the MacArthur inventories can be used for the evaluation of girls whose chronological age exceeds the theoretical limits of the inventories, but whose linguistic level is within the age ranges included in the inventories (López-Ornat et al., 2005). In this sense, the instrument is very suitable for identifying the communicative strengths or weaknesses of children with language delays, for the definition of intervention strategies or for the evaluation of their treatment (López-Ornat et al., 2005).

According to Mayor and Mani (2018), the test, composed of 680 words from 22 semantic categories, is one of the most widely used assessment tools for early language development (2018). The MacArthur Communicative Development Inventory (Fenson et al., 2007) contains a series of tables and questions, which parents fill in with the answer that best suits their child's situation. Some of the information collected by this test is the number of animal sounds the child produces, or whether the child is able to form complex sentences.

The MacArthur test will be used to compare the level of oral language before and after the intervention, to see N.'s progress and to check the effectiveness of the activities.

Other Evaluation Methods

During the course of the proposal, a continuous evaluation will be carried out through the collection of a classroom diary and a list of the words that N. produces. The diary will not only include the words produced in each activity, but also how N. was feeling, if the children enjoyed the activity and if there was any external element that favoured or hindered the performance of the activity.

At the end of the intervention, a final evaluation will be carried out to measure the post-intervention level by repeating the MacArthur test, performed for the initial evaluation.

In section 7, *Results*, I will discuss the results of all these indicators.

5. INTERVENTION DEVELOPMENT: IMPLEMENTATION AND DIFFICULTIES

As I mentioned earlier, N.'s absenteeism meant that changes had to be made in the implementation of the intervention. The activities were done in a different order and in a more concentrated manner. In addition, the lack of time meant that it was not possible to repeat activities that were originally going to be repeated.

Because of this situation, I prioritized some activities over others. In the end, out of the 35 designed activities, 8 were not carried out, and the temporalization varied from the proposed one.

The intervention ended up being carried out over 3 weeks, but with breaks in the middle: for example, N. missed a week and a half after the first week of activities, and in between the days she did attend school, she also missed some days.

6. RESULTS

6.1. Peabody

In the Peabody test of vocabulary in pictures, N. got as far as set 3 (set 1 is where two and a half to three-year-olds start, set 2 is where four-year-olds start, and set 3 is where five-year-olds start). We got as far as item sheet number 33, where she made the eighth error in the set, which ended the test.

N.'s direct score was 20, which when transformed gave an approximate IQ of 93 (she is in a confidence interval between 88 and 98). In addition, N. is at the 32nd percentile and in enneatype 4.

According to the results of this test, her developmental age equivalent is 2 years and 10 months, while her chronological age on the date of the test was 3 years and 3 months.

6.2. MacArthur

The second MacArthur communicative development inventory is designed for children aged 16 to 30 months. At the time the tests were performed, N. was 39 months old in the first test (performed in early March 2022) and 40 months old in the second test (performed in late April 2022). The results of both tests will show N.'s percentiles and percentages, analysed as if she were 10 months younger, so the gap shown below would be even larger in reality.

As this test was performed both before and after the intervention, I am going to separate the results according to the two tests performed, into two columns in *Table 37*.

Table 37

MacArthur Test Results for Pre-Intervention and Post-Intervention Tests

MacArthur Pre-Intervention and Post-Intervention Test Results

Item	Pre-Intervention Results			Post-Intervention Results	
	Does N. do it?	Percentile (30-month-old)	% of children that "do it" in 30-month-old children	Does N. do it?	Percentile (30-month-old)
Emission of vocalizations	Just a few 13/24	5	n.d.	Just a few 12/24	<5 (value not included in the correction table)
Asks for object's name	No	n.d.	97'56%	Yes	n.d.
Names objects	Yes	n.d.	87'80%	Yes	n.d.
Word learning process	She said her first word and says new ones little by little	n.d.	n.d.	She said her first word and says new ones little by little	n.d.
Word production	134/588	10	n.d.	116/588	5/10
Talks about things that are not present	Yes	n.d.	97'56%	Yes	n.d.
Talks about past things	No	n.d.	92'68%	Yes	n.d.
Talks about	Yes	n.d.	90'24%	No	n.d.

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future things					
Asks questions	Yes	n.d.	90'24%	No	n.d.
Word endings production	She doesn't say most of them yet 3/17	5	n.d.	She doesn't say most of them yet 3/17	5
Difficult verb production	None 0/19	<5 (value not included in the correction table)	n.d.	None 0/19	<5 (value not included in the correction table)
Overgeneralizes verbs	No	n.d.	61%	No	n.d.
Overgeneralizes names	No	n.d.	24'4%	Yes	n.d.
Combines words	Yes	n.d.	85%	Yes	n.d.
Average Sentence Length	ASL: 2	10/15	n.d.	ASL: 2	10/15
Morphosyntactic complexity	20/102	5/10	n.d.	14/102	<5 (value not included in the correction table)

Note: The results are measured in percentiles and percentages. When *n.d.* is presented, that means that the data was not measured by that, but rather by the other measure. For example, if a *n.d.* is found in the percentile checkbox, the percentage checkbox will have results and vice-versa.

Source: Own elaboration by contrasting N.results with the standards in López-Ornat et al. (2005).

6.3. Word Registry

During the 5 months of university internship, I made a record of the words that N. produced. This record consists of 76 words, produced in two months time and divided into two parts: the one produced before the intervention and the one produced during the intervention. The words listed in the table below reflect N.'s spontaneous production throughout the day.

To the column on the right, the words produced during the intervention, the words that were produced in a directed manner during the activities themselves could be added. These words are collected in the different tables of activities included in point 5.4. Didactic Proposal.

In the following table, *Table 38*, you can see the word as N. said it (on the left side), and the real meaning of its production if needed (on the right side):

Table 38

N.'s Word Production

Production Before the Intervention	Production During the Intervention
1. Iiia - fila	1. Marina
2. Tiiia - plastilina	2. Pasa
3. Ma/mama = Marina (yo)	3. Susa - Bolsa
4. Papa = su tutor	4. Vaca
5. Tachicha/chicha = salchicha	5. Tatan - cruasan
6. No = no	6. Miam - limon
7. Pupa = daño	7. Ayura- basura
8. Ais = mecachis	8. Nano - baño
9. Sibai = kamishibai	9. Loraro - los toros
10. Amm = almuerzo	10. Teso - queso
11. Ua = agua	11. Tateta - galleta
12. Caca = caca	12. Amm - almuerzo
13. Auf auf = sonido del perro	13. Sucias - manos sucias
14. Mo = mochila	14. Choco - chocolate
15. Uffff! = oh no!	15. Tato - patio
16. Nnña = uña	16. Aiiigo - abrigo

- | | |
|-------------------------|--|
| 17. Ya = ya se acabo | 17. Pinta - pintar |
| 18. Pis = pis | 18. Piga - pegar |
| 19. Mia = mia | 19. Morado |
| 20. Ata = atar | 20. Mia - levanta la mano (comunicacion gestual) |
| 21. Mimi = Mickey Mouse | 21. Taato - zapato |
| 22. Nonino = los niños | 22. Gato |
| | 23. Casa |
| | 24. Cacota |
| | 25. Oto - oso |
| | 26. Otito/tito - osito |
| | 27. Itoo - cerdito |
| | 28. Pio - pollito/pajarito |
| | 29. Toon - raton |
| | 30. Sorpresa |
| | 31. Mayuda? - Me ayudas? |
| | 32. Bataaa - bata |
| | 33. Miaa - mira |
| | 34. Nunon - tiburon |
| | 35. Teto - cangrejo |
| | 36. Pupo - pulpo |
| | 37. Azuuu - azul |
| | 38. patito - despacito |
| | 39. Tira - tira el dado |
| | 40. Enelelo - en el suelo |
| | 41. Pero |
| | 42. Hola |
| | 43. Tata - Bata |
| | 44. Tato - zapatos |
| | 45. Are - abre (el almuerzo) |
| | 46. A - (la letra a) |
| | 47. Cuatro - (4 años) |
| | 48. Gesto de silencio (dedo en labios) |
| | 49. Aaadoo - Helado |
-

-
- 50. Si
 - 51. No
 - 52. Nanoo - baño
 - 53. Biee - bien
 - 54. A mi - para mi?
-

Source: Own elaboration.

In addition to the 22 words collected in the pre-intervention part of Table x (left column), N. also said the name of her tutor and that of three more classmates, although instead of pronouncing the full name, she said some syllables.

In contrast, in the part during the intervention (right column), N. said 54 words plus the names of all her classmates and those of several teachers, and all of them in a clearer way and with a better pronunciation: instead of pronouncing one syllable, N. produced the person's full name.

7. DISCUSSION

In section 7, we can observe the results obtained in the different means of evaluation that have been used for this intervention.

Peabody Test of Vocabulary in Pictures

In the Peabody test, N. obtained a lower score than I expected. With a direct score of 22, the test places his developmental age at 2 years and 10 months of age. This implies a 5-month gap with his chronological age (3 years and 3 months).

In my experience with N. throughout the months of university internships I did at the school, I have never perceived that the child's level of understanding was low. She has always been able to follow the instructions given by the teachers, even when they were complex and did not have visual or gestural support.

In addition to the delay that N. may have, I believe that one of the reasons she received such a low score is because of her poor ability to concentrate.

It took us seven minutes to get through the first ten sheets, and we had to take a three-minute break because she was distracted. We then went back to the test and took five and a half minutes to get to item 33, where with 8 consecutive errors I gave the test as finished. The total time it took us to finish the test was 15 and a half minutes, but I think N. only maintained concentration until item 24/25. After that I got the impression that he was pointing out arbitrary answers because she got tired.

MacArthur Communicative Development Inventory

The results of this test show some irregularities, which may have been due to the family's lack of experience filling out tests of this style.

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Regardless of this, the results of both MacArthur tests, taken before and after the intervention, indicate that N. has a language delay of approximately 1 year. The child has a large gap, because although the indicators with which her results have been compared are for children ten months younger, most of the time N. is in the lowest percentile and sometimes does not even appear in the results table.

The results of the second test show no improvement with respect to those of the first test (in some cases these results show a worsening). For this reason, it could be concluded that the intervention has not been effective.

Word Registry

The word registry shows that N.'s word production was significantly higher during the implementation of the intervention, despite some notable setbacks when he came to school after a prolonged absence.

CONCLUSIONS AND OPEN QUESTIONS

Throughout this thesis, a bibliographical review of the evolution and acquisition of language and its disorders has been made, and the design of an intervention at various levels of language has been drafted and carried out. Afterwards, the results of the intervention have been collected and the results obtained in the different evaluation tests have been commented on.

In order to draw the final conclusions, in this last point of the work I will collect the weaknesses, threats, strengths and opportunities that have arisen throughout the intervention, and that have affected both positively and negatively the results. In *Table 39*, the SWOT analysis will be represented, showcasing the main strengths (S), weaknesses (W), opportunities (O) and threats (T).

Table 39

SWOT Analysis

INTERVENTION'S SWOT ANALYSYS	
<p>S</p> <ul style="list-style-type: none"> - Creative and original intervention. - Takes into account the different areas and subjects. - Cooperative learning through the use of different groupings. - Use of diverse materials. - Multitude of activities (intensive). 	<p>W</p> <ul style="list-style-type: none"> - Intervention's short duration. - Little experience on my part. - Wide range of objectives. - Tests with possible performance/correction errors due to my lack of experience and that of the family.
<p>O</p> <ul style="list-style-type: none"> - School, family and tutor support and assist in the implementation of the intervention. - Children with a good language level in the class, that act as a reference for the child. - Good socialization of the child in spite of her poor language skills. - Access to technological resources and various materials from the school. 	<p>T</p> <ul style="list-style-type: none"> - Conflictive class - Absenteeism of the child - Comorbidity of disorders in the child - Open school spaces that invite distraction - Use of masks (no mouths visible when speaking) - The child did not attend the 0-3 nursery school (less external stimulation of language and socialization among peers)

Source: Own elaboration.

In addition to the SWOT analysis, at this point I will answer the research questions included in point 2. *Objectives and Research Questions*.

Regarding the first question, "Is there an observable improvement after implementation of the intervention?", the answer is not clear.

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As stated in section 7. *Results*, the comparison of MacArthur test results does not indicate an improvement, but the more continuous assessment method, the word registry, indicates a clear increase in N.'s spontaneous language production.

In my opinion, N. did experience an improvement in language production, but I cannot say whether the intervention is directly related to this improvement.

Answering research question 2, "Which activities have been most effective?", I believe that the most successful activities were numbers: 1, 2, 6, 10, 13, 17, 19, 25 and 26 (mainly 13, 17, 19, 25 and 26).

Movement, gamification, and collaboration with friends could be the reasons for the success of these activities. The artistic activities were also very popular among the students.

Lastly, regarding question 3, "Which activities have been less effective?", the activities that I believe were the least successful were activities number 3, 15, 16 and 24 (mainly 16 and 24).

The low diversity of materials in these activities, the fact that they were performed on a table or floor with less movement involvement, and the fact that she had to do them alone with me paying attention to her could have affected the failure of the activities.

The conclusions I draw from these results are that children, in general, need activities that use a variety of materials for their realisation, that involve some movement in the activity itself, that children work together independently or collaboratively, and that the use of gamification in early childhood classrooms has great benefits in the concentration and engagement of students.

To conclude this point, I will reflect on several open questions that have arisen in the course of this work.

If I could repeat this intervention, the main thing I would change would be the time. I think that in one month of intervention there is not enough time to see results, and even less when this intervention is done in the first years of compulsory schooling, when absenteeism due to illness is quite common among students. I believe that for the intervention to have been more significant, it should have lasted between one semester and one school year. In this way, the activities could have been repeated over time, even increasing in difficulty. The intervention could have been done extensively rather than intensively, and the children would acquire learning at a more developmentally appropriate speed.

Another thing I would repeat would be the grouping in which the activities were carried out. Having carried out the intervention taking into account the Response to Intervention model (Tourón, 2021), explained in section 5.4 *Didactic proposal*, which provides learning opportunities and success to all students, the activities were done with the whole group at the same time. If instead of having done the work in such a way I had done the activities individually with N., it is possible that the results

would have been somewhat affected for the better, as her attention span would probably have been greater and her learning would have been more meaningful.

I would also narrow down the objectives and content of the work, and focus on a smaller number of things to achieve. In this way, the activities would be more focused on achieving the objectives and would be more focused.

In short, I believe that this intervention should have been longer, more concrete and more individualized in order to have achieved a noticeable improvement in the evaluation results.

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ANNEXES

Annex 1: Informed Consent Model

DECLARACIÓN DE CONSENTIMIENTO INFORMADO

TRABAJO FINAL DE GRADO UNIVERSITARIO
MAESTRO EN EDUCACIÓN INFANTIL PROGRAMA INTERNACIONAL

Este documento quiere informaros sobre un trabajo (de ahora en adelante lo llamaremos "estudio") al que os invitamos a participar. Este estudio lo lleva a cabo un/a estudiante en el marco de la asignatura Trabajo Fin de Grado y ha sido aprobado por el profesorado responsable de la asignatura. Nuestra intención es que recibáis la información correcta y suficiente para que podáis decidir si aceptáis o no participar en este estudio. Os pedimos que leáis este documento con atención y que nos formuléis las dudas que tengáis.

Objetivo del estudio: En este estudio lo que se busca es la mejora de la expresión oral a partir de una intervención en el aula. Para hacerlo se medirá la expresión oral de N. antes de la intervención y después (mediante el test Peabody y el test Hannen para familias), y se analizarán los resultados.

Responsable del estudio: Marina Alberdi Morillo

Yo, el Sr./la Sra. _____, mayor de edad, con DNI número _____, que actúa en nombre y representación del menor de edad _____, con DNI número _____ en su calidad de padre/madre/tutor legal del menor, confirma que el otro progenitor no se opone a la participación de nuestra hija en este estudio.

MANIFIESTO QUE HE SIDO INFORMADO/DA DE LAS CUESTIONES SIGUIENTES RELACIONADAS CON EL ESTUDIO:

- La participación en este estudio es voluntaria y, si deseo cambiar mi decisión, puedo retirar mi consentimiento en cualquier momento.
- La participación en este estudio consiste en:
 - Realizar las actividades del aula junto al resto de compañeros.
 - Realizar una prueba que evalúa la comprensión y expresión oral antes y después de la intervención.
- La persona responsable del tratamiento de los datos personales de la menor a mi cargo es Marina Alberdi Morillo.
- Los datos de la menor serán recogidos y tratados con finalidades exclusivas docentes y de investigación y sin ánimo de lucro.
- Los datos de la menor serán anonimizados, de forma que no se podrá conocer la identidad de la menor a partir de los datos que se recojan.
- Se guardará secreto sobre la información personal que facilite, y solo se usará con finalidad docente y de investigación en el marco de este estudio, de forma que la menor no se pueda identificar en los resultados del estudio.
- Siguiendo el principio de minimización, solo se recogerán los datos mínimos que sean necesarios para llevar a cabo el estudio y, una vez haya acabado la finalidad docente o de investigación que se derive de este estudio, se destruirá toda la información de carácter personal que haya facilitado de forma definitiva.

AUTORIZACIÓN A PARTICIPAR EN EL ESTUDIO:

Autorizo a la Srta. Marina Alberdi Morillo responsable del estudio, con DNI número XXXXXXXX y correo electrónico personal xxxxxxxxxxxx@gmail.com estudiante de la asignatura Trabajo Final de Grado (TFG) del Grado en Maestro en Educación Infantil del Programa Internacional de la Universidad Pública de Navarra (UPNA), para que trate los datos de carácter personal facilitados correspondientes al menor al cual represento para la realización de la intervención.

Información básica sobre protección de datos personales	
Responsable del tratamiento	Marina Alberdi Morillo xxxxxxxxxxxxxxxx@gmail.com
Finalidades	- Llevar a cabo las actividades de investigación.
Legitimación	- Consentimiento del padre/madre o tutores legales del menor interesado.
Destinatarios	Sus datos serán utilizados únicamente por Marina Alberdi Morillo para la realización de su Trabajo de Fin de Grado (TFG).
Derechos de los interesados	Podréis ejercitar vuestro derecho de acceso, rectificación, suspensión, oposición, portabilidad y limitación enviando un correo electrónico a xxxxxxxxxxxx@gmail.com.

En Pamplona ___ de _____ 2022

El Sr./La Sra. _____ (nombre y firma)

Annex 2: Complete Activity Tables

In these annexes I will include the complete tables of activities, in which you can find information about the title, the development of the activity, the specific objectives of the activity, the type of grouping used, the necessary resources, the timing, the relationship of the activity with the objectives and contents of the intervention and the adaptation to the needs and reality of the classroom.

Table 40

Activity number 1

Kamishibai 1: Pipi the Pirate	
Activity Development: This first activity consists of reading the interactive Kamishibai "Pipi the Pirate", where the main characters Pipi and Pepe will be introduced. We will learn about their favourite foods, their clothes, and the things they like to do.	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Contextualize and introduce the characters we will work with during the project. · Work on vocabulary such as clothes, colours, and food. · Practice everyday vocabulary. · Learn and practice new vocabulary. 	<p>Whole class.</p> <p>The students will be seated facing the Kamishibai, so that all of them can perfectly see it and engage in the collaborative moments of the story.</p>
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated Kamishibai.</p> <p>Human Resources: Teacher and students.</p>	<p>10 to 15 minutes.</p> <p>The best moment to conduct this activity would be right after the morning assembly, since they are calmed, their attention levels are high, and they are already seated the way it is need.</p>
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5, CC3, CC5, CC6, CC7, CC8, CC12, CC15, PC1, PC2, PC3, PC6, PC8, PC9, PC10, PC11, PC15, PC18 ,AC1, AC2, AC3, AC4.
Adaptation to the Classroom's Reality	
This activity was carried out as it was originally planned, but in a different order than intended.	

Source: Own elaboration.

Classroom Notebook

The read-aloud was a success. The story and the illustrations kept the children captivated throughout the reading. Throughout the Kamishibai, children's participation is needed to keep going. For example,

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in one slide they have to guess Pipi's favorite foods, or in others they must count to 3 in order to get to the next slide. Interacting with the story made it easier for those children who find it difficult to maintain attention, so that they could stay focused for a longer period of time.

In the specific case of N., being so active, it was difficult for her to sit through the whole story, but she was able to maintain her attention intermittently during the whole read-aloud. She did not participate in all the collaborative moments, but she did say a few words along with the rest of her classmates. Although she responded well to the story and participated better because there were more children doing the activity with her, because there are so many children she is not as involved as when the activities are more individualized.

N.'s word production:

- Hola (along with the greeting gesture)
- Tiburón
- Cuidado
- Nada
- Uno, dos y tres!



Table 41
Activity number 2

Pipi's Favorites	
Activity Development: To begin this activity, another reading of "Kamishibai 1" is done to remember the information that the story gave us, and then we move on to Activity 2: Pipi's favorites. In this activity, children will have to remember Pipi's correct clothes, and her favorite foods, between three different options. They will then sort the object they have chosen into "Clothes", "Food" or "Trash" (where the objects they haven't chosen go).	
Activity's Specific Objectives	Grouping

-
- Work on vocabulary such as clothes, colours, and food. Small groups up to 4 or 5 students. We will all be sitting in a circle on the floor.
 - Practice everyday vocabulary.
 - Learn and practice new vocabulary.
 - Categorize objects between 2 lexical fields.
-

Resources	Temporalization
Spatial Resources: Ordinary classroom.	20/25 minutes total:
Material Resources: Laminated objects, and categorization sheets (one for clothes, one for food, and one for the incorrect choices).	10 minutes for the reading. 10 minutes for Activity 2: Pipi's favourites. Activity for <i>Discoveries</i> .
Human Resources: Teacher and students.	The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC4, CC5, CC6, CC7, CC8, CC12, CC15, PC1, PC2, PC3, PC6, PC7, PC8, PC9, PC10, PC11, PC15, PC18, AC1, AC2, AC3, AC4.

Adaptation to the Classroom's Reality

This activity was carried out in a different order than intended. I also had to change the number of choices that N. had, so instead of giving her three objects to choose from, I gave her two.

Source: Own elaboration.

Classroom Notebook

The children liked the activity very much. It is a very interactive game in which they have to agree and make decisions as a group to choose the correct objects and classify them on the corresponding sheet. N. was very scattered, and the activity did not motivate her very much. There was a lot of noise all around, and it was hard for her to keep her attention with so much external stimuli. She also found it difficult to perform the activity correctly. Sometimes she did not know which was the correct object among the three options, and she did not want to throw any object to the "bin". This made her peers anxious, since they knew where the objects belonged, so sometimes they took the objects from N.'s hands, and placed them in the correct category. She also did not correctly understand how to classify

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the objects correctly. I don't think this was because she found the activity itself difficult, but rather that she never quite understood the activity because she couldn't pay attention, or that maybe she could just never really focus. I also thought she was going to talk more than she did, since the chosen vocabulary were foods that N. knew because she usually brings them to school for lunch. Instead, as the other classmates were talking, she didn't feel the need to do so. I have found that choosing the right grouping is quite complex, as she works better if there are more children doing the activity at the same time, but if there are too many children, she loses concentration and interest quickly.

N.'s word production:

- Pasas



Table 42

Activity number 3

¿Who am I?

Activity Development: This game consists of a series of cards with pirate vocabulary and foods from the story "Pipi the Pirate", including parts of the ship, animals of the sea, or Pipi's favorite foods. To play, you choose several cards (2 or 3 for example) and with a series of clues, the children must guess which one you are thinking of. They can also ask questions to help them guess or it can even be one of the students the one to think of an object.

Activity's Specific Objectives

Grouping

- Work on vocabulary such as animals, Whole class.
colours, and pirate vocabulary.
-

-
- | | |
|---|---|
| <ul style="list-style-type: none"> · Practice descriptions and riddles. · Learn and practice new vocabulary. · Practice question asking. | <p>The students will be seated facing the board, where the images will be placed.</p> |
|---|---|
-

Resources

Temporalization

<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated objects.</p> <p>Human Resources: Teacher and students.</p>	<p>15 minutes.</p> <p>Activity for <i>Languages A</i>.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.</p>
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<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5</p> <p>CC3, CC4, CC6, CC7, CC8, CC12, CC15, PC1, PC2, PC3, PC6, PC7, PC9, PC11, PC15, PC18, AC1, AC2.</p>
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Adaptation to the Classroom's Reality

In the end, this activity could not be carried out with N.

Source: Own elaboration.

Classroom Notebook

Children liked this activity, and it surprised me because they stayed focused on it for a longer period than I expected. We practiced asking questions, something they don't really catch yet, and we could even play with some children thinking of the object instead of the teacher.

I couldn't do this activity with N., but regarding how she found it hard to participate and concentrate in other whole-group activities, I don't think she would have been very concentrated in it.



Table 43

Activity number 4

Pirates' Dress Up

Activity Development: In this simple dressing game, there are different people and paper clothes to put on them. I created various cards with possible outfits in them, so the first part of the activity was for the children to find one outfit they liked, and then dress their pirate like the one in the card. Afterwards they could also make their own combinations.

Activity's Specific Objectives

Grouping

· Practice everyday vocabulary like clothes, colors, and the parts of the body. Small groups up to 4 or 5 students, seated at a table.

Resources

Temporalization

Spatial Resources: Ordinary classroom.

15 to 20 minutes.

Material Resources: Laminated clothes, pirates, and outfit cards.

Activity for *Discoveries*.

Human Resources: Teacher and students.

The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
 CC3, CC4, CC12, CC15, PC1, PC2, CP3, PC6, PC7,
 PC15, PC18, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

This activity has worked greatly. Children really like the colourful clothes, and they want to dress all the pirates. I have noticed there are some pieces that are too small, so over time they are probably going to get lost.

N. really enjoyed this activity. She was very engaged and talkative. She has talked a lot, but sometimes it is difficult to understand what she says, since she speaks really softly. Out of all the activities we have done yet, this is the one where she stayed more concentrated. Some of the clothes were harder for her to differentiate, for example she had trouble choosing the right hat between two similar ones. As she is very active, after some minutes she didn't want to stay in the game anymore.

N.'s word production:

- Negro
- Si
- Eza – cabeza
- Oro – gorro
- Asuu – azul
- Nanaloo – pantalon
- Seta – camiseta
- Falta
- Goro – gorro
- Analo – pantalon
- Zato – zapato
- Etata – espada
- Baba – barba
- E la cara - en la cara



Table 44
Activity number 5

Pirate Shapes	
<p>Activity Development: This is a two-part activity. First, children will do a puzzle’s game, where they have to match the image with its shape. Afterwards, they will make the same shape with plasticine around the object’s shape.</p>	
Activity’s Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on the vocabulary of basic shapes. · Learn and practice new vocabulary, of the shapes and pirates. 	<p>Small groups up to 4 or 5 students, sitting at a table.</p>
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated objects and shapes, plasticine.</p> <p>Human Resources: Teacher and students.</p>	<p>15 minutes.</p> <p>Activity for <i>Languages B</i>.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5</p>

CC3, CC9, CC12, CC13, PC1, PC2, PC3, PC6, PC12,
PC15, PC16, AC1, AC2.

Adaptation to the Classroom's Reality

In the end, this activity could not be carried out.

Source: Own elaboration.



Table 45

Activity number 6

Let's Make Puppets

Activity Development: In this activity, children have to paint, punch, and stick wooden sticks to paper puppets, that we will later use in a puppet show.

Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Practice the colours. · Work on prewriting motor skills. 	<p>Medium group of 7 students. Children seated at a table.</p>
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Paper puppets, punches, crayons, glue, and sticks.</p> <p>Human Resources: Teacher and students.</p>	<p>15 minutes.</p> <p>Activity for <i>Languages C</i>.</p> <p>This activity was carried out after half the class had gone to the dining room to eat. This way, the</p>

activity could be carried out in a smaller class. In that moment of the day, children are relaxed and work nicely.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC4, CC6, CC12, CC15, PC1, PC2, PC3, PC6, PC7, PC9, PC15, PC18, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

Students got excited when I explained what we were going to do. They were really invested in making the puppets and stayed concentrated during the whole process.

N. said some colours while she was painting but didn't really talk much since she was focused on the craft.

N.'s word production:

- atul - azul
- neno - negro



Table 46

Activity Number 7

Kamishibai 2: Pipi's Boat

Activity Development: In this second interactive Kamishibai, "Pipi's Boat", Pipi will show the children where she lives. We will analyze the inside of the boat and talk about each room and the furniture in them. In the activity we will read the story out loud, and children will participate, answering Pipi's questions.

Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as the spaces of the house, furniture, and basic verbs. · Practice everyday vocabulary and verbs. · Learn and practice new vocabulary. 	<p>Whole class.</p> <p>The students will be seated facing the Kamishibai, so that all of them can perfectly see it and engage in the collaborative moments of the story.</p>

Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated Kamishibai</p> <p>Human Resources: Teacher and students.</p>	<p>15 minutes.</p> <p>The best moment to conduct this activity would be right after the morning assembly, since they are calmed, their attention levels are high, and they are already seated the way it is need.</p>

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
 CC3, CC5, CC6, CC7, CC10, CC11, CC12, CC13, PC1, PC2, PC3, PC6, PC8, PC9, PC10, PC13, PC14, PC15, PC16, AC1, AC2, AC3, AC4.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

In general, children enjoyed this story. They were happy to see the inside of Pipi's boat, and when Pipi asked them what they could see in each room, they happily participated, because they knew the household vocabulary.

N. didn't talk during this activity. I think the words might have been too complicated for her, because even if she hears them every day, the words are kind of difficult to pronounce. I believe she was also feeling tired, since I saw her yawn several times.



Table 47

Activity Number 8

Pipi's Boat	
<p>Activity Development: For this activity, we will repeat the reading of Kamishibai 2: "Pipi's Boat". In the story, children will see where different furniture pieces go, so then they will organize Pipi's paper boat, by sticking each piece of furniture in the room where it belongs.</p>	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on everyday vocabulary such as the rooms in a house, the furniture in each space and basic verbs used in the house. · Practice everyday vocabulary. · Learn and practice new vocabulary. 	<p>Small groups up to 4 or 5 students. They will be seated facing the blackboard.</p>
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated paper boat, laminated paper furniture, the class blackboard and blu tack.</p> <p>Human Resources: Teacher and students.</p>	<p>15 minutes.</p> <p>Activity for <i>Discoveries</i>.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.</p>

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC7, CC10, CC11, CC12, CC13, PC1, PC2, PC3,
PC6, PC13, PC14, PC15, PC16, AC1, AC2, AC3, AC4.

Adaptation to the Classroom's Reality

This activity was carried out in a different order than intended, and instead of finishing the boat on the first try, we had to split the activity into two different ones, with the goal to complete three rooms in each activity.

Source: Own elaboration.

Classroom Notebook

Children found this activity easy. They knew where each piece of furniture belonged, and if there were any different opinions between them, they talked and decided on the option they believed was correct. N. didn't talk during this activity. I think the words might have been too complicated for her, because even if she hears them every day, they are kind of difficult to pronounce. I believe she was also feeling tired, since I saw her yawning several times. As I have previously mentioned, N. works best when other children work in the same activity at the same time. She concentrates better and tries to talk more than if she was doing it alone, but if there are too many children, they tend to be fast and loud in their interventions, so she doesn't even try to participate.



Table 48

Activity Number 9

Finish The Sentence	
<p>Activity Development: Activity number nine consists of a series of images of a pirate performing simple actions, such as eating, drinking, or sleeping. Below each picture is a three or four-word sentence, formed by a series of pictograms with a missing word (usually the verb, but sometimes a noun). The children must choose the correct word to finish the sentence, from three possible options.</p>	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Practice everyday vocabulary. · Practice basic verbs. · Choose the correct verb between three given choices. 	<p>Individual, sitting at a table.</p>
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated pictures and verb pictograms.</p> <p>Human Resources: Teacher and student.</p>	<p>15 minutes.</p> <p>Activity for <i>Languages A</i>.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the recess, since her attention, concentration, and energy levels are higher.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC5, CC8, CC12, PC1, PC2, PC3, PC6, PC8, PC15, AC1, AC2, AC3, AC4.</p>

Adaptation to the Classroom's Reality

This activity was carried out in a different order than intended. I also had to change the number of choices that N. had, so instead of giving her three words to choose from, I gave her two. Since I had a especial interest in this activity, I did it in an individual grouping, even if it is a less inclusive way. I wanted to see if she was able to complete the activity correctly.

Source: Own elaboration.

Classroom Notebook

N. didn't find the activity as easy as I would have hoped for. When we asked if a word was the correct one, she shook her head "yes" and "no" in an arbitrary way, not considering the word at all. She seemed to have trouble with verbal comprehension, so I used the pictograms to help her, but even with that visual support, she couldn't choose correctly. I realized that she had trouble seeing that both the correct pictograms and the action in the picture were the same, even if they weren't the exact same image. For example, in one image the pirate was eating an apple. When she was trying to complete the sentence with the word and pictogram of "apple", she couldn't decide on which to choose, since the pictogram apple and the one on the picture, weren't the same exact image. I realized that the pictograms she found easier to choose, were the ones we had previously worked with (such as the feelings), and the ones that looked the most similar to the image itself (for example, the "strong" and the "good" one looked pretty similar to the pictures).

Even if she was nervous and distracted, N. was very talkative, something that I was afraid it would not happen because she did the activity on her own.

N.'s word production:

- Irata - pirata
- Olo - gorro
- Si
- No
- Tota - pelota
- Fee - bebe
- Pinta



Table 49

Activity Number 10

Fishing Shapes	
<p>Activity Development: In this two-part activity, students have to fish some marine animals, such as turtles, fishes, and whales. They will do so by hooking some hooks into the animals' rings and lifting them from the floor without touching them. In the second part of the activity, different shaped fish tanks will be placed all around, and after children fish something, they will have to categorize it in the fish tank that has the same shape as the fish.</p>	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as sea animals, colours, and shapes. · Practice concentration and hand-eye coordination. · Learn and practice new vocabulary. · Categorize objects in different basic shapes. 	<p>Small groups up to 4 or 5 students. Activity for <i>Discoveries</i>.</p> <p>The animals and the fish tanks will be placed in the floor, and children will be standing around them.</p>
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Cardboard sea animals with plastic hooks, laminated fish tanks, and fishing rods with hooks in the end of the fishing line (ropes).</p> <p>Human Resources: Teacher and students.</p>	<p>30 minutes.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC6, CC7, CC9, CC12, CC13, PC1, PC2, PC3, PC6, PC9, PC12, PC15, PC16, AC1, AC2.</p>
Adaptation to the Classroom's Reality	
<p>This activity was carried out as it was originally planned, but in a different order than intended.</p>	

Source: Own elaboration.

Classroom Notebook

I feel like this is the activity where children lasted longer out of all of them. Not only did they enjoy the fishing part, where their concentration was required, but their engagement also lasted longer because of the second part of the activity. The shaped fish tanks didn't only add a new part to the activity, that helped children reengage, but it also added a new difficulty. This way, children with different cognitive levels could enjoy for a longer period.

This activity was also very attractive to children, and they all wanted to play at the same time. Because of this, many children fought over the fishing rods, so I couldn't spend all the time I would have wanted with N., because I needed to help children solve their conflicts.

On the time I spent with N., I could see that her motor skills are not as advanced as her peer's, so she found it difficult to fish the different animals, but when she finally captured one, she found it easy to place them in the same-shaped fish tank. As she found the fishing part hard, she sometimes got frustrated, and wanted to go someplace else to play with another game. I then started to help her fish, and she enjoyed matching them to the fishbowls.

N.'s word production:

- Nunon - tiburón
- Teto - cangrejo
- Pupo - pulpo



Table 50

Activity Number 11

Marine Seriation

Activity Development: In the eleventh activity, children will have to complete different seriations of diverse marine animals.

Activity’s Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as colours, numbers and sea animals. · Learn and practice new vocabulary. 	Small groups up to 4 or 5 students, seated at a table.
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated seriation sheets, marine animals’ figurines.</p> <p>Human Resources: Teacher and students.</p>	15 minutes. Activity for <i>Languages B</i> . The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC6, CC7, CC12, CC13, PC1, PC2, CP3, PC6, PC9, PC10, PC15, PC16, AC1, AC2.

Adaptation to the Classroom’s Reality

In the end, this activity could not be carried out.

Source: Own elaboration.

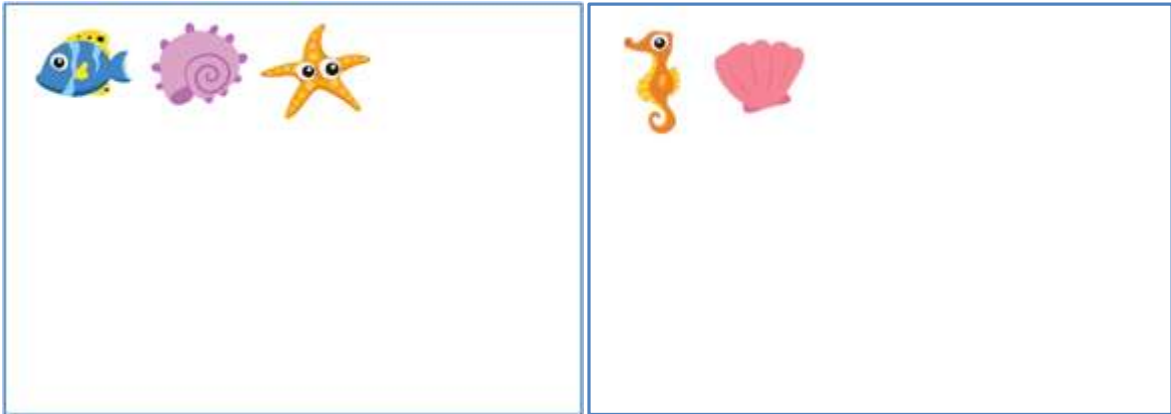


Table 51

Activity Number 12

Number Froggy

Activity Development: In this activity, a frog needs to cross a pond, and children will have to help her by counting from 0 to 5.

Activity's Specific Objectives
Grouping

- Work on mathematic vocabulary such as the numbers.
- Practice number identification and counting

Resources
Temporalization

Spatial Resources: Ordinary classroom.

10 or 15 minutes.

Material Resources: Ipad.

Activity for *Languages B*.

Human Resources: Teacher and student.

The best moment to conduct this activity

Technological Resources: game

would be in the first hours of the morning,

https://es.educaplay.com/recursos-educativos/11483475-serie_hasta_el_5.html

before the recess, since their attention, concentration, and energy levels are higher.

Relation to the Goals of the Intervention:

GO1, GO2, SO1, SO2, SO3, SO4, SO5
CO6, CO7, CO12, CO13, PC1, PC2, PC3, PC9,
PC10, PC15, PC16, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

N. remained focused for much of the activity, but found it difficult and ended up losing concentration. She knew numbers one through 3, but couldn't recognize numbers four and five. She also found it difficult to follow the rules of the game, and she clicked arbitrarily. She did not produce any language during the activity.

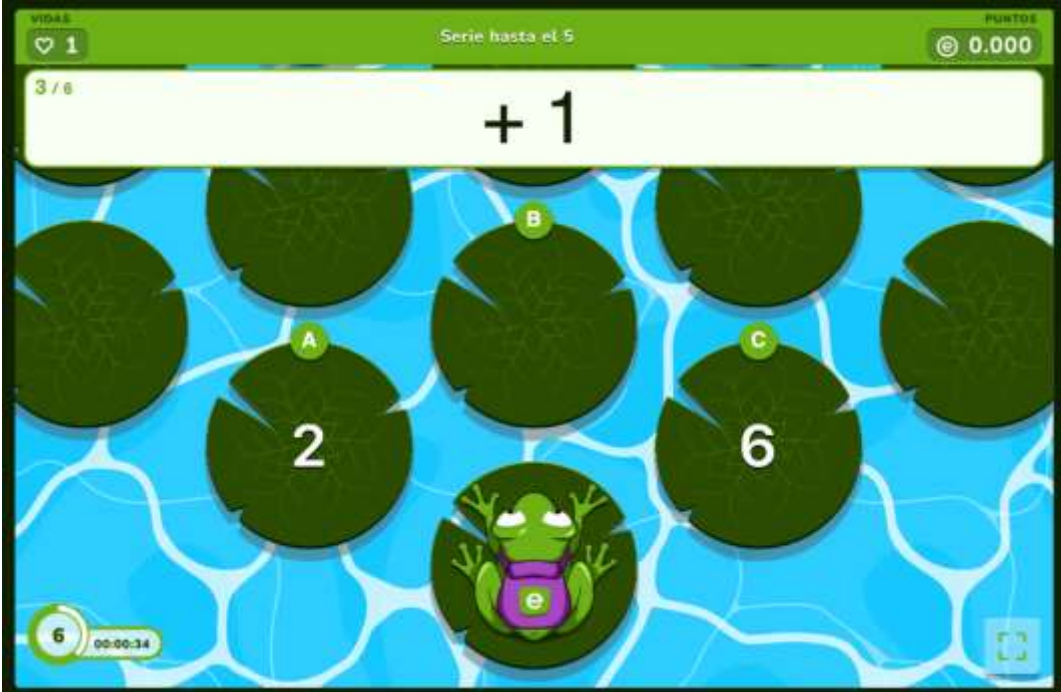


Table 52
Activity Number 13

Let’s Make a Pirate’s Boat

Activity Development: In this artistic activity, children will make their own pirate boats, using recycled egg containers, straws, and paper sails. They will paint the egg containers and cut the sails with punches. After making the boats, we will practice blowing on the sails to make the boats move.

Activity’s Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as colours and the parts of the boat. · Practice everyday vocabulary. · Practice prewriting skills. 	Medium groups of 8 and 9 students (the class divided into two groups), sitting in different tables.
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Recycled egg containers, crayons, straws, paper punches, and mats.</p> <p>Human Resources: Teacher and students.</p>	<p>20 minutes for the first session.</p> <p>25 minutes for the second session.</p> <p>It will be divided in two sessions because the whole activity takes for too long.</p> <p>Activity for <i>Languages C</i>.</p>

The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
 CC3, CC9, CC12, CC13, PC1, PC2, PC3, PC6, PC12, PC15, PC16, AC1, AC2.

Adaptation to the Classroom’s Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

This artistic activity took all of N.’s concentration. She was motivated to make it and kept her focus for a long time. N. didn’t talk much, but the praxia where we blew on the boat to make it move was a success.

N.’s word production:

- atul – azul
- verde



Table 53

Activity Number 14

Kamishibai 3: Pepe's Birthday

Activity Development: Activity thirteen consists on the reading of Kamishibai 3. The third Kamishibai reports the birthday of Pipi's parrot, Pepe. On his birthday, Pipi prepares a special cake, and different animals prepare a surprise birthday party for him.

Activity's Specific Objectives

Grouping

- Work on vocabulary such as clothes, animals, colours, and food.
- Practice everyday vocabulary.

Whole class.
The students will be seated facing the Kamishibai, so that all of them can perfectly see it and engage in the collaborative moments of the story.

Resources

Temporalization

Spatial Resources: Ordinary classroom.

10 minutes for the reading.

Material Resources: Laminated story.

Human Resources: Teacher and students.

The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.

Relation to the Goals of the Intervention:

GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC5, CC6, CC7, CC8, CC9, CC10, CC12, CC13,
PC1, PC2, PC3, PC6, PC8, PC9, PC10, PC11, PC12,
PC13, PC15, PC16, AC1, AC2, AC3, AC4.

Adaptation to the Classroom's Reality

In the end, this activity could not be carried out.

Source: Own elaboration.



Table 54

Activity Number 15

Pirate Dobble

Activity Development: This game, inspired by the board game “Dobble”, consists of a series of laminated paper disks. They contain different pirate images, and children will have to find the images that are repeated and mark them with some clothes pegs.

Activity’s Specific Objectives

Grouping

- | | |
|--|---|
| <ul style="list-style-type: none"> · Work on vocabulary such as colours, animals, food, and pirate things. · Practice everyday vocabulary. · Learn and practice new vocabulary. · Practice prewriting skills (clamp grip position). · Practice concentration and attention to detail. | <p>Small groups up to 4 or 5 students, seated at a table.</p> |
|--|---|

Resources

Temporalization

Spatial Resources: Ordinary classroom.

20 minutes.

Material Resources: Laminated paper disks, clothes pegs.

Activity for *Discoveries*.

Human Resources: Teacher and students.

The best moment to conduct this activity would be in the first hours of the morning, before the recess,

since their attention, concentration, and energy levels are higher.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC6, CC7, CC12, CC13, PC1, PC2, PC3, PC6,
PC9, PC15, PC16, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended. I adapted the paper disks, and I made two different difficulties: the black outlined disks had five images, and the blue outlined ones had three images. This means that in the blue ones, only one of the three images was different, so they were easier to find. Children could choose between the two disks, depending on the level of difficulty they wanted.

Source: Own elaboration.

Classroom Notebook

N. stayed focused during this activity. I thought this activity would be harder for her to be concentrated on, since it was repetitive, but she enjoyed the game for about 20 minutes. She was very talkative, and she did not also talk but she pointed to many images, asking me for the names of the different objects and animals. The part where she had the most difficulties was when she had to put the clothes pegs. She found it hard to maintain a good hand-eye coordination, and sometimes the pegs were too hard for her to easily open them. She could correctly do the blue outlined disks (the ones with only three images on them).

N.'s word production:

- Aco - Barco
- Iloo - cocodrilo
- Pelee - pinza
- Baena - ballena
- Pez
- Eso! (señalando)

**Table 55**

Activity Number 16

Order The Sequence

Activity Development: In this activity, children must order three and four-image sequences. The sequences show daily tasks and routines, such as cleaning a dirty napkin or a bedtime routine, and other pirate actions like putting on a hat or looking for a treasure with a map.

Activity's Specific Objectives

- Work on vocabulary such as clothes, colours, and food.
- Practice everyday vocabulary.
- Practice everyday verbs.
- Order sequences chronically.

Grouping

Small groups up to 4 or 5 students, seated at a table or in the floor.

Resources

Spatial Resources: Ordinary classroom.

Material Resources: Laminated images.

Human Resources: Teacher and students.

Temporalization

15 minutes.

Activity for *Languages A*.

The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC7, CC8, CC10, CC12, CC13, PC1, PC2, PC3, PC10,
PC11, PC13, PC15, PC16, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended. Instead of giving N. three or four images, sometimes I had her organise only two images, because she got dispersed when there were more options.

Source: Own elaboration.

Classroom Notebook

This activity could not be carried out in a calmly manner, because children that were playing with other games came near us and interrupted the game constantly.

N. found it difficult to concentrate, and was always sharing the images with her peers, trying to get them to place the pictograms in the correct order. If more than two options were given to her, she would find it too difficult and lose the interest, that is why I narrowed down the number of options for each sequence.

N.'s word production:

- Pis



Table 56

Activity Number 17

Animal's Race	
Activity Development: In this activity, children will participate in a race between three animals. In order to advance, students will take turns throwing a dice and moving the animal who is in the track of the colour that comes out. When they move the animal, they will have to re-enact the noise it makes.	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as numbers, colours, and animals' names and sounds. · Practice patience and waiting for the turn. 	Small groups up to 4 or 5 students, sitting at a table or in a circle in the floor.
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated racetrack, animal figures, dice with colours or numbers from 1 to 2.</p> <p>Human Resources: Teacher and students.</p>	<p>20 minutes.</p> <p>Activity for <i>Discoveries</i>.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.</p>
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC6, CC7, CC12, CC13, PC1, PC2, PC3, PC6, PC9, PC10, PC15, PC16, AC1, AC2.
Adaptation to the Classroom's Reality	
This activity was carried out as it was originally planned, but in a different order than intended. I meant to repeat the activity, because it worked perfectly and children loved it, but because of N.'s absenteeism, it ended up being carried out just once.	

Source: Own elaboration.

Classroom Notebook

Intervention aimed at the lexical-phonological development of a 3-year-old with Language Delay

This was one of the children's favourite activities. After we played it the first day, they constantly asked to play with it again, so we used it many days.

N. was not as eager as her peers. She didn't quite understand the rules of the game and found it difficult to be patient and wait for her turn. Her friends helped her to play by the rules and reminded her of things when she forgot about them. When I encouraged her, she enjoyed playing and participated a lot. She was very talkative and intervened while playing.

N.'s word production:

- Guaugau - perro
- Guau - sonido del perro
- Glugluglu - sonido del pavo
- Muu - sonido de la vaca
- Pero - perro
- Eneko patito - Eneko despacito
- ¡Tira tira! – se lo dijo a un compañero para que tirara
- Emelelo - en el suelo (el muñeco del pavo se había caído)

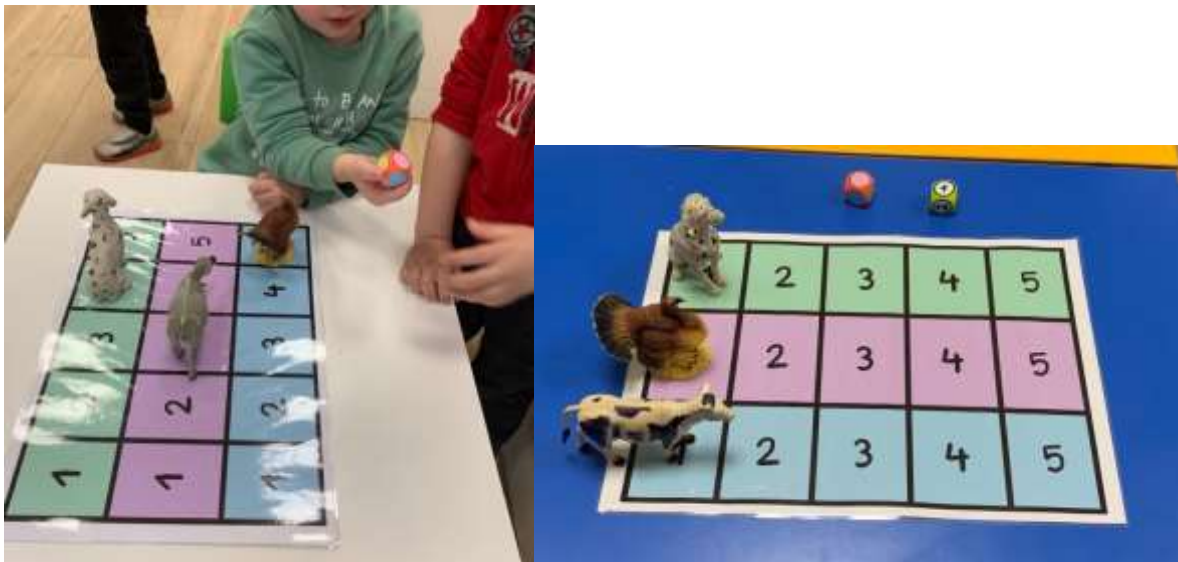


Table 57

Activity Number 18

Pirate Colours

Activity Development: In the seventeenth activity, children will sort several pirates by their colour and place them in the corresponding tube. They can also separate them into groups of up to 5 pirates and place them in the tubes that have that same number in them.

Activity's Specific Objectives

Grouping

- Work on vocabulary such as clothes, colours, and numbers.
 - Categorize objects by colours or by quantities.
-

Resources

Temporalization

Spatial Resources: Ordinary classroom.

15 minutes.

Material Resources: Laminated pirates in their sticks, tube platform.

Activity for *Languages B*.

Human Resources: Teacher and students.

The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.

Relation to the Goals of the Intervention:

GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC7, CC12, PC1, PC2, PC3, PC6, PC10, PC15,
AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

N. could easily separate the pirates by their colours, but when it came to the numbers, she found it quite difficult. Some children wanted to play too, and she shared the pirates, so the activity was not done as I expected.

N.'s word production:

- Umo - Uno
- Dos
- Tes - Tres
- Cuatxo - Cuatro

Intervention aimed at the lexical-phonological development of a 3-year-old with Language Delay

- Tinco - Cinco
- Velde - Verde
- Jjj - Naranja
- Tojo - Rojo
- Zuu - Azul
- Anido - Amarillo
- Nooo
- Sii



Table 58

Activity Number 19

Puppet Show

Activity Development: In this activity, children will recreate various tales, using the puppets they made in activity 6. *Let's Make Puppets.*

Activity's Specific Objectives

· Practice everyday vocabulary.

Grouping

Medium group of 7 students.

Children sitting in the floor, looking at the show.

· Learn and practice new vocabulary of the pirates.

Resources	Temporalization
Spatial Resources: Ordinary classroom.	20 minutes
Material Resources: Puppets, table.	Activity for <i>Languages C</i> .
Human Resources: Teacher and students.	
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC2, CC3, CC5, CC6, CC7, CC8, CC12, CC13, PC1, PC2, PC3, PC5, PC6, PC8, PC9, PC10, PC11, PC15, PC16, AC1, AC2, AC3, AC4.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended. I meant to repeat the activity, because it worked perfectly and children loved it, but because of N.'s absenteeism, it ended up being carried out just once.

Source: Own elaboration.

Classroom Notebook

Even if the word production of N. was not as high as I expected, she (and the rest of the kids) loved the activity and enjoyed the dramatizations.

N.'s word production:

- Ñam Ñam
- Lalala



Table 59

Activity Number 20

Kamishibai 4: A Pirate’s Adventure	
<p>Activity Development: Activity thirteen consists on the reading of Kamishibai 20. The fourth Kamishibai talks about Pipi's adventure after finding a treasure map. She makes a long journey, finds the treasure and shares it with her friends.</p>	
Activity’s Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, animals, colours, and food. · Practice everyday vocabulary. 	<p>Whole class.</p> <p>The students will be seated facing the Kamishibai, so that all of them can perfectly see it and engage in the collaborative moments of the story.</p>
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated story.</p> <p>Human Resources: Teacher and students.</p>	<p>10 minutes for the reading.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.</p>

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC3, CC5, CC6, CC7, CC12, C13, PC1, PC2, PC3, PC6,
PC8, PC9, PC10, PC15, PC16, AC1, AC2, AC3, AC4.

Adaptation to the Classroom's Reality

In the end, this activity could not be carried out.

Source: Own elaboration.



Table 60

Activity Number 21

Bee Bot

Activity Development: In activity 21, children will use the “Bee Bot” robot to reach different pirate images.

Activity's Specific Objectives

- Work on vocabulary such as front and back.
- Practice pirate vocabulary.

Grouping

Small groups up to 4 or 5 students, sitting in a circle in the floor.

Resources

Spatial Resources: Ordinary classroom.
Material Resources: Bee Bot, mat, pictures.
Human Resources: Teacher and students.

Temporalization

15 minutes.
Activity for *Discoveries*.

The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher

Relation to the Goals of the Intervention:

GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC7, CC12, CC13, PC1, PC2, PC3, PC10, PC15,
PC16, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was finally carried out without N.

Source: Own elaboration.



Table 61

Activity Number 22

Story Cubes

Activity Development: Activity inspired by the board game "Story Cubes". In it, children throw dice and with the images that come out they have to tell a story.

Activity's Specific Objectives

Grouping

-
- Work on vocabulary such as clothes, colours, and food. Small groups up to 4 or 5 students. We will all be sitting in a circle in the floor.
 - Practice everyday vocabulary.
-

Resources	Temporalization
Spatial Resources: Ordinary classroom.	15 minutes.
Material Resources: Dice.	Activity for <i>Languages A</i> .
Human Resources: Teacher and students.	The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC5, CC6, CC12, PC1, PC2, PC3, PC8, PC9, PC15, PC16, AC1, AC2, AC3, AC4.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

On the day of this activity, N. arrived halfway through the day because she had a sore throat. Because of the great difference in level between N. and her classmates, when the images of the dice came out, they barely left her time to try to say something. Because of this, it was the other colleagues who did most of the talking.

N.'s word production:

- Loro
- Cocodrilo
- Tatatatata (modulación de estos sonidos como si tuviera una conversación con otro amigo)



Table 62

Activity Number 23

Pirate Puzzles	
Activity Development: The activity consists of children making different types of pirate-themed puzzles.	
Activity's Specific Objectives	Grouping
· Practice pirate vocabulary.	Small groups up to 4 or 5 students, sitting at a table.
Resources	Temporalization
Spatial Resources: Ordinary classroom. Material Resources: Laminated puzzles. Human Resources: Teacher and students.	15 minutes. Activity for <i>Discoveries</i> . The best moment to conduct this activity would be in the first hours of the morning, before the recess, since their attention, concentration, and energy levels are higher
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5

CC4, CC6, CC7, CC12, CC13, PC1, PC2, PC3, PC7,
PC9, PC10, PC15, PC16, AC1, AC2.

Adaptation to the Classroom's Reality

In the end, this activity could not be carried out with N.

Source: Own elaboration.



Table 63

Activity Number 24

Let's Organize The Treasure

Activity Development: The pirates have a very messy treasure. Therefore, the children will help them to put it in order, separating the different objects by quantities. They will put the different representations of each number, with the bag that has the same number of coins.

Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as the numbers. · Practice counting and identifying the different representations of a number. 	Small groups up to 4 or 5 students, sitting at a table.
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated objects and coin bags.</p> <p>Human Resources: Teacher and students.</p>	<p>20 minutes.</p> <p>Activity for <i>Languages B</i>.</p> <p>The best moment to conduct this activity would be in the first hours of the morning, before the</p>

recess, since their attention, concentration, and energy levels are higher

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC7, CC12, PC1, PC2, PC3, PC10, PC15, PC16,
AC1, AC2.

Adaptation to the Classroom’s Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

I think they found this activity too long and un motivating, and N. found it too difficult. He does not identify numbers correctly and does not associate the spelling with a quantity. Although some children did complete the whole activity, N. quickly got bored and stopped paying attention.

N.’s word production:

- Uooo – Uno
- Yos – Dos
- Atro – Cuatro
- Cino - Cinco



Table 64

Activity Number 25

Our Own Pirate

Activity Development: In this activity, children will paint, cut out and assemble a paper pirate with moving limbs.

Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as clothes, colors, and body parts. · Practice the colours. · Work on prewriting motor skills. 	Small groups up to 4 or 5 students, sitting at a table.

Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Paper pirates, crayons, scissors, glue.</p> <p>Human Resources: Teacher and students.</p>	<p>25 minutes for the first part, 15 minutes for the second part.</p> <p>Activity for <i>Languages C</i>.</p> <p>This activity was divided into two parts, because it was too long to be carried out in just one.</p>
<p>Relation to the Goals of the Intervention:</p>	<p>GO1, GO2, SO1, SO2, SO3, SO4, SO5</p> <p>CC3, CC4, CC12, CC15, PC1, PC2, PC3, PC6, PC7, PC15, PC18, AC1, AC2.</p>

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

Classroom Notebook

The reality was that this activity was too demanding for me to be able to be attentive of N's language production.

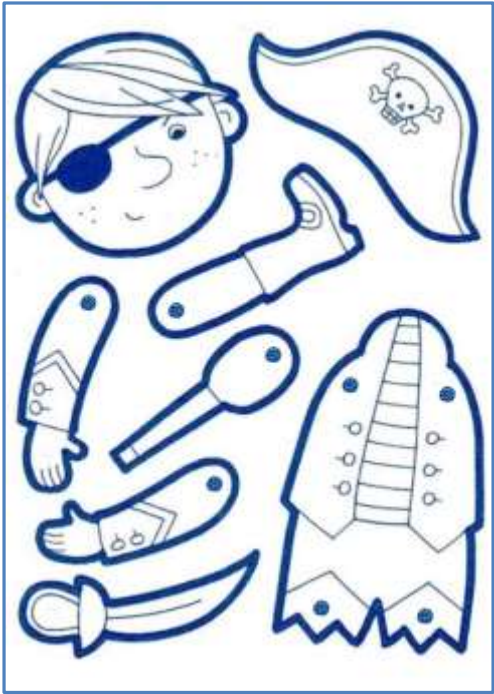


Table 65

Activity Number 26

Treasure Hunt	
<p>Activity Development: This activity, designed to be the closing activity of the intervention, is like a gymkhana. In it, children follow clues and perform tests to find a treasure hidden somewhere in the school by pirates.</p>	
Activity’s Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on vocabulary such as the school spaces. · Practice everyday vocabulary. 	<p>Whole class as a group, moving around the school.</p>
Resources	Temporalization
<p>Spatial Resources: School.</p> <p>Material Resources: Laminated clues, pirate costumes, pirate machine, paper map, key, treasure chest, candy.</p> <p>Human Resources: Teacher and students.</p>	<p>45 minutes</p>

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
CC7, CC11, CC12, CC13, PC1, PC2, PC3, PC10,
PC14, PC15, PC16, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned, but in a different order than intended.

Source: Own elaboration.

This activity's development can be found in *Annex 5: Treasure Hunt*.



Table 66

Activity Number 27

Informal Games: The Numbers	
Activity Development: This activity consists of children naming and drawing different numbers on the board.	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Practice everyday vocabulary: the numbers. · Practice writing skills. 	Whole class sitting around the board.
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Electronic board.</p> <p>Human Resources: Teacher and students.</p>	15 minutes.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC7, CC12, PC1, PC2, PC3, PC10, PC15, AC1, AC2.
Adaptation to the Classroom's Reality	
This activity was carried out as it was originally planned.	

Source: Own elaboration.

Classroom Notebook

Children enjoyed this activity very much, because they were motivated by the fact that they could write on the blackboard. N. also wanted to do it, so she was attentive during most of the activity. N.'s word production during this activity consisted in different number names.

**Table 67**

Activity Number 28

Informal Games: The Letters

Activity Development: This activity consists of children naming and drawing different letters on the board.

Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Practice everyday vocabulary: the letters. · Practice writing skills. 	Whole class sitting around the board.
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Board, markers.</p> <p>Human Resources: Teacher and students.</p>	15 minutes.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC1, CC2, CC12, CC14, PC1, PC2, PC3, PC4, PC5, PC15, PC17, AC1, AC2.
Adaptation to the Classroom's Reality	
This activity was carried out as it was originally planned.	

Intervention aimed at the lexical-phonological development of a 3-year-old with Language Delay

Source: Own elaboration.

Classroom Notebook

Children enjoyed this activity very much, because they were motivated by the fact that they could write on the blackboard. N. also wanted to do it, so she was attentive during most of the activity. N.'s word production during this activity consisted in different letter sounds.



Table 68

Activity Number 29

Informal Games: My Friends	
Activity Development: This activity consists on finding different children in the class from among several photographs by describing or naming them.	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on classmates' names. · Practice descriptions. 	Individual or in a small group of interested children, seated at a table
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated classmates' pictures.</p> <p>Human Resources: Teacher and students.</p>	15 minutes.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3, SO4, SO5
 CC2, CC12, CC15, PC1, PC2, PC3, PC5, PC15, , PC18,
 AC1, AC2.

Adaptation to the Classroom’s Reality

This activity was carried out as it was originally planned.

Source: Own elaboration.

Classroom Notebook

N. enjoyed this activity very much, as she knew how to say all of her classmates’ names. The activity also involved movement, to find each friend, so it worked for her motor restlessness.

N.’s word production during this activity consisted in her classmates’ names, but I am not going to include them for privacy reasons.



Table 69

Activity Number 30

Informal Games: My Teachers

Activity Development: This activity consists on finding different teachers from the school among several photographs by describing or naming them.

Activity’s Specific Objectives

Grouping

Intervention aimed at the lexical-phonological development of a 3-year-old with Language Delay

- Work on teachers' names.
 - Practice descriptions.
- Individual or in a small group of interested children, seated at a table

Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated teachers' pictures.</p> <p>Human Resources: Teacher and students.</p>	15 minutes.
<p>Relation to the Goals of the Intervention:</p>	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC1, CC12, CC15, PC1, PC2, PC3, PC4, PC15, PC18, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned.

Source: Own elaboration.

Classroom Notebook

N. enjoyed this activity very much, as she knew how to say all her teacher's names. N.'s word production during this activity consisted in different teachers' names, but I am not going to include them for privacy reasons.



Table 70

Activity Number 31

Informal Games: My School	
Activity Development: In this game, children have to recognize different school spaces from among several photographs by describing or naming them.	
Activity's Specific Objectives	Grouping
<ul style="list-style-type: none"> · Work on school spaces. · Practice descriptions. 	Individual or in a small group of interested children, seated at a table
Resources	Temporalization
<p>Spatial Resources: Ordinary classroom.</p> <p>Material Resources: Laminated school spaces' pictures.</p> <p>Human Resources: Teacher and students.</p>	15 minutes.
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC11, CC12, PC1, PC2, PC3, PC14, PC15, AC1, AC2.
Adaptation to the Classroom's Reality	
In the end, this activity could not be carried out.	

Source: Own elaboration.



Table 71
Activity Number 32

Informal Games: The Colours	
Activity Development: This recess game consists on touching something that matches the colour that a teacher says.	
Activity's Specific Objectives	Grouping
· Work on vocabulary such as colours.	All children from the first grade that want to play during recess.
Resources	Temporalization
Spatial Resources: Playground. Material Resources: None Human Resources: Teacher and students.	5 to 10 minutes
Relation to the Goals of the Intervention:	GO1, GO2, SO1, SO2, SO3, SO4, SO5 CC3, CC11, CC12, CC13, PC1, PC2, PC3, PC6, PC14, PC15, PC16, AC1, AC2.
Adaptation to the Classroom's Reality	
This activity was carried out as it was originally planned.	

Source: Own elaboration.

Classroom Notebook

N. enjoyed this activity that included movement and laughter. I couldn't register her word production, but it served me as a proof of her oral comprehension.

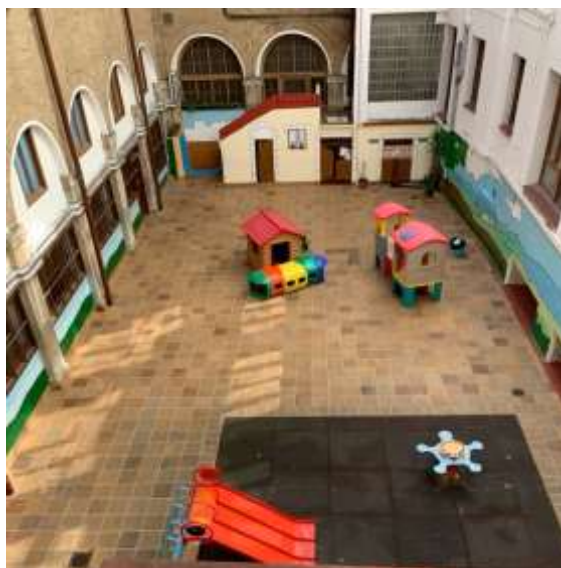


Table 72

Activity Number 33

Informal Games: The Worm's House

Activity Development: This activity is a set of orofacial praxias, that together tell a story about a worm (the tongue) and its house (the mouth).

Activity's Specific Objectives

· Work on mouth and tongue movements.

Grouping

All children from the class that want to play.

Resources

Spatial Resources: Playground.

Material Resources: None.

Human Resources: Teacher and students.

Technological Support: video

<https://youtu.be/imz9li3vhTs>

Temporalization

5 to 10 minutes

Intervention aimed at the lexical-phonological development of a 3-year-old with Language Delay

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3,
CC4, CC6, CC12, CC13, PC1, PC2, PC7, PC9,
PC15, PC16, AC1, AC2.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned.

Source: Own elaboration.

Classroom Notebook

Children in general enjoyed this activity, but N. found it difficult to follow the instructions.

Table 73

Activity Number 34

Informal Games: Boat Racing

Activity Development: This activity works with the blowing bucofonatory praxia. Children will use the boats from activity 13. *Let's Make a Pirate's Boat*, to blow on the sails and race.

Activity's Specific Objectives

Grouping

· Work on mouth and tongue movements. All children from the class that want to play.

Resources

Temporalization

Spatial Resources: Playground. 5 to 10 minutes

Material Resources: Pirate boats.

Human Resources: Teacher and students.

Relation to the Goals of the Intervention: GO1, GO2, SO1, SO2, SO3.

Adaptation to the Classroom's Reality

This activity was carried out as it was originally planned.

Source: Own elaboration.

Classroom Notebook

Children enjoyed this activity because they used the boats they had previously created. N. repeated the race multiple times, and she could move the boat because she blew hard on the wing.

Annex 3: Kamishibai 1



AUTORA: MARINA ALBERDI

PIPI LA PIRATA

¡HOLA!

ME LLAMO PIPI, Y SOY UNA PIRATA DEL MAR
MEDITERRÁNEO

VAMOS A SALUDAR A PIPI

TOD@S: “¡HOLA PIPI!”

EN ESTE KAMISHIBAI VAIS A CONOCER UNAS
CUANTAS COSAS SOBRE MÍ

1



**¿QUERÉIS QUE OS
ENSEÑE MI ROPA PIRATA?**

**TOD@S: "SIIII"
(HABLAR DE LA ROPA Y SUS COLORES)**

**~~~~~
AHORA OS VOY A ENSEÑAR MIS COMIDAS FAVORITAS
(PASAR POCO A POCO HASTA RAYA 1)**

**¿ADIVINÁIS QUÉ ES?
(ESPERAR RESPUESTAS)**

¡MUY BIEN! ES UN PLÁTANO

**OTRA DE MIS COMIDAS FAVORITAS ES...
(PASAR POCO A POCO HASTA RAYA 2 Y ESPERAR RESPUESTAS)**

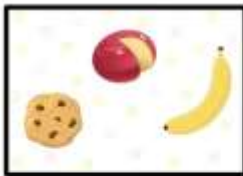
¡EL QUESO!

**Y MI ÚLTIMA COMIDA FAVORITA ES...
(ESPERAR RESPUESTAS Y PASAR POCO A POCO
TODA LA PÁGINA)**

2



3



¡UNA GALLETA DE CHOCOLATE!

¡QUE BIEN! ¡HABÉIS ACERTADO!

**ESTAS SON MIS 3 COMIDAS FAVORITAS:
EL PLÁTANO, EL QUESO Y LAS GALLETAS
DE CHOCOLATE**

3



4



ESTE ES MI AMIGO, EL LORO PEPE

¿DE QUÉ COLORES SON SUS PLUMAS?

(HABLAR DE SUS COLORES)

~~~~~

**¡VAMOS A ADIVINAR SUS COMIDAS FAVORITAS!**

**LA PRIMERA ES...**

**(PASAR POCO A POCO HASTA RAYA 1, ESPERAR RESPUESTAS)**

**ESO, ¡ES UNA FRESA!**

**SU SEGUNDA COMIDA FAVORITA ES...**

**(PASAR POCO A POCO HASTA RAYA 2 Y ESPERAR RESPUESTAS)**

**¡LOS CACAHUETES!**

**Y SU ÚLTIMA COMIDA FAVORITA ES...**

**(ESPERAR RESPUESTAS Y PASAR POCO A POCO  
TODA LA PÁGINA)**

4



5



**¡LAS PASAS!**

**HABÉIS ACERTADO LAS 3 COMIDAS FAVORITAS  
DE PEPE:**

**LAS FRESAS, LOS CACAHUETES Y LAS PASAS**

~~~~~

**¿QUERÉIS QUE AHORA OS CUENTE LAS COSAS
QUE MÁS ME GUSTA HACER?**

VAMOS A CONTAR HASTA 3:

1... 2... Y... ¡3!

**(PASAR LA PÁGINA RÁPIDAMENTE AL
LLEGAR A 3)**

5



**ME GUSTA MUCHO IR AL
PARQUE A JUGAR CON MIS AMIGAS Y AMIGOS**

**¿CUÁNTOS AMIGUITOS VEIS EN LA FOTO?
(ESPERAR RESPUESTAS)**

¡BIEN, HAY TRES AMIGOS PIRATAS!

**TAMBIÉN ME GUSTA MUCHO...
1... 2... Y... ¡3!
(PASAR LA PÁGINA RÁPIDAMENTE AL
LLEGAR A 3)**



**¡IR A LA PLAYA Y
BAÑARME EN EL AGUA!**

¡QUÉ FRESQUITA ESTÁ!

**NARRADOR/A: ¡AY! ¿QUÉ ES ESO DETRÁS DE PIPI?
(ESPERAR RESPUESTAS)**

**¡ES UN TIBURÓN! ¡NADA PIPI!
DIGAMOS: “¡CUIDADO PIPI!”
(ESPERAR RESPUESTAS)**

(DECIR CHOF CHOF MIENTRAS SE PASA LA PÁGINA)



**ME GUSTA MUCHO IR
A LA BIBLIOTECA, Y LEER LIBROS DE AVENTURAS**

**¿DE QUÉ COLOR ES EL LIBRO QUE LEE PIPI?
(ESPERAR RESPUESTA)**

¡ESO ES, ES VERDE!

**VAMOS A CONTAR OTRA VEZ:
1... 2... Y... ¡3!
(PASAR LA PÁGINA RÁPIDAMENTE AL
LLEGAR A 3)**



**ME ENCANTA NAVEGAR
EN BARCO POR EL MAR, SOBRE TODO EN
MI BARCO, QUE SE LLAMA CALAMAR**

**PERO... ¿SABÉIS QUÉ ES LO QUE MÁS ME
GUSTA?
(ESPERAR RESPUESTAS)**

**LO QUE MÁS ME GUSTA ES...
(PASAR PÁGINA POCO A POCO Y QUE
ADIVINEN)**



¡LOS TESOROS PIRATAS!

**Y COLORÍN COLORADO...
ESTE CUENTO.. SE HA..
¡ACABADO!**

10

Annex 4: Kamishibai 2



AUTORA: MARINA ALBERDI

PIPI Y SU BARCO

¡HOLA PIRATILLAS!

¿QUÉ TAL ESTÁIS?

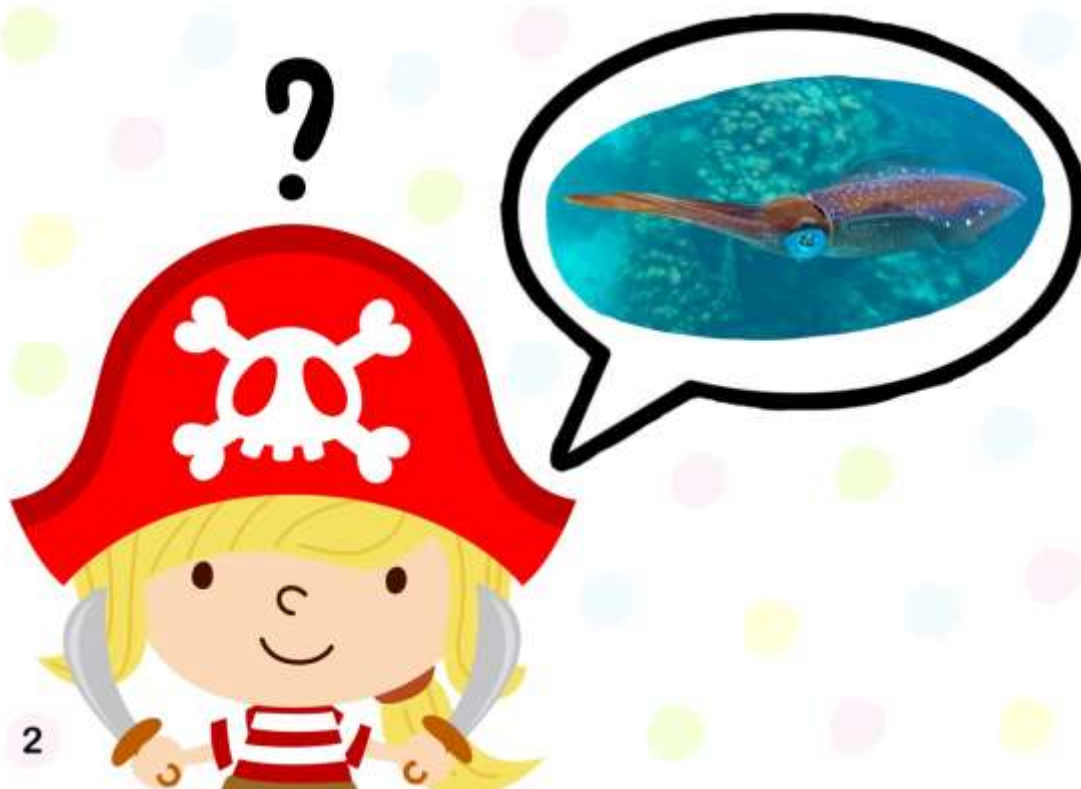
EN ESTE CUENTO OS VOY A ENSEÑAR CÓMO ES MI BARCO, TANTO POR DENTRO COMO POR FUERA

¿QUERÉIS QUE OS ENSEÑE MI BARCO?
(ESPERAR RESPUESTAS)

LO PRIMERO QUE TENÉIS QUE SABER ES QUE MI BARCO PIRATA SE LLAMA CALAMAR

¡VAMOS A LLAMARLE!
¡CALAMAAAR!
(ESPERAR RESPUESTAS Y PASAR PÁGINA)

1



**¿SABÉIS LO QUE ES UN CALAMAR?
(ESPERAR RESPUESTAS)**

**LOS CALAMARES SON UNOS ANIMALES QUE
VIVEN EN EL MAR, Y COMEN PECES**

**TIENEN UNA CABEZA CON DOS OJOS, Y 10
TENTÁCULOS**

**¿SABÉIS LO MÁS GUAY DE LOS CALAMARES?
PUEDEN CAMBIAR DE COLOR PARA
CAMUFLARSE**

**¿CONOCÉIS OTRO ANIMAL QUE PUEDE CAMBIAR
DE COLOR?**

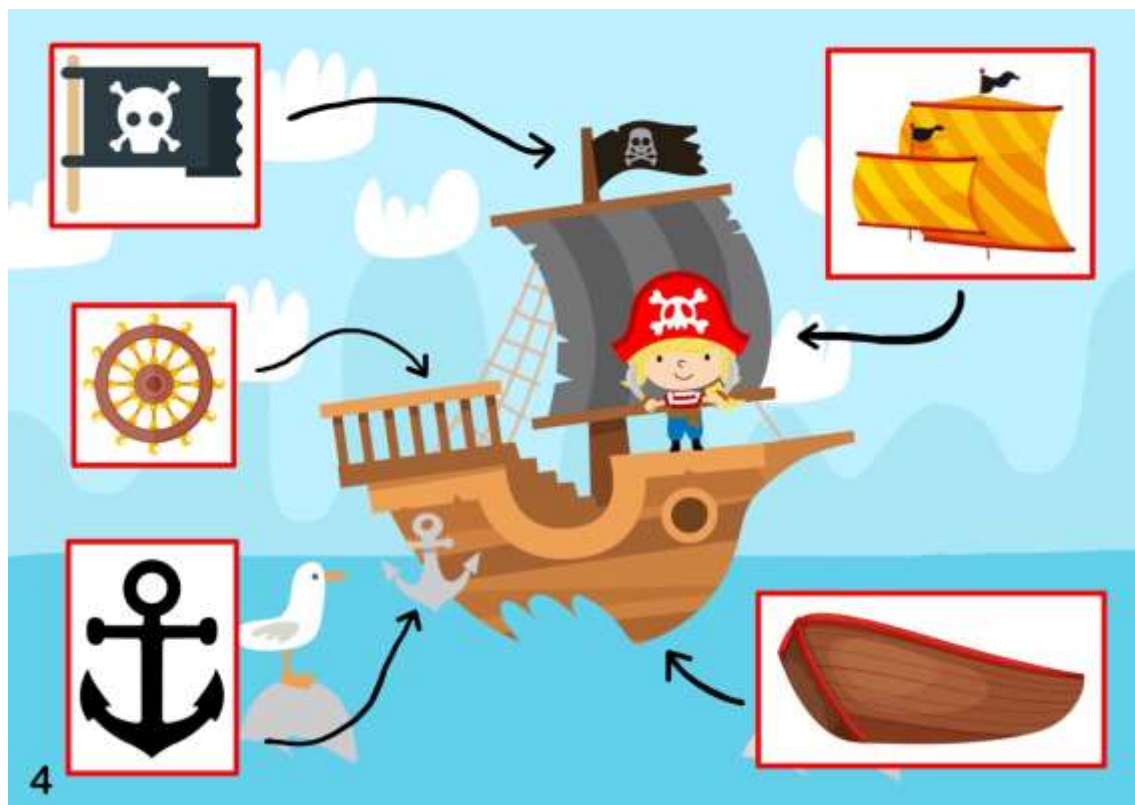
2



**¡LOS CALAMARES SE PARECEN MUCHO A
LOS PULPOS!**

**AMBOS SON ANIMALES CON 10
TENTÁCULOS, QUE VIVEN EN EL MAR Y SE
ALIMENTAN DE PECES**

**ADEMÁS, ESTOS DOS ANIMALES PUEDEN
CAMBIAR DE COLOR Y ESCONDERSE DE
ANIMALES MÁS GRANDES**



**AHORA VAMOS A VER CÓMO ES MI
BARCO POR FUERA**

**¿QUÉ PARTES DEL BARCO OS
SABÉIS?
(ESPERAR RESPUESTAS)**

**¡MUY BIEN!
ESTÁ LA BANDERA, EL TIMÓN, EL
ANCLA, LAS VELAS Y EL BOTE**

**¿QUERÉIS VER QUÉ HABITACIONES
HAY DENTRO?
(ESPERAR RESPUESTA Y PASAR
PÁGINA)**

4



**EN EL PRIMER PISO ESTÁ MI
HABITACIÓN**

**AQUÍ ESTÁ MI CAMA DONDE DUERMO,
Y UN ARMARIO CON TODA MI ROPA
PIRATA PARA VESTIRME**

**¿SABÍAIS QUE LAS HABITACIONES QUE
HAY EN LOS BARCOS SE LLAMAN
“CAMAROTES”?**

**LA SIGUIENTE HABITACIÓN QUE OS
VOY A ENSEÑAR ES A DONDE VOY
CUANDO ME HAGO PIS...
¿CUÁL ES?**

5

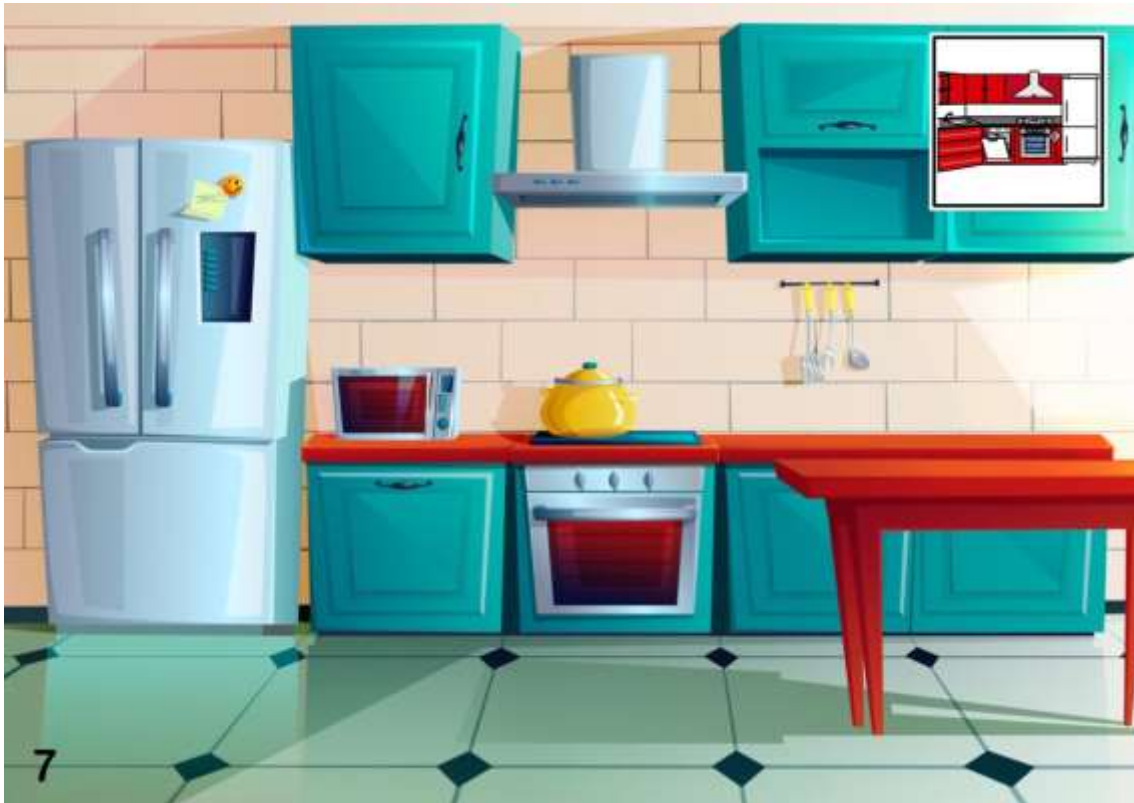


¡EL BAÑO!

**EN MI CUARTO DE BAÑO HAY UN VÁTER
DÓNDE HAGO PIS, UNA BAÑERA PARA
BAÑARME Y UN LAVABO PARA LIMPIARME
LAS MANOS**

**A LA SIGUIENTE HABITACIÓN VOY
CUANDO QUIERO COCINAR...
(ESPERAR RESPUESTAS)**

6



¡ES LA COCINA!

**EN MI COCINA HAY UNA NEVERA PARA
GUARDAR LA COMIDA FRÍA, UN
MICROONDAS PARA CALENTAR COMIDA Y
UN HORNO PARA COCINARLA**

**¿HABÉIS COCINADO ALGUNA VEZ?
(ESPERAR RESPUESTAS)**

**A LA SIGUIENTE HABITACIÓN VOY PARA
COMER...**

7



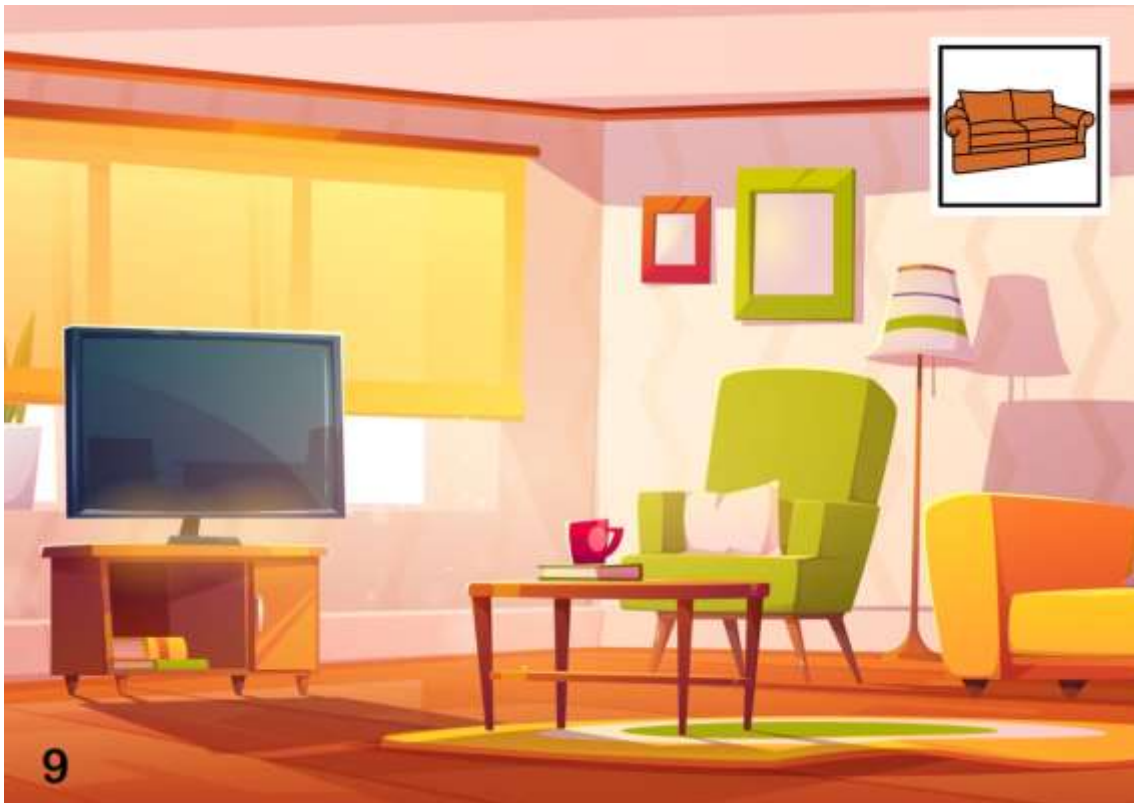
¡EL COMEDOR!

**EN EL COMEDOR HAY UNA GRAN MESA
CON MUCHAS SILLAS**

**AQUÍ ES DÓNDE COMO, Y TAMBIÉN
DÓNDE CELEBRAMOS FIESTAS
IMPORTANTES, CÓMO EL CUMPLEAÑOS
DEL LORO PEPE**

**EN LA SIGUIENTE HABITACIÓN ES DÓNDE
ME TUMBO UN RATO A VER LA
TELEVISIÓN...**

8



¡ES EL SALÓN!

**EN EL SALÓN HAY UNA TELEVISIÓN PARA
VER PELÍCULAS, Y UN GRAN SOFÁ DONDE
ME TUMBO Y ME RELAJO**

**TAMBIÉN ES AQUÍ DÓNDE JUGAMOS A
JUEGOS CUANDO VIENEN MIS AMIGAS Y
AMIGOS**

9



10



**¡YA HABÉIS VISTO TODAS LAS
HABITACIONES DE MI BARCO!**

**¿CUAL ES LA QUE MÁS OS HA GUSTADO?
(ESPERAR RESPUESTAS)**

**PUES COLORÍN COLORADO... ESTE
CUENTO SE HA ACABADO**

10

Annex 5: Treasure Hunt

In this section I am going to describe activity number 26. *Treasure Hunt*, which was the closing activity of my speech. All the children in the three grades of kindergarten participated in this activity, each group at a different time.

The activity consisted of a series of tests that the children had to do following clues that they found at school.

First of all, the children found a clue that the pirates had left them. It was a note that said that they had entered the school and that they had a treasure that the children had to find.

To get to the next location of the treasure hunt, the children deciphered clue 1 "The pirates have entered the school! Which door did we go through?". After thinking about what that location was, they came to the conclusion that the place was the big door of the school, the one the kids enter every day. We went to the porter's lodge and there we met the pirates (these pirates were other older kids from the school who had dressed up). They told us that if we wanted the next clue we had to pass a test and that test was to sing a song about pirates that all the kids knew.

We sang the song, and the pirates handed us the second clue. We read it out loud, and figured out that we had to go to another place in the school. The pirates told us that this was the place where they got their strength and ate to get stronger. All the children thought that this place could be the dining room, so we lined up and went there.

When we arrived at the dining room, more pirates were waiting for us with a surprise pirate machine. Those pirates gave us the third clue and we realized that the machine had three zones where we had to put those clues in the order in which we had gone to the different treasure hunt locations.

When we ordered the three clues that the pirates had given us, a treasure map with a key came out of the machine. We opened the treasure map and saw that it led us to the courtyard.

When we got there, there were more pirates with a palm tree and a treasure chest, and they told us that if we wanted the chest we had to go through one last test which consisted of singing the pirates' song again.

After singing it the pirates said that we had done very well and agreed to give us the treasure, and when we opened it, we discovered that inside there was a lot of goodies that we distributed among everyone.

The children went home very happy with this great experience.

