

Inglês

Trilhas de Aprendizagens

**1º
ANO**

ENSINO FUNDAMENTAL

SÃO PAULO CITY DEPARTMENT OF EDUCATION

Learning Trails

1st
GRADE
PRIMARY EDUCATION



**CIDADE DE
SÃO PAULO
EDUCAÇÃO**

*São Paulo City Hall
Education*

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Bruno Covas
Mayor

São Paulo City Department of Education

Bruno Caetano
São Paulo City Department of Education Secretary

Minéa Paschoaleto Fratelli
Assistant Secretary of Education

Pedro Rubez Jeha
Chief of Cabinet

São Paulo City Department of Education

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**1st
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PRIMARY EDUCATION

PEDAGOGICAL COORDINATION – COPED

Daniela Harumi Hikawa - Coordinator

TECHNICAL ADVISORY - COPED

Fernanda Regina de Araujo Pedroso

Kelvin Nascimento Camargo

PRIMARY AND SECONDARY EDUCATION DIVISION – DIEFEM

Carla da Silva Francisco - Director

YOUTH AND ADULT EDUCATION DIVISION – DIEJA

Milena Marques Micossi - Director

SPECIAL EDUCATION DIVISION – DIEE

Mônica Leone Garcia - Director

TECHNICAL CENTER OF CURRICULUM – NTC

Wagner Barbosa de Lima Palanch - Director

TECHNICAL ASSESSMENT CENTER – NTA

Claudio Maroja - Director

TECHNICAL TRAINING CENTER – NTF

Adriana Carvalho da Silva - Director

TECHNICAL CENTER OF THE CEUS UNIVERSITY – UNICEU

Cristhiane de Souza - Director

CHILDHOOD EDUCATION DIVISION – DIEI

Cristiano Rogério Alcântara - Director

AUTHORSHIP

COPED team and employees
of the DRE Pedagogical Divisions

TEXT REVIEW

Cláudio Santana Bispo

Maria Alice Machado da Silveira

Roberta Cristina Torres da Silva

Thiago Fabiano Brito

TRANSLATION

Marcos Felix Araújo

Marcelo Henrique Barbosa

Valentina Nogueira Rodrigues Soares

TEXT REVIEW - ENGLISH

Marcelo Henrique Barbosa

EDITORIAL PROJECT

MULTIMEDIA CENTER

Magaly Ivanov - Coordinator

CREATION AND ART CENTER - Design, Editing and Illustration

Ana Rita da Costa

Angélica Dadario

Cassiana Paula Cominato

Fernanda Gomes Pacelli

Simone Porfírio Mascarenhas

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Phone.: 11 5080-7301 e-mail: smecopedmemorialeducacao@sme.prefeitura.sp.gov.br

Dear students,

We are going through a moment that requires distance from Educational Units and other spaces in the city. It is time to stay home to protect the family and the most vulnerable people.

But that does not mean that you need to distance yourselves from learning! On the contrary, it is important to create a daily routine to fit in different activities.

In this guidance letter to the students' family members and caregivers, we offer suggestions for organizing that routine. There is even a section for you to create your own routine with the activities you like doing daily.

But now that the break is over, you need to devote yourselves to schoolwork. We created this material as an opportunity to help you solve activities that are part of the grade curriculum to which you are enrolled in. It concerns activities that you can do on your own or with the help of one of your family members or caregivers.

The most important part is: organize your routine with the activities from this material, from the textbook or the Caderno da Cidade (if you have them) and some readings. Do not do all the tasks at once. Do two pages per day. Alternate the tasks of Portuguese, Mathematics, Natural Sciences and Human Sciences.

In addition to that, your teachers will be in contact with you through a digital platform to assign other activities that you must do to continue learning every day.

It is very important that you bring back this book and give it to your teacher when classes start again. If this happens before you finish the assignments, don't worry, as teachers will provide guidance on how this material can be completed.

Have a good study!

Bruno Caetano
São Paulo City Department of Education Secretary



GUIDANCE TO THE STUDENTS' FAMILIES OF THE SÃO PAULO STATE AND CITY SCHOOL NETWORK

With information for the
Coronavirus prevention and care

MARCH - 2020

It's time to look after our Families!!!!

Prevention



Avoid leaving home



Wash your hands with soap and water



Avoid touching eyes, nose and mouth



Do not share personal items



Clean objects that you bring from the street and those that are touched frequently



Cover with your arm, nose and mouth when coughing or sneezing



Use disposable tissues, throw them in the trash after using them

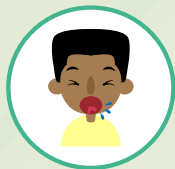


Avoid contact of children with the elderly



Keep all places at home fresh

Symptoms



Cough



Fever



Breathing difficulty

Transmission



Through droplets of saliva and phlegm that can contaminate



by physical contact



sharing objects

Precautions with those with symptoms



Avoid contact with body fluids



Stay in home isolation



Use disposable gloves to clean clothes, objects and the places



Seek medical attention if symptoms worsen

For more information: <https://www.saopaulo.sp.gov.br/coronavirus>
www.prefeitura.sp.gov.br/cidade/secretarias/saude/
<http://www.escoladeformacao.sp.gov.br/portais/Default.aspx?tabid=9051>



Letter to families

We are living in a peculiar moment and, therefore, it is important that we are united and focused on seeking solutions to face the Covid-19 outbreak. Education plays an important role in this process as it is a powerful way of raising society awareness, especially among children and young people. Families also play a key role! More than ever, we need to work together to get through this moment by setting an example and inspiring our students.

The suspension of classes is a measure that was discussed and decided together with teams from the State Department of Health, in line with the Ministry of Health guidelines to contain the pandemic. For this reason, it is very important that everyone respects the social distance measures adopted and understands that this moment is not a pedagogical break as we normally take during school holidays. In other words, we should avoid leaving the house to go to events, parks, restaurants and other places with large crowds.

For this reason, we suggest, in this document, activities to be carried out with babies, children, teenagers and adults in order to minimize the effects of temporary distancing from Educational Units. In addition to that, you will find tips on how to support the students for whom you are responsible so that they remain motivated to study and to continue learning.

It is important that family members check the official websites and social media of the State and City Education Departments for more information and guidance. United we can take advantage of this situation as an opportunity to strengthen the bonds between families, students and the State. Certainly, in challenging situations like this, we learn a lot and become stronger as society.

We count on everyone's cooperation!

<http://www.saopaulo.sp.gov.br/>

educacao.sme.prefeitura.sp.gov.br

Early Childhood Education

The learning process takes place as a result of the personal development of babies and children while interacting with other children of the same and different ages, with adults and with the cultural elements they come into contact with.

The development of babies and children starts as they build a relationship with people, develop habits and practices with language and other forms of language communication and with accumulated knowledge. And also as they begin to perceive the world around them: memory, speech, thought, imagination, values, feelings and self-discipline.

That's why interactions and games are so important!

As we tell or read a story, children listen, but they also imagine, think, compare, observe our tone of voice, the way we interact, how we treat other children and how we look after books. They also perceive our interest and enthusiasm. With that, they learn ways of being, to like things, to perceive others and themselves. Consequently they start learning ways to interact with their surroundings and with other people, creating an image of themselves and building up their self-esteem.

In other words, children learn by living and coexisting. They learn and perceive the world as a whole: when they observe, listen and think, play, experiment, discover, compare and express, through different languages, they are learning and perceiving the world around them.

That learning can happen at different times during the domestic routine: when brushing your teeth, at mealtimes, playing and during games, you should always focus on developing the autonomy of the little ones.

Considering that babies and children will spend some time at home, we recommend activities that involve a lot of interaction and free play. We also suggest links to websites with information and interesting activities tips that can be done with children and family members while they are at home.

We can take advantage of this home isolation time to remember family stories, including playing with words that are simple but fun, like tongue twisters, nursery rhymes, riddles, among many others.

We also have a list of very cool games:

Corda	Mímica	Telefone sem fio	Agacha-Agacha	Morto e Vivo	Elefantinho Colorido
Estátua	Batata Quente	Caracol	Passa	Passa Três Vezes	Cabra Cega
Elástico	Arranca Rabo	Bandeirinha	Boca de Forno	Cinco Marias	Queimada
Corrida de Saco	Pega-Pega	Quente ou Frio	A Carrocinha	A Galinha do Vizinho	Cachorrinho está Latindo

Carneirinho Carneirão	De Abóbora Faz Melão	Escravos de Jó	Eu Sou Pobre	Fui no Itororó	Marcha Soldado
O Cravo e a Rosa	Onde Está a Margarida	Peixe Vivo	Sambalelê	Se Esta Rua Fosse Minha	Bolinha de Sabão

Wow!! There are so many that you can play for many days !!

Do you know others that are not on this list? Shall we add them in the space below?

It is also possible to create games with the children or to recall the old ones you might know, such as: top spinning, phone made of tins and Diabolô, a toy that can be done with a plastic bottle and string or rope.

Building games are also very interesting for children's development. Through these games, it is possible to use and transform various objects and materials (scraps, empty pots and packages, wooden blocks, etc.) into toys. Fabric turns into huts, boxes turn into carts or houses... The important thing is to use your imagination!

In addition to that, you should read daily for babies and children. It would be very interesting to have varied books, of different genres (tales, nursery rhymes, riddles, poems, fables, etc.) and, also, of different sources (comic book, newspaper, book).

Storytelling is also worth it!

<https://www.euleioparaumacrianca.com.br/>



Besides the classic ones, there are others that we can learn with the help of websites, as suggested below:



<https://lunetas.com.br/>



<https://www.tempojunto.com/>



<https://labedu.org.br/>



Below, we listed other websites that suggest activities to do with babies and children, as well as tips for family members.

<https://www.fmcsv.org.br/pt-BR/>



Primary School – Early Years

1st Grade

Children, in the 1st grade, have just arrived at primary school and it is very important to stimulate them towards literacy processes that involve reading, writing, knowing the numbers and their use in real situations. That means that the proposed activities must be as close as possible to the children's reality, so that they make sense to them.

It is possible to use the student's teaching material. Additionally, it is essential to carry out activities that involve writing. With that in mind, as they are learning to write it is important to consider that children will not always use the appropriate letters for the spelling of all words. If you ask your child to write the word HOME and they spell something like hom or omm, don't consider it a mistake. The child is, in fact, very close to understanding how that word is written. You will help more by asking them to read aloud what is written in order to understand how they were thinking, than by correcting or showing the correct spelling.

Respect this process, by encouraging the children to reflect on how they write without correcting them while writing. Give them tips, make comparisons between the writing of certain "similar" words and ask "what is missing" when they write words missing letters, for example.

The main point of this action is interaction. Adult and child together, experiencing moments of exchange, conversation and knowledge building. We know that family members are not "literacy teachers", but reading, writing and talking, including free plays and playfulness, make children learn a lot, but also stimulate emotional bonds.

Another important aspect in the literacy process is reading. Doing it daily is essential for children to develop the habit of reading. Even those who are still unable to read by themselves need to understand some conventions about reading that they will only learn if they have frequent contact with books and readers. Besides that, the diversity of genres and types of texts need to be considered in this activity. The students' teaching material has many texts that the children can read. The books in the Programa Minha Biblioteca collection and / or those children borrow from school can also be useful to encourage reading. Furthermore, there is a variety of websites with books and texts available for free. Another way to encourage reading is to present videos of storytellers, available, for example, on Youtube.

When carrying out the sequence of activities of the teaching materials with the children, it is important to make sure that they follow the suggested order. These activities were designed in a way that, at the end, students will build up knowledge and that process could be harmed if any action is carried out independently. So, when starting a Material Unit, make sure they complete it. Children will have up to 1 month to do it. So, respect the learning pace of each one and use other sources of study, not only the teaching material, so that the students will push themselves away from the school content. This material must be returned to school when classes are resumed. Take good care of it!

Besides that, there are other activities that cannot be missed in the children's routine:

- Games and free plays play a fundamental role in the children's learning and development processes and need to be part of little ones routine, considering both free play (the child chooses what to do) and the directed play (adult organizes it with the child).
- In the first part of this book, there are suggestions of free plays that can (and should!) be done with children. We are sure that both children and adults will have fun in this process. It is also time to rescue those "old days" free plays to cheer up the routine of the house.
- Remembering family free plays, stories and adventures is another very cool activity. How about extending the conversations so that the little ones know more about the family history?

2nd Grade

Children in the 2nd grade are already more familiar with the literacy process. But even so, go over the 1st grade guidelines again and introduce more challenges in the suggested readings and activities.

The proposed routine must be followed by the 1st and 2nd grade students and can be replicated in the following weeks, aiming at the continuity of the Teaching Material Unit.

	MORNING	AFTERNOON	NIGHT
MON	Writing activity (nursery rhymes or well-known piece of music or games and free play rules, recipes or shopping lists) (1 hour and a half up to 2 hours)	Execution of the Portuguese Language section of the Caderno da Cidade (2 hours and a half)	Free time
TUE	Use of the Portuguese I Language or Mathematics textbook (2-3 hours)	Free time	Lecture de poèmes ou de contes (1 hour)
WED	Free or directed play (1 hour and a half)	Use of the History, Geography or Science textbook (2-3 hours)	Reading curiosities or nursery rhymes (1 hour)
THU	Free time	Execution of the Natural Sciences section of the Caderno da Cidade (2 hours and a half)	News reading (1 hour)
FRI	Game (1 hour and a half)	Execution of the Mathematics section of the Caderno da Cidade (2 hours and a half)	Free time

* Each week, the student performs activities of one subject. Example: in the 1st week, he does the activities of the Mathematics textbook and, in the next week, the Portuguese language one. The same routine applies to the other subjects. We suggest a maximum of two pages of exercises per week. If the child doesn't have the textbook, we suggest book reading.

** Each activity sequence of Cadernos da Cidade, material made available to students of the São Paulo City Education Network, must be carried out during the current month. It is important that the family member/guardian plans the activities to be done with the children during the week.

3rd Grade

In the 3rd grade, considering that children are already literate, text writing should be strengthened. A good strategy for this is to ask students to write the end of known tales, invent story ends and to write using their own words. In order to achieve this result they need to know a variety of texts. That is why, at this stage, reading remains as important as literacy.

We therefore suggest that the routine should be similar to the previous one, with the following changes:

Activity	Inclusion of
Reading	<ul style="list-style-type: none">- Poems- Tales / Fables / Myths- Scientific text- Experience report- Comics
Writing	<ul style="list-style-type: none">- End of a short story (as in the original text)- Text writing: continuation of a story (spontaneous writing)- List of curiosities about the scientific text read for the production of an explanatory leaflet- List of curiosities about the news read for the production of informative posters- List of favorite home activities/ grocery / party / favorite movies

4th and 5th Grades

Children in these grades are already literate and produce texts with greater autonomy. The teaching material used is already more complex and it is quite productive to introduce the internet to help students with school contents. There are video lessons available on websites and virtual platforms, which we will suggest on the social networks of the Department of Education and students will be able to access them.

Reading remains extremely important for students of those grades. So make sure they read daily and also read along with them. Besides being a fundamental period for learning, it will help to strengthen family bonds

Text writing is another essential activity in this school phase. Students can find in the teaching material some writing tasks. It is important that the student first writes a draft and then the final text on a separate sheet. Both draft and final text should be handed over to teachers once they go back to school.

The study routine is also essential for other subjects such as History, Geography and Sciences. In addition to the materials available for studying, use virtual platforms, watch documentaries, read the news and the different texts that circulate socially. Since the change in activities is in the complexity of the content presented to students, the 4th and 5th grade should follow the same routine previously suggested for other grades.

We suggest the inclusion of the following:

Activity	Inclusion of
Reading	<ul style="list-style-type: none">- Poems- News- Comics/Strips- Scientific text- Experience report- Chronicles
Writing	<ul style="list-style-type: none">- Suggestion of a book or film for some family member- Poem writing- Personal diary writing- Set of rules for a new game

As each family has a different routine, we suggest that family members and children fill in the table below with the week's routine. On Friday, it's advisable to review the routine for the following week. Let's get to work!

	MORNING	AFTERNOON	NIGHT
MON			
TUE			
WED			
THU			
FRI			

We remind you that physical activities and arts are also essential for children's development. Stimulate reading, artistic appreciation, listening to music, dancing, ludic activities and games.

The following is a public domain website, which has a large text collection of different genres that can assist families with reading and writing tasks.



<http://www.dominiopublico.gov.br>

Elementary School Final Years and High School

Do you know the dreams of the student you are responsible for? Do you know if they want to go to college, travel to another country, overcome shyness or work with technology? If so, the next few weeks will be a great opportunity to talk more with them about it. As well as to connect, for example, what is being taught in Math or History with their life project. If you don't know their dreams and projects, rest assured! You will find out a lot about what they want for the future and how the school can help with that!

Write here some of the dreams of the student you are responsible for

When the student can count on the adults with whom he lives to follow up his studies, he learns much more. In the next few weeks, this will be even more important. To make you even more prepared for this task, let's talk a little bit about how teenagers learn?

1. **They learn from what they experience:** more than just hearing a theory, the teenager will connect and learn more from what they experience. Imagine you teach how to bake a cake. What are the chances that they will remember the steps the next day? Now, think about what would happen if you baked a cake with them. It is very likely that cooking would go better if they had to bake the cake again. You can do the same with school subjects. For example, much cooler than hearing about the pyramids in Egypt, is watching a film featuring these ancient buildings. Ils apprennent avec les autres:
2. **They learn from others:** it is common, when we talk about studies, to imagine a person sitting, in silence, reading and taking notes. But that's just one way of learning. They can study in groups, talking, teaching and learning with other people. Therefore, we recommend that students create groups in applications like WhatsApp with at least 3 classmates. Once a week, each student must post a math problem they have created and that they know how to solve for their friends. Besides that, they should send some news they have read and that you are sure is genuine for discussion in the group.

Tip: why don't you create a whatsapp group with other caregivers from the school? You can exchange ideas, learn together, talk about difficulties and even about the study guides students received at home.

3. **They learn in many ways:** young people are very dynamic. So, rest assured if they alternate activities. At one moment they may be reading, at another, watching a movie and then learning from a game. This switch is essential for them to remain interested. And, believe us, it is possible that they learn in each of these activities. If you can, talk to them about how they would like to learn in each moment. It's proven that making choices helps young people to learn more!

Following you will find some other practical tips to follow up and learn together with the student during the coming weeks:

1. **This is not a regular holiday period:** even if the students are at home, it is important that they continue with their school activities and avoid contact with other people in events, restaurants, parks, etc.
2. **Support the organization of a study routine:** the students will receive study guides. Agree with them a moment in the week to look together at what materials have arrived and to create a schedule of how they will be explored throughout the week. At the end of this material, you will find an example of how you can do this.

What is a study guide? It is the step-by-step that the student must follow in order to learn a subject. It may contain, for example, a list of Math exercises, suggestions of some questions to answer after reading a text or watching a video. It's the guideline of an experience to be executed.

3. **Make sure that they go through all the content:** it is very likely that a student who does not like mathematics will set aside the study program for this subject and prefer to devote time to a different one. Make sure that the student has gone through all the subjects in the week and, if not, reinforce the importance of doing so.
4. **The order matters:** the study programs were designed that way on purpose. Thus, if the students skip the content of one week, they may not understand what is coming next. Explain that it is like a soap opera or a series: without a chapter, it is difficult to understand the whole story. Follow this point carefully and check if the young person is following the proposed sequence.
5. **Agree on study schedules:** when we are at home, it is much harder to organize time. The sofa and the TV are right there. To prevent the students from failing to complete their activities, you should agree on starting and finishing times.
6. **They can learn on the Internet:** many of the content will be available online. Therefore, the student will need to access digital platforms to reach the content. Support the students by encouraging them to download the materials, create

digital folders for the organization and always save what has been done. It is worth remembering that, even if they receive the digital programs, they will be able to solve the questions and answer the activities in a notebook.

7. **It's okay if you don't know how to clarify their doubts:** if the students ask something that you don't know how to answer, suggest you research the answer together. Also, remember that there will be remote exchanges with teachers to deal with this kind of situation.
8. **Encourage the student to watch a movie, read a book, listen to a radio show:** a great combination is that they connect what was learned in the week with books, movies, music, radio shows. This helps the students to learn better and get excited about the lessons. And it is also a topic for discussion on the WhatsApp group with colleagues. Do you remember the deal? A film or a text tip for your classmates!
9. **Make connections with the issues that are part of their routine and life project:** students are, in many cases, with their minds on future plans. So, how about joining these ideas and projects with the Math program content, for example? It is quite possible to show that what they learn in this subject it's essential to calculate how much money they will need to save to go to college or to achieve a certain goal.
10. **Some subjects are new:** for those who have just arrived in 6th grade, the school is full of novelties. That also happens in the 1st grade of high school. Until the 9th grade, the curriculum component of Chemistry, for example, did not exist yet. It is important to pay special attention to these new subjects, as the students are still getting used to them.
11. **Celebrate achievements:** on days when goals are met, celebrate! Acknowledge their good work.
12. **Value the effort in learning:** if the student has difficulties in answering a list of math exercises, for example, it is important to encourage them to continue trying to solve the problems in different ways.
13. **Stay close:** monitoring the studies is a sign of care and concern. Let the students know that you are in this together and that they can count on you. Try to turn these study moments into pleasant social situations.
14. **Access the school's communication channels:** many of the announcements will be made through them and it is important that you are aware of both the dates and next steps in education. As well as about the channels through which activities and guides will be made available.

To help you and the student to agree on a study routine, we would like to propose a sample schedule of activities. You will fill in the charts exactly with the activities suggested by the school.

	MORNING	AFTERNOON	NIGHT
MON	Free time	Use the History, Geography or Science textbook (2 hours)	Reading tales or chronicles
TUE	Caderno SP Faz Escola / da Cidade Mathematics (2 hours)	Movie and review writing (3h30)	Free time
WED	Caderno SP Faz Escola / da Cidade Portuguese Language (2 hours)	Free time and/or game	Reading articles about scientific reporting
THU	Free time	Mathematics or Portuguese textbook (2 hours)	Reading song lyrics or poetry
FRI	Caderno SP Faz Escola / da Cidade (2 hours)	Watch documentaries or interviews and write a review. (2 hours)	Free time

Note: You may have noticed that different materials appear in the example table. This happens because São Paulo State Network students work with the Caderno SP Faz Escola and those from the São Paulo City Network with the Caderno da Cidade - Elementary School.

Now it's your turn! Family members and students, fill in the table below:

	MORNING	AFTERNOON	NIGHT
MON			
TUE			
WED			
THU			
FRI			

We wish you luck in this phase of studies! You will notice that the organization of the routine will get better every working day.

Youth and Adult Education

At this moment, when family members will be at home and the entire study routine will be carried out in this space, children, adolescents and adults will have the possibility to think about the knowledge of each curricular component.

The role of adults in the process of solving activities is not only guiding. Everyone learns while carrying out activities.

Carrying out all the activities suggested for babies, children and adolescents will allow adults to be in contact with knowledge and keep on learning.

Read to minors, talk about the past, spend time looking at old photos, teach old free plays and games and learn the current ones. Or any other activities that will provide learning moments for everyone.

For the adults, in addition to everything that has already been described, we recommend reading different types of texts, recording significant writings such as chores, grocery lists, books to be read, films they want to watch. Stay close to the students at home so that all activities carried out, which rely on adult support, also become a learning opportunity for both.

Quite important to know!

You can count on the support of education professionals. The official channels will always post tips and information about any notice/changes related to school. Follow up and share official information with your colleagues and other family members.



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SÃO PAULO**
EDUCAÇÃO



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| Secretaria da Educação

Dear Caregivers,

Before starting the tasks, we have some suggestions for you:

Talk to the child or young person about the latest events, explaining that, for a period of time, they will study at home. They hear a lot of news and need the help of someone more experienced to analyze, understand what they hear and form their own opinion.

Additionally, students will need the support of their guardians to organize their study routine and adapt to a different way of experiencing school tasks. The guidance letter to families brings important suggestions and aiming at the Special Education students we would like to complement those suggestions.

Nobody knows the children or the teenagers better than you do. Use your day-to-day experience when executing school assignments. Respect the students time and pace: it is not necessary to do all the activities on the same day, nor one after the other.

Divide the tasks through the week days, following the diversified routine suggested in the guidance letter. If the students get tired, take a break and do some more relaxing activities with them!

The activities can be carried out with your help. As for the students, their role is to speak, to point out, to draw and to write (among other things) about what they understood of the studied subjects. If the students are unable to perform the tasks, you can help them out using the material itself or through videos and photos.

Remember that helping them out with an activity doesn't mean doing it for them. We want to know how the student executed the activity, which very often is not the correct answer. And that's ok. The important thing is to know the student's way of thinking. Family members may also problematize the activity in order to make children and young people understand the resolution processes, and only then reach the correct answer.

Allow the student to express himself in the way he usually does. Forcing him to do something he can't do, will only lead to frustrations.

This book is for all our students!



Tips for executing the activities!!!

For reading:

- **For students with Blindness or Visual Impairment:** besides doing the usual reading, let the student touch the book, describe the scenario presented on each page (colors, shapes, meaning of a term, among others), look for stories on the Internet that he can hear.
If you can open this material on the computer, enlarge it using the zoom.
- **For students with Hearing Impairment:** use images to illustrate the story, sign language, small objects and signs, illustrative movies without speech or with captions/subtitles.
- **For students with Intellectual Disabilities:** use firm materials, images, objects, puppets, finger puppets, make sounds and illustrative films.
- **For students with Autism:** anticipate the activity to be carried out (with images, firm objects and others), use “clear” images that display only one picture to illustrate what they are going to deal with.
- **For students with High Abilities/Giftedness:** do not let the quarantine dull the potential of the child or young person with HA/Giftedness, as one of their characteristics is the involvement with the area of interest and the attraction for challenging activities. How about pushing them to expand and enrich their knowledge? You can help them by asking challenging questions, so that they seek the answers; make them curious, even ask questions that you don't have the answer to. Show them that there are many unanswered questions, and suggest national and international websites for them to research, such as universities, libraries, museums, institutes (of arts, music, dance), laboratories from any area, sports clubs etc.

For the execution of tasks:

- **Act as a scribe/copyist** (person who will write down the answers presented orally by the student);
- **Act as a reader** (person who will read the activity instructions for the student);
- **Let the student execute his activity** in the way he feels most comfortable with, even if it is not the conventional way;
- **Use Assistive Technology resources:** attach sheets to the table with duct tape, two-finger pencils (bicycle handle, EVA foam, rolled duct tape, etc.), use a tablet, voice thickener, reader, magnifiers, among others;
- **Record** the execution of an activity through video or photos.

For the research:

We suggest some interesting websites that can help in this period:

- **Free Plays:** <https://www.tempojunto.com/2017/07/29/brincadeiras-que-ultrapassam-as-deficiencias-fisicas-de-todos-nos/>

- **Free plays for visually impaired children:** <https://lunetas.com.br/13-dicas-para-brincar-com-criancas-com-deficiencia-visual/>
- **Videos with audio description:** <http://www.bengalalegal.com/audio-e-vídeo>
- **Tales narrated in sign language:** <http://www.ebc.com.br/infantil/voce-sabia/2012/11/assista-os-contos-infantis-narrados-em-libras>
 - △ Content in sign language (LIBRAS) for all ages: <http://tvines.org.br/>
 - △ Accessible books: <https://maisdiferencas.org.br/biblioteca/livros/?>
 - △ Booklets for sign language learning:
 - 1st grade: <http://portal.sme.prefeitura.sp.gov.br/Portals/1/Files/8901.pdf>
 - 2nd grade: <http://portal.sme.prefeitura.sp.gov.br/Portals/1/Files/8904.pdf>
 - 3rd grade: <http://portal.sme.prefeitura.sp.gov.br/Portals/1/Files/8908.pdf>
 - 4th grade: <http://portal.sme.prefeitura.sp.gov.br/Portals/1/Files/8912.pdf>
 - 5th grade: <http://portal.sme.prefeitura.sp.gov.br/Portals/1/Files/8912.pdf>
 - △ Shows available on public TV (sign language and audio deguideion): <https://tvcultura.com.br/>

Accessibility resources:

The area of assistive technology that specifically replaces regular forms of communication skills is called Alternative Supplementary Communication (ASC). It is intended for people with speech impairment or lacking functional writing. People whose ability to speak or write doesn't meet their needs.

For students who use this form of communication, images are important allies in the teaching and learning process.

Recommended websites for research that can help with this practice:

- △ For Blind students, we recommend that parents and guardians download NVDA and ORCA, which are free: <http://cegosbrasil.net/downloads/download-do-nvda>
- △ We also suggest the Accessibility found on the SMPED website. It has Accessibility features: <https://www.essentialaccessibility.com/pt-br/download-app/>
- △ DosVox - <http://intervox.nce.ufrj.br/dosvox/>
- △ The magnifying glass of Windows is perhaps the screen magnifier most accessible to users, since the feature has been part of Windows ever since version 98.
- △ MAGIc - The MAGic screen magnifier has a speech synthesizer, the same as the JAWS screen reader, which reads objectively what is on the screen. A kind of hearing aid for you not to tire your eyes too much.
- △ <https://www.assistiva.com.br/ca.html>
- △ <https://sites.google.com/a/nce.ufrj.br/prancha-facil/download>
- △ <https://apkpure.com/prancha-livre/br.tazmania.pranchalivre/download?from=versions>
- △ <http://portal.mec.gov.br/component/content/article?id=12681:portal-de-ajudas-técnicas>

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ANNEX

Portuguese Language

ACTIVITY 1 – A NURSERY RHYME TO LEARN THE ALPHABET

– KNOWLEDGE TRAIL ▶ ▶ ▶

DID YOU KNOW THAT NURSERY RHYMES ARE RECITED VERSES FOR CHILDREN'S FREE PLAYS? DO YOU KNOW ANY NURSERY RHYME?

WITH THE HELP OF A GUARDIAN OR A FAMILY MEMBER, SING THE NURSERY RHYME BELOW AND COMPLETE THE ALPHABET.



REI, CAPITÃO
SOLDADO OU LADRÃO
QUAL É A LETRA
DO SEU CORAÇÃO?

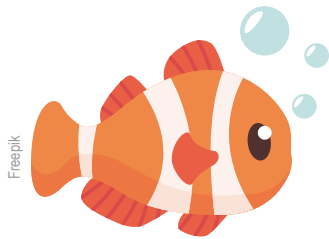
A			D			G
		J	K		M	
	P			S		
V			Y			

ACTIVITY 2 – WHAT'S YOUR NAME?

– KNOWLEDGE TRAIL ▶ ▶ ▶

WITH THE HELP OF A GUARDIAN OR A FAMILY MEMBER, CUT THE MOBILE LETTERS ON THE FINAL PAGES OF THIS BOOKLET. WRITE YOUR NAME AND COPY THE TEXT ON THE FOLLOWING LINE:

NOW, RECITE THE NURSERY RHYME BELOW AND FILL IN WITH YOUR NAME AND YOUR GUARDIAN OR A FAMILY MEMBER'S NAME:



SE EU FOSSE UM PEIXINHO

E SOUBESSE NADAR

EU TIRAVA _____

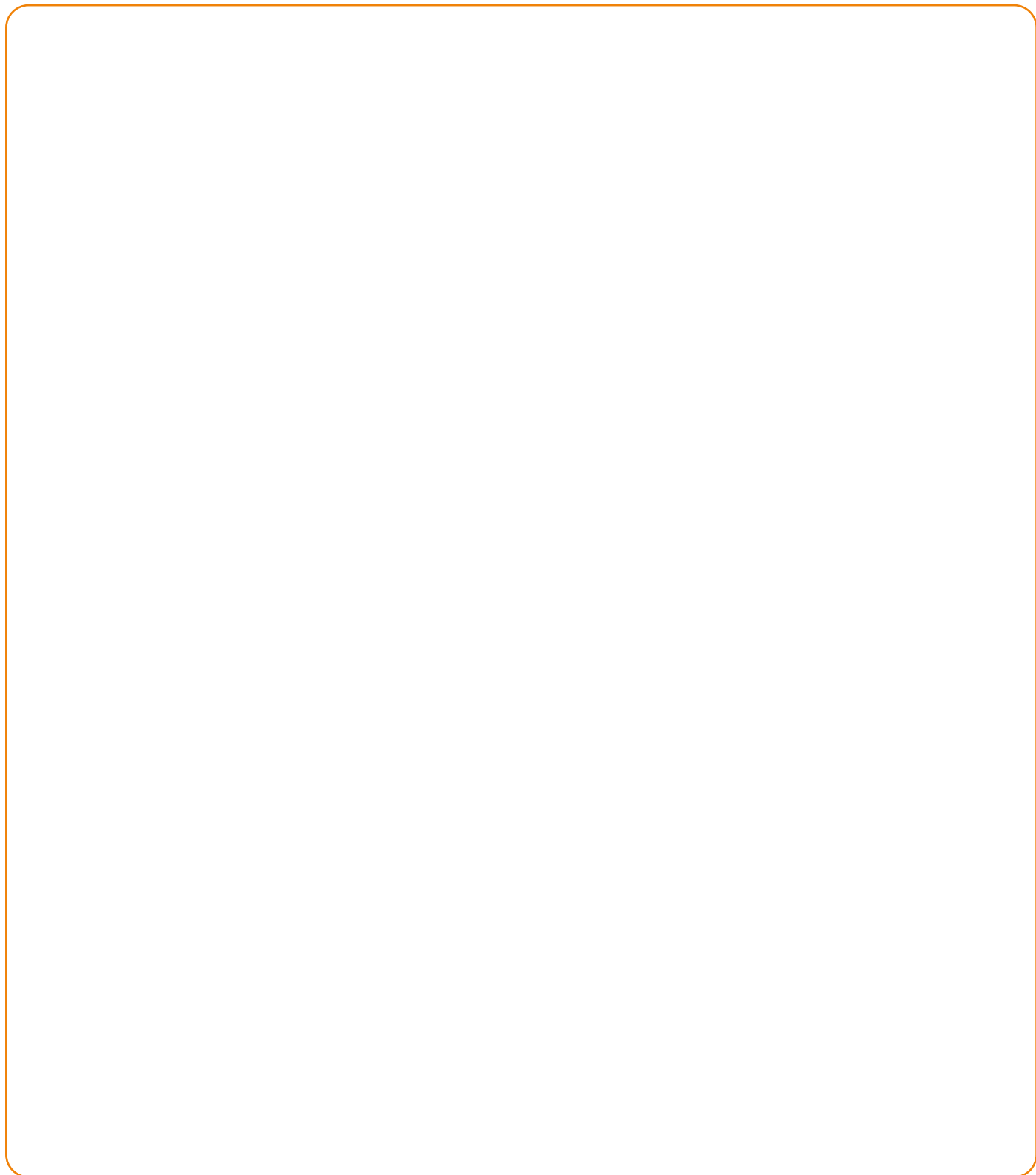
DO FUNDO DO MAR

ACTIVITY 3 – WHO LIVES WITH YOU?

KNOWLEDGE TRAIL ▶ ▶ ▶

WITH THE HELP OF A GUARDIAN OR A FAMILY MEMBER, USE THE LETTERS OF THE MOBILE ALPHABET ON THE FINAL PAGES OF THIS BOOKLET AND WRITE THE NAME OF THE PEOPLE WHO LIVE WITH YOU. NEXT, COPY THE NAMES ON THE LINES BELOW:

NOW, DRAW YOUR HOME AND THE PEOPLE WHO LIVE WITH YOU. DO YOUR BEST IN THE DRAWING!

A large, empty rectangular box with a thin orange border, intended for drawing. The box occupies the majority of the page below the instruction text.

ACTIVITY 4 – LEARNING MORE NURSERY RHYMES

KNOWLEDGE TRAIL ▶▶▶

LET'S LEARN MORE NURSERY RHYMES TO RECITE? IT'S TIME TO LEARN MORE NURSERY RHYMES! WITH THE HELP OF A GUARDIAN OR A FAMILY MEMBER, READ THE NURSERY RHYME AND PLACE AN "X" ON THE ONE YOU LIKED MOST:

DEDO MINDINHO
SEU VIZINHO
PAI DE TODOS
FURA BOLO
MATA PIOLHO

☐

MEIO-DIA
MACACA SOFIA
PANELA NO FOGO
BARRIGA VAZIA

☐

LÁ EM CIMA DO PIANO
TEM UM COPO DE
VENENO
QUEM BEBEU, MORREU
O AZAR FOI SEU

☐

ACTIVITY 5 – O SAPO NÃO LAVA O PÉ

DO YOU KNOW THE NURSERY RHYME "O SAPO NÃO LAVA O PÉ"? BUT THE VERSES BELOW ARE OUT OF ORDER. NUMBER THE VERSES TO PLACE THEM IN THE RIGHT ORDER:

	ELE MORA LÁ NA LAGOA
	E NÃO LAVA O PÉ PORQUE NÃO QUER
	O SAPO NÃO LAVA O PÉ,
	MAS QUE CHULÉ!
	NÃO LAVA PORQUE NÃO QUER

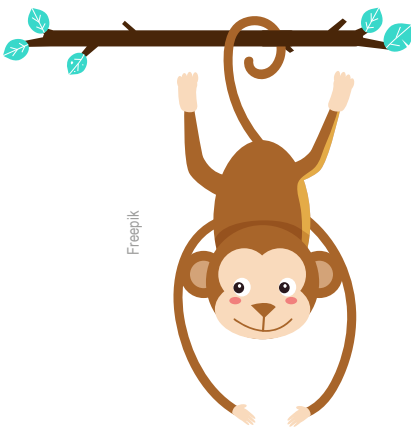
NOW, PUT THE NURSERY RHYME IN THE RIGHT ORDER:



Ilustração: Ana Rita da Costa

ACTIVITY 6 – SETTING THE NURSERY RHYME IN ORDER

THE TEACHER WAS PREPARING AN ACTIVITY WITH A WELL KNOWN NURSERY RHYME, BUT LEFT ALL THE VERSES BACKWARDS.



Freepik

MACACA SOFIA
BARRIGA VAZIA
MEIO-DIA
PANELA NO FOGO

CUT OUT THE VERSES ON PAGE 129 AND GLUE THEM IN THE CORRECT ORDER OF THE NURSERY RHYME.

ACTIVITY 7 – WRITING A NURSERY RHYME

KNOWLEDGE TRAIL



NOW IT'S YOUR TURN TO WRITE YOUR FAVORITE NURSERY RHYME. A TIP FOR YOU:
WRITE ON YOUR OWN WAY AND THEN SING IT TO THE PEOPLE WHO LIVE WITH YOU!

ACTIVITY 8 – PREFERRED TOY

KNOWLEDGE TRAIL ▶▶▶

DO YOU LIKE TO PLAY AT HOME? AND WITH YOUR CLASSMATES?

WRITE, IN YOUR OWN WAY, THE NAME OF YOUR FAVORITE TOY:

NOW, MAKE A WONDERFUL DRAWING OF YOUR FAVORITE TOY!

ACTIVITY 9 – MORE TOYS...

CONNECT THE NAME OF THE TOYS TO THE MATCHING IMAGE:

ESCORREGADOR

PIPA

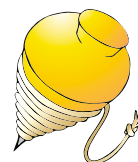
PETECA

CATA-VENTO

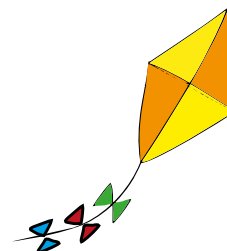
PIÃO



Ilustrações: NUCA



Ilustrações: Ana Rita da Costa



ACTIVITY 10 – KNOWING AN ARTIST!

KNOWLEDGE TRAIL ▶ ▶ ▶

LET'S MEET A VISUAL ARTIST WHO LOVES PAINTING WITH CHILDHOOD FREE PLAY MOTIFS.

LISTEN TO YOUR FAMILY MEMBER OR GUARDIAN READING ABOUT THE ARTIST:

IVAN CRUZ

THE ARTIST WAS BORN IN 1947, IN THE SUBURBS OF RIO DE JANEIRO AND PLAYED ON THE STREETS OF HIS NEIGHBOURHOOD, LIKE EVERY CHILD.

DESPITE LIKING ART A LOT, IVAN CRUZ WENT TO LAW SCHOOL, BUT NEVER LEFT PAINTING ASIDE.

IN 1986, HE STARTED TO DEVOTE HIMSELF ONLY TO HIS PAINTINGS AND SCULPTURES.

IN 1990, HE PAINTED HIS FIRST PAINTINGS WITH THEMES FROM HIS CHILDHOOD, MORE PRECISELY HIS “FREE PLAYS”.

HIS WORKS ARE VERY SUCCESSFUL THROUGHOUT THE COUNTRY AND ABROAD.

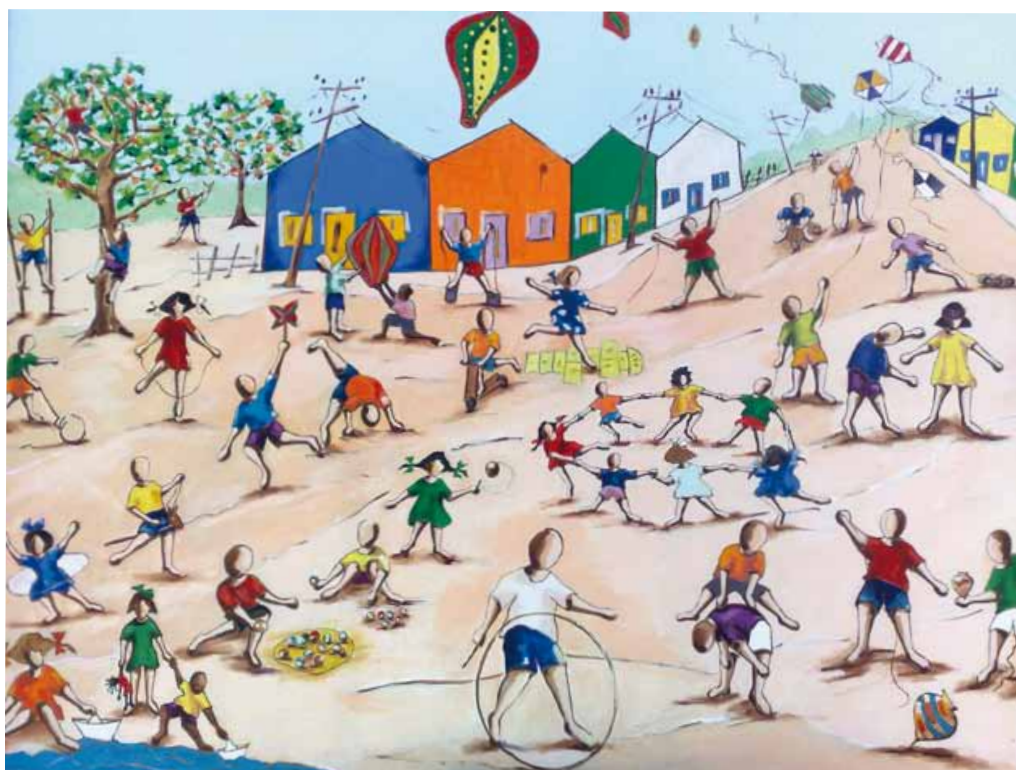
IVAN CRUZ SAYS: “THE CHILD WHO DOESN'T PLAY, IS NOT HAPPY; TO THE ADULT WHO DIDN'T PLAY WHEN WAS A CHILD, A PIECE IN HIS HEART WAS MISSING”.



Fonte: www.ivanacruz.com.br

ACTIVITY 11 – KNOWING AN ARTIST’S PIECE OF WORK

OBSERVE THIS PAINTING BY THE ARTIST IVAN CRUZ:



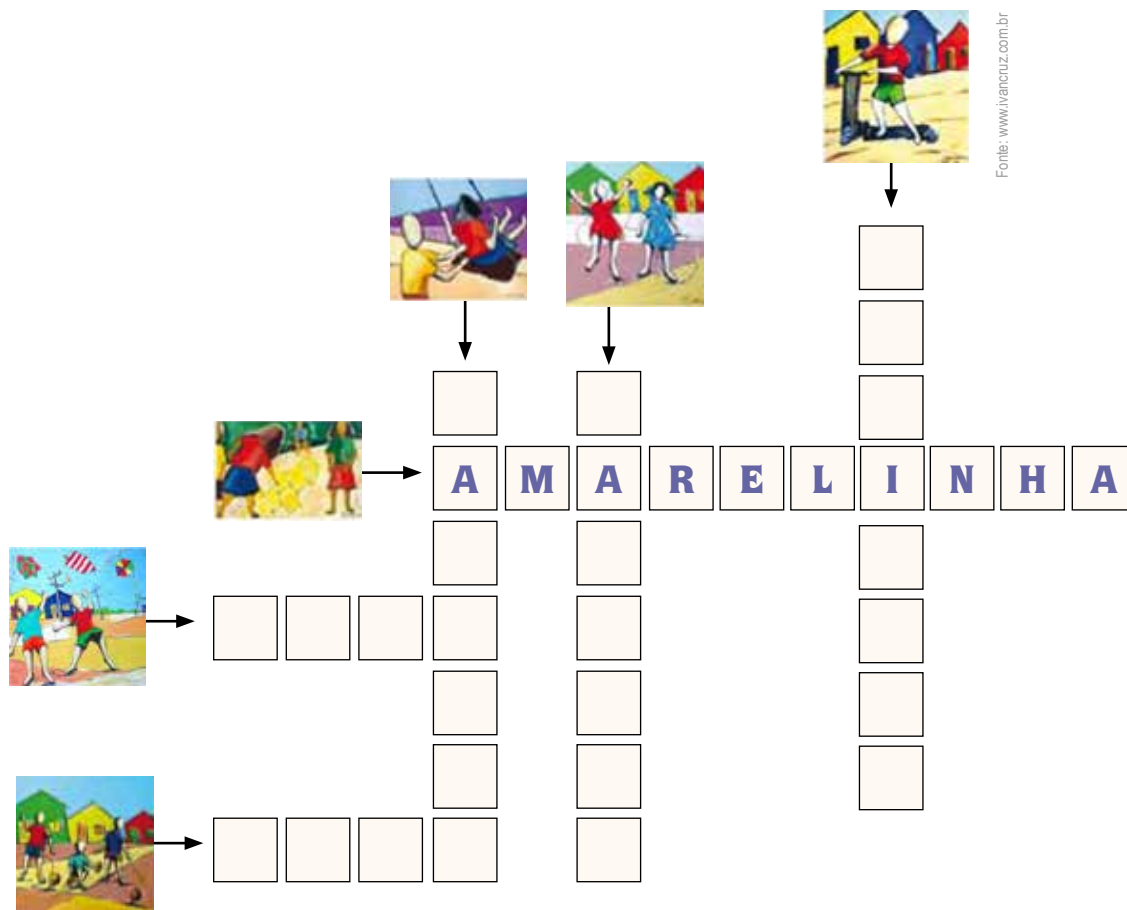
Fonte: www.ivancruz.com.br

WHICH FREE PLAYS DO YOU SEE IN THIS ARTWORK?

WRITE DOWN BELOW THE NAME OF TWO GAMES:

ACTIVITY 13 – FREE PLAYS CROSSWORD

TO SOLVE THIS CROSSWORD, YOU MUST CHOOSE THE RIGHT WORDS FROM THE TABLE BELOW:



Fonte: www.livancruz.com.br

4 LETTERS

LEÃO

PIPA

PATA

PIÃO

PATINETE

7 LETTERS

BAMBOLÊ

PITANGA

BALANÇO

BATERIA

9 LETTERS

BERIMBAU

PATINHOS

RABANETE

PATINETE

ACTIVITY 14 – GAMES AND FREE PLAYS

PAINT WITH COLOR PENCILS THE NAMES OF GAMES AND FREE PLAYS YOU HAVE PLAYED:

QUEIMADA
PIQUE-BANDEIRA
BOLA AO CENTRO
MORTO OU VIVO
CABRA-CEGA
COELHINHO SAI DA TOCA
MÉDICO E VAMPIRO
CORRE CUTIA
GATO E RATO
BARRA MANTEIGA

SOURCE/ADAPTATION: SÃO PAULO (SP). SECRETARIA MUNICIPAL DE EDUCAÇÃO. DIRETORIA DE ORIENTAÇÃO TÉCNICA. PROJETO INTENSIVO NO CICLO I – LIVRO DO ALUNO / SECRETARIA MUNICIPAL DE EDUCAÇÃO. – SÃO PAULO: SME/DOT, 2011. P. 105

ACTIVITY 15 – FREE PLAYS WITH FOOD

LET'S RECITE A NURSERY RHYME THAT IS VERY FAMILIAR:

UM, DOIS, FEIJÃO COM ARROZ
TRÊS, QUATRO, LIMPAR O PRATO
CINCO, SEIS, MOLHO INGLÊS
SETE, OITO, COMER BISCOITO
NOVE, DEZ, COMER PASTÉIS

NOW, WITH THE HELP OF A GUARDIAN OR FAMILY MEMBER CIRCLE THE DISHES MENTIONED IN THE NURSERY RHYME.

DID YOU KNOW THIS NURSERY RHYME? SINCE WE ARE TALKING ABOUT FOOD, WHICH IS YOUR FAVORITE ONE? WRITE HERE BELOW:

ACTIVITY 16 – LET’S PLAY WITH RIDDLES?

WRITE, IN YOUR OWN WAY, THE ANSWER FOR EACH RIDDLE. ALL ANSWERS HAVE THE NAME OF SOME FOOD!



Freepik

WHAT IS IT, WHAT IS IT, IT HAS SCALES, BUT IT’S NOT FISH, IT HAS A CROWN, BUT IT’S NOT A KING?



Freepik

WHAT IS IT, WHAT IS IT? IT IS HARD AND BALD. IT IS WHITE OR RED, YES, IT IS. ITS MOTHER IS TOOTHLESS, BUT ITS FATHER IS A SINGER.



Freepik

WHAT IS IT, WHAT IS IT THAT THE COOK CAN NEVER MAKE STRAIGHT?



Freepik

WHAT IS IT, WHAT IS IT. IT POPS AND TURNS INSIDE OUT?

ACTIVITY 17 – WHAT IS YOUR FAVORITE FRUIT?

KNOWLEDGE TRAIL ▶ ▶ ▶

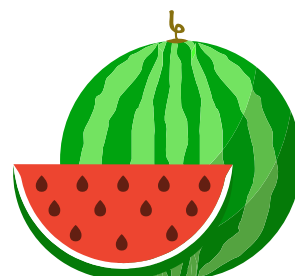
FRUITS ARE SOURCE OF VITAMINS, MINERALS, FIBERS AND ARE VERY HEALTHY!
WHICH FRUITS DO YOU LIKE TO EAT?

CONNECT THE IMAGES TO THE FRUIT NAMES:



ABACATE

ABACAXI



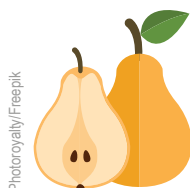
AMEIXA



BANANA



LARANJA



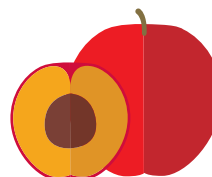
MAMÃO



MELANCIA



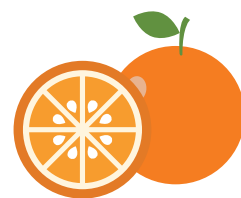
MORANGO



PÊRA



UVA

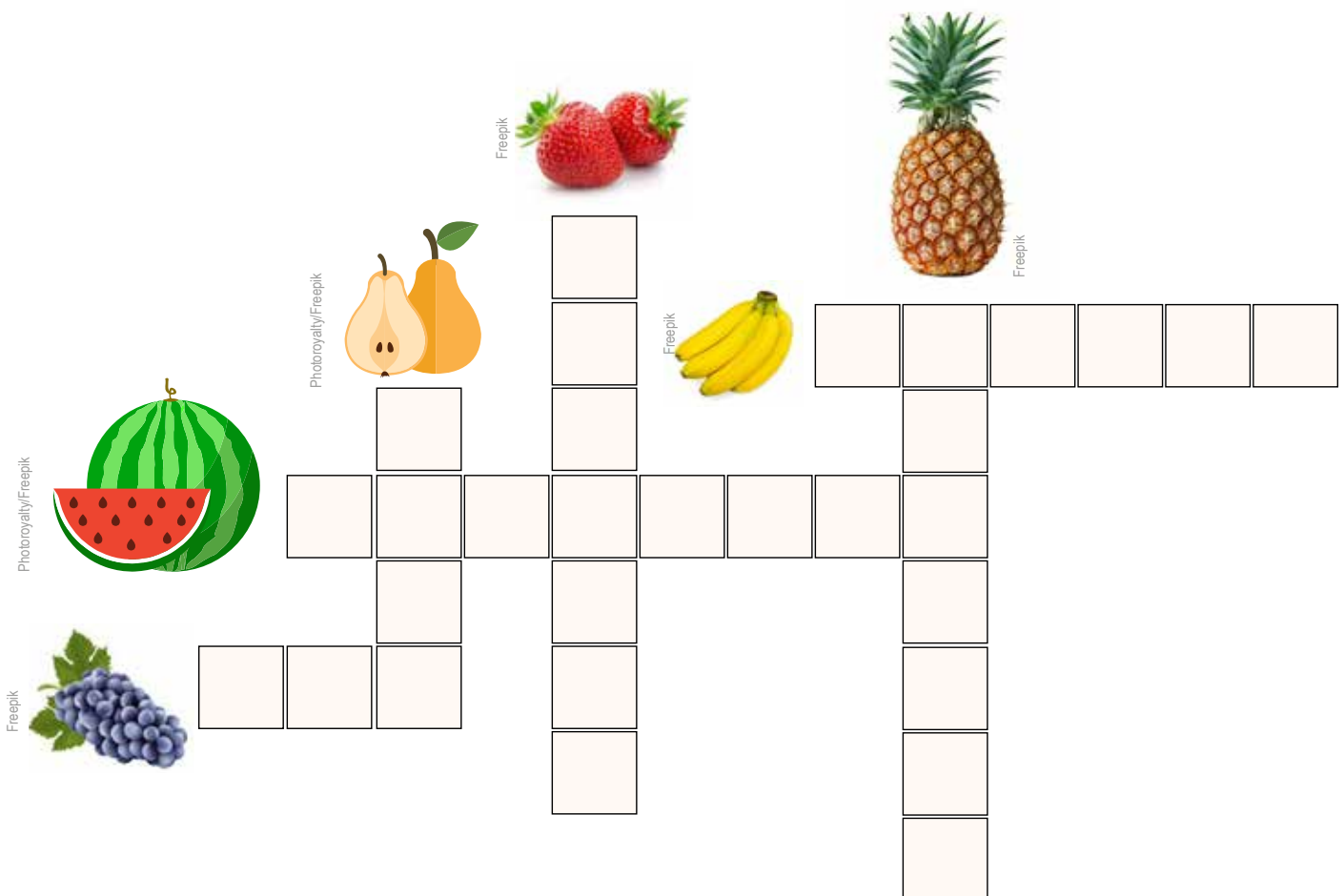


WRITE, IN YOUR OWN WAY, YOUR FAVORITE FRUIT:

SOURCE/ADAPTATION: SÃO PAULO (SP). SECRETARIA MUNICIPAL DE EDUCAÇÃO. DIRETORIA DE ORIENTAÇÃO TÉCNICA. PROJETO TODA FORÇA AO 1º ANO / SECRETARIA MUNICIPAL DE EDUCAÇÃO. – SÃO PAULO: SME / DOT, 2006. P. 57

ACTIVITY 18 – FRUIT CROSSWORD

TO SOLVE THIS CROSSWORD, YOU MUST CHOOSE THE RIGHT WORDS IN THE TABLE BESIDE:



3 LETTERS	4 LETTERS	6 LETTERS	7 LETRAS	8 LETRAS
ELA	GATO	JACARÉ	ABACAXI	MELANCIA
LUA	PATO	BANANA	AMARELO	MASSINHA
UVA	PÊRA	BEBIDA	MARMELO	FOGUEIRA
UMA	POTE	COLHER	MORANGO	CACHORRO

SOURCE/ADAPTATION: SÃO PAULO (SP). SECRETARIA MUNICIPAL DE EDUCAÇÃO. DIRETORIA DE ORIENTAÇÃO TÉCNICA. PROJETO TODA FORÇA AO 1º ANO / SECRETARIA MUNICIPAL DE EDUCAÇÃO. – SÃO PAULO: SME / DOT, 2006. P. 69

ACTIVITY 19 – GROCERY SHOPPING

YOUR TEACHER WENT TO THE SUPERMARKET. SHE BOUGHT THE FOLLOWING PRODUCTS:

FARINHA DE TRIGO
 MACARRÃO
 OVOS
 MANTEIGA
 SABONETE
 AÇÚCAR
 CHOCOLATE EM PÓ
 VINAGRE
 LEITE
 AZEITONA
 FERMENTO EM PÓ
 FEIJÃO



AS SOON AS SHE ARRIVED HOME, SHE MADE A DELICIOUS CHOCOLATE CAKE.

PAINT IN THE GROCERY LIST THE NAMES OF THE INGREDIENTS THAT SHE USED TO MAKE THE CAKE.

SOURCE/ADAPTATION: SÃO PAULO (SP). SECRETARIA MUNICIPAL DE EDUCAÇÃO. DIRETORIA DE ORIENTAÇÃO TÉCNICA. PROJETO INTENSIVO NO CICLO I – LIVRO DO ALUNO / SECRETARIA MUNICIPAL DE EDUCAÇÃO. – SÃO PAULO: SME/DOT, 2011. P. 120.

ACTIVITY 20 – HEALTHY FOOD

KNOWLEDGE TRAIL ▶ ▶ ▶

DO YOU LIKE TO EAT FRUITS AND VEGETABLES? WRITE, IN YOUR OWN WAY, A LIST OF HEALTHY FOODS TO BUY IN THE SUPERMARKET:

● FRUTAS



Freepik

● VERDURAS



Freepik

● LEGUMES



Freepik

ACTIVITY 21 – TRADITIONAL TALES

STORIES TO KNOW, STORIES ALREADY KNOWN

KNOWLEDGE TRAIL ▶ ▶ ▶

TRADITIONAL TALES ARE STORIES THAT HAVE BEEN TOLD ORALLY OVER GENERATIONS, WITHOUT KNOWING EXACTLY WHO CREATED THEM. MANY OF THEM HAVE BECOME FAMOUS IN THE WORLD THANKS TO THE VERSIONS WRITTEN BY THE GRIMM BROTHERS AND BY HANS CHRISTIAN ANDERSEN, AMONG OTHERS. JUST LIKE THE NURSERY RHYMES AND THE SONGS, THESE STORIES HAVE BEEN TOLD AND RETOLD, AND SO THEY WERE SPREAD OVER MANY COUNTRIES.

YOUR TEACHER HAS READ MANY STORIES FOR YOU AND YOUR CLASS. CIRCLE IN THE LIST BELOW THE NAMES OF THE TALES YOU ALREADY KNOW:

CINDERELA

OS TRÊS PORQUINHOS

O PEQUENO POLEGAR

A BELA ADORMECIDA

JOÃO E MARIA

RAPUNZEL

O GATO DE BOTAS



ACTIVITY 22 – A VERY FAMOUS TALE

KNOWLEDGE TRAIL ▶ ▶ ▶

WITH THE HELP OF YOUR GUARDIAN OR FAMILY MEMBER, READ THE DIALOGUE BELOW THAT IS PART OF A TRADITIONAL TALE VERY KNOWN FOR CHILDREN:



- OH, VOVÓ, QUE ORELHAS TÃO GRANDES TENS!
- SÃO PARA MELHOR TE OUVIR.
- OH, VOVÓ, QUE OLHOS TÃO GRANDES TENS!
- SÃO PARA MELHOR TE VER.
- OH, VOVÓ, QUE MÃOS ENORMES TENS!
- SÃO PARA MELHOR TE AGARRAR.
- MAS VOVÓ, QUE BOCA MEDONHA TENS!
- É PARA MELHOR TE DEVORAR.

CONTOS E LENDAS DOS IRMÃOS GRIMM, VOLUME 5.
TRANSLATION OF ÍSIDE M. BONINI. SÃO PAULO: EDIGRAF.

HAVE YOU HEARD THIS DIALOGUE? DO YOU KNOW THE WHOLE STORY?

WRITE, IN YOUR OWN WAY, THE NAME OF THIS TALE:

ACTIVITY 23 – HISTORIC CHARACTERS

CIRCLE THE CHARACTERS THAT ARE PART OF THE TALE CHAPEUZINHO VERMELHO:

VOVÓ

CACHORRO

LOBO

VELHINHA

PRINCESA

MAMÃE

CHAPEUZINHO VERMELHO

CHAPEUZINHO AMARELO

CAÇADOR

PORQUINHO

RAINHA



ddraw / Freepik

ACTIVITY 24 – WITCH STORIES

KNOWLEDGE TRAIL ▶ ▶ ▶

DO YOU LIKE WITCH STORIES? CIRCLE IN THE FOLLOWING LIST THE NAMES OF STORIES THAT HAVE WITCHES:

OS TRÊS PORQUINHOS
JOÃO E MARIA
BRANCA DE NEVE
O PATINHO FEIO
OS SETE CABRITINHOS
RAPUNZEL



ACTIVITY 25 – THE WITCH HOUSE

HAVE YOU EVER WONDERED HOW A WITCH'S HOUSE WOULD LOOK LIKE? DRAW EVERYTHING THAT MIGHT BE IN THE WITCH'S KITCHEN. USE YOUR IMAGINATION!

ACTIVITY 26 – HANSEL AND GRETEL

KNOWLEDGE TRAIL ▶ ▶ ▶

DO YOU KNOW THE STORY OF HANSEL AND GRETEL? ARRIVING AT THE WITCH'S HOUSE, GRETEL WAS FAMISH AND ATE MANY SWEETS. IN THE LIST BELOW YOU WILL FIND THE NAMES OF THE SWEETS THAT SHE ATE. FIND WHICH ARE THOSE AND COPY EACH NAME NEXT TO THE CORRESPONDING IMAGE.



Freepik



Freepik



Freepik



Freepik



Freepik



Freepik

SORVETE

BALA

CHOCOLATE

BOLO

PIRULITO

PIPOCA

ACTIVITY 27 – MORE WITCH STORIES

CONNECT THE NAMES OF THE TALES TO THEIR CORRESPONDING IMAGES. A TIP:
ALL THREE STORIES HAVE WITCHES!



RAPUNZEL



CINDERELA



JOÃO E MARIA

Mathematics

ACTIVITY 1 – KNOWING THE NUMBERS


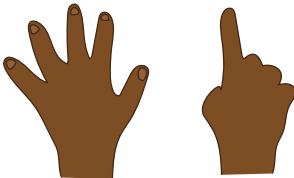
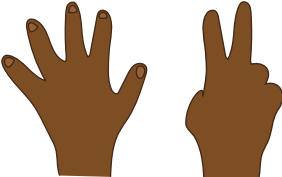
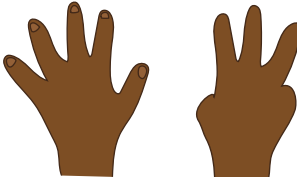
KNOWLEDGE TRAIL ►►►

THE NUMBERS IN MY LIFE

1. LET'S FILL IN A VERY SPECIAL FORM WITH YOUR DATA.

MY NAME			
AGE		DAY AND BIRTH MONTH	
NUMBER OF SIBLINGS		MY HOUSE NUMBER	
NUMBER OF PEOPLE WHO LIVE WITH ME		MY SHOE SIZE	

2. WHEN WE WANT TO SHOW OUR AGE, WE USE NUMBERS. IN WHICH PHOTOS BELOW DOES THE NUMBER OF FINGERS RAISED INDICATE YOUR AGE?

() 	() 
() 	() 

3. DRAW ON THE BIRTHDAY CAKE BELOW THE CANDLES ACCORDING TO YOUR AGE.



CALENDÁRIO

1. THE NUMBERS ARE ALSO SUITABLE TO INDICATE WHAT DAY OF THE MONTH WE ARE.
WHAT DAY IS TODAY? _____
2. HOW ABOUT WE CREATE THE CALENDAR OF THE MONTH IN WHICH WE ARE?

MONTH:						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

A) HOW MANY DAYS THIS MONTH HAS?

B) HOW MANY SUNDAYS?

C) HOW MANY FRIDAYS?

D) HOW MANY DAYS DOES A WEEK HAVE?

- 3.** DO YOU KNOW HOW MANY MONTHS A YEAR HAVE?
HAVE YOU NOTICED THAT THE MONTHS OF THE YEAR FOLLOW A CERTAIN ORDER?
LET'S NUMBER THEM

JANUARY	1
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	
JULY	
AUGUST	
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	

A) WHAT IS THE FIRST MONTH OF THE YEAR?

B) AND THE THIRD?

C) AND THE FIFTH?

D) AND THE SEVENTH?


E) AND THE TENTH SECOND?

4. COMPLETE THE TABLE, WRITING THE NUMBERS THAT WERE COVERED BY COLORED CARDS.


0		2	3	4	5		7	8	9
10	11	12		14	15	16	17	18	19
	21	22	23	24		26	27	28	

NUMBERS, NUMBERS AND MORE NUMBERS

1. A BOY CALLED PEDRO TOOK NOTE OF HIS SHOE SIZE AND OF HIS FAMILY MEMBERS. PLEASE NOTE:

PEDRO	
	31

EDUARDO	
	40

ESTELA	
	36

NINA	
	36

ALICE	
	28

MARCELO	
	38

A) WHO HAS THE BIGGEST SHOE SIZE?

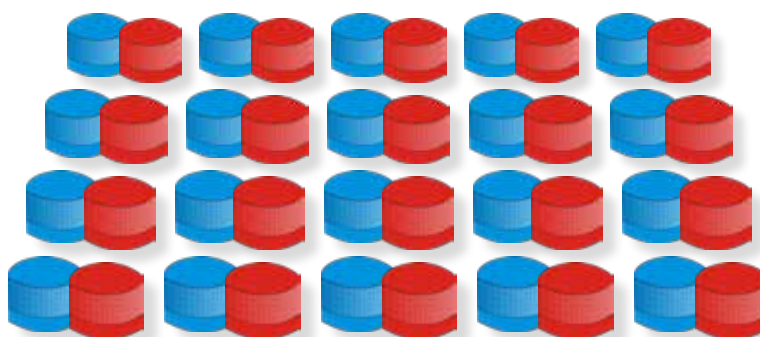
B) AND THE SMALLEST?

2. IN PEDRO'S CLASSROOM, EVERY CHILD WROTE THEIR HOUSE NUMBER IN A LETTER.



3. WITH THE HELP OF YOUR GUARDIAN, READ THE CHILDREN'S HOUSE NUMBERS. ARE SOME OF THESE NUMBERS EQUAL OR APPROXIMATE TO YOUR HOUSE NUMBER? _____ WHICH? _____

4. YOU AND YOUR FRIEND RECEIVED BLUE AND RED CAPS:



A) HOW MANY CAPS ARE BLUE?

B) HOW MANY CAPS ARE RED?

5. DRAW THE CAPS ACCORDING TO WHAT IS REQUIRED IN EACH SQUARE.

14 GREEN CAPS

17 BLUE CAPS

c) HOW MANY BLUE CAPS MORE THAN GREENS ARE THERE?

6. OUR TABLE OF NUMBERS IS EVEN BIGGER. SOME OF THE NUMBERS WERE COVERED BY COLORED CARDS. FIND OUT WHAT THEY ARE AND WRITE THEM ON EACH CARD.

0	1	2	3	4	5		7	8	9
10	11	12		14	15	16	17	18	19
	21	22	23	24		26	27	28	29
30	31	32	33	34	35	36	37	38	
40	41	42	43	44		46	47	48	49

LET'S PRACTICE!

1. THE THIRD MONTH OF THE YEAR IS:

- A)** JANEIRO
- B)** FEVEREIRO
- C)** MARÇO
- D)** ABRIL

2. IN THE SEQUENCE OF NUMBERS 21, 23, 25, 27, 29, THE NEXT NUMBER MUST BE:

- A)** 30
- B)** 31
- C)** 32
- D)** 33

3. AT THE PHONE NUMBER 4544-5314, THE DIGIT THAT APPEARS MORE TIMES IS:

A) 1

B) 3

C) 4

D) 5

4. THIS YEAR, FEBRUARY HAD:

A) 28 DIAS

B) 29 DIAS

C) 30 DIAS

D) 31 DIAS

5. NIN THIS STRIP,

27	28	29	?	31	32	33
----	----	----	---	----	----	----

THE NUMBER THAT IS MISSING IS:

A) 28

B) 29

C) 30

D) 31

6. THE NUMBER THAT APPEARS IN THE CARD

23

 IS:

A) TRINTA E TRÊS

B) TRINTA E DOIS

C) VINTE E TRÊS

D) VINTE E DOIS

7. THE NUMBER OF CAPS DRAWN BELOW IS:

- A) 9
- B) 12
- C) 16
- D) 18

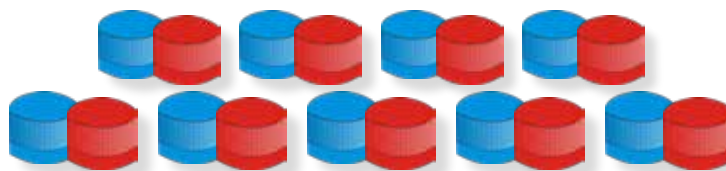


Ilustração: Josiane A. Ferreira

8. IN THIS PART OF A CALENDAR IT IS POSSIBLE TO CHECK THAT:

DOMINGO	SEGUNDA-FEIRA	TERÇA-FEIRA	QUARTA-FEIRA	QUINTA-FEIRA	SEXTA-FEIRA	SÁBADO
		1	2	3	4	5

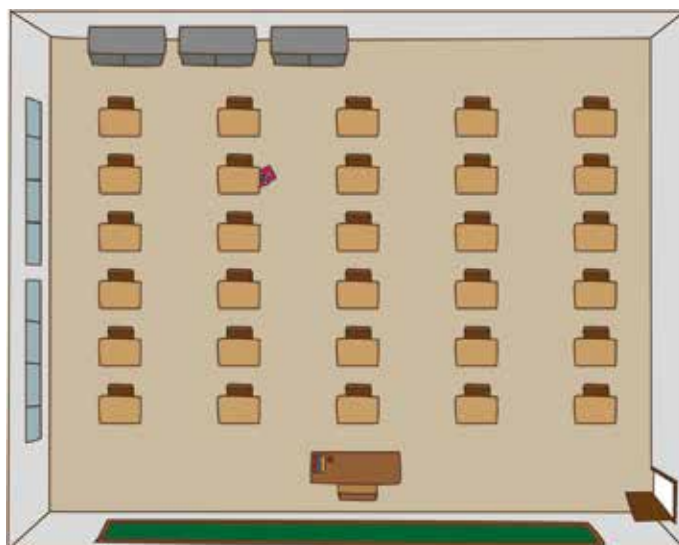
- A) QUARTA-FEIRA IS DAY 3
- B) SÁBADO IS DAY 2
- C) SEGUNDA-FEIRA IS DAY 1
- D) SEXTA-FEIRA IS DAY 4

ACTIVITY 2 – EXPLORING SPACES

KNOWLEDGE TRAIL ▶ ▶ ▶

DAILY LIFE PLACES

1. IN A CLASSROOM, A BOX WAS HIDDEN WITH A GIFT INSIDE TO PLAY TREASURE HUNTING. OBSERVE THE MAP.



IF A CLASSMATE WAS AT THE CLASSROOM DOOR, EXPLAIN HOW TO REACH THE TREASURE.

LOCATION AND CHALLENGES

1. OBSERVE THE ROOM ARRANGEMENT AND ANSWER:

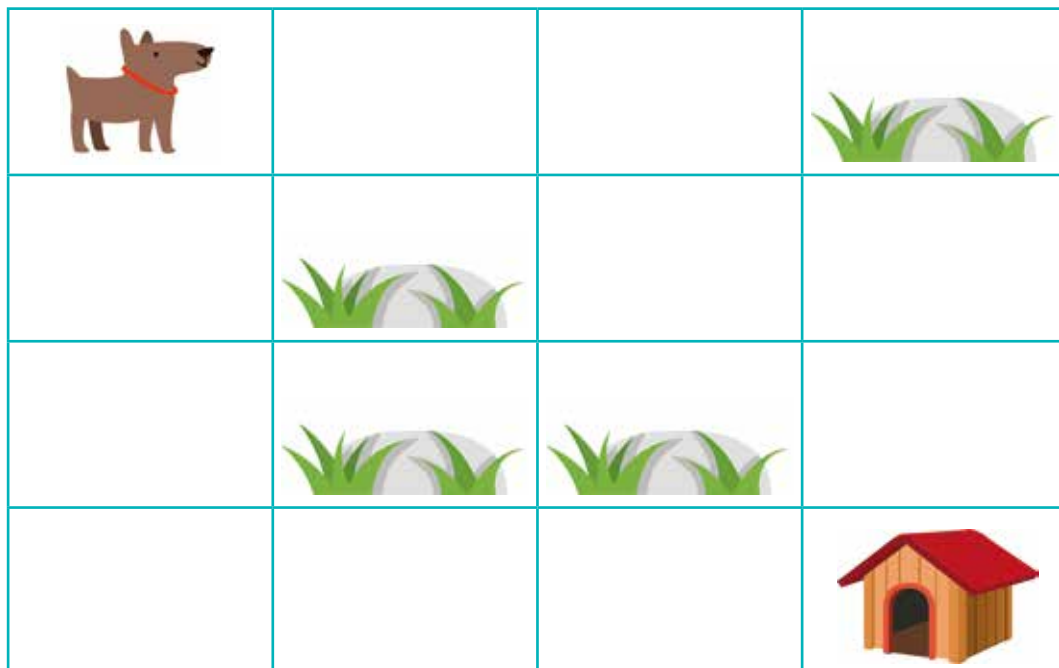
BLACKBOARD		
TEACHER		
RENATA	INDIRA	DANIEL
SILVANA	FLÁVIA	SANDRA
EDGAR	RENATO	LEANDRO
EDIMILSON	LUCAS	JORGE

A) WHO IS SITTING BEHIND FLAVIA?

B) WHO IS SITTING IN FRONT OF THE TEACHER?

C) WHAT STUDENTS ARE SITTING BETWEEN EDIMILSON AND RENATA?

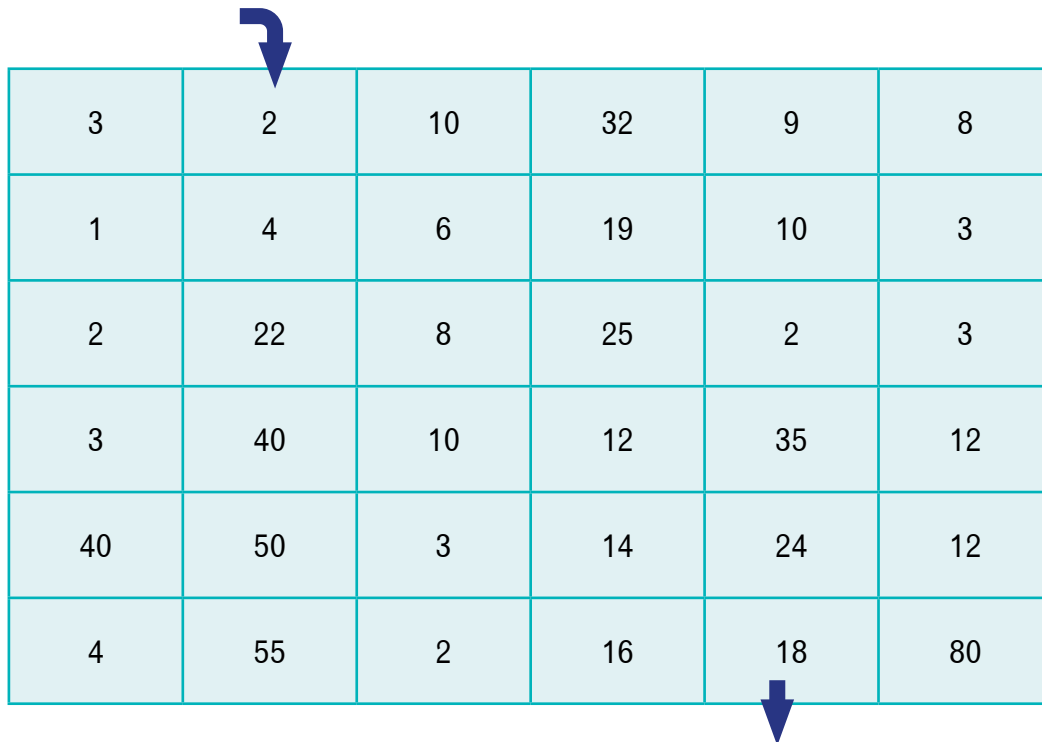
- 2.** REX NEEDS TO ARRIVE AT HIS HOUSE. HELP REX, KNOWING THAT HE CAN WALK HORIZONTALLY OR VERTICALLY AND CANNOT JUMP BOARDS, NOR OBSTACLES. DRAW A PATH THAT HE CAN TRAVEL TO GET TO THERE.



Freepik

IS THERE ONLY ONE WAY FOR REX TO GET TO HIS HOUSE?

- 3.** DURING THE WALK, IN CROSSWORD BOOK, MATEUS PLAYED WITH THE LABYRINTH OF NUMBERS. HE MUST WALK, IN THE HORIZONTAL OR VERTICAL DIRECTION, COUNTING BY TWOS, STARTING AT THE ARROW ON THE NUMBER 2. PAINT THE RESULTS OF THE PATH TRAVELED BY MATEUS UNTIL YOU FOUND THE LABYRINTH OUTPUT.



The grid contains the following numbers:

3	2	10	32	9	8
1	4	6	19	10	3
2	22	8	25	2	3
3	40	10	12	35	12
40	50	3	14	24	12
4	55	2	16	18	80

The path starts at the '2' in the top-middle cell and ends at the '18' in the bottom-right cell.

- 4.** WRITE IN THE TABLE BELOW THE NUMBERS WHERE MATEUS WALKED THROUGH.

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

NUMBERS AND COLLECTIONS

- 1.** DID YOU KNOW THAT MANY PEOPLE OFTEN COLLECT OBJECTS?
DO YOU COLLECT ANYTHING? WHAT?

2. IN PAULO'S CLASSROOM A POLL WAS CONDUCTED TO CHECK WHAT TYPES OF TRADING CARDS THE STUDENTS COLLECTED. CHECK OUT THE RESULTS:

TRADING CARDS	NUMBER OF VOTES
SOCCER	12
CARS	6
ANIMALS	10
FLAGS	7

- A) WHICH COLLECTION OF TRADING CARDS RECEIVED MORE VOTES?
-

- B) HOW MANY VOTES WERE THERE?
-

- C) WHICH COLLECTION OF TRADING CARDS RECEIVED LESS VOTES?
-

3. EACH GROUP IN PAULO'S CLASSROOM GATHERED A CERTAIN AMOUNT OF TRADING CARDS. CHECK OUT THE RESULTS:

GROUP	NUMBER OF TRADING CARDS
BLUE	35
GREEN	43
RED	24
YELLOW	34
ORANGE	42
LILAC	43

A) WHICH GROUP HAS MORE TRADING CARDS?

B) WHICH GROUP HAS LESS TRADING CARDS?

C) ARE THERE GROUPS THAT HAVE EQUAL AMOUNTS? WICH ONE(S)?

4. HAVE A LOOK AT THE COLLECTIONS OF THREE FRIENDS:

CARLOS	PEDRO	JULIANA
		

A) WITHOUT COUNTING, IN WHICH COLLECTIONS ARE THERE MORE OBJECTS?

NOW, COUNT THE NUMBERS AND CHECK OUT IF YOU GOT IT RIGHT.

5. NOW ANSWER:

A) WHICH COLLECTION HAS MORE OBJECTS?

B) WHICH COLLECTION HAS MORE OBJECTS, THE TROLLEYS OR THE BALLS? HOW MANY MORE?

C) WHICH COLLECTION HAS LESS, THE BALLS OR THE BEARS? HOW MANY LESS?

ACTIVITY 3 – EXPLORING THE NUMBERS

KNOWLEDGE TRAIL ▶ ▶ ▶

PLAYING AND WRITING

1. COMPLETE THE NUMERICAL TABLE BELOW:

10	11	12							19
20								28	
							37		
						46			

READ:

THE HIGHEST NUMBER WRITTEN ON THE CHART.

THE LOWEST NUMBER WRITTEN ON THE CHART.

2. ANSWER THE QUESTIONS

A) WHAT NUMBERS ON THE CHART ENDS WITH ZERO?

B) WHICH NUMBERS ARE BETWEEN 10 AND 20?

C) WHAT'S THE NUMBER BEFORE 33?

D) WHAT'S THE NUMBER AFTER 49?

PLAYING BACKWARDS

- 1.** COUNT BY ONES (1) FROM HIGHEST TO THE LOWEST, STARTING FROM 30. WE CAN ALSO ARRANGE NUMERIC CHARTS IN WHICH THE NUMBERS ARE DISPLAYED FROM THE HIGHEST TO THE LOWEST. THAT'S THE CASE OF THE NEXT CHART. LET'S COMPLETE IT?

30			27					22	21
20		18		16			13	12	
10									1

A) WHICH NUMBERS END IN 6?

B) WHAT'S THE NUMBER BETWEEN 15 AND 13?

C) WHAT ARE THE NUMBERS BETWEEN 27 AND 22?

STORIES AND NUMBERS

1. TAÍS'S TEACHER TOLD THOSE AND OTHER STORIES, AFTER TAKING A POLL IN THE CLASSROOM TO FIND OUT WHICH WAS THE CHILDREN'S FAVORITE STORY. CHECK THE RESULT:

OS 3 PORQUINHOS	BRANCA DE NEVE E OS 7 ANÕES
 <small>Ilustração: Joseane_A_Ferreira</small>	 <small>Ilustração: Joseane_A_Ferreira</small>
OS 4 MÚSICOS DE BREMEN	OS 101 DÁLMATAS
 <small>Ilustração: Joseane_A_Ferreira</small>	 <small>Freepik</small>

DO YOU KNOW ANY OTHER STORIES THAT HAS A NUMBERS IN THEIR TITLES? WHICH ONES?

2. TAÍS'S TEACHER TOLD THOSE AND OTHER STORIES, AFTER TAKING A POLL IN THE CLASSROOM TO FIND OUT WHICH WAS THE CHILDREN'S FAVORITE STORY. CHECK THE RESULT:

FAVORITE STORIES

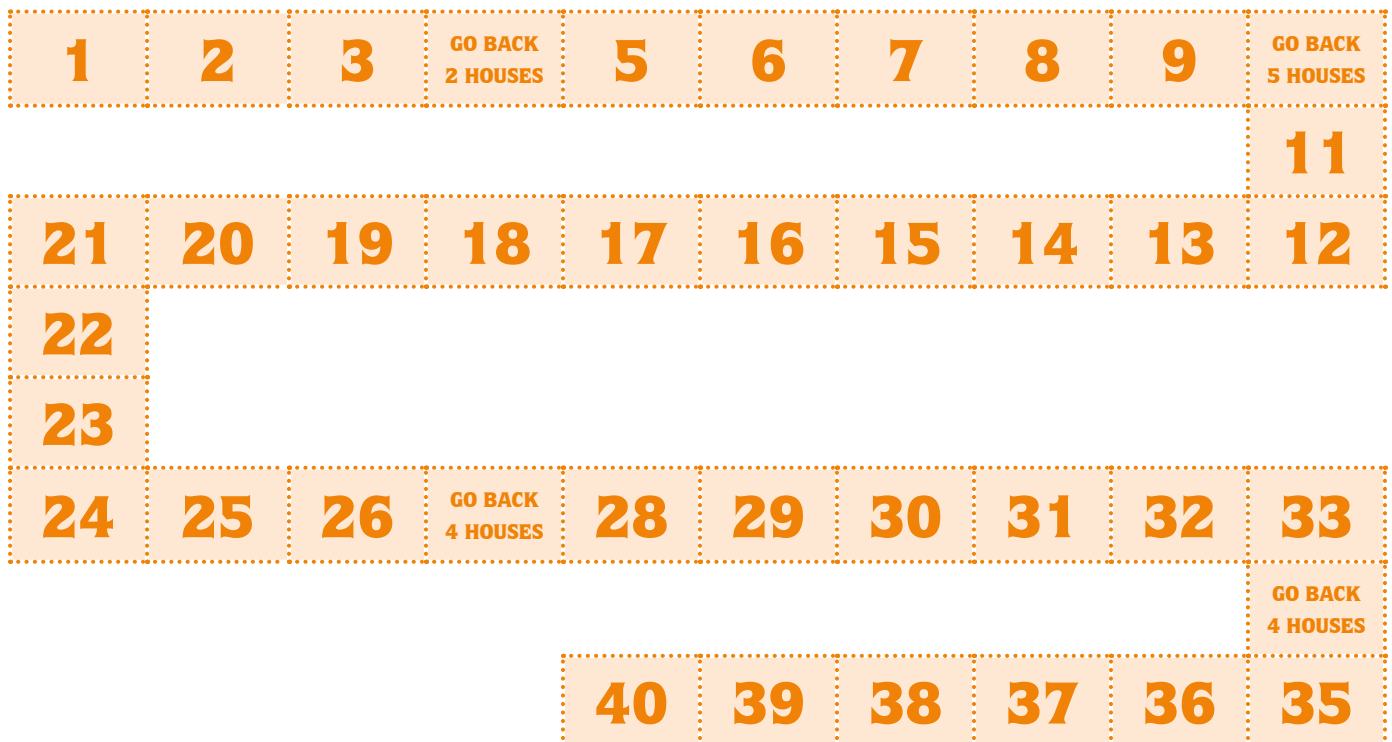
STORY'S TITLE	VOTES
BRANCA DE NEVE E OS 7 ANÕES	9
CACHINHOS DOURADOS E OS 3 URSOS	4
OS 101 DÁLMATAS	6
OS 4 MÚSICOS DE BREMEN	5
OS 3 PORQUINHOS	6

A) WHAT WAS THE MOST VOTED STORY BY THE CHILDREN?

B) AND THE LESS VOTED?

C) EACH CHILD HAD THE RIGHT TO ONE VOTE. HOW MANY CHILDREN VOTED?

PLAYING TRAIL BOARD GAME



1. TWO FRIENDS WERE PLAYING TRAIL BOARD GAME. THEY PUT THEIR PIECES ON THE NUMBER 1, WHICH IS THE START OF THE TRAIL.





A) PAULO THREW THE DICE AND GOT 5 POINTS. WHICH HOUSE SHOULD HE PLACE HIS PIECE? THEN, HE GOT 3 POINTS. AND NOW, WHICH HOUSE SHOULD HE GO TO?

B) LUCAS ALSO PLAYED THE DICE AND GOT 6 POINTS. WHICH HOUSE SHOULD HE PLACE HIS PIECE? THEN, HE GOT 5 POINTS. AND NOW, WHICH HOUSE SHOULD HE GO TO?

C) WHO IS AHEAD: PAULO OR LUCAS?

PLAYING WITH DOLLS AND CAPS

1. PAULA'S MOTHER MAKES RAG DOLLS. THE FOLLOWING ORDERS WERE MADE:

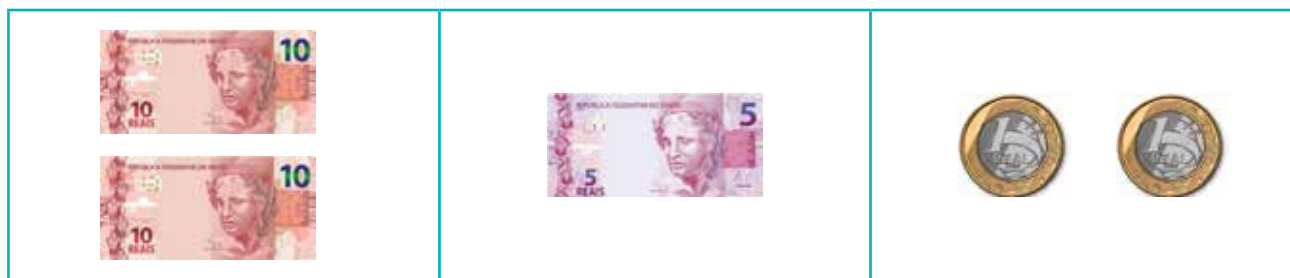
			
CHIQUITA	LILICA	GRACINHA	CECI
52	54	47	48

ANSWER THE QUESTIONS:

A) WHICH DOLLS HAS MORE ORDERS?

B) SHE MADE 60 DOLLS OF EACH MODEL. HOW MANY DOLLS OF EACH MODEL WILL REMAIN?

C) THE DOLL LILICA COSTS 30 REAL. JULIANA WANTS TO BUY IT AND IS SAVING MONEY. CHECK HOW MUCH SHE ALREADY HAS:



D) HOW MUCH DOES JULIANA STILL NEED TO SAVE TO BUY THE DOLL?

2. CHECK OUT THE MOST SOLD MODELS LAST WEEK BY A CAP FACTORY:

			
48	35	57	26

KubaneK Freepik

- A)** CIRCLE THE NUMBER THAT REPRESENTS THE LARGEST AMOUNT OF CAPS SOLD.
- B)** AND WHAT'S THE AMOUNT THAT CORRESPONDS TO THE SECOND BEST SOLD MODEL?

- C)** CONNECT EACH NUMBER WITH YOUR OWN WRITING.

48

QUARENTA E OITO

35

CINQUENTA E SETE

57

VINTE E SEIS

26

TRINTA E CINCO

3. AUGUSTO WANTS TO BUY A CAP. HE HAS THE AMOUNT BELOW:



A) HOW MUCH MONEY DOES JOSÉ HAVE? _____

HAVE A LOOK AT THE CAP PRICES.

			
26 REAIS	29 REAIS	23 REAIS	28 REAIS

B) WITH THE AMOUNT HE HAS, CAN JOSÉ BUY ANY OF THE CAPS?

C) WHAT IS THE CAP PRICE HE COULD PAY?

D) READ AGAIN THE PRICE OF EACH CAP AND CHOOSE WHICH YOU LIKED MOST. THEN, DRAW THE BANKNOTES AND COINS YOU WOULD USE TO BUY THIS CAP.

HEAVYWEIGHTS

1. WHEN ENTERING THE AQUARIUM, SOFIA AND MATTHEW RECEIVED A LEAFLET WITH INFORMATION ABOUT THE ANIMALS. HAVE A LOOK AT SOME OF THEM:

Pixabay



PENGUIN

WEIGHT: UP TO 25 KILOGRAMS
LENGTH: UP TO 100 CENTIMETERS

Pixabay



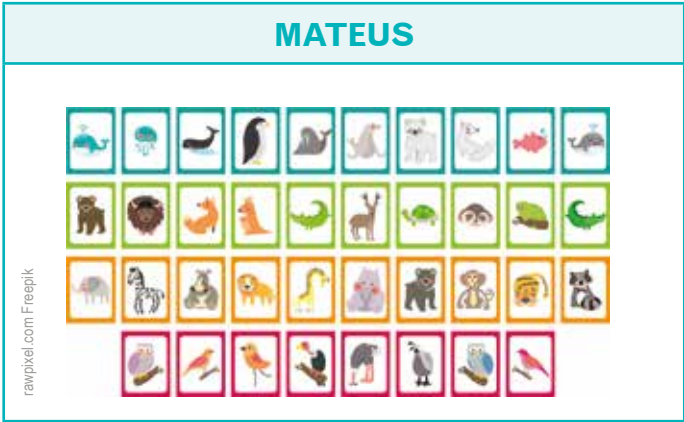
GREEN TURTLE

WEIGHT: 160 KILOGRAMS
LENGTH: 120 CENTIMETERS

- A) WHICH ANIMAL IS THE HEAVIEST?

2. SOFIA AND MATEUS GOT FROM THEIR GRANDFATHER SOME SEA ANIMALS TRADING CARDS. HAVE A LOOK AT THEIR COLLECTIONS:





A) HOW MANY TRADING CARDS EACH OF THEM HAVE?

B) HOW MANY TRADING CARDS DOES SOFIA NEED TO GET IN ORDER TO HAVE THE SAME AMOUNT OF MATEUS?

PLAYING AND COUNTING

1. TO SCORE THE POINTS OF A GAME, FOUR FRIENDS TOOK NOTES IN WHICH EACH FEATURE INDICATES ONE POINT.

NAME	POINTS
NICOLAS	<div>▢ ▢ ▢ ▢ </div>
LEONARDO	<div>▢ ▢ ▢ ▢</div>
VINÍCIUS	<div>▢ ▢ ▢ ▢ L</div>
EDUARDO	<div>▢ ▢ ▢</div>

A) WHICH FRIEND SCORED MORE POINTS?

B) HOW MANY POINTS DID HE SCORE?

C) WHICH FRIEND SCORED THE LEAST?

D) HOW MANY POINTS DID HE SCORE?

E) HOW MANY POINTS DID VINÍCIUS SCORE MORE THAN EDUARDO?

2. IN EACH CARD, THERE ARE FOUR NUMBERS. CIRCLE THE HIGHEST ON EACH OF THEM.

25	55
35	45

61	64
65	67

11	22
44	33

29	39
49	59

60	40
30	50

40	42
39	41

25	55
60	19

16	61
11	66

49	69
68	67

LET'S PRACTICE!

1. TICK THE CORRECT ANSWER.

MARCOS SPLIT HIS TRADING CARDS INTO TWO GROUPS. ONE WITH 20 TRADING CARDS AND ANOTHER WITH 8. MARCOS HAS:

- A)** 82 FIGURINHAS
- B)** 208 FIGURINHAS
- C)** 820 FIGURINHAS
- D)** 28 FIGURINHAS

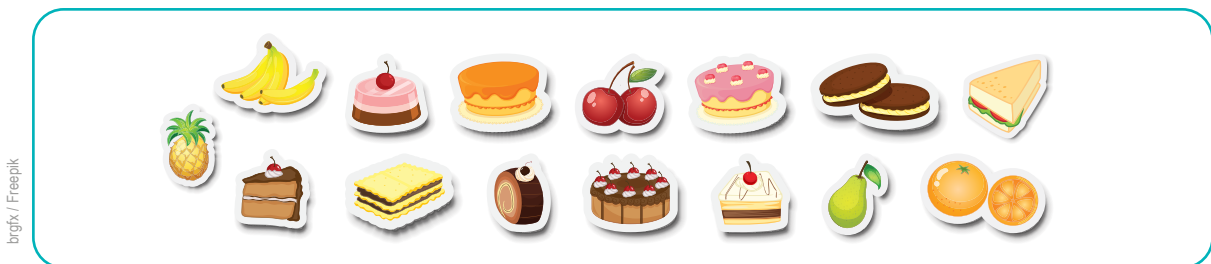
2. CHECK THE NUMBERS INDICATED ON THE CARDS:

12	70	57	34	43	55
----	----	----	----	----	----

THE HIGHEST ONE IS:

- A)** 34
- B)** 43
- C)** 55
- D)** 70

3. ANA GLUED STICKERS ON A NOTEBOOK SHEET. CHECK IT OUT:



HOW MANY STICKERS ANA GLUED?

- A)** 13
- B)** 14
- C)** 15
- D)** 16

4. A GIVEN 13TH DAY FELL ON A FRIDAY. THE FOLLOWING SUNDAY FELL ON THE DAY:
- A) 14
 - B) 15
 - C) 16
 - D) 17
5. ON THE 15TH OF THIS MONTH, PAULINHA REMEMBERED THAT IT WAS 7 DAYS AWAY FOR HER BIRTHDAY. WHAT DAY IS PAULINHA'S BIRTHDAY?
- A) 16
 - B) 18
 - C) 20
 - D) 22

DISCOVERING THE HIDDEN NUMBERS

1. DISCOVER WHICH NUMBERS ARE COVERED BY THE COLORED STRIPS ON THE CHART AND WRITE THEM DOWN.

0	1	2	3	4	5				
10	11	12		14	15	16	17	18	19
	21	22		24	25	26	27	28	29
	31	32		34	35	36	37	38	
	41	42		44		46	47	48	
	51	52	53	54		56	57	58	
60	61	62	63	64		66	67	68	

- A) WRITE THE NUMBERS YOU WROTE IN EACH COLORED STRIP.
-

B) NOW, COMPLETE EACH OF THE NUMBER SEQUENCES.

I.

10	20	30			
----	----	----	--	--	--

II.

33	43	53			
----	----	----	--	--	--

2. IN EACH OF THE STRIPS BELOW, SOME NUMBERS IN THE SEQUENCE ARE MISSING. COMPLETE THEM.

11	12	13	14	15					20
----	----	----	----	----	--	--	--	--	----

24	25			28	29			32	
----	----	--	--	----	----	--	--	----	--

37	38				42			45	
----	----	--	--	--	----	--	--	----	--

42	43	44		46			49		51
----	----	----	--	----	--	--	----	--	----

50		52				56		58	
----	--	----	--	--	--	----	--	----	--

PLAYING WITH PEOPLE WHO LIVES WITH YOU

1. ASK YOUR GUARDIAN OR FAMILY MEMBER TO DICTATE TEN NUMBERS BETWEEN 1 AND 60 FOR YOU. WRITE THEM DOWN IN THE STRIP BELOW:

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

2. CIRCLE, IN THE CARD, THE NUMBERS DICTATED BY SOMEONE FROM YOUR FAMILY AND/OR YOUR GUARDIAN.

4	19	41	51	60
7	22	44	46	70
10	28	39	56	63
13	24	45	48	35
15	18	31	46	65

A) WHAT IS THE HIGHEST NUMBER ON THE FIRST LINE?

B) WHAT IS THE LOWEST NUMBER ON THE LAST COLUMN?

THE ANIMALS AND THE NUMBERS

1. WITH THE HELP FROM YOUR GUARDIAN OR A FAMILY MEMBER, DO THE FOLLOWING ACTIVITY: ON A TRIP TO THEIR GRANDFATHERS RANCH , FERNANDA AND BERNARDO VISITED THE CHICKEN COOP AND SAW HENS AND CHICKS. HAVE A LOOK AT THE ILLUSTRATION AND ANSWER THE QUESTIONS:



A) WITHOUT COUNTING, WHAT DO YOU THINK ARE THERE MORE: YELLOW OR BLACK CHICKS?

COUNT THE CHICKS OF EACH COLOR AND CHECK IF YOU GOT IT RIGHT.

B) HOW MANY CHICKS ARE THERE?

C) HOW MANY FEET DOES EVERY CHICK HAVE?

D) HOW MANY CHICK FEET ARE THERE IN TOTAL?

E) WHAT IS THE TOTAL AMOUNT OF ANIMALS IN THIS CHICKEN COOP?

2. NOW IT'S UP TO YOU!

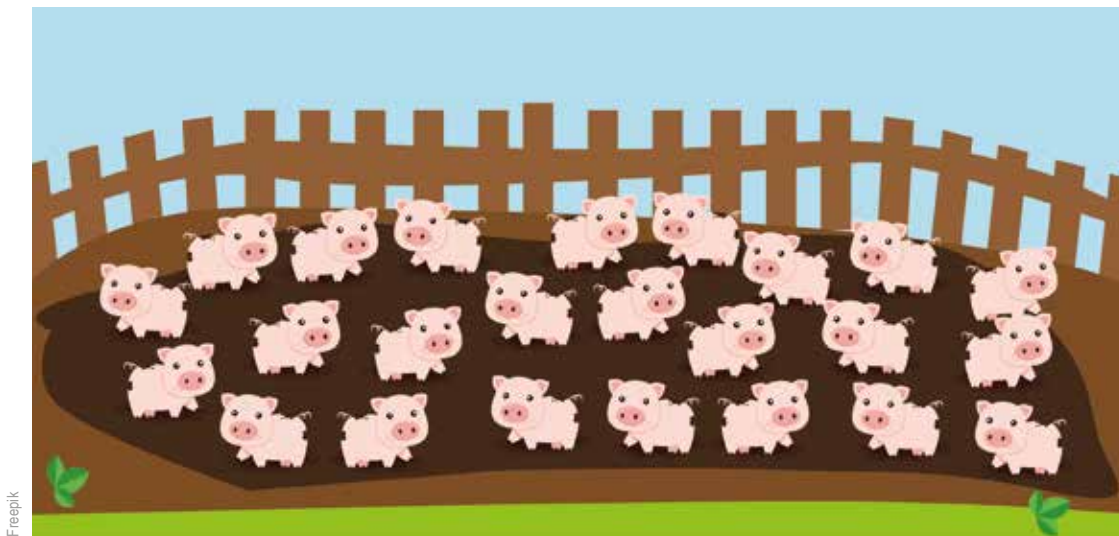


A) HOW MANY RABBITS ARE THERE?

B) IF EACH RABBIT HAS 4 PAWS, HOW MANY RABBIT PAWS ARE THERE IN TOTAL?

C) BERNARDO PICKED 3 CARROTS FOR EACH RABBIT. HOW MANY CARROTS HAS HE PICKED IN TOTAL?

3. FERNANDA WENT TO SEE THE LITTLE PIGS THAT WERE IN SMALL COOP, AS SHOWN IN THE DRAWING BELOW:

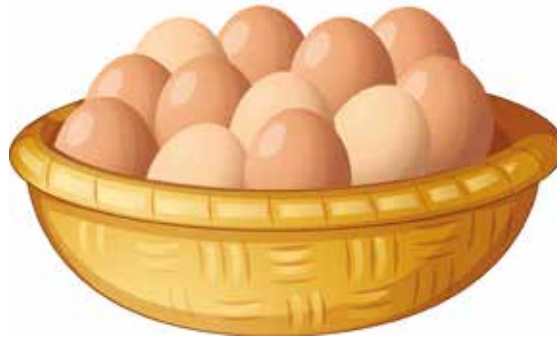


A) HOW MANY PIGS SHE SAW?

B) FERNANDA GAVE TWO CORN COBS TO EACH PIG. HOW MANY CORN COBS SHE NEEDED?

C) WHILE SHE WAS THERE, HER GRANDFATHER BROUGHT 4 MORE PIGS. HOW MANY PIGS ARE THERE NOW?

- 4.** BACK HOME, FERNANDA AND BERNARDO GOT A GIFT FROM THEIR GRANDMA: TWO BASKETS WITH EGGS. IN EACH BASKET THERE WERE 12 EGGS, IN OTHER WORDS, A DOZEN OF EGGS.



brgfx Freepik

A) HOW MANY EGGS HAVE THEY GOT?

B) ARRIVING AT HOME THEIR MOTHER USED 4 EGGS TO BAKE A CAKE. HOW MANY EGGS WERE THERE LEFT?

- 5.** FERNANDA'S GRANDFATHER ARRANGES EGGS IN BOXES AS SHOWN BELOW. IN EACH BOX THERE ARE EGGS MISSING. DISCOVER HOW MANY ARE MISSING IN EACH BOX AND WRITE EACH OF THESE NUMBERS ON THE TABLES.

A)

●	●	●	●	●
●	●	●		

B)

			●	●
●	●	●		

C)

●		●		●
●	●	●	●	

D)

●		●		
	●		●	

E)

●	●			
●	●			

F)

●				

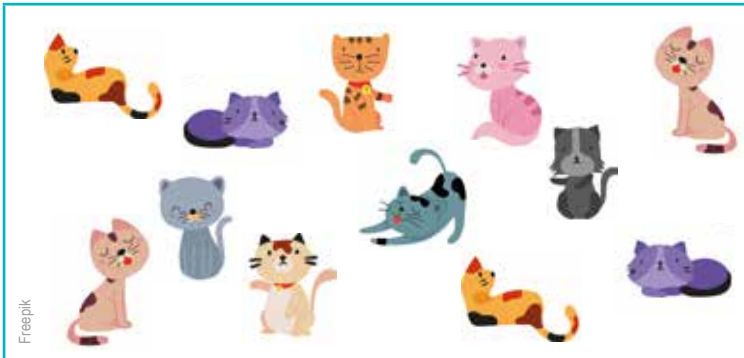



G)

●	●	●		
●	●	●		

H)

●				
●				

6. HAVE A LOOK AT THE CARDS WITH DRAWN KITTENS, BALLS, PENCILS AND PUPPIES. CONNECT EACH CARD TO THE NUMBER THAT CORRESPONDS THE AMOUNT OF DRAWINGS.

 Freeplik	16
 Freeplik	22
 Freeplik	12
 rawpixel.com Freeplik	36

THE CLOCK AND THE NUMBERS

1. CARLOS LIKES TO TAKE NOTE OF EVERYTHING IN HIS DIARY. LET'S READ WHAT HE WROTE THE FIRST NIGHT HE WAS ON THE BEACH:

I WOKE UP AT 6 O'CLOCK, SHOWERED, BRUSHED
MY TEETH AND HAD BREAKFAST. AFTER PLACING
THE SUITCASES IN THE CAR, IT WAS 7 O'CLOCK
WHEN WE STARTED TRAVELLING.
WE ARRIVE AT 11AM AND THEN WE WENT TO
THE BEACH. WE GOT INTO THE WATER AND
THEN WE WENT TO CATCH SEA SHELLS. AT 2PM,
WE WENT TO A RESTAURANT TO HAVE LUNCH
AND THEN LEFT THE PLACE.
IT WAS 3PM, WHEN WE WALKED TOWARDS THE
PARK.
AT 5 PM THE SUN WAS Milder, SO WE WENT
BACK TO THE BEACH TO BUILD SAND CASTLES,
WE STAYED THERE UNTIL 7PM.
WE WENT BACK TO THE HOTEL, WE HAD DINNER
AND, AT 10PM, WE WENT TO BED.

BASED ON INFORMATION IN THE TEXT, AND WITH THE HELP OF A GUARDIAN OR FAMILY MEMBER, ANSWER THE FOLLOWING QUESTIONS:

A) HOW LONG DID THE JOURNEY LAST?

B) HOW LONG DID THE LUNCH LAST?

c) NOW, DRAW WHAT YOU DO AT THE TIME STRIPS ON THE TABLE BELOW:

8 AM	
12 AM	
19 PM	
22 PM	

2. BASED ON CARLOS' DIARY, WRITE A CORRESPONDING ESTIMATED TIME FOR EACH ILLUSTRATION:

Illustrations: Ana Rita da Costa



Ilustrações: Ana Rita da Costa

Illustrations: Ana Rita da Costa



Ilustração: Mauro C. Freitas

- 3.** IN OUR DAILY ROUTINE, WE ARE ALWAYS CONTROLLING TIME TO ADVANTAGE OF IT. WRITE, IN YOUR OWN WORDS, SOME EVENTS FROM YESTERDAY.

YESTERDAY		
MORNING	AFTERNOON	EVENING

SOURCE/ADAPTATION: SÃO PAULO (ESTADO) SECRETARIA DA EDUCAÇÃO. COORDENADORIA DE GESTÃO DA EDUCAÇÃO BÁSICA. DEPARTAMENTO DE DESENVOLVIMENTO CURRICULAR E DE GESTÃO DE EDUCAÇÃO BÁSICA. CENTRO DE ENSINO FUNDAMENTAL DOS ANOS INICIAIS. EMAI: EDUCAÇÃO MATEMÁTICA NOS ANOS INICIAIS DO ENSINO FUNDAMENTAL; MATERIAL DO ALUNO - PRIMEIRO ANO / SECRETARIA DA EDUCAÇÃO. CENTRO DE ENSINO FUNDAMENTAL DOS ANOS INICIAIS. - SÃO PAULO : SE, 2013.V. 1, 104 P. ; IL.

Natural Sciences

ACTIVITY 1 – WHERE CAN WE FIND FOOD?

KNOWLEDGE TRAIL ▶ ▶ ▶

IN THE FOLLOWING ACTIVITIES, WE WILL STUDY FOOD: WHERE WE CAN FIND IT, HOW TO PREPARE AND ITS IMPORTANCE ON OUR HEALTH.

LET'S START!

1. HAVE A LOOK AT THE IMAGES:



2. WHAT PLACES ARE THESE?

3. WHAT ARE PEOPLE DOING IN THESE PLACES?

4. HAVE YOU EVER BEEN TO ANY OF THESE PLACES?

SOURCE/ADAPTATION: SÃO PAULO

ACTIVITY 2 – HOW DO I EAT?**KNOWLEDGE TRAIL** ▶ ▶ ▶

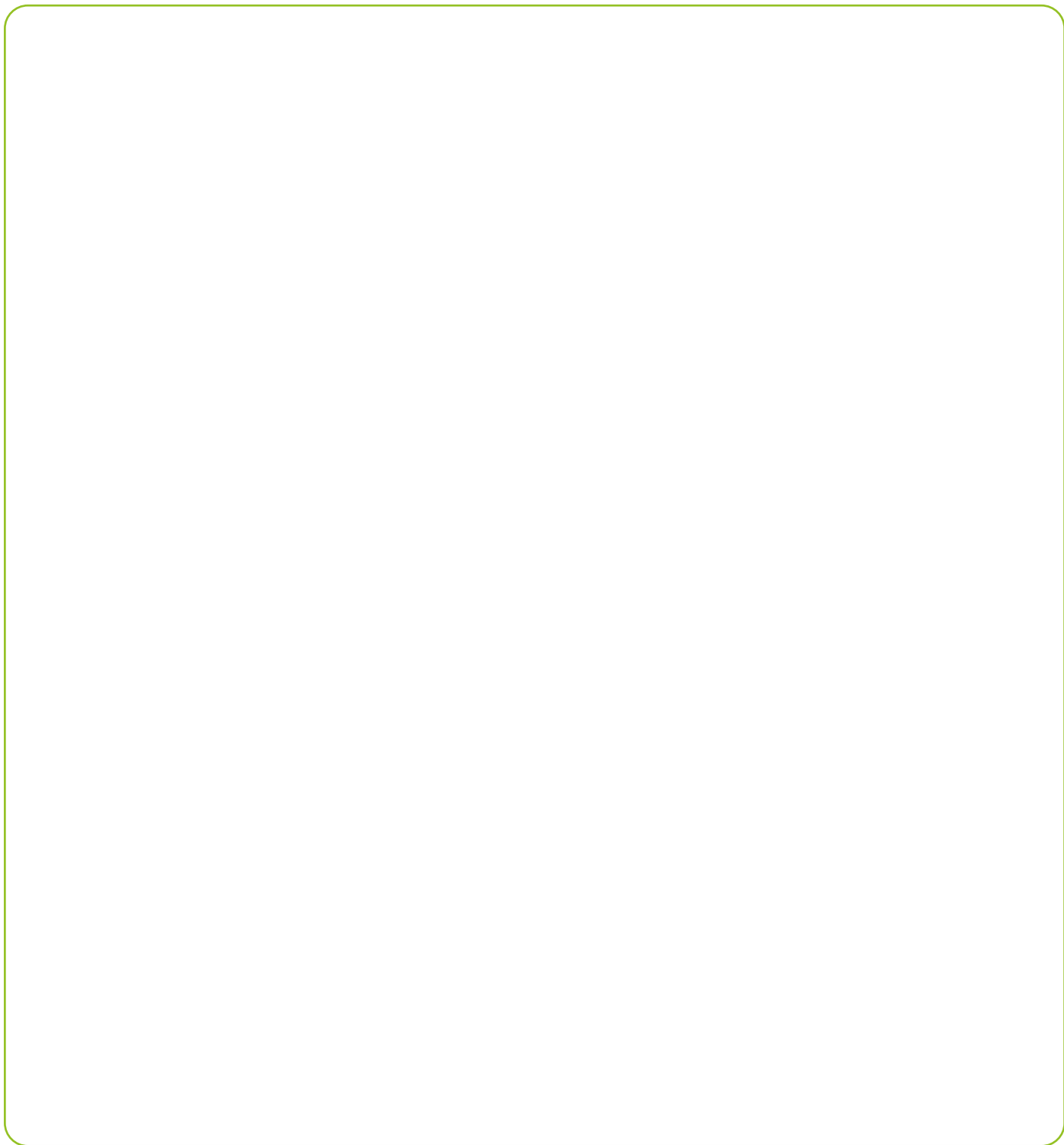
HAVE YOU OBSERVED WHICH FOOD YOU EAT THE MOST? AND THE ONES YOU EAT LESS?

LET'S TALK!

- 1.** HAVE A LOOK AT THE TABLE BELOW. PLACE AN X ON THE FOODS YOU ATE DURING THIS WEEK.

BISCOITO		ARROZ		LEITE	
OVOS		MACARRÃO		REFRIGERANTE	
CARNE		BATATA		FEIJÃO	
FRUTAS		PÃO		SUCO	

2. WHAT IS YOUR FAVORITE FOOD? USE THE SPACE BELOW TO DRAW IT.



ACTIVITY 3 – FOOD AND HEALTH

– KNOWLEDGE TRAIL ▶ ▶ ▶

ARE FOOD HABITS AND HEALTH RELATED?

LET'S FIND OUT!

HAVE A LOOK AT THE PICTURE:



Imagem: Pixabay

1. WRITE THE NAME OF THE FOODS YOU SEE ON THIS DISH.

2. DO YOU THINK THIS DISH IS HEALTHY? WHAT WOULD YOU REMOVE OR ADD TO IT?

SOURCE/ADAPTATION: SÃO PAULO

ACTIVITY 4 – THE ORIGIN OF FOOD

KNOWLEDGE TRAIL ▶▶▶

FOODS THAT COME FROM THE SOIL, LIKE VEGETABLES, FRUITS, CEREALS, ARE CALLED FOODS OF PLANT ORIGIN.

FOODS THAT COME FROM ANIMALS, LIKE MEAT, MILK, EGGS, HONEY, CHEESE, YOGHURT ARE CALLED FOOD OF ANIMAL ORIGIN.

WATER AND SALT ARE FOODS OF MINERAL ORIGIN.

LET'S PRACTICE!

1. NOW, OBSERVE THE IMAGES AND MARK THEM ACCORDING TO THE ORIGIN TAGS:

FOOD OF ANIMAL ORIGIN



FOOD OF MINERAL ORIGIN



FOOD OF PLANT ORIGIN



Imagem: Pixabay



Imagem: Pixabay



Imagem: Pixabay



Imagem: Pixabay



Imagem: Pixabay



Imagem: Pixabay



ACTIVITY 5 – HOW DO FOOD COME TO MY HOME?

– KNOWLEDGE TRAIL ▶ ▶ ▶

OS ALIMENTOS SÃO PARTE DE QUALQUER CULTURA.

UM TIPO DE TEXTO QUE FAZ PARTE DA CULTURA BRASILEIRA SÃO AS LENDAS!

NESTA ATIVIDADE VAMOS CONHECER UMA LENDA SOBRE UM ALIMENTO TÍPICO DO BRASIL!

LET'S READ!

1. READ THE STORY BELOW, ASK FOR HELP FROM A GUARDIAN:

THE LEGEND OF THE YUCA (MANDIOCA)

ACCORDING TO THE TUPI LEGEND, ONE DAY A BEAUTIFUL GIRL WAS BORN IN A VILLAGE AND HER MOTHER NAMED HER MANI. THE GIRL WAS VERY JOYFUL AND KIND, AND FOR THIS REASON, SHE WAS LOVED BY EVERYONE.

IN A SUNNY AFTERNOON, HOWEVER, MANI GOT SICK, LEAVING EVERYONE VERY CONCERNED. THEY TRIED TO CALL THE VILLAGE SHAMAN TO TRY TO CURE HER.

IN SPITE OF MANY ATTEMPTS, UNFORTUNATELY MANI DIED, LEAVING THE VILLAGE WITH GREAT SADNESS.

HER PARENTS DECIDED TO BURY HER IN THEIR OWN HOLLOW WHERE THEY LIVED, AS IT WAS THE CUSTOM OF THE TUPI NATIVES.

A FEW DAYS LATER, IN THE PLACE WHERE SHE WAS BURIED, A BEAUTIFUL PLANT SPROUTED. IT WAS A PLANT WITH VERY GREEN LEAVES. ITS ROOT WAS DARK BROWN FROM THE OUTSIDE AND VERY WHITE ON THE INSIDE, WHICH RESEMBLED THE COLOR OF MANI'S SKIN.

THE VILLAGE NATIVE INDIGENOUS PEOPLE STARTED TO USE SUCH PLANT TO MAKE FLOUR AND BIJU. THE PLANT WAS ALSO KNOWN AS MANDIOCA, A COMBINATION OF THE NAME MANI AND AND "OCA" (THE NATIVE'S HUT).

FOOD GET TO PEOPLE'S HOME IN DIFFERENT WAYS.

HAVE YOU EVER IMAGINED HOW LONG HAVE FOOD TRAVELLED UNTIL THEY REACH THE SUPERMARKET?

1. OBSERVE THE IMAGES AND PUT THEM IN NUMERICAL ORDER, ACCORDING TO THE TIME EACH SITUATION HAPPENS.



- 2.** WHO COOKS AT YOUR HOME? INTERVIEW THESE PEOPLE AND ASK WHAT RECIPES IT IS POSSIBLE TO PREPARE USING THE YUCA. USE THE LINES BELOW TO WRITE DOWN THE INFORMATION.

- 3.** THE CHALLENGE NOW IS TO SEARCH FOR A RECIPE THAT IS MADE WITH YUCA. USE THE TABLE BELOW TO TAKE NOTE OF IT.

RECIPE NAME:	
INGREDIENTS:	
SOURCE/ADAPTATION:	

ACTIVITY 6 – COMMUNAL AREAS

KNOWLEDGE TRAIL

IN THE NEXT ACTIVITIES WE WILL STUDY ABOUT CARING FOR THE ENVIRONMENT, HYGIENE AND HEALTH.

LET'S PRACTICE!

1. HAVE A LOOK AT THE IMAGES:



Imagen: Pixabay



Imagen: Pixabay

2. WHAT DO YOU SEE IN THESE IMAGES?

3. WHAT DO YOU FEEL WHEN LOOKING AT THESE IMAGES?

4. WHICH ONE DO YOU CONSIDER MORE PLEASANT? WHY?

SOURCE/ADAPTATION: SÃO PAULO

ACTIVITY 7 – DISPOSAL OF HOUSEHOLD WASTE AND OTHER WASTES

– KNOWLEDGE TRAIL ▶ ▶ ▶

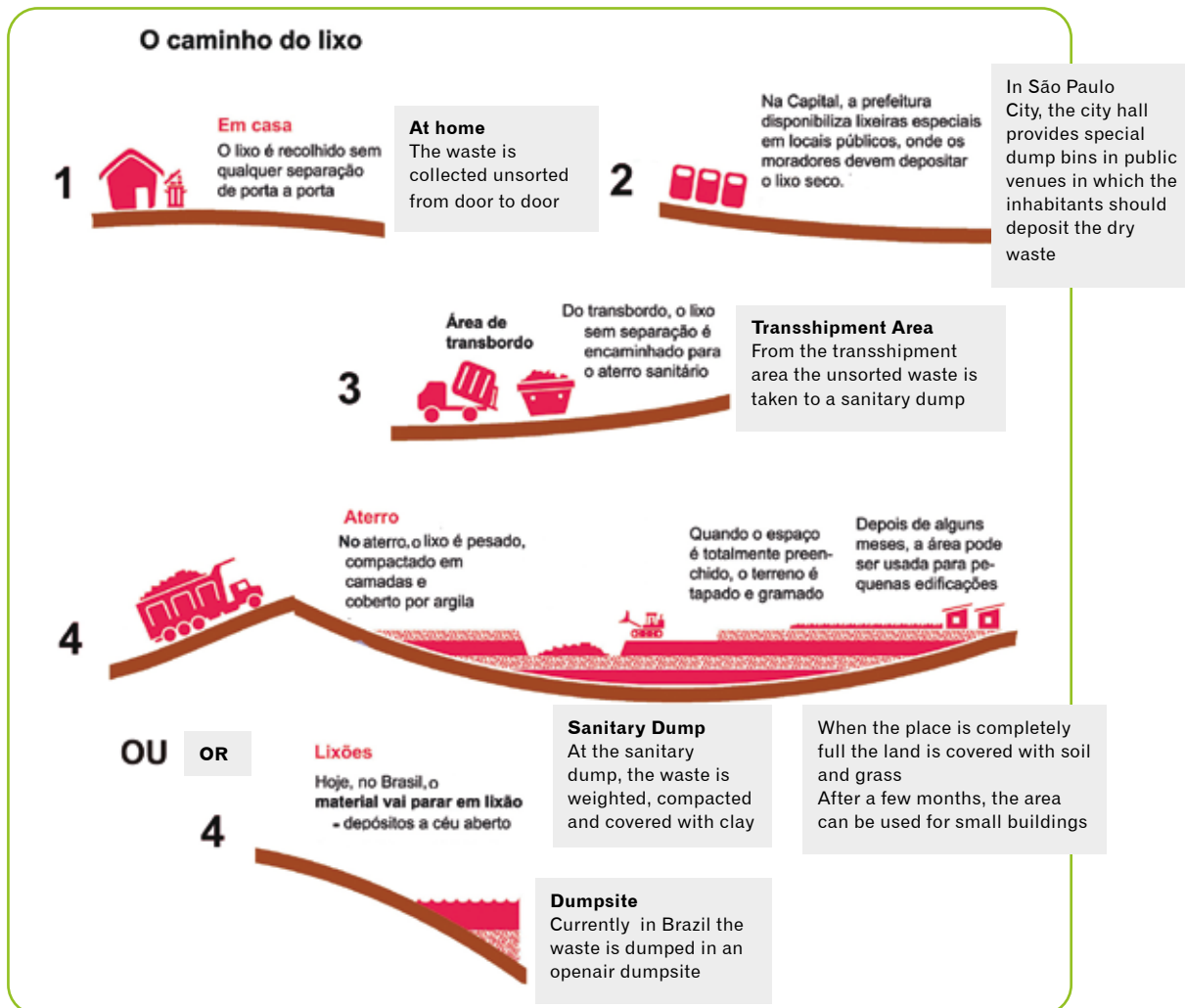
DOMESTIC WASTE IS THE ONE PRODUCED BY PEOPLE IN THEIR HOMES.

LET'S PRACTICE!

1. HAVE A LOOK AT THE TABLE BELOW, TALK TO THE PEOPLE WHO LIVE WITH YOU AND FILL IN HOW THESE WASTES ARE DISPOSED.

WASTE	HOW WE DISPOSE THEM
URINE	
FOOD LEFTOVERS	
PACKAGING	
FAECES	

2. OBSERVE THE DIAGRAM:



SÃO PAULO (Município). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Cadernos de apoio e aprendizagem: Natureza e Sociedade: 2º ano. São Paulo: SME / DOT, 2012.

ACTIVITY 8 – ACCOUNTABILITY FOR A HEALTHY ENVIRONMENT

KNOWLEDGE TRAIL ►►►

WE HAVE ALREADY TALKED ABOUT HEALTHY FOOD IN PREVIOUS ACTIVITIES.
NOW LET'S TALK ABOUT WHAT A HEALTHY ENVIRONMENT IS!

LET'S FIND OUT!

1. READ THE TEXT BELOW, IF YOU NEED ASK HELP FROM A GUARDIAN OR FAMILY MEMBER TO READ WITH YOU.

HEALTHY ENVIRONMENT

A HEALTHY ENVIRONMENT IS A CONCERN FOR PEOPLE AND SOCIETY. LIVING IN A CLEAN, NICE AND DISEASE-FREE SPACE IS ESSENTIAL FOR A HEALTHY LIFE.

PLACES LIKE HOUSES, FACTORIES, SHOPS, SCHOOLS, HOSPITALS NEED TO BE ILLUMINATED AND AIRY. THE WASTE HAS TO BE DISPOSED IN THE CORRECT, USEFUL AND SAFE WAY FOR EVERYONE, IN ORDER TO KEEP THE DIRT AWAY.

THEREFORE, A CULTURE OF INDIVIDUAL HABITS AND PUBLIC SERVICES WAS CREATED TO CONTRIBUTE WITH THE CITY CLEANLINESS AND ITS SURROUNDED AREA.

2. BASED ON THE TEXT, WITH THE HELP OF A GUARDIAN OR FAMILY MEMBER, WHICH ACTIONS MAKE AN ENVIRONMENT HEALTHY.

3. IN YOUR AREA, DO YOU SEE ACTIONS BEING TAKEN THAT MAKE THE ENVIRONMENT HEALTHY? WICH ONES?

4. WHAT ACTIONS ARE MISSING TO MAKE YOUR AREA HEALTHIER?

SOURCE/ADAPTATION: SÃO PAULO

ACTIVITY 9 – CARING FOR THE ENVIRONMENT**– KNOWLEDGE TRAIL ▶ ▶ ▶**

WHAT CAN WE DO TO CARE BETTER FOR OUR SPACES, KEEP THEM CLEANER AND MORE ORGANIZED?

LET'S LEARN!

OBSERVE THE IMAGE:



Imagem: Pixabay

1. WITH THE HELP OF A GUARDIAN OR FAMILY MEMBER, WRITE DOWN WHICH ACTIONS MAY TURN THIS PLACE HEALTHY.

2. USE THE SPACE BELOW AND RECREATE THE IMAGE ENVIRONMENT AFTER THE ACTIONS YOU PROPOSED TO TURN IT HEALTHY.

ACTIVITY 10 – HOW WE PERCEIVE THE ENVIRONMENTS THAT WE LIVE IN

– KNOWLEDGE TRAIL ▶ ▶ ▶

WE CAN PERCEIVE THE ENVIRONMENTS THROUGH OUR SENSES.

DO YOU KNOW WHICH SENSES WE HAVE?

LET'S PRACTICE!

1. WITH THE HELP OF A GUARDIAN OR FAMILY MEMBER, WRITE DOWN WHAT WE PERCEIVE USING:





Imagem: Pixabay



Imagem: Pixabay



Imagem: Pixabay



CHOOSE A PLACE IN YOUR HOME AND MAKE THE FOLLOWING EXPERIENCE:

A) FEEL IT WITH YOUR EYES CLOSED:

- THE SOUNDS, SMELLS, TEXTURES, BODY SENSATIONS.

B) NOW FEEL IT WITH EYES OPEN:

- THE COLORS, FORMATS, SIZES, MATERIALS, OBJECTS.

NOW, COMPLETE THE TABLE:

SMELLS	SOUNDS	BODY SENSATIONS	WHAT HAVE YOU NOTICED?

ACTIVITY 11 – HOW ANIMALS PERCEIVE THE ENVIRONMENTS

KNOWLEDGE TRAIL ▶▶▶

IN THE PREVIOUS ACTIVITY WE LEARNED A LITTLE MORE ABOUT THE SENSES THAT HUMAN BEINGS HAVE!

AND WHAT ABOUT THE OTHER ANIMALS? DO THEY HAVE SENSES LIKE OURS?

LET'S FIND OUT!

1. READ THE TEXT, IF YOU NEED HELP ASK A GUARDIAN OR FAMILY MEMBER:

SHARKS ARE CAPABLE OF SMELLING BLOOD MILES AWAY. THEY ARE ABLE TO DETERMINE WHETHER THE SMELL CAME FROM THE LEFT OR RIGHT WHICH HELPS THEM TO DECIDE THE DIRECTION TO SWIM TO CAPTURE THE PREY.

THIS INDICATES THAT SHARKS HAVE A NOSE ABLE TO FEEL MUCH MORE SMELLS THAN HUMAN BEINGS UNDER THE WATER.



Imagem: Pixabay

2. HERE IS A CHALLENGE FOR YOU: SEARCH HOW OTHER ANIMALS PERCEIVE THE ENVIRONMENT.

COMPLETE THE TABLE AS FOLLOWS:

- THE FIRST COLUMN HAS IMAGES OF THE ANIMALS YOU WILL RESEARCH ABOUT;
- IN THE SECOND COLUMN YOU WILL WRITE DOWN HOW YOU THINK THESE ANIMALS FEEL THE ENVIRONMENT;

- IN THE THIRD COLUMN YOU WILL WRITE YOUR FINDINGS, AFTER THE RESEARCH.




ANIMALS	HYPOTHESIS	DISCOVERIES
		
		
		

Imagem: Pixabay

Imagem: Pixabay

Imagem: Pixabay

DO YOU KNOW HOW TO RESEARCH?

ASK FOR HELP FROM A GUARDIAN! YOU CAN RESEARCH IN MAGAZINES, BOOKS, INTERNET WEBSITES OR BY INTERVIEWING SOMEONE!



Human Sciences

ACTIVITY 1 – CLASSROOM NOWADAYS AND PREVIOUSLY

KNOWLEDGE TRAIL ▶ ▶ ▶

TIME PASSES AND WE DO MANY THINGS THAT FOLLOW THE PASSING OF TIME. LET'S FIND OUT THINGS THAT EXISTS IN THE SCHOOL NOWADAYS AND PREVIOUSLY? LET'S DISCOVER WHAT HAPPENS AROUND US AS TIME PASSES BY.

LET'S PRACTICE!

- A) WITH THE HELP OF A GUARDIAN OR A FAMILY MEMBER, HAVE A LOOK AT THE PHOTOS OF ACTIVITIES IN SCHOOLS NOWADAYS AND PREVIOUSLY. PLACE AN "X" NEXT TO THE PHOTO TO INDICATE IF IT IS A SCHOOL FROM NOWADAYS OR PREVIOUSLY:



- ☐ SCHOOL NOWADAYS
☐ SCHOOL PREVIOUSLY



- ☐ SCHOOL NOWADAYS
☐ SCHOOL PREVIOUSLY



- ☐ SCHOOL NOWADAYS
☐ SCHOOL PREVIOUSLY

- B)** WITH THE HELP OF A GUARDIAN, WE WILL WRITE A LIST OF THINGS THAT WE OBSERVED IN THE SCHOOL PHOTOS:

ACTIVITY 2 – SCHOOL'S OBJECTS

– KNOWLEDGE TRAIL ▶ ▶ ▶

AS YOU HAVE SEEN IN THE PHOTOS, THE SCHOOL EXISTS FOR A VERY LONG TIME. BUT HAVE SCHOOL OBJECTS ALWAYS BEEN THE SAME AS THEY ARE TODAY?

LET'S PRACTICE!

- A)** OBSERVE THE OBJECTS FROM NOWADAYS AND PREVIOUSLY AND PAINT THEM ACCORDING TO THE TAGS:

TAG	
<input type="checkbox"/> SCHOOL NOWADAYS	<input type="checkbox"/> SCHOOL PREVIOUSLY



FOTO: Acervo MEM - SME, SP

WALLET

☐ ☐


FOTO: Lilian Borges - SME, SP

NOTEBOOK

☐ ☐


FOTO: Acervo MEM - SME, SP

SCHOOL
LEATHER BAG

☐ ☐


FOTO: Lilian Borges - SME, SP

COMPUTER

☐ ☐



Freepik

RUBBER



Freepik

BACKPACK



B) LET'S LOOK AT THE PHOTO THAT PORTRAITS A SCHOOL ENVIRONMENT FROM PREVIOUSLY



FOTO Acervo memorial - SME, SP

C) NOW, LET'S IDENTIFY AND WRITE, WITH THE HELP OF A GUARDIAN, THE NAME OF SOME SCHOOL OBJECTS THAT WERE PART OF THE CHILDREN'S DAILY LIFE PREVIOUSLY.

D) NOW, CHOOSE TWO OF THEM TO COMPARE WITH CURRENT OBJECTS WITH SIMILAR USE:

OLD OBJECT YOU CHOSE	SIMILAR OBJECT USED NOWADAYS	THE USE OF THESE OBJECTS

ACTIVITY 3 – OUR CURRENT FREE PLAYS AND FREE PLAYS FROM THE PAST

KNOWLEDGE TRAIL ▶ ▶ ▶

LET'S TALK ABOUT PLAYING TIMES: ARE YOUR GRANDMA AND YOUR PARENTS' FREE PLAYS THE SAME YOU PLAY WITH YOUR FRIENDS NOWADAYS?

LET'S PRACTICE!

A) YOUR GUARDIAN WILL READ THE TEXT “WHY GRANDMA AUGUSTA DOESN'T REMEMBER ANYMORE”:

ONE DAY, GRANDMA AUGUSTA TOLD US ABOUT HER CHILDHOOD. HER GRANDCHILD ANDRÉ

WAS CURIOUS AND CAME BACK TO KNOW MORE.

– GRANDMA, WHAT DID YOU LIKE TO PLAY THE MOST? - ANDRÉ ASKED.

GRANDMA AUGUSTA ANSWERED SADLY:

– I CAN'T REMEMBER!

DISAPPOINTED, ANDRÉ DECIDED TO ASK HIS BROTHER JOÃO:

– WHY DOESN'T GRANDMA REMEMBER ANYMORE?

– I THINK SHE LOST HER MEMORY! - JOÃO ANSWERED.

ANDRÉ WAS CONFUSED AND ASKED AGAIN:

BUT WHAT IS THIS SO CALLED MEMORY?

– IT'S REMEMBERING WHAT HAPPENED IN THE PAST. - SAID HIS BROTHER JOÃO.

(MARCIA BELLANDI VITAL RODRIGUES)

B) DO YOU THINK YOUR GUARDIANS OR FAMILY MEMBERS REMEMBER THEIR FREE PLAYS WHEN THEY WERE CHILDREN? TALK TO THEM AND WRITE THE NAME OF A FREE PLAY:

ACTIVITY 4 – PLACES AND FREE PLAYS

– KNOWLEDGE TRAIL ▶ ▶ ▶

DO YOU THINK IT'S POSSIBLE TO PLAY ALL FREE PLAYS EVERYWHERE?

LET'S PRACTICE!

A) OBSERVE THE FOLLOWING DRAWING. IT IS THE REPRESENTATION OF A HOUSE AND ITS SURROUNDINGS:



B) WE CAN SEE DIFFERENT SPACES IN THE DRAWING. MARK, IN THE FOLLOWING LIST, THE SPACES YOU CAN SEE IN THE DRAWING:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> STREET | <input type="checkbox"/> KITCHEN |
| <input type="checkbox"/> BATHROOM | <input type="checkbox"/> TOWN SQUARE |
| <input type="checkbox"/> BEDROOM | <input type="checkbox"/> LAUNDRY |
| <input type="checkbox"/> SWIMMING POOL | <input type="checkbox"/> HOSPITAL |
| <input type="checkbox"/> CHURCH | <input type="checkbox"/> SUPERMARKET |

C) WRITE, IN YOUR OWN WAY, THE NAME OF THREE PLACES THAT ARE NOT IN THE LIST AND THAT YOU USUALLY GO TO PLAY:

D) NEXT, THINK ABOUT A FREE PLAY THAT YOU PLAYED AT HOME. WRITE, IN YOUR OWN WAY, IN WHICH PLACE IN THE HOUSE YOU USUALLY PLAY IT:

FREE PLAY	WHERE DOES IT TAKE PLACE?

F) YOUR CHALLENGE NOW IS TO WRITE, IN YOUR OWN WAY, NEXT TO THE FOLLOWING IMAGES, THE MOST SUITABLE PLACE FOR EACH OF THE FREE PLAYS TO HAPPEN.

Ilustração: Ana Rita da Costa



Ilustração: Ana Rita da Costa



ACTIVITY 5 – TREASURE HUNTING

KNOWLEDGE TRAIL ▶ ▶ ▶

WHAT DO WE NEED TO DO TO FIND A TREASURE? AND TO GO FROM ONE PLACE TO ANOTHER?

LET'S PRACTICE!

- A)** LET'S HAVE A LOOK AT THIS DRAWING OF A TREASURE MAP. THE PIRATE HAS TO SAIL IN THE SEA, ARRIVE ON AN ISLAND, BOARD A BOAT ON A RIVER AND FIND A SET OF THREE TREES WITH A RED STONE NEAR THEM. UNDER THE STONE YOU WILL FIND THE TREASURE. LET'S FOLLOW THE PIRATE IN THIS ADVENTURE.



Ilustração: Ana Rita da Costa

- B)** NOW IT'S YOUR TURN. TOGETHER WITH A GUARDIAN, IMAGINE THAT INSIDE YOUR HOUSE, THERE IS A TREASURE ON THE KITCHEN TABLE. MAKE A DRAWING TO EXPLAIN TO A PERSON WHO IS AT THE ENTRANCE GATE OF YOUR HOME HOW TO GET TO THE TREASURE.



ACTIVITY 6 – EVERYDAY LANDSCAPES

– KNOWLEDGE TRAIL ▶ ▶ ▶ –

EVERY DAY, WE CAN OBSERVE MANY THINGS THAT EXIST AND ARE MADE BY PEOPLE, AND MANY OTHER THINGS THAT EXIST BUT ARE NOT MADE BY ANYONE. LET'S SEE HOW THINGS THAT EXIST IN PEOPLE'S DAILY LIFE ARE.

LET'S PRACTICE!

- A)** HAVE YOU EVER SEEN PLACES LIKE THESE IN THE PHOTOS?
- B)** GIVE A NAME TO EACH PHOTO. WRITE IT DOWN WITH THE HELP OF A GUARDIAN:



FOTO Antonia Terra, SP

PHOTO 1 _____

FOTO Lilian Borges - SME, SP



PHOTO 2 _____

ACTIVITY 7 – OBSERVING LANDSCAPES

KNOWLEDGE TRAIL ▶ ▶ ▶

DOES EVERYONE OBSERVE THE SAME THINGS WHEN GOING FOR A WALK?
WHEN YOU OBSERVE THE ENVIRONMENT YOU LIVE IN, DEPENDING ON
THE PLACE YOU ARE, YOU CAN SEE, HEAR, FEEL AND NOTICE DIFFERENT
LANDSCAPES.

LET'S PRACTICE!

A) READ THIS POEM WITH THE HELP OF A GUARDIAN:

DO LADO DE CÁ, DO LADO DE LÁ

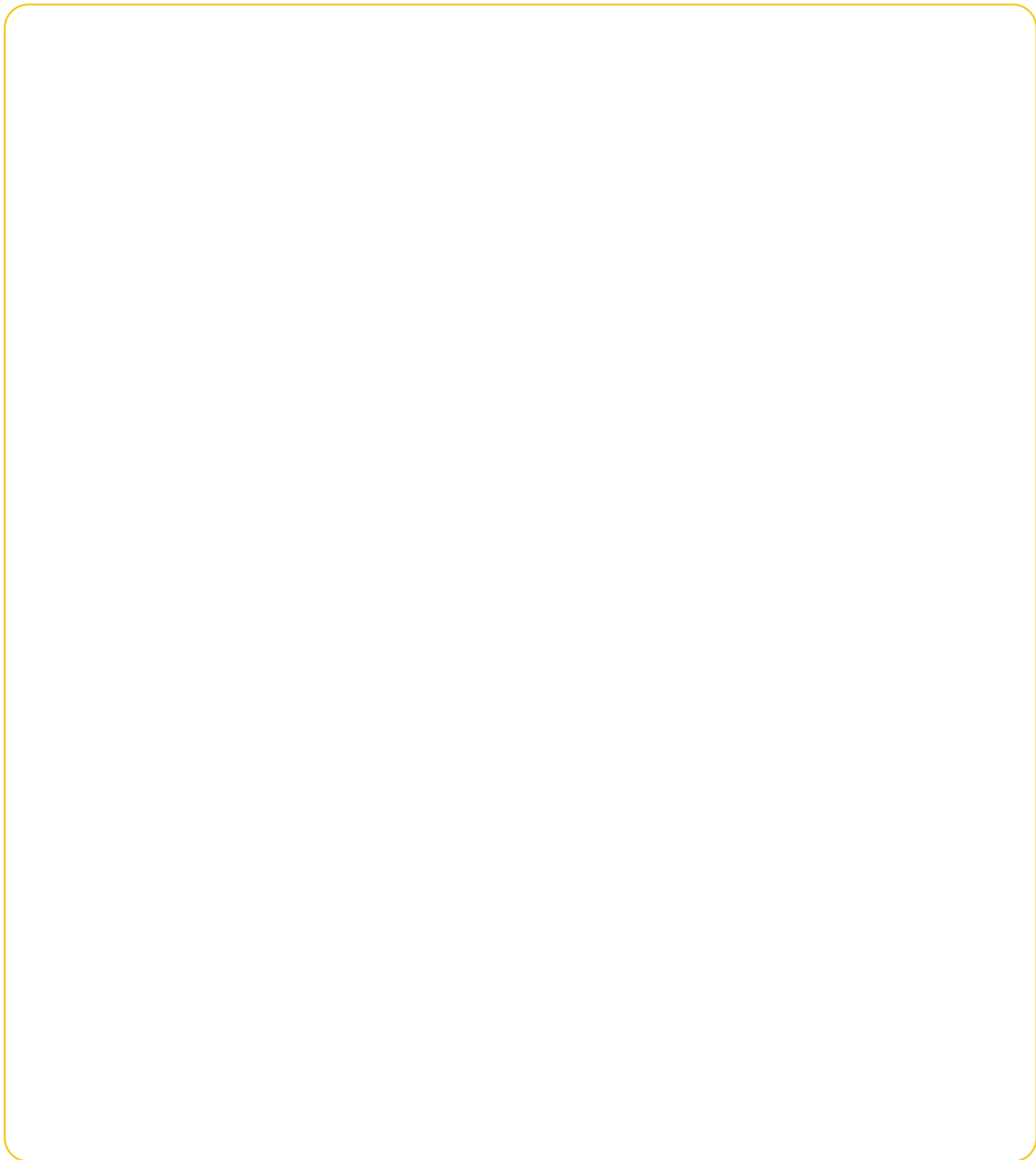
DO LADO DE CÁ,
VEJO UM RIO,
SINTO UM CHEIRINHO ESQUISITO,
QUE ÀS VEZES ME DÁ ARREPIO.
DO LADO DE LÁ,
QUASE NÃO VEJO NADA,
SÓ O BARULHO DA CRIANÇA,
E O CHEIRINHO DA MACARRONADA.
DO LUGAR QUE ESTOU SENTADO,
VEJO LETRINHAS NA LOUSA,
COLEGUINHAS AO LADO,
E PAPEL RABISCADO.
NO RABISCO DO COLEGA AO LADO,
VEJO UM RIO, UMA MONTANHA,

E UM PIPOQUEIRO DESENHADO,
MAS...QUE ENGRAÇADO!!!
E NO MEU PAPEL RABISCADO,
QUASE NADA DESENHADO,
SOMENTE AS LETRINHAS DA PALAVRA
SOL,
E BEM PEQUENININHO, UM CAMPINHO
DE FUTEBOL.

(MARIA MONTEZANO)



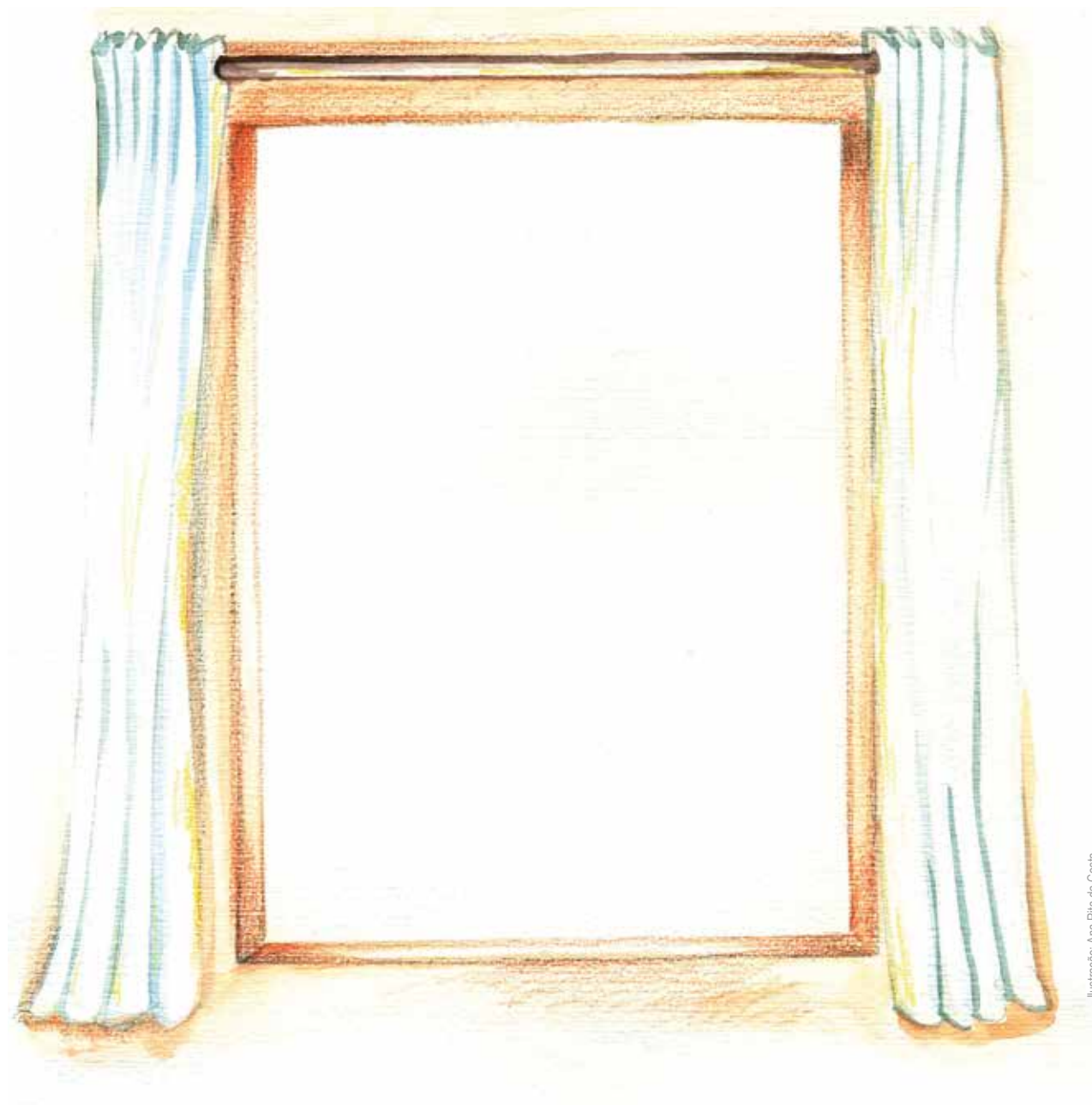
- B) DRAW A LANDSCAPE FROM ONE OF THE VERSES OF THE POEM AND THINK OF A NAME FOR YOUR DRAWING:**



ACTIVITY 8 – OBSERVING LANDSCAPES THROUGH THE WINDOWS AND DOORS OF YOUR HOME

LET'S PRACTICE!

- A) TOGETHER WITH YOUR GUARDIAN, GO TO A WINDOW OR DOOR OF YOUR HOME AND DRAW WHAT YOU CAN SEE THROUGH IT.



- B)** WRITE A LIST, IN YOUR OWN WAY, WHAT YOU HAVE SEEN IN THE LANDSCAPES THROUGH THE WINDOWS.

WHAT YOU CAN WE SEE IN THESE LANDSCAPES?

ACTIVITY 9 – OBSERVING THE LANDSCAPE CHANGES THROUGH TIME

LET'S PRACTICE!

- A)** HAVE A LOOK AT THE LANDSCAPE ON THIS PHOTO OF “LARGO DA SÉ” (TODAY “PRAÇA DA SÉ”), WHICH IS LOCATED IN SAO PAULO'S CITY CENTER. IT IS A PHOTO FROM 1880. THE PHOTOGRAPHY STUDIO TOOK THE PHOTO MORE THAN ONE HUNDRED YEARS AGO.



FOTO: Wikipédia Commons

- B)** WRITE, WITH THE HELP OF A GUARDIAN OR A FAMILY MEMBER, A LIST OF WHAT YOU SEE IN THIS PHOTO OF SAO PAULO IN THE PAST:

ACTIVITY 10 – WATCHING THE LANDSCAPE CHANGES THROUGH TIME

LET'S PRACTICE!

- A)** OBSERVE THAT SAME PLACE, NAMED “PRAÇA DA SÉ”, IN ANOTHER OLD PHOTO AND IN A CURRENT ONE:



Photo Hildegard Rosenthal, 1940.
Instituto Moreira Salles. São Paulo 450 anos, 2004. p. 83.



Photo divulgação

TALK TO YOUR GUARDIANS OR FAMILY MEMBERS ABOUT WHAT REMAINS THE SAME AND WHAT CHANGED IN THE LANDSCAPE. WRITE IT DOWN IN THE FOLLOWING TABLE:

CHANGES	REMAINS THE SAME

ACTIVITY 11 – PEOPLE AND ENVIRONMENTS

LET'S PRACTICE!

A) MAKE A LIST OF PEOPLE WHO LIVES WITH YOU ALMOST EVERY DAY AND DESCRIBE THE PLACES YOU INTERACT WITH THEM:

PEOPLE	ENVIRONMENTS

B) THINK A LITTLE FURTHER: HOW IS YOUR FAMILY ORGANIZED? YOU CAN DO THIS THROUGH DRAWINGS OR IMAGE COLLAGE:

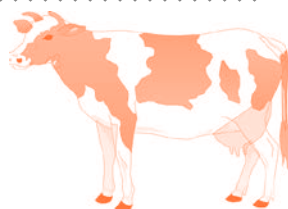
PARLENDAS PARA NOVAS VERSÕES (PARA CRIAR OU COMPLETAR)

NURSERY RHYMES FOR NEW VERSIONS
(TO CREATE OR COMPLETE)

LÁ EM CIMA DO PIANO
TEM UM COPO DE VENENO
QUEM BEBEU
MORREU
E O CULPADO NÃO FUI EU



VACA AMARELA
SUJOU A PANELA
QUEM FALAR PRIMEIRO
COME TUDO DELA



CHUVA E SOL,
CASAMENTO DE ESPANHOL.
SOL E CHUVA,
CASAMENTO DE VIÚVA



TÁ COM FRIO?
TOMA BANHO NO RIO.
TÁ COM CALOR?
TOMA BANHO NO REGADOR



CADÊ O TOUCINHO QUE ESTAVA
AQUI?

O GATO COMEU.
CADÊ O GATO?
FOI PRO MATO.
CADÊ O MATO?
O FOGO PEGOU.
CADÊ O FOGO?
A ÁGUA APAGOU.
CADÊ A ÁGUA?
O BOI BEBEU.
CADÊ O BOI?
FOI AMASSAR TRIGO.
CADÊ O TRIGO?
A GALINHA COMEU.
CADÊ A GALINHA.
FOI BOTAR OVO.
CADÊ O OVO?
O PADRE PEGOU
CADÊ O PADRE?
FOI REZAR A MISSA.
CADÊ A MISSA?
ACABOU!

MACACA SOFIA

BARRIGA VAZIA

MEIO-DIA

PANELA NO FOGO



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

RECORTE AQUÍ

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

RECORTE AQUÍ

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

RECORTE AQUÍ

WE THANK EVERYONE WHO TOOK PART ON THE PRODUCTION OF THE CONTENTS OF THIS BOOK AT ANY GIVEN MOMENT. PARTS OF THE ACTIVITIES PRESENTED WERE CREATED FOR THIS MATERIAL AND OTHERS WERE REPRODUCED FROM THE FOLLOWING DOCUMENTS:

SÃO PAULO (Estado) Secretaria da Educação. **Ler e escrever**: coletânea de atividades: 3º ano. 7. ed. São Paulo: FDE, 2014. vol.1-2.

SÃO PAULO (Estado) Secretaria da Educação. **Ler e escrever**: coletânea de atividades: 2º ano. 7. ed. São Paulo: FDE, 2014.

SÃO PAULO (Estado) Secretaria da Educação. **Ler e escrever**: coletânea de atividades: 1º ano. 4. ed. São Paulo: FDE, 2014.

SÃO PAULO (Estado) Secretaria da Educação. Coordenadoria de Gestão da Educação Básica. Departamento de Desenvolvimento Curricular e de Gestão da Educação Básica. Centro de Ensino Fundamental dos Anos Iniciais. **EMAI**: educação matemática nos anos iniciais do ensino fundamental: material do aluno - primeiro ano. São Paulo: SE, 2013. vol. 1.

SÃO PAULO (Estado) Secretaria da Educação. Coordenadoria de Gestão da Educação Básica. Departamento de Desenvolvimento Curricular e de Gestão da Educação Básica. Centro de Ensino Fundamental dos Anos Iniciais. **EMAI**: educação matemática nos anos iniciais do ensino fundamental: organização dos trabalhos em sala de aula, material do professor - segundo ano. São Paulo: SE, 2013. vol. 1.

SÃO PAULO (Estado) Secretaria da Educação. Coordenadoria de Gestão da Educação Básica. Departamento de Desenvolvimento Curricular e de Gestão da Educação Básica. Centro de Ensino Fundamental dos Anos Iniciais. **EMAI**: educação matemática nos anos iniciais do ensino fundamental: organização dos trabalhos em sala de aula, material do professor - segundo ano. São Paulo: SE, 2014. vol. 2.

SÃO PAULO (Município). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. **Projeto Toda Força ao 1º Ano**: guia para o planejamento do professor alfabetizador: orientações para o planejamento e avaliação do trabalho com o 1º ano do Ensino Fundamental. São Paulo: SME / DOT, 2006.

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