

Inglês

Trilhas de Aprendizagens

**2º
ANO**

ENSINO FUNDAMENTAL

SÃO PAULO CITY DEPARTMENT OF EDUCATION

Learning Trails

2nd
GRADE
PRIMARY EDUCATION



**CIDADE DE
SÃO PAULO
EDUCAÇÃO**

*São Paulo City Hall
Education*

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Learning Trails

**2nd
GRADE**

PRIMARY EDUCATION

São Paulo | 2020

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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

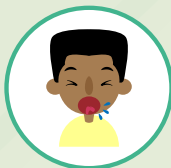


Avoid contact of children with the elderly



Keep all places at home fresh

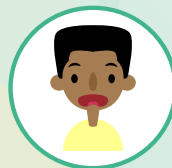
Symptoms



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 horn 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 dont you create a whatsapp group with other caregivers from the school? You can exchange ideias, 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/ncce.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 – EACH ONE’S NAMES

KNOWLEDGE TRAIL ▶▶▶

HAVE YOU EVER MET SOMEONE WITH THE SAME NAME AS YOU? HOW DID YOU DO TO DIFFERENTIATE YOURSELVES? THINK ABOUT IT AND EXCHANGE IDEAS WITH YOUR FAMILY.

LET’S PRACTICE!

1. EVERY PERSON HAS A NAME AND A SURNAME TO IDENTIFY THEMSELVES.

A) WRITE YOUR OWN NAME AND SURNAME.

B) WRITE THE NAME AND SURNAME OF THREE FAMILY MEMBERS.

C) WRITE THE NAME OF FIVE COLLEAGUES WHOM YOU REALLY LIKE TO PLAY WITH.

LET'S REMEMBER THE LETTERS OF THE ALPHABET?

2. COMPLETE THE TABLE WITH THE MISSING LETTERS

A	B		D		F	G	H	
	K	L		N	O			R
S		U	V		X		Z	

ACTIVITY 2 – PLAYING WITH ‘PARLENDAS’

KNOWLEDGE TRAIL ▶ ▶ ▶

‘PARLENDAS’ ARE VERY FUN TEXTS THAT NOT ONLY RHYME BUT THERE ARE ALSO EASY TO MEMORIZE! THEY ARE A PART OF BRAZILIAN FOLKLORE AND APPEAR IN GAMES AND SONGS FOR A VERY LONG TIME. LET’S GET TO KNOW SOME?

LET’S PRACTICE!

1. IN THE TEXT, FIND AND CIRCLE THE WORDS REPRESENTED BY THE IMAGES.

THERE WAS A WITCH
AT MIDNIGHT
IN A HAUNTED CASTLE
WITH A KNIFE IN HER HAND
SPREADING BUTTER ON BREAD.

Ilustração: Fernanda Gomes



2. READ THE PARLENDIA BELOW WITH THE HELP OF A FAMILY MEMBER. THEN, CIRCLE THE NAMES OF ANIMALS THAT APPEAR IN THE TEXT.

CADÊ O TOUCINHO QUE ESTAVA AQUI? (WHERE IS THE BACON THAT WAS HERE?)

O GATO COMEU. (THE CAT ATE IT.)

CADÊ O GATO? (WHERE IS THE CAT?)

FOI PRO MATO. (IT WENT INTO THE BUSHES.)

CADÊ O MATO? (WHERE ARE THE BUSHES?)

O FOGO QUEIMOU. (THE FIRE BURNED IT).

CADÊ O FOGO (WHERE IS THE FIRE?)

A ÁGUA APAGOU (THE WATER PUT IT OUT).

CADÊ A ÁGUA (WHERE IS THE WATER?)

O BOI BEBEU. (THE OX DRANK IT).

CADÊ O BOI? (WHERE IS THE OX?)

FOI AMASSAR TRIGO. (IT WAS CRUSHING WHEAT).

CADÊ O TRIGO? (WHERE IS THE WHEAT?)

A GALINHA ESPALHOU. (THE CHICKEN SPREADED IT).

CADÊ A GALINHA? (WHERE IS THE CHICKEN?)

FOI BOTAR OVO. (IT WAS LAYING AN EGG.)

CADÊ O OVO? (WHERE IS THE EGG?)

O PADRE COMEU. (THE PRIEST ATE IT).

CADÊ O PADRE? (WHERE IS THE PRIEST?)

FOI REZAR A MISSA. (HE WAS PREACHING THE MASS).

CADÊ A MISSA? (WHERE IS THE MASS?)

ACABOU! (IT IS OVER!)

3. LET'S REMEMBER A FAMOUS 'PARLENDIA':

REI, CAPITÃO (KING, CAPTAIN)

SOLDADO, LADRÃO (SOLDIER, THIEF)

MOÇO BONITO (BEAUTIFUL LAD)

DO MEU CORAÇÃO (FROM MY HEART)

ASK IF ANYONE AT HOME KNOWS ANOTHER 'PARLENDÁ' AND WRITE IT IN THE LINES BELOW IN THE BEST WAY YOU CAN.

[illegible]

BOTA DEZ (LAYS TEN)

BOTA UM (LAYS ONE)

BOTA OVO AMARELINHO
(LAYS A LITTLE YELLOW EGG)

BOTA OITO (LAYS EIGHT)

BOTA CINCO (LAYS FIVE)

BOTA QUATRO (LAYS FOUR)

A GALINHA DO VIZINHO
(THE NEIGHBOR'S CHICKEN)

BOTA TRÊS (LAYS THREE)

BOTA DOIS (LAYS TWO)

BOTA SEIS (LAYS SIX)

BOTA NOVE (LAYS NINE)

BOTA SETE (LAYS SEVEN)

[illegible]

	MACACA SOFIA (SOFIA MONKEY)
	BARRIGA VAZIA (EMPTY BELLY)
	PANELA NO FOGO (PAN OVER THE FIRE)
	MEIO DIA (NOON)

ACTIVITY 3 – LET’S GUESS!

KNOWLEDGE TRAIL ▶ ▶ ▶

GUESSING IS FUN! ANSWER THE RIDDLES AND CHALLENGE YOUR FAMILY TO GUESS WITH YOU.

LET’S PRACTICE!

1. PAINT THE CORRECT ANSWER FOR EACH GUESS

O QUE É , O QUE É? (WHAT IS IT, WHAT IS IT?)

NÃO É CHUVEIRO, MAS MOLHA. (IT IS NOT A SHOWER, BUT IT GETS YOU WET.)

NÃO TEM PÉ, MAS COMO CORRE! (IT HAS NO FOOT, BUT IT RUNS FAST!)

TEM LEITO SÓ QUE NÃO DORME. (IT HAS A BED BUT IT DOES NOT SLEEP.)

QUANDO PÁRA, SEMPRE MORRE. (WHEN IT STOPS, IT ALWAYS DIES).

REI (KING)	RIO (RIVER)	RUA (STREET)
------------	-------------	--------------

O QUE É, O QUE É? (WHAT IS IT, WHAT IS IT?)

REVOA, MAS NÃO É PÁSSARO. (FLIES, BUT IS NOT A BIRD.)

REBRILHA MAIS QUE OURO PURO. (SHINES MORE THAN PURE GOLD.)

PISCA, PISCA E NÃO É OLHO. (FLASHES BUT IS NOT THE EYE.)

TEM LUZ, MAS VIVE NO ESCURO (HAS LIGHT, BUT LIVES IN THE DARK.)

COSPE FOGO (SPITS FIRE)	QUEBRA-PEDRA (STONE BREAKER)	VAGA-LUME (FIREFLY)
----------------------------	---------------------------------	------------------------

O QUE É, O QUE É? (WHAT IS IT, WHAT IS IT?)

ANDA SEMPRE AMARRADO. (IS ALWAYS TIED UP.)

SÓ SERVE SE FOR BEM TORTO. (IT IS ONLY GOOD IF IT IS REALLY CROOKED.)

VAI PROCURAR QUEM É VIVO. (IT SEEKS THE LIVING ONE).

VIVE ESPETADO NUM MORTO. (IT IS ALWAYS SPIKED IN THE DEAD.)

ANZOL (FISH HOOK)	ABELHA (BEE)	ABRIL (APRIL)
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Source / Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Guia de planejamento e orientações didáticas para o professor do 2º ano do Ciclo 1 / Secretaria Municipal de Educação. – São Paulo : SME / DOT, 2007.

2. FIND THE ANSWERS FOR THE RIDDLES.

WHAT IS IT, WHAT IS IT?

A) AT NIGHT, THEY APPEAR WITHOUT INVITATION. DURING THE DAY, THEY DISAPPEAR WITHOUT BEING STOLEN?

() SOL (SUN)

() ESTRELAS (STARS)

() BOLAS (BALLS)

B) IT IS IN THE HOUSE AND ON THE SUIT?

() FORRO (LINING)

() PANO (CLOTH)

() BOTÃO (BUTTON)

C) IT GOES UNTIL THE FRONT DOOR BUT DOES NOT ENTER?

() CALÇADA (SIDEWALK)

() CIMENTO (CEMENT)

() PEDRA (STONE)

D) WE HAVE IT AT HOME AND WE DON'T WANT TO HAVE IT ON THE HOUSE?

() FOGO (FIRE)

() GÁS (GAS)

() TINTA (PAINT)

3. READ THE RIDDLES AND FIND THE CORRECT ANSWER TO THEM WITH THE WORDS IN THE TABLE. USE NUMBERS TO INDICATE YOUR ANSWER. ASK FOR HELP FROM A FAMILY MEMBER, IF YOU NEED IT.

WHAT IS IT, WHAT IS IT?

A) A FINE LOOKING BOX THAT NO CARPENTER CAN MAKE?

- B)** IT HAS A BEAK BUT IT DOESN'T PECK. IT HAS A WING (HANDLE) BUT IT DOES NOT FLY?
- C)** IT IS BORN GREEN, IT LIVES BLACK, IT DIES RED AND THERE CANNOT BE A BARBEQUE WITHOUT IT?
- D)** IN THE DAY IT HAS 4 FEET, AT NIGHT IT HAS 6 AND SOMETIMES IT HAS 8 FEET?
- E)** IT HAS A CROWN BUT IS NOT A KING, IT HAS THORNS BUT IS NOT FISH?
- F)** THAT WE BUY TO EAT BUT DO NOT EAT?
- G)** IT GETS TALLER THAN A MAN AND SMALLER THAN A CHICKEN?
- H)** IN THE WATER I WAS BORN, IN THE WATER I WAS RAISED, BUT, IF IN THE WATER YOU THROW ME, IN THE WATER I SHALL DIE.
- I)** THOSE WHO ENTER DO NOT SEE, AND THOSE WHO SEE DO NOT ENTER?
- J)** THE SHIP HAS IT BELOW, THE TURTLE HAS IT ON THE TOP AND THE HORSES HAVE IT ON THEIR PAWS?

	BULE (TEAPOT)		TÚMULO (TOMB)
	ABACAXI (PINEAPPLE)		CARVÃO (COAL)
	CASCA DE AMENDOIM (PEANUT SHELL)		CAMA (BED)
	CHAPÉU (HAT)		GARFO (FORK)
	CASCO (HULL)		SAL (SALT)

LET'S FIND OUT!

- 1.** READ OR LISTEN TO THE FEATURES OF ANIMALS. THEN, AT THE LIST BELOW, LOOK FOR THE NAME OF THE ANIMAL DESCRIBED AND COPY IT.

WHAT ANIMAL...

- A)** ...LOVES ANTS AND IS ALSO KNOWN FOR ITS VERY BEAUTIFUL TAIL?

B) ...IS FUN AND AMUSING, AT RISK OF EXTINCTION, AND IS A KIND OF MONKEY?

C) ...IS A VERY OBSERVANT BIRD, IN CARTOONS IT IS ALWAYS PICTURED AS A TEACHER?

D) ...IS SO BRAVE! AND IS KNOWN AS THE KING OF ANIMALS?

E) ...IS FOOD FOR CHICKENS AND ALSO USED AS BAIT WHEN FISHING?

LIST OF ANIMALS:

MICO-LEÃO-DOURADO
(GOLDEN LION TAMARIN)

CORUJA
(OWL)

TUBARÃO
(SHARK)

LEÃO
(LION)

MINHOCA
(EARTHWORM)

COBRA
(SNAKE)

TAMANDUÁ
(ANTEATER)

LEBRE
(HARE)

POMBO
(DOVE)

CABRA
(GOAT)

TATURANA
(CATERPILLAR)

LEBRE
(LEOPARD)

Source / Adaptation: São Paulo (Estado) Secretaria da Educação. Ler e escrever: coletânea de atividades – 2º ano / Secretaria da Educação, Fundação para o Desenvolvimento da Educação; coordenação, elaboração e revisão dos materiais, Sonia de Gouveia Jorge... [e outros]; concepção, seleção e adaptação das atividades, Claudia Rosenberg Aratangy... [e outros]. - 7. ed. rev. e atual. São Paulo : FDE, 2014.

ACTIVITY 4 – CROSSING WORDS!

KNOWLEDGE TRAIL ▶▶▶

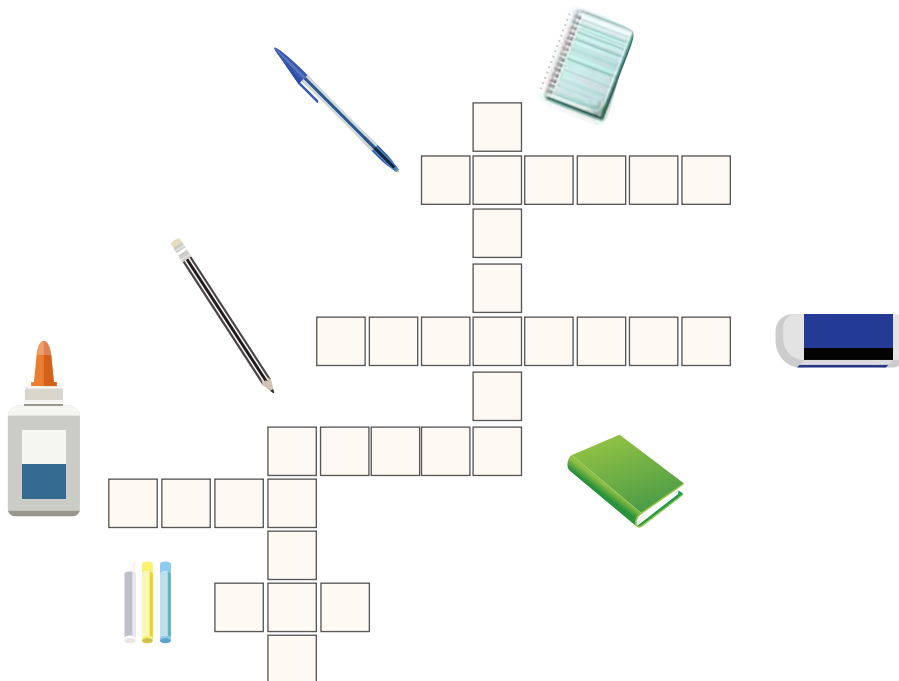
HAVE YOU EVER PLAYED WITH CROSSWORD PUZZLES? IN THE NEXT EXERCISES WE WILL DO SOME AND THEY WILL HELP US THINK ABOUT WORDS WHILE HAVING FUN!

LET'S PRACTICE!

1. SOLVE THE CRUZADINHA, CHOOSING THE RIGHT WORD IN THE TABLE BELOW.

3 LETTERS	4 LETTERS	5 LETTERS	6 LETTERS	7 LETTERS	8 LETTERS
ELE (HE) LIA (READ) GIZ (CHALK) PÉS (FEET)	CACO (FRAGMENT) COLA (GLUE) DEDO (FINGER) LUVA (GLOVE)	LÁPIS (PENCIL) PIRES (SAUCER) GARFO (FORK) LIVRO (BOOK)	CABELO (HAIR) CANETA (PEN) SAPATO (SHOE) AGENDA (DIARY)	MAESTRO (MAESTRO) ESTRELA (STAR) CADERNO (NOTEBOOK) CORTINA (CURTAIN)	BORRACHA (ERASER) TELEFONE (TELEPHONE) CAMINHÃO (TRUCK) ELEFANTE (ELEPHANT)

Ilustrações: rawpixel / macrovector / Freepik



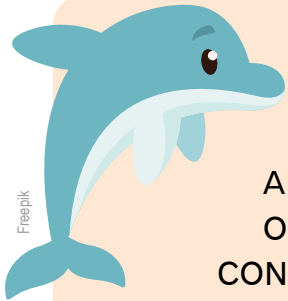
Source / Adaptation: São Paulo (Estado) Secretaria da Educação. Ler e escrever: coletânea de atividades – 2º ano / Secretaria da Educação, Fundação para o Desenvolvimento da Educação; coordenação, elaboração e revisão dos materiais, Sonia de Gouveia Jorge... [e outros]; concepção, seleção e adaptação das atividades, Claudia Rosenberg Aratangy... [e outros]. - 7. ed. rev. e atual. São Paulo : FDE, 2014.

ACTIVITY 5 – SEA ANIMALS

KNOWLEDGE TRAIL ▶ ▶ ▶

IN THE FOLLOWING EXERCISES WE WILL LEARN ABOUT ANIMALS AND WRITE ABOUT THEM. WITH THE HELP OF A FAMILY MEMBER, READ THE TEXTS. READING TOGETHER IS VERY PLEASANT!

LET'S PRACTICE!



LEARN EVERYTHING ABOUT DOLPHINS

EVERYBODY THINKS DOLPHINS ARE FISH, BUT THEY ARE NOT. THEY ARE MAMMALS, AS WELL AS WHALES. [...] DOLPHINS LIVE IN THE OCEANS AND SEAS OF THE WHOLE WORLD, NEAR OR FAR AWAY FROM CONTINENTS. IN BRAZIL, THEY CAN BE SEEN THROUGHOUT THE COAST, FROM THE NORTHEAST TO THE STATE OF RIO GRANDE DO SUL.

THEIR DIET CONSISTS MAINLY OF FISH AND SQUID. [...] A DOLPHIN IS 1.5 TO 3.5 METERS LONG AND CAN WEIGHT UP TO 110 KG. THEIR PREGNANCY PERIOD LASTS FROM 10 TO 11 MONTHS. CALVES ARE USUALLY A LITTLE LESS THAN 1 METER LONG AND ARE BREASTFED FOR ABOUT 14 MONTHS. THE FEMALE HAS ONE CALF EVERY TWO OR THREE YEARS. THIS ANIMAL LIVES ON AVERAGE 20 TO 35 YEARS.

[...] THEY LIVE IN GROUPS THAT CAN REACH THOUSANDS OF ANIMALS IN THE OCEAN. ON THE COAST, IT IS POSSIBLE TO SEE UP TO 500 DOLPHINS TOGETHER.

[...] THEY ARE AGILE, FAST AND GOOD ACROBATS. [...] THEY LEAP AND SWIM AROUND VESSEL BOWS. VOCALIZATIONS INCLUDE SEVERAL SNAPS AND WHISTLES. IT IS KNOWN THAT THE AVERAGE DOLPHIN CAN DIVE AROUND 280 METERS DEEP, STAYING UNDERWATER FOR ABOUT 8 MINUTES. AFTER THAT, IT HAS TO RISE IN ORDER TO BREATHE.

1. AFTER READING OR LISTENING TO THE TEXT, FILL IN THE FORM BELOW WITH THE INFORMATION YOU LEARNED. IF NECESSARY, READ IT AGAIN.

SEA ANIMAL FORM

NAME: _____

WEIGHT: _____ LENGTH: _____

WHERE DOES IT LIVE: _____

FOOD: _____

PUPS: _____

SEA ANIMAL DRAWING

2. FERNANDA IS A SECOND YEAR STUDENT AND SHE WROTE A TEXT ABOUT AN SEA ANIMAL WHICH SHE MADE SOME RESEARCH ABOUT. READ IT:

THE SEAHORSE

THE SEAHORSE ATTACHESITSELF

INTHEPLANTBYITSTAIL IN ORDER TO CA TCH

ITS FO OD THAT ARE SMALL

SHELLF ISH. IN ORDER TO HAVEPUPS THE

FEMALE PUTS LITTLEEGGS IN A BAG NEARBY

THEMALESTAIL

WHAT IS WRONG WITH FERNANDA'S TEXT?

3. REWRITE THE TEXT BELOW CORRECTLY.

LET'S GET TO KNOW ANOTHER SEA ANIMAL! IF NECESSARY, ASK A FAMILY MEMBER FOR HELP.

SEA TURTLES

SEA TURTLES EXIST FOR MORE THAN 150 MILLION YEARS.

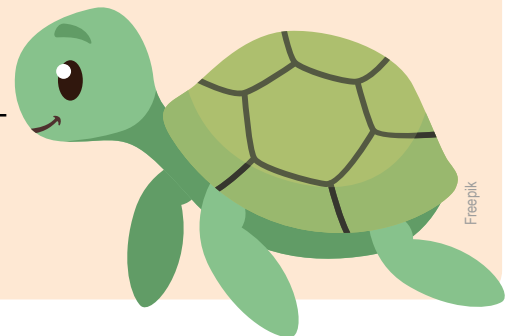
ITS HULL IS COVERED WITH KERATIN SCALES, THE SAME MATERIAL OUR NAILS ARE MADE OF. THEY ARE FOUND IN OCEANS ALL OVER THE WORLD AND FEED ON SEAWEED, FISH, JELLYFISH, MOLLUSKS, SEA-URCHINS AND CRABS.

THERE ARE SEVEN SEA TURTLE SPECIES: GREEN TURTLE,

LOGGERHEAD TURTLE, HAWKSBILL TURTLE, OLIVE RIDLEY TURTLE, GIANT TORTOISE, AUSTRALIAN TURTLE AND TURTLE-OF-KEMP. THE LARGEST TURTLE IN THE WORLD IS THE LEATHER-BACK TURTLE, ALSO CALLED GIANT TORTOISE. IT CAN WEIGH ABOUT 700 KILOS AND GROW UP TO 2 METERS LONG. THE SMALLEST ONE IS THE OLIVE RIDLEY TURTLE. IT MEASURES ABOUT 60 CENTIMETERS.

ONLY FEMALES LEAVE THE WATER. THEY GO BACK TO THE PLACE WHERE THEY WERE BORN, DIG A WHOLE WHERE THEY LAY THEIR EGGS. A FEMALE TURTLE LAYS ABOUT 130 EGGS EACH TIME. AS THE PUPS ARE BORN, THEY RUSH TO THE SEA. THE RACE AT THE BEACH SAND TO THE SEA IS THE MOST DANGEROUS MOMENT IN THE LIFE OF TURTLE. SMALL AND FRAGILE, PUPS ARE AN EASY TARGET FOR CRABS, BIRDS AND OTHER ANIMALS. OUT OF A THOUSAND HATCHED EGGS, ONLY ONE OR TWO TURTLES WILL SURVIVE.

TURTLES CAN STAY OUT OF THE WATER AS LONG AS THEY WANT, AS LONG AS THEY ARE NOT EXPOSED TO THE SUN AND HEAT. THEY TAKE THEIR HEADS OUT OF THE WATER TO BREATHE, BUT THEY CAN STAY SEVERAL HOURS UNDERWATER.



4. AFTER READING OR LISTENING TO THE TEXT, FILL IN THE FORM BELOW WITH THE INFORMATION YOU LEARNED. IF NECESSARY, READ IT AGAIN.

SEA ANIMAL FORM

NAME: _____

WEIGHT: _____ LENGTH: _____

WHERE DOES IT LIVE: _____

FOOD: _____

PUPS: _____

SEA ANIMAL DRAWING

5. READ THE CANTIGA BELOW TO HAVE A TIP ON WHICH IS THE NEXT ANIMAL MARINE WE WILL KNOW.

“PALMA, PALMA, PALMA
PÉ, PÉ, PÉ
RODA, RODA, RODA
CARANGUEJO PEIXE É.”



THE ANIMAL IS THE _____

6. READ THE TEXT, WITH THE HELP OF A FAMILY MEMBER, TO ANSWER THE QUESTIONS.

CRAB

THE CRAB IS A CRUSTACEAN. IT HAS A CASE THAT IS ONE HULL SPECIES THAT PROTECT THE HEAD AND BODY. IT LIVES IN ALL PLANET REGIONS, ESPECIALLY NEAR WATER. IN BRAZIL, MANY SPECIES LIVE IN MANGUE REGIONS. IT IS COMMON TO FIND IN THESE AREAS THE CRABS AS GUAIAMU, NAGOA, SIRI-BAÚ AND SIRI-CANDEIA.

IN GENERAL THEY ARE SMALL ANIMALS, MEASURING ABOUT 9 CENTIMETERS. YOUR FOOD INCLUDES MOLLUSCS, TATTOOS, VEGETABLES AND REST OF DEAD ANIMALS. IN ILHA TRINDADE, IN ESPIRITO SANTO, THERE ARE CRABS THAT TAKE PHOTOGRAPHIC MACHINES AND OTHER OBJECTS FROM TOURISTS TO THE SEA.

MALES ARE USED TO FIGHT EACH OTHER TO CONQUER THE FEMALE.

THEY USE THE TWEEZERS IN THE FIGHT. THE MALES CRABS OF THE UÇÁ SPECIES HAVE ONE OF THE FRONT PAWS TURNED INTO CLAW. WITH THAT, THEY DEFEND THE TERRITORY. THE OTHER PAW OF THE PAIR, WHICH IS SMALLER, IS USED FOR DIGGING.

THE PHANTOM CRAB IS ALL WHITE AND LEAVES AT NIGHT. IT RUNS A LOT, TO THE SIDE. SIRI IS CALLED SEA CRAB, BECAUSE IT HAS THE TWO LAST LEGS FOUND IN THE FORM OF ROWING AND IT IS A GREAT SWIMMER.

A) IN BRAZIL, WHERE IS IT COMMON TO FIND CRABS?

B) CITE AT LEAST FOUR CRAB SPECIES THAT APPEAR IN THE TEXT:

C) WHY DOES THE PHANTOM CRAB HAVE THIS NAME?

7. COMPLETE THE GAP WITH THE APPROPRIATE WORDS.CHECK THE TEXT TO DO THAT.

A) IT HAS A SHAPE THAT IS A KIND OF _____ THAT PROTECTS
_____ AND _____.

B) YOUR FOOD INCLUDES _____, _____, _____
AND DEATH OF DEAD ANIMALS.

C) _____ CUSTOMER TO FIGHT EACH OTHER TO CONQUER THE
_____. THEY USE THE _____ IN THE FIGHT.

Source / Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Guia de planejamento e orientações didáticas para o professor do 2º ano do Ciclo 1 / Secretaria Municipal de Educação. – São Paulo : SME / DOT, 2007.

ACTIVITY 6 – EXERCISING KNOWLEDGE

KNOWLEDGE TRAIL ▶ ▶ ▶

THE FOLLOWING ACTIVITIES ARE FOR YOU TO EXERCISE YOURS
KNOWLEDGE ABOUT THE WORDS AND TEXTS THAT WE KNOW AND THAT
WE ARE ABOUT TO KNOW!

LET'S PRACTICE!

1. WRITE EVERY VERSE OF PARLENDIA “LÁ NA RUA 24 ...”, SEPARATING THE WORDS.

LÁ NA RUA 24

UMAMULHERMATOUUMSAPO

COMASOLADOSAPATO

OSAPATOESTREMECEU

AMULHERMORREU

URUBU-BU-BU

QUEMNÃO SAIÉUMTATU

LET'S GUESS!

1 O QUE É, O QUE É:

É ÁGUA E NÃO VEM DO MAR
NEM NA TERRA NÃO NASCEU
DO CÉU ELA NÃO CAIU
TODO MUNDO JÁ LAMBEU?

2 O QUE É, O QUE É:

TEM PESCOÇO E NÃO TEM PERNA
TEM BRAÇO E NÃO TEM MÃO
TEM CORPO E NÃO TEM CABEÇA
FANTASMA ELA NÃO É NÃO?

3 O QUE É, O QUE É:

É PERIGOSA DE ARMAR
SEMPRE É MELHOR NÃO ENTRAR
NINGUÉM GOSTA DE PERDER
TODO MUNDO QUER GANHAR?

4 O QUE É, O QUE É:

TEM DENTE, MAS NÃO TEM BOCA
NÃO MORDE, MASTIGA OU COME
É CARECA E TEM CABELO
QUEM ADIVINHA SEU NOME?

5 O QUE É, O QUE É:

SÃO LUZES MAS NÃO TÊM FIO
SÃO QUIETAS E AGITADAS
SE DORMEM DURANTE O DIA
A NOITE PASSAM ACORDADAS?

6 O QUE É, O QUE É:

É DURO, GORDO E CARECA
É BRANQUINHO, SIM, SENHOR
SUA MÃE É DESDENTADA
MAS SEU PAI É CANTADOR?

1. NUMBER THE WORDS ACCORDING TO YOUR RESPECTIVE GUESS:

() FIGHT

() TEAR

() SHIRT

() STARS

() EGG

() COMB

2. READ THE PARLENDIA BELOW

HOJE É DOMINGO
PEDE CACHIMBO
CACHIMBO É DE BARRO
DÁ NO JARRO

O JARRO É FINO
DÁ NO SINO
O SINO É DE OURO
DÁ NO TOURO
O TOURO É VALENTE
DÁ NA GENTE
A GENTE É FRACO
CAI NO BURACO
O BURACO É FUNDO
ACABOU-SE O MUNDO.

NOW CIRCULATE THE RHYMES THAT APPEAR IN THE TEXT.

RHYMES ARE REPEATING SOUNDS THAT MAKE THE TEXT MORE FUN TO READ. THEY ARE VERY USED IN PARLENDAS, CANTIGAS, POEMS AND MUSIC. SPEAKING OF MUSIC, WRITE IN THE SPACE BELOW A SECTION OF ONE THAT YOU LIKE A LOT AND THAT CONTAINS A RHYME!

Source / Adaptation: São Paulo (Estado) Secretaria da Educação. Ler e escrever: coletânea de atividades – 2º ano / Secretaria da Educação, Fundação para o Desenvolvimento da Educação; coordenação, elaboração e revisão dos materiais, Sonia de Gouveia Jorge... [e outros]; concepção, seleção e adaptação das atividades, Claudia Rosenberg Aratangy... [e outros]. - 7. ed. rev. e atual. São Paulo : FDE, 2014.

ACTIVITY 7 – READING TIME

KNOWLEDGE TRAIL ▶▶▶

READING IS VERY IMPORTANT, BESIDES HELPING US TO LEARN THINGS NEW THINGS, IT ALSO TAKE US TO OTHER WORLDS AND OTHER TIMES. READ, WITH FAMILY HELP, THE TEXTS BELOW AND GOOD TRIP!

LET'S PRACTICE!

READ THE NEXT POEMS, BY **VINÍCIUS DE MORAES**, ONE OF THE MOST IMPORTANT BRAZILIAN POETS.

A CASA

ERA UMA CASA MUITO ENGRAÇADA
NÃO TINHA TETO NÃO TINHA NADA
NINGUÉM PODIA ENTRAR NELA NÃO
PORQUE NA CASA NÃO TINHA CHÃO
NINGUÉM PODIA DORMIR NA REDE
PORQUE NA CASA NÃO TINHA PAREDE
NINGUÉM PODIA FAZER PIPI
PORQUE PENICO NÃO TINHA ALI.
MAS ERA FEITA COM MUITO ESMERO
NA RUA DOS BOBOS NÚMERO ZERO.



O PATO

LÁ VEM O PATO
PATA AQUI, PATA ACOLÁ
LÁ VEM O PATO
PARA VER O QUE É QUE HÁ.
O PATO PATETA
PINTOU O CANECO
SURROU A GALINHA
BATEU NO MARRECO
PULOU DO POLEIRO
NO PÉ DO CAVALO
LEVOU UM COICE
CRIOU UM GALO
COMEU UM PEDAÇO DE JENIPAPO
FICOU ENGASGADO
COM DOR NO PAPO
CAIU NO POÇO
QUEBROU A TIGELA
TANTAS FEZ O MOÇO
QUE FOI PRA PANELA.

DID YOU LIKE TO KNOW SOME WORKS OF VINÍCIUS DE MORAES?
HAVE YOU READ OR HEARD THOSE POETRY? TALK TO FAMILY AND ASK THEM
ABOUT IT.
YOU MAY HAVE HEARD THIS POEMS BEING SUNG. SING THEM TOGETHER!

ANOTHER IMPORTANT BRAZILIAN POET WAS **CECÍLIA MEIRELES**. READ BELOW SOME OF HER MOST FAMOUS POEMS.

OU ISTO OU AQUILO

OU SE TEM CHUVA E NÃO SE TEM SOL,
OU SE TEM SOL E NÃO SE TEM CHUVA!
OU SE CALÇA A LUVA E NÃO SE PÕE O ANEL,
OU SE PÕE O ANEL E NÃO SE CALÇA A LUVA!
QUEM SOBE NOS ARES NÃO FICA NO CHÃO,
QUEM FICA NO CHÃO NÃO SOBE NOS ARES,
É UMA GRANDE PENA QUE NÃO SE POSSA
ESTAR AO MESMO TEMPO NOS DOIS LUGARES!
OU GUARDO O DINHEIRO E NÃO COMPRO O DOCE,
OU COMPRO O DOCE E GASTO O DINHEIRO.
OU ISTO OU AQUILO: OU ISTO OU AQUILO...
E VIVO ESCOLHENDO O DIA INTEIRO!
NÃO SEI SE BRINCO, NÃO SEI SE ESTUDO,
SE SAIO CORRENDO OU FICO TRANQUILO.
MAS NÃO CONSEGUI ENTENDER AINDA
QUAL É MELHOR: SE É ISTO OU AQUILO.

A LÍNGUA DO NHEM

HAVIA UMA VELHINHA
QUE ANDAVA ABORRECIDA
POIS DAVA A SUA VIDA
PARA FALAR COM ALGUÉM.
E ESTAVA SEMPRE EM CASA
A BOA DA VELHINHA,

RESMUNGANDO SOZINHA:
NHEM-NHEM-NHEM-NHEM-NHEM-NHEM...
O GATO QUE DORMIA
NO CANTO DA COZINHA
ESCUTANDO A VELHINHA,
PRINCIPIOU TAMBÉM
A MIAR NESSA LÍNGUA
E SE ELA RESMUNGAVA,
O GATINHO A ACOMPANHAVA:
NHEM-NHEM-NHEM-NHEM-NHEM-NHEM...
DEPOIS VEIO O CACHORRO
DA CASA DA VIZINHA,
PATO, CABRA E GALINHA,
DE CÁ, DE LÁ, DE ALÉM,
E TODOS APRENDERAM
A FALAR NOITE E DIA
NAQUELA MELODIA
NHEM-NHEM-NHEM-NHEM-NHEM-NHEM...
DE MODO QUE A VELHINHA
QUE MUITO PADECIA
POR NÃO TER COMPANHIA
NEM FALAR COM NINGUÉM,
FICOU TODA CONTENTE,
POIS MAL A BOCA ABRIA
TUDO LHE RESPONDIA:
NHEM-NHEM-NHEM-NHEM-NHEM-NHEM...

DO YOU SEE HOW IT'S FUN TO READ POETRY? CREATE YOURS, USE THE IMAGINATION! IF IT IS POSSIBLE, SEARCH OTHERS BRAZILIAN POETS AND WRITE THEIR TEXTS IN A NOTEBOOK. AS SOON AS YOU RETURN TO THE CLASSES, SHARE THESE TEXTS WITH YOUR COLLEAGUES AND TELL HOW IT WAS COOL TO LEARN ABOUT EACH AUTHOR.

FONTE DOS TEXTOS: Alfabetização : livro do aluno / Ana Rosa Abreu ... [et al.]
Brasília : FUNDESCOLA/SEFMEC, 2000. 3 v. : 64 p. n. 1.

ACTIVITY 8 – WRITING TIME

LET'S PRACTICE!

YOU SANG THE POEM OF VINÍCIUS DE MORAES “A CASA”. DID YOU MEMORIZE THE TEXT?

1. COMPLETE ITS VERSES BELOW WITH THE MISSING WORDS, WITHOUT CONSULTING THE ORIGINAL TEXT.

TIP: TRY TO REMEMBER THE RHYMES!

A CASA

ERA UMA CASA MUITO ENGRAÇADA
NÃO TINHA TETO NÃO TINHA _____
NINGUÉM PODIA ENTRAR NELA NÃO
PORQUE NA CASA NÃO TINHA _____
NINGUÉM PODIA DORMIR NA REDE
PORQUE NA CASA NÃO TINHA _____
NINGUÉM PODIA FAZER PIPI
PORQUE PENICO NÃO TINHA _____.
MAS ERA FEITA COM MUITO ESMERO
NA RUA DOS BOBOS NÚMERO _____.



VINÍCIUS DE MOARES

- 2.** MAKE A LIST OF ANIMALS THAT APPEAR IN THE POEM “O PATO” OF VINÍCIUS DE MORAES.

- 3.** COMPLETE THE MISSING VERSES OF THE POEM “OU ISSO OU AQUILO” OF CECILIA MEIRELES. FAMILY, YOU CAN DICTATE THE VERSES, IF NECESSARY.

OU SE TEM CHUVA E NÃO SE TEM SOL,

_____!

OU GUARDO O DINHEIRO E NÃO COMPRO O DOCE,

_____.

NÃO SEI SE BRINCO, NÃO SEI SE ESTUDO,

_____.



Mathematics

ACTIVITY 1 – NUMBERS

KNOWLEDGE TRAIL ▶▶▶

LEARNING THE NUMBERS BY PLAYING

THIS ACTIVITY MUST BE PLAYED (WITH THE HELP OF A RESPONSIBLE PERSON).

1. DEAR RESPONSABLE, PAY ATTENTION TO THE INSTRUCTIONS OF THIS ACTIVITY:

CHOOSE TEN NUMBERS TO BE DICTATED.

GIVE THE COPY OF THE NUMBER'S TABLE ON PAGES 131 AND 133.

EXPLAIN TO THE CHILD THAT THEY SHALL FIND THE NUMBERS DICTATED BY YOU ON THE TABLE.

GIVE THEM TIME TO THINK. IN CASE OF ANY MISUNDERSTANDINGS, READ THE WHOLE TABLE WITH THEM.

WHEN THE CHILD INDICATE THE NUMBER THAT WAS DICTATED, ASK THEM ABOUT THE THOUGHT THEY HAD.

THIS ACTIVITY IS INDICATED TO BE DONE ONCE A WEEK, HOWEVER, THE READING OF THE TABLE CAN OCCUR EVERY DAY.

2. COMPLETE WITH THE MISSING NUMBERS:

1			4	5			8		10
	12				16				20

3. NUMERICAL RECITATION

AUGUSTO PAINTED ON THE TABLE THE NUMBERS THAT WERE DICTATED BY A TUTOR. GO AHEAD AND ALSO PAINT THE NUMBERS THAT YOUR TUTOR WILL DICTATE TO YOU:

55	78	15	13	18
3	38	75	40	24
19	46	92	81	36
68	22	74	19	42

4. THE NUMBERS BELOW HAVE BEEN TAKEN FROM NEWSPAPERS AND LEAFLETS. READ THEM OUT LOUD, IN THE WAY YOU KNOW.

2019	503	119	4053	900
86	860	806	866	688

5. COPY THE NUMBERS ABOVE, PLACING THEM IN A GROWING ORDER (FROM THE LOWER TO THE HIGHEST).

- 6.** NUMBERS HELP US CONTROL TIME. DRAW THE PAGE OF THE MONTH OF APRIL FROM THE CALENDAR OF THIS YEAR. PAY ATTENTION TO ALL DETAILS.

MONTH OF _____						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

A) HOW MANY DAYS ARE IN THIS MONTH _____

B) AND HOW MANY SUNDAYS? _____

C) WHAT DAY OF THE WEEK IS THE LAST DAY OF THE MONTH?

D) IN WHAT DAYS OF THE MONTH, WILL THURSDAYS FALL?

E) IF TODAY WERE THE 15th DAY AND YOU WOULD TRAVEL IN 7 DAYS, IN WHAT DAY OF THE WEEK YOUR TRIP WILL BE?

F) WHAT'S THE NAME OF THE NEXT MONTH?

ACTIVITY 2 – TROUBLESHOOTING

KNOWLEDGE TRAIL ► ► ►

THINKING AND SOLVING PROBLEMS: PLAYING

1. SOLVE THESE PROBLEMS

- A)** MISTER GASPAR IS TAKING A BOX WITH 39 BOOKS AND DONATING THEM TO THE SCHOOL LIBRARY: 14 BOOKS ARE OF ADVENTURE AND THE OTHER ONES OF POETRY. HOW MANY BOOKS OF POETRY ARE INSIDE THE BOX?



Ilustração: Sergey Kandakov / Freepik

- B)** PAULO AND GISELA ARE COLLECTING STICKERS PAULO HAS 26 STICKERS AND GISELA HAS 15 STICKERS. HOW MANY STICKERS GISELA MUST BUY TO HAVE THE SAME NUMBER OF STICKERS OF PAUL DOES?



Ilustração: Joseane A. Ferreira

- C)** LÍGIA AND ARTUR ARE PLAYING A GAME WITH NUMBERED CARDS. EACH ONE STARTED THE GAME WITH 20 CARDS. IN THE FIRST ROUND, ARTUR LOST 3 CARDS AND LÍGIA WON 2. AT THE END OF THE GAME, ARTUR HAD LOST 6 CARS AND LÍGIA WON MORE 5. WHAT WAS THE FINAL SCORE?

- D)** MARIANA PUT 20 NEW STICKERS IN HER COLLECTION ALBUM, THAN SHE HAD, IN TOTAL, 32 STICKERS IN HER ALBUM. HOW MANY STICKERS DID SHE HAVE BEFORE ADDING THE NEW ONES?

- E)** VILMA AND FLÁVIA MAKE NECKLACES. VILMA'S NECKLACE HAS 18 PIECES. FLÁVIA'S HAS 6 LESS PIECES THEN VILMA'S NECKLACE DOES, BECAUSE SHE USES LARGER PIECES TO MAKE THEM. HOW MANY PIECES DOES FLAVIA'S NECKLACE HAVE?

- F)** PAULA IS ON THE PAGE 38 OF A BOOK THAT HAS 72 PAGES. HOW MANY PAGES DOES PAULA NEED TO READ TO FINISH THE BOOK?

- G)** AT THE END OF A GAME, EDU HAD 14 POINTS AND JULY HAD 8 POINTS MORE THAN EDU. HOW MANY POINTS JÚLIO HAD AT THE END OF THIS GAME?

- H)** IF LUCAS WAS IN THE PIECE 29 OF THE TRAIL GAME AND THEN HE WENT TO THE PIECE 35, WHICH NUMBER DID HE TAKE IN THE DICE?

2. SOLVING PROBLEMS WITH THE SAME OPERATION

- A)** JOÃO STARTED A GAME WITH 27 MARBLE BALLS. WHEN HE WAS PLAYING, HE WON SOME MARBLE BALLS AND THEN HE HAD 50 BALLS. HOW MANY MARBLE BALLS JOÃO WON PLAYING?

- B)** ON THE LIVING ROOM BOOKSHELF THERE WERE 15 BOOKS. PEDRO PLACED SOME MORE AND NOW THERE ARE 27 BOOKS ON THE BOOKSHELF. HOW MANY BOOKS WERE PLACED ON THE SHELF?

3. MIXED PROBLEMS

CUT, ORDER AND PASTE THE PROBLEMS ON PAGE 135 AND SOLVE THEM HERE. IN CASE YOU NEED SOME HELP, REQUEST IT FROM A RESPONSIBLE PERSON:

A) SITUATION 1

ORDER AND PASTE THE MIXED PROBLEM HERE:

MY RESOLUTION

B) SITUATION 2:

ORDER AND PASTE THE MIXED PROBLEM HERE:

MY RESOLUTION

4. PREPARING MATHEMATICAL PROBLEMS

- A)** COME UP WITH TWO DIFFERENT PROBLEMS THAT CAN BE SOLVED BY
 $37 + 12$.

PROBLEM 1:

PROBLEM 2:

- B)** CREATE A PROBLEM WITH THE QUESTION: HOW MUCH MONEY SHOULD REGINA
HAVE TO BUY THE TOY?

- C)** CREATE A PROBLEM WITH THE FOLLOWING INFORMATION:
TOY CAR • 25 REAIS DOLL • 32 REAIS

5. WHERE ARE THE NUMBERS?

READ THE PHRASES BELOW AND COMPLETE THE GAPS WITH NUMBERS, SO THE PROBLEM CAN BE SOLVED.

- A)** THE BOX HAD _____ CANDIES, JULIANA HAVE GIVEN _____ CANDIES TO FERNANDA AND _____ CANDIES TO LAURA. NOW JULIANA HAS 56 CANDIES.
- B)** ADDING THE AMOUNTS OF MONEY THAT TANIA, JUNIOR AND LUÍSA OWN, THERE ARE 40 REAIS. TÂNIA OWNS _____ REAIS, JUNIOR OWNS _____ REAIS. THEN YOU CAN AFFIRM THAT LUÍSA OWNS _____ REAIS.
- C)** ANDRÉ AND LUCAS MAKE KITES TO SELL. AT THE WEEKEND, ANDRÉ MADE _____ KITES AND LUCAS MADE _____ KITES MORE THAN ANDRÉ. LUCAS DID MAKE 27 KITES.
- D)** MARIANA OWNS _____ REAIS AND WON _____ REAIS FROM HER UNCLE. SHE WANTS TO BUY A TOY THAT COSTS _____ REAIS. MARIANA STILL NEED TO GET 18 REAL.

6. INCOMPLETE PROBLEMS

READ THE PROBLEMS BELOW AND FIND OUT WHAT INFORMATION IS MISSING FOR YOU TO MAKE IT POSSIBLE TO SOLVE THEM. WRITE THE MISSING INFORMATION BELOW:

- A)** IF I ADD REAIS TO PAULA, SHE WILL HAVE 60 REALS. HOW MUCH MONEY DID SHE ALREADY HAVE?

- B)** I PURCHASED 123 SHEETS OF SILK PAPER, SOME OF THEM ARE WHITE, OTHERS ARE RED AND THE REMAINING ONES ARE YELLOW. HOW MANY YELLOW SHEETS ARE THER?

- C)** A BUS LEFT WITH 42 PASSENGERS. IN THE SECOND STOP, PEOPLE ENTERED AND PEOPLE LEFT THE BUS. HOW MANY PEOPLE WERE THERE INSIDE THE BUS AFTER THE 2ND STOP?

7. ORDERING PROBLEMS

ORDER THE TEXTS OF THE PROBLEMS USING THE ORDER 1, 2 AND 3. THEN COMPLETE THEM WITH NUMBERS, SO IT CAN BE POSSIBLE TO BE RESOLVED.

- A)** () HE WON FROM CLARA _____ BRAZILIAN STAMPS TO COMPLETE THE ALBUM.

() THEN HE GLUED _____ ON THE STAMPS ALBUM.

() CHICO GLUED _____ FOREIGN STAMPS ON THE ALBUM.

- B)** () ROGÉRIO WILL HAVE TO ASK HIS MOTHER IF HE CAN HAVE _____ REAIS TO BUY A BALL.

() ROGÉRIO WANTS A BALL THAT COSTS _____ REAIS.

() HE ALREADY HAS _____ REAIS.

- C)** () HER FATHER WEIGHTS _____ KILOS MORE THAN SHE.

() JÚLIA WEIGHTS _____ KILOS.

() THEN, THE FATHER OF JÚLIA WEIGHTS _____ KILOS.

8. LABYRINTH OF NUMBERS

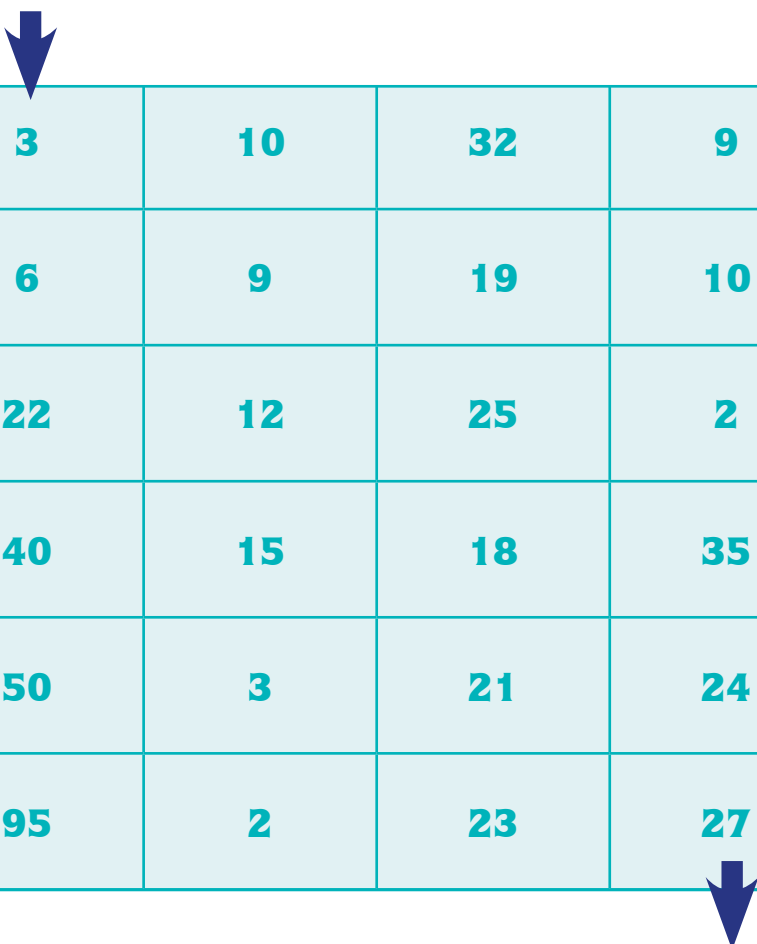
HAVE YOU EVER LOST YOURSELF IN A LABYRINTH? DID IT A LONG TIME TO FIND OUT HOW TO LEAVE IT?

IN THIS ACTIVITY YOU WILL EXPERIENCE A DIFFERENT LABYRINTH: THE LABYRINTH OF NUMBERS.

YOU MUST READ THE INSTRUCTIONS AND THEN WALK, IN THE VERTICAL DIRECTION OR IN THE THE HORIZONTAL DIRECTION, MARKING THE RESULTS OF THE OPERATIONS. IN CASE OF ANY DOUBT, ASK FOR HELP FROM A RESPONSIBLE PERSON, BECAUSE YOU NEED TO ANALYZE THE RESULTS AND DECIDE WHICH DIRECTION TO FOLLOW.

REPEAT THE SAME ORDERS TO SOLVE LABYRINTH 2

LABYRINTH 1



8	3	10	32	9	8
1	6	9	19	10	3
2	22	12	25	2	3
3	40	15	18	35	12
40	50	3	21	24	12
4	95	2	23	27	80

COUNT THE NUMBERS FROM 3 IN 3 FROM THE ARROW INDICATION. COLOUR EACH NUMBER UNTIL YOU FIND THE WAY OUT OF THE LABYRINTH.

LABYRINTH 2



8	3	10	32	9	8
13	18	9	19	10	3
28	23	12	25	2	3
33	28	33	38	35	12
40	50	48	43	48	12
4	95	2	23	53	80



COUNT THE NUMBERS FROM 5 TO 5 FROM THE ARROW INDICATION. COLOUR EACH NUMBER UNTIL YOU FIND THE WAY OUT OF THE LABYRINTH.

ACTIVITY 3 – DISPLACEMENT AND PATHWAYS

KNOWLEDGE TRAIL ▶▶▶

PATHS AND COLORS

1. OBSERVE THE REFERENCES, MARK THE PLANT WITH ARROWS TO RESPOND AND REGISTER ON THE TABLE.

A) HOW MANY BLOCKS TONINHO WALKS TO GO FROM HIS HOUSE TO MARISA'S HOUSE?

B) HOW MANY BLOCKS DO GUIDO'S MOTHER WALKS TO GO FROM HER HOUSE TO THE CHURCH?

C) WHEN PEDRO LEAVES SCHOOL, HE GOES TO THE CINEMA. HOW MANY BLOCKS HE WALKS, THEN?

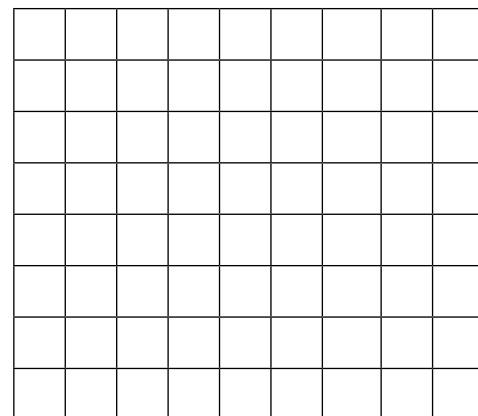
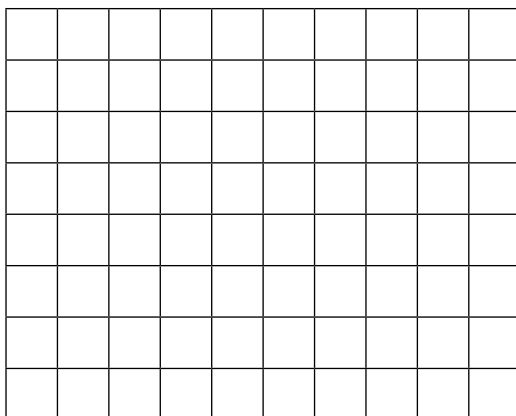
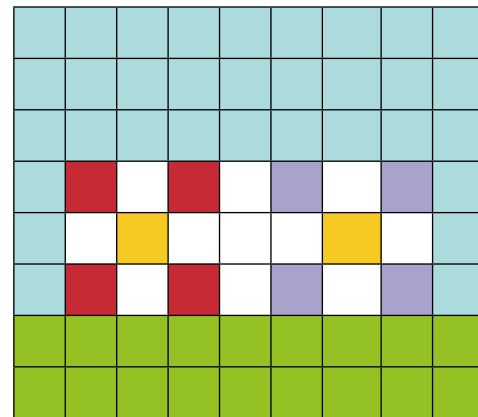
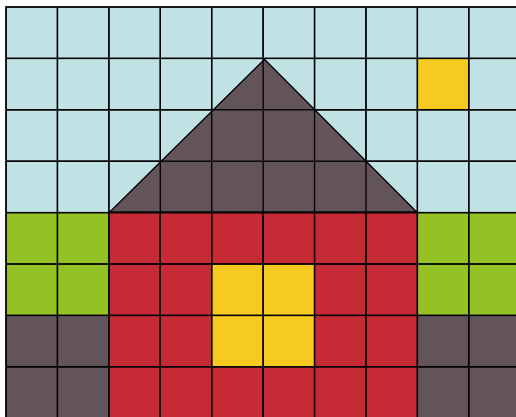
D) AND TO GO FROM HIS HOUSE TO THE SQUARE, HOW MANY BLOCKS PEDRO NEEDS TO WALK?

E) AND ELAINE, HOW MANY BLOCKS DOES SHE WALK TO GO FROM HER HOUSE TO THE PHARMACY?

F) THINK ABOUT NAMES FOR THE STREETS OF THIS NEIGHBORHOOD AND COMPLETE THE PLANT.



2. REPRODUCE THE QUADRICULATED KNITTING DRAWINGS.

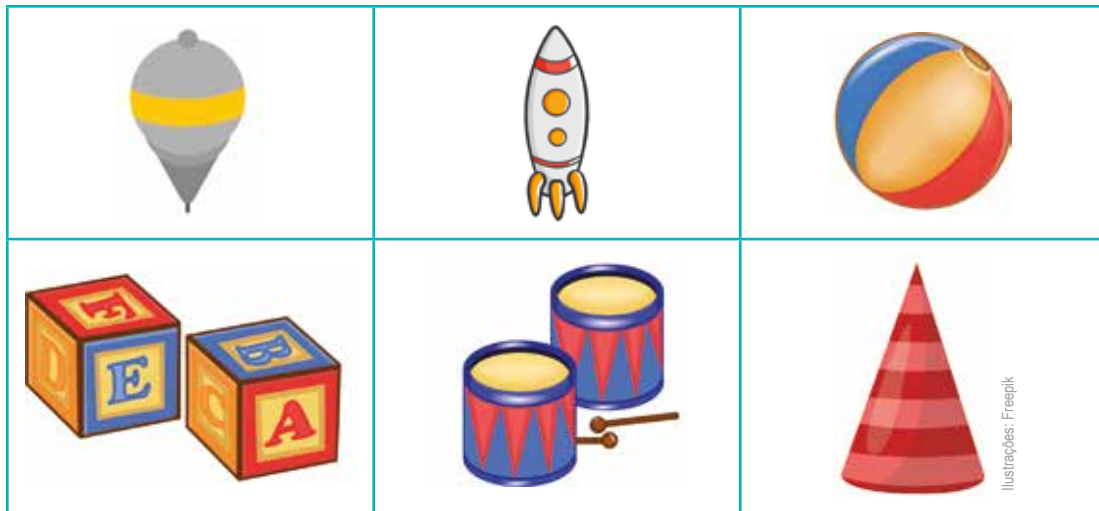


ACTIVITY 4 – SHAPES AND BRANDS

KNOWLEDGE TRAIL ► ► ►

TOYS AND SHAPES

1. ANDRÉ PAID ATTENTION TO THE SHAPES OF SOME TOYS:



AND NOTICED SOME COMMON CHARACTERISTICS AND ALSO SOME DIFFERENCES BETWEEN THEM. AND YOU, WHAT DO YOU NOTICE?

2. ANDRÉ'S MOTHER EXPLAINED TO HIM THAT THE FORMS OF THESE OBJECTS HAVE SOME SPECIAL NAMES AND HE WAS CURIOUS TO LEARN THEM. DO YOU WANT DO LEARN THEM TOO?
THE BALL IS SPHERE SHAPED. DRAW OR WRITE THE NAME OF OTHERS OBJECTS THAT HAVE THIS SHAPE:



THE CLOWN HAT IS CONE SHAPED. DRAW OR WRITE THE NAME OF OTHER OBJECTS THAT HAVE THIS FORM:



EACH DRUM SHAPES CYLINDER. DRAW OR WRITE THE NAME OF OTHER OBJECTS THAT HAVE THIS SHAPE:



3. ANDRÉ NOTICED THAT LETTER DICES HAVE NO SHAPES ROUNDED. IT IS POSSIBLE TO STACK THEM AND THEY STAND STILL, INSTEAD OF THE BALL, WHICH ROLLS. HE FOUND OTHERS OBJECTS THAT LOOK LIKE LETTERS DICES, SHOWN BELOW:



Imagem: Public Domain Vectors

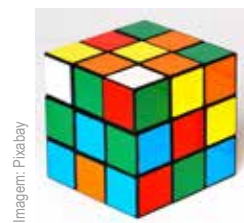


Imagem: Pixabay

ANDRÉ ASKED HIS MOTHER THE NAME OF THESE FORMS. SHE EXPLAINED THAT THESE OBJECTS HAVE CUBE SHAPES. DRAW OR WRITE THE NAME OF OTHERS OBJECTS THAT ARE CUBE SHAPED.

4. ANDRÉ HAS A SISTER NAMED LUÍSA. SHE WORKS ON A BAKERY AND BROUGHT A BOX OF CANDY FOR HIM, WHO PAID ATTENTION IN IT'S FORMAT.



HE NOTED THAT THE BOX LOOKS LIKE THE CUBE, BUT HAS DIFFERENCES. DO YOU KNOW WHAT THESE DIFFERENCES ARE? ANDRÉ'S MOTHER SAID THAT THIS BOX HAS THE SHAPE OF PARALLELEPIPED OR RECTANGULAR BLOCK. DRAW TWO OBJECTS THAT HAVE THE SHAPE OF A RECTANGULAR BLOCK:

5. OBSERVING THE CANDY BOX, OTHER INFORMATION DREW ATTENTION TO ANDRÉ:

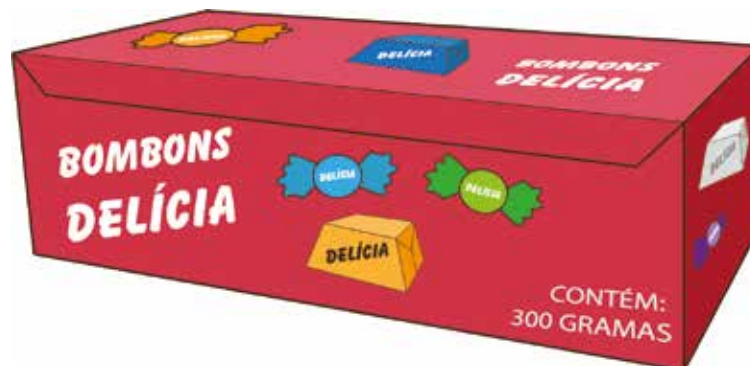


Ilustração: Fernanda Gomes

HE ASKED LUÍSA:

- A) WHAT DOES "300 GRAMS MEAN"?
- B) IS 300 GRAM MORE THAN 1 KILO OR LESS?
- C) WHAT WOULD YOU RESPOND TO ANDRÉ? A FEW DAYS LATER, AT SCHOOL, ANDRÉ LEARNED MANY THINGS ABOUT MASS MEASURES. HE ALSO DISCOVERED THAT THE MOST USED UNITS ARE THE KILOGRAM (kg) AND THE GRAM(G) AND THAT 1 kg IS EQUAL TO 1000 GRAMS.

6. TEACHER DÉBORA SAID TO HER STUDENTS THE NUMBER ONE HUNDRED AND SIXTY-NINE AND THE NUMBER TWENTY-SIX. FABRÍCIO HAS WRITTEN THE TWO NUMBERS CORRECTLY. HE WROTE:

- A)** 169 AND 206
- B)** 1609 AND 206
- C)** 10069 AND 2006
- D)** 100609 AND 2006

7. JOSÉ ROBERTO IS PLAYING WITH HIS FRIENDS:



IN THE ILLUSTRATION THERE ARE SEVERAL GEOMETRIC FORMS AS:

- A)** CUBE AND PYRAMID
 - B)** CYLINDER AND CUBE
 - C)** CUBE AND SPHERE
 - D)** CONE AND PYRAMID
- 8.** MARIA EDUARDA WAS WALKING DOWN THE SIDEWALK AND SAW THE NUMBER 245 IN A HOUSE. HOW DO YOU READ THIS NUMBER?
- A)** TWO, FOUR, FIVE
 - B)** TWENTY-FOUR, FIVE
 - C)** TWO HUNDRED AND FORTY-FIVE
 - D)** TWO, FORTY FIVE

9. ISABELA AND HER FRIENDS DECIDED TO FORM A WHEEL.



HOW MANY CHILDREN ARE PARTICIPATING IN THIS WHEEL?

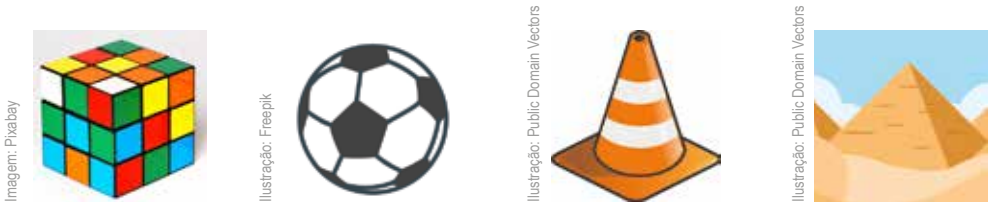
- A) 108
B) 18
C) 16
D) 14
10. MARIA JOSÉ DID A SURVEY WITH HER STUDENTS TO KNOW THE FAVORITE GAME OF THE CLASS. SHE MARKED THE VOTES IN THE TABLE:

GAME	VOTES
BASKETBALL	IIII
SOCCER	IIIIIIII
VOLLEYBALL	IIII

KNOWING THAT EVERY STUDENT VOTED ONLY ONE TIME, WHAT IS THE TOTAL OF STUDENTS FROM THIS CLASS?

- A) 19
B) 17
C) 16
D) 8

11. ONE OF THE OBJECTS SHOWN BELOW IS EASIER TO ROLL, BECAUSE IT HAS ROUNDED SURFACE.



THIS OBJECT HAS THE FORMAT OF:

- A) CUBE
 - B) SPHERE
 - C) CONE
 - D) PYRAMID
12. FOR THIS ACTIVITY YOU WILL NEED 6 PACKS (OF SOAP BOXES IN POWDER, TOOTH PASTE, CANS OF MILK POWDER OR TOMATO PASTA, BISCUITS ETC), INK, BRUSH AND A SHEET OF PAPER. THE PURPOSE OF THE ACTIVITY IS FOR YOU TO STAMP THE SHEET WITH THE PACKAGES, OBSERVING THE SIMILARITY AND DIFFERENCES IN ITS BRANDS (SHAPES). FIRST, PAINT ONE OF THE PACKAGING FACES AND START MAKING MARKS ON THE PAPER. AFTER MAKING THE MARKS, COMPARE THIS STAMP WITH THE GEOMETRIC SHAPE PRESENT IN THE TABLE BELOW:

	FORM GEOMETRIC						
MARKS							
A							
B							
C							
D							
E							
F							

ACTIVITY 5 – OPERATIONS

KNOWLEDGE TRAIL ►►►

COUNTING, CALCULATING AND THINKING

THE TOYS AND MATERIALS FACTORY

1. LOOK AT THE TABLE BELOW AND LOOK FOR NUMBERS THAT CAN COMPLETE IT, IDENTIFYING THE OPERATIONS THAT SHOULD BE MADE.

REGISTER YOUR CALCULATION PROCEDURES IN THE NOTEBOOK.

TO CONTROL THE SALES OF ITS DAILY PRODUCTION, A SMALL TOY FACTORY REGISTERS ITS DATA IN A TABLE LIKE THIS.

FACTORY PRODUCTION ON FEBRUARY 15TH

TOYS	DAILY PRODUCTION	SOLD	IN STOCK
RAG DOLLS	70	27	
SHUTTLECOCKS	50		37
BALLS		45	18
SMALL CARS	44		26
SMALL AIRPLANES		36	29

COMPLETE THE NUMBERS THAT ARE MISSING IN THE TABLE.

MAKE OPERATIONS ON YOUR WAY.

2. OBSERVE THE TABLE BELOW:

SALES IN MAY	
BOOKS	30
GLUE TUBES	10
AGENDAS	2
FOLDERS	50
RULER	18
PENS	?

TWO SELLERS, MARCOS AND PEDRO, KNOW THAT THE TOTAL NUMBER OF MATERIALS SOLD IS 150 AND THEY ARE TRYING TO FIND OUT HOW MANY PENS WERE SOLD.

OBSERVE THE CALCULATION PROCEDURES MADE BY THE TWO SELLERS:

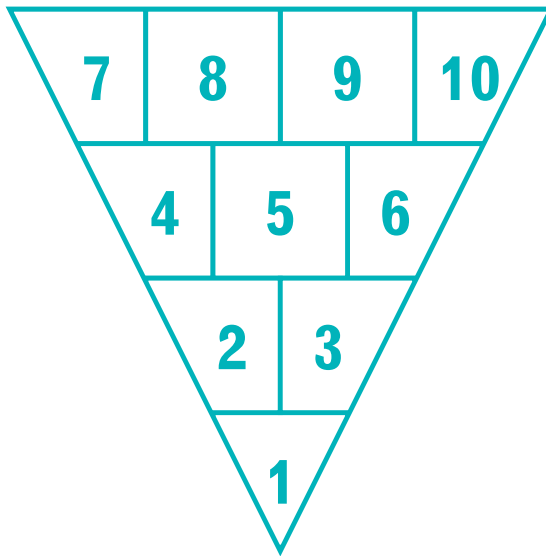
MARCOS PROCEDURE	PEDRO PROCEDURE
$30 + 10 + 50 + 18 + 2 = 110$ $150 - 110 = 40$ 40 PENS WERE SOLD	$150 - 30 = 120$ $120 - 10 = 110$ $110 - 50 = 60$ $60 - 18 = 42$ $42 - 2 = 40$ 40 PENS WERE SOLD

A) HAVE THE TWO SELLERS FOUND THE RIGHT RESULT? _____

B) WHAT IS THE DIFFERENCE BETWEEN MARCOS AND PEDRO WAY OF THINKING?

C) WHICH OF THE TWO HAD THE MOST ECONOMIC PROCEDURE? WHY? REGISTER BELOW WHAT YOU CAN OBSERVE.

3. HOW MANY POINTS CAN WE DO?



IF PLAYING AT THE GROUND YOU MAY USE ROCKS. IN CASE OF USING WHITE PAPER YOU MAY USE GRAINS.

GAME RULES:

SIGN THE TARGET ON THE FLOOR OR ON A SULPHITE PAPER.

EACH PLAYER LAUNCHES TWO STONES IN EACH ROUND.

TO COUNT THEIR POINTS, THE PLAYER SUMS UP THE NUMBERS OF THE CORRESPONDENT SQUARE IN WHICH THE STONES HAVE FALLEN. IF THE STONE FALLS OUT, THE PLAYER LOSES 5 POINTS.

MATCH TABLE

NUMBER OF ROUNDS	SQUARE NUMBERS	SUM RESULT
1 st		
2 nd		
3 rd		
4 th		
5 th		

4. AFTER PLAYING SOME TIMES, ANSWER THE QUESTIONS BELOW. IF NECESSARY, ASK FOR SOMEONE'S HELP. YES OR NO?

A) IS IT POSSIBLE TO OBTAIN 30 POINTS IN TWO ROUNDS? ____ IF IT IS AFFIRMATIVE, REGISTER HOW MUCH YOU SHOULD HIT IN EACH ROUND.

B) IS IT POSSIBLE TO OBTAIN 50 POINTS IN THREE ROUNDS? ____ IF IT IS AFFIRMATIVE, REGISTER HOW MUCH YOU SHOULD HIT IN EACH ROUND.

C) IS IT POSSIBLE TO OBTAIN 5 POINTS IN FOUR ROUNDS? ____ IF IT IS AFFIRMATIVE, REGISTER HOW MUCH YOU SHOULD HIT IN EACH ROUND.

D) WHICH IS THE LARGEST AMOUNT OF POINTS THAT ARE POSSIBLE IN FIVE ROUNDS?

E) LUCAS MADE 35 POINTS WITHIN THREE ROUNDS. IN WHICH NUMBERS DO YOU THINK THE SMALL STONES HAVE FALLEN?

--	--	--

F) ARE THERE OTHER POSSIBILITIES? IF YES, WHICH ARE THEY?

G) IS IT POSSIBLE TO OBTAIN 30 POINTS IN THREE ROUNDS? WHICH ARE THE POSSIBILITIES? REGISTER BELOW:

5. CALCULATING QUICKLY, WITHOUT MAKING OPERATIONS:

COMPARE QUANTITIES AND INDICATE, IN THE MIDDLE COLUMN: <(LESS THAN), > (GREATER THAN) OR = (EQUAL).

ATTENTION: YOU MUST MAKE THE OPERATIONS MENTALLY, WITHOUT USING PENCIL AND PAPER.

OPERATION	SIGNAL	RESULT
$12 + 40$		50
$10 + 18$		30
$20 + 18$		30
$80 - 15$		60
$60 - 25$		40

OPERATION	SIGNAL	RESULT
$50 - 33$		20
$44 - 24$		20
$65 - 35$		30
$15 + 25$		40
$90 - 45$		45

São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Guia de planejamento e orientações didáticas para o professor do 2º ano do Ciclo 1 / Secretaria Municipal de Educação. – São Paulo: SME / DOT, 2007.

WHICH IS THE HIGHEST NUMBER?**6. REORGANIZE THE NUMERALS BELOW, INCLUDING THE HIGHLIGHTED NUMERAL, SO THAT YOU GET THE HIGHEST NUMBER OF THREE DIGITS.**

<p>ADD 7 TO THE NUMERALS BELOW TO OBTAIN THE HIGHEST POSSIBLE NUMBER</p> <p>52 _____</p> <p>13 _____</p> <p>80 _____</p>	<p>ADD 3 TO THE NUMERALS BELOW TO OBTAIN THE HIGHEST POSSIBLE NUMBER</p> <p>85 _____</p> <p>24 _____</p> <p>41 _____</p>
--	--

ADD 0 TO THE NUMERALS BELOW
TO OBTAIN THE HIGHEST POSSIBLE
NUMBER

24 _____
96 _____
99 _____

ADD 4 TO THE NUMERALS BELOW
TO OBTAIN THE HIGHEST POSSIBLE
NUMBER

83 _____
25 _____
12 _____

PLAYING WITH MONEY AND SHOPPING

- 7.** COMPLETE THE TABLE OF REAL BANKNOTES AND COINS THAT ARE IN CIRCULATION IN BRAZIL:

VALUE	THE BANKNOTE IS LIKE THIS:	HOW MANY BANKNOTES ARE NECESSARY TO GET 100 REALS
		
		
		
		
		
		
		

8. WHAT CAN I BUY WITH ONE UNIT OF EACH BANKNOTE BELOW? MAKE A LIST WITH TWO PRODUCTS FOR EACH BANKNOTE.

THE BANKNOTE IS LIKE THIS	WHAT CAN I BUY?
	
	
	
	
	
	






9. PUT THE PRICES ON THE TOYS, ACCORDING TO THE AMOUNT OF NOTES NEEDED TO PAY EACH ONE.

- A)** HOW CAN WE EXCHANGE A 1 REAL COIN FOR COINS OF LOWER VALUE ONES?
HERE IS A POSSIBILITY:



- B)** COMPLETE THE TABLE WITH ALL THE POSSIBILITIES YOU FIND.

	EXCHANGE				
					
					
					
					
					

- 10.** DONA CLARA HAS A SMALL SHOP OF CANDIES, CHOCOLATE AND MANY SWEETS IN FRONT OF A SCHOOL. MOST OF THE CHILDREN THAT BUY AT THE SHOP PAY IN COINS.



INDICATE THE COINS YOU WOULD USE TO PAY.

A CANDY		A SWEET TABLET	
WITH CHANGE	NO CHANGE	WITH CHANGE	NO CHANGE

A CHOCOLATE		A LOLLIPOP	
WITH CHANGE	NO CHANGE	WITH CHANGE	NO CHANGE

11. SÍLVIA, LUÍS, SANDRA AND BEATRIZ BOUGHT SWEETS AT DONA CLARA'S SHOP.

COMPLETE THE TABLE INDICATING THE AMOUNT OF COINS THAT THEY USED ON THE PURCHASE.

	EXPENSES				
SILVIA	35 CENTS				
LUÍS	56 CENTS				
SANDRA	70 CENTS				
BEATRIZ	1 REAL				

SOURCES:

São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Guia de planejamento e orientações didáticas para o professor do 2º ano do Ciclo 1 / Secretaria Municipal de Educação. – São Paulo : SME / DOT, 2007. 328 p. : vol. 2.

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 - segundo ano / Secretaria da Educação. Centro de Ensino Fundamental dos Anos Iniciais. - São Paulo : SE, 2013. v. 1, 136 p.

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 - segundo ano / Secretaria da Educação. Centro de Ensino Fundamental dos Anos Iniciais. - São Paulo : SE, 2014. v. 2, 128 p.



Natural Sciences

ACTIVITY 1 – WHICH ANIMAL IS THIS?

KNOWLEDGE TRAIL ▶▶▶

TODAY'S READING IS A TEXT THAT BRINGS A MYSTERY, ASK AN ADULT HELP TO READ WITH YOU!

A SWAN WAS WALKING AROUND. IN THE MIDDLE OF THE WALK THE SWAN HEARD A CRYING. IT LOOKED FOR WINGS, FEATHERS, PAWS, BUT IT DIDN'T FIND ANYONE...

LET'S FIND OUT!

1. CAN YOU IMAGINE WHAT'S THE CRYING ANIMAL? LIST FOUR POSSIBLE ANIMALS THAT MAY BE CRYING:

2. HAVE YOU FOUND OUT? THE TEXT CONTINUES LIKE THIS:

THE SWAN FOUND A FROG. BUT IT WASN'T THE FROG THAT WAS CRYING. THE FROG, THEN, DECIDED TO YELL: – WHO'S CRYING?

A BIRD HEARD THE FROG QUESTION AND ANSWERED: – THE CRYING COMES FROM THE OTHER SIDE OF THE LAKE.

THE THREE ANIMALS WENT THERE AND DIDN'T FIND NEITHER FEATHERS NOR WINGS NOR PAWS. IT WAS A BODY WITH FOUR SMALL MEMBERS, HAired AND AN OPEN MOUTH CRYING.

(TEXT ADAPTED FROM THE POETRY OF MARCIA BELLANDI VITAL RODRIGUES)

3. HAVE YOU FOUND OUT? IS THERE A HUMAN BEING IN YOUR LIST? SIGN THE BLOCK ACCORDING TO YOUR ANSWER.

YES ☐ NO ☐

4. IT'S UP TO YOU: WHAT DO YOU OBSERVE AT HUMAN BEINGS THAT YOU DO NOT OBSERVE AT OTHER ANIMALS? RECORD THESE DIFFERENCES IN THE NEXT TABLE:

HUMAN BEINGS	OTHER ANIMALS

Source/Adaptation: SÃO PAULO

ACTIVITY 2 – HUMAN BEINGS AND CONSTRUCTIONS

KNOWLEDGE TRAIL ▶ ▶ ▶

DID YOU KNOW THAT MANY ANIMALS ARE ABLE TO MAKE CONSTRUCTIONS?
LET'S FIND SOME OF THEM?

LET'S IDENTIFY!

1. LOOK AT THE FOLLOWING PICTURES AND IDENTIFY WHICH ANIMAL MAY HAVE DONE IT:



Imagem: Auluz-Auluz – Pixabay



Imagem: Nico 146- Pixabay



Imagem: Shadman Ahmed- Freeimages



Imagem: Alonso Lima- Freeimages



Imagem: Balourtarajeh- Pixabay

2. DID YOU NOTICE THAT BUILDING ALL OF THOSE CONSTRUCTIONS REQUIRED NATURAL ELEMENTS? NOW, TAKE A LOOK AT THE PICTURE BELOW. IT'S A HUMAN MADE CONSTRUCTION. IN THE IMAGE, IT IS POSSIBLE TO FIND THREE NATURAL ELEMENTS. CAN YOU IDENTIFY THEM?



Imagem: Alonzo Lima- Free Images

3. NOW A CHALLENGE! LOOK IN YOUR HOME FOR AN OBJECT THAT WAS ALSO BUILT USING NATURAL ELEMENTS. WRITE DOWN THE NAME OF THE OBJECT AND THE NATURAL ELEMENT THAT WAS USED FOR ITS CONSTRUCTION:

4. WITH THE HELP OF AN ADULT, READ THE FOLLOWING TEXT AND LOOK HOW HUMANS WERE INSPIRED BY NATURE TO CREATE OBJECTS AND SOLUTIONS FOR OUR NEEDS.

THE CAT EYES


HAVE YOU SEEN HOW A CAT'S EYES LOOK AT NIGHT WHEN THEY CROSS PATH WITH A CAR THAT HAS ITS HEADLIGHTS ON? THE CAT'S EYES REFLECT THE LIGHT OF THE HEADLIGHTS, SHINING IN THE NIGHT. INSPIRED BY THIS FEATURE OF CATS, THE AMERICAN INVENTOR PERCY SHAW CREATED SIGNAL PLATES THAT "SHINE" ON ROADS AT NIGHT. THESE SIGNALS ALSO RECEIVE THE POPULAR NAME "CAT'S EYES".



Imagem: Freemagics

- A)** DO YOU KNOW ANY OTHER OBJECT THAT WAS CREATED INSPIRED BY NATURE? IF YOU DO NOT KNOW, YOU CAN SEARCH FOR ONE ON THE INTERNET, IN BOOKS OR BY ASKING SOMEONE WHO LIVES WITH YOU.

B) DRAW THE OBJECT YOU CHOSE!



SOURCE/ADAPTATION: SÃO PAULO

ACTIVITY 3 – NATURAL ELEMENTS AND OBJECTS

KNOWLEDGE TRAIL ► ► ►

IN THIS ACTIVITY WE WILL DISCOVER THE PURPOSE AND HOW SOME OBJECTS ARE MADE.

LET'S FIND OUT!

1. OBSERVE THE FOLLOWING IMAGE:




A) THE CHALLENGE IS NOW TO IDENTIFY SOME OBJECTS AND HOW THEY ARE USED.
FILL IN THE TABLE:

OBJECT	USE
HAT	
GRATER	
BASKET	
FABRIC	
BROOM	
BOX	

- B)** LET'S IDENTIFY WHAT MATERIALS ARE NEEDED TO MAKE THE OBJECTS SHOWN IN THE PHOTO.

OBJECT	MADE OF...
HAT	
GRATER	
BASKET	
FABRIC	
BROOM	
BOX	

- C)** LET'S WORK WITH THE IMAGES BELOW. WITH THE HELP OF AN ADULT, FIND IN A MAGAZINE OR NEWSPAPER, OTHER OBJECTS THAT ARE MADE OF THE SAME MATERIALS BELOW. CUT OUT AND PASTE THEM NEXT TO THE IMAGES BELOW. YOU CAN ALSO DRAW THEM!

OBJECT MADE OF...	YOU FOUND...
<p>PAPER</p>  <p>IMAGEM: QUIMONO-PIXABAY</p>	

PLASTIC



IMAGEM: TÂNIA DIMAS- PIXABAY

WOOD



IMAGEM: PIXABAY

VEGETABLE FIBER (STRAW)



IMAGEM: PIXABAY

USING OUR HANDS, WE CAN ALSO TRANSFORM MANY MATERIALS THAT ARE READY IN NATURE IN OBJECTS THAT WE CAN USE AND PLAY WITH. TOGETHER WITH A PERSON WHO LIVES WITH YOU, THE CHALLENGE NOW IS TO CREATE AN OBJECT USING MODELING CLAY, PAPER, SCRAP OR OTHER MATERIALS.

1. FIRST, AGREE WITH YOUR PARTNER THE OBJECT THAT YOU WILL CREATE;
2. THEN, JUST CHOOSE THE MATERIAL AND USE YOUR IMAGINATION.

WHEN YOU ARE FINISHED, CHOOSE A PLACE IN YOUR HOME TO LEAVE IT EXPOSED!

WRITE HERE THE NAME OF THE OBJECT THAT YOU CREATED

ACTIVITY 4 – CONSERVATION AND CARING FOR SPACES

KNOWLEDGE TRAIL ▶ ▶ ▶

WE SAW IN THE PREVIOUS ACTIVITY THAT THERE ARE DIFFERENT OBJECTS SURROUNDING US. IN THIS ACTIVITY, WE WILL STUDY HOW TO CARE FOR THE PLACE WHERE WE LIVE.

LET'S START!

1. OBSERVE THE FOLLOWING IMAGE:



IMAGE: JAMES DE MERS- PIXABAY

2. WITH THE HELP OF A RESPONSIBLE PERSON ANSWER THE FOLLOWING QUESTIONS:


A) WHAT DO YOU FEEL AS YOU SEE THIS PLACE?

B) WOULD YOU LIKE TO VISIT THIS PLACE? WHY?

C) DO YOU THINK THIS PLACE IS WELL CARED FOR? WHY?

D) WHO DO YOU THINK CARES FOR IT? WHY DO YOU THINK THAT?

E) DO YOU KNOW ANY PLACE LIKE THE ONE ON THIS PHOTO? WHERE IS IT?

 DID YOU KNOW YOU CAN VISIT MUSEUMS WITHOUT LEAVING YOUR HOME? CHECK IF SOMEONE WHO LIVES WITH YOU HAS INTERNET ACCESS AND ASK THEM TO NAVIGATE THE FOLLOWING SITES:

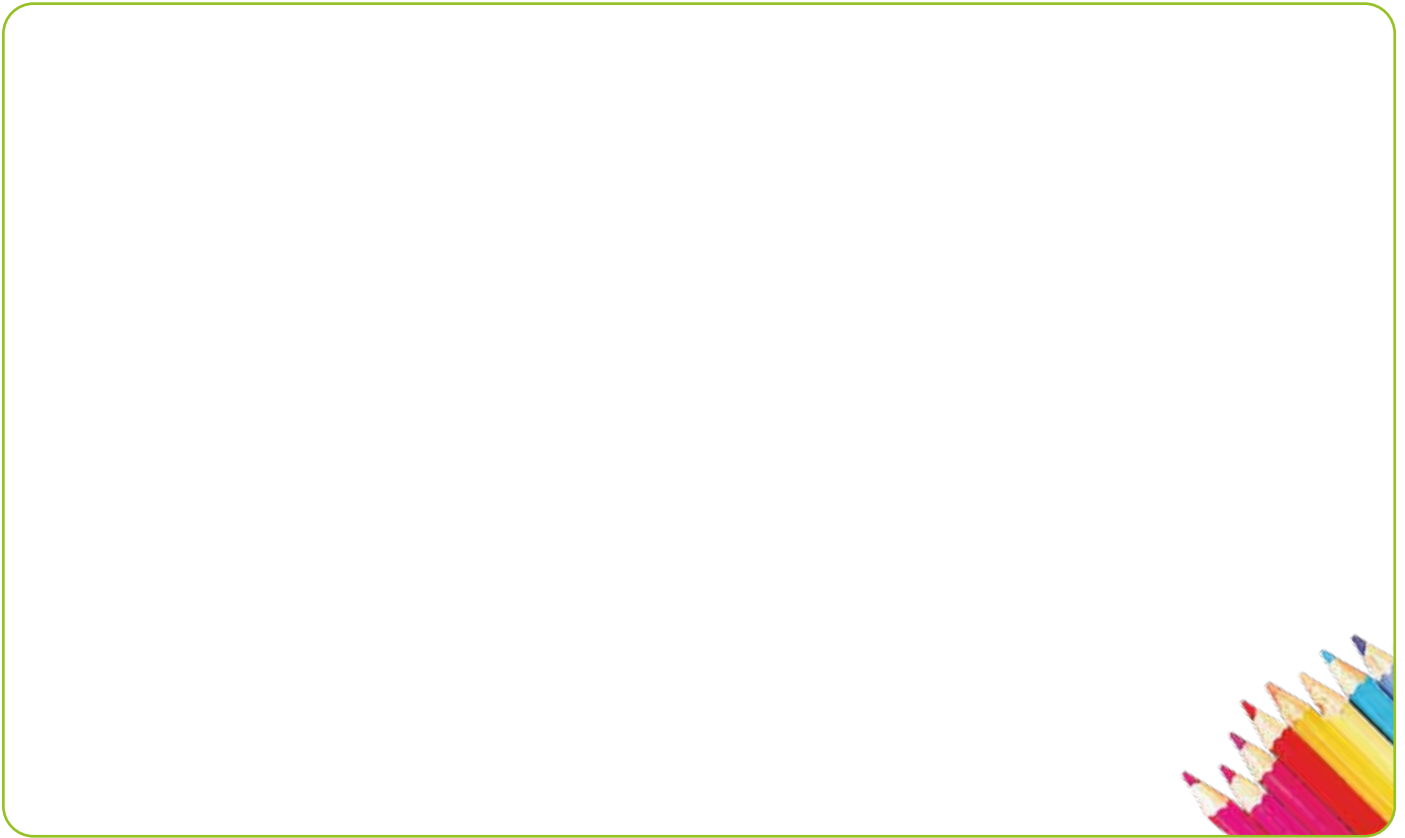
<https://artsandculture.google.com>

<https://www.metmuseum.org/>

<http://www.museivaticani.va/content/museivaticani/en/collezioni/musei.html>

THESE ARE JUST A FEW EXAMPLES!

- 3.** DRAW THE PLACE WHERE YOU LIVE. IF YOU WANT, ASK FOR AN ADULT TO WRITE FOR YOU SOME ELEMENTS FOUND IN THE PLACE WHERE YOU LIVE:



- 4.** ASK AN ADULT TO HELP YOU MAKE A LIST OF ACTIONS YOU TAKE TO KEEP THE PLACE YOU LIVE CLEANED AND CARED FOR:

5. OBSERVE THIS IMAGE

IMAGEM: CREOZAVR - PIXABAY

A) WHAT IS THE GIRL DOING?**B)** DOES THIS HELP TO CARE FOR THE ENVIRONMENT?**6. OBSERVE THIS IMAGE:**

IMAGEM: JESS LIS FREEIMAGES

A) DO YOU THINK THIS AREA IS CARED FOR? WHY?

B) DO YOU THINK THAT LEAVING GARBAGE IN THE CORRECT PLACE IS A WAY TO TAKE CARE OF THE ENVIRONMENT AND PREVENT ACCIDENTS? WHY?

7. WITH THE HELP OF A RESPONSIBLE PERSON READ THE FOLLOWING TEXT:

CARING FOR THE ENVIRONMENT

CARING FOR THE ENVIRONMENT IS LIKE CARING FOR OUR HOME. WE DEPEND ON ALL LIVING BEINGS, OF WATER, OF AIR, OF THE SUN, OF ALL THE ELEMENTS THAT FORM THE ENVIRONMENT IN WHICH WE LIVE.

WITH LITTLE ACTIONS WE CAN CARE FOR THE ENVIRONMENT:

- USE THE WATER CORRECTLY, WITHOUT SPENDING A LOT;
- PROTECT ALL ANIMALS AND PLANTS;
- BUY ONLY WHAT YOU NEED;
- PLACING WHAT YOU DON'T USE ANYMORE IN PROPER LOCATIONS;
- DO NOT THROW GARBAGE ANYWHERE.

A) DO YOU DO ANY OF THE ACTIONS DESCRIBED IN THE TEXT? PAINT OR CIRCULATE THE ACTIONS YOU ALREADY PRACTICE.

- B)** WHAT OTHER ACTIONS DO YOU THINK ARE IMPORTANT TO CARE FOR THE ENVIRONMENT?
-

ACTIVITY 5 – SELF-CARE

KNOWLEDGE TRAIL ▶ ▶ ▶

WE SAW IN THE PREVIOUS ACTIVITY HOW IMPORTANT IT IS TO CARE FOR THE SPACES THAT WE LIVE IN. NOW LET'S REFLECT ON THE CARE THAT WE NEED FOR OUR OWN BODY!

LET'S START!

- 1.** HAVE YOU READ OR HEARD ABOUT HYGIENE? WHAT IS IT?
-

- 2.** MAKE A LIST OF HYGIENE ACTIONS THAT YOU TOOK TODAY.
-
-
-
-
-
-

- 3.** OBSERVE THE IMAGE BELOW AND WITH THE HELP OF A RESPONSIBLE RESPOND TO THE FOLLOWING QUESTIONS.



A) WHAT IS THIS PERSON DOING?

B) IS IT IMPORTANT TO DO WHAT THE PERSON IS DOING?

C) HAVE YOU DONE THIS TODAY? WHEN?

4. DRAW YOUR FAVORITE HYGIENE HABIT.



Human Sciences

ACTIVITY 1 – EATING HABITS AND CUSTOMS

KNOWLEDGE TRAIL ▶ ▶ ▶

IN THIS ACTIVITY, WE WILL STUDY ABOUT PEOPLE'S CULTURAL EATING HABITS, KNOW HOW SOME FOODS ARE OBTAINED, TRANSPORTED, TRADED AND CONSUMED.

LET'S PRACTICE!

1. OBSERVE EATING HABITS AND CUSTOMS OF PEOPLE WHO APPEAR IN THE IMAGES.



A) WHAT FOOD ARE PEOPLE CONSUMING?

B) WHICH OF THEM DO YOU ALSO CONSUME?

ACTIVITY 2 – NOWADAYS' FOOD ARE THE SAME AS IN THE PAST?

LET'S PRACTICE!

1. WITH THE HELP OF A PARENT OR GUARDIAN, READ THE FOLLOWING TEXT: CHANGE IN BRAZILIAN FOOD HABITS

CHANGE IN BRAZILIAN FOOD HABITS

WHAT BRAZILIAN PEOPLE EAT IS DIFFERENT. RICE, BEAN, "FEIJOADA" THAT ONCE TOOK PLACE AT BRAZILIAN TABLE ARE NOW REPLACED BY FROZEN, SEMI-READY OR DELIVERED FOOD.

LACK OF TIME TO COOK, SMALL FAMILIES, LOTS OF SINGLE PEOPLE FINALLY INCREASED THE OFFER OF FAST PREPARING FOOD, MAINLY IN URBAN AREAS WITH A HIGH CONCENTRATION OF PEOPLE ACCORDING TO SEVERAL RESEARCHES ABOUT EATING HABITS IN BRAZIL.

THE BASIC FOOD BASKET'S SUCH AS RICE, BEAN, SUGAR, MANIOC FLOUR, COFFEE POWDER AND MEAT LOSES OUT TO COOKIES, PASTA, BREAD AND MILK. THE CHANGES AT CONSUMED FOOD EMERGE WITH THE CHANGES AT THE SOCIETY. COOK BEANS, MAKE A CAKE, BUY MILK AND BREAD EVERY MORNING WAS REPLACED BY READY FOOD, THAT ONLY NEED TO GO TO THE MICROWAVE.

THE PURCHASE OF FOOD LIKE HAMBURGERS, HAM, SOFT DRINKS, FRUIT JUICES AND MILK BASED DRINKS, READY TO DRINK, CANDIES, BUBBLE GUMS, CRISPS, NOODLE AMONG OTHER READY OR EASY COOK FOOD INCREASED 60% AT THE FAMILIES' SUPERMARKET TROLLERS TODAY.

- A)** ORDER, FROM THE TEXT, SOME INFORMATION ABOUT BRAZILIAN EATING HABITS. FOLLOWING THE EXAMPLE, SIGN WITH “X”, FILLING THE CHART (ASK FOR HELP OF YOUR FAMILY, IF NECESSARY).

FOOD	NATURAL	PROCESSED FOOD	I CURRENTLY CONSUME	I CONSUMED LATELY
BEAN	X		X	X
COOKIE				
IOGURT				
PASTA				
CAKE MIX				
HAMBURGER				
RICE				
BREAD				

- B)** WITH THE HELP OF A RESPONSIBLE PERSON, ANSWER THE QUESTIONS ABOUT THE TEXT “CHANGE IN BRAZILIAN FOOD HABITS”.

- WHICH FOOD WERE MORE FREQUENT AT BRAZILIANS' EATING IN THE PAST?

- WHICH FOOD ARE MORE FREQUENT AMONG BRAZILIANS NOWADAYS?

- WHY ARE BRAZILIANS BUYING MORE PROCESSED FOOD NOWADAYS?

- DO YOU THINK FOOD IS HEALTHIER NOWADAYS THAN IT WAS IN THE PAST? WHY?

Source/Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Cadernos de apoio e aprendizagem: Natureza e Sociedade – 2º ano / Secretaria Municipal de Educação – São Paulo: SME / DOT, 2012. 88p

ACTIVITY 3 – CHANGES AND CONTINUITY THAT OCCUR ON NATURE AND PLACES WHERE PEOPLE LIVE

LET'S PRACTICE!

1. LET'S READ THE FOLLOWING NEXT. ASK HELP FOR SOMEONE IN YOUR FAMILY

THE VISION TO SEE
SUN, RAIN AND FLOWERS
THE HEARING TO HEAR

WHISPER, SONG, WHISTLE
FOOTBALL WHISTLE
FROM WHERE THE TASTE COMES FROM?
THE ICY OF THE POPSICLE,
THE SOUR OF THE LEMON,
THE SPICY OF THE PEPPER
THE SWEET SWEET OF THE HONEY.
THE SMELLING REMINDS OF THE STINKY FEET
LAVANDER FLOWERS, TANGERINE
KITCHEN, BEEF WITH ONION, RICE AND BEAN.
AND WHAT IS THE SENSE OF A PINCH?
OF THE HUG, THE COLD AND WHAT GIVES CHILLS?

(Maria Montezano e Antonia Terra)

A) TALK TO YOUR CLASSMATES ABOUT THE TEXT AND ANSWER THE FOLLOWING QUESTIONS:

- WHAT DID YOU LIKE MOST TO READ IN THIS TEXT?

- DO YOU REMEMBER A GOOD TASTE? AND A BAD TASTE?

- WHAT SOUNDS DO YOU HEAR?

- WHAT CAUSES YOU CHILL?

- DO YOU REMEMBER ANY PLACE THAT SMELLS LIKE SWEET?

- AND OLD THINGS, WHAT DO THEY SMELL LIKE?

ACTIVITY 4 – THE PAST AND PRESENT HOUSES

KNOWLEDGE TRAIL ▶ ▶ ▶

WOULD THE HOUSES OF THE PAST, WHERE OUR GRANDPARENTS LIVED, FOR INSTANCE, BE THE SAME AS THE HOUSES WE LIVE TODAY?

LET'S PRACTICE!

1. OBSERVE THE FOLLOWING IMAGES.



Houses in the North Zone of São Paulo



House and Chapel Raposo Tavares
João Batista da Costa (1865-1926)

- A)** TALK TO YOUR FAMILY AND WRITE ABOUT THE INFORMATION THAT CAN BE SEEN AT THE IMAGES THAT HELPS TO FIND OUT WHICH ONE IS THE OLDEST AND WHICH ONE IS THE NEWEST.

ACTIVITY 5 – THE FOOD HISTORY

KNOWLEDGE TRAIL

MANIOC IS AN ANCIENT PLANT OFTEN USED IN BRAZILIANS' EATING. IT IS CULTIVATED FOR CENTURIES BY NATIVE INDIGENOUS PEOPLE. LET'S KNOW A LITTLE MORE ABOUT HISTORY AND SOME RECIPES MADE FROM THIS FOOD?

LET'S PRACTICE!

A) FIRST LET'S READ A TEXT ABOUT THE ORIGIN OF THIS FOOD.

HOW THE MANIOC WAS BORN

(LEGEND OF PARECIS, BRAZILIAN INDIGENOUS)

ZATINARÉ AND HIS WIFE, KOKOTERÔ, HAD TWO CHILDREN: ATIOLO AND ZOKOOIÊ. ATIOLO WAS A GIRL. FOR THIS REASON HER FATHER DIDN'T GIVE HER THE SLIGHTEST IMPORTANCE; HE TREATED HER CARELESSLY, AND IF SHE SAID ANYTHING, HE WOULD ANSWER HER WHISTLING. THE POOR THING COULDN'T REMEMBER ONCE SHE HAD OBTAINED OF HIM AN ANSWER IN WORDS. SO SHE LIVED SADLY AND OVERWHELMED BY THE CORNERS OF THE OCARA; NO SMILING, NO JOKING...

ONE DAY, HE MADE A DECISION. WENT TO HER MOTHER AND ASKED HER TO BURY HER ALIVE: "MAYBE THAT WAY, MAMA, I CAN DO SOMETHING GOOD FOR OUR PEOPLE". "DON'T TALK LIKE THAT!" REPLIED THE MOTHER, TERRIFIED BY THE IDEA.

FINALLY, AFTER SEVERAL DAYS OF INSISTENCE, ATIOLO MANAGED TO CONVINCE HER. THE MOTHER TOOK HER DAUGHTER TO A CERRADO. BURIED HER THERE. BUT THE SUN WAS TOO HOT. THE GIRL WAS FEELING VERY HOT. SHE WANTED ANOTHER PLACE. AGAIN, THE MOTHER TOOK HER DAUGHTER TO A JUNGLE.

BURIED HER THERE. BUT THE SUN IT WAS TOO HOT. THE GIRL WAS FEELING VERY HOT. SHE WANTED ANOTHER PLACE. AGAIN, SHE TOOK KOKOTERÔ; THIS TIME, SHE CHOSE THE FIELD, OPEN AND FULL OF GREEN AND SOFT GRASS. SHE BURIED HER. THE HEAT, HOWEVER, WAS EVEN GREATER. ATIOLO DIDN'T WANT TO STAY THERE. FINALLY, THEY FOUND A GOOD SPOT. IT WAS THE WOODS, DARK, QUIET, CALM. THERE, THE LITTLE GIRL WOULD NOT SUFFER; THERE SHE COULD REST IN PEACE.

ATIOLOÊ BEGGED HER MOTHER TO LEAVE. IN ANSWER TO HER, THE WOMAN WENT AWAY. HOWEVER, SHE COULD NOT RESIST AND TURNED BACK TO THE TOMB, A SMALL PLANT THAT WAS GROWING SLOWLY.

SHE RAN TO THE GRAVE; THE LITTLE PLANT SHRANK. SINCE THAT DAY, SHE BEGAN TO TAKE CARE OF IT. EVERY AFTERNOON, SHE WATERED IT WITH FRESH WATER. THE SMALL TREE GROW UP. SEVERAL MOONS HAVE GONE. WHEN NO ONE WAS EXPECTING, A SCREAM BURST FROM THE GROUND. THE INDIA TREMBLED IN FEAR. SHE GRABBED THE BUSH BY STEM AND PULLED IT OUT. WHAT A SURPRISE! THE ROOT WAS LARGE AND THICK; THE BARK WAS BRUNETTE, THE COLOR OF THE SKIN OF THE YOUNG WOMEN OF THE TABA; THE PULP WAS WHITE AND TASTY.

KOKOTERÔ PUT IT ON HER BACK AND CARRIED IT HOME. SHE SHOWED IT TO THE INDIANS. THEY WERE ALL AMAZED. "WE'VE NEVER SEEN THIS BEFORE!" SAID EACH OTHER. THEY TASTED IT AND LIKED IT. IT WAS THE MANIOC, ONE OF THE BEST FOODS THE NATIVES INDIGENOUS PEOPLE HAVE TILL TODAY. THAT'S WHY MANIOC DOESN'T GROW WELL IN THE FIELD OR IN THE CERRADO. ALWAYS PREFERS THE SHADOW OF THE FOREST.

(WWW.LENDORELENDOGABI.COM/LENDAS_DE_PLANTAS1.HTM)

- B)** IT WAS THE INDIGENOUS PEOPLE WHO FIRST USED MANIOC FOR THEIR FEED. BUT, AS THE TIME PASSED BY AND THE MEETING OF MANY PEOPLE OF THE WORLD, MANIOC HAS SPREAD ABROAD. CURRENTLY, MORE THAN ONE BILLION PEOPLE FEED ON MANIOC PREPARED IN DIFFERENT WAYS. NOW LET'S READ AN OLD COOKIE RECIPE MADE WITH MANIOC GUM. NOTICE THAT THE WAY OF DOING IS ALSO VERY OLD AND THE MEASURES AREN'T SO EXACT FOR THESE DAYS:

MANIOC FLOUR BISCUIT

INGREDIENTS

3 MANIOC FLOUR BOWLS

1 CUP CORNMEAL

7 EGGS

1 AND A HALF CUP OF MELTED FAT



1 AND A HALF PLATE OF MILK

BRINE

A LITTLE OF REFINED SUGAR

DIRECTIONS

GATHER ALL THE INGREDIENTS IN A BID BOWL,
KNEAD WITH MILK UNTIL IT GETS IN ROLLING
CONSISTENCY. THE OVEN MUST BE A LITTLE FAST.

IDENTIFY AND WRITE DOWN THE OBJECTS USED TO MEASURE THE INGREDIENTS.

c) THE CHALLENGE NOW IS TO RESEARCH IN YOUR FAMILY A RECIPE THAT USES THE MANIOC. WRITE DOWN THE RECIPE:

RECIPE TITLE:	
INGREDIENTS:	

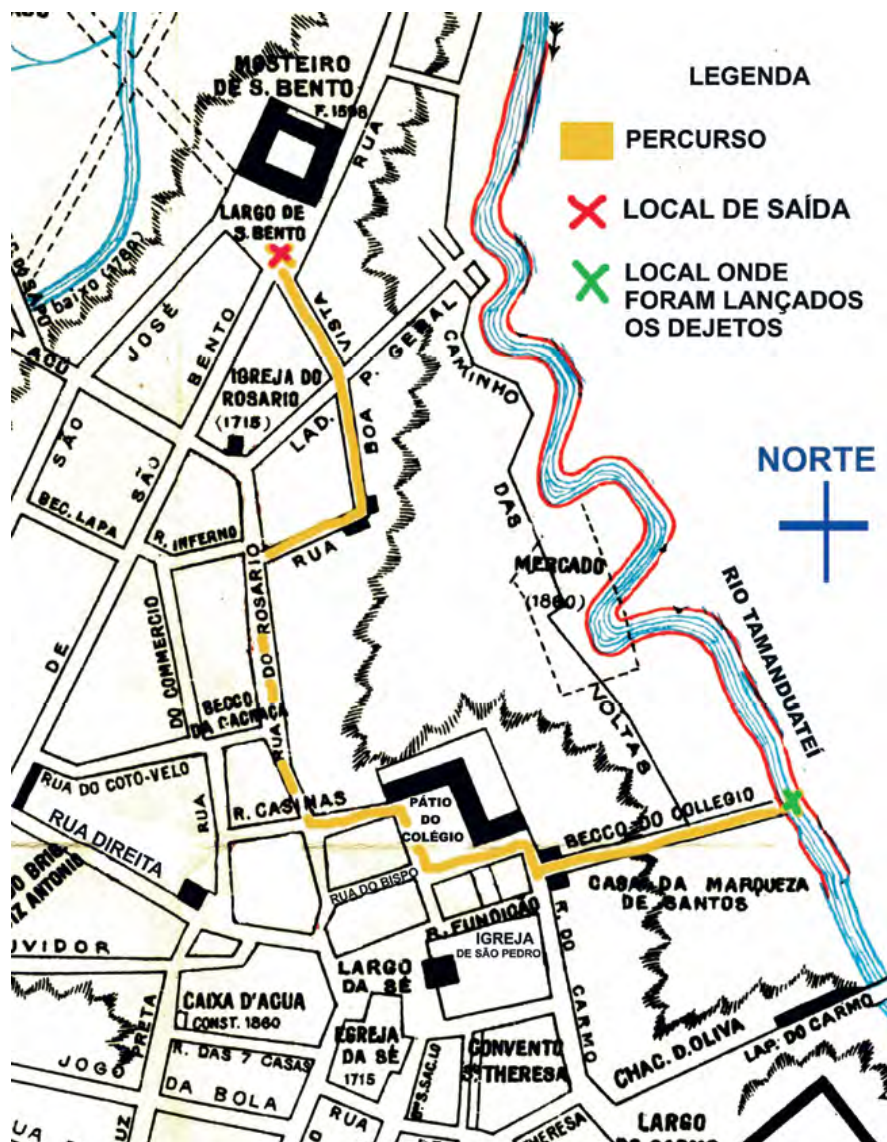
DIRECTIONS:

Source/Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Cadernos de apoio e aprendizagem: Natureza e Sociedade – 2º ano / Secretaria Municipal de Educação – São Paulo: SME / DOT, 2012. 88p.

ACTIVITY 6 – THE GARBAGE ROUTE IN THE BIG PAST AND PRESENT CITIES

LET'S PRACTICE!

A) OBSERVE BELOW, THE MAP OF SOME STREETS OF THE CITY OF SÃO PAULO FORMERLY, AROUND 1880, ORGANIZED BY THE HISTORIAN AFFONSO OF FREITAS. ON IT WAS DESIGNED THE ROUTE A RESIDENT OF THAT TIME USED TO DO TO DISPOSE THE GARBAGE OF HIS HOUSE.



B) IDENTIFY THE PATH AND WRITE:

- PLACE WHERE THE RESIDENT LEFT.

- THE NAMES OF THE PLACES HE WALKED THROUGH.

SQUARE _____

STREET _____

STREET _____

STREET _____

STREET _____

COURTYARD _____

STREET _____

ALLEY _____

- PLACE WHERE HE THREW THE TRASH/DJECTS.

- c) NOWADAYS, THE CUSTOMS ARE DIFFERENT. RESEARCH TO FIND OUT WHAT HAPPENS TO WASTE AND TRASH THESE DAYS.

	HOW TO DISPOSE
URINE	
FAECES	
FOOD WASTE	
OTHER TYPES OF GARBAGE (WASTE)	

ACTIVITY 7 – GETTING TO KNOW THE NEIGHBOURHOODS OF SÃO PAULO CITY AND OTHER CITIES

KNOWLEDGE TRAIL ▶ ▶ ▶

THE NEIGHBORHOOD WE LIVE IS A VERY IMPORTANT PLACE FOR EACH ONE OF US, BECAUSE IT'S WHERE OUR HOME IS LOCATED, THE STREET WHERE WE PLAY, THE PLACE OF SHOPPING AND WHERE OUR FRIENDS AND NEIGHBORS LIVE.

LET'S PRACTICE!

1. OBSERVE THE IMAGES OF NEIGHBORHOODS IN THE CITY:



IMAGE 1



IMAGE 2



Imagens: Pixabay

IMAGE 3

A) WHICH OF THE IMAGES LOOKS LIKE THE PLACE YOU LIVE? WRITE THE REASON WHY THE CHOSEN IMAGE LOOKS LIKE THE PLACE YOU LIVE?

B) HOW DOES THE NEIGHBORHOOD YOU LIVE IN LOOK LIKE? WRITE DOWN WHAT'S IN YOUR NEIGHBORHOOD:

ACTIVITY 8 – LIVING IN DIFFERENT ENVIRONMENTS

KNOWLEDGE TRAIL ▶ ▶ ▶

YOU LIVE IN MANY ENVIRONMENTS, BUT ARE ALL THE ENVIRONMENTS SUITABLE FOR PEOPLE TO LIVE IN?

LET'S PRACTICE!

A) SEE THE FOLLOWING IMAGES.
THEN SIGN WITH AN X THOSE WITH THE ENVIRONMENTS YOU THINK ARE MORE
SUITABLE FOR PEOPLE TO LIVE IN.



B) NOW LET'S THINK ABOUT WHAT IT TAKES FOR AN ENVIRONMENT TO BE SUITABLE FOR PEOPLE TO LIVE IN. MAKE A LIST OF WHAT IS NEEDED IN THAT ENVIRONMENT.

Source/Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Cadernos de apoio e aprendizagem: Natureza e Sociedade – 2º ano / Secretaria Municipal de Educação – São Paulo: SME / DOT, 2012. 88p.

ACTIVITY 9 – GAMES FOR ALL AGES

LET'S PRACTICE!

1. READ THIS SONG'S LYRICS:

BOLA DE MEIA, BOLA DE GUDE
“HÁ UM MENINO, HÁ UM MOLEQUE
MORANDO SEMPRE NO MEU CORAÇÃO
TODA VEZ QUE O ADULTO BALANÇA
ELE VEM PARA ME DAR A MÃO
HÁ UM PASSADO NO MEU PRESENTE
UM SOL BEM QUENTE LÁ NO MEU QUINTAL
TODA VEZ QUE A BRUXA ME ASSOMBRA
O MENINO ME DÁ A MÃO”

(MILTON NASCIMENTO E FERNANDO BRANT)

A) NOW ANSWER:

- WHAT IS THE MUSIC ABOUT?

- IN YOUR OPINION, ARE GAMES ONLY FOR CHILDREN?

- WHAT KIND OF GAMES DID YOU USE TO LIKE BEFORE THAT YOU DON'T LIKE IT ANYMORE?

- CHOOSE ONE OF THESE GAMES AND DRAW IT IN SPACE BELOW:

2. LOOK AT THE PICTURE AND ANSWER:

JOGOS INFANTIS – PIETER BRUEGHEL - 1560


● MARK WITH AN X THE GAMES SHOWN ON THE PICTURE:

- ☐ BIKE
- ☐ HOBBY-HORSE
- ☐ TRAIN SET
- ☐ VIDEO GAME

- WRITE WHICH OF THE GAMES SEEMS TO BE FUNNIER:

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**

CUT HERE

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** CUT HERE

ACTIVITY 1 - NUMBERS

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

CUT HERE

ACTIVITY 1 - NUMBERS

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

CUT HERE

ACTIVITY 2 - PROBLEM SOLVING

SITUATION 1

EACH ONE COSTS 1 REAL

PEDRO WANTS TO BUY 6 PACKS OF STICKERS

IF HE PAYS THEM WITH A 20 REALS BILL, HOW MUCH WILL HIS CHANGE BE?

EACH PACK HAS 5 STICKERS

THE SELLER ASKED FOR 1 REAL TO MAKE CHANGE EASIER

SITUATION 2

EACH ONE COSTS 2 REALS

IF HE PAYS THEM WITH BILLS OF 5 AND A 10 REALS, HOW MUCH WILL BE HIS CHANGE?

REGIS WANTS TO BUY 5 ICE CREAMS

WILL HE BE ABLE TO BUY THEM?

PEDRO WANTS TO BUY 4 DIFFERENT CARS TO PLAY

EACH ONE COSTS 6 REALS

EACH BOX CONTAINS 2 CARS

THE SELLER CHARGED HIM 2 REALS

IF HE PAYS THEM WITH A 10 REALS BILL, WILL HE GET ANY CHANGE?

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:

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