

Inglês

Trilhas de Aprendizagens

**3^o
ANO**

ENSINO FUNDAMENTAL

SÃO PAULO CITY DEPARTMENT OF EDUCATION

Learning Trails

3rd
GRADE
PRIMARY EDUCATION



**CIDADE DE
SÃO PAULO
EDUCAÇÃO**

*São Paulo City Hall
Education*

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3rd
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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

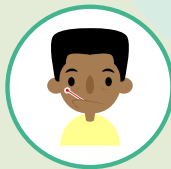


Keep all places at home fresh

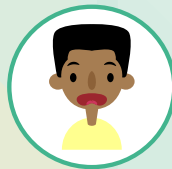
Symptoms



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	Sambalelé	Se Esta Rua Fosse Minha	Bolinha de Sabão

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

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

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

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

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

Storytelling is also worth it!

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



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



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



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



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



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

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



Primary School – Early Years

1st Grade

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

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

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

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

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

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

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

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

2nd Grade

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

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

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

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

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

3rd Grade

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

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

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

4th and 5th Grades

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

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

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

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

We suggest the inclusion of the following:

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

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

	MORNING	AFTERNOON	NIGHT
MON			
TUE			
WED			
THU			
FRI			

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

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



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

Elementary School Final Years and High School

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

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

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

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

Tip: *why 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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EDUCAÇÃO



| Secretaria da Educação

Dear Caregivers,

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

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

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

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

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

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

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

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

This book is for all our students!



Tips for executing the activities!!!

For reading:

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

For the execution of tasks:

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

For the research:

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

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

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

Accessibility resources:

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

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

Recommended websites for research that can help with this practice:

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

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Portuguese Language

ACTIVITY 1 - READING A FABLE

KNOWLEDGE TRAILS ▶▶▶

THE GRASSHOPPER AND THE ANTS

ON A BEAUTIFUL WINTER DAY, THE ANTS WERE HAVING A HARD TIME IN ORDER TO DRY THEIR WHEAT GRAIN RESERVES. THE GRAINS BECAME COMPLETELY WET DUE TO A HEAVY RAIN. SUDDENLY, A GRASSHOPPER POPS UP:

— PLEASE LITTLE ANTS, WOULD YOU GIVE ME SOME WHEAT? I'M STARVING TO DEATH.

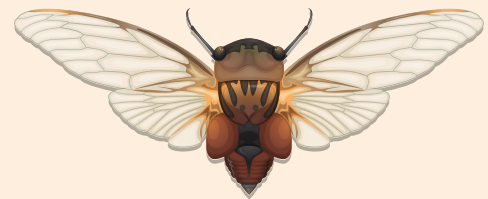
THE ANTS THEN STOPPED WORKING, SOMETHING WHICH WAS AGAINST THEIR PRINCIPLES, AND THEY SAID:

— BUT WHY? WHAT DID YOU DO DURING SUMMER? DIDN'T YOU HAPPEN TO REMEMBER TO STOCK FOOD FOR WINTER?

— TO TELL YOU THE TRUTH, I DIDN'T HAVE TIME - THE GRASSHOPPER ANSWERED - I SPENT THE WHOLE SUMMER SINGING!

— WELL, IF YOU SPENT THE WHOLE SUMMER SINGING, HOW ABOUT SPENDING THE WHOLE SUMMER DANCING? - THE ANTS SAID, AND THEY WENT BACK TO WORK, LAUGHING.

MORAL OF THE STORY: THE LAZY ONES HARVEST WHAT THEY DESERVE.



brgfx/FreePik

Source/Adaptation: Fábulas de Esopo - Companhia das Letrinhas

LET'S PRACTICE!

1. WHO ARE THE CHARACTERS IN THE STORY?

2. WHAT WAS THE JOB PERFORMED BY THE ANTS

3. WHICH ARE THE SEASONS OF THE YEAR MENTIONED IN THE FABLE?

4. WRITE THE “MORAL OF THE STORY” WITH YOUR OWN WORDS:

Source/Adaptation: São Paulo (SP). 2011. Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Recuperação Língua Portuguesa – Reflexão sobre o sistema de escrita: unidade I – p.30 e 31.

ACTIVITY 2 – PUNCTUATING THE DIALOGUES OF THE FABLES

KNOWLEDGE TRAILS



IN THIS ACTIVITY, YOU WILL LEARN TO WRITE THE CHARACTER'S SPEECH ON THE FABLES, USING THE NECESSARY PUNCTUATION.

THE FOX AND THE CROW

ONE DAY A CROW WAS LANDING IN A TWIG OF A TREE WITH A PIECE OF CHEESE IN HIS BEAK WHEN A FOX PASSED BY. WHEN THE FOX SAW THE CROW WITH THE CHEESE, HE STARTED TO THINK A WAY TO HAVE IT. WITH THIS IDEA IN MIND, THE FOX WENT UNDER A TREE, LOOKED TO THE SKY AND SAID:

— WHAT A MAGNIFICENT BIRD IN THIS TREE! WHAT AN ASTONISHING BEAUTY! WHAT MARVELOUS COLORS! IF ONLY YOU COULD SING AS SWEETLY AND BEAUTIFULLY? IF SO, THERE'S NO DOUBT YOU MUST BE PROCLAIMED THE KING OF THE BIRDS.

BY HEARING THAT, THE CROW BECAME VERY PROUD AND, IN ORDER TO SHOW THE FOX HE KNEW HOW TO SING, HE OPENED HIS BEAK AND LET A LOUD "CAAWW" OUT. THEN THE CHEESE FELL TO THE GROUND, AND, OF COURSE, THE FOX GRABBED THAT DELICIOUS BITE SAYING:

— SEE, SIR. I CAN SEE YOU CAN HAVE A BEAUTIFUL VOICE, BUT NO INTELLIGENCE!

MORAL OF THE STORY: WATCH OUT WITH THE ONES WHO COMPLIMENT YOU A LOT.



ASH, R.; HIGTON, B. (compilação). Fábulas de Esopo. Trad. Heloisa Jahn. São Paulo: Companhia das Letrinhas, 1997, p. 61.

LET'S PRACTICE!

YOU REALIZED THAT IN THIS FABLE ONLY THE FOX SPEAKS, RIGHT? COPY IN THE PROVIDED SPACES BELOW BOTH FOX'S SPEECHES. DO NOT FORGET TO USE THE PROPER DIALOGUE PUNCTUATION. IF YOU HAVE ANY DOUBT, GO BACK TO THE TEXT.

1. 1ST FOX'S SPEECH:

2. 2ND FOX'S SPEECH

HELPING TO PUNCTUATE

THE STUDENTS FROM THE 3RD GRADE REPRODUCED SOME FABLES. HOWEVER, THEY DID NOT PUT PUNCTUATION IN THE DIALOGUES, SO IT BECOMES HARD TO READ AND UNDERSTAND. YOU CAN HELP THEM! LET'S DO IT?

“THE GRASSHOPPER AND THE ANT” FABLE

THE GRASSHOPPER SANG ALONG THE SUMMER AND WAS IN PANIC. DO YOU KNOW WHY? IT HAD NOTHING TO EAT AND CALLED THE ANT. THE GRASSHOPPER ASKED –ANT GIVE ME SOME OF YOUR FOOD. WHEN SUMMER ARRIVES, I PAY YOU WITH AN INCREASE. THE ANT DIDN'T LIKE TO LEND AND SAID – WHAT DID YOU DO IN THE SUMMER? OH, I DANCED. OH, HOW NICE, SO DANCE NOW.

(M.- STUDENT OF ELEMENTARY SCHOOL)

3. 1ST GRASSHOPPER'S SPEECH:

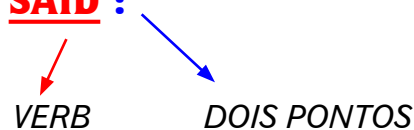
4. 1ST ANT'S SPEECH:

5. 2ND GRASSHOPPER'S SPEECH:

6. 2ND ANT'S SPEECH:

YOU HAVE ALSO NOTICED THAT BEFORE EACH TIME A CHARACTER SPEAKS, THERE IS A WORD (A VERB) WHICH ANNOUNCES THAT SOMEONE WILL SPEAK? AND HAVE YOU ALSO REALIZED THAT AFTER THESE VERBS THERE IS A PUNCTUATION CALLED "DOIS PONTOS" (COLON) (:)?

**WITH THIS IDEA IN MIND, HE WENT UNDER THE TREE,
LOOKED ABOVE AND SAID :**



HAVE YOU OBSERVED THAT THE CHARACTERS' SPEECHES ARE INTRODUCED BY A DASH ("TRAVESSÃO")?

— WHAT A MAGNIFICENT BIRD I SEE IN THIS TREE!

TRAVESSÃO (DASH)

7. READ THE FOLLOWING FABLE. THEN, FILL IN THE BLANKS CHANGING THE VERBS IN BOLD TO THE ONES IN THE "VERBS BANK":

VERBS BANK THAT INTRODUCE DIALOGUES	
FALAR (SPEAK) DIZER (SAY) PERGUNTAR (ASK)	RESPONDER (ANSWER) GRITAR (SHOUT) MURMURAR (MUMBLE)

THE DOG AND THE HARE (AESOP´S FABLE)

A HUNTING DOG CHASED A HARE OUT OF ITS DEN, BUT AFTER CHASING IT FOR A LONG WHILE, HE STOPPED HUNTING. WHEN A GOAT SHEPHERD SAW THE DOG STOPPING, MOCKED HIM SAYING (_____):
 — THAT LITTLE ANIMAL IS BETTER RUNNER THAN YOU. THE HUNTING DOG REPLIED: (_____):
 — YOU CANNOT SEE THE DIFFERENCE BETWEEN US. I WAS RUNNING AFTER MY DINNER, BUT HE WAS RUNNING FOR HIS LIFE.

MORAL OF THE STORY: THE REASON WHY WE PERFORM A TASK WILL DETERMINE ITS QUALITY.



rawpixel.com / Freepik



rawpixel.com / Freepik

Source/Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Recuperação Língua Portuguesa – Aprender os padrões da linguagem escrita de modo reflexivo : unidade III – Palavra dialogada – Livro do professor / Secretaria Municipal de Educação. – São Paulo : SME/ DOT, 2011. p. 12, 13, 14, 15, 16 e 17.

ACTIVITY 3 – THE USE OF LETTER R

KNOWLEDGE TRAILS ▶▶▶

IN THIS ACTIVITY, YOU WILL LEARN TO OBSERVE WHEN WE USE THE LETTERS “RR” AND “R”. OBSERVE THE WORDS IN THE CHART BELOW. THEY ARE ALL WRITTEN WITH “R” OR “RR”. YOUR FIRST CHALLENGE WILL BE TO CLASSIFY THESE WORDS ACCORDING WITH THE POSITION OF THE LETTER “R” OR “RR”.

WRITE A LIST OF THE WORDS WHICH START WITH “R”, ANOTHER LIST WITH THE WORDS WHICH HAVE “R” IN THE MIDDLE, AND A THIRD LIST WITH THE WORDS WHICH FINISH BY LETTER “R”.

LETTER R

CORPUS FOR DISCOVERY ACTIVITIES OF THE CONTEXTUAL REGULARITIES

VAMPIRO (VAMPIRE)	RODOVIA (HIGHWAY)	FUGIR (TO SCAPE)	MORRO (HILL)
ALEGRIA (HAPPINESS)	JUNTAR (TO PUT TOGETHER)	ENROLAR (TO ROLL)	RESUMO (SUMMARY)
RAINHA (QUEEN)	POMAR (ORCHARD)	PIRATA (PIRATE)	TALHER (CUTLERY)
FIRME (STEADY)	HORROR	RITMO (RHYTHM)	PROPOR (TO PROPOSE)
SERRA (SAW)	APRESENTAR (TO INTRODUCE)	ENRIQUECER (TO ENRICH)	UNIR (TO UNITE)
LARGO (WIDE)	MOTOR	BRISA (BREEZE)	ESCORREGAR (TO SLIDE)
VIBRAR (TO VIBRATE)	DRAGÃO (DRAGON)	PIRARUCU (A TYPE OF BRAZILIAN FISH)	ROUCO (HOARSE)
NERVO (NERVE)	DERRUBAR (TO DROP)	ORDEM (ORDER)	ENTREVISTA (INTERVIEW)
SUMIR (TO DISAPPEAR)	OBRIGAÇÃO (OBLIGATION)	RECEITA (RECEIPT)	FLOR FLOWER)
RUIM (BAD)	TAMBOR (DRUM)	DERROTA (DEFEAT)	FÁBRICA (FACTORY)
PRÉDIO (BUILDING)	ORELHA (EAR)	RASPAR (TO SCRAPE)	PAVOR (HORROR)
MILAGRE (MIRACLE)	RESPOSTA (ANSWER)	PETRÓLEO (PETROLEUM)	SORRIR (TO SMILE)
ROCHA (ROCK)	CORREIO (POST OFFICE)	HONRA (HONOR)	CÉREBRO (BRAIN)
RECHEIO (FILLING)	RENDA (LACE)	REDIGIR (TO WRITE)	PRINCESA (PRINCESS)
ZÍPER (ZIPER)	CARIMBO (STAMP)	BERRO (SHOUT)	SÉRIO (SERIOUS)

LET'S PRACTICE!

1. NOW IT IS YOUR TURN. MAKE YOUR OWN LIST WITH THE WORDS WITH THE LETTER "R".

3. “R” LOTTERY

BASED ON YOUR DISCOVERIES, CHECK THE “R” COLUMN OR THE “RR” COLUMN, INDICATING THE CORRECT OPTION TO COMPLETE THE WORDS:

	“R”	“RR”
CHU ___ ASCO		
CA ___ ÊNCIA		
DE ___ ETER		
ENGA ___ AFAMENTO		
EN ___ UGADO		
FA ___ INHA		
GA ___ A		
EN ___ UBESCER		
CÓ ___ EGO		
DINOSSAU ___ O		
CULINÁ ___ IA		
CRATE ___ A		
EN ___ OSCADO		

	“R”	“RR”
BA ___ ULHO		
SOCO ___ ER		
GA ___ AGEN		
SA ___ AMPO		
EN ___ EDO		
BA ___ ANCO		
PONTEI ___ O		
FE ___ AMENTA		
INTE ___ OGATÓRIO		
EN ___ ASCADA		
A ___ EMESSO		
Á ___ IDO		
EN ___ RAIZAR		

4. SEVEN ERRORS GAME

THE PERSON WHO TYPED THIS STORY ABOUT NASRUDIN MADE SOME MISTAKES WHEN WRITING THE WORDS WITH THE LETTER R. FIND THE SEVEN ERRORS. CIRCLE THE WORDS THAT ARE MISSPELLED IN THE PORTUGUESE VERSION .

THE CLOCK

NASRUDIN ´S CLOCK WAS ALWAYS POINTING THE WRONG TIME.

“CAN ´T YOU DO SOMETHING ABOUT IT?” SOMEONE ASKED.

“DO WHAT?”

“WELL, THE CLOCK IS NEVER CORRECT. ANYTHING YOU DO WILL BE AN IMPROVEMENT.”

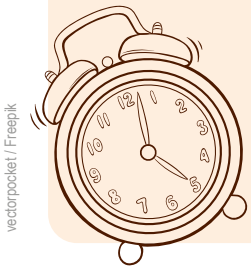
“YOU ARE RIGHT”, I SAID. “INDEED, I CAN ALREADY SEE AN IMPROVEMENT.”

“I DID NOT MEAN LITERALLY ‘ANYTHING’. HOW CAN THE CLOCK BE ALREADY BETTER THAN BEFORE?”

“WELL, BEFORE IT WAS NEVER CORRECT. NOW IT IS CORRECT TWICE A DAY.”

MORAL OF THE STORY: IT IS BETTER TO BE CORRECT SOMETIMES THAN NEVER.

Histórias de Nasrudin. Rio de Janeiro: Edições Dervish, 1994.



vectorpocket / Freepik

A) NOW WRITE THE WORDS ACCURATELY

Source/Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Recuperação Língua Portuguesa – Aprender os padrões da linguagem escrita de modo reflexivo : unidade III – Palavra dialogada – Livro do professor / Secretaria Municipal de Educação. – São Paulo : SME/ DOT, 2011. p. 4, 5, 6 e 7.

ACTIVITY 4 – “CURIOSITIES - NICE THINGS TO KNOW ABOUT”

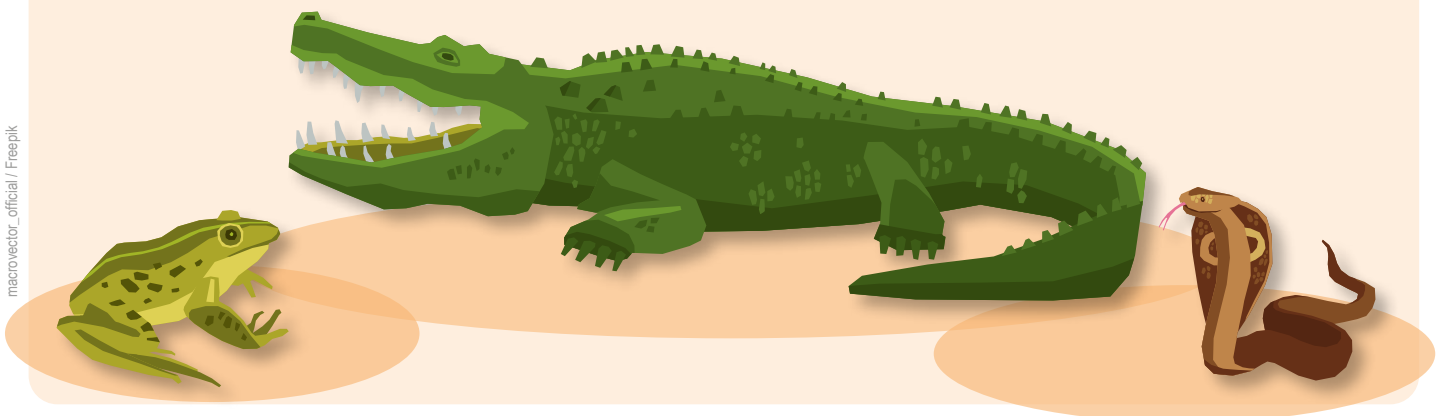
KNOWLEDGE TRAILS ▶ ▶ ▶

READ THIS TEXT WHICH WAS PUBLISHED ON RECREIO MAGAZINE (YEAR 4, NUMBER 185)

WHAT’S THE DIFFERENCE BETWEEN AN AMPHIBIAN AND A REPTILE?

THERE ARE SEVERAL. THE AMPHIBIANS (FROGS ETC.) HAVE SMOOTH AND THIN SKIN COVERED BY MUCUS WHICH HELPS THE ANIMAL TO BREATHE. THEY ARE BORN FROM JELLY EGGS WITHOUT SHELL. THE REPTILES (SNAKES, LIZARDS, CROCODILES ETC.) HAVE THIN SKIN WHICH MAY BE COVERED BY SCALES, SCUTES OR SHELLS LIKE THE TURTLE. THEY BREATHE THROUGH THEIR LUNGS AND ARE BORN FROM EGGS WITH SHELLS.

MATEUS BRAZ BRAGA SÃO PAULO – SP



LET'S PRACTICE!

1. CHECK THE APPROPRIATE GROUP OF ANIMALS ACCORDING WITH THE FOLLOWING CHARACTERISTICS:

A) THE EGGS HAVE SHELLS:

() AMPHIBIANS () REPTILES

B) THE SKIN IS COVERED BY MUCUS

() AMPHIBIANS () REPTILES

C) THEY BREATHE THROUGH THEIR LUNGS:

() AMPHIBIANS () REPTILES

D) EGGS WITHOUT SHELLS:

() AMPHIBIANS () REPTILES

E) SMOOTH SKIN:

() AMPHIBIANS () REPTILES

F) DRY SKIN:

() AMPHIBIANS () REPTILES

G) SKIN COVERED BY SCALES, SCUTES OR SHELLS:

() AMPHIBIANS () REPTILES

H) NOW, WITH THE HELP OF A RELATIVE, MAKE UP A LIST OF:

() AMPHIBIANS () REPTILES

ACTIVITY 5 – “DID YOU KNOW?”

KNOWLEDGE TRAILS ▶▶▶

DID YOU KNOW THAT SOME SPECIES OF GRASSHOPPERS CAN SWIM? DISCOVER WHY SOME GRASSHOPPERS, BESIDES BEING GOOD SINGERS AND JUMPERS, ARE GREAT SWIMMERS.

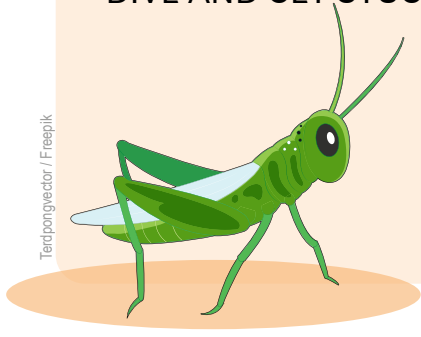
BESIDES BEING GOOD SINGERS AND JUMPERS, SOME GRASSHOPPERS ARE GREAT SWIMMERS. YOU WOULD NOT EXPECT, WOULD YOU? BUT IT'S TRUE! THERE ARE SPECIES OF GRASSHOPPERS THAT CAN SWIM AND MAKE LONG DIVINGS OF UP TO ONE HOUR. WHAT A BREATH!

BEFORE ANYTHING, DON'T EVEN TRY TO SINK IN A TANK THAT GRASSHOPPER ON YOUR PLANT: IT WILL DROWN. LET'S EMPHASIZE AGAIN THAT ONLY SOME SPECIES HAVE THIS ABILITY. THE SWIMMER GRASSHOPPERS DEVELOPED SPECIFIC PHYSICAL CHARACTERISTICS. ONE OF THEM IS THE FLATTENED THIRD PAIR OF LEGS, WHICH MAKES EASIER THE MOVEMENT UNDER WATER.

TO HOLD BREATH FOR A LONG TIME, THESE SEMI-AQUATIC GRASSHOPPERS ALSO NEED ANOTHER ADAPTATION: THEIR SPIRACLES (SMALL HOLES THAT ALLOW AIR IN AND OUT) HAVE BIGGER HAIR THAN USUAL. ONCE THESE ANIMALS DIVE, AT THE EXACT TIME THEY SINK THEIR HEADS, THEY MAKE TWO AIR BUBBLES, ONE OF EACH SIDE OF THE BODY, BETWEEN THE ABDOMEN AND THE LEGS. WHILE THEY ARE UNDER WATER, THEY USE THE OXYGEN FROM THESE BUBBLES. THE BIGGER HAIR OF THE SPIRACLES HELP TO HOLD THE BUBBLE ALONG THE BODY.

AND WHY DO THEY DIVE? SEE HOW CURIOUS: THESE SPECIES SPEND THEIR LIVE AT THE WATER HYCINTH, A TYPE OF PLANT THAT GROWS BY THE RIVERS, LAKES AND SWAMPS. THE FEMALE GRASSHOPPERS PUT THEIR EGGS INSIDE THESE PLANTS AND THE SMALL GRASSHOPPERS, WHEN THEY ARE BORN,

STAY THERE, EATING THESE PLANTS. WELL, THE MAIN PREDATORS OF THE GRASSHOPPERS ARE THE BIRDS. AND TO ESCAPE, THE SMALL GRASSHOPPERS DIVE AND GET STUCK ON THE ROOTS UNDERWATER. VERY SMART, HUH?!



Marcos Gonçalves Lhano. Laboratório de Othopterologia, Universidade Federal de Viçosa. Publicada na revista Ciência Hoje das Crianças (revista No.182/agosto de 2007)

LET'S PRACTICE!

1. WRITE A NEW TITLE FOR THIS TEXT:

2. CHOOSE THE OPTIONS WHICH ARE IN ACCORDANCE WITH THE TEXT:

- () EVERY GRASSHOPPER CAN SWIM.
- () ONLY SOME SPECIES OF GRASSHOPPERS CAN SWIM.
- () THE SWIMMER GRASSHOPPERS' DIVING CAN LAST UP TO ONE HOUR.
- () GRASSHOPPERS CAN CONTROL THEIR BREATHING WHILE THEY ARE UNDER WATER.

3. READ AGAIN THE LAST PARAGRAPH OF THE TEXT TO ANSWER THE FOLLOWING QUESTIONS:

A) WHERE DO THE SWIMMER GRASSHOPPERS LIVE?

B) WHERE DO THE FEMALE GRASSHOPPERS PUT THEIR EGGS?

C) WHICH ARE THE MAIN PREDATORS OF THE SMALL GRASSHOPPERS?

D) HOW THEIR ABILITY TO SWIM CAN HELP THEM SURVIVE?

Source/Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Projeto intensivo do Ciclo I 3º ano - livro do aluno / Secretaria Municipal de Educação. – São Paulo : SME / DOT, 2006.p.71 e 72.

ACTIVITY 6 – “DID YOU KNOW II?”

KNOWLEDGE TRAILS ▶▶▶

READ THE TEXT BELOW:

THE BLACK-FACED LION TAMARIN WAS FOUND IN 1990, AT THE SUPERAGUI, IN PARANÁ STATE. THIS SPECIES HAS A GOLDEN BODY AND, OF COURSE, A BLACK FACE! ITS HABITS AREN'T VERY DIFFERENT FROM OTHER TAMARINS. THEY USE TO LIVE IN FAMILY GROUPS OF ABOUT FIVE INDIVIDUALS, THAT GENERALLY INCLUDE A REPRODUCTIVE COUPLE AND THEIR BABIES OF DIFFERENT AGES. FROM THE FOUR SPECIES OF LION TAMARINS, THE BLACK-FACED ONE IS UNDER SERIOUS THREAT OF EXTINCTION DUE TO HUNTING, TRAFFIC OF ANIMALS, FRAGMENTATION AND LOSSES OF AREAS AT MATA ATLÂNTICA.

SOURCE/ADAPTATION:
CIÊNCIA HOJE PARA CRIANÇAS. JULHO 2003



LET'S PRACTICE!

1. FILL IN THE TABLES BELOW WITH SOME INFORMATION FROM THE TEXT:

CHARACTERISTICS OF THE BLACK-FACED LION TAMARIN

REASONS FOR ITS THREAT OF EXTINCTION

2. GUESS THE ANIMAL!
READ THE DESCRIPTION OF THE ANIMALS AND GUESS WHICH ONE IT IS.

A) IT IS A SMALL FOUR-FEET ANIMAL,
WALKS SLOWLY AND
BRINGS ITS HOUSE ON THE BACK.

WHAT IS THE ANIMAL? _____

B) IT IS AN INSECT,
 THAT CAN BE SEEN IN THE GARDENS,
 ALWAYS IN GROUPS,
 DOESN'T FLY AND WORK A LOT.
 WHAT IS THE ANIMAL? _____

C) IT IS A BIG FOUR-FEET ANIMAL,
 EATS VEGETABLES,
 GROWS IN THE FARMS,
 WE DRINK ITS MILK.
 WHAT IS THE ANIMAL? _____

D) IT FLIES,
 HAS FEATHERS,
 IS COLOURFUL,
 ITS BEAK IS BIG AND BEAUTIFUL.
 WHAT IS THE ANIMAL? _____

3. NOW CREATE YOUR OWN RIDDLE AND WRITE IT DOWN BELOW:

WHAT IS THE ANIMAL? _____

ACTIVITY 7 – WHO SINGS SCARES AWAY THE WOES

KNOWLEDGE TRAILS ▶▶▶

GAROTA DE IPANEMA (GIRL FROM IPANEMA)

TOM JOBIM E VINICIUS DE MORAES

OLHA QUE COISA MAIS LINDA
MAIS CHEIA DE GRAÇA
É ELA MENINA QUE VEM E QUE PASSA
NUM DOCE BALANÇO A CAMINHO DO MAR
MOÇA DO CORPO DOURADO, DO SOL DE IPANEMA
O TEU BALANÇADO É MAIS QUE UM POEMA
É A COISA MAIS LINDA QUE EU JÁ VI PASSAR
AH, POR QUE ESTOU TÃO SOZINHO?
AH, POR QUE TUDO É TÃO TRISTE?
AH, A BELEZA QUE EXISTE
A BELEZA QUE NÃO É SÓ MINHA
QUE TAMBÉM PASSA SOZINHA
AH, SE ELA SOUBESSE QUE QUANDO ELA PASSA
O MUNDO INTEIRINHO SE ENCHE DE GRAÇA
E FICA MAIS LINDO POR CAUSA DO AMOR

LET'S PRACTICE!

1. WHO ARE THE SONGWRITERS?
-

2. READ THE SONG AND PUT ITS TITLE IN ORDER USING THE WORDS BELOW:

DE

IPANEMA

GAROTA

3. ORGANIZE THE SONG'S VERSES IN THE CORRECT ORDER, ASK FOR SOMEONE HELP OR TO A FAMILY MEMBER (LIST FROM 1 TO 15):

- () O MUNDO INTEIRINHO SE ENCHE DE GRAÇA
- () OLHA QUE COISA MAIS LINDA
- () E FICA MAIS LINDO POR CAUSA DO AMOR
- () É ELA MENINA QUE VEM E QUE PASSA
- () AH, POR QUE ESTOU TÃO SOZINHO?
- () O TEU BALANÇADO É MAIS QUE UM POEMA
- () QUE TAMBÉM PASSA SOZINHA
- () NUM DOCE BALANÇO A CAMINHO DO MAR
- () AH, POR QUE TUDO É TÃO TRISTE?
- () MOÇA DO CORPO DOURADO, DO SOL DE IPANEMA
- () AH, SE ELA SOUBESSE QUE QUANDO ELA PASSA
- () A BELEZA QUE NÃO É SÓ MINHA
- () MAIS CHEIA DE GRAÇA
- () É A COISA MAIS LINDA QUE EU JÁ VI PASSAR
- () AH, A BELEZA QUE EXISTE

GAROTA DE IPANEMA (GIRL FROM IPANEMA) IS ONE OF THE MOST PLAYED BRAZILIAN SONGS IN THE WORLD. DO A RESEARCH ON THE INTERNET AND HAVE THE PLEASURE OF LISTENING TO IT! DO NOT MISS THE OPPORTUNITY TO ENJOY THIS MASTERPIECE.

Source/Adaptation: São Paulo (Estado) Secretaria da Educação. Ler e escrever: coletânea de atividades – 2ª série / Secretaria da Educação, Fundação para o Desenvolvimento da Educação; adaptação do material original, Claudia Rosenberg Aratangy... [e outros] - 2. ed. São Paulo : FDE, 2010.p.23.

ACTIVITY 8 – WHO SINGS SCARES AWAY THE WOES II

KNOWLEDGE TRAILS ▶▶▶

CIRANDA DA BAILARINA (BALLERINA'S SONG)

EDU LOBO E CHICO BUARQUE

PROCURANDO BEM
 TODO MUNDO TEM PEREBA
 MARCA DE BEXIGA OU VACINA
 E TEM PIRIRI, TEM LOMBRIGA, TEM
 AMEBA
 SÓ A BAILARINA QUE NÃO TEM
 E NÃO TEM COCEIRA
 BERRUGA NEM FRIEIRA
 NEM FALTA DE MANEIRA
 ELA NÃO TEM

 FUTUCANDO BEM
 TODO MUNDO TEM PIOLHO
 OU TEM CHEIRO DE CREOLINA
 TODO MUNDO TEM UM IRMÃO MEIO
 ZAROLHO
 SÓ A BAILARINA QUE NÃO TEM
 NEM UNHA ENCARDIDA
 NEM DENTE COM COMIDA
 NEM CASCA DE FERIDA
 ELA NÃO TEM
 NÃO LIVRA NINGUÉM
 TODO MUNDO TEM REMELA
 QUANDO ACORDA ÀS SEIS DA MATINA
 TEVE ESCARLATINA
 OU TEM FEBRE AMARELA
 SÓ A BAILARINA QUE NÃO TEM

MEDO DE SUBIR, GENTE
 MEDO DE CAIR, GENTE
 MEDO DE VERTIGEM
 QUEM NÃO TEM
 CONFESSANDO BEM
 TODO MUNDO FAZ PECADO
 LOGO ASSIM QUE A MISSA TERMINA
 TODO MUNDO TEM UM PRIMEIRO
 NAMORADO
 SÓ A BAILARINA QUE NÃO TEM
 SUJO ATRÁS DA ORELHA
 BIGODE DE GROSELHA
 CALCINHA UM POUCO VELHA
 ELA NÃO TEM
 O PADRE TAMBÉM
 PODE ATÉ FICAR VERMELHO
 SE O VENTO LEVANTA A BATINA
 REPARANDO BEM, TODO MUNDO TEM
 PENTELHO
 SÓ A BAILARINA QUE NÃO TEM
 SALA SEM MOBÍLIA
 GOTEIRA NA VASILHA
 PROBLEMA NA FAMÍLIA
 QUEM NÃO TEM

 PROCURANDO BEM
 TODO MUNDO TEM ...

LET'S PRACTICE!

1. HIGHLIGHT THE WORDS THAT RHYME IN THE SONG. THEN, FILL IN THE BLANKS BELOW:

- A) PEREBA - _____
- B) COCEIRA - _____ - MANEIRA
- C) _____ - ZAROLHO
- D) ENCARDIDA – COMIDA - _____
- E) REMELA - _____
- F) _____ - ESCARLATINA
- G) PECADO - _____
- H) _____ - VELHA
- I) VERMELHO - _____
- J) _____ - VASILHA - _____



Freepik

2. WHO IS THE MAIN CHARACTER OF THE SONG?

3. IN THE SONG, CIRCLE THE WORDS THAT RHYME WITH “BAILARINA”. WRITE THEM DOWN BELOW:

THE SONG “**CIRANDA DA BAILARINA**” WAS RECORDED BY MANY ARTISTS. SEARCH ON THE INTERNET THE VERSION WITH SINGER ADRIANA CALCANHOTTO AND PRISCILLA ALCÂNTARA. THE LATEST VERSION IS SUNG BY SANDY WITH THE PARAISÓPOLIS PHILHARMONIC ORCHESTRA.

ACTIVITY 9 – WHO SINGS SCARES AWAY THE WOES III

KNOWLEDGE TRAILS ▶▶▶


1. “CARINHOSO” IS A CLASSIC OLD SONG FROM THE BRAZILIAN POPULAR MUSIC. WITH SOMEONE’S HELP OR A FAMILY MEMBER, ORGANIZE THE SONGS VERSES (LIST FROM 1 TO 10):

CARINHOSO

PIXINGUINHA E JOÃO DE BARRO

- () QUANDO TE VÊ
- () BATE FELIZ
- () NÃO SEI POR QUE
- () MAS MESMO ASSIM,
- () VÃO TE SEGUINDO
- () FOGES DE MIM.
- () FICAM SORRINDO
- () E OS MEUS OLHOS
- () E PELAS RUAS
- () MEU CORAÇÃO

2. NOW WRITE THEM DOWN IN THE CORRECT ORDER:

 THE SONG “CARINHOSO” WAS THE THEME OF A FAMOUS YOGURT ADVERTISEMENT FOR CHILDREN. LET’S FIND IT ON THE INTERNET!

Source/Adaptation: São Paulo (Estado) Secretaria da Educação. Ler e escrever: coletânea de atividades – 2ª série / Secretaria da Educação, Fundação para o Desenvolvimento da Educação; adaptação do material original, Claudia Rosenberg Aratany... [e outros] - 2. ed. São Paulo : FDE, 2010.p.11.

ACTIVITY 10 – USING THE LETTER S

KNOWLEDGE TRAILS ▶▶▶

NOW IT IS TIME TO LEARN THE LETTER “S”...

IN THIS ACTIVITY, YOU WILL LEARN TO NOTICE WHEN “SS” AND “S” ARE USED IN THE PORTUGUESE LANGUAGE:

OBSERVE HOW THE LETTER “S” IS POSITIONED IN THE WORDS.

READ THE WORDS IN THE TABLE BELOW, ALL OF THEM ARE WRITTEN EITHER WITH “S” OR “SS”.

1. YOUR FIRST CHALLENGE WILL BE CLASSIFYING THESE WORDS BY THE POSITION THAT THE “S” OR “SS” OCCUPY IN WORDS: MAKE A LIST OF WORDS THAT START WITH “S”, ANOTHER LIST OF WORDS THAT HAVE THIS LETTER IN THE MIDDLE, AND A THIRD LIST OF WORDS THAT END IN “S”.

LETTER S			
CORPUS FOR DISCOVERY ACTIVITIES OF THE CONTEXTUAL REGULARITIES			
COSTAS (BACK)	PAUSA (PAUSE)	ÔNIBUS (BUS)	AFASTAR (TO PUT AWAY)
ADOLESCENTE (TEENAGER)	INGRESSO (TICKET)	SABÃO (SOAP)	EXCURSÃO (EXCURSION)
CONSTRUIR (TO BUILD)	SOLETRAR (TO SPELL)	BELISCÃO (PINCH)	GROSSO (THICK)
SAÚDE (HEALTH)	MASSA (PASTA)	CASTELO (CASTLE)	PARAÍSO (PARADISE)
CONSUMIR (TO CONSUME)	PISCINA (SWIMMING POOL)	SANDÁLIA (SANDALS)	EXPRESSAR (TO EXPRESS)
SUSTO (SCARE)	PASSADO (PAST)	DESCREVER (TO DESCRIBE)	TRAVESSA (TRAY)
VISITAR (TO VISIT)	INSTRUIR (TO INSTRUCT)	EXPULSAR (TO KICK OUT)	GASOLINA (PETROL)
ROSADO (PINKISH)	SOSSEGO (QUIET)	FANTASIA (FANTASY)	SEMANA (WEEK)
USINA (PLANT)	SIMPATIA (SYMPATHY)	SURPRESA (SURPRISE)	ESPERTO (SMART)
INSPIRAR (TO INSPIRE)	DESAFIO (CHALLENGE)	VERSOS (VERSES)	CONSELHO (ADVICE)
ASSALTAR (ASSAULT)	REFRESCOS (REFRESHMENTS)	ABSURDO (ABSURD)	GESSO (PLASTER)
DISCIPLINA (DISCIPLINE)	OPOSTOS (OPPOSITE)	MÚSCULO (MUSCLES)	LISTA (LIST)
ATRÁS (BEHIND)	SOLÚVEL (SOLUBLE)	BÚSSOLA (COMPASS)	CASULO (COCOON)
VÍRUS (VIRUS)	BÁSICO (BASIC)	FALSO (FALSE)	SUPERIOR (HIGHER)
ATRASO (LATE)	SERPENTE (SNAKE)	COMPASSO (COMPASS)	CONSEGUIR (TO GET)

LET'S PRACTICE!

NOW WE ARE GOING TO WORK WITH THE WORDS WHICH HAVE THE "S" OR "SS" IN THE THEIR MIDDLE. YOUR NEW CHALLENGE WILL BE TO SEPARATE INTO GROUPS THE WORDS THAT ARE WRITTEN SIMILARLY.

1. THE "S" LOTTERY

BASED ON YOUR DISCOVERIES, WRITE DOWN IN THE "S" COLUMN OR IN THE "SS" COLUMN THE CORRECT OPTION TO COMPLETE THE WORDS:

	"S"	"SS"
NECE____ITAR		
DESPE____A		
IMPRE____ÃO		
DINO____AURO		
DE____ERTO		
PARAFU____O		
DE____AGRADÁVEL		
PAI____AGEM		
DEPRE____A		
COMPROMI____O		

	"S"	"SS"
PER____EGUIR		
ATRAVE____AR		
INVER____O		
A____OPRAR		
A____OBIO		
PO____ÍVEL		
APLAU____O		
ANALI____AR		
EXCE____O		
ANIVER____ÁRIO		

3. OBSERVE THAT THE WORDS OF EACH GROUP BELONG TO THE SAME WORD FAMILY:



Natalia/Pevels

ROSA (ROSE)
ROSEIRA (ROSEBUSH)
ROSEIRAL (ROSE GARDEN)



Pixabay

PÊSSEGO (PEACH)
PESSEGUEIRO (PEACH TREE)
PESSEGADA (PEACHES)

A) NOW IT'S YOUR TURN, WRITE DOWN ONE OR TWO WORDS FROM THE SAME WORD FAMILY WHICH ARE IN THE LIST BELOW

ASSALTO (ASSAULT)	
AVISO (WARNING)	
DESENHO (DRAWING)	
RISO (LAUGHTER)	
SOSSEGO (QUIET)	
TESOURA (SCISSORS)	

Source/Adaptation: São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Recuperação Língua Portuguesa – Aprender os padrões da linguagem escrita de modo reflexivo : unidade III – Palavra dialogada – Livro do professor / Secretaria Municipal de Educação. – São Paulo : SME/ DOT, 2011. p. 7, 8, 9 e 10.

ACTIVITY 11 – COMMON LEGENDS THROUGHOUT BRAZIL

KNOWLEDGE TRAILS ▶▶▶

HERE IN BRAZIL THERE ARE ALSO MANY LEGENDARY STORIES. SOME OF THEM ARE KNOWN ALL OVER THE COUNTRY; OTHERS, ONLY IN THE REGIONS WHERE THEY WERE BORN. SEE THIS LIST TO FOLLOW, WITH A SMALL SUMMARY ABOUT LEGENDS AND MYTHS FROM SEVERAL REGIONS.

COMMON LEGENDS THROUGHOUT BRAZIL

CURUPIRA OR CAIPORA

PROTECTIVE CHARACTER OF FORESTS AND ANIMALS THAT HAVE FEET BACK. THEY SAY HE IS ORIGINATING FROM THE SOUTHEAST, BUT IT IS COMMON IN ALL BRAZIL, WITH SMALL VARIATIONS BETWEEN THE REGIONS.

BOITATÁ

EXTRAORDINARY ANIMAL WHO LIVES ON THE RIVERS AND HAS THE EYES OF FIRE. BEYOND BEING KNOWN BETWEEN THE INDIANS, IT IS ALSO VERY COMMON THROUGHOUT THE COUNTRY, AS WELL AS IN SOUTH AND CENTRAL AMERICA.

MATINTAPERERA

MYSTERIOUS CREATURE THAT LIVES IN THE WOODS, EITHER BIRD, EITHER PEOPLE. ALTHOUGH VERY COMMON IN THE STATES OF THE NORTHERN REGION, IT IS KNOWN THROUGHOUT THE COUNTRY, AS IT IS A VARIATION OF THE LEGENDS OF SACI-PERERÊ AND CAIPORA.

MULA-SEM-CABEÇA (HEADLESS MULE)

STRANGE APPEARANCE THAT RUNS THROUGH THE STREETS OF SMALL TOWNS SCARING EVERYONE; IN SOME REGIONS SHE APPEARS WITH HEAD, RELEASING FIRE THROUGH THE NOSE AND THE MOUTH.



A MULHER-DA-MEIA-NOITE (THE MIDNIGHT WOMAN)

APPARITION IN THE FORM OF A YOUNG AND BEAUTIFUL WOMAN WHO ENCHANTS EVERYONE AND DISAPPEARS AT THE DOOR OF THE CEMETERIES. THIS LEGEND IS TOLD IN THE AMERICAS AND EUROPE, WITH REPORTS FROM THE MIDDLE AGES, WITH FEATURES THAT VARY.

LOBISOMEM (WEREWOLF)

CREATURE HALF MAN AND HALF WOLF TO WHOM PREFERENCE IS ATTRIBUTED TO FEEDING CHILDREN. EUROPEAN LEGEND THAT HAS BECOME COMMON ALL OVER THE WORLD.

LEGEND OF THE MIDWEST REGION**ROMÃOZINHO**

HERE'S THE LEGEND OF A BOY WHO WAS EVIL IN PERSON. IT WAS SO BAD THAT HE COMMITTED FALSE TESTIMONY AGAINST HIS OWN MOTHER, AND THEN HE WAS CURSED NOT TO DIE EVER.

LEGENDS OF THE NORTHEAST REGION**BESTA-FERA (BESTIAL BEAST)**

TERRIBLE CREATURE THAT SCARES THE CITIES OF THE COUNTRY AND, ACCORDING TO BELIEF, IS THE DEVIL HIMSELF.

PAPA-FIGO

CHARACTER SUFFERING FROM A TERRIBLE DISEASE THAT CAN ONLY BE CURED WITH THE LIVER OF CHILDREN. EQUIVALENT TO THE BOOGEYMAN, ALSO REMEMBERING THE EUROPEAN LEGEND OF THE OLD BAG MAN.

BARBA RUIVA (RED BEARD)

HISTORY WAS BORN IN PIAUÍ, ON THE BANKS OF LAGOA PARANAGUÁ. THIS IS A STRANGE MAN WITH A RED OR WHITE BEARD WHO RUNS AFTER WOMEN.

LEGENDS OF THE NORTH REGION

MÃE-D'ÁGUA (MOTHER-OF-WATER) OR IARA

MERMAID THAT, WITH ITS MAGIC SONG, ATTRACTS PEOPLE TO THE BACK OF THE RIVERS.

COBRA-GRANDE (BIG-SNAKE), BOIÚNA OR NORATO-SNAKE

SNAKE THAT LIVES ON THE AMAZON RIVERS. IT CAN GAIN SOME FORMS, AS A CANOE, A BOAT OR A DARK SNAKE GREAT E THAT UNTIED FIRE FOR THE EYES AND EATS PEOPLE.



Eduardo Duval, Frata Soares e André Leão - <http://www.multirio.rj.gov.br/index.php/interaja/multicube/9a11/diz-e-lenda/13065-iara>

LEGENDS OF THE SOUTHEAST REGION

SACI

ELF IDEALIZED BY THE BRAZILIAN INDIGENOUS AS AN AMAZING FOREST GUARDIAN. AT THE BEGINNING HE WAS A ONE-LEGGED CURNETIM, WITH RED HAIRE, CHARMING CHILDREN AND ADULTS THAT DISTURBED THE SILENCE OF THE FORESTS. IN CONTACT WITH THE AFRICAN ELEMENT AND THE WHITE PEOPLE SUPERSTITION, HE BECAME BLACK, WON A RED CAP AND A PIPE IN HIS MOUTH. IT IS THE CHARACTER-SYMBOL OF OUR FOLKLORE.

MISSA DOS MORTOS (MASS OF THE DEAD)

LEGEND THAT SPEAKS OF A MYSTERIOUS MASS THAT FROM TIME TO TIME IS PERFORMED TO RELIEVE PENALTY SOULS.



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LEGEND OF THE SOUTH REGION

NEGRINHO DO PASTOREIO (BLACK PASTORING)

CHARACTER OF THE GAUCHO FOLKLORE, DATED AT THE END OF THE 19TH CENTURY. HE RIDES BY THE PAMPAS MOUNTED ON HIS BAIIO HORSE AND HELPS TO FIND LOST THINGS, ASSISTING THOSE WHO ASK IT.



Eduardo Duval, Fátia Soares e André Leão
<http://www.multiroj.gov.br/index.php/interaja/multicube/9a11/dz-a-lenda/13070-negrinho-do-pastoreio>

LET'S PRACTICE!

1. IF YOU HAD TO ORGANIZE THESE LEGENDS IN A BOOK, IN ALPHABETICAL ORDER, WHAT ORDER WOULD YOU STAY IN?

- 2.** NOW THAT YOU KNOW THE MOST COMMON LEGENDS IN BRAZIL, ORGANIZE IN THE TABLE BELOW THE TITLE AND THE REGION TO WHICH IT BELONGS:

TITLE OF THE LEGEND	PLACE OF ORIGIN

- 3.** WITH YOUR WORDS, REWRITE THE BRAZILIAN LEGEND YOU MOST LIKED TO KNOW:

Mathematics

ACTIVITY 1 - TABLE OF NUMBERS

KNOWLEDGE TRAIL ▶▶▶

EXPLORING THE TABLE OF 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

1. WATCH THE TABLE OF NUMBERS AND RECORD THE ANSWERS TO THE FOLLOWING QUESTIONS:

A) WHAT IS THE LARGEST NUMBER? _____

B) WHAT IS THE LOWEST NUMBER? _____

C) WHAT ARE THE NUMBERS THAT ARE BETWEEN 1 AND 10?

D) WHICH ARE BETWEEN 20 AND 30?

E) HOW ARE THE FOURTH LINE NUMBERS?

F) WHAT CAN YOU NOTICE BY LOOKING AT THE NUMBERS IN THE FOURTH COLUMN?

G) WHAT ARE THE NINTH COLUMN NUMBERS?

H) AND THE SUCCESSORS OF THESE NUMBERS?

I) WHAT HAPPENS TO ALL THE NUMBERS THAT START WITH 1 IN THE 2nd LINE?

LET'S PRACTICE!

2. COMPLETE THE FIRST AND LAST COLUMN OF THE TABLE OF NUMBERS WITH THE NUMBERS THAT ARE MISSING.

	2	3	4	5	6	7	8	9	

- A) WHAT DO THE 1ST COLUMN NUMBERS HAVE IN COMMON?

- B) WHAT DID YOU OBSERVE THAT THERE IS IN COMMON AMONG THE NUMBERS OF THE LAST COLUMN?

C) WHAT TIP WOULD YOU GIVE TO A COLLEAGUE TO HELP HIM FIND NUMBER 51?

3. YOU ALREADY KNOW HOW THE TABLE OF NUMBERS WORKS, COMPLETE THE SPACES HIGHLIGHTED IN THE TABLE BELOW THAT GOES FROM NUMBER 101 TO 200:

101	102	103	104	105	106	107	108	109	110
									120
									130
									140
									150
									160
									170
									180
									190
									200

A) WHAT DID YOU DO TO KNOW WHAT NUMBERS WERE MISSING? WHAT TIPS WOULD YOU GIVE TO HELP SOMEONE FIND THESE NUMBERS?

B) DISCOVER THE SECRETS OF THE SEQUENCES BELOW AND THEN COMPLETE THE NUMBERS THAT ARE MISSING:

10		30		50		70			100
----	--	----	--	----	--	----	--	--	-----

110				150			180		
-----	--	--	--	-----	--	--	-----	--	--

	171							179	
--	-----	--	--	--	--	--	--	-----	--

4. MARTA WANTED TO ORGANIZE THE TABLE OF NUMBERS IN AN ASCENDING ORDER, BUT WRITING SOME OF THE NUMBERS HAS ENDED CLOSING AND REGISTERING OUTSIDE THE SEQUENCE. CIRCULATE THE NUMBERS IN THE TABLE BELOW THAT WERE WRITTEN OUT OF THE ORDER.

201	208	203	214	205	206	207	202	219	210
231	218	213	204	245	216	217	212	209	230
221	228	223	234	225	226	227	222	229	220
241	238	233	244	235	236	237	232	239	240
211	248	243	224	215	246	247	242	249	250

- 5.** NOW THAT YOU HAVE ALREADY CHECKED THE NUMBERS THAT WERE WRITTEN OUT OF ORDER, FILL IN THE TABLE BELOW, HELPING MARTA ORGANIZING IT IN AN ASCENDING ORDER.

ACTIVITY 2 - GAMES AND PLAYS

KNOWLEDGE TRAIL ▶▶▶

PLAYING WITH THE NUMBERS

- 1.** WHAT CAN I BUY?

- A)** IN A BROCHURE OF ADVERTISING OF A LARGE SUPERMARKET, THE TOYS TO FOLLOW WERE IN PROMOTION:



R\$ 10,00



R\$ 10,00



R\$ 5,00



R\$ 15,00



R\$ 25,00

Ilustração: Freepik

B) IF YOU HAD A 50 REAL BANKNOTE, WHICH TOYS COULD BE PURCHASED WITH THIS VALUE? RECORD PURCHASE POSSIBILITIES:

POSSIBILITIES	PURCHASED TOYS	VALUE OF EACH TOY	TOTAL SPENT
1 ST POSSIBILITY			
2 ND POSSIBILITY			
3 RD POSSIBILITY			

C) NOW IMAGINE THAT YOU WILL PAY SHOPPING WITH CHECK. WRITE OUT THE AMOUNT TO BE PAID IN EACH OF THE CHOOSSED TOYS:

1st TOY: _____ PRICE R\$ _____

AMOUNT IN WORDS:

2nd TOY: _____ PRICE R\$ _____

AMOUNT IN WORDS:





3rd TOY: _____ PRICE R\$ _____

AMOUNT IN WORDS:

LET'S PRACTICE!

MONEY AS A RESOURCE

2. YOU WILL THINK ABOUT THE EXCHANGES OF VALUES USING REAL BANKNOTES:

THE BANKNOTE IS LIKE THIS	YOUR VALUE IS	HOW MANY OF THESE BANKNOTES ARE NECESSARY TO GET R\$ 50?
		
		
		
		

3. IMAGINE THAT YOU HAVE A 100 REAL BANKNOTE. TO FACILITATE THE EXCHANGE, YOU WOULD NEED TO EXCHANGE IT FOR SMALLER VALUES. FOR THAT YOU WILL COMPLETE THE TABLE BELOW:





BANKNOTES	HOW MANY BANKNOTES DO I CHANGE?
	
	
	
	
	
	

TIP: PRESENT THE RESULTS TO SOMEONE FROM YOUR HOME AND EXPLAIN HOW YOU THOUGHT TO DISCOVER.

4. LOOK AT THE ANNOUNCEMENT BELOW:

NOVO HORIZONTE STATIONERY STORE PRICE LIST	
PRODUCT	R\$
SCOTH TAPE SUPPORT	R\$ 13,00
RUBBER	R\$ 2,00 (2 UNITS)
NOTEBOOK FOLDER WITH ZIPER	R\$ 11,00
COLORED PENCILS WITH 12 UNITS	R\$ 6,00
CRAYONS	R\$ 3,00
BROCHURE NOTEBOOK WITH HARD COVER	R\$ 4,00





A) CHOOSE THREE ITEMS OF THIS ANNOUNCEMENT AND REGISTER AT THE TABLE BELOW. HOW MANY REAL BANKNOTES AND COINS ARE NECESSARY TO PAY EACH ONE:

PRODUCT	PRICE	PAYMENT			
					

NOW THINK ABOUT YOUR ACTIVITY:

B) YOUR SHOPPING WAS CORRECTLY PAID WITH THE REAL BANKNOTES AND COINS AVAILABLE? IF NOT, REGISTER BELOW YOUR SUGGESTION OF PAYMENT.

C) INDICATE OTHER PRODUCTS AND ORGANIZE ANOTHER WAY OF PAYMENT USING THE BANKNOTES AND COINS AVAILABLE.

PRODUCT	PRICE	PAYMENT			
					

5. IDENTIFY THE NUMBERS.

BERNARDO LOVES TO PLAY WITH HIS FRIENDS TO IDENTIFY HIDDEN NUMBERS. EACH ONE RECEIVES A CARD AND HAS TO THINK ABOUT CLUES USING THE TERMS: “GREATER THAN”, “LESS THAN” AND “IN BETWEEN”.

- A)** FOLLOW THE INSTRUCTIONS AND FIND OUT WHAT NUMBERS HE WAS HIDING. EACH NUMBER FOUND MUST BE PAINTED IN THE TABLE BELOW WITH DIFFERENT COLORS CHOSEN BY YOU.

GREATER THAN 70	LESS THAN 290
LESS THAN 200	GREATER THAN 150
GREATER THAN 100	BETWEEN 190 AND 270
BETWEEN 110 AND 170	LESS THAN 250
GREATER THAN 150	BETWEEN 230 AND 250

50	60	70	80	90
100	110	120	130	140
150	160	170	180	190
200	210	220	230	240
250	260	270	280	290

- B)** HAVE YOU FOUND OUT BERNARDO’S SECRET? NOW THINK ABOUT A NUMBER AND GIVE A SERIES OF TIPS TO A PERSON IN YOUR FAMILY AND SEE IF THEY CAN FIGURE OUT WHAT YOUR HIDDEN NUMBER IS. WRITE YOUR TIPS AND CHALLENGE SOMEONE FROM YOUR HOME.

6. EXCHANGING COINS

IN BRAZIL THERE ARE SEVERAL COINS THAT MAKE OUR MONETARY SYSTEM. THINK ABOUT WAYS IN WHICH YOU CAN COMPOSE THE VALUE OF EACH COIN OR NOTE, USING COINS INDICATED IN THE TABLE BELOW:

COINS				
				

COINS				
				

COINS				
				

7. HOW MUCH IS IT?

PEDRO'S SAFE WAS FULL. WHEN HE OPENED IT, HE SEPARATED THE COINS TO KNOW HOW MUCH HE HAD SAVED.

THE FIRST PILE OF COINS CONTAINED 5 COINS OF 1 REAL EACH, 5 COINS OF 50 CENTS EACH AND 10 COINS OF 25 CENTS EACH.

THE SECOND PILE OF COINS CONTAINED 10 COINS OF 50 CENTS EACH AND 20 COINS OF 25 CENTS EACH.

THE THIRD PILE OF COINS CONTAINED 20 COINS OF 25 CENTS EACH AND 50 COINS OF 10 CENTS EACH.

THE FOURTH PILE OF COINS CONTAINED ONE COIN OF 25 CENTS AND 3 COINS OF 10 CENTS EACH.

A) WHAT IS THE TOTAL AMOUNT OUR FRIEND PEDRO HAD IN THE SAFE BOX?

HOW DID PEDRO GROUP THE COINS IN ORDER TO FIND OUT HOW MUCH MONEY THERE WAS ON THE FIRST, SECOND AND THIRD PILE? HOW MUCH MONEY DID HE HAVE?

IF YOU HAD THE SAME AMOUNT AS PEDRO, HOW WOULD YOU GROUP THE COINS?WRITE IT DOWN IN THE SPACE BELOW:

ACTIVITY 3 - SOLVING PROBLEMS

KNOWLEDGE TRAIL ▶▶▶

USING DATA TO SOLVE PROBLEMS

1. READ THE FOLLOWING QUESTION AND GIVE THE ANSWER.

IN A SCHOOL THERE ARE TWO THIRD YEAR CLASSROOMS. THERE ARE 31 STUDENTS IN THE 3rd B CLASS AND THERE ARE 34 STUDENTS IN THE 3rd C CLASS. HOW MANY STUDENTS ARE THERE IN TOTAL?

REGISTER YOUR ANSWER.

LET'S PRACTICE!

- A) A ZOO ACQUIRED TWO NEW ANIMALS. A SEAL THAT WEIGHS 180 KILOS AND A LILLY THAT WEIGHS 13 KILOS. WHAT IS THE WEIGHT DIFFERENCE BETWEEN THE TWO ANIMALS?



Empty rounded rectangular box for the answer to the practice question.

WHICH INFORMATION DID YOU USE TO SOLVE THIS PROBLEM?

B) WHEN A HORSE IS BORN ITS AVERAGE WEIGHT IS 40KG. IN ITS ADULT PHASE, THE AVERAGE WEIGHT CAN REACH UP TO 450 KG, DEPENDING ON THE BREED. IF A HORSE IS BORN WITH 45 KILOS AND IN ITS ADULT PHASE IT WEIGHTS 430 KILOS, HOW MANY KILOS HAS IT GAINED FROM ITS BIRTH TO ITS ADULT PHASE?

HOW CAN YOU SOLVE THIS QUESTION? REGISTER YOUR THOUGHT PROCESS BELOW.

C) EDNA LOVES HER POWERPUFF GIRLS PICTURE ALBUM. IN THE BEGINNING OF HER COLLECTION SHE HAD 125 PICTURES. SHE WON SOME AND ENDED UP HAVING 275 PICTURES.

HOW MANY STICKERS DID SHE WIN?

WHAT INFORMATION DID YOU USE TO SOLVE THIS PROBLEM? WRITE DOWN THE MOST IMPORTANT ONES.

WHAT NEEDS TO BE DONE WITH THE INFORMATION YOU OBTAINED FOR THE PROBLEM TO BE SOLVED? REGISTER YOUR SOLUTION BELOW:

- D)** ROSA HAS 164 REALS AND HER COUSIN HAS 113. WHAT CAN BE DONE SO THAT THE TWO GIRLS OWN THE SAME AMOUNT?

WRITE DOWN YOUR THOUGHTS AND THE SOLUTION:

- E)** CARINA WON A BOUQUET WITH TWO DOZENS AND HALF OF ROSES FROM HER BOYFRIEND. SHE PLACED THE ROSES IN A VASE AND TOOK CARE OF THEM WITH MUCH AFFECTION. AFTER FIVE DAYS, 11 ROSES DIED. HOW MANY ROSES WERE LEFT IN THE CARINA'S VASE?

REMINDER: ONE DOZEN = 12.

WRITE DOWN YOUR SOLUTION.

F) IN THE 1st YEAR B THERE ARE SOME BOYS AND 23 GIRLS. IN TOTAL THERE ARE 37 STUDENTS. HOW MANY BOYS ARE THERE IN YEAR B?

WRITE DOWN YOUR SOLUTION.

G) PEDRO HAD 42 STICKERS. HE WON SOME STICKERS YESTERDAY AND NOW HE HAS 53 FIGURES. HOW MANY STICKERS HAS HE WON?

WRITE DOWN YOUR SOLUTION.

PLAYING WITH MENTAL MATH

1. COMPLETE THE TABLE BELOW EXECUTING THE MENTAL MATH CALCULATION WITH THE INDICATED OPERATIONS. COMPARE THE RESULTS WITH THOSE OF A COLLEAGUE, DISCUSSING THE DIFFERENCES, IF ANY.

+	0	1	2	4	8	10	22
5							
8							
10							
12							
20							
22							

-	0	1	2	5	8	10	22
40							
21							
30							
20							
50							
25							

2. THE TEACHER HAS CORRECTED AN ACTIVITY OF THEIR STUDENTS OF THE 3rd YEAR, REALIZED THAT SOME WERE INCOMPLETE AND ASKED FOR YOUR HELP. OBSERVE CAREFULLY AND HELP HER COMPLETE THE GAP OF THE OPERATIONS WITH MISSING NUMBERS.

$44 + 4 = \underline{\hspace{2cm}}$	$18 + \underline{\hspace{2cm}} = 15$
$123 - \underline{\hspace{2cm}} = 110$	$115 + \underline{\hspace{2cm}} = 225$
$110 + 15 =$	$7 + 113 = \underline{\hspace{2cm}}$
$\underline{\hspace{2cm}} + 15 = 120$	$117 - \underline{\hspace{2cm}} = 13$
$\underline{\hspace{2cm}} - 20 = 70$	$217 - 213 = \underline{\hspace{2cm}}$
$15 + 16 = \underline{\hspace{2cm}}$	$123 + \underline{\hspace{2cm}} = 130$

TIP: IF YOU CAN, AFTER COMPLETING THE EXERCISE, CHECK THE RESULTS USING A CALCULATOR.

LET'S PRACTICE!

3. WITHOUT DOING CALCULATIONS WITH A PENCIL AND A PAPER, FILL IN THE CENTRAL COLUMN USING SIGNS: = (EQUAL), < (LESS THAN) OR > (GREATER THAN).

OPERATION	SIGN	RESULTS OR APPROXIMATE RESULTS
$32 + 26 =$		60
$48 + 21 =$		50
$27 + 23 =$		50
$36 + 27 =$		60
$55 + 25 =$		70
$11 + 22 =$		30

ACTIVITY 4 - GEOMETRY

KNOWLEDGE TRAIL ▶▶▶

LOCALIZATION

1. MR. VALDEMAR IS A POSTMAN AND WALKS A LONG ROUTE DAILY IN ORDER TO BRING MAIL TO ITS RECIPIENTS. YESTERDAY HE WALKED THROUGH THE STREETS OF BAIRRO VILA DA AMIZADE. FIND OUT THE NUMBER OF THE HOUSES IN WHICH MR. VALDEMAR HAS DELIVERED MAIL.

ALAMEDA DOS SABIÁS

101	103	105	107	109
-----	-----	-----	-----	-----



TRAVESSA A

102	104	106	108	110
121	123	125	127	129

TRAVESSA B

122	124	126	128	130
143	145	147	149	151

TRAVESSA C

162	164	166	168	170
-----	-----	-----	-----	-----

ALAMEDA BEM-TI-VI

101	103	105	107	109
-----	-----	-----	-----	-----



112	114	116	118	120
131	133	135	137	139

132	134	136	138	140
153	155	157	159	161

172	174	176	178	180
-----	-----	-----	-----	-----

- A)** THE FIRST HOUSE MR VALDEMAR HAS DELIVERED THE LETTER WAS N° 102.
- B)** HE THEN WALKED FOUR HOUSES IN THE INCREASING ORDER OF THE NUMBERS, TURNED RIGHT ON THE ALAMEDA DOS SABIÁS, TURNED RIGHT AGAIN AND, AS SOON AS ENTERING TRAVESSA B, HE LEFT A MAIL ON THE SECOND HOUSE, ON THE ODD NUMBER SIDE OF THIS BLOCK. THIS HOUSE IS NUMBER _____
- C)** AFTER THAT, HE FOLLOWED THE STREET WALKING IN THE DIRECTION OF THE HOUSES IN DECREASING ORDER OF THE NUMBERS. FROM THE HOUSE THAT he DELIVERED THE MAIL, HE CROSSED THE STREET AND DELIVERED A YELLOW ENVELOPE TO THE HOUSE IN FRONT OF IT. THIS HOUSE IS NUMBER _____
- D)** FROM THIS HOUSE, HE FOLLOWED TRAVESSA B IN THE INCREASING ORDER OF STREET NUMBERING. ARRIVING AT THE CORNER OF THE ALAMEDA DOS SABIÁS, HE TURNED RIGHT, WALKED TWO HOUSES AND ARRIVED AT TRAVESSA C, TO THE LEFT, TO DELIVER THE LAST MAIL OF THE DAY. WHEN HE ARRIVED IN THIS TRAVESSA, HE DELIVERED A MAIL AT THE THIRD HOUSE ON THE EVEN SIDE, WHICH WAS NUMBER _____

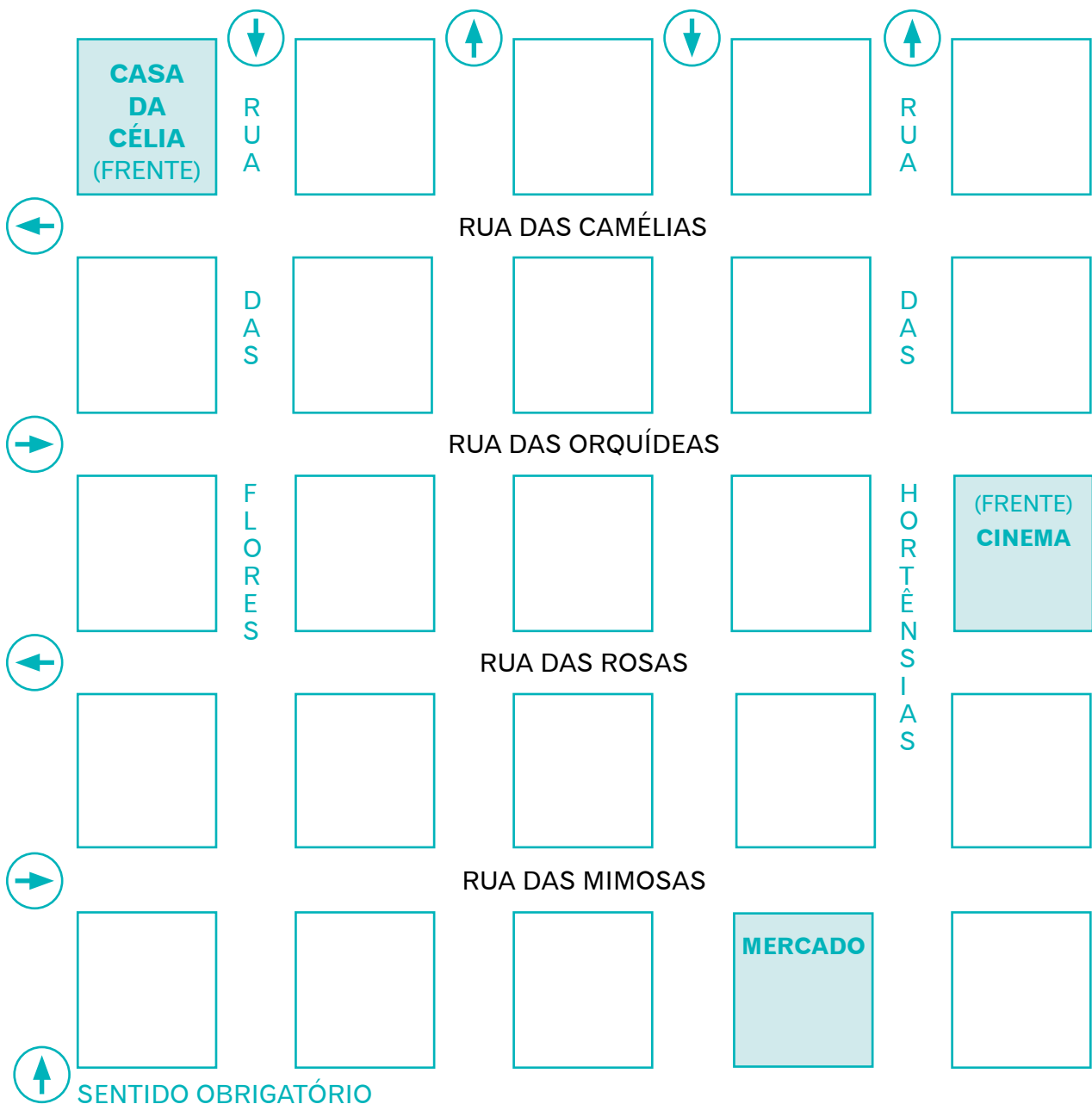
LET'S PRACTICE!

CÉLIA IS A VERY SMART GIRL WHO LIVES IN A CITY IN THE COUNTRYSIDE. HER TEACHER REQUESTED HER TO MARK THE STREET NAMES AND THE MOST IMPORTANT REFERENCE POINTS ON THE MAP OF THE REGION WHERE SHE LIVES.

THE STREETS HAVE THE DIRECTION INDICATED BY THE ARROWS.

- 1.** COMPLETE THE MAP BY MARKING THE REFERENCE POINTS OF THE CITY OF CELIA HIGHLIGHTED BELOW:
- A)** THE HOUSE OF CÉLIA IS ON THE BLOCK IN THE LEFT CORNER ON RUA DAS CAMÉLIAS.
- B)** THE CHURCH IS IN THE CENTER OF THE NEIGHBORHOOD.
- C)** THE BUTCHER IS THREE BLOCKS FROM CELIA'S HOUSE, AT RUA DAS CAMÉLIAS, ON THE SAME SIDE OF HER HOUSE.

- D)** THE SCHOOL IS ON THE LAST BLOCK OF RUA DAS CAMÉLIAS, ON THE CORNER OF RUA DAS HORTÊNSIAS, NEXT TO THE BUTCHER.
- E)** THE BAKERY IS AT THE END OF THE STREET OF CELIAS' HOUSE, ON THE CORNER WITH OF RUA DAS HORTÊNSIAS, IN FRONT OF THE SCHOOL.
- F)** THE PHARMACY IS IN FRONT OF THE CHURCH, IN RUA DAS ROSAS.
- G)** CELIAS' BEST FRIEND, SOLANGE, LIVES IN THE LAST BLOCK OF RUA DAS MIMOSAS, NEXT TO THE SUPERMARKET.



ANSWER THE QUESTIONS BELOW BY OBSERVING THE REFERENCES:

A) HOW MANY BLOCKS DOES CÉLIA WALK TO GO FROM HER HOUSE TO THE CHURCH IF SHE WALKS BY RUA DAS FLORES AND THEN BY RUA DAS ORQUÍDEAS?

B) SOMETIMES WHEN CÉLIA LEAVES SCHOOL, SHE GOES TO THE CINEMA. HOW MANY BLOCKS DOES SHE WALK THEN?

C) HOW MANY BLOCKS DOES SHE WALK TO GO FROM HER HOUSE TO THE BAKERY? FLOOR?

D) CÉLIA LOVES TO PLAY WITH SOLANGE. TO GO TO SOLANGE'S HOUSE, HOW MANY BLOCKS DOES CELIA NEED TO WALK?

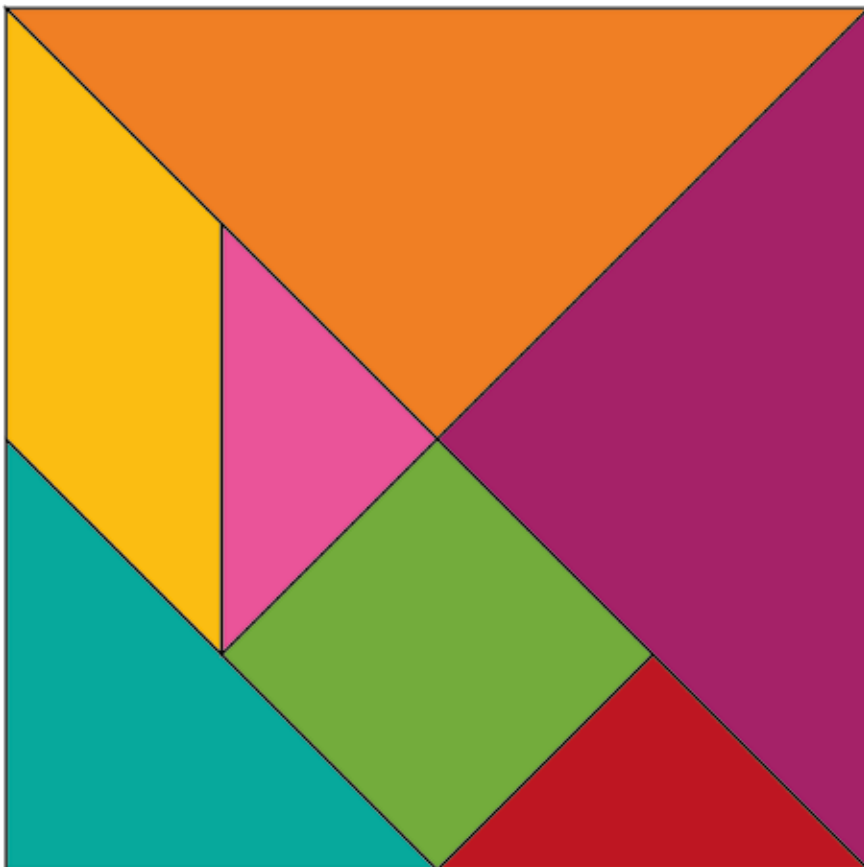
E) GIVEN THAT CELIA'S MOTHER GOES TO THE CINEMA ON SUNDAYS BY CAR, HOW MANY BLOCKS DOES SHE NEED TO DRIVE THROUGH, TAKING INTO ACCOUNT THE MANDATORY DIRECTION OF THE STREETS?

ACTIVITY 5 - GEOMETRICAL SHAPES

KNOWLEDGE TRAIL ▶▶▶

LEARNING ABOUT TANGRAM AND GEOMETRICAL SHAPES

THERE IS A LEGEND THAT SAYS THAT WHILE A CHINESE CALLED TAN WAS BRINGING A GIFT TO A VERY POWERFUL KING, HE DROPPED THE SPARKLED CERAMIC PIECE IN 7 PARTS. WHILE TRYING TO RESTORE THE PIECE, FEARING HIS KING, HE DISCOVERED VARIOUS OTHER POSSIBLE SHAPES. FROM THERE, VARIOUS OTHER SHAPES WERE REGISTERED IN BOOKS. TANGRAM IS A KIND OF PUZZLE THAT HAS A FIXED NUMBER OF PARTS THAT JOINTLY FORM A SQUARE. IT IS EASY TO BUILD THIS GAME. CUT THE PARTS AT THE END OF THIS NOTEBOOK, FOLLOWING THE LINES. YOU CAN STICK TANGRAM ON CARDBOARD OR CARDBOARD PAPER TO ENSURE GREATER DURABILITY, BECAUSE YOU WILL USE IT MANY TIMES.



LET'S PRACTICE!

- A)** ONCE YOU CUT THE PARTS, COUNT HOW MANY SHAPES COMPOSE THE PUZZLE.

- B)** DO YOU KNOW THE NAME OF THE GEOMETRICAL SHAPES THAT COMPOSE IT?
_____. IF YOU DON'T KNOW ALL, YOU CAN ASK YOUR FAMILY.
- C)** DRAW ON THE 1ST COLUMN OF THE TABLE BELOW THE DIFFERENT SHAPES THAT COMPOSE THE TANGRAM, INDICATING IN THE RIGHT COLUMN THE AMOUNT OF EACH ONE.

SHAPE AND ITS NAMES	QUANTITY

1. USING THE TRIANGLES YOU WILL FORM:

- A)** ALL POSSIBLE SQUARES (OF VARIOUS SIZES), DRAWING THEM ON THE SPACE BELOW. FOR EACH ONE OF THEM, INDICATE WHICH PARTS YOU USED.

B) USING THE PIECES OF THE PUZZLE, BUILD A SQUARE:

USING 4 PIECES OF THE PUZZLE, THROUGH HOW MANY DIFFERENT WAYS CAN YOU BUILD SQUARES?

WRITE DOWN THE DIFFERENT SQUARES FORMED, MARKING WHICH PIECES USED IN EACH.



C) NOW BUILD A SQUARE USING 5 PIECES OF THE PUZZLE.



D) IT'S ABOUT TIME TO BUILD A SQUARE USING 7 PIECES. WHAT DID YOU FIND OUT?

2. LETS KEEP EXPLORING THIS EXCITING GAME...

A) THE NEXT CHALLENGE IS TO FIND OUT HOW MANY SMALL TRIANGLES FROM THE TANGRAM ARE NECESSARY TO SHAPE THE FOLLOWING PIECES OF THE GAME:

UNCOVER SHAPES	OVERALL QUANTITY OF SMALL TRIANGLES
SQUARE	
PARALLELOGRAM	
MIDDLE SIZE TRIANGLE	
BIG SIZE TRIANGLE	

B) NOW BUILD THE FOLLOWING GEOMETRICAL SHAPES USING ALL THE 7 PIECES OF THE TANGRAM:

- A TRIANGLE
- A RECTANGLE
- A PARALLELOGRAM

WHAT HAVE YOU DONE WITH THE TANGRAM PIECES IN ORDER TO BUILD ALL THE SHAPES ABOVE?

3. MIMICKING THE PICTURES

SEE THE PICTURES BELOW AND TRY TO MIMIC EACH ONE OF THEM USING THE 7 PIECES OF THE GAME. OVERLAPPING IS NOT ALLOWED, THE PIECES SHOULD BE PLACED SIDE-BY-SIDE, CLOSE TO EACH OTHER. THIS IS NOT AN EASY TASK; HOWEVER, TRY TO REMEMBER ALL THE PREVIOUS ACTIVITIES OF THIS ASSIGNMENT.

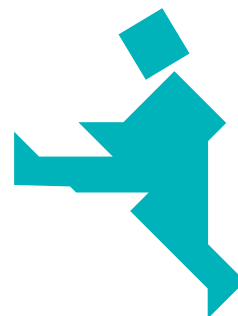


Ilustração: Fernanda Gomes

4. CREATING NEW PICTURES

BUILDING PICTURES WITH A TANGRAM CAN BE CHALLENGING, BUT IT'S ALSO FUN! IT IS POSSIBLE TO CREATE MANY PICTURES BY MATCHING GAME PIECES. TRY TO CREATE DIFFERENT PICTURES ALONG WITH A FAMILY MEMBER. NEXT, SELECT YOUR FAVORITE ONES TO BUILD A CANVAS. BY DOING SO, EVERYBODY WILL BE ABLE TO SEE AND APPRECIATE YOUR WORK.

TIP: IF YOU WISH, IT IS POSSIBLE TO USE COLORFUL PAPERS TO BUILD THE PICTURES.

ACTIVITY 6 – UNIT OF MEASUREMENT

KNOWLEDGE TRAIL ▶▶▶

UNDERSTANDING AND EXPLORING THE UNITS OF MEASUREMENT

ANALYZE THE PRODUCTS BELOW. NEXT, ORGANIZE THEM ON THE TABLE BELOW AND IDENTIFY THE PRODUCTS THAT ARE SOLD BY LITERS:

Ilustração: Fernanda Gomes



DISH SOAP



BEANS



PASTA



RICE



FLOUR



MILK

PRODUCTS THAT ARE SOLD BY LITER	PRODUCTS THAT ARE NOT SOLD BY LITER

A) IN THE FOLLOWING TABLE, IDENTIFY PRODUCTS SOLD BY KILOGRAM (KG).

PRODUCTS THAT ARE SOLD BY KILOGRAM	PRODUCTS THAT ARE NOT SOLD BY KILOGRAM

- B)** TAKE A LOOK ON THE PRODUCTS THAT YOU HAVE IN YOUR PANTRY AND CATALOG A FEW OF THEM. REMEMBER TO IDENTIFY THE PRODUCT AND ITS UNIT OF MEASUREMENT.

PRODUCT	UNITS OF MEASUREMENT

UNDERSTANDING AND EXPLORING THE UNITS OF MASS

- 1.** THE FOLLOWING SPREADSHEET SHOWS THE WEIGHT OF A FEW ANIMALS FROM THE SWAMP:

ANIMAL	WEIGHT
ALLIGATOR	280 KG (KILOGRAMS)
PECCARY	30 KG (KILOGRAMS)
TAMANDUA	40 KG (KILOGRAMS)
MANED WOLF	25 KG (KILOGRAMS)
CAPYBARA	150 KG (KILOGRAMS)
JAGUAR	110 KG (KILOGRAMS)

- A)** ANSWER THE FOLLOWING QUESTIONS ACCORDING TO THE SPREADSHEET PRESENTED ABOVE:

- WHICH ANIMAL IS THE HEAVIEST? _____
- WHAT IS ITS WEIGHT? _____

- WHICH ANIMAL IS THE LIGHTEST? _____
- WHAT IS ITS WEIGHT? _____

B) TWO VETERINARIANS FOUND A JAGUAR, AN ALLIGATOR, AND A CAPYBARA HURT WHILE TRAVELING AROUND THE SWAMP. THE ANIMALS NEEDED TO ATTEND THE CLOSEST ZOO, HOWEVER, THE VET VEHICLE CAN ONLY TRANSPORT 500KG AT A TIME. IS IT POSSIBLE TO BRING ALL THE THREE ANIMALS IN A SINGLE RIDE, KNOWING THAT THE VETERINARIANS WEIGHTS ARE RESPECTIVELY 95KG AND 112KG? IN CASE IT IS NOT POSSIBLE, WHAT WOULD YOU RECOMMEND? EXPLAIN YOUR THOUGHTS BELLOW:

C) RICARDO WANTED TO FIND OUT HOW MUCH HIS CAT WEIGTHS, BUT HE DID NOT HAVE A SCALE AT HOME. HE WENT TO THE CLOSEST PHARMACY; HOWEVER, HIS CAT WAS MOVING FRENETICALLY, MAKING IMPOSSIBLE TO DISCOVER. HOW CAN YOU HELP RICARDO TO FIND OUT THE WEIGHT OF HIS CAT? EXPLAIN YOUR THOUGHTS BELLOW:

2. CRACK THE CODE:

IT IS EASIER TO GO TO THE SUPERMARKET WITH A GROCERY LIST TO GUIDE YOUR DECISIONS. THE FOLLOWING GROCERY LIST IS LACKING MEASUREMENT. CAN YOU IDENTIFY THE UNIT IN EACH PRODUCT AND AVOID A WRONG PURCHASE?

PRODUCT	QUANTITY	UNITS OF MEASUREMENT
HAM		
MOZZARELLA	250	
MILK	2	
SODA	2	
COFFEE	500	
GROUND BEEF		

SHARE YOUR FINDINGS WITH YOUR PARENTS AND FRIENDS.

MEASURING TIME

OUR FIRST THOUGHTS WHILE WAKING UP ARE: GET DRESSED, HAVE BREAKFAST AND GO TO SCHOOL. IF YOU COMPARE THE TIME SPENDING IN CLASSES WITH THE ONE SPENDING DURING THE RECESS, THE LATTER IS SHORTER.

TIME IS PART OF BEING ALIVE, MAKING US AWARE OF OUR SURROUNDINGS. PLANTING A SEED AND WATCHING IT GROW GIVE US KNOWLEDGE ABOUT THE TRANSFORMATION PROCESS.

MANY TOOLS CAN BE USED TO MEASURED TIME, SOME EVEN CONNECTED TO THE HUMAN BODY, LIKE OUR PULSE VIBRATION. HOWEVER, THE UNITS USED FOR MEASURING TIME ARE RELATED TO THE DURATION OF NATURAL PHENOMENA THAT HAPPEN CONTINUOUSLY. AS FOR EXAMPLE, THE WAY EARTH SPINS AROUND ITSELF AND THE SUN. THE MOST SIGNIFICANT TIME MEASUREMENTS ARE THE YEAR, THE MONTH, DATE AND TIME. LET'S REVIEW ALL THE INFORMATION GATHERED ABOUT TIME MEASUREMENT.

2. FILL OUT THE TABLE BELOW WITH THE DATES OF A MONTH.

MONTH OF _____						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY

ANSWER THE QUESTIONS BELOW FOLLOWING THE TABLE YOU JUST COMPLETED.

A) THE MONTH IS _____ OF THE YEAR _____

B) ON WHICH WEEKDAY HAS THE MONTH STARTED?

C) ON WHICH WEEKDAY HAS THE MONTH ENDED?

D) ON WHICH WEEKDAY WILL THE FOLLOWING MONTH START?

E) ON WHICH WEEKDAY HAS THE PREVIOUS MONTH ENDED?

3. THERE ARE SEVERAL WAYS TO CLASSIFY TIME WITHOUT USING A CALENDAR, AS FOR EXAMPLE:

**BIMONTHLY – EVERY 2 MONTHS • TRIMONTHLY – EVERY 3 MONTHS
• BIENNIAL – TWICE A YEAR**

BASED ON THE INFORMATION LEARNED, SOLVE THE PROBLEMS BELOW:

A) MÁRIO VISIT HIS FAMILY THAT LIVES IN BELO HORIZONTE BIENNIALY. HOW MANY TIMES PER YEAR DOES HE TRAVEL?

B) HOW MANY GROUPS OF TWO MONTHS DOES A YEAR HAVE? EXPLAIN YOUR FINDINGS.

C) HOW MANY GROUPS OF THREE MONTHS DOES A YEAR HAVE? EXPLAIN YOUR FINDINGS.

ACTIVITY 7 – PROBABILITY AND STATISTICS

KNOWLEDGE TRAIL ▶▶▶

MANAGEMENT AND ANALYSIS OF SPREADSHEETS

THE PHYSICAL EDUCATION PROFESSOR DID A SURVEY BASED ON THE FAVORITE SPORTS OF THE 3RD GRADE STUDENTS. SINCE THERE WERE TOO MANY STUDENTS, THE PROFESSOR ASKED FOR HELP COLLECTING THE DATA. ANALYZE THE WAY RICARDO REGISTERED THE INFORMATION FOR THE PROFESSOR:

SPORT	NUMBER OF STUDENTS
SOCCER	☑☑☑☑☑☑☑
BASKETBALL	☑☑☑☑☑
VOLLEYBALL	☑☑☑☑☑
DODGEBALL	☑☑☑☑☑☑☐

HELP THE PROFESSOR TO SET UP THE TABLE BELOW ORGANIZING THE DATA IN DESCENDING ORDER, ACCORDING TO THE STUDENTS PREFERENCE.

SPORT	NUMBER OF STUDENTS

A) WHICH SPORT IS THE FAVORITE OF THE 3RD YEAR STUDENTS?

B) WHICH SPORT DID THE STUDENTS LIKE LEAST?

C) HOW MANY STUDENTS WERE INTERVIEWED?

D) WHAT IS THE DIFFERENCE BETWEEN THE NUMBER OF STUDENTS WHO PREFER SOCCER AND THE ONES WHO PREFER VOLLEYBALL? EXPLAIN YOUR FINDINGS.

E) WHAT IS THE DIFFERENCE BETWEEN THE NUMBER OF STUDENTS WHO PREFER DODGEBALL AND THE ONES WHO PREFER BASKETBALL? EXPLAIN YOUR FINDINGS.

COLLECTING DATA

NOW IT IS YOUR TIME TO DO SOME RESEARCH AND DEVELOP A TABLE WITH YOUR OWN FINDINGS. INTERVIEW YOUR FAMILY MEMBERS FOLLOWING THE SURVEY BELOW:

INTERVIEWEE NAME : _____

INTERVIEWEE RELATIONSHIP:

() FATHER () MOTHER () BROTHER

() SISTER () ANOTHER, EXPLAIN _____

GENDER: () MALE () FEMALE

MUSICAL PREFERENCES:

() ROCK

() SAMBA

() ROMANTIC

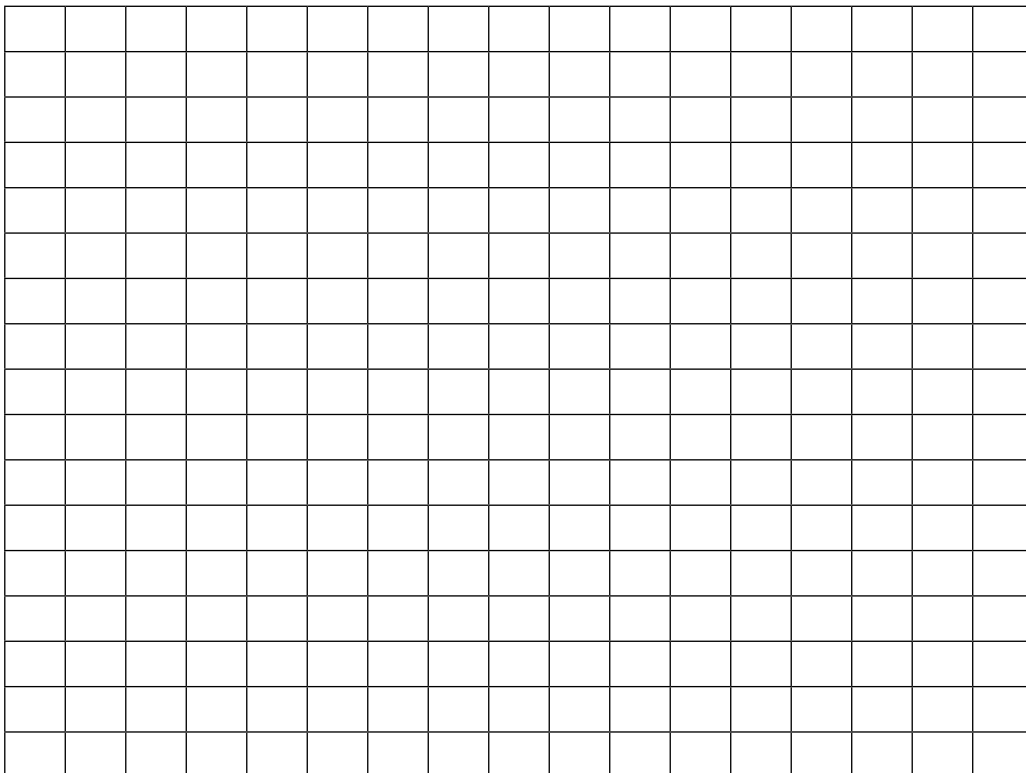
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DATA ORGANIZATION

- A)** WITH HELP FROM A RELATIVE, FILL THE TABLE BELOW WITH THE DATA COLLECTED.

MUSICAL PREFERENCE	NUMBER OF PEOPLE ACCORDING TO GENDER		TOTAL AMOUNT OF PEOPLE
	MALE	FEMALE	
ROCK			
SAMBA			
ROMANTIC			
FUNK			
PAGODE			
SERTANEJA			
DANCE			
OTHERS			

- B)** WITH HELP FROM A RELATIVE, DEVELOP A BAR GRAPH REGARDING THE MUSICAL PREFERENCE OF THE INTERVIEWEES.



Natural Sciences

ACTIVITY 1 - NATURAL PHENOMENA

KNOWLEDGE TRAIL



DO YOU KEEP TRACK OF THE WEATHER? FOR INSTANCE, IF IT IS TOO HOT OR IF IT IS RAINING TOO MUCH? SMALL TALKS ABOUT THE WEATHER ARE COMMON, AS FOR EXAMPLE: "IT IS SO COLD TODAY!" OR "DO YOU THINK TODAY IS GOING TO BE HOT?"

LET'S LEARN!

1. HOW IS THE WEATHER TODAY? HOT? COLD? RAINY?

2. IT IS POSSIBLE TO WATCH THE WEATHER CHANNEL FOR A DAILY UPDATE OF THE WEATHER: SUNNY, RAINY, CLOUDY, COLD, FOGGY, SNOWY OR DRIZZLE. THE CHANGES IN THE WEATHER INFLUENCE PEOPLE'S LIFE. LET'S UNDERSTAND HOW AND WHY THIS HAPPENS. READ THE NEWS BELOW:

A)



SÃO PAULO WAS HEAVILY AFFECTED BY FLOODS IN FEBRUARY. STUDIES APPOINT THAT OFTEN, THE RIVER OVERFLOW DURING RAINFALL. HOWEVER, FLOODING CAN HAPPEN FOR MANY REASONS: THE IMPERMEABLE ASPHALT ON STREETS THAT BLOCKS WATER ABSORPTION, OR THE CHANGE OF THE RIVER COURSES IN URBAN CENTERS, NECESSARY TO ALLOW THE CITY EXPANSION.

B)



THE NORTHEAST FARMERS WERE POSITIVELY IMPACTED BY THE RAINS. IN FEBRUARY IT RAINED 5 TIMES MORE THAN EXPECTED. ACCORDING TO THE FOOD AND AGRICULTURE ORGANIZATION, THE HARVEST IN 2020 WILL BE BETTER THAN THE ONE IN 2019.

C)



SEVERAL CITIES HAD THE OPPORTUNITY TO WITNESS SNOWFALL. THE AMOUNT OF SNOW WAS NOT THE SAME SEEN IN THE NORTHERN HEMISPHERE MOVIES BUT IT WAS STILL BEAUTIFUL. FOR THIS PHENOMENON TO OCCUR, THE TEMPERATURE NEEDS TO REACH BELOW 15°C, THE AIR MUST COOL AND THE MOISTURE CONDENSES.

D)



LAST YEAR, A FEW CITIES FROM THE NORTH OF MINAS GERAIS STATE WERE HEAVILY AFFECTED BY THE DRY SEASON. THE BIGGEST IMPACT WAS ON THE CORN PLANTATION. SEVERAL FARMERS LOST 100% OF THEIR CROP.

ADAPTATION: MÁRCIA BELLANDI VITAL RODRIGUES.

3. AFTER READING ALL THE NEWS ABOVE, FILL OUT THE TABLE BELOW ACCORDING TO THE INFORMATION YOU LEARNED.

NEWS	TYPE OF NATURAL PHENOMENA	WHERE IT TOOK PLACE	HOW IT AFFECTS PEOPLE LIFE
A			

B			
C			
D			

ACTIVITY 2 – NATURAL PHENOMENA - CONTINUATION

KNOWLEDGE TRAIL ▶▶▶

SOMETIMES WE HEAR AND READ NEWS ABOUT HURRICANES, CYCLONES, EARTHQUAKE OR SNOWSTORMS IN A GIVEN COUNTRY IN THE WORLD. IN THIS ACTIVITY WE WILL LEARN ABOUT NATURAL PHENOMENA: HOW, WHY AND WHERE THEY ARE CREATED.

LET'S LEARN!

1. LOOK AT THE PICTURES AND ANSWER THE FOLLOWING QUESTIONS:



IMAGE: PIXABAY

A) DO YOU KNOW WHAT THESE NATURAL PHENOMENA ARE? WRITE DOWN THEIR NAMES AND IF YOU NEED, ASK FOR SOMEONE'S HELP:

B) HAVE YOU EXPERIENCED ANY OF THESE NATURAL PHENOMENA? WHICH ONE(S)?

C) WHAT DID YOU FEEL WHEN YOU EXPERIENCED SUCH PHENOMENON?

D) DO YOU BELIEVE THAT NATURAL PHENOMENA INFLUENCE SOMEONE'S LIFE? HOW?

ACTIVITY 3 – NATURAL PHENOMENA - WIND

KNOWLEDGE TRAIL



IN THE PREVIOUS ACTIVITY, WE SAW AN IMAGE THAT SHOWS ONE NATURAL PHENOMENON, THE WIND. IN THIS ACTIVITY, WE WILL LEARN MORE ABOUT IT.

LET'S LEARN!

1. READ THE FOLLOWING TEXT:

WIND AND ENERGY

HUMAN GROUPS HAVE USED WIND POWER FOR CENTURIES.

CURRENTLY, WE USE THE WIND TO GENERATE ELECTRICITY THROUGH WIND TURBINES.

THE WIND TURBINES REACH UP TO 110 METERS IN HEIGHT AND HAVE TWO OR THREE BLADES WITH UP TO 50 METERS IN LENGTH EACH. WHEN THE WIND COMES, THE BLADES SPIN AND PRODUCE ELECTRICITY THAT IS STORED IN A GENERATOR.

BECAUSE THEY PRODUCE LESS ENERGY THAN A TRADITIONAL ELECTRIC CENTRAL, THE WIND TURBINES ARE CLUSTERED IN WIND FARMS, A GROUP OF WIND TURBINES IN THE SAME LOCATION. THE BEAUTY OF WIND POWER IS ITS LOW IMPACT ON THE ENVIRONMENT.



IMAGEM: FREE PHOTOS - PIXABAY

SOURCE: VENTO E ENERGIA – VIVIANE DE CAMARGO VALADARES E HUGO MONTENEGRO.

2. AFTER READING, ANSWER:**A) WHAT DOES THE WIND GENERATE?**

B) DID YOU KNOW ABOUT IT OR WAS IT NEW INFORMATION FOR YOU?

São Paulo (SP). Secretaria Municipal de Educação. Diretoria de Orientação Técnica. Cadernos de apoio e aprendizagem: Natureza e Sociedade – 3º ano / Secretaria Municipal de Educação – São Paulo : SME / DOT, 2012.

ACTIVITY 4 – DAY AND NIGHT**KNOWLEDGE TRAIL**

WHEN YOU OBSERVE ATTENTIVELY THE ENVIRONMENT WHERE YOU LIVE, YOU REALIZE THAT CHILDREN PLAY, STUDY, GO SHOPPING WITH THEIR PARENTS AND GO FOR WALKS AT CERTAIN TIMES. DO THEY DO THE SAME ACTIVITIES AT ANY GIVEN TIME? HOW ABOUT WHEN IT IS DARK?

LET'S TALK ABOUT IT!

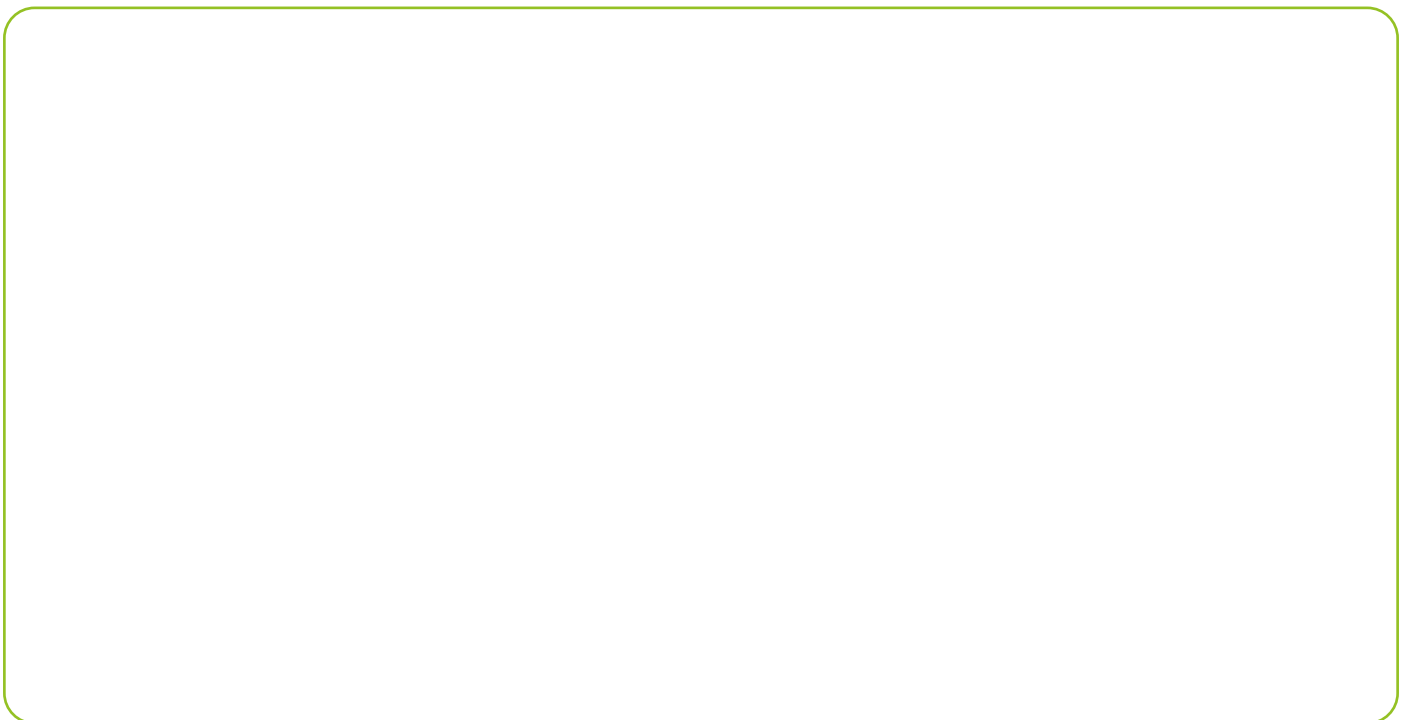
1. FILL THE FOLLOWING TABLE WITH ACTIVITIES THAT PEOPLE DO WHEN THERE IS SUNLIGHT (DAY) AND WHEN IT IS DARK (NIGHT).

WHAT DO PEOPLE DO WHEN THERE IS SUNLIGHT (DAY)?	WHAT DO PEOPLE DO WHEN IT IS DARK (NIGHT)?

2. COULD YOU EXPLAIN WHY WE DO NOT SEE THE SUN WHEN IT IS NIGHT?

A) WRITE DOWN YOUR IDEA:

B) DRAW AN IMAGE TO ILLUSTRATE YOUR HYPOTHESIS



ACTIVITY 5 – THE SHADOW

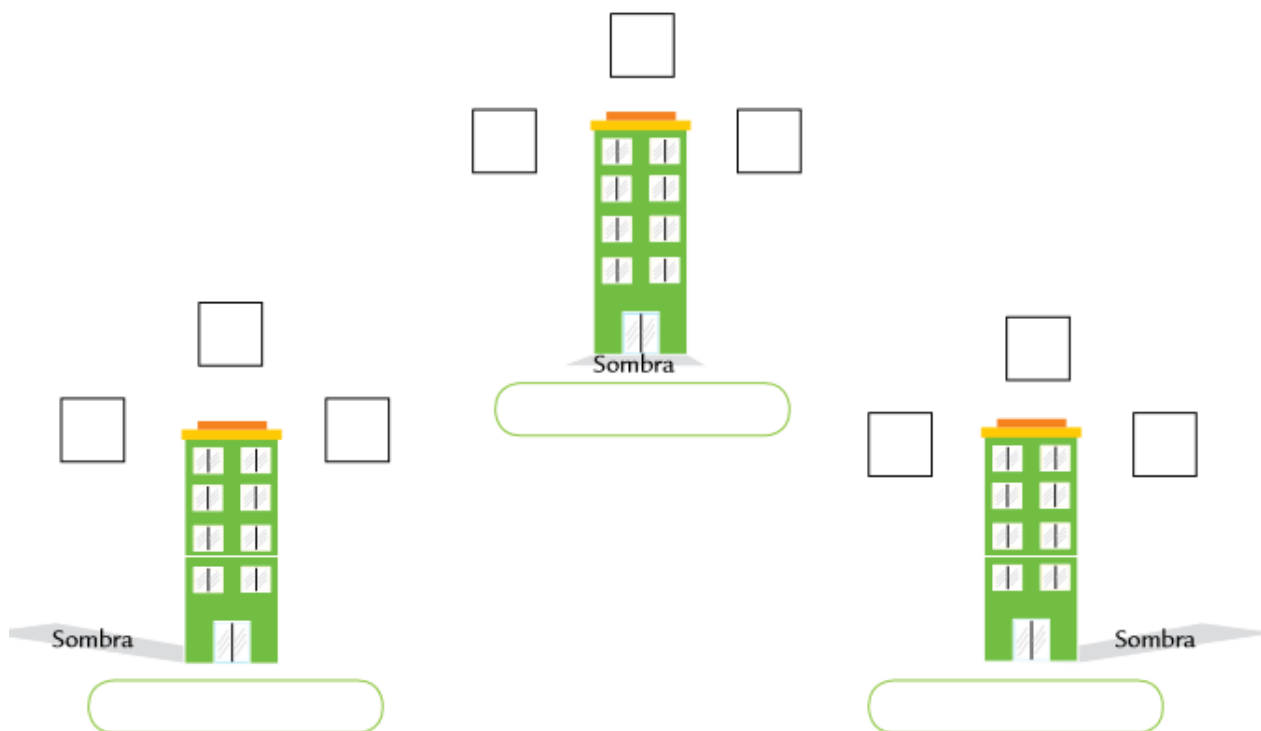
KNOWLEDGE TRAIL



OBSERVING THE SHADOW, ONE CAN REALIZE THE SUN MOVEMENTS AND POSITION.

LET'S OBSERVE!

1. OBSERVE THE THREE SHAPES AND THEIR PROJECTED SHADOWS:
2. IN EACH IMAGE, PAINT IN YELLOW THE SUN POSITION TO PRODUCE THE PROJECTED SHADOWS
3. WRITE DOWN THE CORRESPONDING PERIOD: MORNING, NOON OR AFTERNOON.



4. LET'S PLAY WITH SHADOWS. THIS ACTIVITY WILL BE MORE INTERESTING IF YOU ARE ACCOMPANIED AND HAVE A FLASHLIGHT OR LAMP IN A DARK ENVIRONMENT. WHEN YOU FIND THE BEST POSITION, START CREATING SHADOWS WITH YOUR HANDS OR OBJECTS, BUT DO NOT TELL YOUR FAMILY MEMBER OR FRIEND WHAT YOU ARE DOING. ASK HIM/ HER TO GUESS.

A) WHEN THE GAME IS OVER, DRAW THE SHADOW YOU ENJOYED DOING OR GUESSING THE MOST:



TO PLAY MORE:

IF YOU OR SOMEONE WHO LIVES WITH YOU WOULD LIKE MORE IDEAS TO PLAY WITH, THERE ARE MANY APPS THAT TEACH DIFFERENT GAMES. ONE OF THEM IS:
<http://apprendendo.labedu.org.br/>

5. READ THE FOLLOWING TEXT. IF NEEDED, ASK FOR SOMEONE'S HELP:**UNDERSTANDING SHADOWS FORMATION**

WHO HAS NEVER WONDERED THE SHADOWS ORIGIN? ONE INTRIGUING THING IS LOOKING AT THE GROUND AND SEEING ONE'S SILHOUETTE. WELL, THE ANSWER TO THIS QUESTION IS EXTREMELY SIMPLE AND HAS NO MYSTERY. FIRST, ONE NEEDS TO UNDERSTAND WHAT A SHADOW IS. THE SHADOW IS BASICALLY A DARK SPACE ORIGINATED BY THE LACK OF LIGHT AND CREATED BY THE PRESENCE OF AN OBSTACLE. THE SHADOW OCCUPIES A CERTAIN SPACE BEHIND ANY OBJECT THAT BLOCKS A BEAM OF LIGHT AHEAD OF IT. ACCORDING TO THE ORIGIN OF THE SOURCE OF LIGHT, IT CAN CHANGE POSITION OR EVEN MOVE.

LET'S SAY THAT SHADOW IS THE NAME GIVEN TO THE ABSENCE OF LIGHT AND IT IS RESHAPED EVERY TIME THAT A BODY IS BETWEEN A LIGHT SOURCE AND A BULKHEAD (E.G.: A RETAINING WALL). IF WE STAND UP IN FRONT OF A LIGHT SOURCE (SUN, LAMP, CANDLE), WE WILL HAVE THUS A PROJECTED SHADOW IN THE OPPOSITE DIRECTION OF ITS ORIGIN.

THE SHADOW CAN BE CREATED IN DIFFERENT FORMATS, WHICH WILL DEPEND ON THE DISTANCE AND THE FRAME THAT BLOCKS THE LIGHT. THE CLOSER THE OBJECT IS TO THE LIGHT SOURCE, THE MORE AUTHENTIC THE SHAPE OF THE SHADOW WILL BE; THE FURTHER THE BODY IS TO THE LIGHT SOURCE, THE BIGGER THE SHADOW. THERE ARE TWO TYPES OF SHADOWS: THE SELF AND THE PROJECTED. THE SELF-SHADOW IS SHAPED BY THE OBJECT OR BY THE LIGHT EFFECT OVER THE OBJECT. THE PROJECTED SHADOW IS CREATED WHEN THE OBJECT FACES THE LIGHT AND CREATES THE SHADOW, WHICH IS PROJECTED ONTO ANOTHER OBJECT OR PLANE.



IMAGE - MENNO GROENEN - PIXABAY

ADAPTATION: <http://institutopensi.org.br/blog-saude-infantil/por-que-temos-sombra/>

6. WRITE DOWN WHAT YOU LEARNED ABOUT SHADOWS.

ACTIVITY 6 – NATURAL RESOURCES: WATER

– KNOWLEDGE TRAIL ▶▶▶

IN THIS ACTIVITY, WE WILL STUDY THE NATURAL RESOURCES WATER AND AIR. IN OUR DAILY LIVES, THE WATER IS FOUND AT FOUNTAINS AT SCHOOL, BATHROOMS, KITCHENS, AMONG OTHER PLACES. YOU CAN ACCESS AND CONSUME WATER AT YOUR HOME, ON YOUR STREET, IN YOUR NEIGHBORHOOD AND IN SÃO PAULO. WATER DOESN'T COME ONLY FROM TAPS. YOU CAN ALSO FIND WATER IN RIVERS, CLOUDS, ATMOSPHERE AND GROUND.



Pixabay



Pixabay



CDC por Unsplash



Sérgio Souza por Unsplash

LET'S FIND OUT!

1. OBSERVE THE IMAGES AND ANSWER THE FOLLOWING QUESTIONS:

A) WHAT ARE THE USES FOR WATER IN THE IMAGES?

B) HOW DO YOU CONSUME WATER IN YOUR DAILY LIFE?

C) WHERE DOES THE WATER THAT PEOPLE CONSUME COME FROM?

D) CAN YOU REUSE WATER? HOW?

- 2.** INTERVIEW THE PEOPLE WHO LIVE WITH YOU. ASK THEM THE FOLLOWING QUESTION:

DO YOU BELIEVE THAT WATER IS IMPORTANT? WHY?

A) FIRST INTERVIEWEE'S ANSWER

B) SECOND INTERVIEWEE'S ANSWER (OPTIONAL)

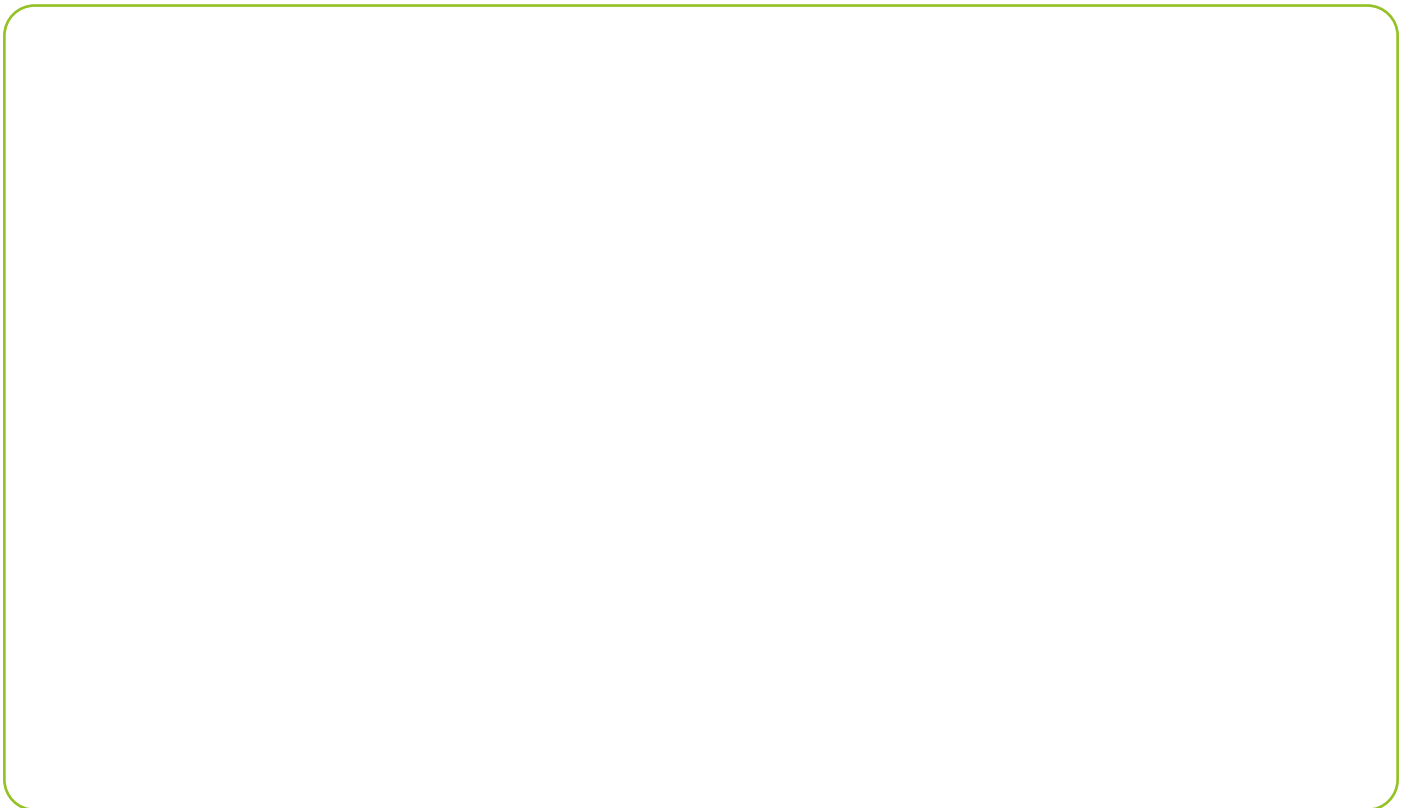
C) THIRD INTERVIEWEE'S ANSWER (OPTIONAL)

- 3.** READ THE FOLLOWING TEXT:

WATER IS IMPORTANT TO LIVING BEINGS (HUMAN BEINGS, ANIMALS AND PLANTS). PEOPLE CONSUME IT IN DIFFERENT WAYS: TO DRINK, TO COOK, FOR PERSONAL HYGIENE. IN A BROADER SENSE, WATER IS USED TO SUPPLY NEIGHBORHOODS, INDUSTRIES, PLANTATIONS AND TO GENERATE ENERGY.

A) DO YOU AGREE WITH THE STATEMENT? JUSTIFY YOUR ANSWER.

B) HAVE YOU DONE ANYTHING TODAY THAT REQUIRED WATER? IF YOU ANSWERED YES, WRITE DOWN AND DRAW HOW YOU USED WATER.



ACTIVITY 7 - NATURAL RESOURCES: WATER ROUTES

KNOWLEDGE TRAIL



ALTHOUGH EVERY HUMAN BEING NEEDS WATER, NOT EVERY PERSON OBTAINS IT IN THE SAME WAY ACROSS THE GLOBE.

LET'S CONTINUE!

1. WHAT IS THE WATER JOURNEY? DO YOU KNOW THE ROUTE THAT WATER TAKES TO GET TO YOUR HOME AND SCHOOL'S TAPS? ASK FOR A TUTOR'S HELP TO ANSWER THIS QUESTION.

2. NOW DRAW THE WATER ROUTE UNTIL IT REACHES A TAP.

3. READ THE FOLLOWING TEXT TO LEARN HOW PEOPLE INTERACT AND OBTAIN WATER IN DIFFERENT PLACES ON EARTH:

FOR FUN: IN SOME REGIONS OF THE AFRICAN CONTINENT, THERE ARE LONG DRY PERIODS. IN SOUTH AFRICA, THE INHABITANTS HAVE BUILT PARKS WITH MERRY-GO-ROUND TO OBTAIN WATER. WHEN PEOPLE SPIN IT, PUMPS PULL WATER THAT IS KEEP UNDERGROUND. EVERY HOUR, A MERRY-GO-ROUND CAN PUMP AROUND 1,400 LITERS OF WATER TO THE SURFACE.

RECYCLING: IN SOME CITIES IN THE UNITED STATES, SEWAGE WATER IS TREATED AND CAN BE REUSED. IN BRAZIL, SOME CITIES ALSO REUSE WATER.

MELTED ICE: PEOPLE FROM NEPAL, A COUNTRY IN THE ASIAN CONTINENT, CREATED A SYSTEM TO CAPTURE WATER THAT COMES FROM THE MOUNTAINS. THE MELTED WATER IS STORED IN TANKS AND IS DISTRIBUTED TO PLANTATIONS AND HOMES.

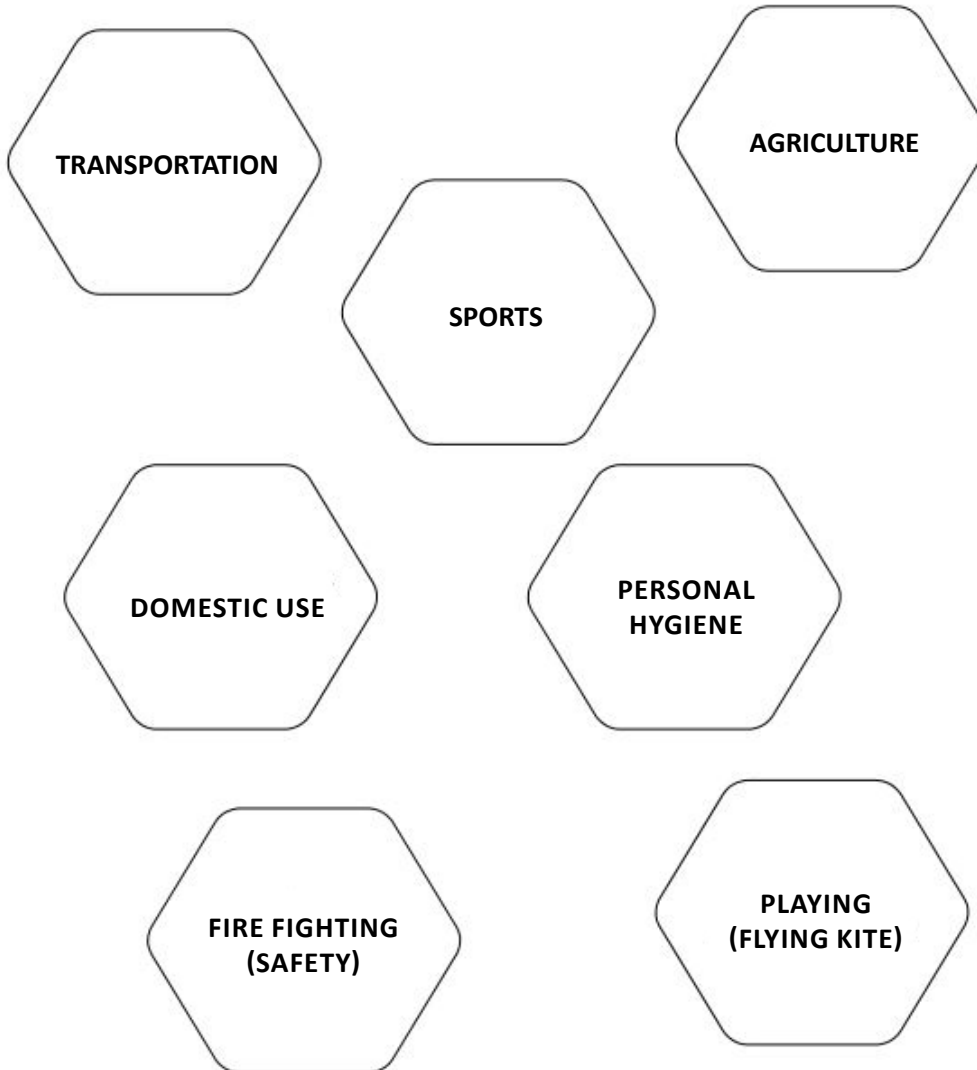
CAN WE DRINK SEA WATER? IN ISRAEL WE CAN. THIS COUNTRY IN THE ASIAN CONTINENT HAS DEVELOPED A TECHNOLOGY THAT TRANSFORMS SALT WATER IN POTABLE WATER. CURRENTLY, 80% OF THE WATER CONSUMED IN THAT COUNTRY COMES FROM THE SEA.

Adaptation: Wikipedia- acesso em 27/03/2020; Revista recreio15/04/2010 Maria Carolina Cristianini aDaPTaDO
- <http://planetasustentavel.abril.com.br/planetinha/natureza/povos-formas-obter-preservar-agua-recurso-precioso-recreio-551068.shtml>- Disponível no Caderno de Apoio 3^o ano- 2012.

4. USING INFORMATION FROM THE TEXT ABOVE, FILL THE FOLLOWING TABLE.

COUNTRY	SOURCE OF WATER

5. USE COLORED PENCILS TO HIGHLIGHT THE WORDS THAT SHOW DIFFERENT USES OF WATER BY PEOPLE FROM IN THOSE COUNTRIES.



ACTIVITY 8 - NATURAL RESOURCES: WATER ROUTES IN SÃO PAULO

- KNOWLEDGE TRAIL ▶▶▶

IN SÃO PAULO, WHAT IS THE WATER JOURNEY UNTIL IT GETS TO OUR TAPS?

LET'S LEARN!

1. READ THE FOLLOWING TEXT. ASK FOR A TUTOR'S HELP IF NEEDED.

THE WATER PATHS IN THE CITY OF SÃO PAULO

IN THE MOST POPULOUS CITY IN THE COUNTRY, WATER COMES FROM RIVERS, STREAMS, LAKES, GROUND, SPRINGS AND DAMS. DAMS WERE CREATED TO CAPTURE WATER FROM RAIN. THERE ARE AT LEAST 278 RIVERS AND SPRINGS AND 8 WATER COMPLEXES ACROSS THE MUNICIPALITY. THERE ARE MANY BARRIERS THAT SEPARATE WATER THAT COMES FROM THESE SOURCES FROM THE TAPS IN SÃO PAULO.

CAPTURING AND PURIFYING WATER IS A COMPLEX PROCESS AND REQUIRES CLEANING IT BECAUSE THERE IS DIRT IN DAMS, RIVERS AND SPRINGS. AMONG OTHER OPERATIONS, CATABAGULHO ELIMINATES RESIDUALS LIKE PET BOTTLES, CANS AND PLASTIC BAGS FROM DAMS. ACCORDING TO SABESP, THE ORGAN RESPONSIBLE FOR CLEANING WATER IN THE CITY, THESE MATERIALS CAN GET STUCK IN THE PROTECTION FRAMES OF THE ADDUCTOR THAT SOURCES WATER FROM DAMS AND TAKES IT TO TREATMENT STATIONS, DISTURBING THE LIQUID FLOW, WHICH DEMANDS MAINTENANCE OF THE FRAMES.

IN ORDER TO CAPTURE WATER, SUBSTANCES ARE ADDED TO ELIMINATE ALGAE THAT PROLIFERATES IN CONTAMINATED WATER ENVIRONMENTS, MAINLY IN THE SEWAGE EVICTION.

IN SUMMARY, THE WATER PATH IS: IT IS CAPTURED FROM DAMS AND RIVES; AT THE TREATMENT STATIONS, IT GOES THROUGH A PROCESS TO BECOME POTABLE; THE READY-TO-CONSUME WATER IS KEPT IN ADDUCTORS (A CONSTRUCTION OF PIPES); THEN IT GOES THROUGH 1.2 THOUSAND OF KILOMETERS OF PIPES TO ARRIVE AT PAULISTANOS HOMES.

TO LEARN MORE

WATCH THE VIDEOS ABOUT WATER CAPTURE:

<https://www.youtube.com/watch?v=qkZqKizLoBs>

<https://www.youtube.com/watch?v=dds88CBwka4>



IMAGE: ART TOWER-PIXABAY

EXAMPLE OF WATER CAPTURED FROM A LAKE.

2. AFTER READING THE FOLLOWING TEXT, ANSWER:

A) DID YOU KNOW THAT WATER PASSES THROUGH ALL THESE PROCESSES BEFORE REACHING THE TAPS?

LET'S LEARN!

1. PLEASE READ THE FOLLOWING. ASK FOR HELP IF YOU NEED!

WATER PROPERTIES

HOW CAN WE CALL WATER THAT PRESENTS SUITABLE CONDITIONS TO DRINK? YOU KNOW THAT POTABLE WATER IS THE GOOD WATER THAT WE USE TO DRINK: IT MUST BE CLEAR, CLEAN, WITHOUT MICROORGANISM, WITHOUT SMELL... WATER PRESENTS A VERY IMPORTANT PROPERTY, SINCE SEVERAL SUBSTANCES DISSOLVE IN WATER. FOR THIS REASON, WATER IS CONSIDERED A UNIVERSAL SOLVENT. WHAT DOES THAT MEAN? WATER IS CONSIDERED SOLVENT BECAUSE IT'S ABLE TO DISSOLVE THE DIRTY FROM CLOTHES, THE GROUND AND OUR BODY. IN NATURE, IT DISSOLVES LARGE QUANTITY OF SUBSTANCES, MAINLY MINERAL SALTS OF ROCKS AND SOIL. DID YOU ALSO KNOW THE EXPRESSION MINERAL WATER? IT IS CALLED MINERAL WATER, WATER THAT HAS SOME TYPE OF MINERAL SALT DISSOLVED IN A CERTAIN QUANTITY.

TEXT: PROPRIEDADES DA ÁGUA - VIVIANE VALADARES E HUGO MONTENEGRO

- A)** WHAT IS THE NAME OF WATER USED TO DRINK?

- B)** WRITE AN IMPORTANT PROPERTY OF WATER.

C) WHY WATER IS CONSIDERED A UNIVERSAL SOLVENT? WHAT DOES THAT MEAN?

D) WHAT OTHER SOLVENT BESIDES WATER DO YOU KNOW? IN WHICH SITUATION IT'S USED?

ACTIVITY 10 – WATER CONSERVATION

KNOWLEDGE TRAIL



HAVE YOU NOTICED HOW MANY PEOPLE LIVE WITH YOU AND CONSUME WATER?
HAVE YOU SAVED THIS VALUABLE RESOURCE?

LET'S PRACTICE!

1. IN THIS ACTIVITY YOU WILL HAVE A MISSION! READ THE TASKS THAT YOU SHOULD COMPLETE:

TASK 1:

OBSERVE OVER ANY ONE DAY HOW PEOPLE THAT LIVE WITH YOU USE THE WATER. INSPECT IF YOU HAVE ECONOMY OR WASTE. FOR EXAMPLE, IF SOMEONE LEAVES THE TAP OPEN WHILE BRUSHING THE TEETH ; OBSERVE IF SOMEONE HAS TAKEN LONG SHOWERS; IF THE SPACES ARE BEEN WASHED WITH HOSES; IF WHEN WASHING THE DISHES, SOMEONE LEAVES THE TAP RUNNING; OR IF ANY POSSIBLE WATER LEAKAGE. REMEMBER THAT IT'S JUST TO OBSERVE. DON'T TELL ANYONE THAT YOU ARE ON A MISSION.

TASK 2:

AFTER YOUR OBSERVATION, REFLECT ON HOW PEOPLE WHO LIVE WITH YOU CAN SAVE MORE WATER.

TASK 3:

MAKE A LIST WITH ALL THE ACTIONS THAT PEOPLE WHO LIVE WITH YOU CAN DO. USE PAGE 108 TO MAKE YOUR LIST.

TASK 4:

IT'S TIME TO TELL THEM YOUR MISSION! SCHEDULE A MEETING WITH THE PEOPLE WHO LIVE WITH YOU AND SEE WHAT IS THE BEST DAY AND TIME.

TASK 5:

DURING THE MEETING FOLLOW THESE STEPS: | MOSTRE PARA ELES A LISTA QUE VOCÊ FEZ E O QUE VOCÊ OBSERVOU.

- SHOW THEM YOUR LIST AND WHAT YOU OBSERVED.
- LET EVERYONE READ THE LIST CAREFULLY. ASK IF SOMEONE HAS ANY MORE ACTION IDEA TO SAVE WATER. IF YES, ADD TO THE LIST.
- IF POSSIBLE, CUT THIS LIST AND FIX IT IN A PLACE THAT EVERYONE CAN SEE.



TO LEARN MORE ABOUT

WATCH THE VIDEOS ABOUT WATER SOURCE:

<https://www.todamateria.com.br/dicas-para-economizar-agua/>

https://www.youtube.com/watch?v=JtshF-n-mis&feature=emb_rel_pause

Human Sciences

ACTIVITY 1 - THE USE OF DIFFERENT SPACES

KNOWLEDGE TRAIL ▶▶▶

WHEN WE LEAVE HOME TO GO TO SCHOOL, WE NOTICE DIFFERENT PUBLIC AND PRIVATE PLACES THAT MAKE OUR CITY OF SÃO PAULO. WE OBSERVE PEOPLE WALKING, GOING TO WORK AND HAVING FUN. WE SEE CHILDREN AND YOUNG PEOPLE STUDYING, TALKING, PLAYING AND MANY OTHER THINGS.

LET'S PRACTICE!

- OBSERVE THE FOLLOWING PICTURE AND USING THE WORD BOARD, WRITE NEXT TO EACH WORD WHAT YOU IDENTIFY

RESIDENTIAL

INDUSTRY

STREET

WAREHOUSE

TRADE

VAGUE AREA (WITHOUT OCCUPATION)

PARK

SQUARE

HIGHWAY

SUBWAY STATION

RAILWAY



Foto: Waadr Mantovani



Foto: Flávio L. Fatigati



Foto: Flávio L. Fatigati



Foto: Waldir Manóvani



Foto: Flávio L. Fatigati

2. CONSIDERING THE NEIGHBORHOOD WHERE YOUR SCHOOL IS LOCATED AS A REFERENCE, MARK AN X IN THE PREDOMINANT TYPE OF USE:

- () RESIDENTIAL () INDUSTRY
 () MIXED USE () COMMERCIAL AND SERVICE

ACTIVITY 2 - THE USE OF CITY SPACES

KNOWLEDGE TRAIL ▶▶▶

IN THE SÃO PAULO CITY, JUST AS IN OTHER CITIES, THERE ARE RESIDENTIAL AREAS, COMMERCIAL AND SERVICES AREAS, INDUSTRY AREAS, AS WELL AS MIXED USE AREAS, IN OTHER WORDS, PLACES WHERE WE CAN FIND HOUSES, COMMERCE, SERVICES AND ALSO INDUSTRY TOGETHER IN THE SAME NEIGHBORHOOD.

LET'S PRACTICE!

1. LOOK AT THE FOLLOWING IMAGES AND INFORMATION THAT APPEARS IN THE SUBTITLE TO IDENTIFY OTHER TYPES OF USE THAT CAN BE FOUND IN YOUR NEIGHBORHOOD.

IMAGE 1



FOTOS DIVULGAÇÃO

LEISURE AND RECREATION IN A WATER PARK

IMAGE 2



FOTOS DIVULGAÇÃO

LEISURE AND RECREATION IN URBAN PARK

IMAGE 3



FOTOS DIVULGAÇÃO

COMMERCIAL BUILDINGS, BANKS AND CAR TRAFFIC

IMAGE 4



FOTOS DIVULGAÇÃO

COMMERCIAL PLANTATION IN RURAL AREA

A) IDENTIFY WHICH IMAGE OR IMAGES PRESENT PLACES THAT CAN BE ATTENDED BY PEOPLE WITHOUT THEIR NEED TO PAY OR ASK PERMISSION TO GET IN.

B) CLOSE TO YOUR SCHOOL OR TO THE PLACE THAT YOU LIVE ARE THERE ALSO PLACES THAT CAN BE ATTENDED BY PEOPLE WITHOUT THEIR NEED TO PAY OR ASK PERMISSION TO GET IN? DESCRIBE THESE PLACES.

C) CONSIDERING THE INFORMATION DISPLAYED IN THE IMAGES AND SUBTITLES ANSWER IF CLOSE TO THE PLACE THAT YOU STUDY THERE ARE AREAS:

- INTENDED TO LEISURE. WHAT AND HOW ARE THESE AREAS (SQUARE, PARK, CINEMA, THEATER, OTHERS)?

- INTENDED TO RETAIL. WHAT TYPE OF RETAIL SHOPS CAN YOU FIND IN THESE AREAS? (MARKET, BAKERY, CLOTHING STORE, BAR, CAFETERIA, OTHERS).

- INTENDED ONLY TO HOUSING. HOW ARE THESE AREAS? (THERE ARE MORE GROUND LEVEL HOUSE, HOUSE, APARTMENT OR OTHER TYPES OF HOUSE).

- INTEND TO AGRICULTURE (PLANTING) AND LIVESTOCK (CATTLE RAISING). WHAT TYPES OF PLANTATION OR ANIMAL RAISING ARE MADE IN THESE PLACES?

- FOR THE PRODUCTION OF SOME PRODUCT (INDUSTRY). WHAT TYPES OF PRODUCTS ARE MANUFACTURED?
-
-

- FOR THE PROVISION OF SERVICE. WHAT ARE THESE SERVICES? (OTHER SCHOOL, HEALTHCARE, HOSPITAL, BANK, OFFICE, BROKER, SEWING STORE, SHOE STORE, LOTTERY BRAZILIAN HOUSE, OTHERS).
-
-

ACTIVITY 3 – THE DIFFERENT PLACES IN OUR CITY REPRESENTED ON A MAP

KNOWLEDGE TRAIL ▶▶▶

LOCATING WHERE WE LIVE OR STUDY, OR ANY OTHER PLACE WHERE WE USUALLY GO IS IMPORTANT AND CAN MAKE A DIFFERENCE DEPENDING ON THE SITUATION. WE CAN SEARCH AND MARK ON THE MAP SOME POINTS OF REFERENCE FOR OUR OWN INTEREST OR TO HELP PEOPLE WHO MIGHT NEED THIS KIND OF INFORMATION.

LET'S PRACTICE!

1. OBSERVE THE MAP OF MUNICIPALITY OF SÃO PAULO AND THE DIVISION INTO DISTRICT (SET OF NEIGHBORHOODS):

A) WHICH PLACES ARE REPRESENTED ON THIS MAP?

B) WHICH INFORMATION ARE THE SYMBOLS ON THE MAP IDENTIFYING?

C) IS THE NEIGHBORHOOD WHERE YOU STUDY ON THE MAP? WHICH NEIGHBORHOOD IS YOUR SCHOOL LOCATED?

ACTIVITY 4 – REPRESENTING MY SCHOOL AND OTHER REFERENCES ON THE MAP

LET'S PRACTICE!

- 1. DRAW ON SMALL PIECES OF PAPER SOME SYMBOL TO REPRESENT:**
 - SCHOOL WHERE YOU STUDY

- THE HOUSE WHERE YOU LIVE
- HOUSE OF 5 COLLEAGUES
- TEACHER'S HOUSE
- THREE POINTS OF REFERENCE.

2. STICK THESE SYMBOLS IN THE PREVIOUS MAP.

3. OBSERVE THE MAP AGAIN AND WRITE WHAT CALLS YOUR ATTENTION WHEN IT COMES TO THE DISTRIBUTION OF THESE SYMBOLS THAT YOU REPRESENTED (SCHOOL, HOUSE AND THREE POINTS OF REFERENCE)

ACTIVITY 5 – CITY SPACES AS WELL AS ITS USE CHANGE AS YEARS PASS BY..WHAT CHANGES AND WHAT REMAINS?

LET'S PRACTICE!

LOOK AT THE IMAGE:



Foto memorial SME-SP e divulgação

EMEF COELHO NETO NOWADAYS



Foto memorial SME-SP e divulgação

EMEF COELHO NETO 48 YEARS AGO

1. WHICH CHANGES HAVE HAPPENED IN THIS SCHOOL? ORGANIZE THE FOLLOWING INFORMATION IN THE CHART BELOW:

IN ITS CONSTRUCTION	
IN ITS SURROUNDINGS	

ACTIVITY 6 - CITY SPACES AS WELL AS ITS USE CHANGE AS YEARS PASS BY..WHAT CHANGES AND WHAT REMAINS?

LET'S PRACTICE!

OBSERVE THE PICTURES OF THIS AVENUE IN DIFFERENT MOMENTS OF TIME:

FOTOS DIVULGAÇÃO



PICTURE 1:
AVENIDA PAULISTA AT THE END
OF THE 19TH CENTURY

FOTOS DIVULGAÇÃO



PICTURE 2:
AVENIDA PAULISTA IN THE BEGINNING OF
THE 20TH CENTURY

FOTOS DIVULGAÇÃO



PICTURE 3:
AVENIDA PAULISTA IN THE 70s/80s

1. NOW ANSWER:

- A)** MENTION (WRITE) 3 CHARACTERISTICS OF THE LANDSCAPE OF AVENIDA PAULISTA AND ITS SURROUNDINGS AT THE END OF THE 19TH CENTURY (PICTURE 1).

- B)** MENTION (WRITE) 3 CHARACTERISTICS OF THE LANDSCAPE OF AVENIDA PAULISTA AND ITS SURROUNDINGS IN THE BEGINNING OF THE 20TH CENTURY (PICTURE 2).

- C)** MENTION (WRITE) 3 CHARACTERISTICS OF THE LANDSCAPE OF AVENIDA PAULISTA AND ITS SURROUNDINGS IN THE 70s/80s (PICTURE 3).

ACTIVITY 7 - THE CHANGES OF A PLACE

LET'S PRACTICE!

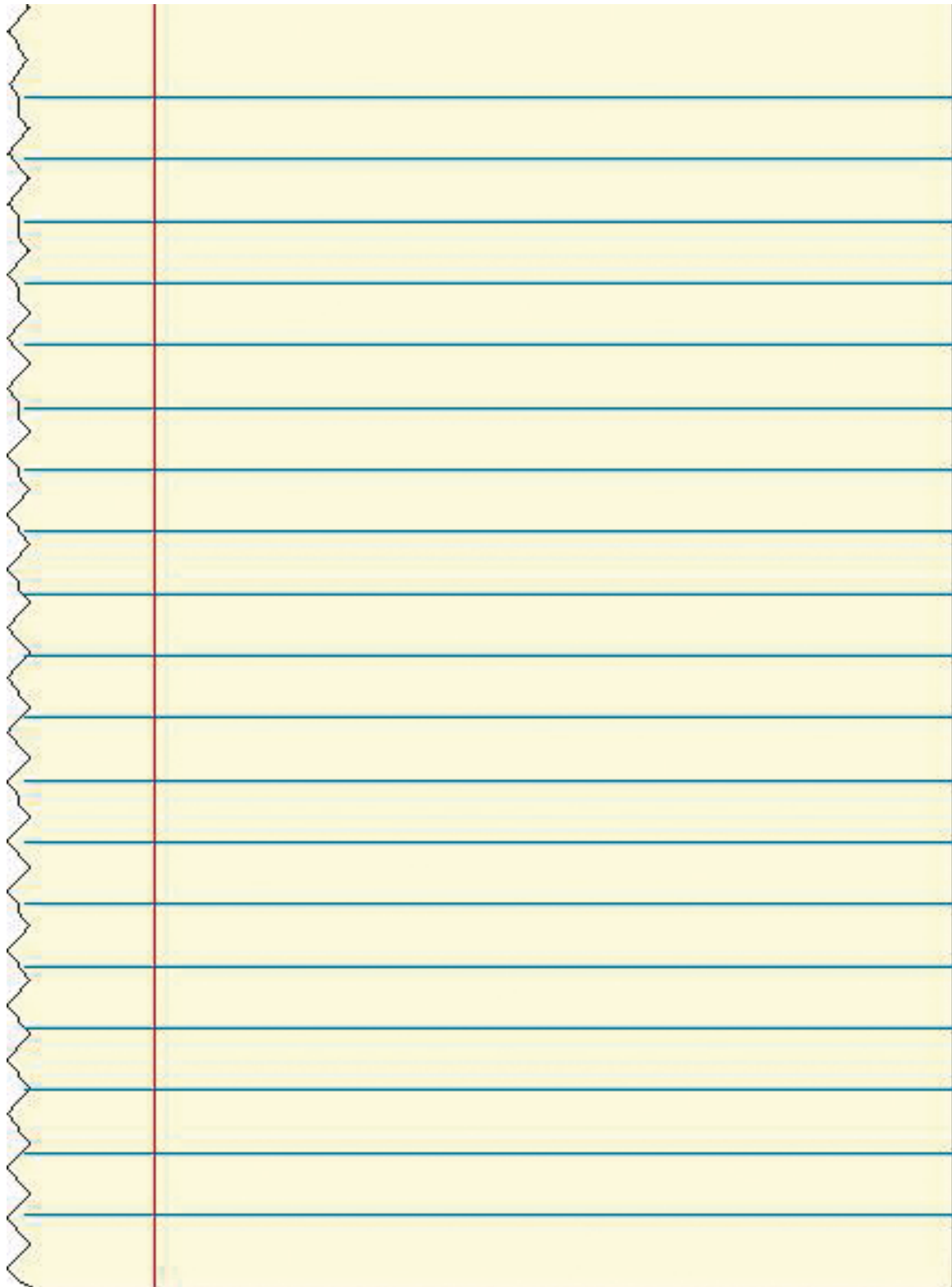
READ THE POEM WHICH TALKS ABOUT THE CHANGES OF A PLACE:

A TRANSFORMED STREET

ON THE STREET WHERE CORALINA LIVES
MANY TREES ARE BEING CUT
BRIDGES AND MONORAILS ARE BEING BUILT
SKYSCRAPERS ARE BEING CONSTRUCTED.
CORALINA'S STREET WOKE UP CHANGED.
THEY DO NOT KNOW THAT LIVE HAS
THESE UNEXPECTED AND BRUTAL CHANGES.
ONLY CORALINA ADMIRES THE SPECTACLE
AND HAS FUN WITH THE VEHICLES COMING AND GOING
WITH SAND AND MUD WHERE SHE PLAYS
MAKING UP THE MOST DIVERSE OBJECTS.

VIVIANE DE CAMARGO VALADARES E HUGO MONTENEGRO

- A)** HAS THE STREET WHERE YOU LIVE OR ANY OTHER STREET NEARBY PASSED THROUGH ANY TRANSFORMATION IN THE LAST DAYS, MONTHS, OR YEARS? ORGANIZE AND WRITE THE INFORMATION ABOUT THE TRANSFORMATIONS ABOUT THE PLACE WHERE YOU LIVE IN THE SPACE BELOW:



ACTIVITY 8 - IDENTIFYING EXISTING (OR NON EXISTING) URBAN EQUIPMENT IN OUR CITY SPACES

KNOWLEDGE TRAIL ▶▶▶

WE SAW THAT PAULISTA AVENUE WAS STARTING TO BE URBANIZED OVER 100 YEARS AGO. AT THAT TIME, THERE WAS NOT THE SERVICES AND EQUIPMENTS WE CAN FIND TODAY IN THIS REGION OF THE CITY: THERE WAS NO PAVEMENT WITH ASPHALT OR PAVING STONES, SIDEWALKS AND CURBS MADE OUT OF TILES OR MARROQUIAN STONES OR EVEN CONCRETE. THERE WAS NOT LAMP POSTS AND OTHER URBAN EQUIPMENTS.

CURRENTLY, SÃO PAULO IS THE BIGGEST CITY IN BRAZIL AND ONE OF THE BIGGEST CITIES IN THE WORLD. EVEN SO, IN SOME OF ITS AREAS THERE IS THE LACK OF MANY SERVICES AND URBAN EQUIPMENTS WHICH COULD PROVIDE SUPPORT FOR ITS INHABITANTS.

LET'S PRACTICE!

OBSERVE THE FOLLOWING PICTURES:





FOTOS DIVULGAÇÃO



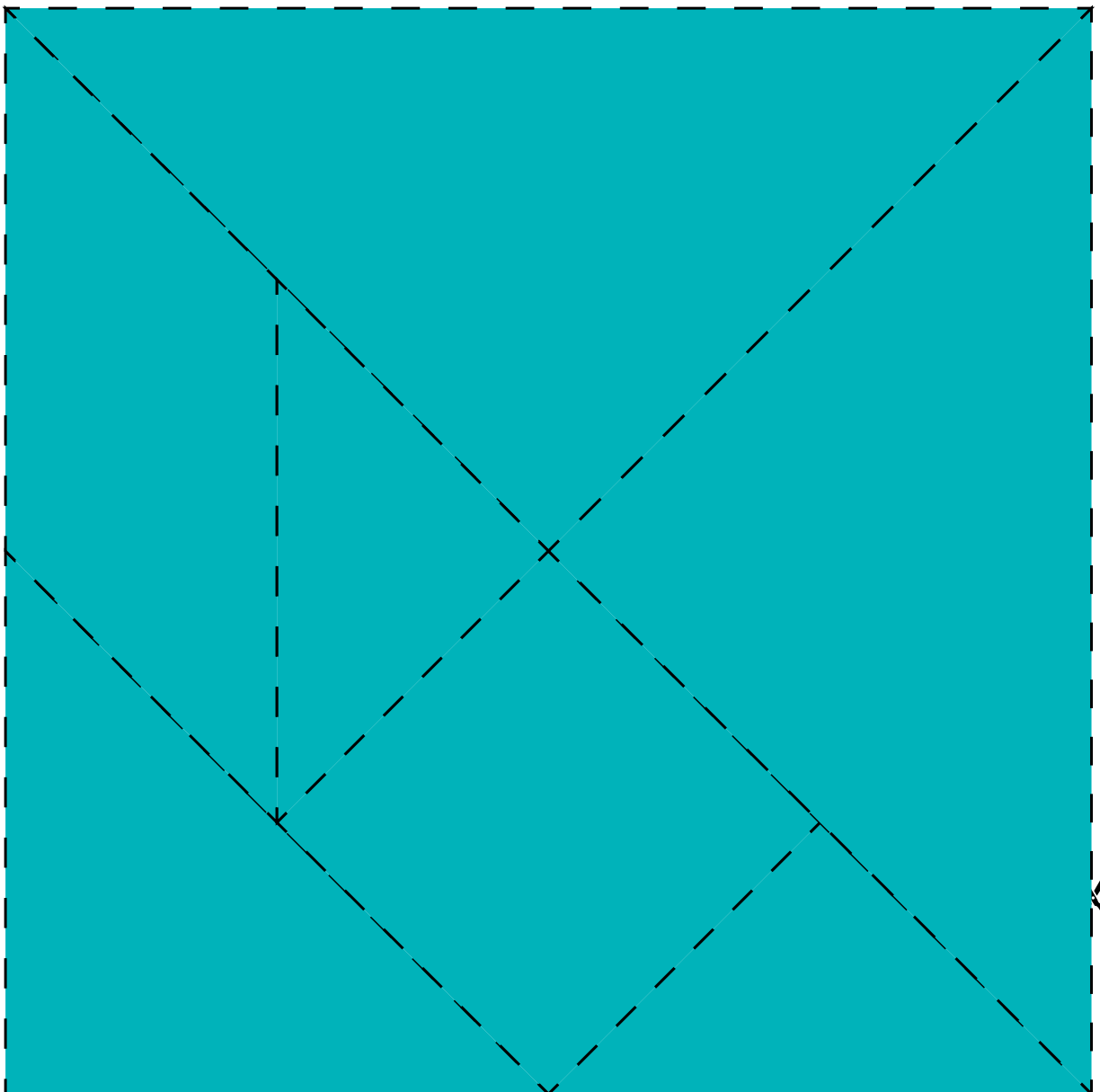
1. CHECK WHETHER SOME OF THESE PROBLEMS ARE VISIBLE AROUND YOUR SCHOOL. THEN, ANSWER TO THE QUESTIONS BELOW:

A) DOES THE NEIGHBORHOOD WHERE YOUR SCHOOL IS LOCATED HAVE SIMILAR PROBLEMS WITH THE ONES PRESENTED IN THE PICTURES ABOVE? SIMILAR WITH WHICH OF THE PICTURES?

B) WHICH OTHER PROBLEMS DOES YOUR SCHOOL NEIGHBORHOOD HAVE WHICH WAS NOT PORTRAYED IN THESE PICTURES?



MATH - ACTIVITY 5



CUT-OUT



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

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

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

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

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

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