

SECRETARIA MUNICIPAL DE EDUCAÇÃO DE SÃO PAULO

Inglês

Trilhas de Aprendizagens

**EDUCAÇÃO
INFANTIL
de 0 a 3 anos**

SÃO PAULO CITY DEPARTMENT OF EDUCATION

Learning Trails

**INFANT
EDUCATION**
from 0 to 3 years-old



**CIDADE DE
SÃO PAULO
EDUCAÇÃO**

*São Paulo City Hall
Education*

São Paulo City Hall

Bruno Covas
Mayor

São Paulo City Department of Education

Bruno Caetano
São Paulo City Department of Education Secretary

Minéa Paschoaleto Fratelli
Assistant Secretary of Education

Pedro Rubez Jeha
Chief of Cabinet

São Paulo City Department of Education

Learning Trails

**Games, plays and
interaction activities for
children up to 3 years-old**

PEDAGOGICAL COORDINATION – COPED

Daniela Harumi Hikawa - Coordinator

TECHNICAL ADVISORY - COPED

Fernanda Regina de Araujo Pedroso
Kelvin Nascimento Camargo

CHILDHOOD EDUCATION DIVISION – DIEI

Cristiano Rogério Alcântara - Director

PRIMARY AND SECONDARY EDUCATION DIVISION – DIFEM

Carla da Silva Francisco - Director

YOUTH AND ADULT EDUCATION DIVISION – DIEJA

Milena Marques Micossi - Director

SPECIAL EDUCATION DIVISION – DIEE

Mônica Leone Garcia - Director

TECHNICAL CENTER OF CURRICULUM – NTC

Wagner Barbosa de Lima Palanch - Director

TECHNICAL ASSESSMENT CENTER – NTA

Claudio Maroja - Director

TECHNICAL TRAINING CENTER – NTF

Adriana Carvalho da Silva - Director

TECHNICAL CENTER OF THE CEUS UNIVERSITY – UNICEU

Cristhiane de Souza - Director

AUTHORSHIP

COPED team and employees
of the DRE Pedagogical Divisions

TEXT REVIEW

Cláudio Santana Bispo
Maria Alice Machado da Silveira
Roberta Cristina Torres da Silva
Thiago Fabiano Brito

TRANSLATION

Kamila Sakurai Simões
Priscilla de Carvalho Raibott Labre

TEXT REVIEW - ENGLISH

Juliana Feres
Victor da Cunha Fernandes Puttomatti
Verônica de Castro Caetano Baumhardt

EDITORIAL PROJECT

MULTIMEDIA CENTER

Magaly Ivanov - Coordinator

CREATION AND ART CENTER - Design, Editing and Illustration

Ana Rita da Costa
Angélica Dadario
Cassiana Paula Cominato
Fernanda Gomes Pacelli
Simone Porfirio Mascarenhas
Gabriela Wozz

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

Dear family members, caregivers, babies and children,

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

However it is not necessary to distance ourselves from learning opportunities! On the contrary, it is essential that a daily routine can be created and performed so that different activities are present in everyday life.

In this letter to family members and caregivers, possibilities and suggestions for organizing a daily routine are recommended. There is also a space for you to create your own routines with your favourite activities to do on a daily basis. In this planning, it is important to consider collective activities (playing together) and moments for children to learn how to play alone.

This material was produced in order to foster an opportunity to diversify the activities carried out with babies and children on a daily basis.

Educators from Educational Units will be in contact with you to recommend other games, plays and readings.

Keep healthy and have fun!

Bruno Caetano
Municipal Secretary of Education

Dear family members and caregivers,

Before starting the tasks, we have some suggestions:

Talk to the child or young person about the latest events, explaining that it will be necessary to study at home for a period of time. Children hear a lot of news and, thus, need someone who is more experienced to assist them to analyze what is heard, in order to understand and to form their own opinion.

In addition, students will need the support of guardians to organize their study routine and adapt to a different way of experiencing school tasks. This guide aims to bring to families important orientation. It is also complemented, considering the Special Education's target audience

No one knows the child or the youth better than you do. Use your daily routine experiences when doing school assignments. Respect the student's time and pace: it is not necessary to do either all the activities on the same day, nor one after the other.

Divide the tasks along the days of the week, following a diversified routine which is indicated in this guide. If the student shows tiredness, take a break and do other relaxing activities!

The activities can be carried out with your help. The student must speak, point, draw and write (among other means) what was understood of the studied subject. If the student is unable to register it, you can do so on the material itself or through videos and photos.

Remember that registering the answer does not mean doing the activity for the child. The goal is to register what was the answer given by the student in the activity, which is often not the correct one, which is fine. The crucial matter is to recognize their thinking processes. Family members can also discuss the activities so children and young people can understand the resolution process, in order to reach the correct answer.

Let students express themselves the way they usually do. Forcing children to perform something they are still not able to do may lead to frustration.

This guide is for all our students!



Suggestion for carrying out the activities!!!

For the Reading:

- **For students with blindness or low vision:** in addition to the usual reading, let the student touch the book, describe the scenario presented on each page (colors, shapes, meaning of a term, among others), and search on the internet for audible stories. If you can open this guide on your computer, zoom it.
- **For students with hearing disabilities:** use images to illustrate the story, sign language, small objects, signs, illustrative films without speech or/and with captions.
- **For students with intellectual disabilities:** use tactile materials, images, objects, puppets, fingerprints, produce illustrative sounds and films.
- **For students with autism:** anticipate the activity to be carried out by describing it with images, tactile objects and others. Also use “clean” and clear images in which only the focused represented object/theme is presented.
- **For students with high skills:** do not let the lockdown diminish the high skills children’s potential, as one of their characteristics is their deep involvement with their area of interest and their attraction for challenging activities. How about instigating them to expand and enrich their knowledge? You can help the student by asking problematizing questions and stimulating the search for answers. Make them feel curious, ask questions that you do not have the answer to. Show that there are many unanswered questions, and suggest national and international websites to delve into research, such as universities, libraries, museums, institutes (of arts, music, dances), laboratories from any area, sports clubs etc.

For registration:

- **Act as a scribe** (person who will write down the answers presented orally by the student);
- **Act as a reader** (person who will read the activity questions and commands for the student);
- **Let the student register in the most comfortable manner for him/her**, even if it is not a conventional one;
- **Make use of Assistive Technology resources:** attach sheets to the table with adhesive tape, use pencils with thickeners (bicycle handle, EVA, rolled adhesive tape, etc.), use a tablet, voice assistant, reader, magnifiers, among others;
- **Record** through video or photos the activity’s development.

For research:

We suggest some interesting sites that can be helpful:

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

- **Plays and games for children with vision disabilities:** <https://lunetas.com.br/13-dicas-para-brincarcom-criancas-com-deficiencia-visual/>
 - **Videos with audible descriptions:** <http://www.bengalalegal.com/audio-e-vídeo>
 - **Stories in sign language:** <http://www.ebc.com.br/infantil/voce-sabia/2012/11/assista-oscontos-infantis-narrados-em-libras>
- △ Sign language guides for all ages: <http://tvines.org.br/>
 - △ Accessible books: <https://maisdiferencas.org.br/biblioteca/livros/>
 - △ Notebooks on 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>
 - △ Free channel TV (sign language and audible descriptions): <https://tvcultura.com.br/>

Accessibility resources:

The area of assistive technology, which specifically involves the expansion of communication skills is called Alternative / Supplementary Communication. It is intended for people without speech or functional writing, or who handle discrepancy between their communicative needs and the ability to speak and/or write.

For students who use these means of communication, images are important allies, during the teaching and learning process.

Sites for researching which collaborate with these practices:

- △ For Blind students, parents and guardians can download NVDA and ORCA, which are free: <http://cegosbrasil.net/downloads/download-do-nvda>
- △ We also recommend the accessibility features which are found on the SMPED portal. <https://www.essentialaccessibility.com/pt-br/download-app/>
- △ DosVox - <http://intervox.nce.ufrj.br/dosvox/>
- △ The Windows zoom tool is perhaps the most accessible screen magnifier for users, as the feature has been native to Windows since version 98.
- △ MAGIc - The MAGic screen magnifier offers a speech synthesizer, the same as the JAWS screen reader, which reads objectively what is presented on the screen. This is a hearing aid for you not to tire your eyes.
- △ <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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Infants, Toddlers, and Adults TOGETHER: Activities and Interactions from birth to 3 years old

We live in uncertain times, but we remain hopeful that this time will pass and we will be able to get back together very soon: listening, talking, and learning from each other.

Our main goal is to keep doing what we have achieved so far successfully, and for doing that, we would like to share with all of you, infants and toddlers' parents and caregivers, some of our learning experiences at some daycares and schools in São Paulo. We can overcome this difficult time of social distancing by creating an invisible thread which connects the school to the affection, knowledge and love that only the family can offer.

We want to have you as partners on this mission, not as a teacher(s), but as a mother, a father, or guardians. Our aim is to strengthen the relationship between the family and the school and keep children active!

First of all, we would like to share our understanding on education, school and teaching in the Municipal Education System. Education is a public good and a common value that needs to be shared by all human beings. The school is an institution designed to provide social experience, interactions, and cultural experiences for children from a very young age, and enable them to learn and develop all of their potential. Teaching is the process of offering situations and proposals to attend babies' and children's needs, and also challenging them to understand the world.

Early childhood education has a specificity, and the national documents that standardize the educational proposal, such as The National Curriculum Guidelines for Early Childhood Education (Diretrizes Curriculares Nacionais para a Educação Infantil - DCNEIS) and the Common National Curricular Base (Base Nacional Comum Curricular - BNCC), in dialogue with the Early Childhood Education Curriculum of Sao Paulo City, clearly state that day care centers and the preschools should have INTERACTIONS and PLAYING as their core activities.

This guideline was created to build a bridge between families and educators to support infants, toddlers and children's development, allowing them to have meaningful experiences together with their families at this challenging time for all of us. It is not our intention to have family members reproducing children's SCHOOL educational experiences at home. We would like to invite you all to have more pleasurable moments of interactions and playing with your kids, specially during this period of social distancing social they will need more moments of playing exclusively to themselves and interactions with the people they live with.

How do infants and children learn?



Foto : <https://pixabay.com/pl/>

It seems like a simple question, but it needs some reflection. Studies demonstrate that children learn throughout living experiences in the environment they are inserted. So, how can we offer meaningful experiences at home during this outbreak to keep and continue all of the lessons your child has learned?

IT'S TALK TIME!

What time of the day have we stopped just to talk to your baby, toddler, or children? Yes, talk! How about putting babies and children on your lap and talking to them for a while? We should ask them questions, hug them, listen to what they are saying with their eyes, their words, gestures and make comments about what is happening around them.

How about pointing to the objects while walking the kids around the house, saying its name, explaining what it is made of, what is it for? You can make this kind of conversation and interactions on a daily basis and strengthen the development of babies, toddlers, and children. The bath time is also a wonderful moment



Foto 01 : <https://pt.shopify.com/burst>



Foto 02: Walea Khaiteel em Unsplash

of interaction! You can sing, tell stories, or look at the child. When changing diapers, for example, describe your actions: “I’m pulling open your diaper, wiping you off, and you’ll feel more comfortable”.

LET’S TALK ABOUT FOOD!

During the meals, kids are not only getting **nutrients** from the food but they are also learning a lot. How about allowing the children to feed themselves? It might take a little longer and make a big mess, however they will be learning a lot. Have you tried to point the food out and tell its name while serving it on the plate? Talk about the taste, the color, the sensations: hot, cold, bitter, sweet.

Foto : <https://pixabay.com/pt/>

How about having the kids as a helpers in the kitchen? They can help you out by selecting the food, washing them, taking them out of a place to another one, mixing, stirring, and serving.

For infants from 0 to 6 months, we recommend exclusive breastfeeding, which must be supplemented up to 2 years or more.

According to the Brazilian Society of Pediatrics (Note of Alert - Breastfeeding in the days of COVID-19; year 2020) it is recommended to maintain the breastfeeding for mothers with COVID-19 if it is their desire, once the benefits of breastmilk overpass the risks of the coronavirus transmission.

The following preventive measures are necessary at breastfeeding or breast pumping time: moms should wash their hands before touching the baby, or before start pumping, and should wear a face mask the whole time. If breastfeeding is not possible, offer the infant an appropriate formula for the age group, and also some water between feedings.



Foto 01 : Verónica Santos
Foto 02 : Maria Esteia de Oliveira

After feeding them, how about some READING?

Reading and storytelling are part of all cultures. Young children need many stories. Schools and daycares have story time every day! And during this period of social distancing, adding story time at home can be a moment of connection between adults and children, once fairy tales warm children's and adults' hearts.

There is a kind of story that the school is less likely to tell however it is essential for children to understand themselves as people: family stories. Sharing stories about our family, how many brothers and sisters we have, who lives nearby, who is far away, the taste of a homemade corn cake made by an aunt, what their grandmother and grandfather used to do for living, etc. Family storytelling provides a good time to have fun with the kids and to feed their imagination.

When **reading books** for babies and children, you can show them the book, point out the images, tell the original story or invent new stories from the images. The tone of voice and the expressions of the adults will make all the difference



Foto : <https://pixabay.com/pl/>

at this point. It is also important that babies and children handle the books. Encourage your child to tell again the story and point out the scenes too! You both will have a fun time!



Foto : flickr/ Dominio público



Handling the book, smelling it, crumpling it, biting it. **The relationship between children and the book is like what they do with the toys: it goes through the senses.** Daily life follows certain routines and, ideally, story time should be included into them, you can read a comforting story at bedtime or in the morning. Children have pleasurable sensations caused by listening and feeling. And infants are native musicians, so it is interesting to offer them something music. Besides, the human voice is one of the first things that babies learn how to read and understand.

HOW ABOUT A STORY TIME NOW?

What is this?

By Antonio Granados Illustrated by Juan Gedovius
Translated by Ana Bush



- O que é isso?
- É uma **bola** que se rebate com a raquete?

— *What is this?*
— *Is it a **ball** we can play using a racket?*

By very well written sentences and terrific illustration the kids will find out how can the shapes change due to the point of view of the observer. They will be surprised by each page- and why not?- will do their own reading from the images. There is always a surprise for who is always paying good attention to everything.





— Não, é um **monstro** que te espia com seus olhos de bola de basquete.

— No, It's a **monster** that spies you with its basketball eyes."



— O que é isso?

— Um **figo** que surge na grama?

— What is this?

— Is it a fig that blooms in the grass



— Não, é o **nariz** de um ogro que faz do mato a sua cama.

— No, It's an ogre nose that makes the grass its bed.

- O que é isso?
- Uma **montanha** que eu subo e desço?

— *What is this?*
 — *Is it a **mountain** that I can walk up and down?*

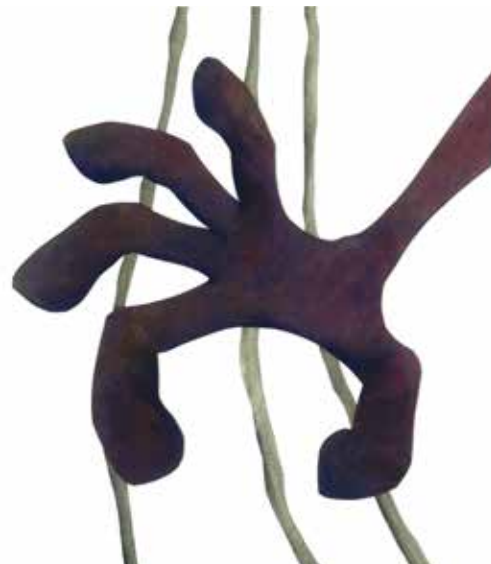


- Não, é o **lábio** da Cruela, para me beijar quando apareço.

— *No, It is Cruella **lips** that want to kiss me all the time I show up.*

- O que é isso?
- Uma **mão** em uma harpa melodiosa?

— *What is this?*
 — *Is this a **hand** playing beautiful song in a harp*



— Não, é a **aranha** Pernuda querendo mostrar que é venenosa.

— No, It is a **furry spider** showing its poison



— E o que é isso?
— Um **labirinto** parecido com cachinhos do cabelo?

— What is this?
— Is it a **maze** similar to curls of curly hair?"



— Não, é a **orelha** do Bocão, o fauno com pernas de camelo.

— No, it is the **ear** of the Big Mouth, the Faun with camel legs."



- E você quem é?
— Um **banquinho** no fundo do quintal?

— *And who are you?*
— *A little bench at the yard?"*



- Não, sou só um **O**
que veio dizer...

— *No, It is just me, the O, that came to say*



hello



tchau.

and bye.

Antonio Granados nasceu na Cidade do México, no final dos anos 50. Além de imaginar histórias para crianças e jovens, dedicou sua vida a compilar jogos, cantos e relatos de diversas comunidades do país e a difundi-las entre o público infantil. Seus livros receberam o reconhecimento da crítica e vários prêmios.

Antonio Granados was born in Mexico City at the end of 50s. Besides creating stories for kids and teens, he organizes games, songs and stories of different communities of his country to share with the children. His books received a variety of prizes.

Juan Gedovius é escritor, músico e ilustrador autodidata. Em suas ilustrações criativas e expressivas, constroi situações narrativas com a posição e os rostos dos personagens, muitas vezes sem o uso das palavras. Além dos livros, seu trabalho aparece também em dezenas de revistas, murais, cenografias e discos. Recebeu diversos prêmios.

Juan Gedovius is a writer, musician and self-learner illustrator. In his creative illustrations he builds narrative situations with the position of faces and characters, sometimes with no words. More than his books, your work is also showed at magazines, scenarios and cd covers.



A hug
from Maria Baranda
Illustrated by Cecília Varela
Translated by Noelly Russo



When the night is long, dark and cold and there is no moon to glow the dreams that sleep in my bed... a hug!



When the sun shines bright, and I yell I am an enormous horse, running with cats and dogs...a hug!

When everything is quiet and nobody moves, not even bears and wolves and birds and worms and there is no kid playing or dancing... a hug!



Quando tudo está quieto e ninguém se mexe,
nem ursos nem lobos nem pássaros nem minhocas
nem tampouco há crianças cantando ou dançando,...
um abraço!



When there is nobody with me and everything are shades and holes or laughs or games in front of the mirror...a hug!



Quando estou em casa e o teto é o mar,
o chão são as nuvens de muitas cores,
a mesa é um barco, a cadeira uma floresta,...
um abraço!



Whenever you are in the house, you are there, the different shades of sunshine, the table is a bateau and the chair is for... a hug!



When there is nobody that could help me with boots, shoes, beanie, jackets or coats...a hug!



I know that is always



a hug!

MORE TIPS FOR YOU

If you have access to the internet, you can check some storytellers' videos available on Youtube.

To learn more, access the links below:

<https://www.youtube.com/watch?v=Eh1h6azqmlw>

https://www.youtube.com/watch?v=TkBGD-VYB_I

https://www.youtube.com/watch?v=bvqmjL_8CXA

It is also possible to access lists of books and play tips to do with children on the blog:

<https://blog.ataba.com.br/>

We have talked about FOOD, READING, now let's talk about MUSIC!

After having this good conversation about story time, how about singing some songs? How many memories we experience by listening to a certain song? It is the same for the children!

Enjoy this moment together to sing songs from our popular culture and play a singing game! For example: get a lemon, a tree branch, a spoon or any other item you might have at home and pass it hand to hand, singing with the child:

O limão que anda na roda
Anda de mão em mão, ó limão! (bis)

Ele foi, ele veio
Ele aqui não chegou
Lá no meio do caminho
A princesa já tomou

O limão que anda na roda
Anda de mão em mão, ó limão! (bis)
Chora Mané
Não chora não
Chora porque
Não vê o limão (bis)



O limão que anda na roda
Anda de mão em mão, ó limão! (bis)

Chanson populaire

Joaninha é baixinha... ahahaha
Arrasta as asas pelo chão... ahahaha
Ela é meu bem. Ela é meu bem
Se eu cantar bem alto, ela vai cantar também.



Joaninha é baixinha... ahahaha
Arrasta as asas pelo chão... ahahaha
Ela é meu bem. Ela é meu bem
Se eu mandar beijo, ela manda também.

Joaninha é baixinha... ahahaha
Arrasta as asas pelo chão... ahahaha
Ela é meu bem. Ela é meu bem.
Se eu bater o pé, ela bate também.

Chanson populaire

Babies and children usually listen to the top hits songs played on the radio. So, maybe, it is a good time to try new songs, different musical genres, on other voices, other languages, other ways of singing, dancing, or reciting. Try it out! Perhaps you, as an adult, can revive old songs or learn some new ones

What about TOYS AND GAMES?

For us, teachers and educators, the best INTERACTIONS happen during the GAMES, because playing is a children's language. Yes! Babies and kids PLAY to communicate and interact with the world! That is the reason that this guideline is related to play opportunities.

So, at home, what can caregivers do to help infants and children to play?

Infants and toddlers are very interested in getting to know the people around them and communicating with them. Talking and moving are great challenges for them. They perform many bodily explorations to get to know their own body and their caregiver body, either through touching, caring, looking and playing. They have so much fun by playing songs that have body movement, such as “head, shoulder, knees and toes”, clapping their hands, dancing, and moving their hands.

Babies and children are curious, active and happy about knowing how objects work! Create moments that the little ones can explore, observe, hear, smell, feel, tear, move, listen. It will provide discovery and pleasure. The objects we have at home, especially in the kitchen, might become very interesting toys!

HERE ARE SOME SUGGESTIONS:

1. How about rescuing popular culture games, like jumping rope, hopscotch, hide-and-seek, kick the can, marble or other ones that you know?



Foto - Lucinda Bittencourt

2. Make a delicious recipe with your kids. Be careful about not leaving sharp knives or hot pots close to them, pay attention to slippery floors, etc. Children love to help adults in the kitchen and it will be a fun experience for them!



Foto 01 : Carina da Rosa Estácio Gragnano
Foto 02 : Lucinda Bittencourt

3. Watering plants, gardening (preparing the soil and planting seeds), or taking care of small pets also are great activities to entertain them.
4. Talk to the kids about their school, remember their friend's names, if you have pictures, talk about the situations experienced at school, even in the previous year.
5. Draw with pencils, crayons, pens, charcoal, chalk on the floor, especially when outdoors.



Foto : Juliana Bressquilia

6. Make drawings and letters to give to their school's friends when they return to the normal routine.
7. See old pictures and drawings together and remember all those moments lived at that time, describing it and telling its story.
8. Make paper folding.

9. Make tents, using old sheets, to play let's "pretend".
10. Offer cardboard boxes of different sizes to create games. Think of other possibilities with different materials.



Foto : Carla Baalista

11. Offer objects, such as pots, buckets, broom handles, plastic, metal pots etc. and invite your kids to produce sounds and play a group band.
12. Allow them to create costumes with your adult clothes, shoes and accessories.
13. Tell stories and make characters out of paper. How about creating scenarios with the help of the toddlers and children, using simple materials like sheets and cardboard boxes?



Foto : Juliana Bresquilha

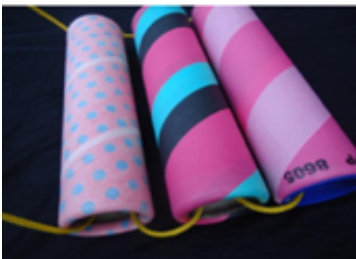
14. Dressing up paper dolls are also popular with older children.

— IMPORTANT RECOMMENDATIONS ▶ ▶ ▶

Pay attention to how long the kids are spending time on television and on the internet. In addition, it is important to properly select what kind of titles the little ones can watch, if they are not restricted to a certain age for example.

Children do not have to be entertained all the time. It is important to learn to play alone, to be in a quieter environment, to build their own game. Children learn to play with adults, but then they also need to play alone.

It is extremely necessary to check if all the materials offered are appropriate to their age, if they do not offer any risk to their health, such as sharp corners, hot objects or chemical substances. Also, it is necessary to take care of the objects' cleaning.



<https://www.tempojunto.com/2015/05/29/semana-mundial-do-brincar-25-brincadeiras-com-caixa-de-papelao/> Acesso em 03 abr 2020.

<https://comofazeremcasa.net/brincadeira-para-criancas-com-caixa-de-papelao/> Acesso em 05 de abril de 2020.

Foto : <https://www.caleido.com.br/>. Acesso em : 1 de abril de 2020

EDIBLE PLAY DOUGH RECIPE

Ingredients

1 cup of flour

1 cup of salt

1½ cup of water

1 teaspoon of oil (sunflower oil, soy oil, or other)

food coloring, gelatin mix, juice powder. (The gelatin or juice will give it color and a good smell).

Tip: Add food coloring to get brighter colors

Instructions

In a medium bowl combine flour and salt mixing well. Add food coloring or juice powder to the water. If you choose to use gelatin, boil the portion of water that will be mixed with the flour and dissolve the gelatin. Wait to cool it down for a while. Gradually add the colored water, stirring well until the dough is homogeneous and in the desired consistency.

Tip: Store the play dough in a tightly closed container or in a sealed plastic bag. If you let the playdough in constant contact with air, it will lose its consistency.

HOMEMADE SOAP BUBBLE RECIPE

Ingredients

250ml of water

100ml of dish soap

2 teaspoons of sugar

Instructions

Mix well the sugar and water using a spoon. Add dish soap and mix gently and carefully, do not shake it firmly. If your kids allow it, store the solution for 1 or 2 days for it to get more homogeneous.



Foto : Pixabay

Source: <https://www.almanaquedospais.com.br/receita-para-bola-de-sabao-caseira/>

SENSORY BOTTLES RECIPE

It is very simple to make a sensory bottle. Basically, you get an empty plastic bottle and materials of different natures which fill the bottle. We suggest: cotton, grains and colorful sparkling sequins and coloured food.

Then fill each bottle with a particular material to obtain different results! Done!

Now just give it to the kids as a new toy.



Source: <https://www.temjuntos.com/2014/09/11/atividades-para-bebes-de-6-12-meses-garrafas-sensoriais/>

SENSORY DISCOVERY

Put gelatin or colored water in a plastic bag, add some colorful or interesting objects, like sequins, beans, and close the bag tightly. Allow the baby to interact with the material with proper adult supervision.



<https://www.tempojunto.com/2015/01/13/descoberta-sensorial-para-bebes-com-gel/> Acesso em: 05 abr 2020.

PLAYTIME WITH YOUR BABY

The first 2 years of your child's life is a phase that needs lots of attention, love and care. Babies and toddlers know how to make decisions, they choose what they want to, they love to explore new situations, due to their native curiosity. For each baby's milestones such as - laying down, sitting, rolling, crawling and walking - it is important to understand their needs for selecting the best toys and games to help them to expand their experiences.

Please find below some suggestions:

SILLY FACE

Babies love to see faces and expressions. Your little one loves to pay attention to your mouth, eyes, or hands moving and shaking in any ways, even though they might not show you any reaction like laughing.

Source: <https://leiturinha.com.br/blog/confira-20-brincadeiras-para-bebes/>
Acesso em 3 abr 2020.



<https://www.tempojunto.com/2018/11/02/10-top-brincadeiras-para-bebes-de-12-a-18-meses/>

PLAY WITH YOUR VOICES

In some moments, play with your own voice, making voices in a deeper and higher pitch, speaking faster or slower and imitating animal sounds.

SPIN AROUND, JUMP AND DANCE

Holding the baby firmly in your lap, you can roll, dance, jump and rock the body. Do that listening to different kinds of music, shaking your body slowly and then faster. Your little one will love the sensations that these movements provide. Just be careful to always leave the baby's spine and neck supported in your arms.

HIDE AND SEEK

Do you know the traditional game of "Where are you? I'm gonna find you!" Exactly, it is always a success. Hide your face on your hands or behind some fabric and have fun with your kid. If the baby shows some discomfort, you can also play hiding his/her face. Besides having fun, your child will be learning that when something fades away, doesn't mean it doesn't exist anymore.



<https://www.tempojuntocom.com/811102/10-top-brincadeiras-para-bebes-de-12-a-18-meses/>

PLAYING WITH YOUR FINGERS

Another traditional and very simple game: pretend your fingers are tingling and go "walking" around the baby's body. The giggles are guaranteed!

BLINK-BLINK WITH YOUR EYES

Blink your eyes, closing and opening on different speeds. Babies love watching the movements and after some time they will try to do the same.

TUMMY-TIME AND ROLLING

Lie next to the baby on the bed or in a comforter and encourage movement by rolling his body or placing him/her face down. Tighten the mattress so that your body jumps, as if you were on a trampoline. He/She will love it!



<https://pixabay.com/get/>

PUPPET SHOW

Use puppets (it can be made of socks) or even the child's toys to talk, sing and interact with him. Babies have fun watching toys come to life.

MIMICS

Mimic games are other fun ways of interaction. The baby will have fun watching his/her parents moving differently, like an elephant, lion, bathing, etc.

TELL A STORY!

Make different faces and voices, as you tell the stories to your little one. Skimming children's books with large and beautiful illustrations will also amuse you, in addition to stimulating the reading habit and strengthening the bond between you both. "Letting him handle the book, with his supervision, can also be a great joke, in addition to a great tactile stimulus," says Sarah Helena, psychologist and curator at Leiturinha.



<https://www.tempojunto.com/2015/07/09/leitura-brincante-para-bebes/>

HUTS AND TUNNELS

When he/she learns to crawl, the baby will start exploring the house and the furniture will become toys. Join the game by setting up huts and tunnels for you to enter and pass under. Sheets, covers, chairs and sofas will be helpful.

TOY HUNTING

This is a game that in addition to being fun, it also helps to strengthen the leg muscles of the little one. Place the baby sitting on one end of the sofa and keep the toy on the other, so that he will try to pick it up. If the baby is on the floor, he/she will try to reach you and the toy by climbing on the sofa. It's important to stay close so that he/she doesn't fall.



<https://www.tempojunto.com/2018/10/12/10-to-p-brincadeiras-para-bebes-de-0-a-6-meses/>

OBSTACLES

Place cushions and pillows on the top of a comforter and let your baby roll back and forth, exploring the heights and obstacles that objects always provide, with your careful supervision. Do this on the floor - not on the bed - so that you can play more relaxed, without worrying about the baby falling.

TEN-TEN

What about starting teaching ten-ten to your babies? This involves a lot of hand and leg movement; clapping your hands against your children while moving your legs to an opposite direction from theirs, trying to best them. You can make it easier for your little one focusing only on hands or legs each time.

BUBBLE GAMES

Children are fascinated with soap bubbles, so it's a great way to play with them. Make the balls next to your child so that he/she can move around to catch them. Ask them to blow the bubbles. This must always be done with due care!



Foto : Pixapay

SONGS

Enjoy the first words of the little one to stimulate musicalization, singing round songs with melodies and lyrics that are easy to decorate, or invent songs with your baby's words and babbles!

SHADOWS PLAYS

At bedtime, play with shadows on the wall, forming images of dogs, bunnies and other pets. In the end, your baby will be trying to do too!

STAMPS PAD FOR KIDS

Put paper on the floor, paint the little feet and hands and let him stamp the papers. In addition to having fun, this activity yields beautiful memories! The paint must be non-toxic. Give preference to edible paints, using grated beets and carrots and let your baby explore them at will!

BODY SEESAW

Lie on the floor or the sofa, flex your legs and place the little one on top, making seesaw movements. The belly chill will be the best for him/her.

SCRATCHES AND DOODLES

Release paints and brushes and let your child paint you! Yes, back, arms and legs can be great places for children's doodles. Just make sure the used material comes out easily with soap and water. Oh, and don't forget to take pictures for the family album!

By sitting down, babies are able to acquire a better control over objects and toys: they will touch, shake, hit each other, put into the mouth, yell, explore with their little fingers, throw far away and try to get them...

This is an important activity that will invite the baby to crawl. Pots, boxes and toys to put things on and take off are also fun for them. Babies also play a lot of verbal jokes: sounds with their mouths, repeating syllables, naming objects, pointing to what they want and following the movement with noises. Making sounds with rattles, bells, boxes or bottles with objects inside, drums, pot lids animate the baby's life. Offer children spaces for playing in the house: a rug, a bedcover, a blanket. The place where your toys are is your little place in the world.

GAMES FOR KIDS FROM 2 TO 3 YEARS

The younger kids, with ages from 2 to 3 years, still like the toys and play with those ones that they already know, but expand their experiences and so it is necessary to offer them new challenges. At this point they have greater independence of their movements and greater possibilities with the use of the language. We have to remember that each child is different from the other and age is not the only standard to check each one interests and necessities. In those plays, get the siblings involved, as well as other family members try to get all the family involved in the game! Check some games:

TREASURE HUNT

In this age, the kids are too small to follow the tracks and to find where the treasures are.

However there is a different version that can be helpful to them.

You can get a string and put it through the yard or balcony and, at the end of the string, you can write simple and funny activities, such as jumping around with only one foot count until five, giggle!

HAVE A PICNIC

The eating place is the dinning table is not it? Ok... But not necessarily it has to be like this. Prepare a different moment, put a tablecloth in the living room floor, the yard or the balcony and enjoy it.

Put some cushions, make food or snacks that they can eat with their hands (fingerfood) or in small containers that they can hold and have a different meal.

In addition to have fun, it creates precious memories for the family.



<https://www.tempojunto.com/2015/01/12/mais-4-dicas-de-atividades-de-ferias-sem-sair-de-casa/>

FU-MAN-CHÚ MUSTACHE

This is a simple one, but, at the same time it's a challenge. Get a pencil or a crayon and try to keep it at the top of your lips, pouting. Look, it's not that easy. But is funny and can be made at any place. Besides, it works some facial muscles that are really important for this moment that they are learning how to speak.

PULLING FACES

Shall we play pulling faces? This is always a funny game for every age or place and it is also good for exercising the facial muscles. Show up the tongue, playing monsters, do the most strange face, everything is valid! Have fun!



WORDS WITH NO SOUND

The only recommendation here is to choose simple words. You choose a word and speak it without any sound, only gesticulating, like, for example, ball, pasta, flower. Ask the kids to guess what you are saying, and also ask them to talk- just moving the lips - for you to the words they choose. It is fun and really good for diction.

STRAW ROCKET

Shall we launch rockets? You'll need a few colored paper straws, (tissue, sulphite paper, newspaper, magazines), adhesive tape and colored markers (if you want to decorate). You just to use the paper to do a little tube, a little bit larger than the straw and decorate it your own way. Thereby just involve the tube on the straw and ask to the kids to blow it. It's done! Now, just launch the rocket! It is Always necessary to have an adult supervisor.



<https://www.tempojunto.com/2016/12/21/foguete-de-canudo-e-papel-e-um-brinquedo-caseiro-simples-e-que-cabe-na-bolsa/>

KIRIGAMI

This is a Japanese technique that is a combination of folding and clipping. You have to take a paper, fold it in four sections and do little clippings on the edges - it can be made with pointless scissors or with the fingers. Do a few to demonstrate and let the children do it. Then, just open the paper and see the beautiful effect of this playing that, indeed, is an art activity. As well as playing, children even practice fine motor skills and the strength on the thumb and the forefinger.



Source: <https://www.tempojunto.com/2018/11/09/10-top-brincadeiras-para-criancas-de-2-a-3-anos/> Acesso em 03 abr de 2020

INVENTING TOYS... USING SPACES!



**SUPER HEROES MADE BY
POPSICLE STICK**



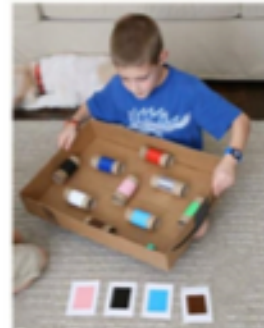
BALLOON PUPPET



**CHALLENGES
WITH TAPES**



Ball Maze Game



**CARDBOARD
PINBALL**

Chat with the families!

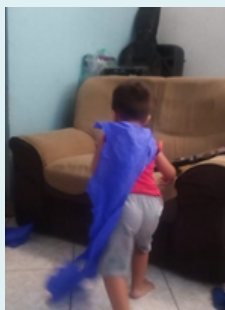
Talking to some babies and young children's families, like you, we asked the following question:

“HOW HAVE FAMILIES INTERACTED, AT HOME, IN A LUDIC FORM WITH BABIES AND CHILDREN?”

LET'S SEE THE ANSWERS!

Miguel's family (2 years and 9 months old) answered us that he has played a lot with his toys box and with his elder sister, Sophia, who is 9 years old.

At other times, he wants to watch cartoons, like Peppa Pig, dance some rhythms he had learned at CEI. Sometimes, he uses his own imagination and creativity saying that he is a super hero and devises a cloak made of crepe paper.



Louise's Mom (2 years and 9 months old) said that she allows her to play with what the baby likes most, but Louise doesn't care about toys and she likes both: toys and objects.



Luisa's parents (3 years and 7 months old) said that they have been trying to include her in all kinds of housework: take the dirty clothes to the basket, pick up the dry clothes on the clothesline, keep, organize and even separate toys that they don't use anymore. There are possibilities to diversify spaces where she can play: bedroom, living room, kitchen, corridor, garage. The kitchen's utensils are interesting elements, the wardrobe can be a possibility for creativity as well as symbolic amusement. She uses adults clothes, shoes and accessories to create costumes.

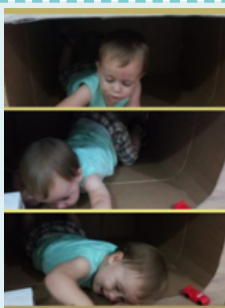
Now, food recipes and ways to prepare the meals have become routine.



Brian's Family (1 year and 3 months old) highlighted that the routine on this quarantine did not have big changes and they keep, in family, playing with the building blocks and docking toys that he loves. In the routine there's always time to read and to draw. Besides, Brian interacts with the dogs a lot and as they live in a house, and he's small, just running up and down in the yard is enough for his physical activity!



Henrique's Mom (1 year and 10 months old), reports that he loves playing with the cardboard boxes at home. They turn into tunnels, houses, garages, hidden places and everything else that his imagination allows.



Heitor's Mom (8 months old) said that she tells stories, sings and dances with her son, encouraging him to stand up and to explore the spaces. She still reports that last week he learned how to hold the furniture and take little steps. The meals and naps routines have been maintained. They also have expanded the room in the living room for him to be able to explore it more carefully.



In conclusion

Young children need to play in open spaces with natural elements, such as mud, sand, leaves, among others. The toys that miniaturize the world gain value among babies, toddlers and children. Dummies, farm animals, carts, bowls, cuttlery, pots with little stones, grains and seeds turn into food. Clothes, cushions and boxes help the kids to set the stage and to comprehend better the world they live in. These and other ways of playing are “make-believe”!

Playing is really very important for children. And considering that the TV is always drawing their attention, they tend to play less than it would be necessary for their development. Adults, sometimes, may start playing with children, but if there is an opportunity for the children to play alone, adults should allow them to do it, but always under supervision.

If the child is happy there is no need to interfere in the game, because the desire to play alone, to choose how to do things in his/her little world is an outstanding opportunity to learn and to build his/her personality.

TO KNOW BETTER!

Materials for confectioning : Materials to make with children:

<https://www.caleido.com.br/adriana-klisys.html>

Many ideas of playings for the parents to do with the children:

www.tempojunto.com

Ten home games to do with the children:

[https://www.tempojunto.com/2017/06/16/10 jogos caseiros para fazer com as crianças/](https://www.tempojunto.com/2017/06/16/10-jogos-caseiros-para-fazer-com-as-criancas/)

Shoo, coronavirus: Tips and activities for the quarantine:

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

READING ON THE DIGITAL PLATFORMS

Brinque-Book Conta Histórias: Bruxa, Bruxa, Venha à Minha Festa. Tem várias opções de histórias contadas pela Marina Bastos: youtube.com/watch?v=Eh1h6azqmlw&t=2s

Camila Genaro às 15h. <https://instagram.com/camila.genaro?igshid=1kski4hms7j55>

Carol Levy às 11h30. <https://instagram.com/carollevy?igshid=14yiw5frorjpy>

Fafa Conta 10h30h (seg, qua e sex) e 16h30h (ter e qui). <https://instagram.com/fafaconta?igshid=t2fn2qnupqeg>

Lives with storytelling for kids entertainment during the pandemic:

<https://instagram.com/fafaconta?igshid=t2fn2qnupqeg>

Mãe que lê 11h. <https://instagram.com/maequela?igshid=1tj1iqzc74as9>

Marina Bastos às 12h30. <https://instagram.com/marinabastoshistorias?igshid=fi0zcqwblr0z>

Marina Bigio. <https://instagram.com/marianebigio?igshid=14orckr43lfa6>

Rita Lee. <https://www.instagram.com/tv/B-OPyuZpYEM/?igshid=uyrdpde6c5lr>

ARTICLES FORMING A COMMUNITY OF READERS

We selected articles from Revista Emilia that abords the relations between school and family forming a community of readers, involving children and youngs.

Good reading!

<http://revistaemilia.com.br/a-constituicao-de-uma-comunidade-de-leitores-na-escola/> ü

<http://revistaemilia.com.br/a-parceria-entre-escola-e-a-familia-na-constituicao-de-uma-comunidade-de-leitores/> Acesso em 03 abr em 2020.

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HOLM, Anna Marie. **Baby-Art**. Os primeiros passos com a arte. São Paulo. Museu de Arte Moderna MAM, 2007.

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SÃO PAULO (Município). Secretaria Municipal de Educação. **São Paulo é uma Escola-Manual de Brincadeiras**. – São Paulo : SME, 2006.

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<https://labedu.org.br/apprendendo/#listaPosts>. Acesso em : 3 de abril de 2020

https://www.instagram.com./invites/contact//=1wfj5nul8px&utm_content=54y08jm. Acesso em : 3 de abril de 2020

<https://labedu.org.br/busca/?busca=aprender+linguagem> Acesso em : 4 de abril de 2020

www.letras.musbr. Acesso em : 4 de abril de 2020

www.tempojunto.com

NOTA TÉCNICA N° 7/2020-DAPES/SAPS/MS. <https://www.unasus.gov.br/especial/covid19/pdf/58>. Acesso em : 05 de abril de 2020



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

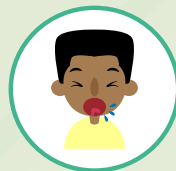


Avoid contact of children with the elderly



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](http://www.saopaulo.sp.gov.br/educacao.sme.prefeitura.sp.gov.br)

Early Childhood Education

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

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

That's why interactions and games are so important!

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

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

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

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

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

We also have a list of very cool games:

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

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

Wow!! There are so many that you can play for many days !!
Do you know others that are not on this list? Shall we add them in the space below?

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

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

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

Storytelling is also worth it!

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



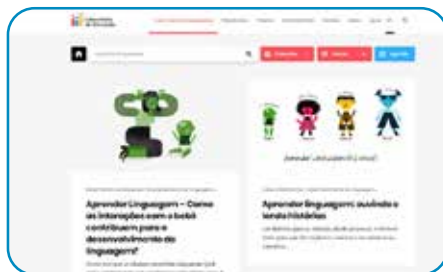
Besides the classic ones, there are others that we can learn with the help of websites, as suggested below:



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



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



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



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

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



Primary School – Early Years

1st Grade

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

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

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

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

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

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

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

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

2nd Grade

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

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

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

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

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

3rd Grade

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

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

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

4th and 5th Grades

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

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

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

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

We suggest the inclusion of the following:

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

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

	MORNING	AFTERNOON	NIGHT
MON			
TUE			
WED			
THU			
FRI			

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

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



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

Elementary School Final Years and High School

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

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

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

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

Tip: why 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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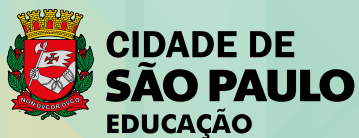
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Tel.: 11 5080-7301 e-mail: smecopedmemoriaeducacao@sme.prefeitura.sp.gov.br

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