Inglés

Trilhas de Aprendizagens

EDUCAÇÃO INFANTIL de 4 a 5 anos

Learning Trails

INFANT EDUCATION

from 4 to 5 years-old



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Learning Trails

Games, plays and interactions activities for children aged 4 to 5 years-old



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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.

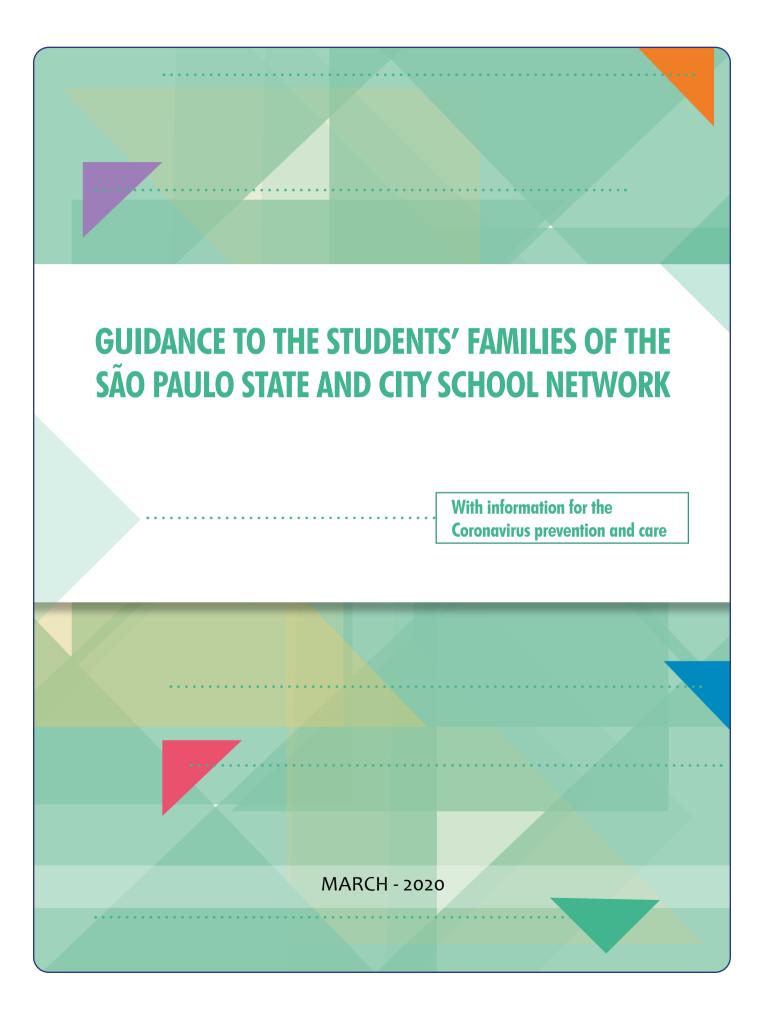
In this letter to family members and caregivers, possibilities and suggestions for organizing a daily routine are recommended. There is also a space for you to create your own routines with your favourite activities to do on a daily basis. In this planning, it is important to consider collective activities (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 CaetanoMunicipal Secretary of Education



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 worse







Letter to families

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

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

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

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

We count on everyone's cooperation!

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

educacao.sme.prefeitura.sp.gov.br

Early Childhood Education

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

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

That's why interactions and games are so important!

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

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

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

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

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

We also have a list of very cool games:

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

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

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

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

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

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

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

Storytelling is also worth it!

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





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



https://lunetas.com.br/



https://www.tempojunto.com/







https://labedu.org.br/



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

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





Primary School — Early Years

1st Grade

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

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

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

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

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

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

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

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

2nd Grade

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

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

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

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

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

3rd Grade

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

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

Activity	Inclusion of
Reading	- Poems - Tales / Fables / Myths - Scientific text - Experience report - Comics
Writing	 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	- Poems - News - Comics/Strips - Scientific text - Experience report - Chronicles
Writing	Suggestion of a book or film for some family memberPoem writingPersonal diary writingSet 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.

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.
- 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 (3h3o)	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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Secretaria da Educação

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-asdeficiencias-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/

Recursos de acessibilidade:

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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CHILDREN AND ADULTS, TOGETHER, IN PLAY AND INTERACTIONS

We live in a time of many uncertainties, however we remain hopeful that this situation of isolation will pass and that we will be together in listening meetings, dialogues and learning.

Desiring to continue with what has been achieved so far, we share with you, responsible for the children, part of the beauty and enchantment of some experiences of the spaces of learning in São Paulo Early Childhood Education, so that we can overcome



o 2: Harimohan

social distance, with a small thread that connects school to conviviality, affection and knowledge\ that the family can offer.

The challenges are enormous and we will make mistakes and get it right several times because we have, at this moment, more questions that answers. That's why working together, collectively, is essential at this time.

We want to have you as partners in this endeavor, not as teachers (s), but as mothers, fathers and responsible. Our aim is to strengthen the relationship between the family and the school so that children stay active!

We highlight how we understand **education**, **school and educating** in the municipal health care network childhood. The **education** is a public good and a common value to be shared by all. The **school** is an institution where children, from an early age, experience social interactions and experience that enable learning and, with that, generate the individual development of each child..

To educate is to offer situations and constitute proposals that are linked to meet the needs of babies and children and to challenge them to better understand the world and to be in it. Early childhood education is not structured by a set of classes. The national documents that standardize the Educational Proposal, the National Curriculum Guidelines for Early Childhood Education (DCNEIS) and the National Common Curricular Base (BNCC), in dialogue with the City Curriculum, the nursery and pre-school centers on **INTERACTIONS** and **PLAY**.

In this conversation that we propose to have with you, we do not intend to reproduce experiences children in the light of the educational context, this is the role of SCHOOL. But stay tuned, because children, in this period of social isolation, will need more interactions with people who and the availability of adults for moments of play.

With this material produced for children aged 4 and 5 years enrolled in Educational Units, we would like to build a dialogue with you that allows children to live experiences with their family, at this challenging time for all of us. We do not wish with this material offer early childhood education, or prescribe mechanized formulas and activities, as we understand that this structure does not respond to the specificity of early childhood education, but rather, possibilities of experiences that can be carried out with children - children with and without disabilities, from different regions of São Paulo and of different nationalities, in different socioeconomic conditions and that excel in the health and well-being of children.

IT'S TIME TO WELCOME, MEETINGS, TO TALK...



A The most effective proposal for us to share with children in this atypical isolation scenario that brings everyone many uncertainties, fears and anguishes is one that respects and welcomes children. Talk to them about what is happening from their understanding, listen to the what they have to say about their feelings and how to contribute in our home, in the neighborhood and, also, think about who and how to support those who need it most, without offering and running por taking risks, it should be the beginning of any relationship, interaction and play. We are strengthening ourselves with and in other! And we know that all of this will pass.

ORGANIZING THE DAY TO DAY AT HOME!

Have you ever thought about organizing a daily routine with the children, considering mainly the their interests and possibilities as well as the time of adults?

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Photo 3: Chico Romanelli

What is the best time of the day that the family can organize to play with the children? Through the morning, why does the child wake up more willing? Or... Better in the afternoon, because in the morning you realized that the child prefer to play alone or do other activities?

GREATING A ROUTINE

It is necessary to organize a routine at home with the children, establishing schedules for: waking up, moments of food, rest, moments of play accompanied by an adult or someone older.

The routine helps the child to understand how some actions are important to his life. To incorporate important habits such as hygiene, bathing, brushing teeth, children come to understand its importance and meaning, thus resulting in the establishment of habits and internal organizations.

The following table is a suggestion for families caregivers on how they can organize the day of and with the child (and theirs too). It is blank so you can fill it out with children, involving them in day-to-day decisions! Feeling part of that organization, it is likely to engage more in planned actions.

WHAT ABOUT PLANNING A ROUTINE NOW?

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MORNING					
AFTERNOON					
NIGHT					

IT'S IMPORTANT TO INCLUDE ACTIVITIES SUCH AS:

- 1. Reading every day;
- 2. Traditional games;
- Building toys or carrying out experiments;
- 4. Moments of playing with household objects (clothes, accessories, pots, etc.)
- 5. Prepare a recipe or dish for lunch/afternoon snack/dinner;
- 6. Games with music, dance and theater.

ATTENTION! It's essential that the child is not occupied and stressed with too many activities to be strictly carried out. We remember that the well-being of children, their time, rhythms, needs, and interests form the basis of all thismaterial.

FEEDING MOMENTS





oto 5: Ambroo por Pixaby oto 6: Congerdesian por Pixaby

The periods of eating breakfast, lunch, snack or dinner are moments of union and exchange. Besides being fundamental to building bonds, it is a time for chats about the day, plans and desires, food and any other subject is of everyone's interests.

We can start this meeting by preparing a meal, giving the child the opportunity to help, such as preparing a recipe together. Then they can read the recipe text together, separate the necessary ingredients and utensils. These are tasks that children love to do! In addition, they feel useful and participatory, and enjoy learning in these situations.

Observing the measurement instruments that were used in the recipe is also something very interesting for the little ones to learn about weights and measures. You can ask them if the pots and

utensilsthey will use to prepare meals are the same or different. Children can separate them by colors, types of materials and formats.

Ask how the food they will eat (roasted, raw, fried, cooked), will be prepared, thus allowing them to observe the transformation of the food, the aromas, colors, textures, temperatures and flavor. See how many interactions it can provide in preparing food for the family/guardians in a playful way

- ▼ What is the biggest difference between eating here at home and school?
- ▼ Who would you most like to be at mealtimes with at school?
- ✓ How was the place you used to eat? Noisy? Large? Many small and large tables?
- ✓ Who did you used to sit with?
- ✓ How the meal was served at school?
- ✓ What did you most like to eat at lunch? At snack time? What about dinner?
- ✓ Was there anything you didn't like about the meal environment
- ✓ Didn't you enjoy any food that was served?

How about **asking children to help** to organize the table, each one collaborating on what they can? Afterwards, they can also help to do the dishes, such as spoons and forks, plastic containers, pot lids, etc.

During the moments before and after the preparation of meals, it is possible to talk to the children inspired by the following questions:

- Where do the ingredients we need are stored at home?
- What are we going to prepare?
- ✔ How many different dishes?
- ✓ Where is the best place to put food and meal preparations?
- ✔ When are we going to eat what we prepare?
- ✔ How many people will we have for the meal?
- ✓ Who are they?
- ✔ How many plates and cutlery will we need?
- ✓ What kind of dishes and what cutlery will we use?
- ✓ Shall we choose a tablecloth? Which would be? (we can describe the towels we have to help with the choice).
- ✓ Who will help clean up the kitchen?
- ✓ What will we have to do to fix everything?

More important than the "correct" answer, at this moment, is to give children the possibility to think from their own logic!!!

It's very healthy for the child to be praised after helping or doing something good! When you are gathered at the meal place, for example, talk about the child's participation in this organization.

It's also suggested that at mealtimes, we try not to do other activities at the same time, such as watching television, reading the newspaper, using the cell phone, playing games, etc. It's important that everyone is involved in this moment together.

RESTING TIME

Naps, which children take during the day, are very important for the functioning of the body, and, "also", for the strengthening of immunity. Before the nap, if it is not yet a ritual in the child's routine, we suggest that you read or tell a story, in addition, you can sing a lullaby or make only soft sounds.

Massage the body. A very pleasant fluff or, simply, to be quiet, close together, listening to the breathing and the beating of hearts. This moment is always very welcoming and brings comfort, security and confidence to children.

During these periods, it may happen that children become super agitated during the day because they played a lot and, at night, they can become restless. Some calmer activities can make them relax before sleeping and are usually activities such as playing chopsticks, putting together a puzzle, sewing or basking, reading together, talking calmly about something interesting, fixing something at home in preparation for bedtime, among others.



hoto 7: de Arun K

AFTER ROUTINE, FOOD AND REST... HOW ABOUT THINKING ABOUT TOYS AND PLAYTIME?

When we talk about playtime, we are referring to the different actions of children that involves play, that is, it is for fun.

A child carrying water with a can to wet the earth and make a road to pass with a cart, or around a table game, or running around the yard. Whatever the game is, children are always learning who they are, how things work, are feeling the world around them and forming a memory of what they do and learn.

Playing is the language of children! The games are varied, intense and important for the strengthen the relationship between adults and children, being one of the forms of communication between them, and among children themselves. Besides, when the adult is available for playing, he "tells" the child that he cares, that he is attentive to them, strengthening positive bonds.

Free play happens when the adult offers possibilities for children to play, without interfering all the time in what should be done, but it is around, monitoring, organizing and reorganizing the environment and following it with their look of encouraging admiration.

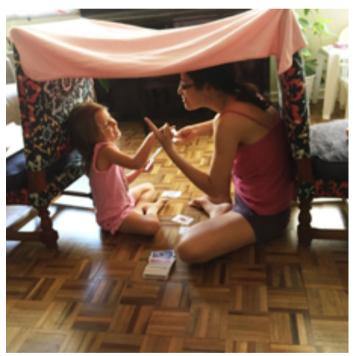




Photo 8: Katia lared

Photo 9: Marília Caroline Pires

We made a list of suggestions for games to play with children.

LET'S GOII

PLAY AND TOYS FOR FUN AT HOME

1. TOYS WITH CARDBOARD BOX

You can do a lot of amazing things with a cardboard box. How about a tent? It's also possible to build tents with fabrics, using the table or chairs. These tents serve for many meaningful play and may involve other members of the family. Little ones love being able to organize something that gives them a lot of possibilities of creation and pleasure. Inside the tents, they build an imaginary world!



2. KARTING TRACK

How about using a box to make a kart track?



Photo 11 Adaptado https://br.pinterest.com/ pin/413346072025153657/ Acesso em 06/04/220

3. SENSORY TREASURE HUNT

You make a list of objects with different textures (smooth, hard, soft, rough) and children have to walk around the house to find them.

For older children, the game is more interesting if you have a certain time to "accomplish" the challenge.



4. CAT'S CRADLE

Use colored crepe paper cut into strips, paste with masking tape on both sides of the corridor. There is no rule on how to stick them, but the difficulty will depend on this: the more tangled the threads are, the harder the child's work will be to cross them.



Foto 13: http://limerique.com.br/pa-pum/cama-de-gatc gigante/

5. GAME WITH CHOPSTICKS

Simple game that you can make with chopsticks. The idea is to spread the sticks on the floor and take one by one without moving the remaining sticks that are tangled.



6. MAGIC BOX

The magic box allows children to create their own toy and stimulates creativity, imagination and concentration.

Required Materials

Cardboard box, shoe box or similar

Recyclable materials such as: bottles, lids, pots, scraps of paper, rolls of toilet paper. Liquid and stick glue, blunt scissors, colored durex, masking tape, string, markers, colored pencils, crayons, plastic paint, gouache paint, brushes of various sizes.



How to explore the magic box

Present the box and each object to children and give them time to explore by themselves, and observe if they need support in the construction; the box can



be taken indoors and outdoors; encourage them to complete what they have started. It doesn't have to be in the same day, but it is important that the construction process has a beginning, middle and end. Motivate the child's imagination to build a robot, a doll, an airplane. Search with them in books and magazines for some images that can inspire their imagination and creation. Read them a story and create the characters with the objects in the box.

7. HANGER RACKET



Required Materials

Hanger, half an old pantyhose leg and balloon.

How to prepare the racket rack?

Build the racket with the child. Observe and value what the child is already capable of doing on their own and support them in what they need help with.

Build two rackets to play together. Think of challenges to try to balance the balloon on the racket (jump on one foot, dance and balance the balloon on top of the racket.)

Close the hanger hook by creating a handle.

Pull the hanger so that it is in a diamond-shaped pattern. Cut half a pantyhose leg and tie a knot at one end. Put on the hanger with the pantyhose and finish with a little knot very close to the hook. Fill your balloon and use it as a ball for the racket

THESE ARE WELL-KNOWN GAMES AND YOU CAN PLAY WITH THE WHOLE FAMILY:

MIME

The aim of this game is to guess what is the word, only by gestures. One person chooses the word and the other has to mime and discover the word chosen by the opponent.

DEAD AND ALIVE

How To Play: Participants must form a line, while the speaker stands in front of that line looking and watching everyone. Then, the speaker randomly shouts: "Dead or alive". In the case of "Alive", everyone must remain standing. When he screams "Dead", they must get down, staying low. This must be done instantly after the shout of whoever is in charge of the game. As the participants miss the position, they leave the game until only one is left that will be the winner.

SIMON SAYS

The song begins with the adult singing "Simon says", which must be answered by children with "what should we do?" After a repetition, the passage is sung and answered twice, the adult chooses an action to be performed, such as dancing, running or jumping. In addition to awakening the child's engagement, who must be attentive to respond to the song at the right time, this game contributes to the development of their overall motor skills and balance. Then, you can switch roles, and the child uses creativity to choose the actions to be taken.

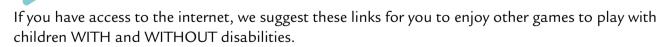
FREEZE TAG

One person is chosen to be leader. The others walk, or freely dance around the room, until the leader says "1,2,3 Freeze tag!" At this moment, everyone stops, striking a pose. The leader chooses a participant and does everything (games and jokes) to make they move.

COLORFUL ELEPHANT

One person is chosen to command the game. They stand in front of the others and say "Colorful elephant". The others ask, "What color?" The commander chooses a color and the others run off to touch something of that color.

WE ARE NOT DONE YET!



Available at: https://maisdiferencas.org.br/noticias-projeto/projeto-brincar-dicas-e-materiais-acessiveis-e-inclusivos-para-criancas-com-e-sem-deficiencia/ access 04/04/2020



And here we also provide another link for accessible books for blind children:

Available at: https://www.fundacaodorina.org.br/blog/livros-infantis-gratuitos/ access 04/04/2020

REMEMBER THE TRADITIONAL GAMES?

Traditional games expand the children's fun list. Marbles; Hopscotch; Jack Stones; Duck, Duck, Grey Duck; Button, button, who's got the button?; Wheelbarrow and many others are some examples of games that children will love to play.

If you have access to the internet, we suggest a very cool link featuring different traditional games from all regions of Brazil. Worth checking out!

Available at: https://www.dentrodahistoria.com. br/blog/entretenimento-e-diversao/brincadeiras-e-atividades/15-brincadeiras-populares-de-regioes/access on 06/04 / 2020



106/04/2020

In your childhood, did you build toys and gadgets? Have you told the children what your games, songs, foods, favorite stories were in a chat full of memories?

BUILDING A TOY...

SEE HOW EASY IT IS TO MAKE A...

TIN TOY CAR

First we need to find a can, a wire and a string. Drill both sides of the can (this need to be done by an adult).

Pass the wire through the holes and tie a string to the ends of the wire. There you go: Just go out to the yard pulling and inventing paths, challenges, possibilities.







Photo 19: Renata Meirelles- BLOG Território do Brincar

TIN FEET

A different possibility for the can is to build a TINFOOT. A Great game that can be done with the child's help.

Instructions

Separate used cans of the same size (chocolate or powdered milk, for example). Drill two holes on opposite sides in the bottom. Pass a 1.2 meter nylon string through the holes and tie the ends together with a very strong knot inside the container. Put the lid on and decorate it with adhesive plastic scraps or paint. Repeat the steps with the other can.

How to play

The children will climb on the cans and try to balance themselves by holding on to the ropes. In addition to walking with the tin feet, they will have fun racing each other, walking backwards or following a route.

On the link below you find many more games with which children and adults can have fun. Enjoy!!

Toys and games menu | Families who care

Available at: https://plan.org.br/cardapio-de-brinquedos-e-brincadeiras-familias-que-cuidam/

You can also build something that "does not exist", bringing together different materials and in different ways ... what really matters is to let your imagination flow

CONVERSATIONS, PHOTOS AND VIRTUAL MEETS CAN EVEN BECOME A STORY!

Have you already told the child what is the meaning of their name? How about a conversation

about the family names and their meanings? How about writing/recording the names of and/or drawing the family members, perhaps organizing them in a family tree? Or showing an old photo album?

In case the child has relatives or friends and can call them (via phone or computer), it is an opportunity for a virtual approach and also of asking them what their games were like and do small researches and interviews.

You can suggest for the child to draw about these conversations and meetings, even in the form of a story! It would be a beautiful record of the memories.



PARTNERSHIP AND PLAY IN DAILY HOUSE WORK

Children can help elaborate the family's shopping list.

Cook a recipe together. Clean the grocery, separate and pick up items in the cupboard.

When suggesting the child for you to bake a cake, replicate a market with several different ingredients, in addition, you can create your own money with paper and pencil and set with the child who is shopping to buy the ingredients to cook a recipe.

After shopping, organize the place to cook the recipe.







Foto 22 menino Barbara Paz Caramigo

CARROT CUPCAKE WITH CHOCOLATE FROSTING

Ingredients

3 chopped carrots

3 eggs

1 tea cup of oil

1/3 tea cup of milk

2 tea cups of sugar

3 tea cups of wheat flour

1 tablespoon of baking powder

Oil and flour for pan lining

250g of chopped dark chocolate

1 box of cream

Chocolate sprinkles to taste

Instructions

In a blender, mix the carrots, eggs, oil, milk and sugar until smooth. Transfer the dough to a bowl, add the flour and the baking powder and mix it with a spoon. Pour the dough into individual, greased and floured muffin pans. Place one next to the other in a large pan. Place it on preheated oven over in a medium heat, for 20 minutes or until lightly browned. Remove it from the oven, let it cool down and unmold. Melt the dark chocolate in a double boiler and mix it with the cream. Spread over the cakes, decorate with chocolate sprinkles and serve.



Available: https://oportunidades.brinquebook.com.br/fiqueemcasa_cozinha access at

04/04/2020

Available: https://guiadacozinha.com.br/dicas-de-cozinha/receitas-para-fazer-com-as-criancas/

accessed on 06/04/2020

Asking for children to remember what they did is an excellent opportunity for dialogue and language exploration, drawing attention to the child's logic construction when speaking and telling events.

Ask the child to tell you something they remember from school, about their peers, activities, meals, teachers. Also, suggest them to make lists of what they have already done and still intend to do on this school term.

If you have the opportunity to take pictures of what you are doing, build a diary recording the activities in different ways. This diary can be made by the whole family and each member can contribute with some information.



to 24 Chara San

LET'S MAKE ART AT HOME?

Art allows children to express their entire inner world, in addition to its relevance for the development

of sensitivity, imagination and creation. Letting children express themselves, create, and come up with their artistic productions can make them calmer, less stressful, besides having a major role in them manifesting their feelings and thoughts in face of so many changes that we are currently living.

You can offer different materials for children to scratch, draw and cut out, not just a white sheet. It can be a cardboard, milk carton, wrapping paper, grocery bags, as well as different types of paper such as newspapers, magazines, etc. Even other types of surfaces are valid like the floor or a chalkboard, they are very fun and important.

It is also important to provide other materials for children to draw: pencils, pens, markers, crayons, chalk, paint, etc.

Children and adults can also look at an object and draw it.



Photo 26 de Prashant sharma

Other than a chance to see the different ways people create their drawings, it can be a challenging practice for them.





Photo 25 de Elizete Gomes

Photo de Barbara Paz Caramigo

Appreciating and praising the children's creations as well as encouraging them to exhibit them (allowing them to choose a special place, such as the refrigerator, doors and cabinets) is to invest in their self-esteem and recognize their creation as something beautiful and important!



Photo 30: Elisangela Oliveira



Photo 30: Elisangela Oliveira

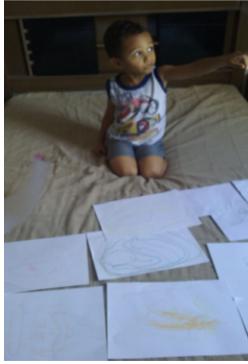


Photo 30: Elisangela Oliveira



HAVE YOU HEARD OF CÂNDIDO PORTINARI, ROMERO BRITO OR IVAN CRUZ?

They are visual artists who depicted some plays on their paintings. It can be very interesting to know a little about them. Doing research on these and other painters' lifes and works with the children will be a lot of fun!

Did you know? Ivan Cruz is a Brazilian artist, from Rio de Janeiro. As a child he liked to play on his neighborhood streets and loved art. When he grew up, he became a lawyer, but he never forgot the arts. The first artist that Ivan Cruz met was

Cândido Portinari, in his geometric phase. Ivan Cruz left the law practice and started dedicating himself exclusively to the arts. With his strong and diverse-colored canvases, of about 1 by 1 meter (1 square meter) showing children's games, the painter amazed children, young people and adults by making them go down the memory lane and remember their childhood.

Works of art can simply be appreciated, but if the children desire, encourage them to:

- express what they notice, feel and think when looking at the paintings;
- ✓ try to recreate the scene on the works through their movement, discovering different ways of using their body;
- ✓ play as painters and draw their own pieces of art, with different types of surface and utensils (canvas, papers of different sizes and textures, paints, markers, brushes, pens, charcoal, chalkboard, papers taped to the walls, the floor, etc.).





Romero Brito: BUTTERFLY II 2013

Ivan Cruz Bolha de Sabão- 1999

Let's make fun slimes, paints and dough?

All natural slime recipe

Ingredients

500g flour 2 tablespoons oil Natural beet juice 1 cup water



SLIME RECIPE

You will need

150 ml borax solution;White glue;1 spoon of baking soda;Food coloring.

Instructions

Put the borax solution in a glass. Then gradually add the baking soda;

Stir well while adding the baking soda. Add the baking soda until the lumps completely dissolve in the water.

Pour the glue into a bowl. Then, add a few drops of the food coloring little by little (if you want it colored).

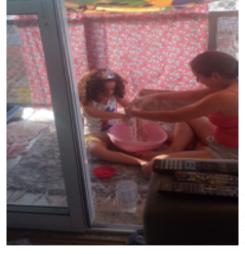
Then, take the glue and dye mixture and gradually pour it into the borax solution with baking soda.

Stir very well. The more you stir, the more bouncier the slime.

Check if the slime is no longer sticking to your hands.

When it happens, you already achieved the correct texture for the slime.

A nice suggestion is for you to prepare your own paints to make art with natural elements! Since



28: Elizete Gomes

they are made with edible ingredients, there is no problem if the little ones take their hands to their mouths during the mess! below you find a homemade paint recipe for the family to do with the child:

HOMEMADE PAINT

Ingredients

2 tablespoons of sugar;½ spoon of salt;½ cup of corn starch;Food coloring or juice powder

Instructions

In a saucepan, put the cornstarch and gradually pour the water stirring the entire time. Add salt and sugar. Cook over low heat and stir until it thickens. When the mix is uniform and with a creamier consistency, just like poster paint, turn the heat off and let it chill. Separate the mixture into different jars and add a different color of food coloring or juice powder in each container.

LET'S PLAY WITH WATER

How about taking a bathtub/basin or objects to play with in the water when showering? It can be really fun and it allows lots of ideas for games.

You can ask the child to carry the water from one container to another. How about transporting the liquid using spoons? Let's find out if we need the same amount of liquid to fill the different types of pots? Why? Can you create bubbles/foam? What's the temperature from water? Hot, warm? Can you make different sounds with your mouth full of water? What about funny hairstyles with the foam? Oh! And don't forget to take a look in the mirror to enjoy the hairstyles! Remember not to leave the shower on for too long!

What happens to the mirror when we shower?



Photo 32: Chico Romaanelli

What happens to the mirror when we take a hot shower? Why does it get cloudy? Can you draw on it? Write on it? For how long?

The mirror is great for playing: We can do several different poses and grimaces. What else can you do?

We can play with water not just when we are showering. We can water the plants and play in an open space and splash around.

In the following link you will find many other fun games for children and adults to have fun with water. Enjoy!

Available at https://www.tempojunto.com/2016/01/08/20-brincadeiras-refrescantes-para-um-diaquente/ access on 04/06/2020

PICKING UP ICE CUBES WITH A SPOON

You just need to take a bowl with water, to throw ice cubes in it and ask the children to pick them up with a spoon! Got one? Try to take the ice cube to another bowl farther away, without dropping it from the spoon. You can also add food coloring to the ice mold and make colored ice cubes.



ttps://www.tempojunto.com/2018/11/16/10 top rincadeiras para criancas de 3 a 4 anos/

WILL IT DISSOLVE OR NOT?

How about checking what dissolves or do not in water? Get a handful of sand, flour or sugar. What happens if we add each one of these materials in a glass with a little water? Do they dissolve? What are the children's guesses? Let's compare and discuss the ideas?

Ask the children to draw the experiment steps. Adults can also help them write the names of the objects used. How about asking the children to tell the experiment to someone else?





https://www.tempojunto.com/2019/03/25/experimento científico facil o na agua/

Can we use other grains for this same experiment? For example, what happens with rice after it is boiled in hot water? What about beans? If we put rice or beans in cold water, what happens?

THE ERUPTING VOLCANO

Materials needed

Baking soda Vinegar

Instructions

When we mix those two elements, foam is formed that expands quickly. This experiment can be even more fun using a volcano model to show children how it erupts.

If you want to make the experiment that way, which can be more fun and visual, build the volcano with clay and make the crater pit. Add two spoons of baking soda in the crater and optionally two spoons of liquid soap (which will result in greater density and volume). Finally, a teaspoon of food coloring will turn red the "lava" emerging when the glass of vinegar is poured.



Available: www.ebc.com.br/infantil. Acesso em 06/04/2020

WE TALKED ABOUT ROUTINE, FOOD, REST, WE SUGGESTED PLAYS AND TOYS, WE THOUGHT ABOUT ART...

NOW LET'S TALK ABOUT READING?



Photo 35 de Jasmini Trails

THERE ARE STORIES ON OUR DAY-BY-DAY

Thinking about literature, we can separate the readings in books or in other materials. Show children the textual support and ask them to choose what they want to hear.

Children love books so they can dream, live in a fantasy world, full of fairies, witches, elves, talking animals and other magical elements. This is a pleasant approach to books, full of possibilities. Each story told creates great enchantment.

Guessing games, tongue twisters, oral tradition folklore, fairy tales and poems are a plate full of entertainment for children. Therefore, it's important to offer them books that help them playing with their imagination skills and also help them answer the questions they are interested the most.

When talking to the children, ask them to name their favorite stories. Then, how about letting them tell the stories to us?

If the child does not feel comfortable doing so, it is fine. We can make an agreement that: "today I will tell you and tomorrow, if you want to, you tell me".

This can also be a time for the whole family to sit down and listen to a story of they all agree on! Those who know how to read can take turns reading, and those who still can't read can simply describe the pictures, wondering what happensin the story, moving forward to finish the reading and talk about the book chosen.





Photo 37 de Marilia Carolina Pires

Photo 38 Elisangela Oliveira

What to do after reading? Allow the child to talk about the pictures, the characters and their impressions on the book, to listen to other family members and create more events for that story.

Who wrote the story? Who illustrated it? Did you already know that story or a similar one?

Another tip: with paper and pen, or other materials you have at home, the children can build characters and make up a story. They can also make puppets with socks that are no longer used, and retell a story their own way.

The puppet can be used in moments of free play, or to make a puppet theater telling the story they invented themselves, or one that a family member/guardian has created. It will be very fun!

RETELLING OF AN AFRICAN STORY...

Retelling of an African story: Ayel

By Tiago de Melo Pinto

Once upon a time there was a very smart boy who lived with his father in an African country called Ghana.

His name was Ayele.

Every day, little Ayele and his father played many African games together, like sea-land, catch the syrup, Zama Zama.

They also liked to sing and his father even made him a song which they always sang together clapping:

"Ayele mido kulo mido papa Ayele

ô ô humid papa Ayele

Ayele mido kulo mido papa ayele

ô ô humid papa Ayele "

In the music the father said to his son:

"May your spirit continue to dance, may your spirit continue to dance."

One night, before going to sleep, the father told Ayele that the next day they were going to the fair. Ayele was euphoric and did not see the time of day dawn so they would soon go to the fair. It took too long to sleep thinking about everything you could find there He woke up in a fright and then said: Daddy, wake up! Let's go to the fair!

So they did, they went on excited to the fair.

On the way, he took small stones to play with seven stones, sang and danced together with your father.

Upon arriving at the fair, Ayele's eyes didn't stop quiet, all those colors all those smells made the little one even more curious. He wanted to see and take everything. Your father, knowing that his son was very curious and seeming to sense what might happen, ducked down and in a loving voice spoke to Ayele:

- Don't distance yourself, always stay close...

Ayele shook his head as if to say he agreed, but deep down, he didn't even hear it right that the father spoke and went out in search of his discoveries.

He arrived at a fruit stand and soon saw the Miraculous fruit, which is a fruit that has the power to make food even sweeter. I looked at that fruit and it was so salivating will. The father soon bought it and they left happy.

Then, the eyes took in the beautiful African baskets, all colorful, bright colors that caught your eye. He entered that world of baskets and did not realize that his father was going in another direction, that of African fabrics. There, he stayed for a while until he look in the stall of musical instruments.

The tent owner was playing an instrument called kalimba. That sound bewitched the little one who stayed there for a long time listening to the sound.

On the other side of the fair, your father, stopping at a food stall and seeing the fufu food, which was the food made with plantains and that Ayele likes most, realized the absence of his little son and became desperate.

He ran to one side, ran to the other, asked if anyone had seen his son and nothing.

Already sweaty from running, he had the idea of singing the song made for Ayele in the hope of his son hear your voice:

"Ayele mido kulo mido papa Ayele

ô ô humid papa Ayele

Ayele mido kulo mido papa ayele

ô ô humid papa Ayele"

On the other side of the fair, lost and now scared, Ayele was already running out of strength. He cried and asked people about their father and nobody had any answers. Until he remembered the meaning of music that his father made for him: "May your spirit continue to dance, may your spirit continue to dance" and started singing. He sang and danced to be heard and seen by his father.

Until the father's voice and Ayele's voice were silencing everyone at the fair. Everyone sat down in silence so that the father's voice reached the son's ears and the son's voice reached the father's ears. Until the father started to hear the son's voice and the son started to hear the his

father and they were singing and dancing following the direction of the sound.

When they met, they hugged each other tightly and sang the song together:

"Ayele mido kulo mido papa Ayele

ô ô mido papa Ayele

Ayele mido kulo mido papa ayele

ô ô mido papa Ayele"

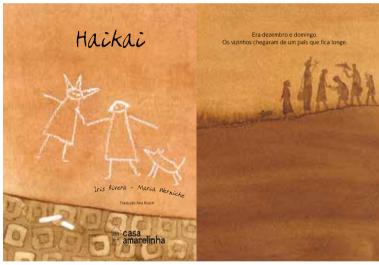
The emotion was so great that everyone there clapped whenever they heard the word papa in the song.

After the shock, dad took Ayele to the food stall and together they ate the delicious fufu. On the way home, Ayele told her father that she never wanted to get lost again, never...

Maristela Loureiro (Author)), Ana Tatit (Author).
Publisher Melhoramentos

AND HERE WE HAVE TWO WELL FUN STORIES! TAKE A LOOK!

HAIKAI Iris Rivera, María Wernicke Translation Ana Busch



It was December and Sunday. The neighbors arrived from a country that is far away.

They had a dog called Haikai and a daughter my age.







She smiled and her eyes were hidden in two lines Her dog, Haikai, wagged its tail, licked my hand and I sat down on her threshold She took out a box with drawings of dragons Inside, there was another box and then, another and another box And in the and, a little box full of nothing.

When the shadows extend she rolled up Haikai's shadow and gave me as a gift



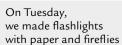


On Monday, she invited me in

We did hair buns
In her elongated eyes dolls
And we tied the buns with sticks

For many days, we looked for the key that opens rice grains and we found it on the sleeve of a silk dress that her mother never used







On Thursday we cut the rain into fringes with the wire in hand

On Satuday, she wove a piece of a rare song and then it was my turn, and then hers we made a necklace of songs end now it's ours.





On Friday, in late February she showed me a newly arrived letter It was written by inked feet birds those who write with their feet walking on paper

The letter brought a massage from afar And the family had to leave.

And she had to leave.

On Wednesday, she left the threshold, the house and the neighbourhood She returned to her country, that's far away.

And the took the boxes of dragons, the key and the sticks to use on hair





At the last moment, she gave me a feather I planted and watered it with drizzle fringes.

When the feather sprouts
A inked feet bird will be born
And I'm going to dictate the bird a letter
On the letter, I will tell her that every afternoon





... I unroll Haikai's shadow that wags its tail and licks my hand and I feed it with rice grains **Iris Rivera** was born in Buenos Aires, in 1950, and lives there since then. She's a master and teacher of philosophy and education science. She lectured for children for 25 years. Iris is specialized on the formation of reader mediators and has written many books for children.

María Wernicke was born in Argentina and works as an illustrator since 1994. She has published books in Argentina, Brazil, Spain and Japan. Haikai received the prize of best-book-album of Association of Child and Juvenile Literature of Argentina in 2006, 2009 (with Iris Rivera) and 2010.

This book was composed with Gountlet Classic and Helvetica Neye and printed in matte glazed paper. 150 g/m²

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THE TRUTH ABOUT MERMAIDS Fita Frattini Translated by Andréia Nascimento



Mermaids are half fish

half women



They have a long hair that they comb for long hours.

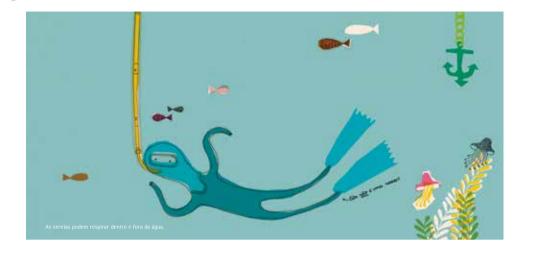




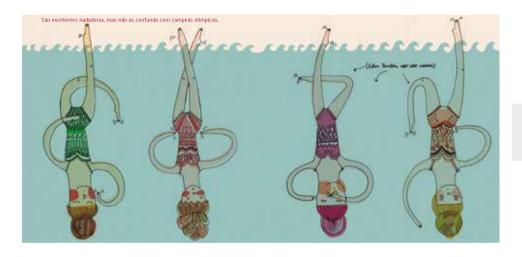
Mermaids don't speak, but if you listen to their song, you will feel that you're floating between clouds and the sea.



They're so beautiful that sailors, admirals, pirates and privateers fall in love when they see them.



Mermaids can breathe in and out the water.



They're excelent swimmers, but don't confuse them with olympic champions.

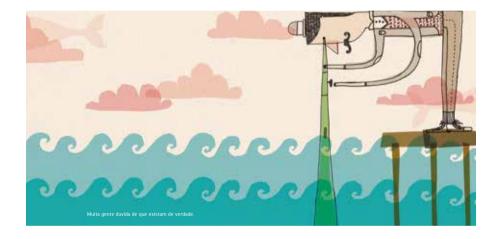


Mermaids live on the bottom of the sea.

But, sometimes, they dream with living close to the trees.



Mermaids collect many things



Many people don't believe that they really exist.



People say that some of them decided to leave the sea. It's hard to find them, but asking the rights questions, you'll know when you're in front of a mermaid.



Fits Prettind Philolos Prettind Calcal

E formada em design e comunicação visual na Universidade Tecnologica Metropolitiana de Santiago, no Chile. E fundadora e diretora critativa da Pajarin de mimbre, que diagrama, llustra e elabora contos infantis. Além de A Verdade Sobre as Sereias, fitia publicou De Nefatil a Neruda, também pela Pehuén Publishera, em 2012.

So, how to discover if your mom, sister, niece, friend or grandmother is a mermaid?

Question 1: does she worries a lot about her hair?

Question 2: does she have many shoes?

Question 3:does she pretend that she doesn't like water?

Question 4: does she just wear long dresses?

Question 5: does she have many lotions and make up in the bathroom?

Question 6: does she collect things?

* If you answered "yes" to more that four question, you found a suspect.

Fita Frattini (Fabiola Frattini Calca)

is graduated on desing and visual comunication at the Universidade Tecnológica Metropolitada of Santiago, in Chile. She's founder and creative director of Pajarito de mimbre, that makes the diagrams, draws and crafts child stories. In addition to The truth about mermaids, Fita published From Neftalí to Neruda, also with Pehuén Publishers, in 2012

On the following link there are many more storytelling that are really special for children and adults have fun. Enjoy!

Available: http://oportunidades.brinquebook.com.br/fiqueemcasa_videos acces in 06/04/2020

On the following link you can find accessible and inclusive books

Available: https://maisdiferencas.org.br/biblioteca/livros/ 06/04/2020

On this channel of Youtube, the teacher tells stories to deaf children. Take a look..

Available: https://m.youtube.com/channel/UCkmrx_wNCYEGpWnV54LMSIA 06/04/2020

CHILDREN SONGS TO SING AND PLAY WITH THEM

Exploring different musical styles with the child increases their knowledge and also brings joy! Probably they already have a repertoire of songs learned at school, at home, on the radio or neighbourhood. Talk to the child about which are your favorites musical styles. Would you like to know other styles?

- 1. When listening different kinds of song, you can ask: what's the difference between them?
- 2. The song that we just listened is similar to anything that we've heard before?
- 3. What would be the name of this kind of song?
- 4. Do we know anyone that likes this kind of music?
- 5. Have we heard any musical instrument that we know?

These and other questions can help the child develop linguistic arguments and to improve the perception that people like different things and have different behaviours. Those aspects help the child to know themselves and to recognize what they like and prefer. Music can bring that experience and still provide pleasures when dancing, singing, playing. In addition to the possibility of joining family to sing together and etc.

LET'S MAKE A KARAOKEP

Take pride in singing! What do you think about recording an invented song and send to people that the child elects from apps of visual interactions? Create a coreography, show it to the "audience" of the house. Make an invitation with children saying the time and the place in the house where the show will happen.

It's possible to record the "show" throught applications and send to other people, family, friends, that are in other places. What do you think?

LET'S SING AND PLAY?

ORCHARD POPCORN IN THE PAN ALLIGATOR (Palavra Cantada) Available: https://pngimage.net/ acesso em 11/04/2020 Available: https://br.freepik.com/vetores-gratis/conjunto-de-caracteres-Available: www.terapia.comunitária acesso em 11/04/2020 de-crocodilo_4124594.htm#page=1&query=jacare&position=1 Banana, banana tree Guava, guava Orange, orange Apple, apple tree Papaya, papaya Another popcorn started to I know an alligator Avocado, avocado answer! Lemon, lemon tree that likes eating... And it was a po-poc, poc, poc Tomato, tomato Hide your little eyes Po-poc, poc, poc Cashew, cashew tree Or the alligator You can't understand (Bis) Umbu, umbuzeiro Eats your eyes and your big toe Sleeve, hose And then you change the part Pear, pear of the body each time the song Blackberry repeats Pitanga, pitangueira Fig, fig tree Gossip, gossip Açaí, açaí Sapodilla, sapodilla Mangaba, mangabeira Grape, vine Coconut, coconut tree Ingá, ingazeiro Jambo, jambeiro Jabuticaba, jabuticabeira Yeah, yeah, yeah, yeah Yeah, yeah, yeah, yeah

In this moment of singing out loud and feeling the body, we can contribute and help children to notice the sounds and beats of the music. A good suggestion is to search how people do music. It's possible to watch a band playing, an orchestra, a chorus, a solo in different rhythms. It will contribute with the materialization of what's music and also reflect on what awakes our excitement for songs, or for a rhythm.

What do you think about proposing children to build their own instruments? The idea is to make sounds in different beats. And here you can use what you have in your home: a pan lid, a pot with something inside (sand, rice, beans, etc), an old pan, beating spoons, and everything that imagination brings. After that search, they'll be able to make music at home with family.

We know that children like music, and they might be encouraged to sing and make songs themselves. But how to compose their own songs?

Musicality starts through the body: use your body to make sounds, clap your hands, beat your feet on the floor, make sounds with the mouth. Put the legs up, down, bottom up, roll on the floor, crawl, stretch, jump... It's important to move the body and don't stand! Using all the body, you're able to make funny sounds.

On the following link the musical group Barbatuques works with sounds of the body, but just watch after exploring your own bodies. OK?

Peixinhos do Mar - Barbatuques | Tum Pá - youtube

Available on https://youtu.be/xV1KB1iQsWM access on 06/04/2020

SUGGESTIONS OF SONGS TO SING WITH CHILDREN AND ALL THE FAMILY

Check those links:

Banda Tiquequê

Available on https://youtu.be/XWUNiI_1pWg. access on 06/04/2020

Link on youtube of songs with Margarethe Darezzo feat. Dominguinhos

 $Available: https://youtu.be/5o52TXXtVw4? list=RDEMuomXfz_Te8zCoQxj_oYUswarder for the control of the control$

access on 06/04/2020

Link on youtube of musical atraction Palavra Cantada

Available on: https://www.youtube.com/channel/UCGs6qb1ohFhDzeHbYeJlsAA

SUGGESTIONS OF MOVIES AND MUSICALS:

Other interesting movie is **Pedro e o Lobo** (Peter and the Wolf), that also shows the world of instruments.

The musical Saltimbancos brings a lot of musicality, with a repertoire of Popular Brazilian Music.

And o Teatro Mágico, that makes music with focus on aesthetic, art and acrobatics.

Pedro e o Lobo -youtube

Available on https://youtu.be/ggRJRSJvFTA access on 06/04/2020

Saltimbancos

Available on https://youtu.be/Mu4g3wLJ3jY access on 06/04/2020

Teatro mágico Youtube

Available on https://youtu.be/7AJmsD3HeYs?list=RD7AJmsD3HeYs access on 06/04/2020

A MOMENT OF UNION AND TO LEARN WITH CHILDREN

In this material, we suggest games, songs, routine organization etc. Our goal is to make this moment of social isolation more peaceful in addition to be an opportunity of learning and playing for children of Rede Municipal de Educação and families/responsibles.



Photo: Pixabay- Sem identificação do nome do autor

It's a hard moment for the families/responsibles and children, that requests unity, patience and a lot of harmony. We can't lose our hope, because we're going to be ALL TOGETHER, living our routines, back to work, with children living their childhood on the spaces of Infantil Education with friends and teachers.

Everyone is anxious to meet, write new stories. But before this happens, enjoy our tips and suggestions to be connected, because childhood and those unique moments are very special and pass very quickly.

Everyday we make choices, conscious or unconscious, but even so, are choices. Let's make good options to this time? And help children to make them too? Count on us!

TAKE A LOOK AT THE PHOTOS, WHAT CHILDREN AND ADULTS ARE DOING TO HAVE FUN IN THEIR HOMES



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