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**ENSINO
FUNDAMENTAL
ANOS FINAIS**



LÍNGUA INGLESA



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FUNDAMENTAL
ANOS FINAIS**

LÍNGUA INGLESA

Obra coletiva concebida e desenvolvida por SM Educação.

1ª edição, 2025



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Projeto gráfico	APIS Design
Editoração eletrônica	Texto e Forma Conteúdo Educacional
Pré-impressão	Américo Jesus
Fabricação	Alexander Maeda
Impressão	

Dados Internacionais de Catalogação na Publicação (CIP)
(Câmara Brasileira do Livro, SP, Brasil)

Ecos Sistema de Ensino : língua inglesa : 6º ano :
ensino fundamental : anos finais / obra coletiva
concebida e desenvolvida por SM Educação. --
1. ed. -- São Paulo : Edições SM, 2025. --
(Ecos Sistema de Ensino)

ISBN 978-85-418-3348-6 (aluno)
ISBN 978-85-418-3310-3 (professor)

1. Língua inglesa (Ensino fundamental) I. Série.

24-227095

CDD-372.652

Índices para catálogo sistemático:

1. Língua inglesa : Ensino fundamental 372.652

Cibele Maria Dias - Bibliotecária - CRB-8/9427

1ª edição, 2025



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ANTES DE MAIS NADA...

A escola está inserida em um mundo complexo e que se transforma rapidamente. Na jornada do Ensino Fundamental Anos Finais, é importante que o conhecimento adquirido ao longo do tempo seja consolidado e aprofundado. Espera-se que cada estudante amplie sua visão de mundo e se torne um cidadão crítico e participativo na sociedade. Este é um desafio e tanto!

Esta solução didática foi elaborada abarcando os diversos componentes curriculares com rigor conceitual, contextualização, atualização e recursos que favorecem o processo de ensino-aprendizagem. Além disso, ela trabalha os Objetivos de Desenvolvimento Sustentável (ODS) propostos pela Organização das Nações Unidas (ONU) em busca da cidadania global, fundamental para que o estudante adquira conhecimentos e desenvolva habilidades que o façam se sentir parte integrante da sociedade, ampliando seu papel protagonista. Para completar, projetos de pesquisa anuais trabalham temas transversais que integram diferentes componentes curriculares.

Pretende-se, assim, contribuir para que o cotidiano escolar seja estimulante e enriquecedor, possibilitando a superação de todos os desafios.

Que esta jornada seja muito feliz!

ABERTURA DO MÓDULO

O conteúdo deste componente curricular está distribuído por nove módulos, que reúnem os objetos de conhecimento a serem desenvolvidos no ano.

Um pequeno texto introduz o assunto a ser trabalhado no módulo.

LÍNGUA INGLESA

I'M ALICIA, AND YOU?

THIS LESSON is an invitation for you to introduce yourself and learn how to say about the things you like and dislike. Sharing personal information is something we do every day and learning how to do it appropriately is essential, no matter what language we use.

WHAT DO YOU KNOW
about ways to introduce yourself?

WHAT DO YOU THINK
about having students from different parts of the world in your school?

OUR OBJECTIVES

- Identify correct ways to introduce yourself and give personal information
- Use the verb forms in the simple present
- Use verbs to talk about things you like
- Recognize names of countries, nationalities, and numbers from 1 to 20
- Write a biographical profile

Boys and girls greet at school.

A relação de objetivos pedagógicos serve como orientação de estudo.

A questão iniciada com "What do you know" ajuda a resgatar conhecimentos anteriores.

A questão iniciada com "What do you think" propõe a formulação de uma hipótese.

A imagem de abertura do módulo desperta a curiosidade para o que será estudado.

SUMMARY

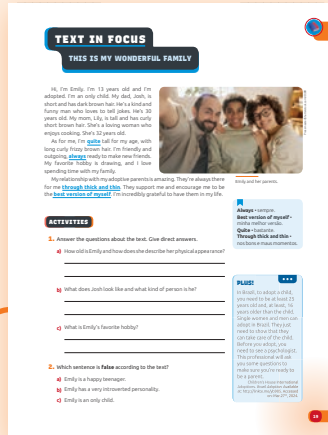
- 19 Text in focus • This is my wonderful family
- 24 Hands on • Family values
- 25 Active communication • Digital technology and families
- 27 Listen and speak • Family daily dynamics
- 28 Activation
- 31 Directed study
- 32 World's citizen • Peace and justice in the family institution

Friends can also become family.

O sumário lista os tópicos desenvolvidos no módulo e facilita sua localização.

DESENVOLVIMENTO DO CONTEÚDO

O assunto é desenvolvido por meio de portadores textuais variados, muitas imagens e contextualização permanente. Inclui ainda várias seções com propostas de atividades diversificadas.



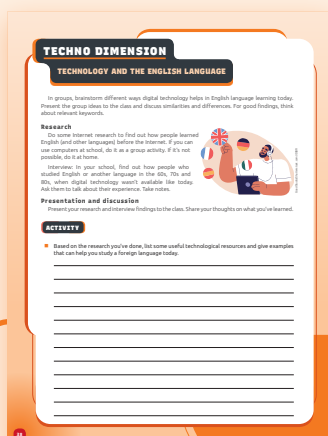
TEXT IN FOCUS

Leitura e interpretação de textos relacionados ao assunto do módulo, com aprofundamento no gênero e na linguagem; inclui atividades de compreensão e de interpretação.



HANDS ON

Atividades operatórias individuais ou em grupo com a finalidade de se elaborar algo concreto (cartaz, relatório, apresentação, maquete, exposição).



TECHNO DIMENSION

Discussão sobre a importância dos avanços tecnológicos para a vida em sociedade, em conexão com o conteúdo trabalhado no módulo, acompanhada de propostas de atividades.



WORLD'S CITIZEN

Contexto e atividades associados com um dos 17 Objetivos de Desenvolvimento Sustentável (ODS); inclui elaboração de propostas de intervenção na realidade relacionadas com a situação apresentada.

ACTIVE COMMUNICATION

Digital technology and families

3. Discuss the options below in pairs. Whose opinion do you agree with? Do you have a different opinion?



May: "I think digital technology is great for families. We talk a lot for along, but we still talk every day on FaceTime."



Jake: "I think digital technology is distracting my kids from talking to me. They're always on their phones and never look up."



Emily: "I'm not sure about digital technology. Sometimes I feel we are always connected, but other times I miss our face-to-face time."



Tom: "I love digital technology because it lets me see photos of my grandparents. It makes my heart happy to see their smiles even from far away."

2. Now, make a list of positive and negative impacts of technology on family dynamics and relationships.

POSITIVE	NEGATIVE

ACTIVE COMMUNICATION

Situações práticas de comunicação exercitam vocabulário e linguagem, além de contextualizarem a apresentação sistematizada de tópicos gramaticais.

LISTEN AND SPEAK

English influencing culture

1. Discuss with your classmate. How do you think Brazilian culture is influenced by?

1. celebrating Halloween? 2. shopping on Black Friday? 3. having hamburgers for meals?

2. Yes, I like to see people. What are they talking about?

1. **1** ☐ Hamburgers ☐ Black Friday ☐ Halloween
2. **2** ☐ Hamburgers ☐ Black Friday ☐ Halloween
3. **3** ☐ Hamburgers ☐ Black Friday ☐ Halloween

3. Check your understanding. Answer the questions according to the audio.

1. What is the girl's favorite holiday and why?
2. What toppings does the boy mention when he describes his love for hamburgers?
3. What does Black Friday mean to the woman beyond just getting deals?

4. Speaking activity: What's an advantage and what's a disadvantage about Black Friday? Let's discuss.

Considered stores with long lines. You can get products for cheaper prices. Some items may sell out quickly. Possibly stressful shopping environment. Many sales and discounts available. Chance to save money on big purchases. Chance to compare prices of all the deals. Exciting experience shopping in the stores. Opportunity to buy gifts for holidays. Risk of impulse buying things you don't need.



LISTEN AND SPEAK

Propostas de atividades de escuta e pronúncia.

ATIVIDADES

Diferentes baterias de questões permitem fixação, aplicação e consolidação dos conteúdos estudados. As atividades são elaboradas com base em habilidades da Base Nacional Comum Curricular (BNCC) e classificadas por "ações cognitivas", identificadas por ícones.

ACTIVATION

Read the text below to do the activities.

The Arnolds are Canadian, but they live in São Francisco. Their house is big and spacious. Steve Arnold is an engineer, and he works at a car company. His wife is Stella, a loving mother of five kids: Rose, Anna, Silas, Liam and Robert. Rose is 15 and she is a talented girl who loves playing soccer. She wants to be a professional soccer player someday. Anna and Silas are twins; they are 12 years old. They are completely different girls: Anna is a talented artist and loves painting, reading books and drawing pictures, and Silas is a boy who loves playing basketball. Liam and Robert are twins, too. They are 8 years old, and they have very similar personalities: both are talkative, energetic, and very curious.

Stella's parents, Clara and David, spent six months of the year with the family. The kids love having their grandparents around and they frequently have picnics in the city park, have movie nights together, and sometimes on the way, go to the swimming pool and have backyard barbecues. Clara and David spend the summer in Brazil because, at this time, it's warmer in Canada and it's very cold.

Steve's parents, Christian and Jane, live in France and they don't come to Brazil frequently, like Clara's parents. They are teachers in France, and they are not always free when they are in Brazil, the family loves going on road trips with them.

The Arnolds are very respectful and careful with their children. They have strict rules, and all the kids follow the rules. Steve and Stella have values such as peace, respect, kindness, and justice within their family **household**.

1. **1** **1** Your teacher is going to assign you one character of the Arnold family members (Steve, Stella, Rose, Anna, Silas, Liam, Robert, Clara, David, Christian, Jane). Interview with each other in character, introducing yourselves to the other family members and sharing details about your personalities and interests in English. After ten minutes, change your partner and share interesting information you learned about the other family members.

2. **2** **2** Imagine you are a journalist and you need to interview the Arnold family. Choose a family member to interview and come up with questions to ask about his/her daily life, hobbies, and family dynamics. Role-play the interview. Follow your teacher's guidelines, taking turns being the interviewer and the family member being interviewed.

ACTIVATION

Seleção de atividades para resolução em sala de aula, com o auxílio do professor.

DIRECTED STUDY

1. **1** **1** Answer the questions below about your English learning experience. Give personal details you consider important for your answer.

1. What do you do to improve your English learning outside of class?
2. What do you think about the use of dictionaries for learning new words?
3. Why do you like studying English?
4. How do you usually practice English outside of class?
5. In what ways do you think learning English can benefit you in the future?

2. **2** **2** Imagine you are going to create a video blog post about the importance of English in your daily activities.



speaking in a video blog

In this video blog post, you can explain how you use English in social media, to watch films or series, read books, write a report to record the video. Organize the content in topics in the sequence that you want to follow to present the information.

3. **3** **3** List ten questions using different question words (what, where, when, who, why, how) related to your topics of interest. You can use text ideas from the previous pages or you can bring new topics.

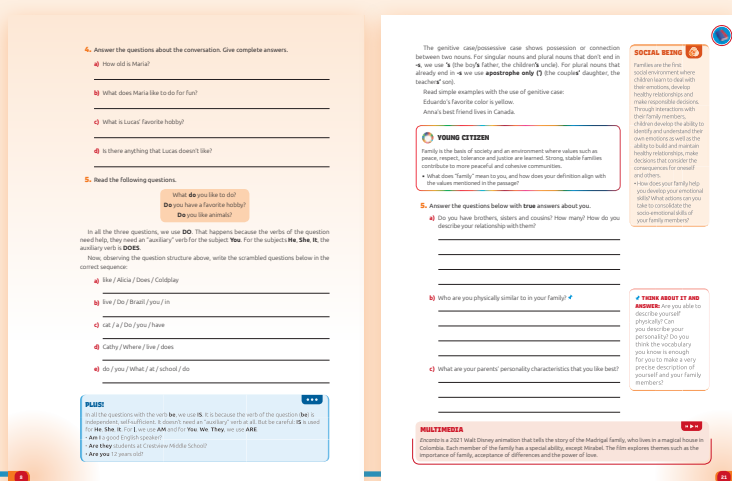
4. **4** **4** Research and find statistical data on the number of English speakers worldwide. Read website articles to get information and present your findings in a chart or graph, highlighting the regions with the highest number of English speakers and explaining why English has become so widespread.

DIRECTED STUDY

Conjunto de questões para resolução com autonomia, durante o horário de estudo.

BOXES

Apresentam informações que complementam e ilustram o assunto em estudo.



DEFINITION

Destaca conceitos importantes para o aprendizado.

PLUS!

Apresenta informação complementar, curiosidade ou reforço conceitual.

MULTIMEDIA

Sugere livros, sites, filmes e visitas reais e virtuais que ilustram e aprofundam o conteúdo.

THINK ABOUT IT AND ANSWER

Traz uma atividade rápida que auxilia a progressão do conteúdo.

DICTIONARY

Apresenta o significado de palavras complexas destacadas no texto.

SOCIAL BEING

Mostra informação contextualizada sobre aspectos da vida em

sociedade, acompanhada de solicitação de posicionamento pessoal que leva à reflexão sobre a participação contributiva do estudante.

YOUNG CITIZEN

Apresenta situação associada com um dos Objetivos de Desenvolvimento Sustentável (ODS) da Organização das Nações Unidas (ONU) e propõe interpretação analítica e reflexiva do fato.

AÇÕES COGNITIVAS

Cognição é a forma pela qual o pensamento se organiza na realização de determinadas ações. Cada atividade proposta exige uma ação cognitiva específica do estudante, que é sinalizada por um ícone.



LEMBRAR

Recordar fatos e conceitos relacionados com determinada situação.



COMPREENDER

Entender e explicar uma situação com base em experiências anteriores.



APLICAR

Usar o que se aprendeu para resolver uma situação nova.



ANALISAR

Entender uma situação por meio do exame de seus diferentes aspectos.



AVALIAR

Julgar uma situação adotando certo critério.



CRIAR

Propor solução nova e coerente para uma situação.

OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL (ODS)

São 17 metas de natureza econômica, social e ambiental definidas pela Organização das Nações Unidas (ONU) como forma de reduzir desigualdades e assegurar um futuro para o planeta. Em cada módulo, um ODS relacionado com o assunto é trabalhado no box “Young citizen” e na seção “World's citizen”, permitindo que o estudante contribua com ideias e propostas para a melhoria das condições de vida em sociedade, desenvolvendo cidadania crítica, criativa e atuante.



LIVRO DIGITAL

A versão digital deste volume pode ser acessada por meio da plataforma SM Aprendizagem usando um dispositivo pessoal, o que possibilita a leitura e o estudo com portabilidade. Conteúdos exclusivos, como recursos multimídia (galerias de imagens, áudios, vídeos, animações, infográficos) e atividades interativas reforçam e aprofundam os conhecimentos. Ferramentas variadas fundamentam pedagogicamente a coleção, armazenam informações úteis sobre o uso do material didático pelo estudante e orientam-no sobre a melhor forma de navegar pelos recursos disponíveis.





I'M ALICIA, AND YOU?

THIS LESSON is an invitation for you to introduce yourself and learn how to say about the things you like and dislike. Sharing personal information is something we do every day and learning how to do it appropriately is essential, no matter what language we use.

WHAT DO YOU KNOW
about ways to introduce
yourself?

WHAT DO YOU THINK
about having students from
different parts of the world
in your school?

MODULE

1

OUR OBJECTIVES

- Identify correct ways to introduce yourself and give personal information
- Use the verb forms in the simple present
- Use verbs to talk about things you like
- Recognize names of countries, nationalities, and numbers from 1 to 20
- Write a biographical profile

Boys and girls greet at school.

SUMMARY

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- 7 Active communication** • Getting to know people
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- 16 World's citizen** • Women and men have the same rights



Student greeting her classmates.

TEXT IN FOCUS

THE NEWCOMER CLUB



Newcomer's Board

← → <http://www.newcomers.crestviewmiddle.edu>

Newcomer's Board

Meet the Newcomer's Board!
Don't get lost. Join the group and get to know everything you need in your new school.



Roman Sambrsky/Shutterstock.com/D/BP

Alicia Simpson – President
Alicia is a **6th grader**. She's 12 years old and she loves to play the piano and the guitar. She listens to music a lot and her favorite singer is Bruno Mars. She has two cats and a dog. She wants to be a musician.



AJP/Shutterstock.com/D/BP

Dana Moore – Vice-president
Dana is a 7th grader. She's from Canada and she loves reading and writing blog posts. Her favorite band is Coldplay. She's a great **chess** player. She wants to be an astronaut.



ViDI Studio/Shutterstock.com/D/BP

Cathy Costa – Secretary
Cathy is a 7th grader, too. She is Brazilian. She loves sports and she plays basketball. Her favorite singer is Anitta. She is also a **cat lover**, and she has two cats. She wants to be a professional basketball player.

PLUS!

US education levels are preschool (2-5 years old), elementary school (5-10 years old), middle school (11-13 years old) and high school (14-18 years-old). The typical school year in the United States usually spans from September to May and is commonly divided into two semesters, each lasting 16-18 weeks. However, some schools may opt for a quarter or trimester system, which consists of multiple terms lasting 10-12 weeks each.

6th grader • aluna da sexta-série.

Cat lover • pessoa que ama gatos.

Chess • xadrez.

ACTIVITIES

1. Which sentences are **true** about the text?

- a) Alicia is in 8th grade and she's 14 years old.
- b) Alicia enjoys listening to music and Bruno Mars is her favorite singer.
- c) Dana Moore is the president.
- d) Dana is Canadian.
- e) Dana's favorite band is The Beatles.
- f) Cathy is a dog lover and has three dogs.
- g) Cathy is American.
- h) Cathy plays basketball.

2. Answer the questions about the text. Give direct answers.

- a) What instruments does Alicia love to play? _____
- b) What is Dana's favorite band? _____
- c) How many cats does Cathy have? _____
- d) What does Dana want to be when she grows up? _____
- e) Where is Dana from? _____

3. Now, read what they say when they give their own personal information. Observe the difference in the verb forms and in the pronouns. Then, complete the sentences after the text. Circle the correct answer.

- a) When the girls talk about themselves, they use **I / she**.
- b) The verbal form used by them to introduce themselves is **am / is**.
- c) When they talk about what they like, the verb has **-s / has no -s**.

 Hi, I'm Alicia and I'm a 6th grader. I'm 12 years old and I love to play the piano and the guitar. I listen to music a lot and my favorite singer is Bruno Mars. I have two cats and a dog and I want to be a musician.	 Hi, I'm Dana and I'm a 7th grader. I'm from Canada and I love reading and writing blog posts. I have a fashion blog. My favorite band is Coldplay. I love to play chess and I am a very good chess player. I want to be an astronaut.	 Hi, I'm Cathy and I'm a 7th grader, like Dana. I'm Brazilian. I love sports and I play basketball. My favorite singer is Anitta. I'm also a cat lover, and I have two cats. I want to be a professional basketball player.
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Roman Samborskiy: AJP: VIDI Studio/Shutterstock.com/IDBR



YOUNG CITIZEN

- Do you know cultures where girls are not allowed to go to school? What do you think about that?

MULTIMEDIA



I am Malala: The story of the girl who stood up for education and was shot by the Taliban (UK: Weidenfeld & Nicolson; US: Little, Brown and Company, 2013) is a book about Malala Yousafzai. It tells about how she fights for girls' education. It also talks about when the Taliban (a militant organization) tried to kill her in 2012. Malala survived the attack and became even stronger in her fight for education. The book shows how important it is for all children to go to school.



4. The Newcomer's Board has a meeting today. They have plans for an event for new students. Read their conversation. Then, answer the questions about it.



BearFoto/Shutterstock.com/IDBR

Alicia: Let's welcome our new classmates!
Do you have ideas for our first week?

Dana: Let's organize a book reading. Or a sports event.

Cathy: I love the sports idea!

Alicia: We all like different things. If we work together, our school can be better.

Dana: Maybe we can mix things up. Like a chess game with music or a basketball game with live songs!

Cathy: I love that idea! What do you think, Alicia?

Alicia: Great idea! Sports and music together!

Cathy: This year will be great. I just know it!

- a) What does Dana suggest for the first week at school?

- ☐ Book reading and a sports event.
- ☐ Chess game and live songs.
- ☐ Movie night and a dance.
- ☐ Field trip and a talent show.

- b) What is Cathy's opinion about the upcoming school year?

- ☐ She is uncertain.
- ☐ She is nervous.
- ☐ She is excited.
- ☐ She is uninterested.

- c) How does Alicia believe the school can improve?

- ☐ By hosting more academic events.
- ☐ By focusing on individual interests.
- ☐ By implementing stricter rules.
- ☐ By eliminating extracurricular activities.

SOCIAL BEING



Having a welcoming committee at school is important. It helps new students feel more comfortable and included. Sometimes, starting at a new school can be scary, especially if you don't know anyone or how things work there. The welcoming committee is there to help with that. They are friendly and kind to new students, so they don't feel alone. They show them around the school and introduce them to other kids. This way, new students can make friends and get involved in the school community.

- How do the people in your school welcome new students?

HANDS ON

PREPARING A WELCOME EVENT FOR NEWCOMERS

The objective of this group activity is to plan and organize a welcome event for new students in the school, fostering a sense of community and inclusivity. Work in small groups of four or five members each to encourage collaboration and teamwork.

Materials needed

- Paper, markers, and sticky notes for brainstorming and planning
- Poster boards, construction paper, and art supplies for creating decorations
- Balloons, streamers, banners, and other decorative items
- Refreshments such as snacks, beverages, cups, and napkins
- Supplies for planned activities, such as sports equipment, stationery, and props
- Budgeting sheets or spreadsheets to manage expenses and stay within budget

Instructions

- 1) Brainstorm creative and innovative ideas for the welcome event. Discuss and decide on a theme or concept for the event. List themes ("Adventure awaits", "Welcome to our school family", or "Exploring new horizons", just as examples).
- 2) Plan engaging activities and icebreakers to help new students feel welcome and comfortable. Activities could include team-building games, scavenger hunts, or interactive workshops.
- 3) Brainstorm ideas for decorating the venue to create a welcoming atmosphere. Consider using banners, balloons, posters, and colorful decorations that align with the chosen theme.
- 4) Decide on refreshments to be served during the event, such as snacks and drinks.
- 5) Ensure that refreshments are inclusive of dietary restrictions and preferences.
- 6) Allocate a budget for the welcome event and plan expenses accordingly.
- 7) Each group presents their visual representation to the class, explaining the origins, meanings, and cultural significance of their chosen words.

ACTIVITY

- Imagine you are a new student at a school, and you are surprised by a newcomer event on your first day at school. How do you feel about that idea? Choose as many adjectives as possible that can describe your feelings at this moment.

☐ Excited

☐ Sad

☐ Angry

☐ Impressed

☐ Included

☐ Happy

☐ Supported

☐ Discouraged

☐ Grateful

☐ Accepted

☐ Depressed

☐ Energized



ACTIVE COMMUNICATION

Getting to know people

1. Discuss the question in groups: What kind of information is OK to ask people when you get to know them?

- | | |
|-------------------------------------|---|
| ☐ Address | ☐ Age |
| ☐ Name | ☐ Salary |
| ☐ Occupation | ☐ Personal preferences |
| ☐ Likes | ☐ Origin |
| ☐ Dislikes | |

2. Read the questions below and write, in front of them, the kind of information each one is about.

- a) How old are you? _____
- b) Where do you live? _____
- c) How much do you earn? _____
- d) What do you like to do? _____
- e) What's your name? _____
- f) What is your occupation? _____
- g) Who is your favorite singer? _____
- h) What don't you like to do? _____
- i) Where are you from? _____

3. Lucas welcomes Maria to his new school. Read the conversation. What kind of information do they exchange? Discuss with your classmates.

Lucas: Hi, I'm Lucas! How old are you?

Maria: Hi Lucas! I'm Maria. I'm 12 years old. And you?

Lucas: Oh, I'm also 12. What do you like to do for fun?

Maria: I love drawing and reading books. How about you?

Lucas: Cool! I enjoy playing soccer and video games. Do you have a favorite book or hobby?

Maria: Yes, I love fantasy books, especially ones with dragons and magic. And I really like painting too. What about you? Is there anything you don't like?

Lucas: Hmm, I'm not a big fan of spicy food. What about you?

Maria: Same! Spicy food is not my thing. Hey, do you like animals?

Lucas: Yes, I love animals! Especially dogs. They're so cute and loyal. Well, it was nice meeting you, welcome to our school!

Maria: You too, Lucas! See you around! Thanks!

Lucas: See you!



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A **SM** apresenta uma solução educacional completa que une recursos pedagógicos a ampla cesta de serviços, compondo um entorno cooperativo orientado para a sustentabilidade no âmbito da agenda dos Objetivos de Desenvolvimento Sustentável (ODS).

- O estudante é incentivado a exercer o protagonismo e a desenvolver cidadania crítica e criativa, com base na ética do cuidado.
- O professor acessa grande variedade de propostas que asseguram flexibilidade à condução dos processos de ensino e aprendizagem.
- Estratégias pedagógicas assertivas e coerentes, que incluem oferta digital completamente alinhada com o desenvolvimento de conteúdos significativos, favorecem a aquisição de competências e habilidades.

TECNOLOGIA EDUCACIONAL como ferramenta de aprendizagem e gestão

Todo o conteúdo, potencializado por recursos variados, pode ser acessado na plataforma SM Aprendizagem, a qualquer tempo e em qualquer lugar, usando um dispositivo pessoal.

- Recursos digitais de diferentes tipos (galerias de imagens, áudios, vídeos, animações, infográficos) ilustram o conteúdo de forma dinâmica, favorecendo a compreensão e o aprofundamento dos conceitos.
- Diferentes propostas de atividades interativas ampliam as oportunidades de reforço da aprendizagem e funcionam como trilhas avaliativas.
- Canais de comunicação possibilitam o contato permanente entre professores e estudantes, facilitando o envio de atividades personalizadas.
- O portfólio digital permite o acompanhamento da evolução do aprendizado de cada estudante, com autoavaliação dos objetivos pretendidos.



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ISBN 978-85-418-3348-6

