

Article

Analysis of a translanguaging didactic unit developed for a kidergaten school context in the south of Brazil through the lenses of the knowledge processes

Análise de uma unidade didática translíngue desenvolvida para um contexto de educação infantil no sul do Brasil sob a lente dos processos do conhecimento

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ABSTRACT

This article has the aim to analyze to what extend – and how – the literacies pedagogy (Kalantzis et al., 2016) underpin the production of a didactic unit designed for kindergarten children attending a public school in Santa Maria/RS/Brazil. The unit production was guided by the knowledge processes, as they collaborate to materialize the principles of the literacies pedagogy (Kalantzis; Cope; Pinheiro, 2020), helping to integrate linguistic and cultural practices and exploring students' socio-semiotic resources, which is aligned also with the translanguaging pedagogy (Garcia; Johnson tomou; Seltzer, 2017). To investigate the materialization of the literacies pedagogy in the didactic activities, we mapped and discussed how the activities in the unit mobilize the knowledge processes to problematize the theme "Nature and environment protection". The results revealed the activities explore more recurrently the Experiencing the known, Conceptualizing by naming, and Applying creatively and appropriately, processes typically aligned with the developmental stage of young children, who are curious and experimental learners actively exploring their world and making sense of their experiences. On the other hand, Conceptualizing by theory and Analyzing critically and functionally were less frequent along the unit, as they required higher levels of cognitive abilities and, because of that, demand more time to be developed in class.

Keywords: Literacies in early childhood education; Translanguaging; Didactic material production

RESUMO

Este artigo tem por objetivo analisar em que medida – e como – a pedagogia dos letramentos (Kalantzis et al., 2016) subsidia a produção de uma unidade didática voltada para a educação infantil, no contexto

de uma escola pública de Santa Maria/RS/Brasil. A produção da unidade foi delineada com base nos processos do conhecimento, uma vez que estes colaboram para didatizar os princípios da pedagogia dos letramentos (Kalantzis; Cope; Pinheiro, 2020), procurando integrar práticas linguísticas e culturais e explorar o repertório sociossemiótico do/as aluno/as, perspectiva também alinhada à pedagogia da translanguagem (Garcia; Johnson tomou; Seltzer, 2017). Para investigarmos a didatização da pedagogia dos letramentos nas atividades didáticas, buscamos mapear e discutir como a unidade mobiliza os processos do conhecimento para problematizar o tema “A natureza e a conservação do meio ambiente”. Os resultados revelam que as atividades exploram mais recorrentemente o Experienciando o conhecido, o Conceituando por nomeação e o Aplicando criativa e adequadamente, processos tipicamente alinhados ao estágio de desenvolvimento das crianças, que são curiosas e aprendizes experimentais, ativamente explorando seu mundo e dando sentido a suas experiências. Por outro lado, Conceituando por teoria e Analisando crítica e funcionalmente se mostraram menos recorrentes ao longo da unidade, uma vez que demandam habilidades cognitivas mais complexas e, por conta disso, também demandam mais tempo para serem desenvolvidas em aula.

Palavras-chave: Letramentos na educação infantil; Translanguagem; Produção de material didático

1 INTRODUCTION

This article was developed under the umbrella project “Pre and In-service continuing teacher education program for the teaching of translanguaging literacy practices”¹, which seeks to promote, from the perspective of Applied Linguistics, reflections on the values and beliefs of students, teachers, directors, and supervisors working in bilingual Early Childhood, Elementary, and High School Education.

A dual perspective has defined the contemporary discourse on multilingual education in Brazil. On the one hand, we may see, as pointed out by Moura (2020), the positive aspects of valuing additional languages and acknowledging the cultural, social, and cognitive benefits of multilingualism. On the other hand, the author (Moura, 2020) also calls attention to the unchecked growth in the expansion of bilingual education without consistent adherence to necessary standards. This problematization raises questions on the overall quality and authenticity of this type of education in Brazil. For that reason, we argue in favor of critically discussing the complexities and implications associated with the expansion of multilingual education in Brazil while addressing challenges for the benefit of students and the educational system in this country.

¹ Formação inicial e continuada de professores para o ensino de práticas letradas translingues.

In order to contribute to this problematization, this article aims to analyze to what extent a translanguaging didactic unit can be enhanced by the contributions of literacy pedagogy (Kalantzis et al., 2016) in the design of activities which intend to be socially and culturally responsive, considering the needs and interests of a particular kindergarten group of students from the South of Brazil. Within the pedagogy of literacies, we take into account the knowledge processes to guide the organization of this didactic unit, by exploring the teaching of environmental issues within a translanguaging perspective. The analysis examines the interconnectedness of these processes within the activities in the unit while aligning with the principles outlined by a view of language which is socially and culturally responsive to contextual needs as proposed by the translanguaging pedagogy (Megale, 2019).

2 LITERATURE REVIEW

In this section, we discuss the theoretical background which supports this research. Accordingly, we present the Translanguaging (section 2.1) and Literacies pedagogy (section 2.2).

2.1 Translanguaging pedagogy

The translanguaging pedagogy of teaching and learning is subsidized by a view of language that goes beyond a communication tool and views it as an integrated system of linguistic and cultural practices. Therefore, this pedagogy focuses on promoting opportunities for students to embrace all their socio-semiotic repertoires while communicating (García; Johnson; Seltzer, 2017). In this sense, a translanguaging classroom is a space where students can build their identities by reflecting on the different linguistic practices in which they are inserted, taking advantage of them to engage with complex content and texts.

In addition, Wei (2018) points out that, since individuals do not use their languages for the same purposes and with the same interlocutors, it is unlikely they

will reach the same level or type of knowledge in each language they operate with. That is why translinguaging education must consider the multidimensional development of the two or more languages (as well as other resources) involved, the facilitation of knowledge among them, and the appreciation of translinguaging as a way of building world comprehension as translinguaging individuals we are (Megale, 2019). It should also envision the establishment of dialogue between cultures, as the New London Group (1996) suggests: these dialogues may be the key to power negotiation, destabilization, and the building of more equitable relationships. That is where the translinguaging perspective meets the proposals of the Literacies Pedagogy discussed in the following section.

2.2 Literacies pedagogy

Literacies pedagogy cultivates a distinctive pedagogical approach in which language and diverse modes of meaning emerge as dynamic representational tools, undergoing constant transformation at the hands of their users while they work to accomplish diverse cultural objectives (The New London Group, 1996).

At first, the authors (1996) made explicitly the need to incorporate the 'multi' to the term literacies as to highlight two distinctive aspects: multimodality and social diversity. The first aspect refers to how literacy no longer means one, but several communication modes interconnected, as new communication tools emerge to shape and reshape how we use language, reinforcing its multimodal aspect. The second aspect, in its turn, is related to the assumption that dealing with linguistic, cultural, and subcultural differences has become central to the pragmatics of our work, civic, and private lives, once it focuses on the realities of increasing local diversity and global connectedness.

Later on, the authors (Kalantzis; Cope; Pinheiro, 2020) stand for the term "literacies" (in the plural and without the prefix "multi") to argue for a pedagogy which reinforces the fact there is more than one set of rules guiding the use of language. In

other words, the term “literacies” attempts to criticize the traditional view of literacy as a single set of conventional uses of language (Kalantzis; Cope; Pinheiro, 2020, p. 52), highlighting the variety of possibilities users can employ in different settings, and according to their individual needs. To explore these possibilities pedagogically, the authors agreed on the importance of defining three key components, namely: the “what”, the “how”, and the “why”, in the process of constituting the so-called pedagogy of literacies.

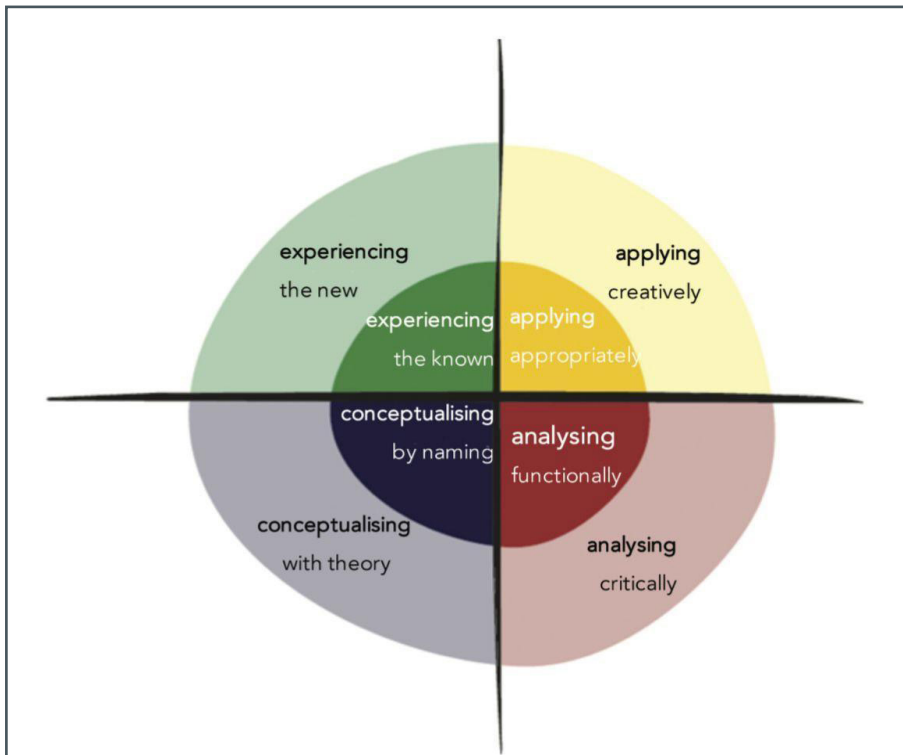
To answer the “what?” of literacies pedagogy, the group presents a framework that revolves around the concept of Design. This framework is based upon a theory of discourse that considers the application and combinations of conventions (Available Designs) as a semiotic activity that, in the process of Designing, transforms these conventions into The Redesigned. This process creates the need for a metalanguage through which school curricula could work to identify differences between texts and relate them to their cultural and situational contexts.

The “how?” of literacies pedagogy brings four practices inherent to classroom teaching and the concept of Design (The new London Group, 1996, p. 83):

1. the Situated Practice, which focuses on the learners’ world knowledge;
2. the Overt Instruction, which focuses on the learners’ explicit metalanguage of Design;
3. the Critical Framing, which focuses on meanings related to learners’ social contexts and purposes;
4. the Transformed Practice, which focuses on learners’ transfer and/or re-creation of Designs from one context to another.

Finally, the “why?” highlights the reasons for adopting a teaching process rooted in the concept of literacies. It directs attention to the profound impact of evolving global dynamics on our methods of meaning-making. The four main knowledge processes (Figure 1) encompassed in this pedagogy — Experiencing, Conceptualizing, Analyzing, and Applying — guide the learning.

Figure 1 – The Knowledge Processes



Source: (Kalantzis et al., 2016, p.73)

When Experiencing the known, we aim to bring something familiar to access student's prior knowledge of the subject and reflect on their worldviews. Then, by Experiencing the new, they are exposed to situations, information, or ideas that are socially relevant to their context. Students can name, categorize, define, organize, and establish distinctions between elements through Conceptualizing by naming. Conceptualizing with theory is about generalizing and building representations, which allows the understanding, production, and communication of knowledge.

Analyzing functionally means identifying logical connections, structure and function, and cause and effect to form reasoning processes. Analyzing critically, in its turn, focuses on predicting and discussing consequences, recognizing gaps, and evaluating the perspectives and interests of parts of knowledge construction. When Applying appropriately, learners act in a usual and predictable way concerning knowledge. Finally, Applying creatively represents adapting and innovating with knowledge/text in a new context, fostering creativity and critical analysis.

Therefore, these knowledge processes can function as guiding principles inside the classroom and, because of that, were central in this investigation, as they subsidized the development of the unit being analyzed in this article.

In the next section, we discuss the methods employed in this investigation.

3 METHODOLOGY

This research adopts a qualitative, ethnographic perspective. Qualitative research explores the depth and complexity of social phenomena and focuses on understanding the subjective meaning individuals attribute to their experiences (Hignett; Mcdermott, 2015). Besides, ethnography is a research approach designed to describe and analyze social phenomena within their natural context and involves immersive engagement with the culture or community under study (Riemann, 2010). Through this section, we present the context of investigation and participants involved in this research (section 3.1), the procedures of data collection and corpus (section 3.2), and, finally, the procedures and categories of analysis (section 3.3).

3.1 Context and Participants

This project was developed in a public kindergarten school in Santa Maria (RS/ Brazil), in partnership with our research group (Núcleo de Estudos Colaborativos em Contextos Escolares (NECCE/UFSM)). Our research group first contacted the school coordination to develop an additional language teaching project to be developed with kindergarten students.

Initially, we visit the school to meet the children (and their needs) in order to develop a teaching project which would be in line with their expectations. We develop a series of observations (from April to May, 2024) and agreed to develop the teaching project with children enrolling the last year of their kindergarten education. The school has around 320 children from 1 to 6 years old, enrolled in 16 classes, organized into five different kindergarten grades (Nursery I, II, III, IV and V).

Our classroom observations were made in one of the Nursery 5 (N5) groups (there were three N5 groups in the school at that time), composed of 20 students aged 5 to 6. After two months of classroom observations, we began designing a didactic unit for this group of students. The unit designed considered these students' interests, as well as the reality that Rio Grande do Sul (and these children) faced with the floods that tragically happened in April, 2024.

The unit was designed by three English Language and Literature undergraduate students at UFSM: the first author of this article and two other student-teachers also working in the referred school context. The designing was supervised by the second author of this paper and also by a PhD student from the Programa de Pós-Graduação em Letras/UFSM, developing her PhD investigation in the referred school. All these participants were active members of NECCE.

3.2 Procedures of Data Collection and *Corpus*

To start this school-university partnership, we conducted a semi-structured interview with the vice principal. The aim of this interview was to establish a first contact with the context and the semi-structure interview (with its flexible and open-ended format) allowed for a balance between standardized inquiry and the opportunity for the interviewee to express themselves freely (Sharples; Cobb, 2015). The information collected, as well as the classes observations, helped subsidize the production of the didactic unit, which was entitled "*A natureza e a conservação do meio ambiente*²", and planned considering the translanguaging concept of language and the contributions of literacies pedagogies discussed in the review section.

3.3 Procedures of Data Analysis

To analyze the didactic unit, we consider to what extend – and how – its activities explore the knowledge processes which constitute the Literacies Pedagogy. As discussed in section 2.2, they are: Experiencing (the new; the known),

² Nature and the environment's protection.

Conceptualizing (by naming; by theorizing), Analyzing (functionally; critically), and Applying (appropriately, creatively).

To reflect on how these processes were explored along the didactic unit, we:

1. analyzed the instructions of the activities to identify which knowledge processes were explored (Attachment 1). To do that, we consider instructions might cover one or more processes at a time;
2. quantified the recurrence of these processes in the unit;
3. reflected on how these processes were didactically and critically explored in the activities.

In the next section, we present the results found in this investigation.

4 RESULTS AND DISCUSSION

Overall, we can observe the occurrence of all knowledge processes throughout the unit. In Table 1, we can see that the most recurrent processes were Conceptualizing by naming (11 occurrences, 19,29%), Applying creatively (9 occurrences, 15,78%), Applying appropriately, and Experiencing the known (both with 8 occurrences, 14,03%).

Table 1 – Knowledge processes' recurrence

Knowledge Process	Recurrence	Percentual %
Conceptualizing by naming	11	19,29
Applying creatively	9	15,78
Applying appropriately	8	14,03
Experiencing the known	8	14,03
Experiencing the new	7	12,28
Conceptualizing by theorizing	5	8,77
Analyzing critically	5	8,77
Analyzing functionally	4	7,01
Total:	57	100

Source: The authors

According to Base Nacional Comum Curricular (BNCC, Brasil, 2018, p. 39), early education's pedagogical practices should focus on interaction mediated by ludic activities, experiences in which children can build and appropriate themselves with knowledge through actions and interactions with their peers and adults, which give support for their learning, development, and socialization. Moreover, the unit's theme, nature and environment preservation, was developed around the interests and previous knowledge of the children, aiming to spark their interests and further explore the subject's linguistic, cultural, and social aspects.

These practices seemed to be deeply intertwined with the processes with greater recurrence. For instance, children are actively exploring their world and making sense of their experiences as "[t]he sense children make of the world is a sense that they find in the world; designs of meaning laid out as the written, visual, spatial, tactile, gestural and oral meanings they encounter" (Kalantzis *et al.*, 2016).

The processes of Experiencing the known and Conceptualizing by naming allowed them to connect new information to their existing knowledge base and to assign meaning to what they observed. In addition, we highlight that young learners are naturally curious, avid to experiment and discover the world through their own hands. Therefore, Applying appropriately and creatively enabled them to use their knowledge and skills in practical and contextualized scenarios, experimenting different strategies and solutions and fostering the development of creativity and problem-solving abilities. Vygotsky (1978, 1986) stresses the important developmental role of play in which children interact with adults (or more experienced peers) and learn by experiencing this process of negotiation.

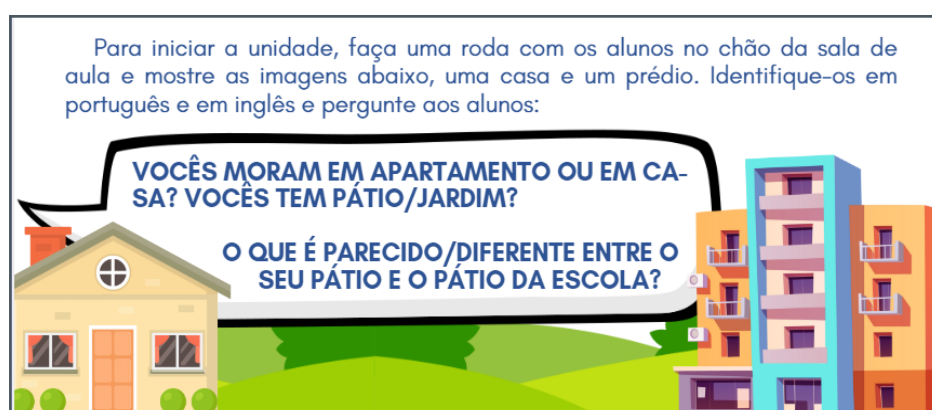
However, knowledge processes such as Conceptualizing by theory, Analyzing functionally, and Analyzing critically were less recurrent. This can be explained as Analyzing functionally and critically both involve a deeper level of focus, reasoning, and critical thinking. Therefore, they are explored much after the processes that deal with Exploring the known and the new knowledge, as well as Applying this

knowledge appropriately or creatively. Conceptualizing by theory requires abstract thinking and the ability to construct complex mental models, an ability not fully developed at this stage.

Furthermore, Kalantzis et al. (2016) discuss the importance of grammar for the mental development of a child as its analysis helps develop consciousness to the peculiar way we materialize thoughts into language. This aspect was not a focus at this stage due to the fact most of the students were not yet alfabetizados³. While such processes are unquestionably valuable, they are explored gradually in the early stages of cognitive development, due to their demands for greater levels of concentration and longer time required to achieve their goals.

As the unit begins, the process of Experiencing the known appears as students identify a house and an apartment, both in Portuguese and English. This discussion is followed and interlaced by Conceptualizing by naming as they named the different places where they lived, the presence or lack of a yard or garden in their residences, and the differences between their yards and the school's yard (Figure 2).

Figure 2 – First moment of Activity 1



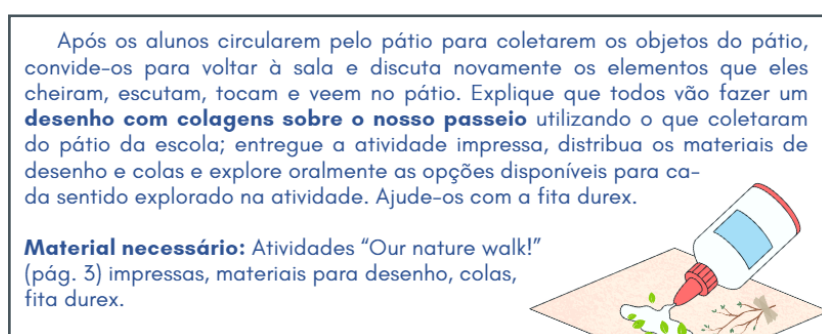
Source: (Garcia: Bisognin; Cabral, 2024)

In the following activities, students were supposed to go to the schoolyard to connect themselves with the environment surrounding the school and to collect samples: leaves, rocks, grass, earth and so on. After that, instructions (Figure 3) guided students to report on how they interacted with the environment, by smelling, seeing

³ Not reading and writing just yet.

listening to and touching the nature, therefore experiencing these connections through different semiotic channels (García; Johnson; Seltzer, 2017) as well as exploring the Conceptualizing by naming process. Next, they were challenged to Apply creatively and appropriately. For that matter, they were supposed to draw, in four different spaces, what they had seen, smelled, heard and touched during the walk outside, later adding the real collected elements with glue or tape (Figures 3 and 4).

Figure 3 – Third moment of Activity 1



Source: (Garcia; Bisognin; Cabral, 2024)

Figure 4 – Printed activity used during the third moment of Activity 1



Source: (Garcia; Bisognin; Cabral, 2024)


Subsequently, children were invited to Experience the new by watching a video about attitudes that were good and bad for the planet presented by Turma da Mônica's characters. After the exhibition, they were asked questions about the attitudes shown in

the video; through Analyzing critically, they discussed whether these actions protected or damaged somehow the environment and to what extent they were part of their personal lives. Furthermore, by considering what other attitudes they were able to do to help the planet and discussing ways to help other people practice those attitudes, the activity explored the Conceptualizing by theorizing process (Figure 5).

Figure 5 – Second moment of activity 4

Após escutar as respostas dos alunos, convide-os a assistirem um **vídeo** e peça para que prestem atenção às atitudes mostradas; após a exibição, faça perguntas como:

QUAIS ATITUDES BOAS/RUINS PARA O PLANETA FORAM APRESENTADAS NO VÍDEO?
QUAIS VOCÊ PRÁTICA NO SEU DIA A DIA?
O QUE PODEMOS FAZER PARA COMEÇAR A PRATICAR MAIS ATITUDES BOAS PARA O PLANETA? COMO PODEMOS AJUDAR OS OUTROS A PRATICAR ESSAS ATITUDES TAMBÉM?




Source: (Garcia; Bisognin; Cabral, 2024)

The Conceptualizing by naming process was explored in the activity children had to classify the objects collected in the schoolyard (Figure 6), recycling process they learned by watching a video. By Analyzing functionally, they were invited to discuss what type of items would go in each trashcan and, additionally, by applying appropriately, they had to separate the trash collected at the trash hunt according to its corresponding trashcan (Figure 6).

Figure 6 – Third moment of activity 5

Ao voltar para a sala, chame os alunos, um a um, para fazer a **separação para reciclagem** aprendida no vídeo; os não recicláveis entram no lixo **vermelho** e os recicláveis entram no lixo **verde** com símbolo na frente.

No final da aula, sugira às crianças que conversem com seus responsáveis sobre reciclagem e incentivem-os a cuidar do planeta!



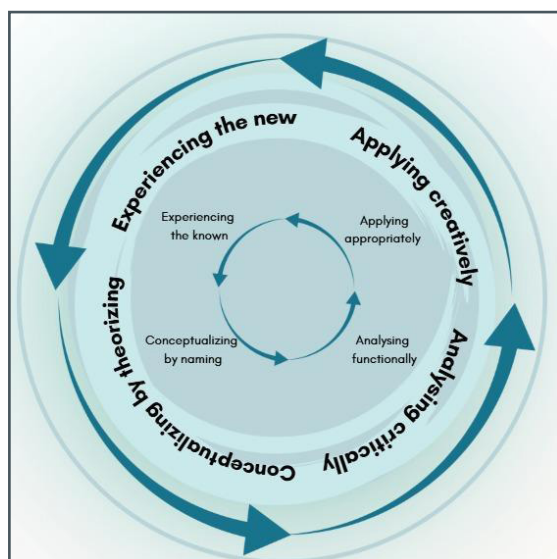
Source: The author

5 CONCLUSION

This article aimed to analyze to what extent and how the contributions of literacies (Kalantzis et al., 2016) and translanguaging (García; Johnson; Seltzer, 2017) pedagogies subsidized the design of a didactic unit entitled “A natureza e a conservação do meio ambiente” that was developed for kindergarten students. We took into account these theoretical frameworks were considered in the production of the unit. Therefore, to investigate how literacies pedagogy contributed to the design of activities, we analyzed the activities instructions to identify which knowledge process (or processes) were more evidently explored. The most recurrent ones were Experiencing the known, Conceptualizing by naming, and Applying creatively and appropriately. These processes are aligned with the developmental stage of young children, who are curious and experimental learners actively exploring their world and making sense of their experiences. On the other hand, Conceptualizing by theory and Analyzing critically and functionally processes were less frequent, as they required higher levels of cognitive abilities and, because of that, demand more time to be developed in class.

By developing our analysis, we realized these processes are not explored linearly, but rather in a complex and interconnected way, most of the time being activated simultaneously in the activities. Therefore, to better demonstrate the interconnection observed in the activities analyzed, we propose an adaptation to the original Kalantzis et al. (2016, p.73) diagram (Figure 7), trying to highlight how fluid and interconnected all the processes can be represented when subsidizing our real-life teaching and learning practices. This fluid perspective also dialogues with the concept of language proposed by translanguaging pedagogy in the sense that activities should integrate, more than separate and classify, social practices (Megale, 2019) as well as socio-semiotic resources children use to communicate in daily real-life situations.

Figure 7 – The knowledge processes



Source: Adapted from Vilas Boas (Forthcoming)

As future contributions to promote a more critical view of the translanguaging practices organized within the knowledge processes analyzed, we suggest the unit could encompass more practices that focus on Analyzing functionally and critically, for instance, involving the problematization of why and how the pictures represent helpful or damaging attitudes for the planet, and also discussing the reasoning behind the games about recycling. Additionally, in the recycling activity, it could be included the idea of the 3 R's (reducing, reusing and recycling, as a set of principles that can help protect the environment), connecting it to the previous poster made by the children.

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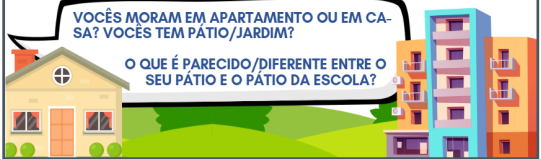


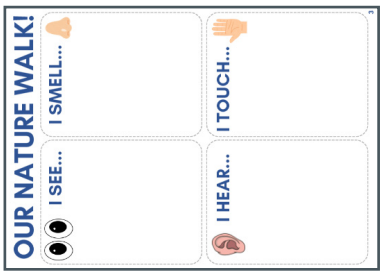


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ATTACHMENT 1



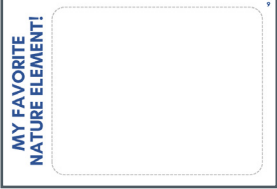



Activities and sub-activities classification and the knowledge processes explored

(Continua)

Activity	Sub-activity (ies)	Knowledge Process(es)	Examples
1	Picture showing and identification	Experiencing the known; Conceptualizing by naming	<p>Para iniciar a unidade, faça uma roda com os alunos no chão da sala de aula e mostre as imagens abaixo, uma casa e um prédio. Identifique-os em português e em inglês e pergunte aos alunos:</p> <p>VOCÊS MORAM EM APARTAMENTO OU EM CASA? VOCÊS TEM PÁTIO/JARDIM?</p> <p>O QUE É PARECIDO/DIFERENTE ENTRE O SEU PÁTIO E O PÁTIO DA ESCOLA?</p> 
	Walk around the schoolyard	Experiencing the known; Conceptualizing by naming	<p>Após escutar as respostas dos alunos, convide-os a um passeio pelo pátio da escola. Peça para que observem e tentem guardar na memória o que perceberam; após terem circulado com atenção, escolha um espaço do pátio e faça uma roda com a turma no chão. Utilize perguntas que visem explorar suas experiências e conhecimentos prévios, como:</p> <p>O QUE MAIS GOSTAM/ NÃO GOSTAM NO PÁTIO DA ESCOLA? QUE TIPOS DE PLANTAS, FLORES E ANIMAIS VOCÊS ENCONTRAM AQUI? O QUE VOCÊS OBSERVAM, TOCAM, CHEIRAM E ESCUTAM AQUI NO PÁTIO? VAMOS COLETAR ALGUNS DESSES OBJETOS!</p> 
	Drawing with collages	Conceptualizing by naming; Applying creatively; Applying appropriately	<p>Após os alunos circularem pelo pátio para coletarem os objetos do pátio, convide-os para voltar à sala e discuta novamente os elementos que eles cheiram, escutam, tocam e veem no pátio. Explique que todos vão fazer um desenho com colagens sobre o nosso passeio utilizando o que coletaram do pátio da escola; entregue a atividade impressa, distribua os materiais de desenho e colas e explore oralmente as opções disponíveis para cada sentido explorado na atividade. Ajude-os com a fita duxex.</p> <p>Material necessário: Atividades "Our nature walk!" (pág. 3) impressas, materiais para desenho, colas, fita duxex.</p>  
2	Identification of elements and vocabulary repetition	Experiencing the known; Experiencing the new; Conceptualizing by naming	<p>Inicie a atividade distribuindo um bingo para cada aluno e, em seguida pergunte:</p> <p>SOBRE O QUE SE TRATAM ESSES DESENHOS? VOCÊS CONSEGUEM RECONHECER AS FIGURAS? QUAIS?</p> <p>AQUI TEMOS UMA BORBOLETA! VOCÊS SABIAM QUE BORBOLETA EM INGLÊS É BUTTERFLY? REPITAM COMIGO, BUTTERFLY!</p>   <p>Após escutar as respostas dos alunos, comece a apresentar os nomes de todos os elementos presentes na atividade, suas traduções e peça que as crianças repitam em conjunto.</p>



Activities and sub-activities classification and the knowledge processes explored

(Continua)

Activity	Sub-activity (ies)	Knowledge Process(es)	Examples
2	Bingo about Nature Song	Analyzing functionally; Conceptualizing by naming	<p>Em seguida, convide-os para assistir o vídeo da canção "Nature" e instrua as crianças a marcarem no bingo os elementos que aparecem no decorrer do vídeo, fazendo a associação das palavras aprendidas anteriormente com as ilustrações e relacionando as linguagens visual e sonora.</p> 
	Drawing about favorite nature element	Experiencing the new; Applying appropriately	<p>Após reproduzir o vídeo, pergunte às crianças, "o que vocês mais gostaram do vídeo?" E a partir de suas respostas, distribua folhas e peça que as crianças desenhem o seu elemento da natureza favorito. Assim, cada criança poderá criar a sua versão da música ao falar seu elemento favorito conforme o ritmo e frase utilizadas na música.</p>  
	Circle game: Hot potato	Conceptualizing by naming; Applying creatively	<p>Ao fim da atividade, peça para que as crianças se dirijam ao tapete e façam uma roda para jogar batata quente. As crianças ficarão posicionadas em uma roda, passando uma bola ao redor do círculo, enquanto a música "Nature" toca ao fundo. Quando a música parar, a criança que estiver segurando a "batata quente" falará o seu elemento favorito e mostrará o seu desenho. O jogo continua até que todos tenham a oportunidade de falar!</p> 
3	Pre-reading discussion	Experiencing the known; Experiencing the new; Conceptualizing by theorizing	<p>Em uma roda com os alunos no chão da sala de aula, realize uma conversa de pré-leitura com as seguintes perguntas:</p> <p>VOCÊS SABEM O QUE É UM PLANETA? O QUE SÃO SUAS PARTES VERDES E AZUIS? VOCÊS SABEM ONDE ESTÃO NO PLANETA? VOCÊS JÁ FICARAM DOENTES ALGUMA VEZ? O QUE VOCÊ FAZ QUANDO ESTÁ DOENTE? QUEM VOCÊ PROCURA? SABIAM QUE O NOSSO PLANETA PODE FICAR DOENTE?</p> <p><i>Sugestão: utilize um GLOBO para ilustrar melhor a ideia!</i></p> 
	Book reading	Experiencing the new; Conceptualizing by theorizing; Analyzing critically	<p>Mostre a capa do livro "O Planeta Está com Febre" (pág. 8), pergunte sobre o que está acontecendo com o planeta na imagem e faça especulações com os alunos sobre possíveis títulos da história. Inicie a leitura explicando que esta é uma história sobre um planeta que está doente e precisa da nossa ajuda para ficar saudável novamente. Durante a leitura, faça as seguintes perguntas para auxiliar no entendimento da história:</p> <p>O PLANETA PARECE FELIZ OU TRISTE? O QUE VOCÊ ACHA QUE DEIXOU O PLANETA DOENTE? POR QUE O PLANETA DECIDIU PROCURAR UM MÉDICO? POR QUE O PLANETA QUIS FALAR COM AS CRIANÇAS? COMO O PLANETA FICOU DEPOIS QUE TODOS AJUDARAM? COMO ESTAVA O PLANETA NO COMEÇO DA HISTÓRIA? E NO FINAL?</p> 







Activities and sub-activities classification and the knowledge processes explored

(Continua)

Activity	Sub-activity (ies)	Knowledge Process(es)	Examples
3	Post-reading discussion	Conceptualizing by naming; Conceptualizing by theorizing; Analyzing critically	<p>Ao finalizar a leitura da história, converse com os alunos sobre os cuidados que devemos ter com o planeta:</p> <p>AGORA QUE VIMOS COMO O PLANETA TERRA FICOU DOENTE POR CAUSA DA POLUIÇÃO, VAMOS PENSAR EM COMO PODEMOS EVITAR QUE ISSO ACONTEÇA COM O NOSSO PLANETA.</p> <p>QUAIS SÃO ALGUMAS COISAS QUE VOCÊS JÁ APRENDERAM SOBRE COMO CUIDAR DO MEIO AMBIENTE? VOCÊS ACHAM QUE É IMPORTANTE CUIDAR DO PLANETA? POR QUÊ?</p> <p>Na história, as crianças ajudaram o planeta a ficar melhor. Destacando como a ajuda das crianças foi importante para salvar o planeta, converse com os alunos sobre a importância de ajudar outras pessoas, e sobre como podemos ajudar o planeta.</p>
	Sequencing activity	Analyzing functionally; Applying appropriately	<p>Ao finalizar a discussão, distribua os cards no centro da roda de alunos. Peça que, juntos, sequenciem as imagens de acordo com as partes da história. Durante essa atividade, incentive as crianças a lembrarem da história para que possam compartilhar com seus familiares o que aprenderam.</p> <p>Em seguida, distribua as folhas de flashcards pequenos e oriente os alunos a recortarem e colarem as imagens em seus cadernos, na ordem correta da história.</p> <p>Auxilie os alunos a recortarem e colarem os flashcards individualmente, ou incentive-as a ligá-los com setas coloridas, criando uma sequência visual da história.</p> <p>Material necessário: Cards (pág. 28) impressos, atividade cards pequenos (pág. 19) impressa, materiais para desenho.</p> 
4	Review of previous class	Experiencing the known; Experiencing the new; Conceptualizing by naming	<p>it</p> <p>Em uma roda com os alunos no chão da sala de aula, relembre a história sobre o planeta Terra e pergunte aos alunos:</p> <p>O QUE APRENDEMOS SOBRE O PLANETA TERRA? QUAIS PROBLEMAS O PLANETA TEVE? O QUE DEVEMOS FAZER PARA AJUDAR O PLANETA? O QUE DEVEMOS EVITAR FAZER PARA NÃO PREJUDICAR O MEIO AMBIENTE?</p>
	Video about good and bad attitudes for the planet	Experiencing the new; Conceptualizing by theorizing; Analyzing critically	<p>Após escutar as respostas dos alunos, convide-os a assistirem um vídeo e peça para que prestem atenção às atitudes mostradas; após a exibição, faça perguntas como:</p> <p>QUAIS ATITUDES BOAS/RUINS PARA O PLANETA FORAM APRESENTADAS NO VÍDEO? QUAIS VOCÊ PRÁTICA NO SEU DIA A DIA? O QUE PODEMOS FAZER PARA COMEÇAR A PRATICAR MAIS ATITUDES BOAS PARA O PLANETA? COMO PODEMOS AJUDAR OS OUTROS A PRATICAR ESSAS ATITUDES TAMBÉM?</p> 


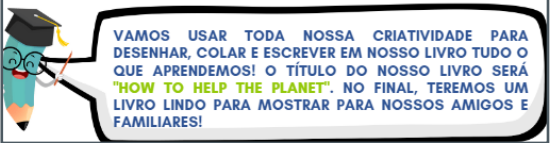


Activities and sub-activities classification and the knowledge processes explored

(Continua)

Activity	Sub-activity (ies)	Knowledge Process(es)	Examples
4	Making of a poster about good and bad attitudes for the planet	Applying creatively; Conceptualizing by naming; Analyzing critically	<p>De volta às mesas, convide a turma a montar um cartaz sobre atitudes boas e ruins para o planeta. Mostre e explore as imagens contendo atitudes do dia-a-dia que irão fazer parte do cartaz e explique que eles irão colorir-las através de uma dinâmica; em duplas, receberão as imagens para colorir e, a cada 2 minutos, devem trocar de imagem com outra dupla e continuar colorindo a nova imagem. A medida que os alunos forem terminando de colorir, convide-os a colar as imagens no papel pardo em suas categorias corretas.</p> <p>Material necessário: Projetor/tv, imagens planeta feliz e triste (pág. 30) impressas, imagens atitudes boas/ruins para o planeta (pág. 32) impressas, 1,5m de papel pardo, materiais para colorir, colas.</p> 
5	Discussion about recycling	Experiencing the known; Experiencing the new; Conceptualizing by theorizing	<p>Antes de iniciar a atividade, anuncie a temática do dia e faça algumas perguntas para que os alunos tenham uma prévia sobre o conteúdo que vai ser abordado:</p> <p>HOJE IREMOS FALAR SOBRE RECICLAGEM!</p> <p>OS PAIS/RESPONSÁVEIS DE VOCÊS FAZEM SEPARAÇÃO DOS LIXOS EM CASA? POR QUÊ É IMPORTANTE SEPARAR O LIXO? VOCÊS SABEM O QUE É RECICLAGEM?</p> 
	Video story about recycling	Analyzing functionally	<p>Após escutar as respostas dos alunos, convide-os a assistirem a um vídeo e peça para prestarem atenção às atitudes mostradas; no vídeo, as crianças estão aprendendo sobre reciclagem. Após a exibição, faça perguntas como:</p> <p>O QUE ACONTECEU NO VÍDEO? POR QUE AS CRIANÇAS ESTAVAM CONFUSAS? O QUE É RECICLAGEM? QUAL DOS DOIS LIXOS É O RECICLÁVEL? ONDE COLOCAMOS AS CAIXAS DE LEITE? E AS GARRAFAS DE REFRIGERANTE?</p> 
	Trash hunt	Applying creatively	<p>Ao fim da reprodução do vídeo, convide-os ao pátio para executar a atividade de caça ao lixo; nesta atividade, as crianças devem percorrer o pátio para encontrar os materiais escondidos da checklist que não pertencem ao ambiente e marcar quantos de cada um na folha à medida que forem encontrando-os.</p>
	Recycling separation	Analyzing functionally; Conceptualizing by naming; Applying appropriately	<p>Ao voltar para a sala, chame os alunos, um a um, para fazer a separação para reciclagem aprendida no vídeo; os não recicláveis entram no lixo vermelho e os recicláveis entram no lixo verde com símbolo na frente.</p> <p>No final da aula, sugira às crianças que conversem com seus responsáveis sobre reciclagem e incentivem-os a cuidar do planeta!</p> 
6	Review previous activities	Experiencing the known; Conceptualizing by naming	<p>Inicie a atividade relembando os temas abordados anteriormente, perguntando aos alunos:</p> <p>O QUE APRENDEMOS SOBRE A NATUREZA? O QUE É RECICLAGEM? O QUE PODEMOS FAZER PARA CUIDAR DO PLANETA? QUAIS ATITUDES PREJUDICAM O MEIO AMBIENTE?</p> 
	Memory game	Applying creatively	<p>Após escutar as respostas dos alunos, convide-os a jogarem um jogo da memória sobre as temáticas das últimas aulas. Explique as regras de forma simples e clara: As cartas estarão viradas para baixo e cada jogador irá virar duas cartas por vez. Se forem iguais, o jogador fica com o par e pode jogar novamente; se forem diferentes, elas voltam para o lugar e a vez passa para o próximo jogador. Ganha o jogo quem fizer mais pares.</p> <p>Divida a turma em dois grupos e monte os jogos em mesas ou tapetes. Incentive os alunos a participar ativamente, observando as imagens e memorizando as posições das cartas. Após terminarem a primeira rodada, troque os conjuntos de peças entre os grupos para que joguem novamente. Durante o jogo, faça perguntas como:</p> <p>QUE ELEMENTO DA NATUREZA VOCÊ ENCONTROU? POR QUE ESSA ATITUDE É BOA/ RUIM PARA O PLANETA? COMO SE DIZ ISSO EM INGLÊS?</p> 

Activities and sub-activities classification and the knowledge processes explored

(Conclusão)

Activity	Sub-activity (ies)	Knowledge Process(es)	Examples
6	Card game	Analyzing critically; Applying appropriately	 <p>Em seguida, convide-os a sentarem em roda para jogar um jogo de cartas; embaralhe todas as imagens de ambos os jogos da memória e distribua-as entre os alunos de forma que todos tenham o mesmo número e ninguém tenha duas imagens repetidas. Explique que o(a) professor(a) irá chamar pelos elementos e atitudes representados nas cartas, e quando o elemento chamado for uma das cartas que o(a) aluno(a) tem, ele(a) deve correr até o(a) professor(a) e bater em sua mão. Continue a brincadeira até que alguém fique sem cartas!</p>
7	Book creation	Experiencing the known; Applying creatively	<p>Inicie a atividade retomando os principais conceitos trabalhados em sala de aula anteriormente, como a importância da natureza, os tipos de poluição, a reciclagem e como cada um pode contribuir para um mundo mais sustentável. Explique que cada aluno irá criar seu próprio livro, utilizando desenhos e colagens para poder contar e relembrar tudo o que aprendeu.</p> 
7	Cover painting; Book pages drawing	Applying creatively; Applying appropriately	<p>Para iniciar as produções, distribua um círculo de papel azul para cada um e explique que esta será a capa do livro e deve representar o planeta. Distribua os materiais disponíveis entre os alunos e incentive-os a personalizarem suas capas a seu modo, explorando a experiência sensorial, e auxilie-os nos diferentes processos de recorte e colagem.</p> <p>À medida que forem terminando as capas, chame os alunos para selecionarem e receberem os círculos brancos, onde eles irão desenhar, e as cores das demais páginas que irão compor seus livros, onde eles irão colar seus desenhos depois. Explique que cada página do livro deve conter um desenho que aborde uma ideia ou atitude diferente de como ajudar o planeta, como as que estão presentes no cartaz (Atividade 4): Economizar água; pessoas fechando a torneira e reutilizando água da chuva. Reciclar o lixo; lixeiras de coleta seletiva e pessoas recolhendo lixo na rua. Plantar árvores; pessoas plantando árvores e cuidando da natureza. Reduzir o uso de plástico; sacolas ecológicas e garrafas reutilizáveis.</p>
8	Title writing	Applying creatively; Applying appropriately	<p>Para encerrar a unidade, finalize a produção dos livros com os alunos; auxilie-os na escrita do título do livro, "HOW TO HELP THE PLANET" e incentive-os a escreverem pequenas frases em cada página. Pergunte ao grupo quais desenhos fizeram/estão fazendo e escreva no quadro algumas opções em inglês e português para que eles copiem, como:</p> <ul style="list-style-type: none"> • PLANT A TREE • USE LESS PLASTIC • REDUCE, REUSE, RECYCLE • SAVE WATER 
	Building and presenting the book	Applying creatively; Applying appropriately	<p>Organize um momento para a apresentação dos livros para a turma, pedindo que cada aluno conte sobre o que desenhou e como montou sua atividade. Incentive os alunos a levarem seus livros para casa e apresentá-los aos pais, contando sobre o projeto e compartilhando seus conhecimentos!</p>  <p>Material necessário: grampeadores, furador de papel, barbante ou lã.</p>

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Conflict of Interest

The authors have stated that there is no conflict of interest.

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Edited by

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How to quote this article

Garcia, G. (2025). Analysis of a translanguaging didactic unit developed for a kindergarten school context in the south of Brazil through the lenses of the knowledge processes. *Notas de Pesquisa*, Santa Maria, v. 3, e92282. Disponível em: <https://periodicos.ufsm.br/nope/article/view/92282>.