CAMBRIDGE INTERNATIONAL SCHOOL

SCIENCE
III TERM
PLEA

NAME: _____ **GRADE 2ABCDE DATE:** _____ **TEACHER:** _____

Type of text: Expositive (article)	**Format:** Discontinuous
Source: https://goo.gl/images/QdcrJ7	
Topic: Simple electrical circuits	**Understanding goal:** How does an electric circuit work?
Reading levels of Comprehension: Literal, Inferential	
Reading Strategies	
Before- Reading: 1. Reading goal: What am I going to read for? 2. Prior knowledge activation: What do I know about the topic? **During Reading:** 1. Inferences: What can I infer that is not in the reading? 2. Select important information: What can I keep? **After Reading:** 1. Use a structural strategy: representation	
Reading Skills	**Learning Evidence**
• Identifies and recovers general information and explicit details in the text content.	• Looks at the pictures, title and key words as an activity previous to the reading. • Mentions what they can see in the text. • Answers questions about the content of the text.
• What does this mean?	• Activates previous knowledge to relate them to the new information. • Builds a simple electrical circuit following the information from the text.
Interdisciplinary evidence: Obtains, analyze and extracts explicit information and interpret photographs and diagrams to comprehend and express how does an electric circuit work.	

BEFORE READING
Reading Goal: read to get specific information and follow instructions identifying the different elements that make up an electrical circuit. **Active Prior Knowledge:** the teacher will help students to pay attention to specific aspects of the text. Relate the pictures to the correct word and name some elements that belong to a simple electrical circuit.

1. Look at the pictures. What can you see?

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2. Use your prior knowledge to match the elements of an electrical circuit to the corresponding name.

Wire

Bulb

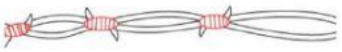
Batteries

Switch





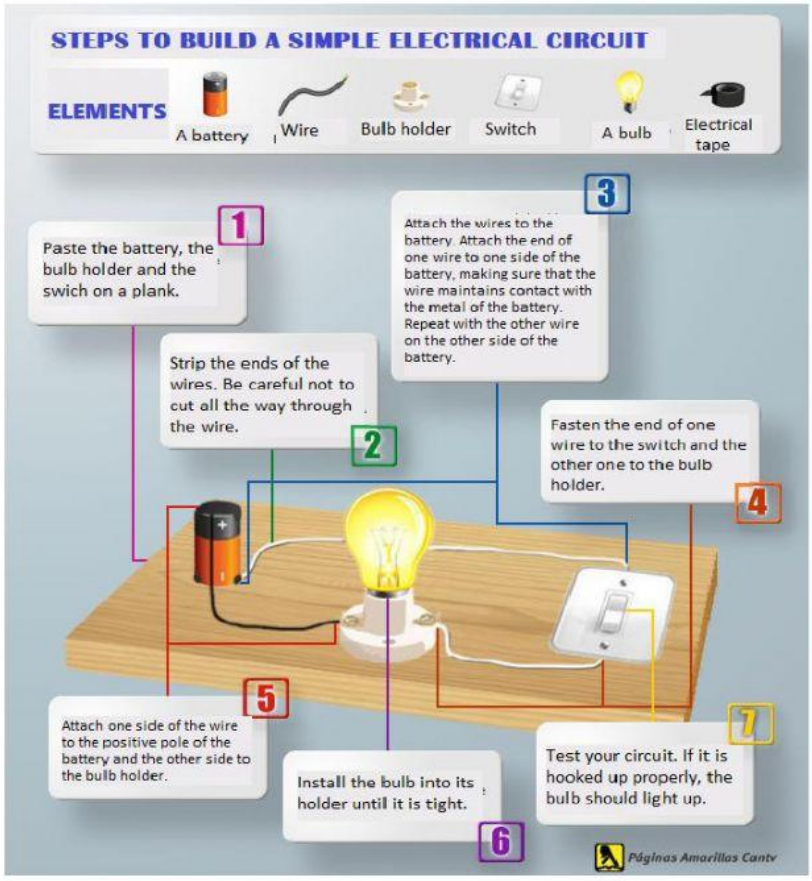




DURING READING
It's time to read the text "Steps to build a simple electrical circuit". **Inferences:** What kind of text we are going to read? Is it a tale? Is it a fable? Is it an infographic? How could you read this kind of text? Now, let's **select and underline the key words** in each paragraph to understand the topic. Relate the meaning of the words to the topic. Then, let's do a **word bank** with the new words from the reading. Identify actions to follow the steps about how to build an electrical circuit.

LIVEWORKSHEETS

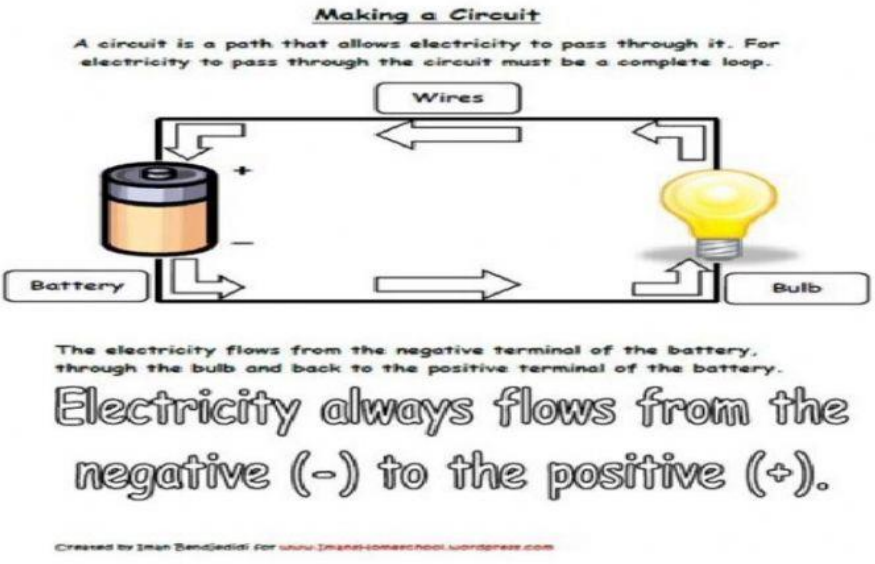
3. Read the following text taking into account the word bank above:



4. Design a word bank with the key words and actions.

Key words	Actions

AFTER READING:
Use a structural strategy: representation. Build a simple circuit and explains how it works.



LIVEWORKSHEETS