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:**<br>1. Reading goal: What am I going to read for?<br>2. Prior knowledge activation: What do I know about the topic?<br><br>**During Reading:**<br>1. Inferences: What can I infer that is not in the reading?<br>2. Select important information: What can I keep?<br>**After Reading:**<br><br>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.<br>• Mentions what they can see in the text.<br>• Answers questions about the content of the text. |
| • What does this mean? | • Activates previous knowledge to relate them to the new information.<br>• 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.<br>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**

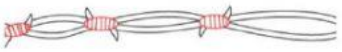
**Batteries**

**Switch**





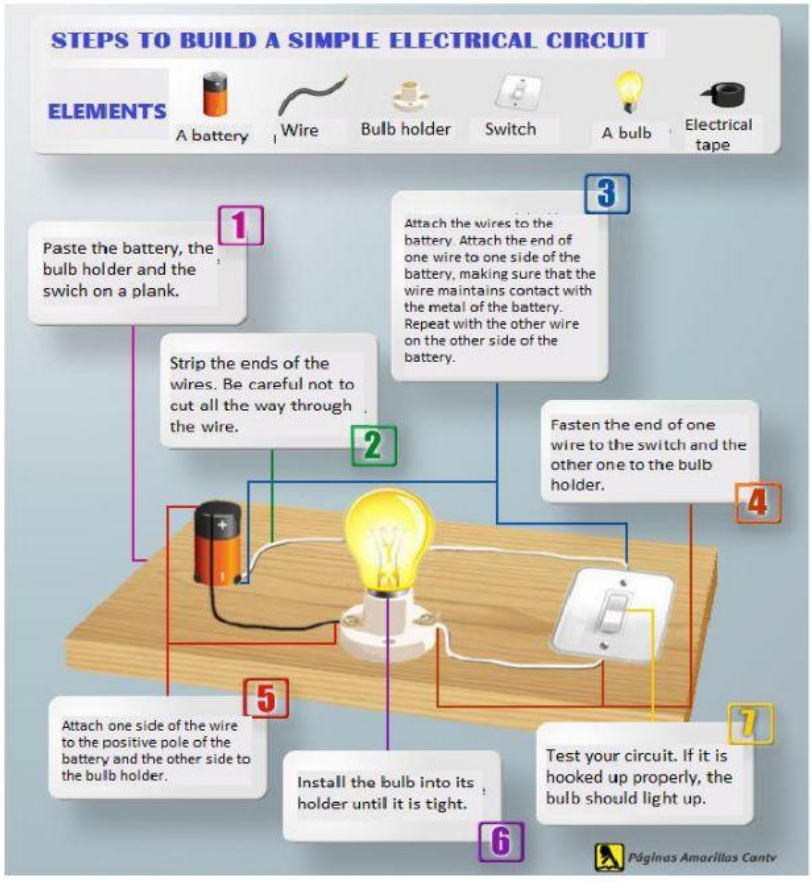




| **DURING READING** |
|---|
| It's time to read the text "Steps to build a simple electrical circuit". **Inferences:** What kind of text we are going to read? Is it a tale? Is it a fable? Is it an infographic? How could you read this kind of text? Now, let's **select and underline the key words** in 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

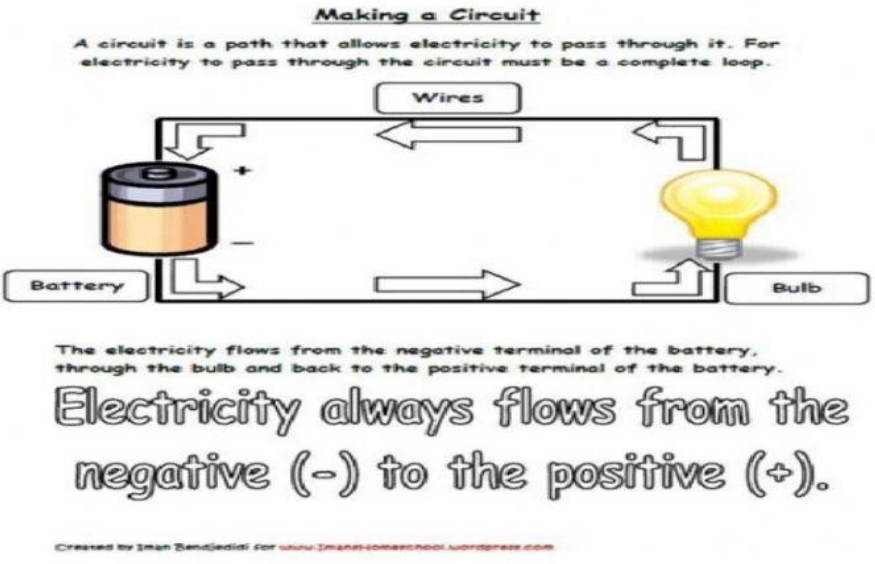
**3.** Read the following text taking into account the word bank above:




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

| Key words | Actions |
|---|---|
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| **AFTER READING:** |
|---|
| **Use a structural strategy:** representation. Build a simple circuit and explains how it works. |




LIVEWORKSHEETS