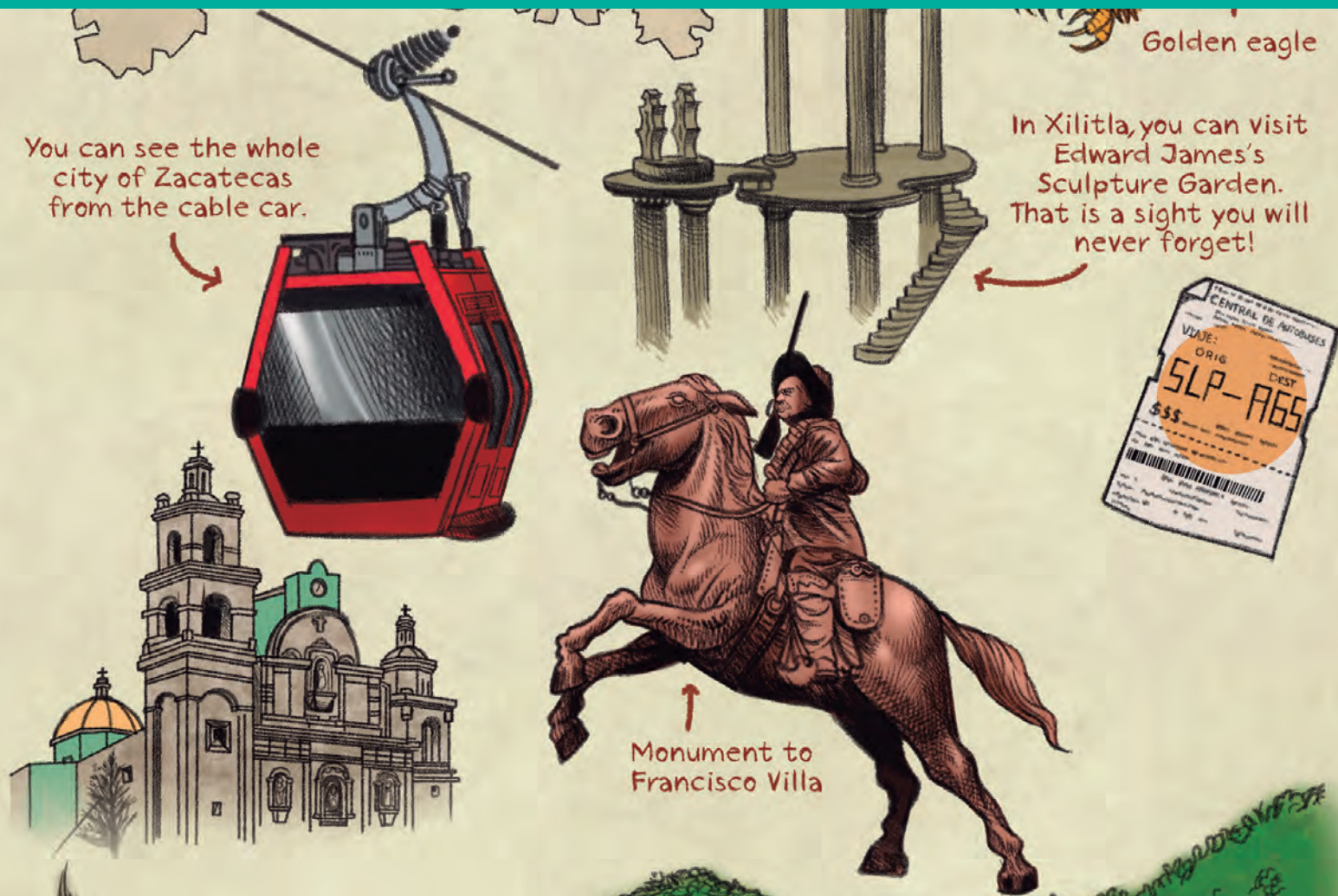


Dilla' yell yoblhe

Projects and Readings



José Daniel Romero Gutiérrez, CIUDAD DE MÉXICO

THIRD GRADE



EDUCACIÓN
SECRETARÍA DE EDUCACIÓN PÚBLICA

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Institutional Introduction

Paulo Freire (2022, pp. 101-102) aseguraba que hay distintas formas de comunicación:

[...] una relación horizontal de A más B [...] [que nace] de una matriz crítica y genera crítica (Jaspers). Se nutre del amor, de la humildad, de la esperanza, de la fe, de la confianza. Por eso sólo el diálogo comunica. Y cuando los polos del diálogo se ligan así, con amor, esperanza y fe uno en el otro, se hacen críticos en la búsqueda de algo. Se crea, entonces, una relación de simpatía entre ambos. Sólo ahí hay comunicación.

[...] El antidiálogo, que implica una relación vertical de A sobre B, se opone a todo eso. Es desamoroso. Es acrítico y no genera crítica, exactamente porque es desamoroso. No es humilde. Es desesperante. Es arrogante. Es autosuficiente. En el antidiálogo se quiebra aquella relación de “simpatía” entre sus polos, que caracteriza al diálogo. Por todo eso, el antidiálogo no comunica. Hace comunicados.

Años antes, Mijaíl Bajtín teorizó sobre el fenómeno, enmarcándolo como el estudio de la translingüística sobre el discurso monológico y el dialógico. Si pensamos en una visión de la escucha, en consonancia con las reflexiones de Bajtín (2000, p. 159), escuchar supondría no fundirse o confundirse con el otro, sino el diálogo de dos culturas que “no se funden ni se mezclan, sino que cada una conserva su unidad e integridad *abierta*, pero las dos se enriquecen mutuamente”. Desde esta visión dialógica de la escucha, se puede afirmar que se trata, fundamentalmente, de un vínculo de dos conciencias que se reconocen.

Sin embargo, en un mundo cada vez más interconectado, donde el idioma inglés se ha convertido en la lengua franca, monológica, institucional, es difícil que las conciencias de las voces marginadas sobrevivan a tal imposición. A menudo, las prácticas participativas que involucran a colectivos oprimidos se desarrollan en el marco de una “cultura del silencio” (Freire, 1990). Las personas oprimidas son silenciadas, enmudecidas. Vituperadas ante una aparente forma correcta de hablar y de interpretar el mundo, se menosprecian sus lenguas y culturas. Las mismas herramientas utilizadas para reconocer las situaciones que les afectan, las monopolizan las instituciones y los grupos dominantes. Esta cultura del silencio no solamente enmudece a las personas oprimidas, sino que les impone esquemas de pensamiento, emociones y prácticas que las alienan.

El libro que tienes en las manos nos invita a cuestionar la imposición hegemónica del idioma, y a comprender la importancia de aprenderlo desde una postura de libertad y emancipación, en lugar de sumisión. *Dilla' yell yoblhe. Projects and Readings. Third grade* destaca la riqueza y el dinamismo de nuestro español, y enfatiza que el aprendizaje del inglés debe ser una elección consciente para participar en la aldea global, sin renunciar a nuestra identidad cultural. Así, este material, como los demás Libros de Texto Gratuitos (LTG) de la Familia de la Nueva Escuela Mexicana (NEM), se enmarca en una reflexión intercultural, centrada en la demodiversidad, y no en un multiculturalismo que interprete, desde el folclor, a los colectivos marginados

Este libro contiene proyectos educativos emancipadores, con elementos críticos y problematizadores de la realidad desde un enfoque didáctico. Percibe al estudiante como un sujeto corresponsable en la transformación de sus comunidades, promueve el desarrollo de capacidades humanas, incorpora las habilidades de habla, escucha, lectura y escritura desde los diversos territorios, y fomenta la interacción en comunidad en el marco de la NEM.

Dilla' yell yoblhe. Projects and Readings. Third grade nos invita a reflexionar sobre los efectos del capitalismo en la educación y la cultura de América Latina, y brinda herramientas para cuestionar y resistir la imposición de hegemonías externas. A través de sus páginas, descubriremos cómo el aprendizaje del inglés puede ser un acto de empoderamiento y emancipación, permitiéndonos participar en el diálogo global sin perder nuestra esencia.

Este libro es un recurso valioso para los docentes, estudiantes y cualquier persona interesada en explorar la intersección entre el lenguaje, la cultura y el poder. Nos desafía a repensar nuestra relación con el inglés y a construir un futuro donde el aprendizaje de idiomas sea un puente hacia la comprensión mutua y la liberación, en lugar de una estrategia en el proceso de enseñanza y aprendizaje de una cultura del silencio.

Te invitamos a sumergirte en las páginas de *Dilla' yell yoblhe. Projects and Readings. Third grade* y a unirte a esta conversación crucial sobre la descolonización lingüística y la emancipación educativa. Juntos, podemos forjar un camino hacia un mundo donde la diversidad de lenguas y culturas sea celebrada y respetada.

Know Your Book

This book is organized into various learning adventures. Each one contains:

Title: Provides a general idea of the topic and the work you will undertake.

Introductory Paragraph: Here you will find information about the learnings you will acquire and the final product of each adventure.



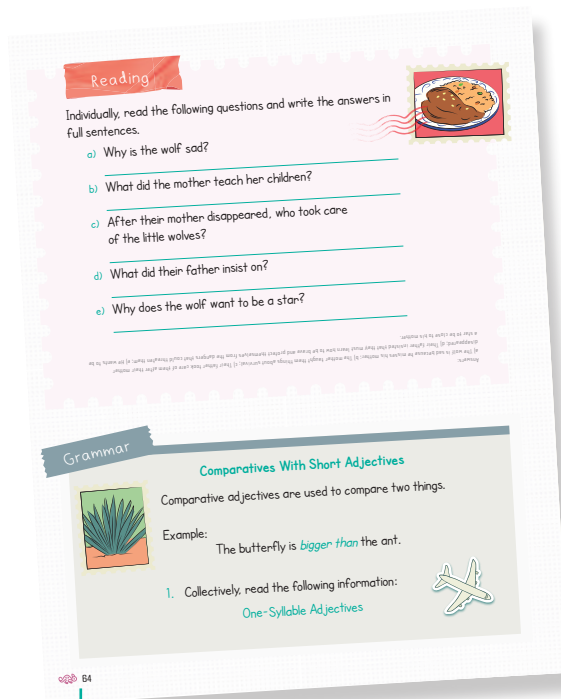
Phases or Stages: These are designed to guide you and organize your learning adventures.

Community Work: The adventure will suggest finding information or materials with the support of an adult from your family or community to continue the work done in class.

Images: These will help you better understand the topic and expand your perspectives of the world.

Support Sections: These contain brief texts with diverse information related to the theme of the learning adventure. They offer explanations of certain words and recommendations for consulting audiovisual resources and electronic texts.

Enjoy this journey! Remember to pack doses of creativity, joy, and experiences to share in your backpack.



English Sections: Dedicated to studying and practicing various aspects and skills of the English language. The Grammar, Spelling, Vocabulary, Reading, Listening, Speaking, and Writing sections offer a wide range of information and activities designed to help you learn English.

Folio number

Embark on a journey of learning where every page is a step towards fluency and academic success.

Compañera o compañero, ¿cuál podría ser la estrategia política, cultural y administrativa para el desarrollo de la Nueva Escuela Mexicana y los proyectos publicados en los Libros de Texto Gratuitos?

1

Reconocimiento de un conflicto

Sin importar su complejidad u origen, es preciso reconocer los conflictos comunitarios e indignarse. Sean producto de las desigualdades, la lucha de clases o el colonialismo, se debe partir de la indignación. Cada persona debe obligar a su cuerpo a sentir algo para escapar de la monotonía y la frialdad provocadas por esta sociedad individualista y de consumo.

Al superar la conciencia ingenua, se percibe la convivencia desde una conciencia crítica que cuestiona el origen del conflicto. Pero, ¿qué es una conciencia ingenua? Basta imaginar una persona deshumanizada, un autómatas que no piensa ni siente, o un individuo que no se cuestiona la vida, sino que asume que es así y que, por tanto, resulta inútil intentar cambiarla. Tales pensamientos y acciones derivan de la conciencia ingenua, la cual es resultado del brutal conformismo de esta sociedad que promueve el individualismo y el consumo.

2

Lectura de la realidad

3

Reconocimiento de la otredad

Observar el mundo desde la perspectiva de quien es diferente, del marginado social, del ninguneado o de quien históricamente fue silenciado. Que cada persona se detenga un momento a imaginar en qué quiere convertirse, cómo imagina el día de mañana y cómo concibe su territorio, si las cosas cambiaran; en fin, soñar cómo lograr el bienestar común, si se diseñara una comunidad diferente a esta sociedad de consumo.

Una reflexión como la anterior ayuda a las personas a definir quiénes son y qué desean ser. Ahora, deben plantearse preguntas que sirvan para concientizar sobre la relación entre las clases sociales. Por ejemplo: ¿quién está arriba y quién abajo?, ¿quién es un opresor y quién un oprimido?, ¿cuáles son los privilegios y cuáles los castigos?, ¿cómo el sistema económico influye en los conflictos sociales, culturales, medioambientales, emocionales, entre otros?, ¿cómo se ejerce el poder?, ¿cómo se somete al individuo?, ¿cómo se coloniza?, ¿cómo es posible decolonizar, en primer lugar, el cuerpo; luego, la mente; y, por último, el alma?

4

Reconocimiento de las clases sociales

5

Reconocimiento de la cultura

En teoría, todo individuo es parte de una comunidad; es decir, corresponsable de un aparato ideológico y una cultura. Así, supuestamente, todos sabemos de dónde venimos y cuál es nuestra herencia cultural. La cultura engloba todas las incongruencias que las personas viven. A grandes rasgos, ésta puede distinguirse en las narraciones, los mitos y las leyendas que un colectivo crea para responder a las incongruencias de la realidad y enfrentarse con tranquilidad a las incertidumbres cotidianas. Por lo tanto, para el desarrollo de esta estrategia, es fundamental reflexionar sobre los relatos, y los mitos globalizantes, ancestrales, que cada colectivo posee como identidad. De tal manera, sensibilizándose ante estos detalles, se reconoce la cultura de uno mismo y las de los demás.

Para que la conciencia crítica se convierta en una conciencia ampliada, política, se necesita reconocer las desigualdades estructurales presentes en la sociedad, las cuales no sólo son económicas, sino también culturales, lingüísticas, sexogenéricas, políticas, geográficas y emocionales.

6

Reconocimiento de las desigualdades

7

Alineación de voluntades comunitarias

Una vez que la reflexión propia parte de una perspectiva consciente de la complejidad de la realidad, es momento de compartir hallazgos, buscar consensos y generar colectivos; es decir, construir comunidad. Por ello, resulta indispensable alinear la voluntad de los integrantes afines y disidentes en favor de una agenda política cuyo objetivo sea la lucha en beneficio de una comunidad por la cual valga la pena ofrecer tiempo y energía.

8

Organización de colectivos

En este mundo individualista, se castiga la organización colectiva. Comúnmente, se insiste en que cada persona debe preocuparse, únicamente, de sus asuntos. La afrenta más profunda a este sistema consumista es organizar colectivos democráticos y diversos; es decir, demodiversos. Colectivos con una agenda política, acciones, calendario y horizonte de expectativas específicos; colectivos que reconozcan las ventajas del bien común.

9

Comunicación

La comunicación no debe desarrollarse, únicamente, al interior del colectivo, sino que debe trascenderlo para generar contacto con quienes habitan espacios inhóspitos, espacios en resistencia; espacios en donde la esperanza basada en el positivismo aún tiene vigencia; centros escolares tradicionales en donde aún se espera la llegada de nuevas tecnologías educativas sofisticadas que lo resuelvan todo. Es ahí donde la comunicación debe ser efectiva y convencer al disidente sobre cómo una comunidad demodiversa es mejor que un colectivo inhumano.

10

Cooperación comunitaria

Una vez que se ha logrado establecer comunicación con comunidades en otros territorios, es crucial plantearse preguntas como las siguientes: ¿cómo coordinar esfuerzos en una agenda política regional?, ¿cómo hacer de la lucha un patrimonio, un estandarte, en donde otros se puedan ver reflejados?, ¿cómo coordinar esfuerzos?, ¿cómo promover una estrategia dinámica que se adapte a las necesidades de los territorios?, ¿cómo evitar que los procedimientos de cooperación tradicional limiten las acciones de transformación cuando se solicite lealtad y disciplina a los integrantes de los colectivos desde una tradicional verticalidad?, ¿cómo construir nuevas hegemonías sin desarrollar los vicios ni cometer los abusos de las anteriores?, ¿cómo desplazar a los opresores sin caer en la tentación de utilizar sus armas melladas que han dejado, en la huida, regadas por todos lados?

11

Insurgencia magisterial

Las acciones transformadoras, fruto de la reflexión en torno a lo cultural, lo económico y lo social, son actos que violentan al *statu quo*. Los sectores tradicionales, acostumbrados al ejercicio del poder, desde lo alto de la pirámide social, acusarán cualquier acción transformadora como un ejercicio violento. Estos sectores también se encuentran en las instituciones del Estado como hegemonías. No se puede esperar que ellos cambien sus acciones y pensamientos como si fuera un acto de generosidad o de misericordia. Para que la transformación, por todos anhelada, sea una realidad, se necesita la insurgencia magisterial que cuestione a todas las hegemonías.

12

Consolidación del poder

Después de la insurgencia magisterial y sus acciones transformadoras continuas, tarde o temprano, las instituciones y las hegemonías cederán. Tras desplazarlas, se necesitará establecer nuevas formas de ejercicio del poder. Probablemente, ésta sea la etapa más delicada del proceso porque siempre existirá la tentación de disfrutar los privilegios de las élites desplazadas. Por todo ello, se debe imaginar y realizar un ejercicio del poder diferente, desde la humildad, para generar una sociedad demodiversa que no discrimine ni margine; es decir, una sociedad donde todxs tengan voz, no sólo los individuos privilegiados. En última instancia, el propósito de esta estrategia política, cultural y administrativa es construir una sociedad donde las hegemonías, aún vigentes, sean contenidas, de modo que no puedan promover más desigualdades.

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Drop by Drop the Water Is Gone!

In this project, you will make an informative poster about water saving strategies in your community and you will share it in a presentation.

This way, you will put into practice the guidelines on dialogue, argumentation, and reaching agreements.

En este proyecto, harás un póster informativo sobre estrategias para ahorrar agua en tu comunidad y lo compartirás en una presentación. De esta forma, pondrás en práctica las normas de diálogo, argumentación y toma de acuerdos.

What We Know

1. In classroom community, take turns reading the following text aloud:

Juan is a boy originally from the city of Pachuca de Soto (in the state of Hidalgo), and he is eight years old. He is in third grade at Nezahualcóyotl school since he lives in a neighborhood nearby. He likes going to school because there is always water there, he can always go to the bathroom as many times as he needs it. He really enjoys touching water and he often washes his hands, since he can't do that at home.

Juan es un niño originario de Pachuca de Soto (en el estado de Hidalgo) y tiene ocho años. Está en tercer año en la escuela Nezahualcóyotl, ya que vive en un vecindario cercano. Le gusta ir a la escuela porque ahí siempre hay agua y puede ir al baño las veces que necesite. Le gusta mucho tocar el agua y se lava las manos constantemente, ya que no puede hacerlo en casa.

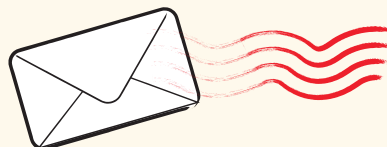
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Escuela Primaria Nezahualcóyotl

HIDALGO



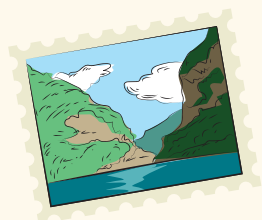


Juan encourages his classroom community to save water at school because sometimes there is not enough water and the school often buys water from water trucks. For this reason, he invited his classmates to make a campaign with posters talking about saving water.

Juan's best friend is called Maya; she is a girl from Yucatán, a place located in the southeast of the Mexican Republic. She speaks her native tongue, Maya Yucateco, and she is learning to speak Spanish, but that never stops them from communicating. Maya shares Juan's interest in saving water since, in her birthplace, they don't often have water and people suffer a lot because the climate is very hot.

Juan anima a su comunidad de aula a cuidar el agua porque a veces no hay suficiente y la escuela a menudo tiene que comprar agua de las pipas. Por esta razón, invitó a sus compañeros a hacer una campaña con pósters que hablen de cuidar el agua.

La mejor amiga de Juan se llama Maya; es una niña de Yucatán, un lugar del sureste de la República Mexicana. Ella habla su lengua nativa, maya yucateco, y está aprendiendo español, pero eso nunca los detiene para comunicarse. Maya comparte el interés de Juan en cuidar el agua porque en su lugar de nacimiento a menudo no tienen agua y sufren mucho porque el clima es muy cálido.

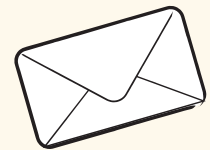


At Juan's house, since there is no water, his family members go to the bathroom during the day, but they cannot flush the toilet until night to save water.

They wash their clothes every two weeks. Sometimes, Juan showers with a bucket of water and, to clean his hands, he uses wet wipes. Juan doesn't like this and that's why he enjoys going to school. He has learned many things, including how to save water.

En la casa de Juan, como no hay agua, los integrantes de su familia van al baño durante el día, pero no pueden jalarle hasta la noche para ahorrar agua.

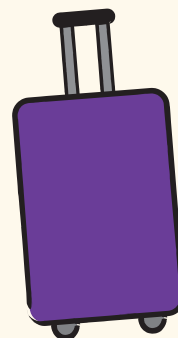
Ellos lavan la ropa cada dos semanas. A veces Juan se baña con una cubeta de agua y, para limpiarse las manos, usa toallas húmedas. Esto no le gusta y es por eso que disfruta ir a la escuela. Ha aprendido muchas cosas; por ejemplo, cómo ahorrar agua.



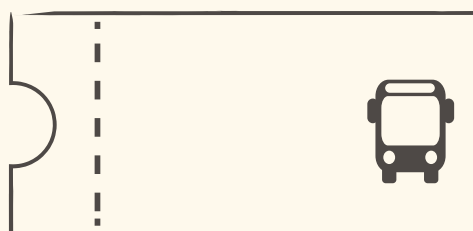
2. Individually, but without forgetting you are part of a community, reflect on Juan's case and answer the following questions:

a) What do you think about the situation Juan is experiencing?

b) What similar situations can you identify in your community?



c) What could you do to prevent lack of water and to promote taking care of this resource in your school and your community?



1. Individually, considering everyone else, find the following words in Juan's story and circle them.

always

sometimes

never

often



Adverbs of Frequency

We use adverbs of frequency to talk about habits or express how regularly we do an activity.



Affirmative

subject + *adverb of frequency* + verb in present tense

Examples:

I *always* take a bath in the morning.

She *usually* goes to the movies on Thursdays.

Keep in mind that *never* cannot be used in negative sentences because it is already negative. Use it in affirmative sentences.

Examples:

I *never* take a bath in the morning.

She *never* goes to the movies on Thursdays.

Negative

subject + *auxiliary* + *not* + *adverb of frequency* + verb in present tense

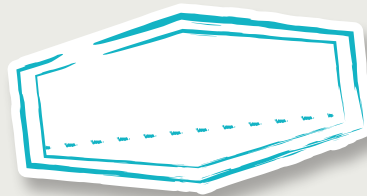
Examples:

I *don't always* take a bath in the morning.

She *doesn't usually* go to the movies on Thursdays.

The following adverbs-of-frequency thermometer shows how to use different adverbs depending on how often you do an activity.

Always
Usually
Often
Sometimes
Rarely
Hardly ever
Never



2. Complete the sentences with the adverbs of frequency from the thermometer according to your own habits.

- a) I _____ wake up early on weekends.
- b) I _____ forget to do my homework.
- c) I _____ play with my friends after school.
- d) I _____ eat fast food.
- e) I _____ have family dinners.
- f) I _____ shower at night.
- g) I _____ read books before bedtime.
- h) I _____ wash the dishes.



3. Fill in the blanks with the adverbs and the correct form of the verbs in parentheses.

- a) She _____ (never / go) to bed before finishing her homework.
- b) They _____ (always / dream) of winning the lottery.
- c) He _____ (hardly ever / drink) soda, he doesn't like it.
- d) María _____ (sometimes / read) a book during recess.
- e) We _____ (often / go) hiking in the mountains.
- f) Tom _____ (usually / not watch) television after dinner.
- g) My grandparents _____ (rarely / visit) any museums.
- h) The team _____ (always / not perform) well in competitions.



Answers: a) never goes, b) always dream, c) hardly ever drinks, d) sometimes reads, e) often go, f) doesn't usually watch, g) rarely visit, h) doesn't always perform

What We Will Do



1. In classroom community, and being supportive, look at the images on this page and the next one.
 - a) In assembly, describe what you see, what you think, and the emotions you feel.
 - b) Communicate your answers.





2. Individually, but considering the opinion of others, reflect on the questions below and answer them. Remember to share your answers with your classroom community.

a) What do you think would happen if we ran out of water?

b) Why is access to water a basic need?

c) Explain three reasons why water is essential for life.

How Will We Do It?

In this project, you will have to make an informative poster about saving water. To do this, it is necessary to carry out the following activities:



1. Gather information about the use and care of water.

2. Discuss the best ideas to save water.

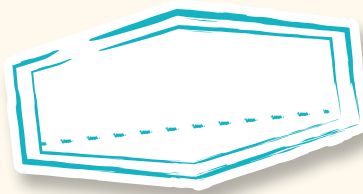
3. Collect images to illustrate the ideas.

4. Make the poster based on your agreements on ideas, texts, and images.

5. In your classroom, share the posters of each small community.

6. Improve the proposal based on the presentation of your ideas.

7. Display the posters in the school community.



1. In the company of an adult in your family, do the following:

a) Talk to someone who runs a business in your community, for example, a shopkeeper, baker, doctor, or whoever you decide. You can ask questions like these:

- ♪ How do you use water in your daily work?
- ♪ Do you have water available all the time?
- ♪ Do you have a strategy to reuse water?
- ♪ How do you save water in your daily life?



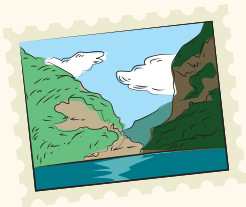
2. Write in your notebook what the person you interviewed told you.
3. In assembly, share the answers you obtained from the business owners in your community.
 - a) Your teacher will write on the board the main ideas and problems related to water.



What We Need to Know

It's time to gather information to help you make a discussion panel and an informative poster.

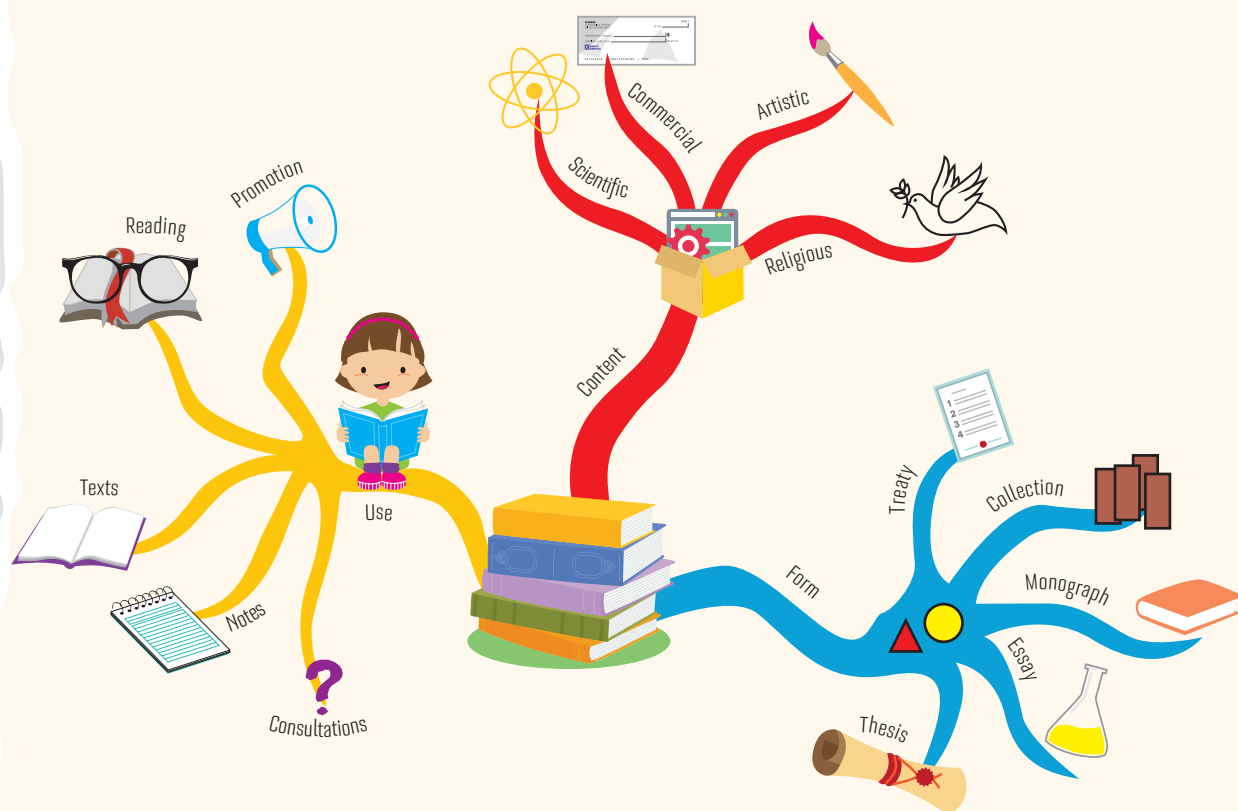
1. In *Nuestros saberes: Libro para alumnos, maestros y familia*, look for information regarding dialogue and reaching agreements, such as:
 - a) Characteristics and models of oral discussions.
 - b) Reasoning to structure your speech and personal posture.
 - c) Argumentation to establish dialogue and reaching agreements.



Mind maps help you visualize useful information through images and short phrases.

2. Once you have read the information, create a mind map according to the following steps:
 - a) In the center of a sheet of paper, draw a circle with the main topic.
 - b) Link the key ideas using branches or lines.
 - c) Use bright colors to differentiate the themes.
 - d) Add drawings or images that help you remember and understand.

Here is an example:



3. In communities, discuss the research you conducted.
 - a) Gather what you have seen in *Nuestros saberes: Libro para alumnos, maestros y familia* regarding dialogue and reaching agreements.

- b) Talk about saving water and how you can reuse it.
- c) Remember: The involvement of all members is aimed at reaching agreements on actions that would help your community in terms of saving water.
- d) Generate an awareness proposal for saving and reusing water.
- e) Once finished, draw the proposals you chose on a white cardboard sheet.

To learn more about saving water, watch "Videos 'Cuidado del Agua' | UNESCO" by OSE Uruguay.



<https://bit.ly/3HVVRmx>

Vocabulary

1. Individually, without forgetting you are part of a community, match the pictures with the correct sentences.

I.



a) Take a shower

II.



b) Swim

III.



c) Drink water

IV.



d) Wash your hands

V.



e) Wash your face

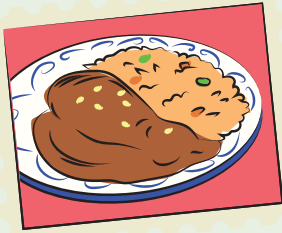
VI.



f) Brush your teeth



2. It's time to play a guessing game! You will be split in two communities.



- a) The teacher will write notes with activities that require water, and put them in a bag or a box.
- b) Taking turns, one member of each community will draw a paper from the bag or box, and mime the activity for their community. They cannot speak. Their community has 10 seconds to guess.
- c) If their community doesn't guess, the other one has a chance to guess the activity.

We Are Getting Close

1. Individually, without forgetting you are part of a community, unscramble the words, find the hidden phrase, and write it on the line.

wetar

si

lfei

Revisit everything you have learned so far. It's time to put it into practice!

2. With the participation of your family or those who live in your house, call a meeting.
- a) Talk about how to save water and how you can reuse it.
 - b) Reach agreements regarding the actions you can implement at home to make

better use of water and carry them out.

- c) Remember to consider the rules of dialogue.
- d) Take photographs, if possible.
- e) In your notebook, make a log of the meeting and write the agreements made as a family.

Here is an example:



We Build

It is time to integrate the different elements that make up the informative poster. To do this, carry out the activities below.

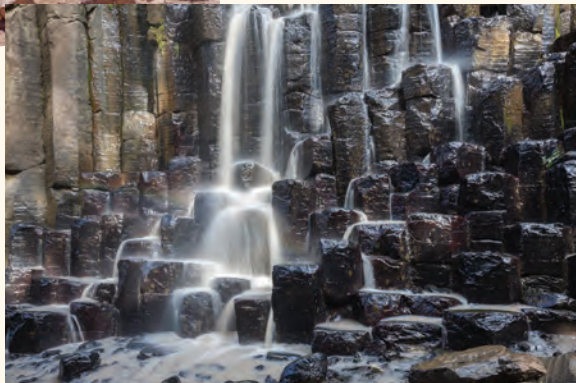
1. In small communities, consider the following:
 - a) The information you gathered
 - b) The ideas you have and what was implemented at home

2. Think about what message you could give to the school community to encourage them to save water.
 - a) Write it in your notebook.
 - b) Follow the rules of dialogue.
3. Individually, considering the opinion of your classroom community, gather images, magazine clippings, printouts, or your own drawings to add them to the poster.



Materials

- A colored posterboard
- Colored markers
- Colored pencils
- Glue
- Blunt tip scissors



4. In classroom community, and in a supportive manner, present the information and images you collected and discuss them with your classmates and your teacher.
 - a) Do it to support the content of your poster.
 - b) Based on the feedback you received, work in small communities and improve your message.



5. In collaboration, and considering the opinion of your classmates, design your informative poster to help solve water problems in your community.
 - a) Remember that the poster must contain the following:
 - › A bright color background to capture the viewer's attention
 - › Images (drawings, photographs, clippings, among others)
 - › A clear message
 - › Lots of creativity



We Refocus

1. In assembly, and in a free and comfortable area of your school, carry out a dialogue. Your teacher will be the moderator.
2. Use the following questions to start the dialogue:
 - a) What are the main sources of water for human consumption?
 - b) What habits should be implemented at school to save water?

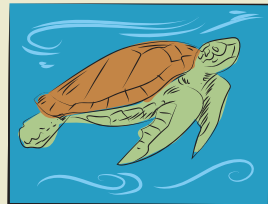


- c) What can you do at home to save water?
 - d) What problems does a lack of water cause in human life?
3. Make agreements to save water and explain each of them. Write them in your notebook.
4. Summarize what you observed, learned, and debated with your classmates, as well as the agreements reached.
5. Individually, but without forgetting your community, identify and write in your notebook the actions needed to improve the use of water.
6. Consider the above to expand and modify the information for your poster.
 - a) Make an outline of your poster.
 - b) Use the space on the following page to draft your poster; think about what information you want to write and make the drawings.



Grammar

Individually, considering what you learned in community, unscramble the words to form correct sentences.



- a) Sandy / always / washes / hands / her

- b) takes / shower / often / in / afternoon / Noel / a / the

- c) never / my / sister / brushes / teeth / her

- d) makes / bed / Mike / sometimes / his

Answers:
a) Sandy always washes her hands.
b) Noel often takes a shower in the afternoon.
c) My sister never brushes her teeth.
d) Mike sometimes makes his bed.





We Communicate

1. Once you finish your poster, get together with your class community and find a place in school where you can organize a presentation.
2. Establish a schedule for the display and explanation of your informative posters.



3. Talk to your classmates and the rest of the school community about the following:
 - a) Saving water
 - b) Actions to save water
 - c) Your experience putting those actions into practice at home
4. To maintain a good communication during your presentation, follow the rules of dialogue.

We Look Back to the Experience

1. As a classroom community, talk about what changes related to saving water you have observed, both in your school and in your community, and if some of these actions can be improved.
2. After reflecting on the experience, individually, but without forgetting others, answer the following questions:
 - a) How did you feel during the process?

- b) How can you improve communication with your classmates?

- c) What difficulties did you find while working on this project?

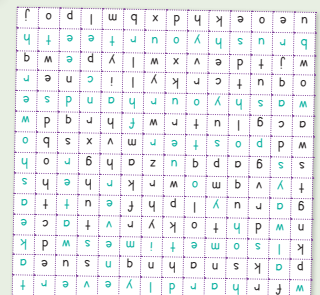
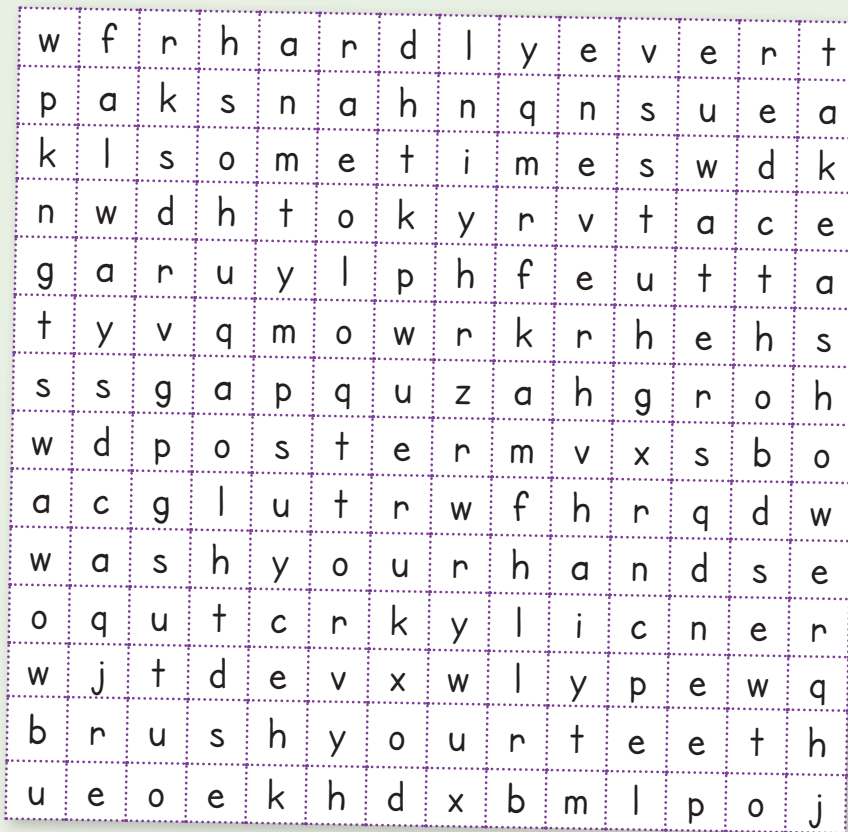
3. Finally, write in your notebooks the assembly agreements reached by the community to establish actions on saving water.

Vocabulary

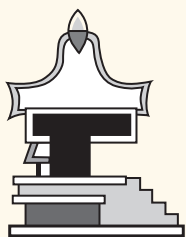
It's time for something fun. In small communities, solve the word search, and remember to circle the words and phrases you find.



- brush your teeth
- wash your hands
- wash your face
- take a shower
- hardly ever
- always
- sometimes
- poster
- never
- water



Answers:



Tell Me What You Eat and I Will Tell You Who You Are!

In this project, you will investigate eating habits in your school community. Also, you will make a frequency table and a poster to share the information.

En este proyecto, investigarás sobre los hábitos alimenticios en tu comunidad escolar. Además, harás una tabla de frecuencia y un póster para compartir la información.

What We Know

1. Individually, and being supportive with your classroom community, do the following activity:
 - a) Read the title of the project aloud and answer: What does it mean? Does the food you eat influence your health? How does it reflect on your body?
 - b) Make yourself comfortable, close your eyes, listen carefully to what your teacher is about to read, and recreate the following situation in your mind.

José Alfredo Jiménez Martínez, MICHOACÁN



You are at school; it is still early and you start to feel a little hungry. You hear the sound of the bell, which indicates recess time, so you go out to the schoolyard with your friends, open your lunch box and start to enjoy. You try the first bite and, while you savor the delights of your food, you have a chat with your friends.

Estás en la escuela. Todavía es temprano y comienzas a sentir un poco de hambre. Escuchas el sonido de la campana, lo cual indica la hora del receso. Sales al patio con tus amigos, abres tu lonchera y comienzas a disfrutar. Pruebas el primer bocado y, mientras saboreas las delicias de tu comida, conversas con tus amigos.

Autora:

Mercedes Verónica Andrade Dávila

Maestra frente a grupo

Escuela Fundadores Mexicanos

AGUASCALIENTES

Then, you look at one of your classmates' lunches: It looks as tasty as yours! So, you give him your food and he shares his with you.

When you finish eating, you play for a while. Then, you hear that there are five minutes left until recess ends and you remember that you have some coins in your pocket. Happily, you rush to the school store. While you are waiting in line, you take out your money and count it. Finally, your turn comes and, among so many food options, you don't know what to choose.



José Alfredo Jiménez Martínez, MICHOACÁN

Entonces, miras el almuerzo de uno de tus compañeros: ¡Se ve tan rico como el tuyo! Así que le das de tu comida y él te comparte de la suya.

Cuando terminan de comer, juegan un rato. Entonces, escuchas que quedan cinco minutos de receso, y recuerdas que tienes unas monedas en tu bolsillo.

Feliz, corres a la tiendita de la escuela. Mientras esperas en la fila, sacas tu dinero y lo cuentas. Finalmente, llega tu turno y, entre tantas opciones, no sabes qué elegir.

2. Based on what you recreated in your mind about the previous situation, answer this question: What kind of food did the lunch you imagined include?
3. Now, answer these questions:
 - a) Is your lunch prepared at home or purchased?
 - b) What food do you like to eat the most?
 - c) What products does your school store offer?

1. In community, with the help of your teacher, read the following information and discuss it.

Adverbs of Frequency

| | |
|-----------|---|
| Always | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> |
| Sometimes | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> |
| Never | <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div> |

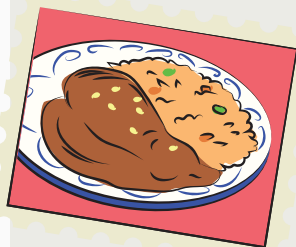
| Questions | Answers |
|---|--------------------------------------|
| <i>How often</i> do you eat fruit? | I <i>always</i> eat fruit. |
| <i>How often</i> do you play in the park? | I <i>sometimes</i> play in the park. |
| <i>How often</i> do you eat vegetables? | I <i>never</i> eat vegetables. |

The adverbs of frequency describe how often a person does a specific activity.

Example:

Student A: *How often* do you eat fruit?

Student B: I *sometimes* eat fruit.



2. Individually, considering everyone else, complete the sentences with *always*, *sometimes*, or *never*, depending on the color of the circles. Use the colors in the explanation of adverbs of frequency as reference.



a) I _____ eat bananas.



b) He _____ drinks milk.

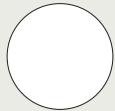


c) She _____ eats carrots.





d) I _____ eat eggs.



e) She _____ drinks apple juice.



f) I _____ eat meat.



g) He _____ eats potatoes.



h) I _____ drink water.



José Daniel Romero Gutiérrez, CIUDAD DE MÉXICO

Answers: a) always, b) never, c) always, d) sometimes, e) never, f) always, g) sometimes, h) always

3. Answer the following questions using adverbs of frequency. Then, ask and answer these questions in pairs.

a) How often do you eat healthy snacks?

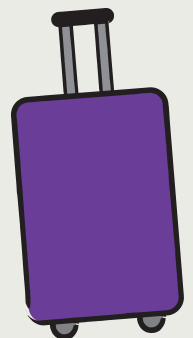
b) How often do you eat candy?

c) How often do you exercise?

d) How often do you go to bed late?

e) How often do you go to bed early?

f) How often do you drink soda?



Let's check some healthy and unhealthy habits that people have.

4. Write the missing letters to complete the words, and then read the phrases. Draw a line to match the phrases with the pictures, and compare your answers with a partner:

do exercise, drink soda, eat healthy snacks, go to bed early, eat candy, go to bed late

I. E _ _ h e _ l _ h _ s _ a c _ _

II. _ a t c _ n d _

III. Do e _ _ r c _ s _

IV. G _ t _ b _ _ l _ t _

V. Go to _ _ d e _ r _ _

VI. D _ _ n k _ o _ _



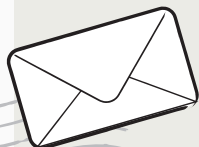
Karla Esmeralda Mata Medina, TAMAUUPAS

Answers: Ic, IId, IIle, IVa, Vb, VI f

5. Write the phrases you just completed in the corresponding column and, in small communities, compare your answers.

Healthy Habits

Unhealthy Habits



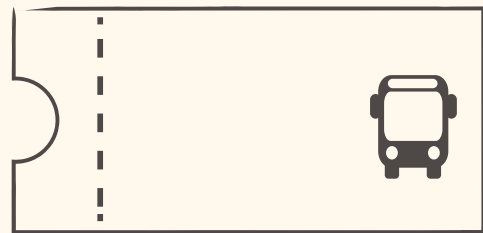
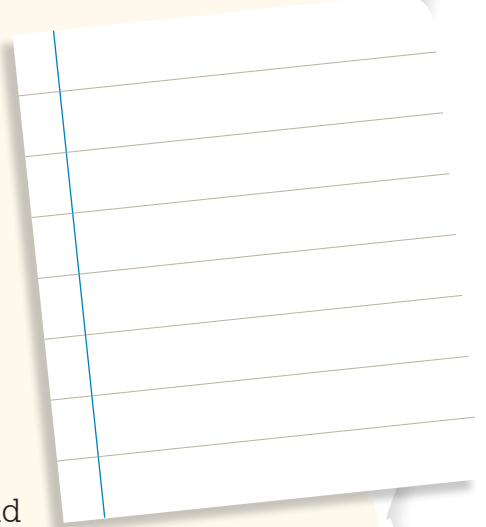
Answers:
Healthy Habits: eat healthy snacks, do exercise, go to bed early
Unhealthy Habits: eat candy, go to bed late, drink soda



Let's Plan!

Collectively, with the help of your teacher, prepare a draft of a survey to gather information about the eating habits of some students at your school community. Use the information given in "Grammar" to write your questions.

- a) Write the questions in your notebook. Check if they are written correctly, and apply any necessary changes.
- b) According to the characteristics of your school, select the grades and number of students you will apply the survey to.



José Alfredo Jiménez Martínez, MICHOACÁN



Time to Practice



José Alfredo Jiménez Martínez, MICHUACÁN

1. Practice the survey with a classmate: Take turns to be the person who asks and the person who answers. Ask your teacher to help you practice the pronunciation of each question.
 2. In pairs, evaluate the performance of a different pair and comment on how they can improve it.
 3. Collectively, go out and do the survey.
 4. Now, it's time to organize the data you obtained. With the help of your teacher, make a frequency table like the following one. If you want, you can also make a graph.
- a) Copy the frequency table in your notebook.

Frequency Table

| Grades | Eating Habits | Always | Sometimes | Never | Number of Students |
|--------|----------------|--------|-----------|-------|--------------------|
| 1º | Eat vegetables | 15 | 10 | 30 | 55 |
| 2º | Drink water | 30 | 15 | 10 | 55 |



José Alfredo Jiménez Martínez, MICHUACÁN

5. Write a report on the results of the survey.
6. Talk about what the most difficult part of this project was.

Let's Create!

1. Individually, create a poster to share the results of the survey.
2. In classroom community, talk about your posters.
 - a) Remember to read fluently and modulate your voice. Listen to the comments from your classmates.
3. Discuss: What do you think about the results of the survey? What habits need to be improved? How could students improve their eating habits? Write the answers in your notebook.
4. Show your posters to others.
5. Finally, write in your notebooks the assembly agreements reached by the community to improve eating habits. 



Jose Alfredo Jiménez Martínez, MICHOACÁN



The Legend of the Enchiladas Potosinas

Cristina Jalomo went to the mill to prepare dough for *tortillas* every day. One day, she dropped *some* peppers into the mixture by accident.

She didn't want to throw the food away, so she took the dough home and added *some* tomatoes and cheese.

*By mistake,
the red dough
became a
delicious
snack.*

Cristina's family enjoyed it so much that the dish became famous. Everyone in town started calling them **enchiladas potosinas**. A delicious accident!



Cristina started selling the *tortillas*. They were not only cooked, but also fried.





The best thing is that you can eat this delicious dish straight from the *comal*. You can add *some* onion, beans, avocado, and cream.

You have to try them! This dish from San Luis Potosí is famous all over the world.



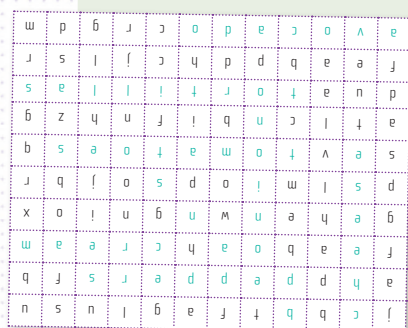
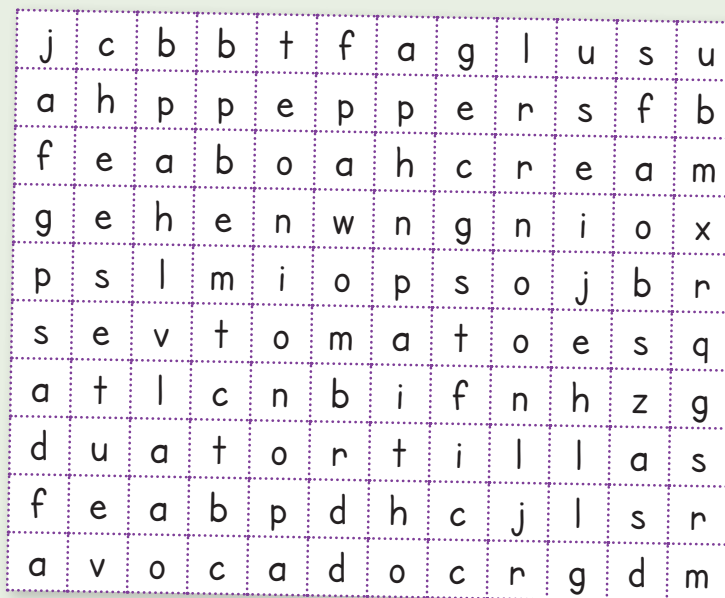
Hmm! They look tasty, right?



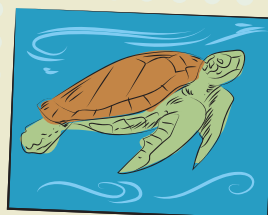
Vocabulary

In small communities, find the ingredients for *enchiladas potosinas* in the word soup.

- cheese
- tortillas
- peppers
- onion
- cream
- tomatoes
- avocado
- beans



Answers:



Grammar

1. In small communities, look at the following picture and table, then take turns to read the sentences on the next page.



Raymundo Gutiérrez González, TLAXCALA



There is **some** bread on the table.

There is not/isn't **any** cheese on the table.

There is **some** rice on the table.

There is not/isn't **any** water on the table.

We use **some** to mean "an indefinite quantity."

Example:

There is **some** cheese on the plate.



We use **not any** to mean "there is nothing" or "none."

Example:

There isn't **any** cheese on the plate.



Raymundo Gutiérrez González, TLAXCALA

2. Individually, considering the picture in activity 1, complete the following sentences with **some** or **any**.

a) There is _____ pasta.

e) There is _____ fruit.

b) There is not _____ tomato sauce.

f) There is not _____ chocolate.

c) There is not _____ water.

g) There is _____ meat.

d) There is _____ soup.

h) There is not _____ salad.

Answers: a) some, b) any, c) any, d) any, e) some, f) some, g) any, h) any

3. Add two affirmative and two negative sentences about the food you have or do not have in your kitchen.



- a) _____
- b) _____
- c) _____
- d) _____





Create and Prepare Healthy Food

In this inquiry-based project, you will explore, with your classroom community, different types of foods from your community, and you will learn what they are. You will find them on the Eatwell Plate and choose some ingredients to prepare a granola bar.

En este proyecto por indagación, explorarás con tu comunidad de aula diferentes tipos de alimentos de tu comunidad, y aprenderás lo que son. Ubicarás algunos de ellos en el Plato del Bien Comer y elegirás ingredientes para preparar una barra de granola.

Our Community Wisdom

1. In assembly and being supportive, read the following text with the help of your teacher.

Daniel, an eight-year-old boy, heard the following news on the radio: "According to the United Nations World Food Programme, in Mexico, one in eight children is underweight

Daniel, un niño de ocho años, escuchó la siguiente noticia en la radio:

"De acuerdo con el Programa Mundial de Alimentos de las Naciones Unidas, en México, uno de cada ocho niños está bajo de peso

Autora:

Maria Silva Hernández Domínguez

Maestra frente a grupo

Escuela Primaria 24 de febrero

GUERRERO





for their age. For girls and boys all over the world, the lack of a varied and nutritious diet is associated with diseases such as malnutrition and obesity.”

Daniel didn't know what the reporter meant by “varied diet.”

Many times, he listened to adults at home say, “On Monday I will start a diet.” But he had never started a diet.

He thought that maybe, like the children mentioned in the news, he would get sick for not starting a diet on Monday.

para su edad. Para las niñas y los niños alrededor del mundo, la falta de una dieta variada y nutritiva está asociada a enfermedades como la desnutrición y la obesidad”.

Daniel no sabe lo que el reportero quiso decir con una “dieta variada”.

Muchas veces ha escuchado a los adultos en casa decir “el lunes empezaré una dieta”. Pero él nunca ha empezado una. Pensó que tal vez, como los niños mencionados en las noticias, se enfermaría por no empezar una dieta el lunes.

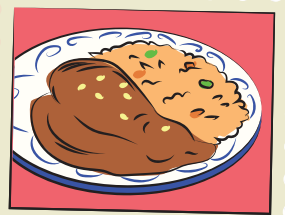


2. In small communities, do the following:
 - a) List in your notebook some of the foods that you eat most frequently for breakfast.

- b) In the following box, draw some of the foods you usually eat for breakfast. Discuss if they are healthy or unhealthy.

Writing

1. In community, talk about this question: Is there any fruit in your drawings? Are there any vegetables? Give examples.
2. Individually, but always having in mind that you are part of a community, answer these questions in your notebook:
 - a) What foods do you have in common with the classroom community?
 - b) Are there any that are similar?





Let's Find Out

1. Collectively and being supportive, reach an agreement to answer the following questions in this inquiry-based project:
 - a) What foods do you find in your community?
 - b) From the foods you frequently eat, which ones are part of the Eatwell Plate?
 - c) What does having a nutritious diet mean?
2. Write your agreements in your notebook. Check and modify them as you carry out the following activities.

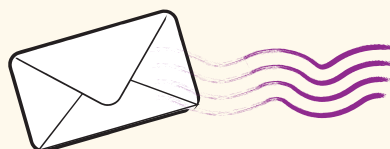
What Foods Do You Find in Your Community?

1. In community, answer the following questions. Then, do a survey to know which foods are found easily in your community. To do this, you can ask your teacher, your family, or some other member of your community. Write the answers in your notebook.

- a) What vegetables do you find in the community market?
- b) What fruit do you find there?
- c) What about animal origin foods?
- d) What cereals and tubers do they sell?
- e) What other food is common in those places?



Carlos Enrique Villarreal Morales, VERACRUZ



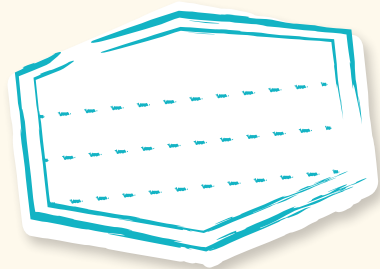
2. Research the food groups, nutrients, and varied diet in the Classroom Library, the School Library, the public library, or on the internet with the help of an adult.



Carlos Enrique Villarreal Morales, Veracruz



- a) Tell a family member what you discovered.



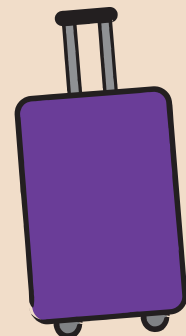
Writing

1. Individually, but remembering that you are part of a community, answer the following questions in your notebook:



- a) What are some healthy foods that are available in your community?
- b) Are there any unhealthy foods you eat every day? Give examples.

2. List any fruit or vegetables that are common in your community using the following sentence: "The fruit/vegetables that we have in our community are..."





From the Foods You Frequently Eat, Which Ones Are Part of the Eatwell Plate?

Every day, Daniel and his family eat various types of food, but it is important to know which ones belong to a healthy diet.

In small communities, you will build an Eatwell Plate.

Materials (per small community)

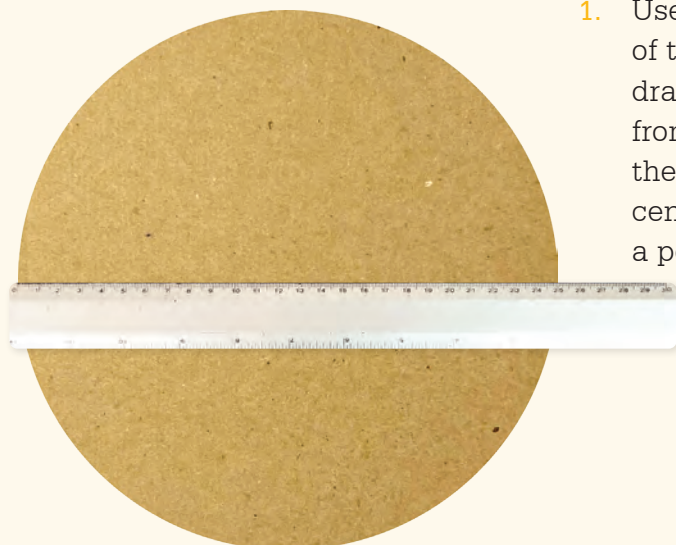
- Pictures of food that you frequently eat (approximately 5 cm)
- A 25 cm diameter cardboard plate or circle
- A paper fastener
- Scissors
- A glue stick
- A 4 × 26 cm cardboard rectangle
- A ruler
- Colored pencils
- Cutouts of vegetables, fruit, legumes, cereals, animal origin foods, water, sweets, juices, soft drinks, cookies, etc.



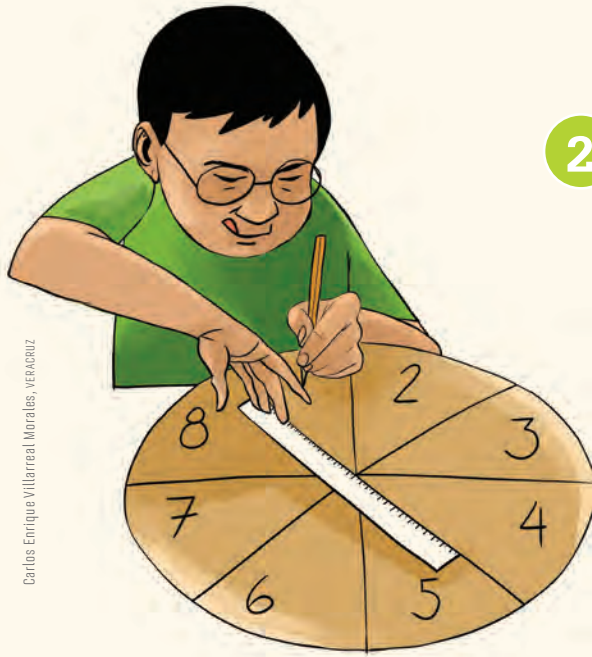
1

Procedure

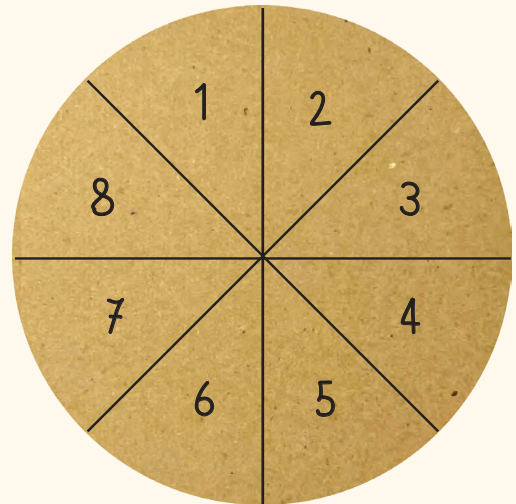
1. Use your ruler to find the center of the cardboard circle. To do this, draw two lines of length 25 cm each, from one end to the other; the point of intersection is the center of the circle. Mark it with a pencil.



2. Starting from the center, divide the circle in 8 equal parts. Use these pictures as a guide:

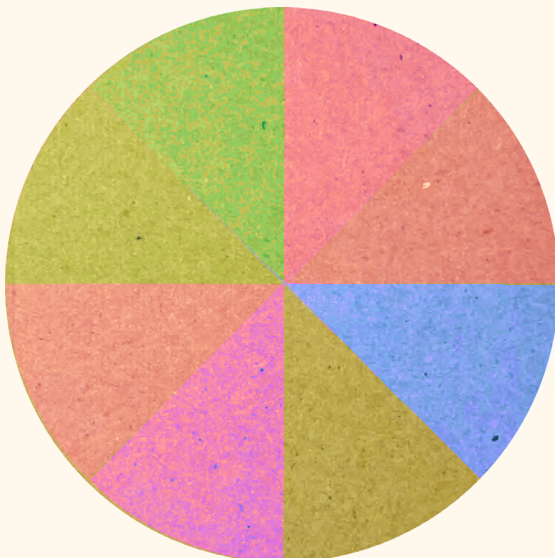


2



3. Color each part of the circle with a different color, and pierce a hole at the center of the circle to insert the paper fastener.

3





4. Punch a hole in the cardboard rectangle and attach it to the circle as shown in this picture:



4

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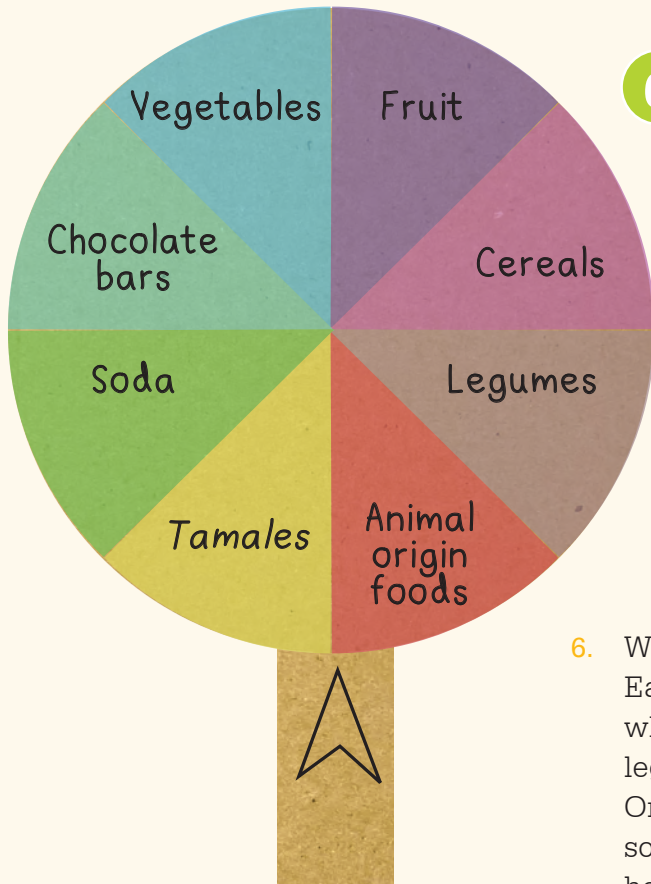
5

5. Once they are connected, check that the circle spins properly. Draw an arrow on the cardboard pointing to the wheel.

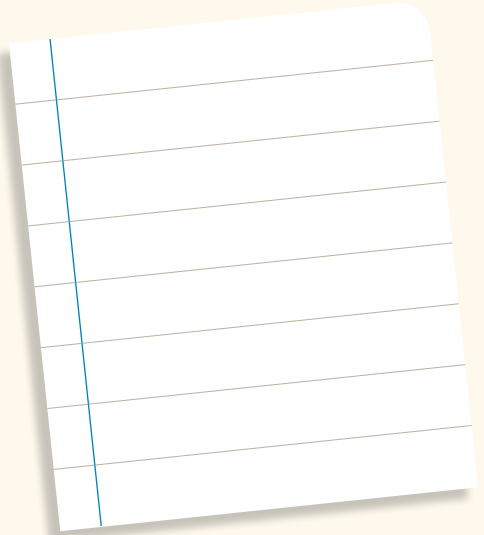


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6



6. Write one food category from the Eatwell Plate on each section of the wheel: vegetables, fruit, cereals, legumes, and animal origin foods. On the three remaining spaces, write some foods that are not part of a healthy diet.

7. Spin your wheel and, when the arrow stops on one of the sections, choose some pictures of the food that belongs to that space. Discuss with your classmates if those pictures belong there and, if so, stick the food cutouts on that space.

7



Grammar

When we want to give information about how many or how much of something we have, we can use the words *some* or *any*.

| | Some | Any |
|-------------------|---|---|
| When do I use it? | We use <i>some</i> for both countable and uncountable nouns. | We use <i>any</i> for both countable and uncountable nouns. |
| | We use <i>some</i> in affirmative sentences. | We use <i>any</i> in interrogative and negative sentences. |
| | Examples: | Examples: |
| | <p>There are <i>some</i> bananas on the table.</p> <p>There is <i>some</i> rice on the table.</p> | <p>Are there <i>any</i> bananas on the table?</p> <p>There aren't <i>any</i> bananas on the table.</p> <p>Is there <i>any</i> rice on the table?</p> <p>There isn't <i>any</i> rice on the table.</p> |

When we want to ask questions about how much of something we have, we can use *is there* or *are there*.

We use *are there any* for countable plural nouns.

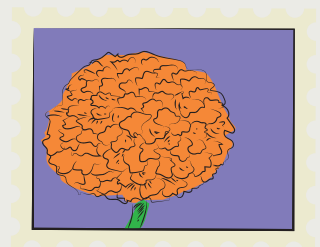
Example:

Are there any bananas on the table?

We use *is there any* for uncountable nouns.

Example:

Is there any rice on the table?



When we want to answer the questions about how much of something we have, we can use short answers.

For countable plural nouns you say:

Yes, there are. (for affirmative answers)

No, there aren't. (for negative answers)

Example:

Are there any apples on the table?

Yes, there are. / No, there aren't.

For uncountable nouns you say:

Yes, there is. (for affirmative answers)

No, there isn't. (for negative answers)

Example:

Is there any bread on the table?

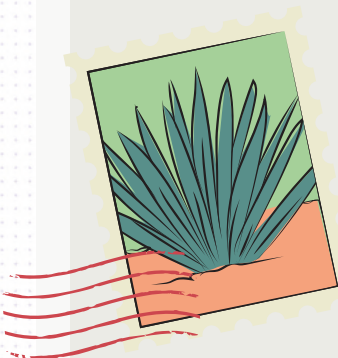
Yes, there is. / No, there isn't.

1. Individually, without forgetting about your classmates, complete the following questions:

Example:

_____ apples on your Eatwell Plate?

Are there any apples on your Eatwell Plate?



- a) _____ meat on your Eatwell Plate?
- b) _____ carrots on your Eatwell Plate?
- c) _____ chocolate bars on your Eatwell Plate?
- d) _____ butter on your Eatwell Plate?
- e) _____ cereal on your Eatwell Plate?
- f) _____ apples on your Eatwell Plate?
- g) _____ cheese on your Eatwell Plate?
- h) _____ pancakes on your Eatwell Plate?

Answers: a) Is there any, b) Are there any, c) Are there any, d) Is there any, e) Is there any, f) Are there any, g) Is there any, h) Are there any

2. In small communities, look at the pictures on the Eatwell Plate you made in "Let's Find Out." Then, ask each other the questions from the previous activity. Use short answers.



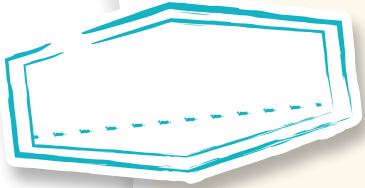
What Does Having A Nutritious Diet Mean?

Once you know the foods that you and your classmates eat the most, find out which belong to the Eatwell Plate and which don't.



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1. Get together with your small community and share your ideas about what a balanced menu is.
2. Draw or write in the following table the agreements you reached. Choose some food from the Eatwell Plate and make a menu that includes food and drinks for breakfast, lunch, and dinner.



3. Research and discuss if any of the foods that you listed or drew are part of a balanced menu. Make a single menu for your class and share it.

Let's Understand

1. In assembly, write in the following table the foods you found in the survey in "What Foods Do You Find in Your Community?"



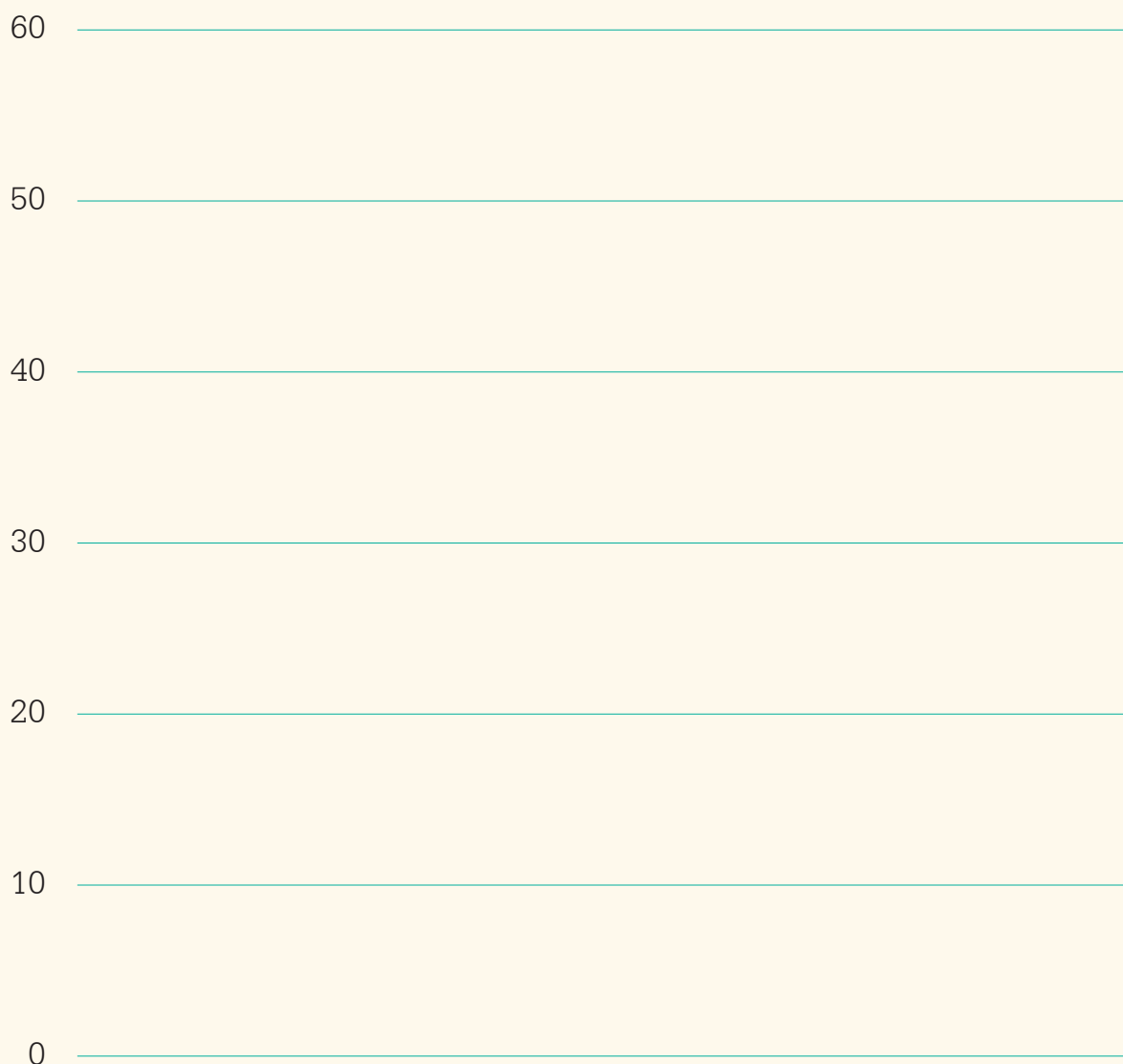
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| | Foods Found in Your Community |
|---------------------|-------------------------------|
| Fruit | |
| Vegetables | |
| Cereals | |
| Animal Origin Foods | |
| Others | |



2. According to the previous table, make a graph to show the food that appeared the most in each category.
- a) Use the following graph to enter your data.
- b) Choose a title to identify it and write it on the line.

Graph _____



Fruit



Vegetables



Cereals



Animal origin
foods



Legumes



3. According to the graph, calculate the mode to see which food is more common in your community.
4. On a recycled paper sheet, write or draw the balanced menu your small community made and present it to your class. Discuss to find out if it includes the appropriate foods and portions proposed by the Eatwell Plate.



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The *mode* is the value that is repeated the most times. *Frequency* is the number of times a value appears.

Let's Socialize and Implement

Now, you will make your own food. Like Daniel, you can follow a varied diet to help your body grow and stay healthy. It is important to eat nutritious foods and drink enough water.

1. With your small community and the help of your teacher, follow the instructions:



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Granola Bars

Materials (per small community)

- A cup of cereal (whichever you can find in your community: oats, wheat, rice, amaranth)
- A cup of honey
- A cup of different nuts or seeds (such as peanuts, walnuts, sunflower, or pumpkin seeds) chopped
- A large container to mix the ingredients
- A big spoon
- A clean plastic bag





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Procedure

1. Wash your hands and clean the area where the bars will be prepared.

1



2

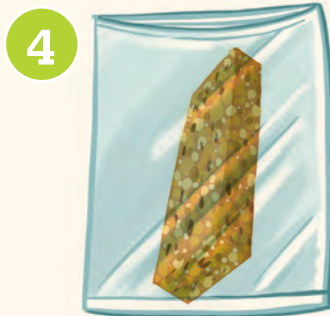
2. Use a big spoon to mix the cereal with the chopped nuts or seeds in the container.

3. Add $\frac{1}{4}$ cup of honey and mix the ingredients well.



3

4. In the clean plastic bag, divide the mixture into portions of the same size, so every person in your small community gets to shape a bar.



4

5. Shape your bar into a rectangle. Make sure that your bars are equal in shape, size, and thickness.

5



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2. Choose someone to cut the bar in half.

Then, answer the following:

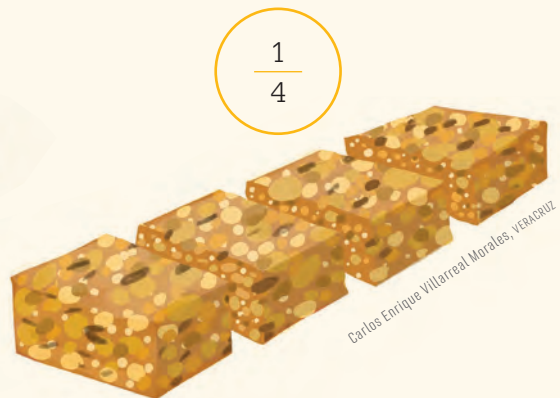
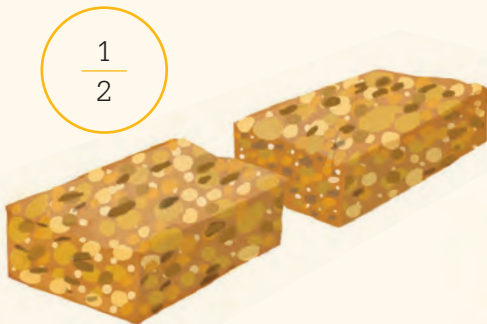
Now you have _____ bar divided into _____ equal parts;
that is, each fragment represents _____ and the two
pieces together form _____.

3. Afterward, the same person will divide again each
of the halves of the bar, and then, collectively,
answer the following:

- a) In how many equal parts is the bar divided? _____
b) Now you have a bar divided in _____ equal
parts, so one part represents _____.
c) Two fragments together make _____, and the
four pieces together make _____.

4. Individually, having in mind what you
learned collectively, draw in your notebook
the portions of granola bars to know the
fractions those parts represent.

- a) How much of a granola bar would you have
if you add $\frac{1}{2}$ bar and $\frac{1}{4}$ bar?
_____ bar.
b) How much of a granola bar would you have
if you add $\frac{1}{2}$ bar and $\frac{3}{4}$ bar?
_____ bar.





Let's Reflect on Our Learning

1. Finally, after completing the activities of this inquiry-based project, answer the following questions in your notebook with the help of your teacher.
 - a) Do you think that your diet is healthy?
 - b) What type of diet would be healthy?
2. In your classroom community, discuss which activities of this investigation you could improve, which activity was the most difficult, and which one was the easiest.



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3. Talk with your family about which eating habits you could change based on the healthy eating discussion you had with your class.
4. Finally, write in your notebooks the assembly agreements reached by the community to have a varied and balanced diet that helps your development. 🌸

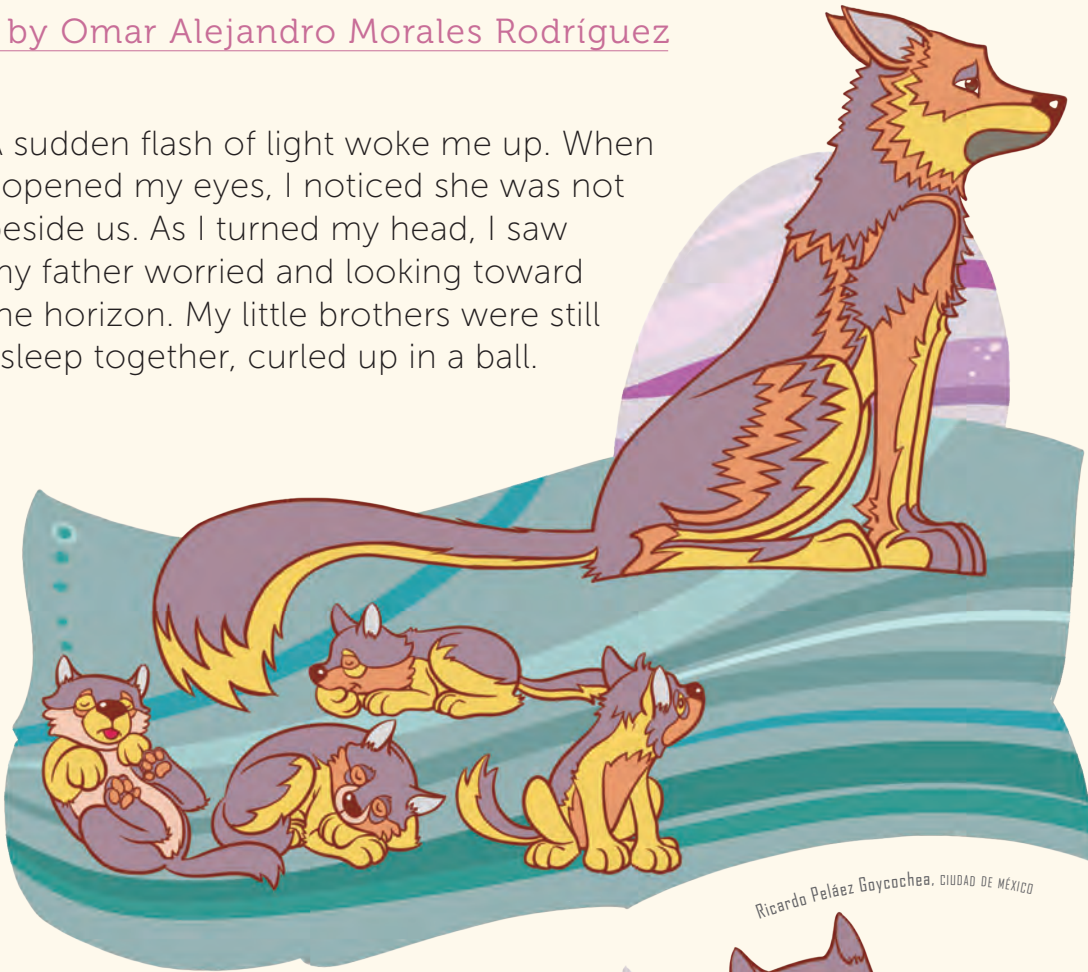




All I Want Is to Be a Star

by Omar Alejandro Morales Rodríguez

A sudden flash of light woke me up. When I opened my eyes, I noticed she was not beside us. As I turned my head, I saw my father worried and looking toward the horizon. My little brothers were still asleep together, curled up in a ball.



Ricardo Peláez Goycochea, CIUDAD DE MÉXICO

The morning went by, and I still hadn't seen her; I thought that perhaps, since she was the one in charge of bringing food home, she had gone further than usual to get it. Meanwhile, my father continued taking care of us.





At some point, I feared that she would have abandoned us, given that the day before she was teaching us some things about survival, but my brothers and I were not listening to her, we were playing with the butterflies flying around us.



Due to that distraction, I still remember the loud bark my mother let out to make us pay attention to what she was showing us, and to tell us that, when she was gone, we would miss her teachings.

But this idea was just a crazy thought in my head, since I knew my mother was incapable of leaving us, as she only gave love and affection to us.

Ricardo Peláez Goycochea, CIUDAD DE MÉXICO





Time went by, mornings became afternoons, then afternoons became nights, and my mother was still not here. My father's howl was so loud that I was unable to sleep. So, I would get up, sit next to him and, at the edge of the cave, we would howl together at the moon.



Ricardo Peláez Goycochea, CIUDAD DE MÉXICO



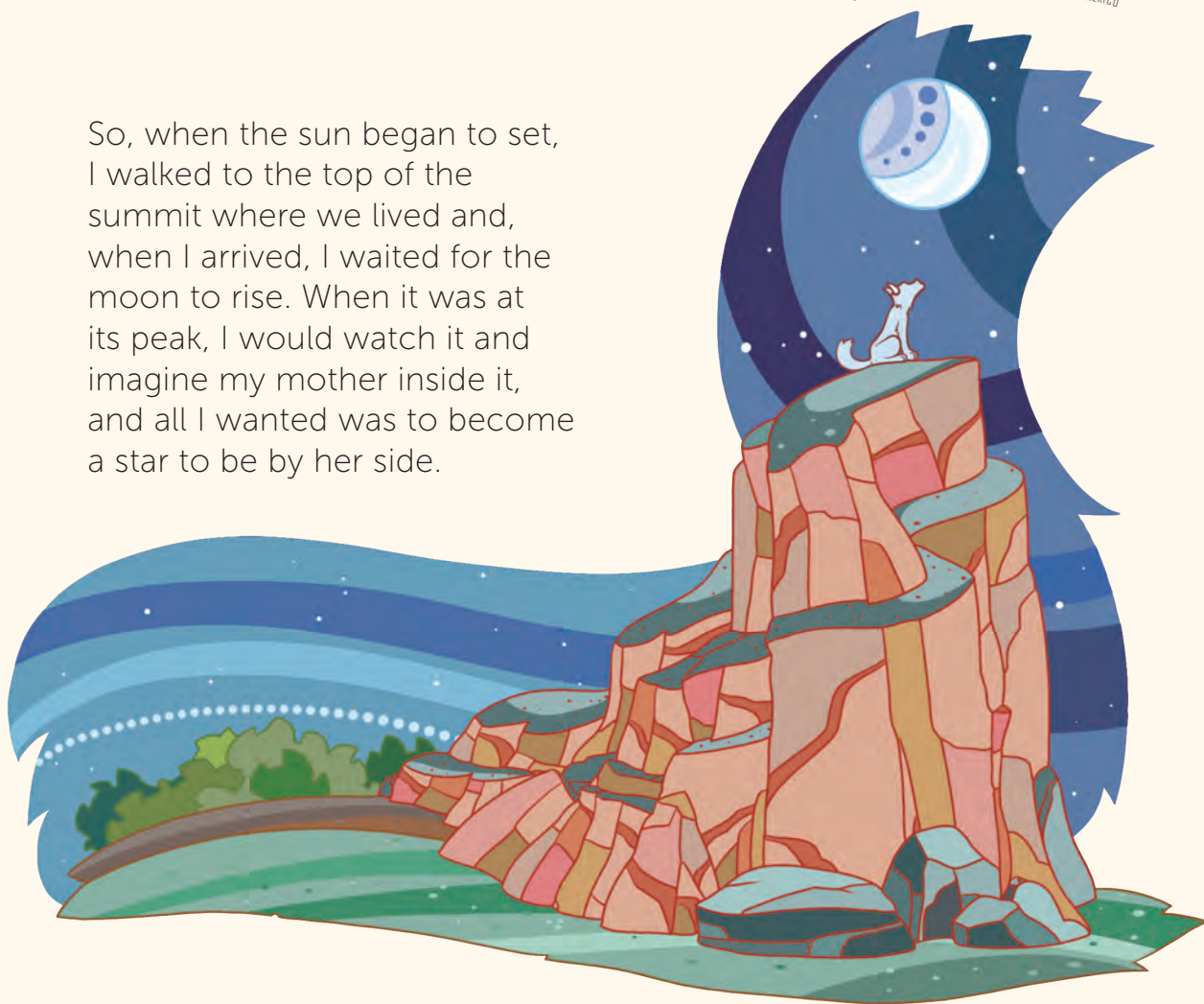
The sun and the moon kept rising. As time went by, my father began to teach us the survival lessons that we used to receive from our mother and that now, as she said, we missed so much. He insisted that we learn how to be brave and protect ourselves from the dangers that could threaten us.

It didn't matter how many things we
did during the day, or how much
I played with my brothers; just
knowing that my mother wouldn't
be coming home made me sad.



Ricardo Peláez Goycochea, CIUDAD DE MÉXICO

So, when the sun began to set,
I walked to the top of the
summit where we lived and,
when I arrived, I waited for the
moon to rise. When it was at
its peak, I would watch it and
imagine my mother inside it,
and all I wanted was to become
a star to be by her side.



Reading

Individually, read the following questions and write the answers in full sentences.

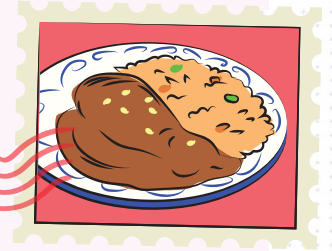
a) Why is the wolf sad?

b) What did the mother teach her children?

c) After their mother disappeared, who took care of the little wolves?

d) What did their father insist on?

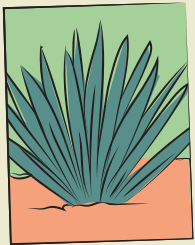
e) Why does the wolf want to be a star?



Answers:
a) The wolf is sad because he misses his mother; b) The mother taught them things about survival; c) Their father took care of them after their mother disappeared; d) Their father insisted that they must learn how to be brave and protect themselves from the dangers that could threaten them; e) He wants to be a star to be close to his mother.

Grammar

Comparatives With Short Adjectives



Comparative adjectives are used to compare two things.

Example:

The butterfly is *bigger than* the ant.

1. Collectively, read the following information:



One-Syllable Adjectives

To make the comparative form of these adjectives we add **-er**:

fast → fast**er**

cold → cold**er**

slow → slow**er**



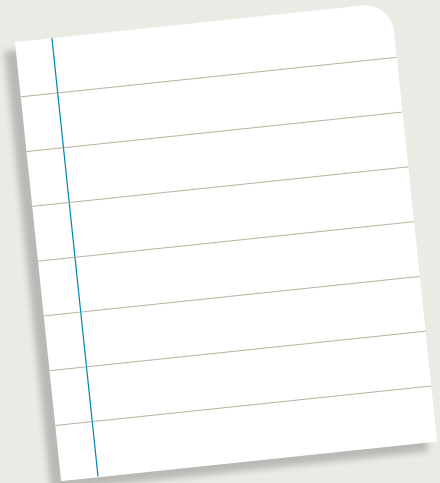
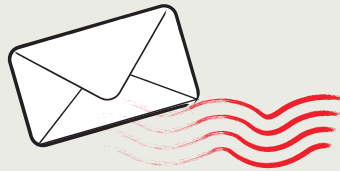
If an adjective ends in **-e**, we only add the **-r**:

nice → nice**r**

large → large**r**

If an adjective ends in vowel + consonant, we double the consonant and then add **-er**:

big → big**ger**



After the comparative adjective, add the word **than**:

Laura is **taller than** her brother.

Two-Syllable Adjectives Ending in -y

To make the comparative form of these adjectives, change the **-y** to **-i** and add **-er**.

happy → happ**ier**

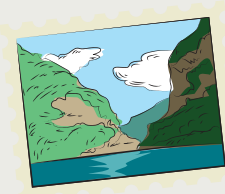
healthy → health**ier**

easy → eas**ier**

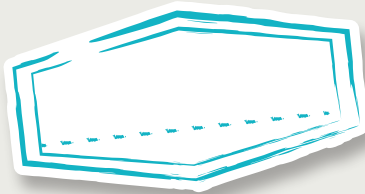
English is eas**ier than** math.

2. Individually, considering what you read, write the comparative form of the following adjectives:

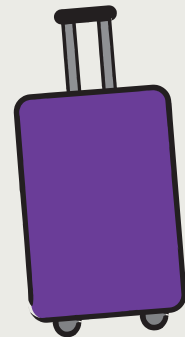
- a) strong → _____
- b) bright → _____
- c) long → _____
- d) short → _____
- e) pretty → _____
- f) friendly → _____
- g) thin → _____
- h) hot → _____



Answers: a) stronger, b) brighter, c) longer, d) shorter, e) prettier, f) friendlier, g) thinner, h) hotter



3. Read the following statements and circle whether they are true or false. Look up any words you don't know in the dictionary.



a)



A koala is *smaller than* a wolf.

False

True

b)



A polar bear is *heavier than* a wolf.

False

True

c)



A giraffe is *taller*
than a wolf.

False

True

d)



A worm is *longer*
than a wolf.

False

True

e)



A whale is *shorter*
than a wolf.

False

True

f)



A monkey is *thinner*
than a wolf.

False

True

g)



A hippo is *fatter*
than a wolf.

False

True

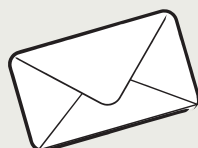
h)



A snake is *hairier*
than a wolf.

False

True



Answers:
a) True, b) True, c) True, d) False, e) False,
f) True, g) True, h) False



This Is My Family!

In this service-learning project, you will learn that every family is different. You will also make a Family Clothesline with your classroom community to show the importance of family in your life.

En este proyecto de aprendizaje servicio, aprenderás que cada familia es diferente. También, harás un Tendedero familiar con tu comunidad de aula para mostrar la importancia de la familia en tu vida.



Belén Izel Nopal Alvarado, ESTADO DE MÉXICO

Starting Point

1. Collectively, read the following text aloud:

What are families like?

All families are different and important. Some families are small, others are medium-sized, and others are big. Their members have different characteristics, abilities, and habits. No matter their differences, all families have rights and responsibilities and deserve respect.

¿Cómo son las familias?

Todas las familias son diferentes e importantes. Algunas son pequeñas, otras medianas y otras grandes. Sus integrantes tienen diferentes características, habilidades y hábitos. Sin importar sus diferencias, todas las familias tienen derechos y obligaciones, y merecen respeto.



Autora:

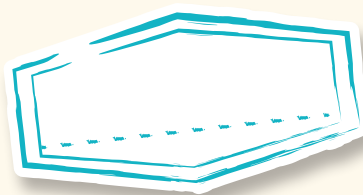
Karina Abigail Chávez González
Directora en la Escuela Primaria
Confederación Nacional Campesina
ESTADO DE MÉXICO

Belén Izel Nopal Alvarado, ESTADO DE MÉXICO



2. Individually, keeping in mind what you read collectively, look at the pictures, and answer the following question:

a) What are the families like?



Belén Izet Nopal Alvarado, ESTADO DE MÉXICO

3. In assembly, compare your answers.

4. Individually, keeping in mind what you discussed in assembly, answer the following questions in your notebook:

- a) Is your family similar or different to the families in the pictures?
- b) What is family to you?
- c) Why is it important to do activities together as a family?
- d) What family activities do you participate in? How do you collaborate?



Belén Izet Nopal Alvarado, ESTADO DE MÉXICO



Spelling

1. In assembly, look at the family in the following picture:



José Daniel Romero Gutiérrez, CIUDAD DE MÉXICO

2. Your teacher will point at one of the family members in the picture and spell the name of that member. For example, F-A-T-H-E-R.
 - a) In small communities, you will write the name on the board or in your notebook.
 - b) At the end of the activity, your teacher will help you correct any mistakes.

Vocabulary

1. Individually, draw a line to match the pictures with their corresponding actions.

I.



II.



III.



IV.



V.



a) Work

b) Go to school

c) Cook

d) Play

e) Do household chores

José Daniel Romero Gutiérrez, CIUDAD DE MÉXICO

Answers: I-c, II-b, III-e, IV-d, V-a

2. Answer the following questions about your family:

- a) Who works? _____
- b) Who goes to school? _____
- c) Who cooks? _____
- d) Who plays? _____
- e) Who does the household chores? _____

3. In community, share your answers. Then, discuss: Were everyone's answers similar?

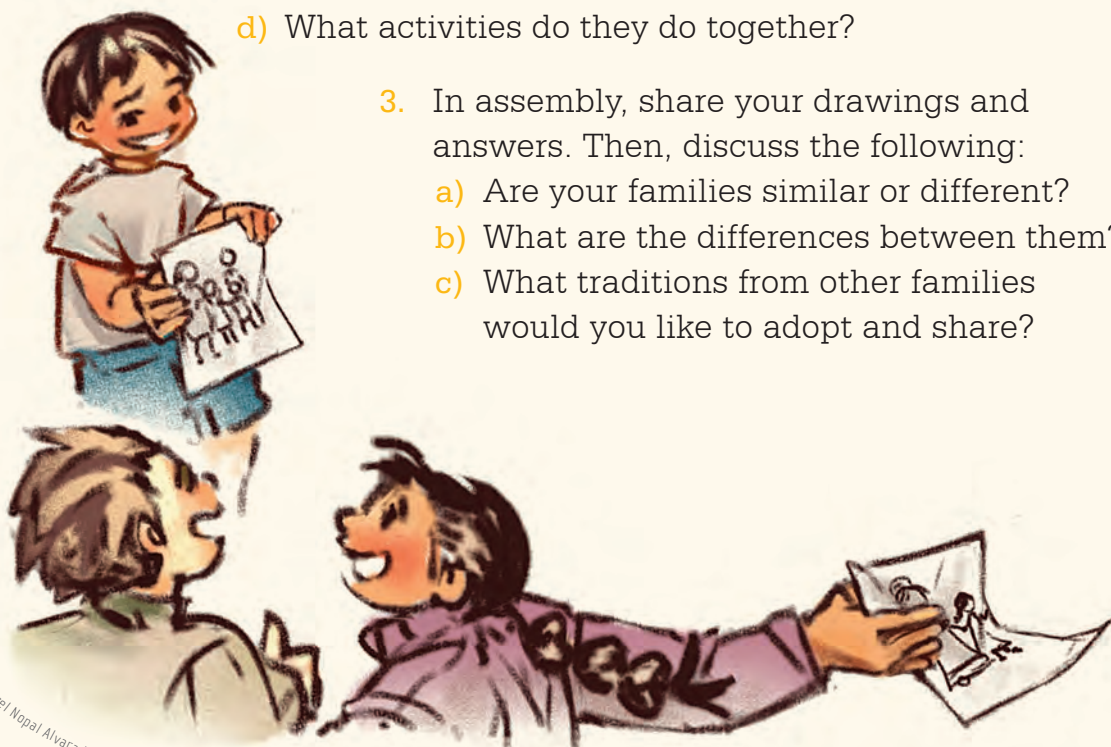
Let's Identify the Needs to Determine the Services



What Is Your Family Like?

Have you ever wondered if there are families like yours? What do you think when you hear the word *family*? Probably, you remember the characteristics of people close to you. However, every family is different.

1. Individually, on a white sheet of paper, draw an activity you and your family enjoy doing together.
2. Look at your drawing and answer the following questions in your notebook:
 - a) Who are your family members?
 - b) What do they look like?
 - c) What traditions do they celebrate?
 - d) What activities do they do together?
3. In assembly, share your drawings and answers. Then, discuss the following:
 - a) Are your families similar or different?
 - b) What are the differences between them?
 - c) What traditions from other families would you like to adopt and share?



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4. Look at the following pictures:



Belén Izel Nopal Alvarado, ESTADO DE MÉXICO

5. Individually, without forgetting what you observed, write the differences and the similarities between the families in the pictures. Pay attention to the activities they are doing to help each other.

Differences

Similarities



6. Answer this question:

a) Which family is similar to yours? Why?

It's time to get to know the families in your community!



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7. In small communities, interview some families in your community.

a) Ask them the questions below. Adjust or modify the questions if needed.

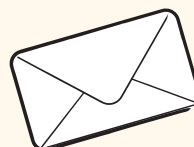
- › Who are the members of your family?
- › What does family mean to you?
- › Why is your family important to you?
- › How do you spend time together with your family?
- › How do you share chores at home? Who participates?
- › What are your family values?
- › How do you take care of each other in your family?

8. In assembly, share the results of the interview and discuss the following:

- a) Are the families different or similar? In what way?
- b) In what way are they different?
- c) What was more common: the similarities or differences among families?
- d) Why do you think it is like that?



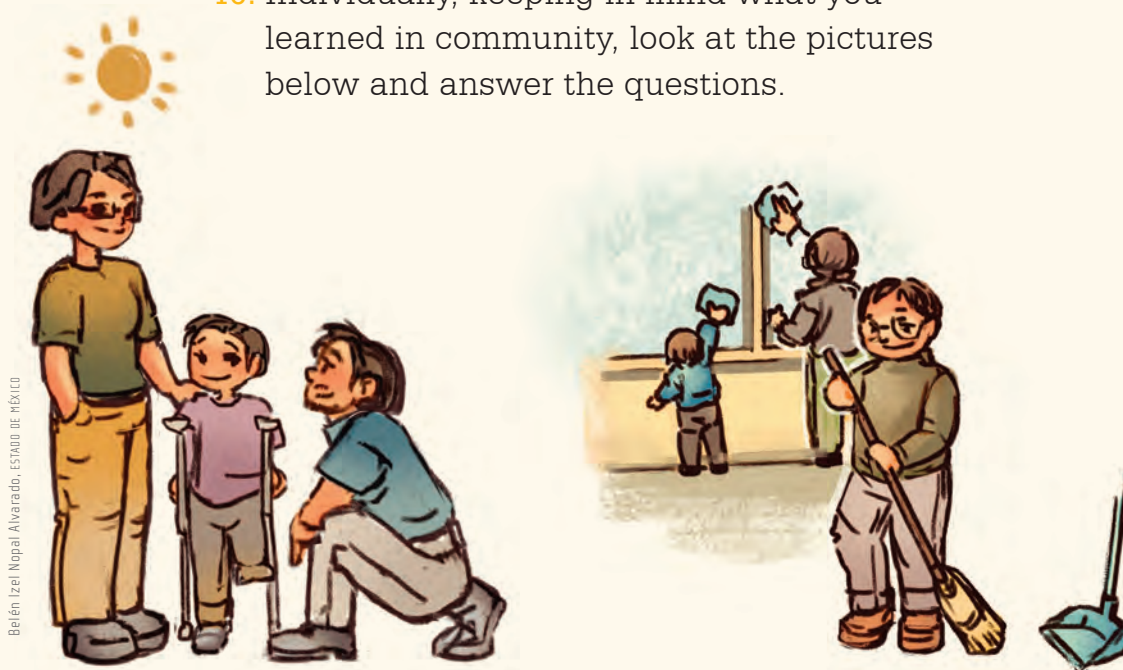
Belén Izel Nopal Alvarado, ESTADO DE MÉXICO



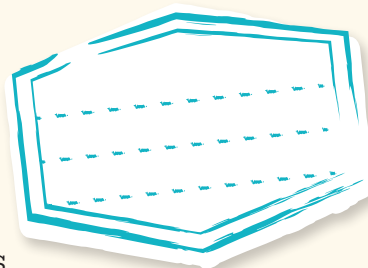


9. Write the conclusions in your notebook.

10. Individually, keeping in mind what you learned in community, look at the pictures below and answer the questions.



- a) Do some families need special care? Why?
- b) What kind of care does your family need?
- c) Why is it important to share the chores at home fairly?



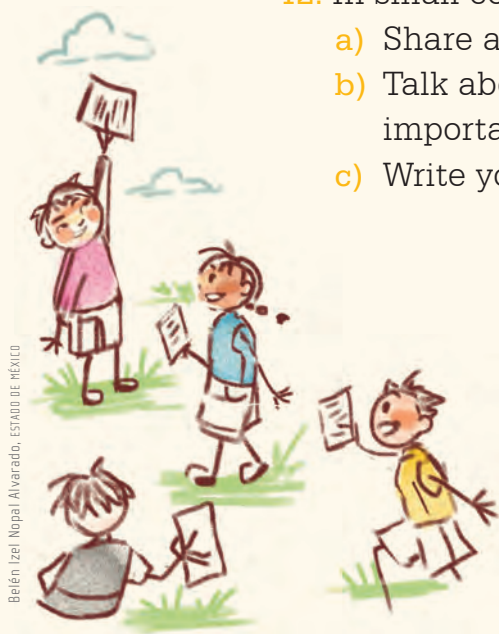
11. Write three lists of the care and values that all families should practice at home.

Physical Care

Affective Care
(Protection and Ways to Spend
Time Together)

Values





12. In small communities, do the following:
- Share and compare your lists.
 - Talk about why caring and values are important in a family.
 - Write your conclusions in your notebook.

It is important to remember that each family is different: their members, the way they spend time together, their values, and the care they need. To identify the different families, you are going to make a Family Clothesline in which you need to include a collage and a list of commitments.

Let's Organize the Activities

Complete the table below with the help of your teacher.

| Family Clothesline | |
|------------------------------------|--|
| Day of the activity | |
| Place, date, and time | |
| Necessary materials | |
| Where can I get them? | |
| Who can collaborate? | |
| Who will present it? | |
| What activity will each member do? | |





Creativity On

Make a collage about living together with your family and about family values.



1. Individually, but keeping in mind what you have learned in community, draw the following on a white sheet of paper with the help of your teacher.
 - a) The members of your family
 - b) A situation that shows your family values
 - c) Household chores of each family member
2. In small communities, do the following:
 - a) Share your drawings and find similarities and differences.
 - b) Discuss:
 - › Why is it important to share the chores at home?
 - › How can you take care of and protect each other in your family?
 - › How can you practice values at home?
 - c) Keep your drawings. You will need them later.
3. Individually, keeping in mind what you worked on in community, make a list of the materials you will need to make a family collage.
 - a) Ask an adult for help to get the material. For example: white cardboard sheets, colored pencils, markers, magazine clippings, watercolors, colored chalks.

4. Make your collage. Use drawings, magazine clippings, and pictures about:

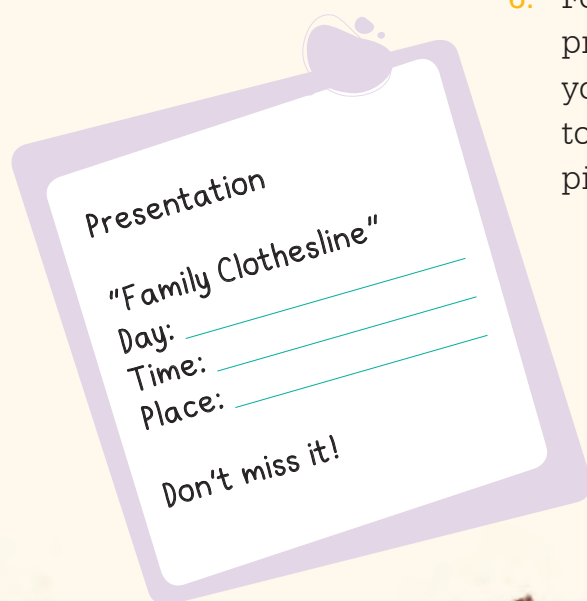
- a) People in your family
- b) Values at home
- c) Household chores or jobs they do
- d) Ways to spend time together
- e) Affective care at home

5. Take out your family drawing again.

- a) On the back, write a list of the commitments you and your family make to collaborate, take care of, and protect each other as a family.



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6. For your Family Clothesline presentation, make invitations for your community; include the title, topic, date, and place. Use the picture on the left as a model.

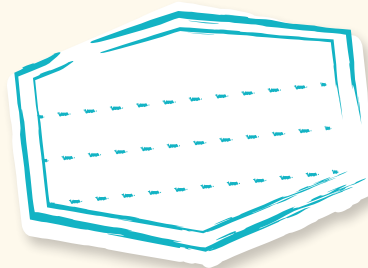


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7. In your notebook or on white sheets of paper, make a book of comments for the guests. Write the following questions on every page:

- a) What did you like about the Family Clothesline?
- b) What did you learn?
- c) Why is it important to protect your family and to show them affection?



8. Gather materials like a rope and clothespins to set up your clothesline as well as the collages, drawings, and lists that you made for this project.



9. Show your Family Clothesline at the agreed place.
- a) Hang your collages, drawings and lists of commitments on the clothesline.
 - b) Welcome your family members and present your project.



10. With the help of your teacher, participate in a game with all the families. You can play hide and seek or any other game you like.

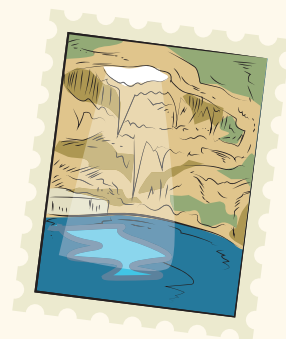
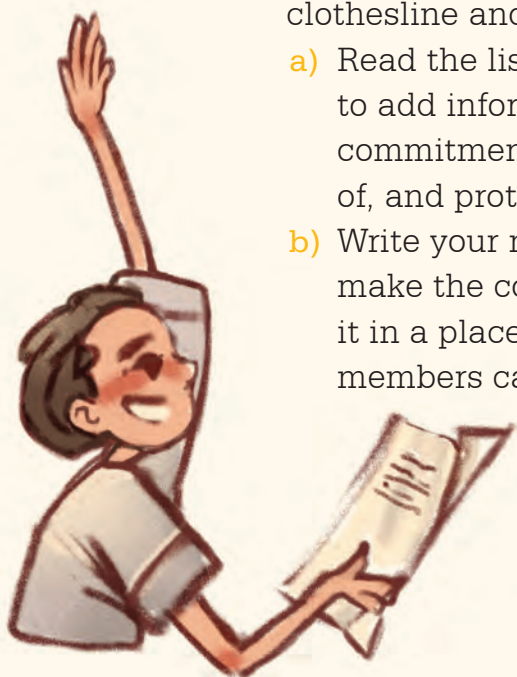
11. Take your lists of commitments from the clothesline and sit down with your family.

a) Read the lists. Invite your family to add information or write new commitments to collaborate, take care of, and protect each other.

b) Write your names and signatures to make the commitments official. Keep it in a place where all your family members can see it at home.

12. After the presentation, ask the guests to write their opinions about the clothesline and the activities presented in the book of comments.

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Reading

1. Individually, considering everyone else, read the following story:

My Family: We Make a Good Team!

My name is Javier. My family is small. I live with my parents and my sister.

Everyone does different things. My mom and dad work. They both cook. My sister and I study and play after school. Everyone does the household chores.

My dad is more creative than my mom! My mom is more charismatic than my dad! I am more imaginative than my sister, but she is more energetic than me!

We make a good team!

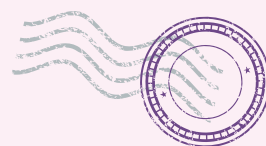
2. Answer the following questions about Javier's family:

- a) Who works? _____
- b) Who plays? _____
- c) Who studies? _____
- d) Who does the household chores? _____

Answers:
a) Mom and dad, b) Javier and his sister, c) Javier and his sister, d) Everyone

3. In assembly, share your answers. Then, with the help of your teacher, write them in full sentences on the board. Use the following example as a reference:

In Javier's family, his mom and dad work.



Grammar

Comparative Adjectives (Two or More Syllables)

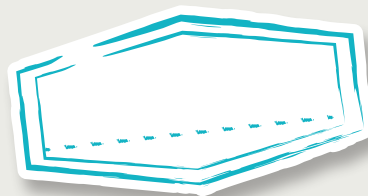
Some describing words (adjectives) have two or more syllables. For example:

Energetic: en-er-get-ic (four syllables)

Imaginative: im-ag-i-na-tive (five syllables)

Intelligent: in-tel-li-gent (four syllables)

Courageous: cou-ra-geous (three syllables)



When we compare two people, things, or places, we use comparative adjectives. When an adjective has two or more syllables and doesn't end in *-y*, you need to add the word *more* before the adjective.

courageous → *more* courageous



Remember you need to use the word *than* after the adjective. Look at the following table:

| | Structure | Example | Use |
|-----------|---|--|--|
| More than | subject + verb to be + <i>more</i> + adjective (two or more syllables) + <i>than</i> + object | My dad is <i>more</i> creative <i>than</i> my mom. | Make comparisons between two people or things. |

1. Individually, complete the following sentences using comparative adjectives. Remember to add *than*.

- My brother is _____ (playful) me.
- My aunt is _____ (sociable) my uncle.
- Is my sister _____ (optimistic) my brother?
- I am _____ (confident) my brother
- My grandmother is _____ (generous) my sister
- Is my cousin _____ (talented) me?

Answers:
a) more playful than, b) more sociable than, c) more optimistic than, d) more confident than, e) more generous than, f) more talented than

2. Organize the sentences in the correct order

- more creative / my mom / is / than my sister

- is / more cheerful / my brother / than my sister

- am / than my best friend / more imaginative / I

- than my dad / my sisters / more optimistic / are

e) is / more generous / my grandmother / than my grandfather

f) more adventurous / is / than my friends / my brother

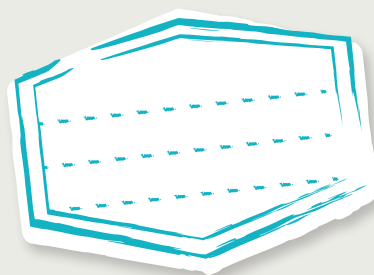
g) than my sisters / am / more obedient / I

Answers:
a) My grandmother is more creative than my sister; b) My brother is more cheerful than my sister; c) I am more imaginative than my sister; d) My sisters are more optimistic than my dad; e) My grandmother is more generous than my grandfather; f) My brother is more adventurous than my friends; g) I am more obedient than my sisters.

3. Answer the questions using complete sentences.

Examples:

My sister is courageous.
My dad is polite.



- a) Who is a cheerful member of the family? _____
- b) Who is a polite member of the family? _____
- c) Who is a charismatic member of the family? _____
- d) Who is a responsible member of the family? _____
- e) Who is a confident member of the family? _____

4. Compare your family members. Write five sentences about them using the describing words from the previous exercise.

Example:

Carlos is *more cheerful than* María.

5. As a classroom community, share your answers. Based on your answers, what family members in the classroom are more:

- a) Cheerful
- b) Polite
- c) Charismatic
- d) Responsible
- e) Confident



6. Write the answers in full sentences on the board. Use the following example as a reference:

In this classroom community, brothers are *more polite than* sisters.

7. Discuss: Are the answers surprising? Why?

Let's Assess and Share Our Achievements

1. In community, read the comments from the guests and do the following:

- a) Talk about what they said about taking care of the family.
- b) With the help of your teacher, choose some answers and write them on the board.
- c) Discuss if you disagree with those answers and why.



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2. Individually, keeping in mind what you learned in community, complete the phrases on the following page about the Family Clothesline:




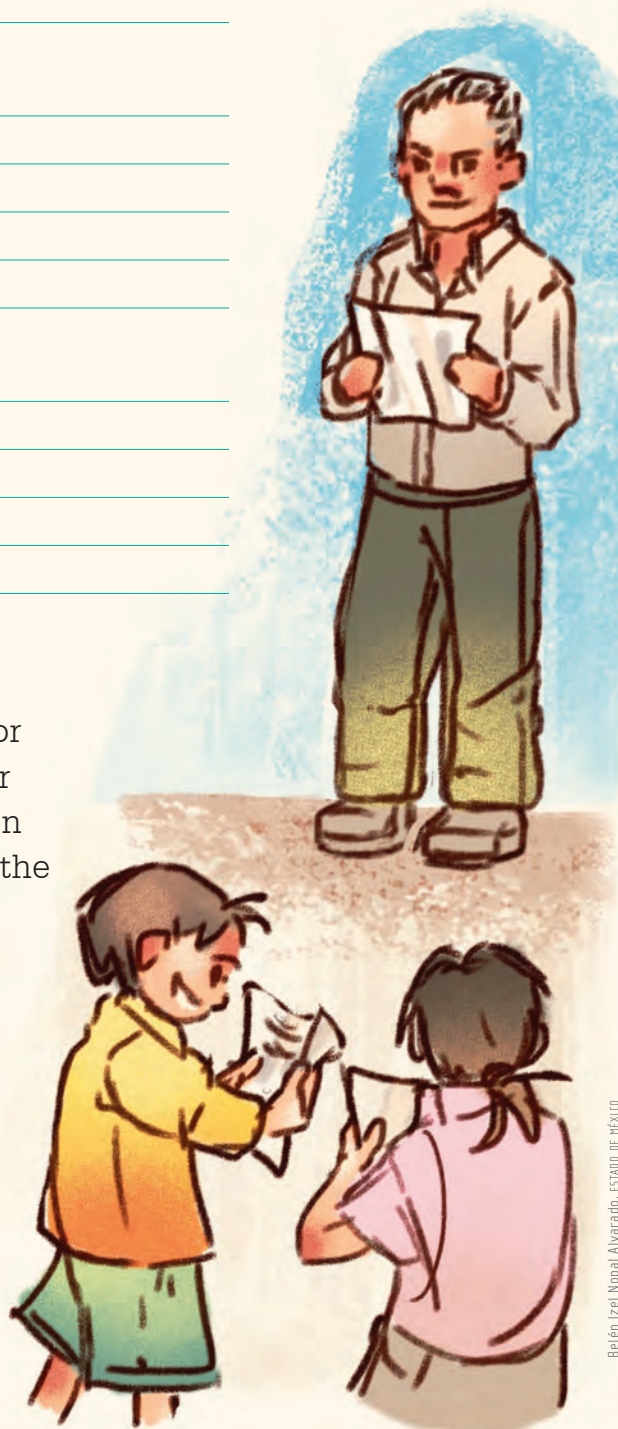
a) I really enjoyed:

b) This was difficult:

c) Next time I can change:

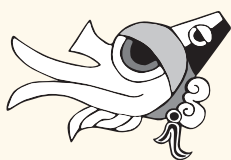
3. In community, discuss why family is important for children. Ask your teacher to write the conclusions on the board or in a place in the classroom where you can see them.

4. Finally, write in your notebooks the assembly agreements reached by the community to identify the characteristics of families and make the Family Clothesline. 



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The Pleasure of Learning Through Instructions

In this project, you will learn the various parts of an instruction manual, its characteristics, and its importance. In collaboration with your classroom community, you will create an instruction manual.

Live and enjoy the experience!

En este proyecto, aprenderás los diferentes elementos de un instructivo, sus características y su importancia. En colaboración con tu comunidad de aula, crearás un instructivo.

¡Vive y disfruta la experiencia!

What We Know

1. Individually, but considering your classmates' opinions, look at the information below and then answer the questions.

How to Make Gelatin



Claudia Lucía Bautista Perro, AUSCO

Materials

- › Water
- › Gelatin powder
- › Bowl
- › Spoon
- › Molds
- › Measuring cup

Instructions:

1. Pour a cup of boiling water and gelatin powder into a bowl and mix with a spoon.

Autora:

Crescencia González Mariano
Supervisora de Educación
Preescolar Indígena
SAN LUIS POTOSÍ

2. Add a cup of cold water and stir well.



3. Pour the mixture into the molds, then refrigerate until set.

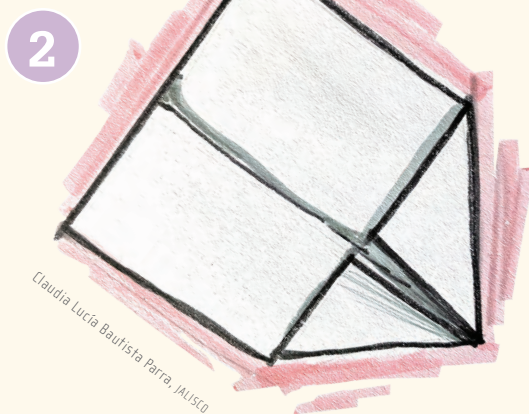
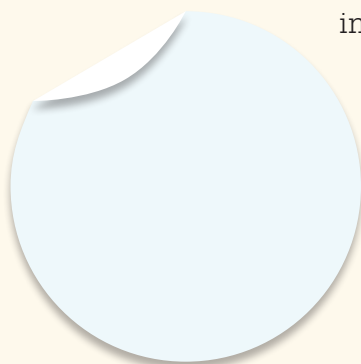
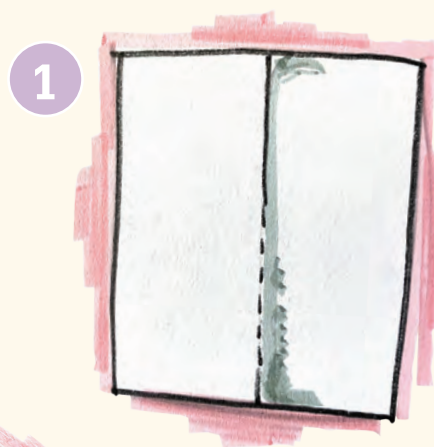
How to Make a Paper Airplane

Materials

- A sheet of paper (letter-size)

Instructions:

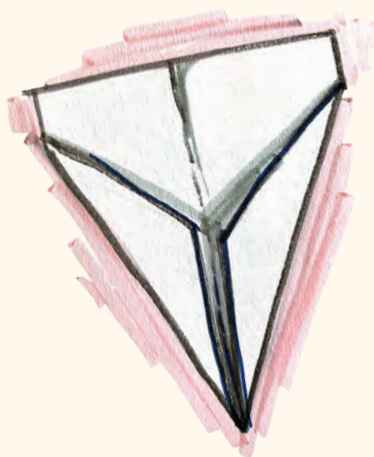
1. Fold the longer side of the sheet of paper in half.



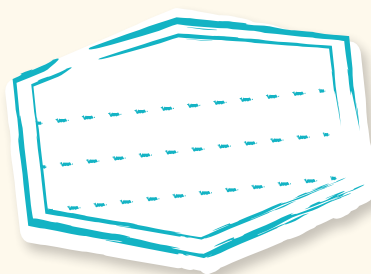
2. Fold the two top corners into the center fold.

Claudia Lucía Bautista Parra, Jalisco

3

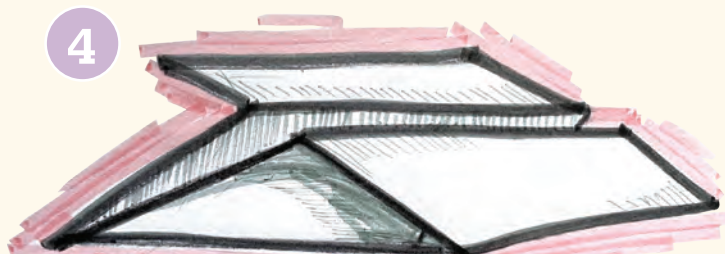


3. Fold in half again so those same two corners meet in the center fold.



4. Turn the paper over and fold down the bottom edges so they look like the wings of a plane.

4



5. Bring the wings up and then throw the plane into the air to let it fly.

Claudia Lucía Bautista Parra, JALISCO

Hand Washing Procedure

Materials

- Water
- Soap
- Towel

Instructions:

1. Wet your hands with water.



2



2. In your palm, apply enough soap to cover your hands.

Claudia Lucía Bautista Parra, JALISCO

3



3. Rub the palms of your hands together.

4



4. Rub the palm of your right hand with the back of your left hand and rub between your fingers. Then do it the other way around.

5



5. Rub your palms together, interlocking your fingers.

6



6. Wash the back of your fingers with the opposite hand.

7



7. Grab your left thumb with your right hand and rub it in circles. Repeat this with your other thumb.

8. Rinse your hands with water.

9. Dry your hands with a paper towel.

10. Use the towel to close the faucet.

a) What did you understand about the texts?

b) Why is it important to have instruction manuals?

c) What else do you know about instruction manuals?

Instruction manuals explain how to perform something. They instruct you on how to prepare a dish or build a toy.



Claudia Lucía Bautista Parra, JALISCO

2. To learn more about instruction manuals and recipes, choose a daily activity such as washing your hair, brushing your teeth, or playing a game. Write the instructions or steps for the activity in your notebook. Share them with your classroom community.

a) Verbs indicate activities in instructions. They are usually written in the imperative mood. For example: Add some sugar. We also use the imperative to give an order. For example: Do your homework.



With instruction manuals you can learn how to do many things, like assembling parts, building a toy, or baking a cake. It is time to discover new things. You are going to like it!

What We Will Do

1. In community, with the help of your teacher, take a walk around the school and find a place in need of an instruction manual. Carry your notebook to take notes.

2. After the tour, discuss what you wrote, where to place instruction manuals, and why.



Claudia Lucía Bautista Parra, JALISCO

3. Individually, without forgetting you are part of a community, do the following activity:
 - a) Write the type of instruction manual required at each location. Look at the example.

| Place | What is Required? |
|------------|------------------------|
| Library | Book loan instructions |
| Stairs | |
| Restrooms | |
| Schoolyard | |



Present Simple

subject + **verb** + object

Remember that when we talk about the things we usually do, we use simple present.

For he/she/it we need to add **-s** or **-es** to the **verb** in affirmative sentences.

he/she/it + **verb** + **-s** or **-es** + object

He **writes** letters.

For I/we/you/they the verb is in base form.

I/you/we/they + **verb in base form** + object

They **write** letters.

Examples:

I **practice** karate in the afternoon.

He **brushes** his teeth twice a day.

They **play** soccer on weekends.

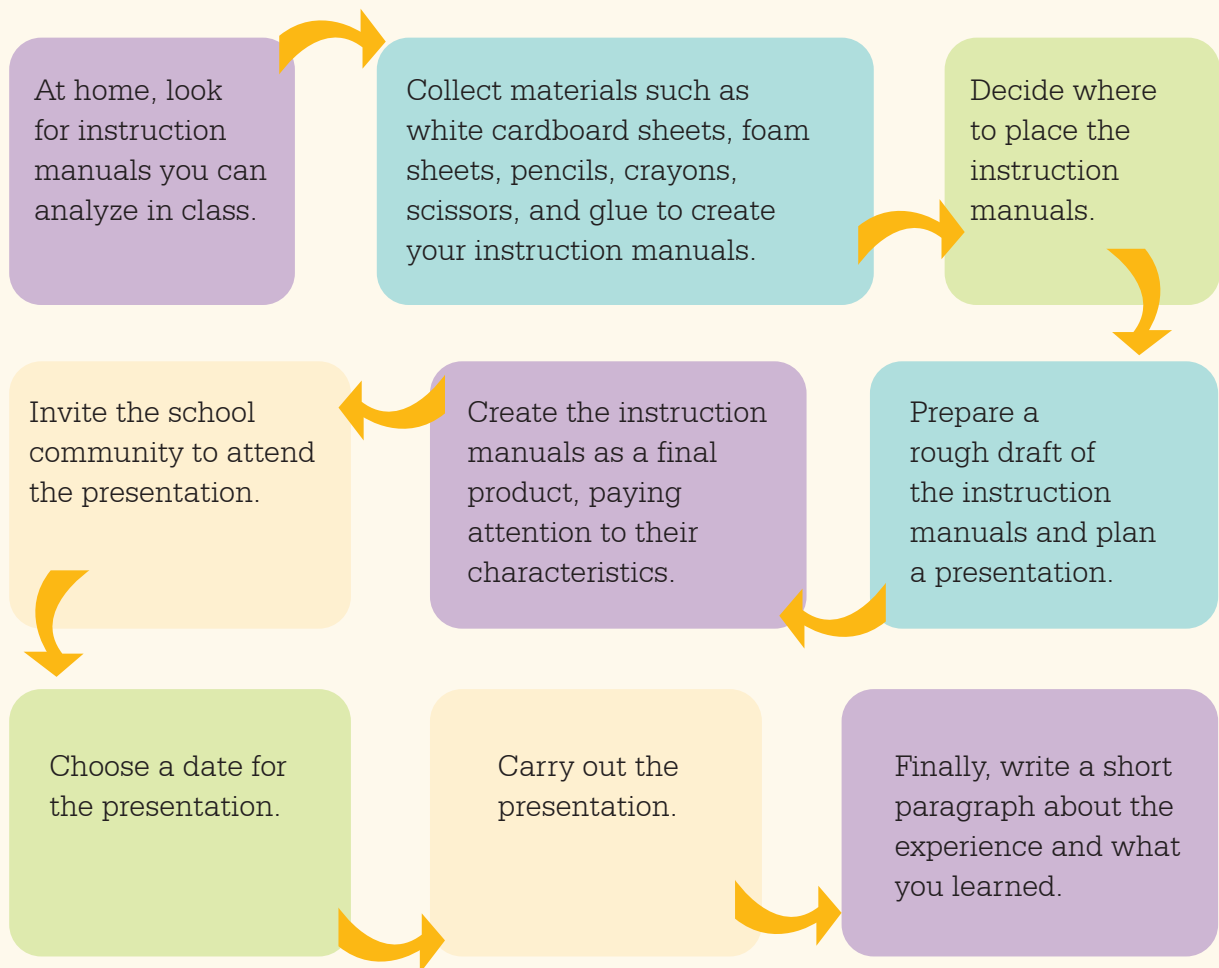
Individually, considering what you read, write the correct form of the verbs in parentheses.

- a) We always _____ (play) computer games in the afternoon.
- b) My grandpa _____ (read) the newspaper every weekend.
- c) I _____ (wash) my hands very often.
- d) My mom _____ (clean) the house every day.
- e) Sophia _____ (brush) her teeth in the morning.
- f) My brother and I _____ (eat) gelatin after lunch.

Answers:
a) play, b) reads, c) wash, d) cleans, e) brushes, f) eat

How Will We Do It?

1. In community, and being supportive, plan the activities to create instruction manuals. You can use a diagram like the following:



2. With the help of your teacher, make the timetable for the actions.

What We Need to Know

1. Individually, after school, look in different sources for the types of instruction manuals that exist and present them to your classroom community.



2. In small communities, do the following:
 - a) Compare and classify the diverse types of instruction manuals, for example: food recipes, toy assembly manuals, health and security procedures, game rules, among others.



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- b) Look at the characteristics of each instruction manual and discuss:
 - › What kinds of instructions are there?
 - › How are the actions organized?
 - › What kind of words do they use?
 - › What kind of illustrations are displayed and what is their function?

- c) In small communities, make a final report as follows:
 - › On a card, write the most important ideas you found on the different instruction manuals.
 - › All the information must be clear and must answer the previous questions.

- d) Organize in assembly and share your comments.





3. In community, and with the help of your teacher, look for information about instruction manuals in the Classroom Library and School Library, or in other sources.
 - a) In your notebook, write the most important characteristics of instruction manuals.

It's a pleasure learning about instructions together!



We Are Getting Close

1. In assembly, talk about what you have learned so far.
2. In small communities, draft some instruction manuals you will later present to your school community. It is very important to consider the following:
 - a) Gather the materials you will need, such as sheets of paper, cardboard sheets, markers, colored pencils.
 - b) Write the steps to review them with your teacher and your classmates to get their opinion.
 - c) Research what kind of illustrations you can use.
 - d) Immediately after that, do a rehearsal of the presentations in front of your classmates.
 - e) Ask questions and give suggestions.
3. With the help of your teacher, look for places to put the instruction manuals. It could be in the library, the restrooms, among others.
 - a) If needed, ask your teacher to request the school principal for permission to put up the instruction manuals.



4. Based on your agreements, define the order of the presentations.
5. With the help of your teacher, plan a visit to other classroom communities in your school and invite them to look at your instruction manuals. Answer the following questions:
 - a) How can you get your school community interested in your instruction manuals?
 - b) When will you extend the invitation?
 - c) What will be the date of your presentation?

6. Here's an example of a layout for planning your presentation:

Presentations

Place: _____ Date: _____ Time: _____



7. Once the date is set, with your teacher, deliver the invitations to the other classroom communities so they attend the presentation of your instruction manuals.

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- Individually, look at the picture of the children in class on the previous page, and match the questions with their answers.

- | | |
|-----------------------------------|---------------------------------|
| I. What are the children doing? | a) He is taping a poster. |
| II. What is the little boy doing? | b) They are working together. |
| III. What is the big boy doing? | c) He is enjoying the activity. |

Answers:
Ib, IIc, IIIa

Present Progressive

We use the present progressive or continuous to describe an action that is happening in the present moment.

subject + verb **to be** (am/is/are) + **-ing** form of the verb + object

Remember, for negative sentences, **not** goes after the verb **to be**, before the verb in **-ing**. For interrogative sentences, the verb **to be** goes at the beginning of the sentence and the verb in **-ing** goes after the subject.

| Affirmative | Negative | Interrogative |
|------------------------------------|---------------------------------------|------------------------------------|
| I am studying English. | I'm not studying English. | Am I studying English? |
| She is playing basketball. | She's not playing basketball. | Is she playing basketball? |
| They are reading magazines. | They're not reading magazines. | Are they reading magazines? |

- Write the correct form of the verbs in parentheses.

- Roberto _____ (play) the guitar.
- _____ the kite _____ (fly)?
- Luisa _____ (not dance) ballet.
- I _____ (cook) spaghetti.
- _____ the dogs _____ (bark) right now?
- He _____ (not go) to the park.

Answers:
a) is playing, b) is / flying, c) isn't dancing, d) am cooking, e) are / barking, f) isn't going

3. Match the infinitive with its corresponding gerund.

- I. Go
- II. Draw
- III. Drink
- IV. Cook
- V. Write

- a) Cooking
- b) Drinking
- c) Going
- d) Writing
- e) Drawing

Answers:
Ic, IIe, IIId, IVa, Va

We Build

The last details!

1. In small communities, make the final draft of the instruction manuals and consider the following requirements:
 - a) A nice size and colorful design
 - b) Big illustrations and a short text
 - c) A title, a list of materials, and instructions



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2. Do another rehearsal, and remember:
 - a) Feel confident when explaining your instruction manuals.
 - b) To conclude, analyze and express your ideas.
 - c) Make sure the instruction manuals include everyone's ideas and are ready for the presentations.



3. It's time to visit the classroom communities that decided to participate in the presentation of your instruction manuals.



We Refocus

In plenary, and with the help of your teacher, reflect on the work completed up to this point.

- a) What difficulties did you have while investigating and drafting your instruction manuals?
- b) Talk about the following:
 - › How did each member of the classroom community participate?
 - › What was missing to get everyone collaborating actively?
- c) Regarding other details, who benefits from your presentation and how?

We Communicate

1. In small communities and taking turns, present your instruction manuals to your school community.
 - a) Feel confident. Everyone will be pleased to hear you.
2. Remember to explain the purpose of each instruction manual during the presentation because the school community will be listening carefully.



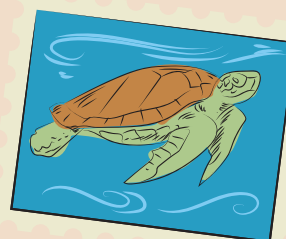
3. At the end of the presentation, in assembly and with the school community, discuss the advantages and relevance of following every step of an instruction manual.
4. Ask the school community for their participation. Use the following questions as a guide:
 - a) What do they think about the participation of each small community?
 - b) What other areas in the school need some instructions?
 - c) How did this project help to maintain a better social relationship with the school community?



Claudia Lucía Bautista Parra, JALISCO

Writing

Using the present progressive, observe your surroundings and write down statements about what is happening around you in the classroom. For example: The teacher *is talking* right now.



- a) _____
- b) _____
- c) _____
- d) _____
- e) _____



We Look Back to the Experience

You have reached the end!

1. In assembly, and with your teacher guiding you, think and discuss the following:
 - a) How does the use of instruction manuals help improve your habits at school and in daily life?
 - b) What other types of instruction manuals can you create? Here are some suggestions:
 - › How to take care of nature
 - › How to eat healthy food
 - › How to improve personal hygiene
 - c) What emotions did you feel when working in small communities?
 - d) How can these emotions help you overcome challenges?



2. Finally, write in your notebooks the assembly agreements reached by the community to create instruction manuals. 🌸

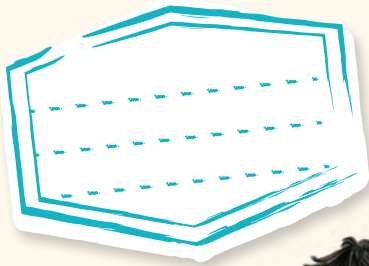




How Do We Coexist at School?

In this service-learning project, you will organize an informative campaign on the importance of obeying rules and norms to improve coexistence at school.

En este proyecto de aprendizaje servicio, organizarás una campaña informativa sobre la importancia de obedecer las reglas y normas para mejorar la convivencia en la escuela.



Angélica Yadira Martínez Bustamante, AUSCO

Starting Point

1. Look at the pictures, then complete the table.
 - a) Mark each box according to the following criteria:
 - › Write a ✓ for actions that facilitate coexistence.
 - › Write a ✗ for actions which make it difficult.
 - b) Explain your decision for each action.

Autora:

Juana Nieto Alegría

Docente en el Jardín de Niños

Ernesto Perrusquía

QUERÉTARO



| Action | Why Does It Promote or Hinder Peaceful Coexistence? |
|---|---|
|  | <hr/> <hr/> <hr/> <hr/> |
|  | <hr/> <hr/> <hr/> <hr/> |
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2. In assembly, compare your table. Comment on the similarities and differences you can see.
3. Considering the actions you marked, discuss the following:
 - a) How do you feel when you see or are involved in situations that hinder peaceful coexistence?
 - b) How can you control or prevent these actions?



Angélica Yadira Martínez Bustamante, JALISCO



4. With the help of your teacher, answer the following question:
How can you promote peaceful coexistence at school?

5. Write your answers in your notebook, then list and illustrate the 10 most important values for you.





Let's Identify the Needs to Determine the Services

1. In small communities, and with the help of your teacher, act out the actions which make a peaceful coexistence difficult.
 - a) Each small community should choose an action which hinders peaceful coexistence; it can be one from "Starting Point."
 - b) Take turns performing the action that you chose. Do it in mime, so do not use any words.
 - c) Guess the action each small community mimed; meanwhile, your teacher will write your ideas on the board.
 - d) At the end of the activity, suggest peaceful solutions for every action.



Angélica Yadira Martínez Bustamante, JAUSCO



2. In assembly, complete the following table with actions or situations that hinder peaceful coexistence in the school.
 - a) Write the causes and suggest possible solutions and rules for coexistence. Look at the example on the following page.

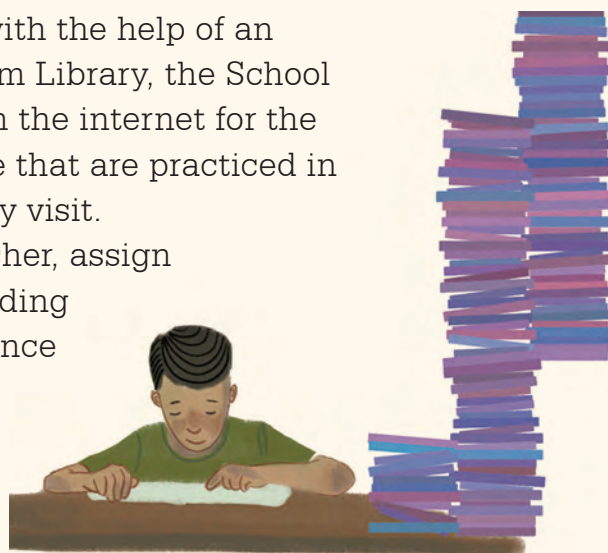


| Actions or Situations That Hinder Peaceful Coexistence | Causes | Solutions | Rules of Coexistence |
|--|------------------------|--|---|
| To litter the floor. | Lack of civic culture. | Students who litter the floor will be warned and their parents will be notified about this behavior. | Throw the garbage into the corresponding trash can. |
| | | | |
| | | | |
| | | | |

3. In small communities, and with the help of an adult, search in the Classroom Library, the School Library, a public library, or on the internet for the rules or norms of coexistence that are practiced in the places that you frequently visit.

- a) With the help of your teacher, assign the following topics regarding norms or rules of coexistence in the following places:

- › At home
- › In the classroom
- › At school
- › In the community



Angélica Yadira Martínez Bustamante, JALISCO

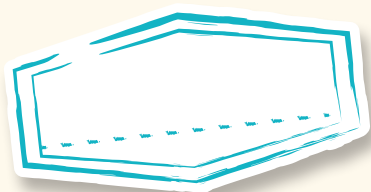
- b) Write this information in your notebook.



4. In assembly, share what you found.
- With the help of your teacher, make four lists with the norms or rules that you must follow every day in each place.
 - Choose four rules and write them in the following table using the examples as a guide:

Norms or Rules of Coexistence

| At Home | In the Classroom | At School | In the Community |
|---------------------------|---|--|--------------------------|
| Keeping your house clean. | Raising your hand when you want to participate. | Showing respect to every member of the school community. | Walking on the sidewalk. |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |





5. When you finish, compare the similarities and differences between the rules in each place, and discuss the following questions:
 - a) How do these rules or norms help to have a peaceful coexistence?
 - b) How do the rules or norms support mutual understanding?
 - c) What rules or norms are less respected at school, but are fundamental for peaceful coexistence and mutual understanding?

Let's Organize the Activities

1. In assembly, define the necessary activities to make an informative campaign about rules and norms to improve coexistence at school.

a) Answer in your notebook the following questions to organize the tasks:

- › What is the campaign going to be about?
- › What will the objective be?
- › What actions will be performed?
- › Who is going to participate?
- › Who is going to do what?
- › What materials will you need?
- › How long will it last?
- › Who will benefit from this campaign?

2. On a white cardboard sheet create a table to divide the tasks for the campaign among all of you. See the example.



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Objective of the campaign: To promote the importance of obeying rules and norms to improve coexistence at school.

| Activity | Person(s) in Charge | Materials | Time to Completion | Beneficiaries |
|--------------------|---------------------------|---------------------------------------|--------------------|------------------|
| Create the posters | Soledad, Astrid, and Joel | Cardboard sheets, markers, tape, etc. | A day | School community |

3. In small communities, make posters with the following information. Include drawings and texts.
 - a) Situations which hinder peaceful coexistence at school.
 - b) Possible solutions based on rules or norms.
 - c) A phrase about the importance of obeying rules and norms.



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4. As part of the informative campaign, organize conferences collectively to spread the importance of community rules and norms for peaceful coexistence.

a) Consider the following steps:

- › Select the topics that you will present.
- › Define who the speakers will be. They can be students, teachers, or administrative staff.
- › Agree on the place, date, and schedule for the conferences.
- › With the help of your teacher, obtain the permission needed to give the talks.
- › Assign a moderator for each conference.
- › With the materials that you have, send invitations for the school community.
- › Gather the furniture (tables and chairs) and the necessary materials (posters, attendance list).
- › Provide sheets of paper and pencils for participants to answer some questions about the conference topics.
- › Assign someone to be in charge of distributing and collecting the sheets back.
- › Name a commission to welcome guests.

5. On the sheet of paper you will give to the people attending the conference, write the following questions (you can include others):

- a) What is the importance and purpose of the rules for peaceful coexistence?
- b) How can these rules help to regulate coexistence at school?

Creativity On

1. In classroom community, and with the help of your teacher, ask permission from the school authorities to put up your posters in different places around the school.

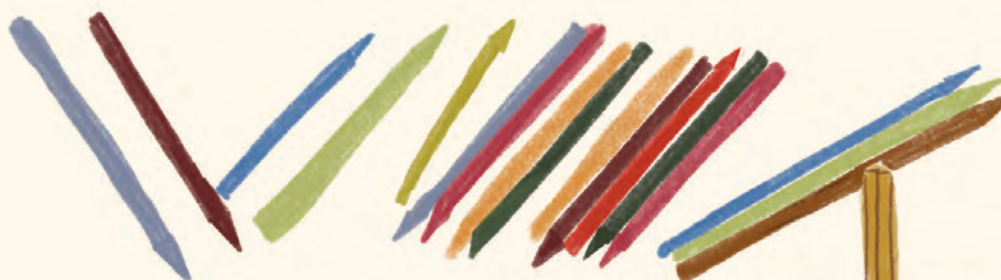
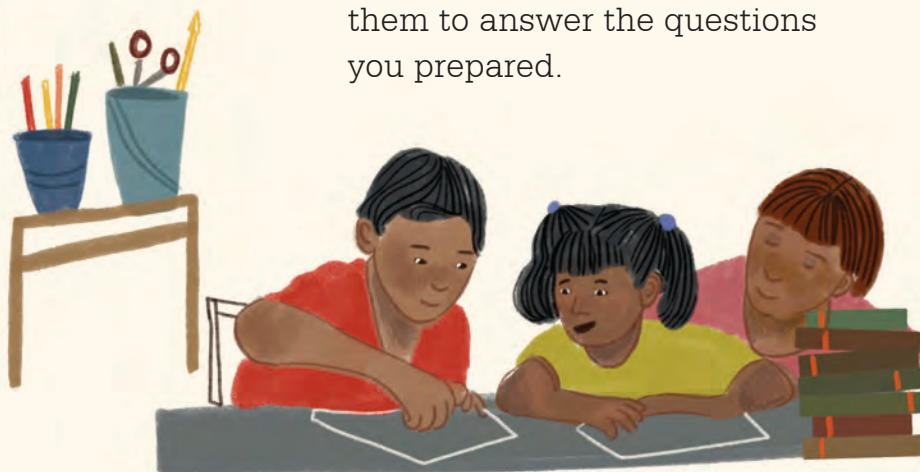


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2. Give the conferences. Each participant must take responsibility for the assigned tasks according to the plan.

3. Distribute a sheet of paper to every person attending and ask them to answer the questions you prepared.



Let's Assess and Share Our Achievements

1. At the end of the conferences, read the participants' answers in assembly.
 - a) Discuss how the rules and norms help to improve peaceful coexistence and mutual understanding.



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2. Discuss and evaluate the results of the informative campaign. Use the following questions as a guide for your evaluation:
 - a) Who benefited from the activities you did?
 - b) What did you achieve with them?
 - c) What difficulties did you face?
 - d) How did you find a solution?
3. Finally, write in your notebooks the assembly agreements reached by the community to plan and create your informative campaign.

Vocabulary

Values are fundamental principles or standards of behavior that guide our actions and decisions. They are important for individuals and societies as they shape attitudes, behaviors, and actions. Learn the definition of some values in the activity below.

Individually, considering you are part of a community, complete with words from the box.

| | | | | |
|---------|----------|-----------|----------|---------|
| Respect | Kindness | Gratitude | Patience | Empathy |
|---------|----------|-----------|----------|---------|

- a) _____: Recognizing and appreciating the good in your life.
- b) _____: Understanding and sharing others' feelings.
- c) _____: Enduring challenges without frustration.
- d) _____: Valuing others and treating them with dignity.
- e) _____: Being considerate and helpful to others.

Answers: a) Gratitude, b) Empathy, c) Patience, d) Respect, e) Kindness

Adverbs of Manner

Adverbs of manner describe how something is done. They can provide more information about a verb, an adjective, or another adverb in a sentence.

They often end in *-ly*, but not always. These adverbs tell the manner in which an action is performed or an adjective is characterized.

Some adverbs of manner are formed by adding *-ly* to an adjective. For example:

Adjective

quiet
kind
respectful
loud
incredible

Adverb of Manner

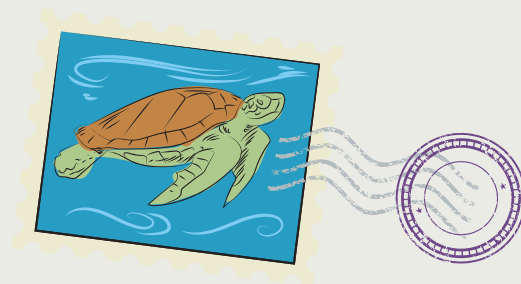
quietly
kindly
respectfully
loudly
incredibly

When an adjective ends in a *consonant + y*, change the *y* to *i* and then add *-ly*.

happy

happily

Adverbs of manner can be placed at different positions in the sentence, depending on the emphasis you want to give. Look at the following table to check some of the most common positions of adverbs in affirmative, negative, and interrogative sentences.



| Form | Structure | Adjective | Adverb | Example |
|---------------|--|-----------|-----------|--|
| Affirmative | subject + verb + <i>adverb</i> | slow | slowly | Gabriel writes <i>slowly</i> . |
| | <i>adverb</i> + subject + verb | quiet | quietly | <i>Quietly</i> , students work in the library. |
| | subject + verb + direct object + <i>adverb</i> | loud | loudly | Aurora played the song <i>loudly</i> . |
| Negative | subject + don't/doesn't + verb + <i>adverb</i> | careful | carefully | You don't read <i>carefully</i> . |
| | | healthy | healthily | Pablo doesn't eat <i>healthily</i> . |
| Interrogative | do/does + subject + verb + <i>adverb</i> | glad | gladly | Does your teacher help you <i>gladly</i> ? |

1. Individually, considering what you read, choose the word that best completes each sentence.

- a) Osmar is in a great mood. He is answering these questions _____ (happy/sadly/happily).
- b) Jehú didn't have dinner last night. Now, he is eating his lunch _____ (carefully/hungrily/slow).
- c) Birds sing _____ (beautiful/beautifully/quietly) in the morning.
- d) Abigail doesn't know how to work _____ (collaboratively/easily/happy). She's never been part of a team!
- e) My grandmother fell down and hurt her knee _____ (very bad/bad/badly).

Answers: a) happily, b) hungrily, c) beautifully, d) collaboratively, e) badly

2. Put the words in the correct order to make sentences.

a) cooks / my grandmother / deliciously

b) beautifully / plays / my grandfather / the guitar

c) people / kindly / treats / my mother

d) bravely / face / I / hard situations

e) explained / our / clearly / teacher / adverbs

Answers: a) My grandmother cooks deliciously; b) My grandfather plays the guitar beautifully; c) My mother treats people kindly; d) I face hard situations bravely; e) Our teacher explained adverbs clearly.

3. Circle the correct word.

a) We always read *quiet*/*quietly* in the school library.

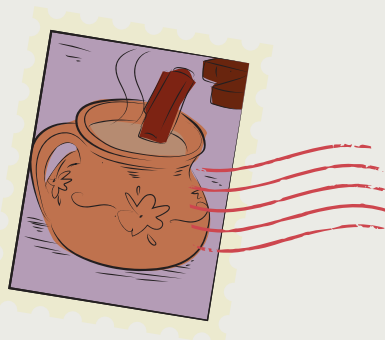
b) In recess, children play *happily*/*happy*.

c) My cousin plays the drums *noisy*/*noisily*.

d) Marine turtles walk *slow*/*slowly*.

e) Our teacher speaks *loudly*/*loud*. 🎵

Answers: a) quietly, b) happily, c) noisily, d) slowly, e) loudly





I Feel, I Think, I Decide

In this service-learning project, you will create an art exhibition working together with your classroom community. You will represent situations, sensations, and expressions of affection that you like, dislike or neither like nor dislike as well as ways to set limits in uncomfortable situations. This will allow you to contribute to prevent risks and look after your personal integrity.

En este proyecto de aprendizaje servicio, crearás una exhibición de arte trabajando con tu comunidad de aula. Representarás situaciones, sensaciones y expresiones de afecto que te agraden, desagraden, o ni te agraden o desagraden, así como maneras de poner límites en situaciones incómodas. Esto te permitirá contribuir a prevenir riesgos y cuidar tu integridad personal.

Starting Point

1. In community, gather objects or materials with different textures and characteristics, such as cotton, polystyrene, pompoms, feathers, leaves, salt, sandpaper, seeds, gelatin, gel.



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Autora:

Sara Esther León Togo
Normalista, Escuela
Normal Fronteriza
BAJA CALIFORNIA



- a) Your teacher will give you some objects. With your eyes covered, take them one by one and explore them with your hands, then try to guess what each one is. If possible, and if your teacher considers it safe, bring them closer to your face.



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2. Now, write the names of the objects. If you did not identify them, write what you thought they looked like when you touched them.
- a) Place a check mark in the corresponding cell to indicate whether you liked, disliked, or were not interested in each object. Explain why you felt such a sensation.



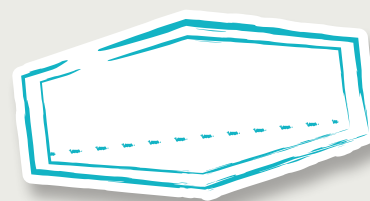
| Name of the Object | I Liked What I Felt | I Didn't Like What I Felt | I Neither Liked nor Disliked It | Why? |
|--------------------|---------------------|---------------------------|---------------------------------|------|
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3. In assembly, share your answers. Then, answer the following questions:
 - a) Did everyone dislike the same objects or materials? Why?
 - b) Were all your answers similar? Why do you think most of them were the same?
 - c) What do you usually do when you dislike something? Why?

1. In classroom community, and with the help of your teacher, read the following table:



Simple Past: To Be

| Form | Structure | Examples | Use |
|---------------|--|---|---|
| Affirmative | subject (I/he/she/it) + was + complement | I was tired after finishing my homework. Frida was so happy yesterday! | To talk about feelings or emotions that were experienced in the past. |
| | subject (we/you/they) + were + complement | They were excited about the trip. Our parents were proud of our grades. | |
| Negative | subject (I/he/she/it) + was not (wasn't) + complement | I wasn't scared of the dark. Hugo wasn't angry at his friend. | To talk about feelings or emotions that were not experienced in the past. |
| | subject (you/they/we) + were not (weren't) + complement | You weren't sad last night. My friends weren't interested in the movie. | |
| Interrogative | was + subject (I/he/she/it) + complement + ? were + subject (we/you/they or a plural noun) + complement + ? | Was Alex angry yesterday? Was Sarah nervous before the exam? Were you anxious about your presentation? Were they frustrated after losing the game? | To ask about feelings or emotions that were experienced in the past. |

2. Individually, considering what you read, fill in the blanks with the correct form of the verb *to be* in the simple past tense to complete the affirmative sentences.

- a) Yesterday, I _____ happy.
- b) They _____ surprised to see the elephant.
- c) They _____ nervous because of the exam.
- d) Last week, she _____ excited about her birthday party.
- e) We _____ tired after the game.
- f) He _____ unfriendly at school yesterday
- g) They _____ very kind.

Answers: a) was, b) were, c) were, d) was, e) were, f) was, g) were

3. Write the following sentences in the correct column. Look at the example.

- a) She was furious with her brother.
- b) You were calm during the presentation.
- c) I was shy on my first day at school.
- d) They were frustrated after the game.

| Was | Were |
|------------------------------------|-------------------------------|
| He was surprised with his new toy. | We were scared of the spider. |
| | |
| | |
| | |
| | |

Answers:
First column:
I was shy on my first day at school.
She was furious with her brother.
Second column:
You were calm during the presentation.
They were frustrated after the game.



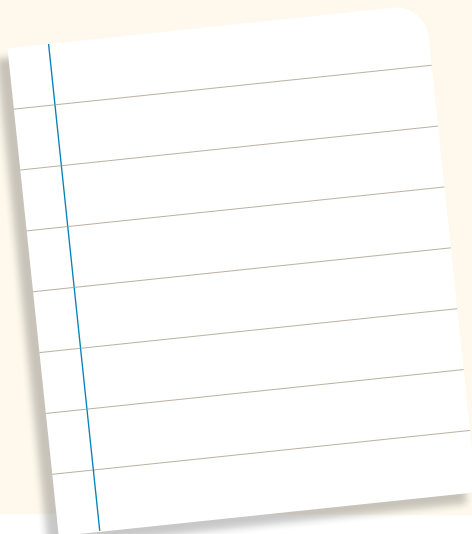
Let's Identify the Needs to Determine the Services

1. Individually, without forgetting you are part of a community, write some examples of how you like to receive and express affection in different settings.

- a) Keep in mind that affection is not only shown through physical contact, but also through words and actions.



| From and for My Family | From and for My Classmates |
|------------------------|----------------------------|
| | |



- b) Collectively, share your answers and give your opinion on the following questions:
 - › What signs of affection you didn't know?
 - › What new ways of showing affection would you like to practice with your family or classmates?
- c) Discuss why it is important for you to receive and give affection.



2. In small communities, talk about situations where you have experienced unpleasant emotions or sensations, such as nervousness, disgust, fear, sadness, or discomfort.

- a) Select four or five different situations. Talk further about them. Then, write each one on a piece of paper. Put all the papers inside a bag.
- b) In assembly, a member of each small community will choose a piece of paper from the bag and mime the situation, while the other small communities try to guess the situation.



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3. Individually, without forgetting you are part of a community, look at the following expressions of affection.

- a) Color in green those that usually make you feel good and in red those that make you feel uncomfortable. If none of these expressions make you feel good or uncomfortable, do not color them.



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4. In assembly, share the actions you colored in red, in green, and those which you did not color. Then, discuss and answer the following questions:
 - a) Why are pleasant expressions of affection important in your life?
 - b) What do you do when an expression of affection makes you feel uncomfortable?



5. Read the following text:

When we want to show affection to our friends or relatives, it is essential to be careful, since sometimes we may unintentionally make them feel uncomfortable. That is why it is better to consider how they may feel before showing them affection.

For example, you probably like hugs, but not from all of your family members or friends. Maybe you like hugging your best friends, but dislike being hugged by your friends at school. This is understandable. It is important to be respectful to other people when giving and receiving affection.

Cuando queremos mostrar afecto a nuestros amigos o parientes, es esencial ser cuidadosos, ya que algunas veces podemos hacer sentir incómodo a alguien sin querer. Por eso, es mejor considerar cómo se puede sentir alguien antes de mostrar afecto.

Por ejemplo, probablemente te gustan los abrazos, pero no de todos los miembros de tu familia o amigos. Tal vez te gusta abrazar a tus mejores amigos, pero te disgusta recibir un abrazo de tus amigos en la escuela. Esto es comprensible. Es importante ser respetuoso con los demás al dar y recibir afecto.



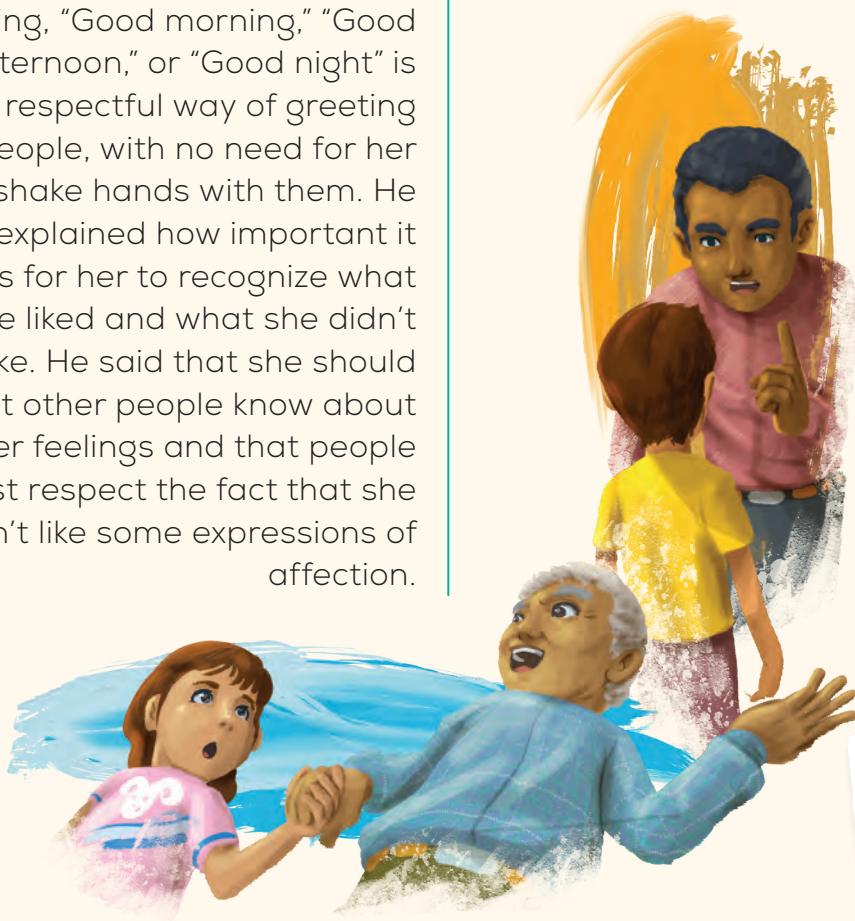
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- a) Along with your teacher, think about the question below and find different alternatives.
 - › How can you react respectfully to an expression of affection that makes you feel uncomfortable?

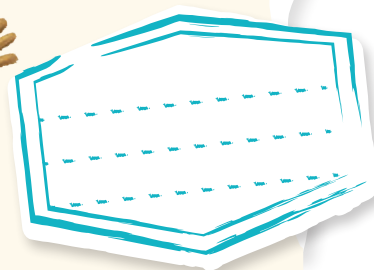
6. Individually, without forgetting you are part of a community, read the following story about Paula and her grandfather. Then, answer the questions.

While walking together along the street, Paula's grandfather told her that, when he was little, his father taught him to shake hands with everyone, whether he knew them or not. Paula told him that she didn't like to shake hands with everybody: She only liked to shake hands with the people she loved and her friends. Her grandfather told her that saying, "Good morning," "Good afternoon," or "Good night" is a respectful way of greeting people, with no need for her to shake hands with them. He explained how important it was for her to recognize what she liked and what she didn't like. He said that she should let other people know about her feelings and that people must respect the fact that she didn't like some expressions of affection.

Al caminar juntos por la calle, el abuelo de Paula le dijo que, cuando era chico, su padre le enseñó a darles la mano a todos, los conociera o no. Paula le dijo que a ella no le gusta darles la mano a todos, a ella sólo le gusta saludar de mano a las personas que quiere y a sus amigos. Su abuelo le dijo que decir "Buenos días", "Buenas tardes" o "Buenas noches" es una manera respetuosa de saludar a las personas, sin necesidad de darles la mano. Le explicó lo importante que es que ella reconozca qué le gusta y qué no. Le dijo que debería hacerles saber a los demás cómo se siente y que la gente debería respetar el hecho de que a ella no le gusten ciertas expresiones de afecto.

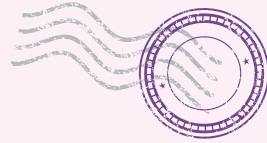


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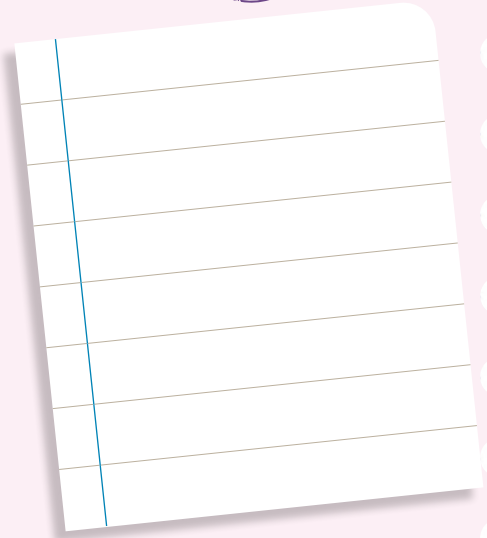


Reading

In small communities, read and answer the following questions about Paula and her grandfather:



- a) Who was with Paula?
- Her mom
 - Her grandmother
 - Her father
 - Her grandfather
- b) Did Paula like to shake hands with everybody?
- Yes, she did.
 - No, she didn't.
 - Sometimes.
 - She didn't have an opinion about it.
- c) What is a respectful way of greeting people, according to one of the characters in the story?
- Saying "Good morning," "Good afternoon," or "Good evening."
 - Shaking hands.
 - Kissing the other person on the cheek.
 - Ignoring people.
- d) Is it important to say when we don't like an expression of affection?
- Yes, it is.
 - You can let people guess.
 - No, it isn't.
 - Someone else can tell them how you feel.
- e) Must people respect that we don't like some expressions of affection?
- Yes, they must.
 - No, they mustn't.
 - Sometimes.
 - Most of them.



Answers: a) Her grandfather; b) No, she didn't; c) Saying "Good morning," "Good afternoon," or "Good evening;" d) Yes, it is; e) Yes, they must.

Have you seen cars stop when the traffic light turns red and move forward when the light turns green? What if you could make this happen in your daily life, that is, what if you demand other people to stop when something makes you feel uncomfortable or when your personal safety is at risk? You can say “no” whenever a person makes you feel uneasy, when contact is not pleasant, or when you have the feeling that your safety is at risk. Of course, you can allow what you do like, for example, having your schoolwork acknowledged with a handshake.



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7. Individually, but considering everyone else, with the help of a relative, search on the internet, in books or in magazines, and find out what assertive decision-making is and how you can set limits in situations that make you feel upset or uncomfortable.

- a) Analyze the information you obtained about assertive decision-making.

8. In assembly, answer this question: How can you say “no” in an unpleasant or uncomfortable situation?

- a) Discuss if there is someone in your family with whom you can talk about these situations.

9. To help you and others identify and discuss pleasant or uncomfortable situations, feelings, or expressions of affection, you will put on an art exhibition and present it to the community. You will also invite your families to participate in setting up the exhibition and also to visit it once it is ready.



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To say “no” is part of making assertive decisions. It involves standing up for yourself and expressing what you don't like. No one can tell you that you must accept a display of affection just because it comes from an adult.

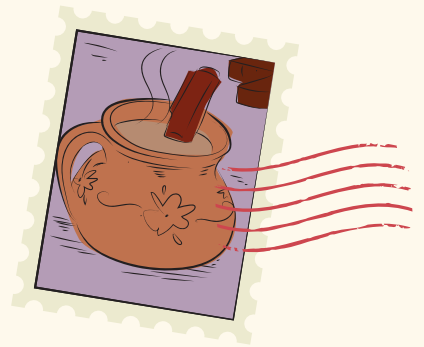
Let's Organize the Activities

1. In assembly, decide how you are going to present your art exhibition.

a) Individually, keeping in mind what was said in community, write what you decided to do.

b) You should set your exhibition in two rooms: one for the pleasant situations, sensations, or expressions of affection and other for the uncomfortable ones.

2. Here are some ideas of how you can organize your art exhibition; highlight the type of works that are the most interesting to you.



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Room 1

Name: _____

This room can show works featuring pleasant expressions of affection. For example:

- Paintings that express good sensations.
- Sculptures that represent pleasant ways of giving and showing affection.
- Objects that are pleasant to touch.
- Drawings or photographs that are nice to look at.



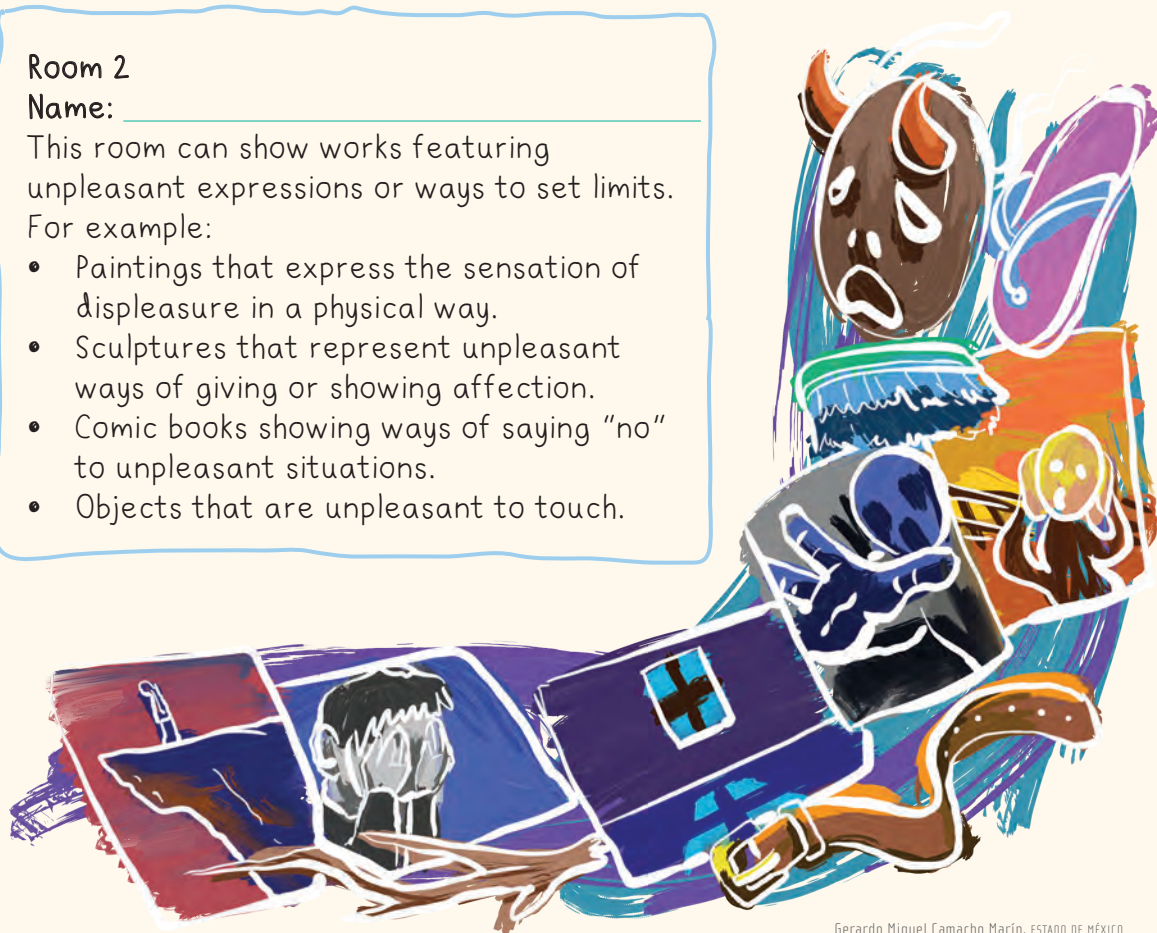


Room 2

Name: _____

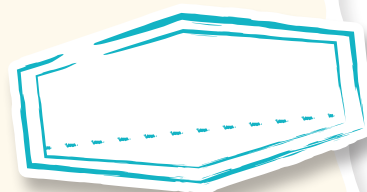
This room can show works featuring unpleasant expressions or ways to set limits. For example:

- Paintings that express the sensation of displeasure in a physical way.
- Sculptures that represent unpleasant ways of giving or showing affection.
- Comic books showing ways of saying "no" to unpleasant situations.
- Objects that are unpleasant to touch.



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- Analyze the options you marked and decide on what types of works you are going to show in your art exhibition.
- In assembly, read the following questions and make the following decisions:



Where will you present your art exhibition?

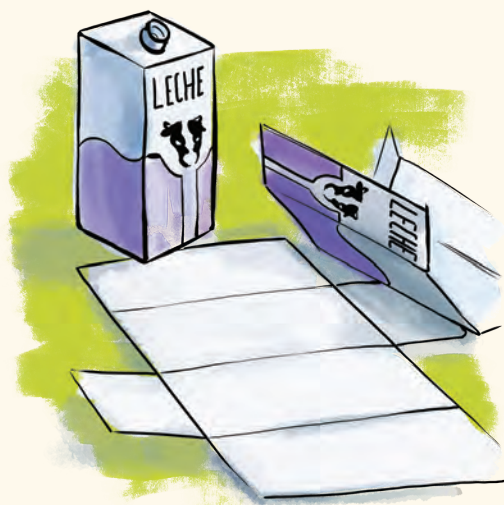
How many paintings, sculptures, or pictures will you present?

How will your family participate?

When will you present your art exhibition to your family?



- a) Now that you have selected the type of works you are going to include in the exhibition, decide what materials you will use accordingly. Consider using those that are already available in the classroom or that are easy to get. Here are some examples:



Pieces of cardboard or from different packaging materials to paint on.



Painting, drawing, or gluing materials.



Small objects to paste on different materials.



Objects that cause pleasant or unpleasant sensations.

- b) Bring the materials you will use for your exhibition to the classroom.

5. Now, in assembly, find a name for your art exhibition and for your paintings. With the help of your teacher, write them on white cardboard sheets and put them in visible places.



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6. Prepare an art exhibition presentation for your families. Each member of the classroom community can say something about the importance of what you are going to show.



7. Individually but keeping in mind what you have discussed in community, write what you would like to say in the presentation.

8. In assembly, share your comments and modify or rewrite your text according to what your classmates and teacher have suggested.

- a) Determine how you will participate and the roles to be played by each member of the classroom community. For example:
- › Who will greet the visitors?
 - › Who will welcome the visitors to the exhibition?
 - › Who will explain what the exhibition is about?
 - › Who will describe the content of each room?

Remember, everyone must participate.

- b) Place a white cardboard sheet or a notebook on a table at the exit of the exhibition so that visitors can write their opinions about the following aspects:
- › The works of art.
 - › The importance of differentiating between expressions that make you feel good and those that make you feel uncomfortable.
 - › The need to set limits when an expression of affection makes you feel uncomfortable.



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Let's Assess and Share Our Achievements

1. Individually, walk around the exhibition and choose a drawing, a picture, or a sculpture that makes you feel good.
 - a) Complete the following information about the work you chose:

Title: _____

What does it represent? Did you like or dislike it? _____

What does it make you feel? _____

What is the message of this work of art? _____

2. In assembly, share your notes. The authors of the chosen works can add more information about them.




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3. In small communities, discuss and answer the following questions:
 - a) Why is it important to have the skills needed to say “no” when you feel uncomfortable in a situation?
 - b) What did you learn about the expressions that please or displease you?
 - c) What else would you like to learn about this topic?

4. In assembly, share what you discussed with your small communities and suggest ways to learn more about the topics you mentioned.
5. Sit in a circle and read the visitors' opinions regarding your art exhibition. Talk about them and share your own opinions and feelings too.



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6. Individually, but taking into consideration different opinions and feelings of your classmates, do you think or feel different about expressing affection after having completed this activity? Write the answer in your notebook and share it with your classroom community.
7. Finally, write in your notebooks the assembly agreements reached by the community about the importance of saying when you like or dislike an expression of affection, and ways of setting limits when dealing with the expressions of affection that make you feel uncomfortable. 



What SCARES You?



Atzimba Gabriela Aguilar Nájera, YUCATÁN

*Are You Scared of Ghosts, Animals,
Dentists, Thunders, La Llorona,
or Injections?*

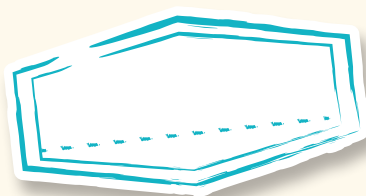
That is okay! Feeling scared is normal. You don't have to be brave all the time. We all feel afraid sometimes.

It's normal to feel scared. We might be afraid of falling because it hurts or afraid of the dark because we cannot see what is there. Sometimes we are afraid of making mistakes because others can laugh at us. But it is okay to say that we are scared. It is worse to keep it inside because that can lead to bad situations.

There are different kinds of fears, like those that do not make sense, the ones that tell us there is danger, and the fear of not being able to do something.



Atzimba Gabriela Aguilar Nájera, YUCATÁN



Senseless Fears

Some people are afraid of vampires or monsters, while others are scared of ghosts. Some are afraid of doctors and **needles**, or clowns with painted faces. Sometimes, we are scared of people who seem mean, even though they might not be. It's best to talk about our fears with someone we trust, like family or friends, so they can help us feel safe.



Fears That Help

Fear isn't just from stories or movies; it's also about us in real life. But you know what? Sometimes it tells us when there's something **dangerous**. If something scares us, we need to discover why. Then, if we can avoid it, we should —especially if it's **risky** for us or others.



Atzimba Gabriela Aguilar Nájera, TUCATÁN

Facing Fears

When we have to deal with fears, like riding a bike or learning to swim, it's okay to ask for help if we need it. Overcoming these fears makes us feel **proud**.



Atzimba Gabriela Aguilar Nájera, YUCATAN

Being scared **is normal**.

What SCARES YOU?

Exams, going to the doctor, losing someone you love, watching a scary movie, or something else?

Vocabulary

1. Individually, read the title of the lesson again and look at the first picture. Then, in pairs, answer the following questions:

a) Where are the children in the picture?

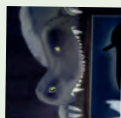
b) How do you think the children are feeling?



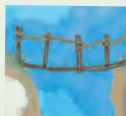
2. Individually, draw a line to match the pictures with the correct words.

I. Brave II. Scared III. Mean IV. Helpful V. Danger VI. Risky

a)



b)



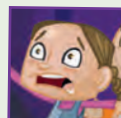
c)



d)



e)



f)



Answers: If, IIe, IIIa, IVd, Vc, VIb

Grammar

Simple Past: Verb To Be Questions and Answers

The simple past tense is used to talk about situations and states that started and ended in the past. Remember that we use **was** for I, he, she, and it, and we use **were** for you, we, and they.

For questions, **was** or **were** goes at the beginning of the sentence before the subject. To answer them, you can use short answers. Look at the following table:

| | | | |
|------|----------------------|---------|---------------------------|
| Was | I he she it | scared? | Yes, I was . |
| | | | Yes, he was . |
| | | | Yes, she was . |
| | | | Yes, it was . |
| | | | No, I wasn't . |
| | | | No, he wasn't . |
| | | | No, she wasn't . |
| | | | No, it wasn't . |
| Were | we you they | scared? | Yes, we were . |
| | | | Yes, you were . |
| | | | Yes, they were . |
| | | | No, we weren't . |
| | | | No, you weren't . |
| | | | No, they weren't . |

1. Individually, considering everyone else, answer the questions about the pictures in "What Scares You?" using complete sentences.

a) Were the children afraid of ghosts in picture 2?

b) Was the girl afraid of a risky situation in picture 3?

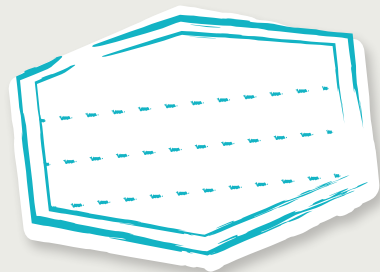
c) Was the girl brave in picture 4?

d) Was the dentist a monster in picture 1?

e) Was the boy mean in picture 4?

Answers: a) Yes, they were afraid of ghosts; b) No, she wasn't afraid of a risky situation; c) Yes, she was brave; d) Yes, he was a monster; e) No, he wasn't mean

2. In pairs, ask a classmate about their fears and write the answers.



Example:

Were you afraid of ghosts when you were small?
No, I *wasn't*. I was afraid of injections.

a) Were you afraid of swimming last summer?

b) Were you afraid of making mistakes in class yesterday?

c) Were you afraid of injections last year? 🌸



BILLS



Did you know that the first Mexican bills were some pieces of cardboard written and signed by hand? Just like the ones you make when you play with your friends!

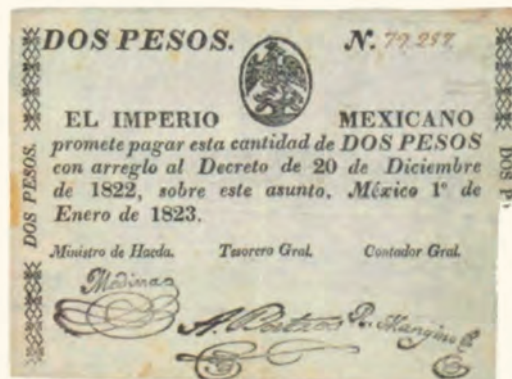


These bills were invented after the Independence of Mexico, when there weren't a lot of coins since several mines had closed due to the war, and the roads were dangerous to transport materials such as silver. Also, many rich people hid their money or took it to another country.



Due to the war, the new country became really poor, and money was needed, so the government decided to produce **paper money**, which is another name for bills.

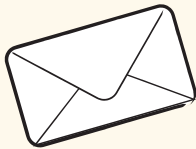
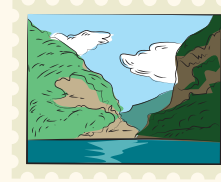
For this reason, 1, 2, and 10-peso bills were made. They were almost square, and they were made in white paper, printed only on the front and with the legend "The Mexican Empire."



As people were used to metallic money, they didn't trust paper bills. In addition, the government wanted to force them to use the bills, but people didn't like this new payment method.



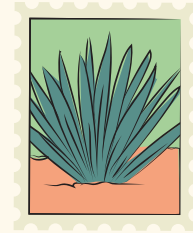
The government put a lot of effort into it, and some years went by before people accepted the bills, which is why, at the beginning, they were printed by private banks or in foreign countries.



Later, our country started to make the bills we use, when the first Banco de México money factory opened in 1969.



Mexican bills have a unique design that helps to distinguish them easily, the design has won international recognition. Some bills are made with cotton paper and some others with polymer, a very resistant and durable material.



Front



Back



Have you noticed that bills have different sizes? They were made like that to help visually impaired people distinguish them.



There Was and There Were

There was and *there were* are the past forms of *there is* and *there are*. We use them to say something existed in the past; it is always followed by a noun or a noun phrase. Remember that using *was* or *were* depends on the subject of the sentence. If the subject is singular, use *was*. If it's plural, use *were*.

There *was* a pizza party on the last day of school.

There *were* pebbles all over the floor.

For the negative, we often use *there wasn't a/an* with a singular noun, *there wasn't any* with an uncountable noun, and *there weren't any* with a plural noun.

There *wasn't an* orange on the table.

There *weren't any* apples.

There *wasn't any* cheese.

For asking a question, *was* or *were* goes at the beginning of the sentences, before there.

Was there a money factory in the 19th century?

Were there any paper bills in the 19th century?

To answer, you can use short answers.

Yes, *there was/were*.

No, *there wasn't/weren't*.

Example:

Was there a money factory in the 19th century?

No, *there wasn't*.



Now look at the following table:

| Form | Structure | Example | Use |
|---------------|---|---|--|
| Affirmative | <i>there was</i> + <i>a/an</i> + singular noun | <i>There was a</i> piggy bank in the room. | To say something existed in the past. |
| | <i>there was</i> + <i>quantity</i> + uncountable noun | <i>There was some</i> money on the table. | |
| | <i>there were</i> + (<i>quantity</i>) + plural noun | <i>There were (some)</i> coins in the piggy bank. | |
| Negative | <i>there was</i> + <i>not</i> + <i>a/an</i> + singular noun | <i>There wasn't a</i> 100 bill on the table. | To say something didn't exist in the past. |
| | <i>there was</i> + <i>not</i> + <i>any</i> + uncountable noun | <i>There wasn't any</i> money on the table. | |
| | <i>there were</i> + <i>not</i> + <i>any</i> + plural noun | <i>There weren't any</i> banks in the town. | |
| Interrogative | <i>was there</i> + <i>a/an</i> + singular noun | <i>Was there an</i> old coin in the piggy bank? | To ask if something existed in the past. |
| | <i>was there</i> + <i>any</i> + uncountable noun | <i>Was there any</i> money on the table? | |
| | <i>were there</i> + <i>any</i> + plural noun | <i>Were there any</i> silver coins in Mexico? | |

In Mexico in the past:

There was a dog on the 20-peso bill.

There wasn't a money factory in Mexico before 1969.

There were some handmade bills.

There weren't any bills in Mexico before the Independence.



1. Individually, considering what you learned, choose the right answer and write it on the line.



a) _____ a table in the living room.

- There were
- There was
- Was there

b) _____ any milk in the jar: (negative)

- There was
- There weren't
- There wasn't

c) _____ some cheese in the fridge last night.

- There were
- There was
- Was there

d) _____ 10 books on the table.

- There was
- There were
- Were there



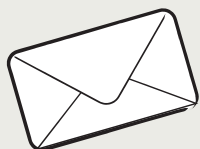
e) _____ a board in the classroom. (negative)

- There was
- There weren't
- There wasn't

f) _____ any students at school?

- Was there
- Were there
- There wasn't





g) _____ any chairs in the house. (negative)

- There wasn't
- There weren't
- There were

h) _____ a spoon in the kitchen?

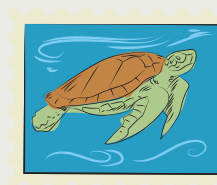
- Was there
- Were there
- There were

i) _____ a dog outside the school.

- Was there
- There were
- There was

j) _____ any butter left?

- Was there
- Were there
- There was



Answers: a) There was, b) There wasn't, c) There was, d) There were, e) There wasn't, f) Were there, g) There weren't h) Was there, i) There was, j) Was there

2. Complete the sentences with *there was*, *there were*, *there wasn't*, or *there weren't*.

My Grandpa's Collection

A few years ago, my grandpa gave me his bills and coins collection.

When I opened it, _____ a lot of bills and coins.

_____ 30 bills and 10 coins in total.



Let me tell you more, _____ a brown
bill, _____ also green bills,
_____ a pink bill; _____
any American bills, and _____ any gold coins, but
_____ 10 silver coins.

I really loved it! And now it is mine because my grandpa gave it to me.
I almost forgot, _____ a grey bill but
_____ a blue bill, which is my favorite.

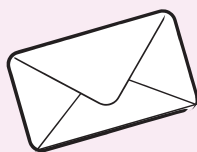


Answers: a) there were, b) There were c) there was, d) there were, e) there was, f) there weren't, g) there weren't, h) there were, i) there weren't, j) there was

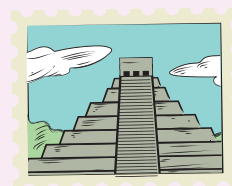
Speaking



Look at the pictures in "Bills." When you are ready, close your book and, in pairs, discuss the things you remember that were and weren't in the pictures. For example:



There were some coins.
There was a 20-peso bill.
There wasn't a 5-peso coin.



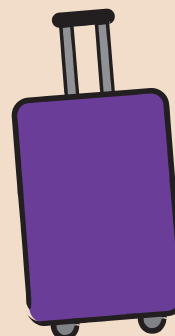
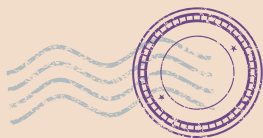
Writing

Individually, considering everyone else, think about things that were in your house this morning and write sentences using *there was* and *there were*. For example:



There was a glass of water on the table.

There were four toothbrushes in the bathroom. 🌸





A Sweet Past That Brings Us Together Is in Danger!

In this learning experience, you will learn about some of the breeding, care, and protection practices that the native peoples still carry out to preserve the *Melipona* bee, due to its relevant pollinating function in the production of plants and fruits. You will also create an Ecological Corner in your classroom.

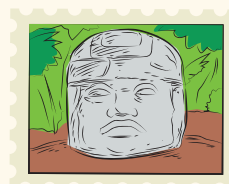
En esta experiencia de aprendizaje, aprenderás algunas de las prácticas de crianza, cuidado y protección que los pueblos nativos aún realizan para preservar a la abeja melipona por su importante función polinizadora en la producción de plantas y frutos. También, crearás una Esquina ecológica en tu aula.

Let's Introduce

1. Collectively, listen carefully as your teacher reads the text.

Like every mango season, Luis, Matilde, and their mother took the bus to the market to choose the fruit with which they planned to prepare a delicious jam. On the way, shortly before arriving, they heard a news story on the local radio where they mentioned a celebration about the importance of pollinators that would take place on May 20.

Como cada temporada de mango, Luis, Matilde y su madre tomaron el camión al mercado para elegir la fruta con la que planeaban preparar una deliciosa mermelada. En el camino, poco antes de llegar, escucharon una noticia en la radio local donde mencionaron una celebración sobre la importancia de los polinizadores que se llevaría a cabo el 20 de mayo.



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With great curiosity, Luis asked his sister, Matilde, who the pollinators were. But just at that moment, they arrived at the market, and Luis' question remained unanswered. After wandering through many stalls, they noticed something unusual: There were no mangoes as in other years! It was only when they arrived at Don Miguel's stand, a local producer, that they could buy just a few mangoes. Back home, Luis had several doubts about the news he heard and what happened in the market, so he asked his sister to help him find the answers.

Con mucha curiosidad, Luis le preguntó a su hermana, Matilde, quiénes eran los polinizadores. Pero justo en ese momento llegaron al mercado, y la pregunta de Luis no obtuvo respuesta.

Después de pasar por varios puestos, se dieron cuenta de algo extraño. ¡No había mangos como en los años pasados! No fue hasta el puesto de don Miguel, un productor local, que pudieron comprar unos pocos mangos.

De regreso a casa, Luis tenía muchas dudas sobre la noticia que escuchó y lo que pasó en el mercado, así que le pidió a su hermana ayuda para encontrar las respuestas.

2. Answer the following questions:

- a) Why do you think Don Miguel is the only one who has mangoes for sale? _____
- b) What are pollinators and what is their importance in the production of plants and fruits such as mangoes? _____

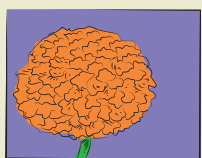


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Was and Were

Let's recap the simple past form of the verb *to be*. We use this verb to talk about feelings, descriptions, and states in the past. Remember the following: For I, he, she and it, use *was*; for you, we and they, use *were*.



It *was* mango season again.

They *were* at the market.

For negatives, add *not* after *was* or *were*, or you can use *not* and the verb, especially if you are speaking.

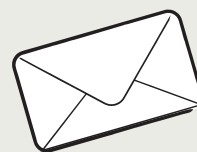
The bees *weren't* in the garden this morning.

Luis *was not* happy.

To ask a question, *was* or *were* goes at the beginning of the sentence:

Were you at school yesterday?

Was your mango sweet?

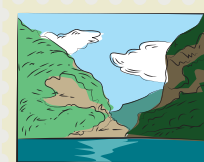


1. Individually, look at the following table:

| Form | Structure | Examples |
|---------------|---|---|
| Affirmative | subject + <i>was/were</i> + complement | He <i>was</i> sad yesterday. The flowers <i>were</i> very pretty. |
| Negative | subject + <i>was/were</i> + <i>not</i> + complement | I <i>wasn't</i> home last night. Pollinators <i>were not</i> in danger before. |
| Interrogative | <i>was/were</i> + subject + complement + ? | <i>Was</i> he excited about mango season? <i>Were</i> mangoes on sale at the market? |

2. Complete the following questions using *was* or *were*.

- a) _____ you at home yesterday?
- b) She _____ with your sister.
- c) I _____ in the hospital. (negative)
- d) The trees _____ in bloom last spring.
- e) _____ they in Acapulco last year?
- f) We _____ classmates at university. (negative)
- g) _____ he happy at the party?
- h) It _____ a sad story. (negative)



Answers:
a) Were
b) Was
c) Wasn't
d) Were
e) Were
f) Were
g) Was
h) Wasn't

Let's Collect

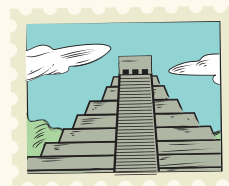
1. In collaboration, read the second part of the story of Luis and Matilde.

Matilde explained to her brother that there are different ways of relating to living beings based on values such as respect, balance and reciprocity, which our native peoples have practiced for a long time. These values are an important part of their worldview about taking care of and preserving nature.

Matilde mentioned an example that describes these practices: The *Melipona* bee, whose breeding has been practiced for more than two thousand years in a native Mayan town located in Yucatán.

Although meliponiculture is still practiced today, the *Melipona* bee, like other pollinating insects, faces different threats that endanger its existence.

Therefore, the production of flowers, fruit, and some vegetables that depend on pollination is at risk too.



Matilde le explicó a su hermano que hay diferentes maneras de identificarse con los seres vivos con base en valores como el respeto, el equilibrio y la reciprocidad, los cuales nuestros pueblos originarios han practicado por mucho tiempo. Estos valores son una parte importante de su cosmovisión sobre cuidar y preservar la naturaleza.

Matilde mencionó un ejemplo que describe estas prácticas: La abeja melipona, cuya crianza se ha practicado por más de dos mil años en un pueblo maya localizado en Yucatán.

Aunque la meliponicultura se sigue practicando hoy, la abeja melipona, como otros insectos polinizadores, enfrenta diferentes amenazas que ponen en peligro su existencia. Por lo tanto, la producción de flores, frutos y algunos vegetales que dependen de la polinización también está en riesgo.

Finally, Matilde showed Luis a representation of the *Melipona* bee from the *Códice Madrid* of the Maya, proof of how past societies related to nature.

Finalmente, Matilde le mostró a Luis una representación de la abeja melipona en el *Códice Madrid* de los mayas, una prueba de cómo las sociedades antiguas se relacionaban con la naturaleza.

2. In assembly, being supportive, and with the help of your teacher, talk about what you know about bees.



3. In small communities, copy this graphic organizer on a white cardboard sheet and write the requested information.

What we know about bees:

What do bees look like?

Where do bees live?

What do bees produce?

What do bees feed on?

Where have you seen bees in the community?

Other facts

4. Individually, without forgetting you are part of a community, research in *Nuestros saberes: Libro para alumnos, maestros y familia*, in any library, or on the internet the information on the following page.





- a) Preservation of ecosystems based on the cosmovision of native peoples and the preservation of nature
- b) Types of pollinators
- c) Indigenous peoples who have practiced meliponiculture
- d) Habitat of the *Melipona* bee and its main threats
- e) Preservation actions for its habitat, breeding, and care
- f) Laws that protect pollinators



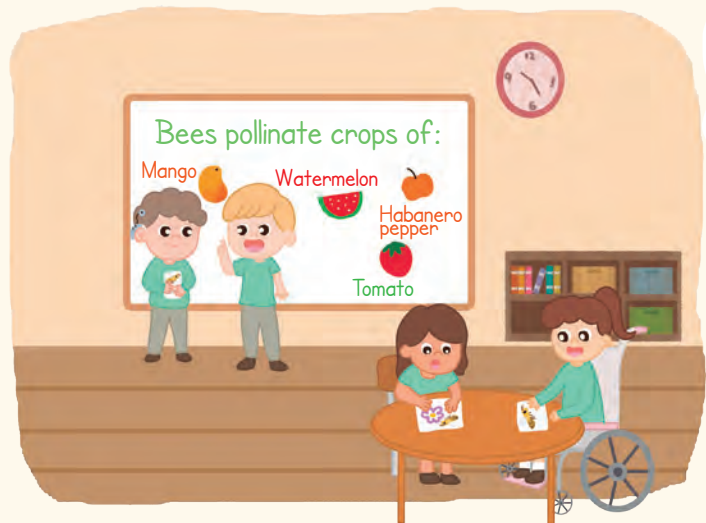
5. Record in your notebook the information you found. Write as a title The *Melipona* Bee: Its Ancestral Past, Characteristics and Importance in Ecosystems.



Let's Spot the Issue

1. In assembly, recover the information you found and discuss the following questions:

- a) Why do you think there are fewer bees every day?
- b) How do pollinators such as the *Melipona* bee influence the production of plants and fruits?
- c) According to the laws you researched, who is responsible for the care and protection of pollinators such as the *Melipona* bee?
- d) What would happen if the *Melipona* bee disappeared from the ecosystems?



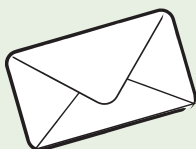
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2. Reflect: How can you contribute from your classroom to the protection and care of the *Melipona* bee?



Vocabulary

Individually, without forgetting that you are part of a community, and before you start with the Ecological Corner, look in a physical or digital dictionary for the meaning of these words and write them in your notebook.



- a) Responsibility
- b) Respect
- c) Balance

- d) Reciprocity
- e) Commitment

Let's Organize the Experience

Ecological Corner

Once you are familiar with the vocabulary, you must know that the Ecological Corner will allow you to express values such as responsibility, respect, balance, reciprocity, and commitment that are crucial for the preservation of ecosystems and living beings.

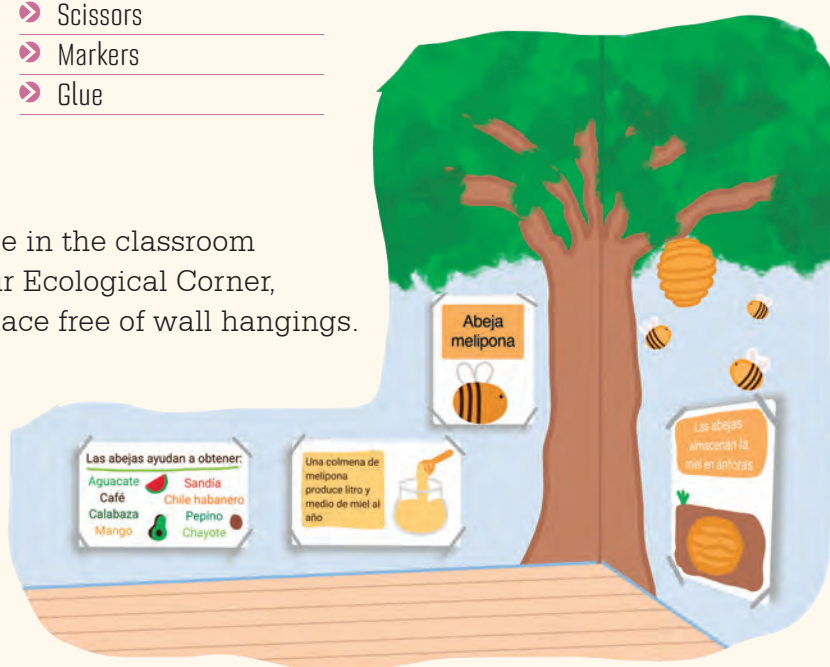
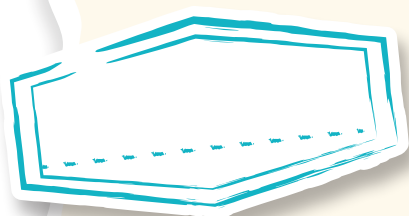
In order to do the activity, you need:

Materials

- | | |
|------------------------------|------------|
| ➤ White cardboard sheets | ➤ Scissors |
| ➤ Washable paints | ➤ Markers |
| ➤ Colored pencils or crayons | ➤ Glue |

Considerations

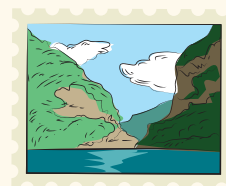
1. Choose a space in the classroom to become your Ecological Corner, preferably a place free of wall hangings.



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2. In community, choose some products that are obtained thanks to the *Melipona* bee and represent them with different forms of expression, such as drawings, informative notes, photographs, graphic organizers, among others.



Let's Live the Experience

1. In communities, carry out some of the following activities to share information about the native peoples and their relationship with the breeding and care of the *Melipona* bee, as well as ways of preserving the species.
 - a) Make a drawing of what interested you the most about the type of practices that some native peoples carry out for the preservation of the ecosystem, as well as the care and breeding of the *Melipona* bee.
 - b) Make a graphic organizer describing the elements that make up the *Melipona* bee's habitat: water, air, land, food, space, or shelter.



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- c) Create a decalogue of laws that offer protection to pollinators.
- d) Choose a digital press release about the environment and the *Melipona* bee or pollinators. Write the most important points on a poster and draw pictures to illustrate it.
- e) Look for photographs of the types of pollinators, or of stinging and stingless bees to compare them. If you are unable to print a photograph, draw it so that you can display your findings.



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- f) Find a literary text (for example, a poem or short story) that refers to bees, ecosystems, or both.

2. Place all the products you have created or gathered in the Ecological Corner. Organize it in such a way that you can share what interested you the most about some of the breeding, care, and protection practices that the native peoples still carry out to preserve the *Melipona* bee for its important function as a pollinating insect in the production of plants and fruits.



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3. Show and explain the work developed in the Ecological Corner.
4. In assembly, with the support of your teacher, reflect on what actions you can take to care for and protect the habitat of the *Melipona* bee, as well as that of other species. Write these actions in your notebook as proposals to promote the care and protection of ecosystems.

Let's Assess the Experience

1. In communities, make a brief description of the work you did based on the following questions:
 - a) What did you learn from the native peoples about their cosmovision and values regarding the care, protection, and preservation of ecosystems?
 - b) What do you propose to contribute to the breeding, care, and protection of *Melipona* bees?



2. In community, being supportive, invite students from other classroom communities to visit the Ecological Corner, to socialize your experience and talk about the preservation of ecosystems.
3. Establish agreements to continue learning about how Indigenous peoples and other cultures of the country relate to nature in order to contribute to reducing the negative impact of humanity in the natural and social environment.
4. Finally, write in your notebooks the assembly agreements reached by the community regarding the actions you are going to carry out in your community to promote respect, protection, and the preservation of nature and living beings. 🌿



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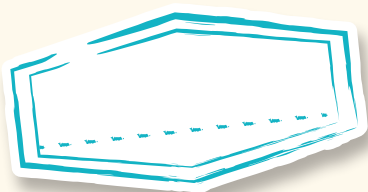


Unveiling Our Past

By Amanda Montero Bautista

Yesterday, I saw a real mummy for the first time and I felt my blood rushing through my body into my heart. I held my brother's hand tightly and **noticed** he was nervous too, because his palm was sweaty. My parents, thrilled, **smiled** excitedly; they had planned this visit for a year to give us a birthday surprise.

Even though my brother and I spent sleepless nights sharing horror stories, this experience was quite different: I was watching dead bodies in real life! It was not my imagination; these bodies were remains of people that had once existed!





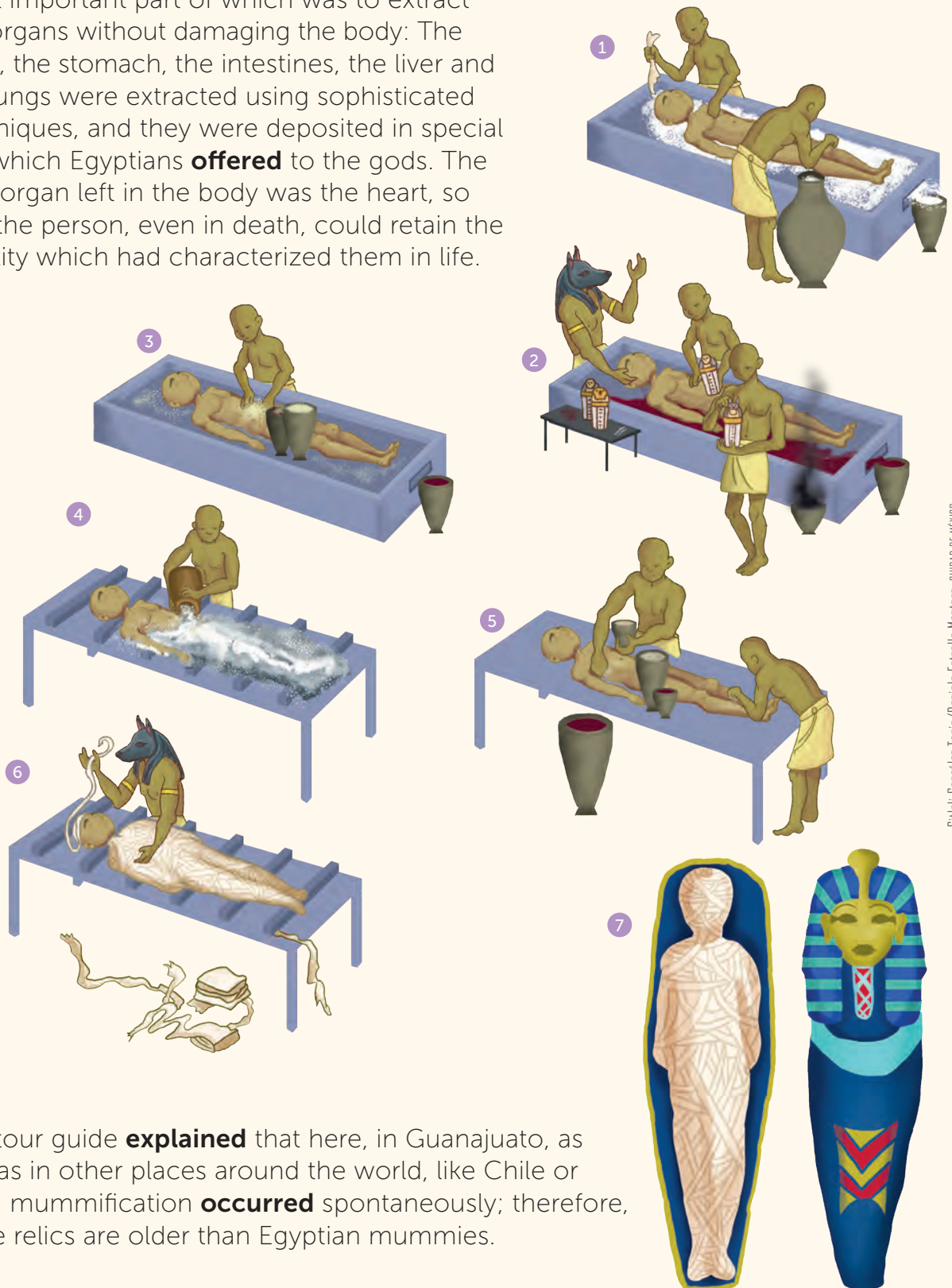
Several minutes **passed** before I was able to ask my brother or my parents how these dead bodies, instead of decomposing or being devoured by worms, remained in such good condition, as statues of flesh and bone, and they **looked** like pieces of cardboard or wood. And their expressions! Apparently, some of them had died in their sleep, while others seemed to have suffered a great deal before dying.



Gradually, I **started** to pay a lot more attention to what the tour guide was talking about. She said that mummification was a common process among the Egyptians, who thought that death was just a portal to another dimension and, therefore, bodies should be kept in good condition, in order to continue "living" in the afterlife, close to their gods.



To do so, a complex ritual was performed, the most important part of which was to extract the organs without damaging the body: The brain, the stomach, the intestines, the liver and the lungs were extracted using sophisticated techniques, and they were deposited in special jars which Egyptians **offered** to the gods. The only organ left in the body was the heart, so that the person, even in death, could retain the identity which had characterized them in life.

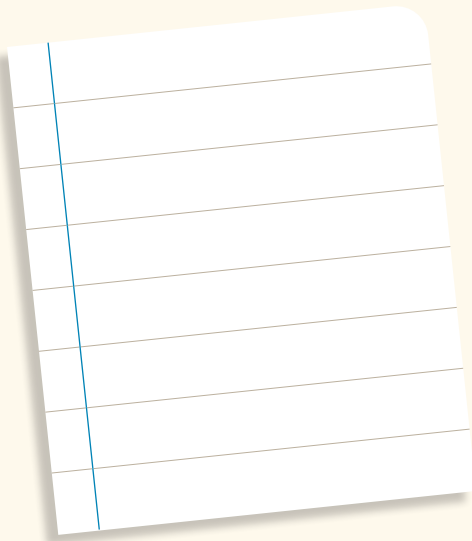


The tour guide **explained** that here, in Guanajuato, as well as in other places around the world, like Chile or Peru, mummification **occurred** spontaneously; therefore, these relics are older than Egyptian mummies.

In short, ambient temperature determines how fast a body dries out. If the environment is cold or extremely hot and arid, bodies will dry out before bacteria can eat them! That's what makes them look like wood!

This information **helped** me overcome my fear and I happily **continued** the tour.

After I **looked** at all those dead bodies, I was eager to know the stories behind their clothes, their gestures, and their ages, no matter how short or long their lives had been. One mummy in particular, in chains and inside a cage, caught my attention. According to the tour guide, it was the mummy of a witch.



This made me wonder: If she had been a witch, she would've used a spell to escape, wouldn't she?



Vocabulary



1. Individually, considering everyone else, match the vocabulary words from the text with their definitions.

- | | |
|--------------|---|
| I. Lungs | a) The body of a human being or animal that has been ceremoniously preserved. |
| II. Mummy | b) To become dry. |
| III. Dry out | c) The organs we use to breathe. |
| IV. Overcome | d) Hollow containers. |
| V. Jars | e) The organ that supports metabolism and digestion. |
| VI. Liver | f) Succeed in dealing with a problem. |

Answers: I.c, II.a, III.b, IV.f, V.d, VI.e

2. Find the vocabulary words in the text and highlight them with a different color. Repeat the vocabulary words out loud.

Grammar

1. In assembly, take turns reading and listening to others read the time expressions below out loud.

yesterday
last Friday
last year

four days ago
in January
two hours ago



2. In turns, share an activity you performed in each of these time periods.

Simple Past Tense

The simple past tense is used to express an action that started and finished in the past.

subject + *verb in the past simple tense* + object + time expression (optional)

When using the simple past tense, a time expression is usually added to specify when the action was done. These are some examples of time expressions you can use with the past tense:

yesterday *last week* *last month* *three days ago*

They usually go at the end of the sentence.

My friend and I *played* soccer *yesterday*.

These are the rules for forming the past simple tense of regular verbs:

- a) You add *-ed* to the verb in base form:

watch → *watched*

listen → *listened*

work → *worked*

- b) When the letter *-y* is preceded by a consonant in the base form of the verb, we substitute the *-y* with an *-i* and add *-ed*:

study → *studied*

try → *tried*

cry → *cried*

- c) When the letter *-y* is preceded by a vowel in the base form of the verb, it doesn't change:

play → *played*

stay → *stayed*

enjoy → *enjoyed*



| Negative | Interrogative |
|--|--|
| subject + <i>did not (didn't)</i> + <i>verb in base form</i> + object + time expression (optional) | <i>did</i> + subject + <i>verb in base form</i> + object + time expression (optional) + ? |
| For negative sentences, we use <i>did not (didn't)</i> and the main verb goes in the base form. | To ask a question, we use the auxiliary verb <i>did</i> at the beginning of the sentence, before the subject, and the main verb goes in the base form after the subject. |
| Examples: | Examples: |
| We <i>didn't celebrate</i> our birthday <i>six days ago</i> . | <i>Did</i> you <i>enjoy</i> the movie <i>last night</i> ? |
| I <i>ate</i> fried chicken with salad <i>yesterday</i> . | What <i>did</i> you <i>eat yesterday</i> ? |

3. Individually, write the correct form of the verbs in parentheses, then read the complete sentences out loud.

- a) You _____ (not arrive) at the airport last week.
- b) My mom _____ (study) math at school many years ago.
- c) I _____ (call) you yesterday, but you weren't home.
- d) Last night, María and Carmen _____ (plan) their vacations.
- e) Where _____ your family and you _____ (go) last vacation?
- f) No, she _____ (not study) for the exam, that's why she failed it.
- g) _____ they _____ (visit) the Egyptian section at the museum?



- h) _____ John _____
(invite) us to his birthday party?
- i) The children _____ (carry) their books
into the classroom.
- j) We _____ (not finish) the exam during
the first class.



Answers: a) didn't arrive, b) studied, c) called, d) planned, e) did / go, f) didn't study, g) Did / visit, h) Did / invite, i) carried, j) didn't finish

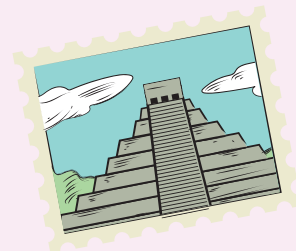
4. Now write a sentence in simple past tense with each of the time expressions given.

- a) _____ last year
- b) _____ five days ago.
- c) _____ yesterday.
- d) _____ three years ago.
- e) _____ the day before yesterday.

Speaking



- In pairs, look at the verbs that are in bold in "Unveiling Our Past"; if you don't know the meaning of a verb, look it up in the dictionary or ask your teacher.
- Take turns asking questions to each other in simple past tense using those verbs.



Example:

Paragraph 1: **noticed**

Student A: How did the author **notice** her brother was nervous?

Student B: She **noticed** because her brother's palm was sweaty. 🌸

The *Flor de Nochebuena*



In pre-Hispanic times, people called the flor de nochebuena *cuētlaxōchitl* in Náhuatl. It's a cool name, right? It means "flower with petals as hard as leather." Why? Because its petals are super strong!

Did you know that Mexico made the **largest carpet of live flowers** in the world? They used 130,000 *flores de nochebuena* (also known as Christmas Eve flowers, or Poinsettias). It was like a huge painting of a *nochebuena* made from real flowers. When did this happen? Well, it was on December 17, 2016.

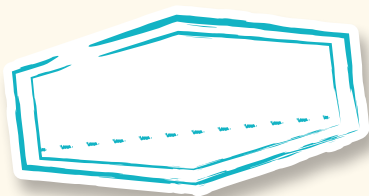




And guess what? In Mexico City, in an avenue called Paseo de la Reforma, *flores de nochebuena* make the street look super pretty every Christmas season.



But, where do all these flowers come from? They come from different places in Mexico, like Guerrero, Puebla, Jalisco, Morelos, Michoacán, and even Mexico City!



For more than 10 years now, in the Plaza Borda, in the city of Taxco, Guerrero, more than five thousand pots of *flores de nochebuena* are used to create the largest *nochebuena* figure in the world, registered in the Guinness World Records.



Wh-Questions Words

| When you ask a question with... | The answer must be... | When you ask a question with... | The answer must be... |
|---------------------------------|---------------------------|---------------------------------|-----------------------|
| Who | a person or persons | Where | a place or places |
| What | a thing or things | Why | the reason (because) |
| When | time | | |
| How | the way something is done | | |

1. Individually, considering everyone else, find the *wh*-words in "The *Flor de Nochebuena*" and circle them.

To ask a question in the simple past tense, we use *wh-words*, then the auxiliary *did*, the subject, and finally, the verb in base form. If the main verb is the verb *to be*, we use *was/were* instead of the auxiliary verb.

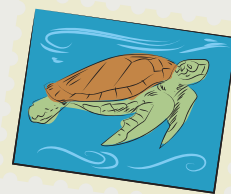
wh-word + *did* + subject + verb in base form + ?

Where did they go?



wh-word + *was/were* + subject + ?

Where were you?



To give a short affirmative or negative answer we use the auxiliary verb:

Did or *didn't*: Did you go to the park? Yes, I *did*. / No, I *didn't*.

Was/were or *wasn't/weren't*: Was the test difficult? Yes, it *was*. / No, it *wasn't*.

2. In small communities, complete the poem with the following words, and then read it aloud.

where when why how did who

Poinsettia (Christmas Eve Flower)

_____ was the last time you saw a flower bloom,
in colors white, red, or blue?

On Christmas Eve, _____ danced around the trees?

Did Santa pause, with a merry laugh, to admire the flowers in his path?

Yes, he _____. But it only took him a little while.

_____ did the poinsettia shine colorful and bright?

Maybe because of the sun's warm light.

_____ did it become the most beautiful flower we have ever known?

_____ did it grow? Just here, in this place called Mexico.

Answers:
a) When, b) who, c) did, d) Why, e) How, f) Where

3. Individually, complete the following questions with the correct wh-words.
Remember that you need the auxiliary *did* or the verb *to be*.
Pay attention to the answers to know which wh-words and verbs
you need to complete the questions.

a) _____ you _____ yesterday?

I played soccer.

b) _____ you _____ the flowers?

I watered them this morning.

c) _____ you that night?

I was at the movies.

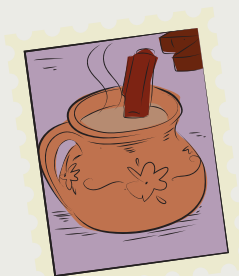
d) _____ you _____ the chess club?

I joined because I wanted to become a better player.

e) _____ you _____ the English homework last month?

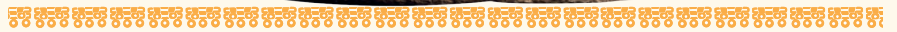
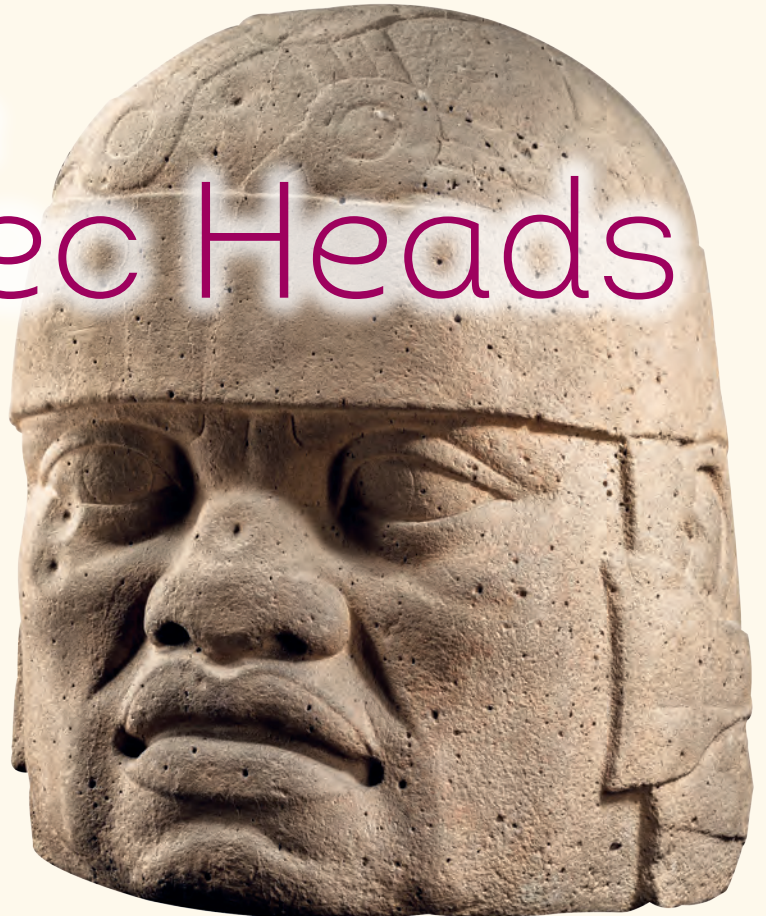
I checked the grammar rules in the book. 

Answers:
a) What did / play, b) When did / water, c) Where were, d) Why did / join, e) How did / check



Leonardo and the Olmec Heads

Leonardo is an explorer boy interested in archaeology. Since he was little, he has enjoyed learning about other civilizations.



Karina Eréndira Pérez Olmos. MICHUACÁN

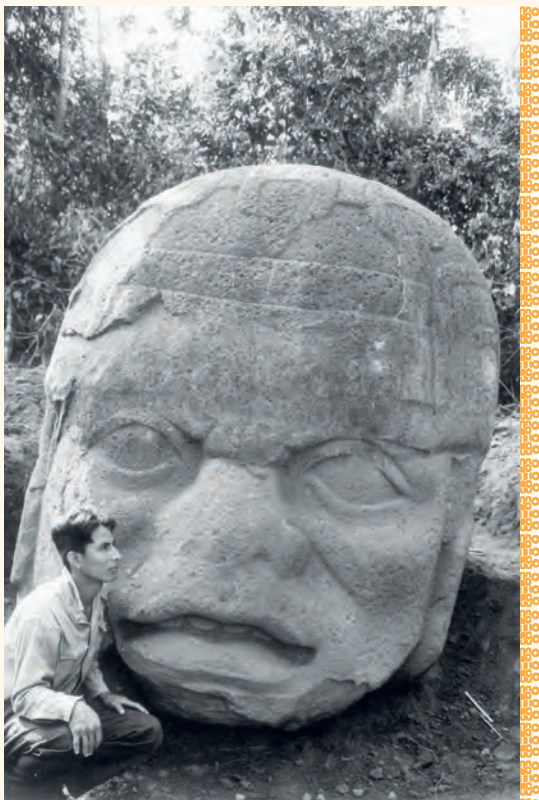
He recently learned that the Olmecs were one of the earliest Mesoamerican cultures in our country. The Olmecs mainly lived in Veracruz and Tabasco, and they were great builders.

He also found that the Olmecs carved huge stone heads that were discovered between 1925 and 1994 in **San Lorenzo Tenochtitlán** and **Tres Zapotes** in Veracruz, and in **La Venta** in Tabasco.

A total of **17** heads have been discovered, ranging in height from 1.6 to 3.5 meters, and with a circumference of 6.7 meters.



These heads share certain characteristics: On the top they are **polished and even, they have a frown, a wide flat nose, thick lips, and a prominent chin. Their aspect changes depending on their eyes, mouth, and ears.** They wear helmet-like headdresses adorned with distinctive designs of animals or symbols, which are believed to represent their names and family.



While looking at these heads, Leonardo realized that the faces and helmets are unique. He also noticed that some have a rude facial expression, while others have a smile on their faces. He believes that they probably portray **tribal chiefs, kings, priests, shamans, warrior rulers, or gods.**

During his search, Leonardo found that **it is not known exactly why these enormous heads were carved**; for many archaeologists it is still a mystery. He also read that the heads were sculpted from **single boulders of basalt** and that they rest on stone foundations.



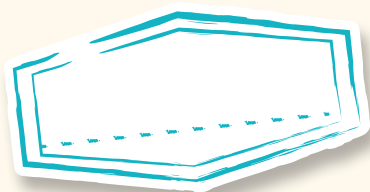
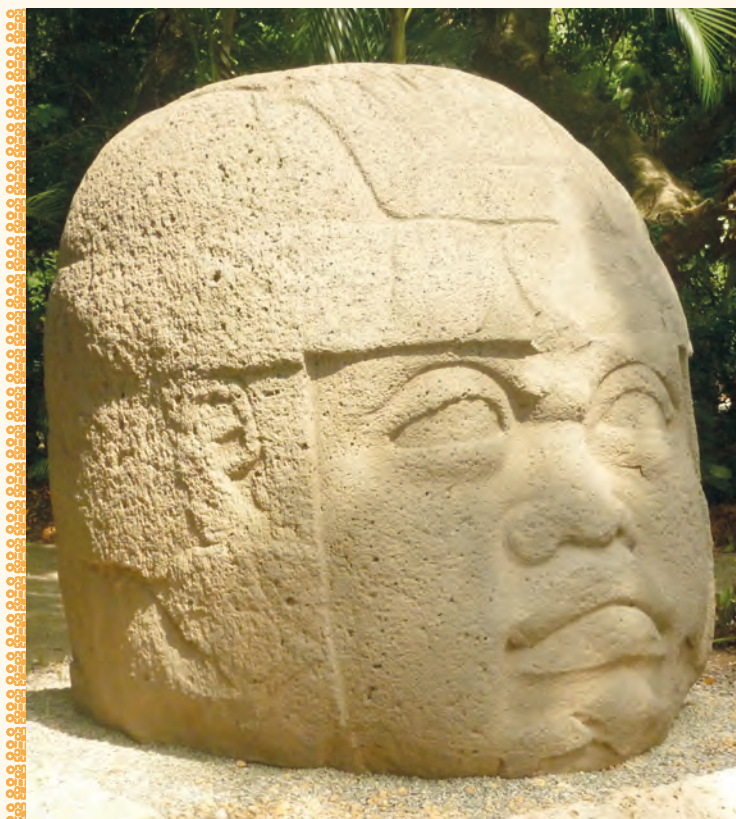
The amazing thing is that the volcanic rock from which the heads were worked was brought from the **Sierra de los Tuxtles**, which means it was transported at least 60 km to the river basins where the Olmec cities were located.



This type of stone was considered as “the stone of the underworld,” and that is why archaeologists suggest that these colossal heads were used for ritual purposes.



How the Olmecs transported these huge stone boulders weighing around **50 tons** remains uncertain. It is thought that they presumably used rollers and the efforts of many men. But what Leonardo knows for sure is that it was a very hard work.



Karina Eréndira Pérez Olmos. WICHUACÁN

Leonardo has learned about **the Olmecs** and their mysterious stone heads and, without a doubt, his curiosity will lead him to learn about many other interesting topics.



Karina Eréndira Pérez Olmos. WICHUACÁN



Simple Past Tense

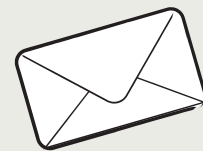
To talk about history and other events that happened at a specific time in the past we use the simple past tense.

As you know, to form the simple past tense of most verbs you add **-ed** to the **verbs in the base form**. These are called *regular verbs*. But there are also many verbs that are irregular, which means that you cannot form the simple past tense by adding **-ed**.

There is no rule to know which verbs are regular and which are irregular. You have to learn them.

Example:

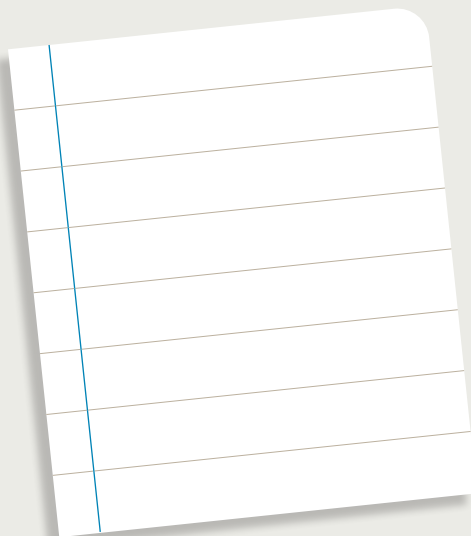
Leonardo **went** to the Museo Nacional de Antropología last week.



The past tense of go is **went**.

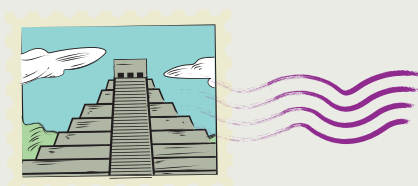
Many of the most frequent verbs in English are irregular. Here are some of the most common irregular verbs in English:

Note that the verb
to be has two forms:
was for I/he/she/it,
were for you/we/you/they.



Common Irregular Verbs

| Base Form | Past Tense | Base Form | Past Tense |
|-----------|------------|-----------|------------|
| be | was/were | leave | left |
| build | built | sell | sold |
| drink | drank | read | read |
| eat | ate | buy | bought |
| find | found | sleep | slept |
| go | went | speak | spoke |
| have | had | wear | wore |
| hold | held | write | wrote |



For negative sentences, we use *did not* (*didn't*) and the *main verb* goes *in the base form*:

subject + *did not* (*didn't*) + *base form of the verb*

Example:

Leonardo *did not go* (*didn't go*) to the Museo Nacional de Antropología last week.

If you want to learn more irregular verbs, visit the "Past Simple" page of the British Council with the help of an adult.



<https://bit.ly/4cw1avZ>

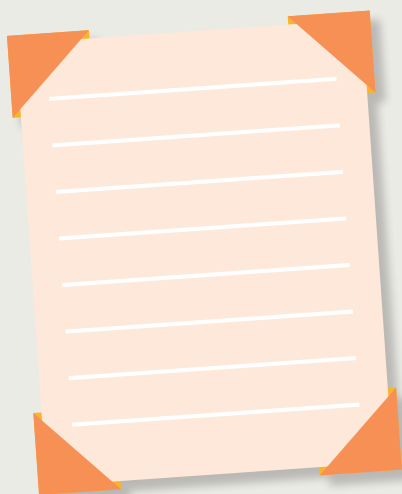
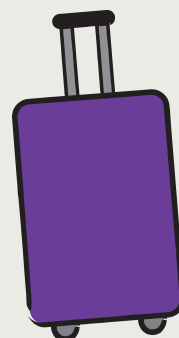
To ask a question, we use *did* at the beginning of the sentence, before the subject, and the *main verb* goes *in the base form* after the subject.

did + subject (pronoun or noun) + *base form of the verb* + ?

Example:



Did Leonardo *go* to the Museo Nacional de Antropología last week?

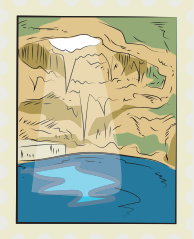


1. Individually, considering what you read, write the correct form of the irregular verbs in parentheses to complete the sentences.
 - a) Leonardo _____ (see) the Olmec heads in the museum.
 - b) The Olmecs _____ (not speak) Náhuatl.
 - c) _____ they _____ (eat) a lot of fish?
 - d) Leonardo _____ (not write) a book about the Olmecs.
 - e) Olmec rulers _____ (wear) distinctive headdresses.
 - f) _____ Leonardo _____ (find) more information about the Olmecs in the museum?
 - g) Leonardo _____ (read) more about the Olmecs last night.

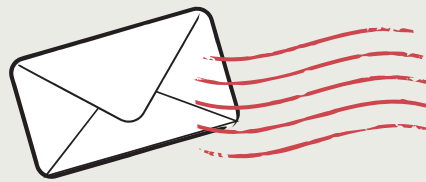
h) They _____ (not build) their houses of volcanic rock.

i) _____ the Olmecs _____ (have) gods?

j) Leonardo _____ (not buy) a souvenir in the museum shop last week.

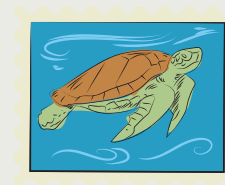


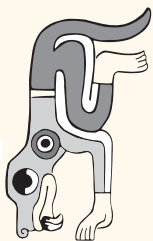
Answers:
a) saw, b) did not/didn't speak, c) Did / eat, d) did not/didn't write, e) wore, f) Did / find,
g) read, h) did not/didn't build, i) Did / have, j) did not/didn't buy



2. In small communities, make cards to memorize the irregular verbs.

- Choose 10 irregular verbs from the list in this lesson.
- Divide a cardboard sheet into twenty equal rectangles. Cut each rectangle with scissors. Now you have 20 cards.
- Write the base form of the verb on one card, and the past tense form of that verb on another card. Do this for every irregular verb you chose.
- Now, let's play! Shuffle the cards and lay them face down on the table. Take turns to turn two cards over. If the verb in the base form and the verb in the past tense form are the same, you take the two cards. If not, turn the cards face down again.
- Continue playing until you have formed all the pairs of cards. 🎮





Let's Travel Through Culture and Art!

In this project, you will have the opportunity to learn about the customs, traditions, and values of your community or other places you are interested in. By creating a collage, you will show what you have learned about the culture and art of the place you chose.

En este proyecto, tendrás la oportunidad de aprender de las tradiciones y valores de tu comunidad y de otros lugares que te interesen. Mediante la elaboración de un *collage*, mostrarás lo que hayas aprendido de la cultura y el arte del lugar que elegiste.

What We Know

1. Individually, without forgetting that you are part of a community, look at these pictures and answer the questions.



a) What do these pictures show?

Autor:

Héctor Hideroa García

Especialista en la elaboración

de materiales educativos

CIUDAD DE MÉXICO



Marián Luna Cuéllar, VERACRUZ



b) What do you think they are about?

c) How do the pictures make you feel, and why?

d) How are the pictures similar to things that happen in real life?

-
-
-

In addition to speaking and writing, there are also artistic languages that allow us to express ourselves.

-
-
-

- ## What We Will Do

By making a collage, you will show what you have learned about culture and art from your research.





Some people use artistic languages to show their feelings. Some people make three-dimensional shapes with drawings, and others paint on flat surfaces with lines, colors, lights, shadows, and different perspectives.

How Will We Do It?

1. In small communities and being supportive, make a list in your notebook of the cultural or artistic expressions you have found in your community or other places you are interested in.
 - a) Choose the cultural or artistic language expression that interests you the most.
2. Write a work plan in your notebook. You can use the following diagram as a guide:



What We Need to Know

1. In communities, look for information to learn about cultural expressions, artistic expressions, and artistic elements or tools.
 - a) You can review *Nuestros saberes: Libro para alumnos, maestros y familia* and *Múltiples lenguajes. Tercer grado*, or consult the School Library, the Classroom Library, the public library, or with the help of an adult search on the internet.



- b) Write what you find out.

› Artistic expression:

› Art elements or tools:

2. In assembly, share what you have learned from your investigation. Remember to express any doubt or ideas that emerge from this search. These are some words you can use to talk about your findings: *looked for, investigated, learned, practiced, searched, checked*.



Review Verb To Be



Simple Present Tense With Verb To Be

We use the simple present tense with the verb *to be* to talk about feelings, descriptions, and states; to give information about a person, thing, or place in the present.

Simple Past Tense With Verb To Be

We use the simple past tense with the verb *to be* to talk about feelings, descriptions, and states; to give information about a person, thing, or place in the past.

Affirmative

| | | | |
|---|-------------------------------------|--|-------------|
| I | <i>am (I'm)</i> | I | <i>was</i> |
| He/she/it | <i>is (he's, she's, it's)</i> | He/she/it | <i>was</i> |
| We/you/they | <i>are (we're, you're, they're)</i> | We/you/they | <i>were</i> |
| Examples: I <i>am</i> a student. Ernesto <i>is</i> my English teacher. My friends <i>are</i> the best. | | Examples: I <i>was</i> hungry in the morning. The movie <i>was</i> fun. My shoes <i>were</i> dirty last week. | |

Negative

| | | | |
|---|-------------------------|--|---------------------------|
| I | <i>am not (I'm not)</i> | I | <i>was not (wasn't)</i> |
| He/she/it | <i>is not (isn't)</i> | He/she/it | <i>was not (wasn't)</i> |
| We/you/they | <i>are not (aren't)</i> | We/you/they | <i>were not (weren't)</i> |
| Examples: I <i>am not</i> sleepy. Linda <i>isn't</i> my friend. They <i>aren't</i> good at sports. | | Examples: I <i>wasn't</i> good at math. José <i>wasn't</i> my best friend. They <i>weren't</i> at school. | |



Interrogative and Short Answers

| | | | |
|----------------------------|--|-----------------------------|--|
| <i>Is</i> she happy? | Yes, she <i>is</i> . No, she <i>isn't</i> . | <i>Was</i> she happy? | Yes, she <i>was</i> . No, she <i>wasn't</i> . |
| <i>Is</i> he tired? | Yes, he <i>is</i> . No, he <i>isn't</i> . | <i>Was</i> he tired? | Yes, he <i>was</i> . No, he <i>wasn't</i> . |
| <i>Are</i> you nervous? | Yes, I <i>am</i> . No, I <i>am not</i> . | <i>Were</i> you nervous? | Yes, I <i>was</i> . No, I <i>wasn't</i> . |
| <i>Are</i> they at school? | Yes, they <i>are</i> . No, they <i>aren't</i> . | <i>Were</i> they at school? | Yes, they <i>were</i> . No, they <i>weren't</i> . |

1. Individually, complete the following sentences using the simple present tense or the simple past tense of the verb *to be*:



| Today | Yesterday |
|--|---|
| a) I _____ tired. (negative) | a) We _____ late. (negative) |
| b) He _____ hungry. | b) They _____ at school. |
| c) You _____ nice. | c) I _____ at the cinema. |
| d) He _____ funny. (negative) | d) You _____ at the supermarket. (negative) |
| e) They _____ eight years old. (negative) | e) She _____ at home. |

Answers: a) am not, b) is, c) are, d) is not, e) are not

Answers: a) were not, b) were, c) was, d) were not, e) was

2. Change these affirmative sentences into interrogative sentences:

a) He is my father.

f) They are at school.

b) I am British.

g) It is a big problem.

c) We are students.

h) You are older than me.

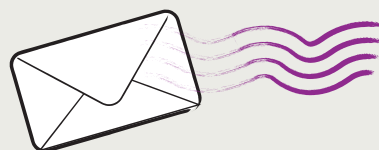
d) She is my teacher.

i) The books are ready.

e) He is 13 years old.

j) He is taller than me.

Answers: a) Is he my father? b) Am I British? c) Are we students? d) Is she my teacher? e) Is he 13 years old? f) Are they at school? g) Is it a big problem? h) Are you older than me? i) Are the books ready? j) Is he taller than me?



We Are Getting Close

1. In assembly, being supportive, and with the help of your teacher, look at your work plan and what you need to prepare to present your collage.



2. In small communities, do the following:
 - a) Search the meaning of the cultural or artistic expression you chose.
 - b) Explain what the cultural or artistic expression is, what it expresses, and which artistic language and resources are used in it.
 - c) Then, organize and write a simple description in English, in an Indigenous language, or in Braille. This text will help with your collage presentation.
 - d) With the help of your teacher, review any illustrations, images or texts you want to use, and apply any changes or corrections needed.



Marco Devin Reyes Ramos, CHIHUAHUA

3. Practice the presentation in front of your classroom community. If you can, practice with your family, too.

4. In assembly, share comments and ideas to make your presentations better. Answer these questions:

- a) What artistic language and artistic resources do you identify in your cultural or artistic expressions?
- b) How could you explore and find more information about the cultural or artistic expressions you chose?
- c) What are the topics presented in the cultural or artistic expression you chose?
- d) Which places could you visit or who could you ask to learn more about these topics?
- e) What's left to finish the project?



Miranda Macías Sánchez, SAN LUIS POTOSÍ

5. Agree on how to organize the presentation. Define the order to present your collages.

We Build

1. In small communities, being supportive, and with the help of your teacher, correct any mistakes in your small texts, if necessary.
2. Follow these steps to make your collage.
 - a) Choose images to illustrate it.
 - b) Get the materials you need: colored sheets of paper, scissors, glue, and anything else you want to decorate with, like stickers or markers.
 - c) Find a surface where you can put the images, like a big sheet of paper or a white cardboard sheet.





- d) Decide where to put your images before cutting or gluing them. Try different arrangements.
 - e) Cut your images when you're sure where you want them. You can make them look cool by cutting them into fun shapes.
 - f) Glue them, starting from the center to the edges. Try to avoid wrinkles.
 - g) Once you have glued all your images, add decorations like ribbons, stickers, or magazine cutouts.
 - h) Let your collage dry for at least an hour before you move it or hang it up.
3. In assembly, talk about the feedback you received during the practice to make your presentation better.
 4. Finally, share your work with your classmates.



We Refocus

1. Collectively, and being supportive, think about how things went and the problems you had during the creation process. You can use these questions as a guide:



- a) What has been the hardest part so far?
- b) How did you solve any problems you had during the project?
- c) Do you think you could have done something different to make it better? What would you change?
- d) Which part of your project was the most difficult and why?



2. Share your reflections about what you learned and what you enjoyed the most while developing your project.

- a) Listen carefully to what your classmates have to say about your work.
- b) Identify the elements that are missing in your project and to make the final version.



- c) If you want to, write your ideas or observations in pencil first, review them, and then add them to your project.
- d) Consider that it would be appropriate to show your work to your classmates as part of the experience.

Grammar

Review Other Verbs

Simple Present Tense

Simple Past Tense

Affirmative

For he/she/it you add an **-s** to the verb:

play → plays
work → works

Examples:

She **plays** a lot in class.
He **works** hard at school.

Regular Verbs

For most verbs, called *regular verbs*, the simple past tense is formed by adding **-ed** to the base form of the verb.

talk → **talked**
watch → **watched**

Additionally, for verbs that end in **-y** preceded by a consonant, we substitute the **-y** with **-ies**:

fly → **flies**
cry → **cries**

Examples:

It **flies** very high.
He **cries** when he is sad.

We add **-es** to verbs that end in **-ss**, **-x**, **-sh**, **-ch**:

pass → **passes**
fix → **fixes**

Examples:

He **passes** all the tests.
She **fixes** everything at home.

Examples:

She **talked** to him about it.
I **watched** that film last week.

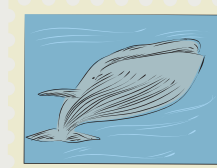
Irregular Verbs

However, there are also irregular verbs: They take a different form, which we need to learn.

drink → **drank**
sleep → **slept**
swim → **swam**

Examples:

I **drank** a glass of milk this morning.
She **slept** a lot last night.
My mom **swam** in that river two weeks ago.



Negative

subject + **don't/doesn't** + verb in base form + object/complement

| | |
|-------------|----------------------------|
| I | don't like art. |
| He/she/it | doesn't like pizza. |
| We/you/they | don't love dancing. |

subject + **didn't** + verb in base form + object/complement

| | |
|-------------|-----------------------------|
| I | didn't like art. |
| He/she/it | didn't sleep a lot. |
| We/you/they | didn't love dancing. |

Interrogative

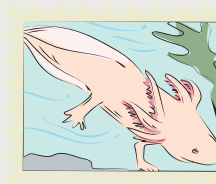
| <i>do/does</i> + subject + <i>verb in base form</i> + object/complement + ? | | | <i>did</i> + subject + <i>verb in base form</i> + object/complement + ? | | |
|---|--------------|-------------------------------|---|-------------|----------------------------|
| <i>Do</i> | I | <i>need</i> to buy something? | <i>Did</i> | I | <i>do</i> my homework? |
| <i>Does</i> | he/she/it | <i>play</i> chess? | <i>Did</i> | he/she/it | <i>give</i> you a present? |
| <i>Do</i> | we/you /they | <i>love</i> dancing? | <i>Did</i> | we/you/they | <i>finish</i> the reading? |

1. Individually, write the correct form of the verbs in parentheses. Pay attention to the time expressions when you choose between the simple present and the simple past tense!

- a) They _____ (spend) their holidays in France *last summer*.
- b) I *always* _____ (have) bread with my spaghetti.
- c) She _____ (be) with her grandma *yesterday*.
- d) Ben *often* _____ (talk) to me.
- e) They _____ (sit) in front of the computer *every day*.
- f) She _____ (have) dinner at 5:00 p.m. on *Saturdays*.
- g) They _____ (go) on vacation *two weeks ago*.
- h) Tomás *never* _____ (clean) his room.
- i) My cousin _____ (be) a famous artist.
- j) I *sometimes* _____ (walk) to the office.

Answers: a) spent, b) have, c) was, d) talks, e) sit, f) has, g) went, h) cleans, i) is, j) walk.

2. Complete the questions with the correct auxiliary: *do*, *does* or *did*.



- a) _____ he watch a film last night?
- b) _____ he help in the shop every Saturday?
- c) _____ they buy a new house in 2019?
- d) _____ they play volleyball every day?
- e) _____ she go to the office yesterday morning?
- f) Where _____ she go one hour ago?
- g) Why _____ you always wear red shoes?
- h) Where _____ he have breakfast on Sundays?

Answers: a) Did, b) Does, c) Did, d) Do, e) Did, f) Did, g) did, h) does

We Communicate

1. Collectively and being supportive, with the help of your teacher, organize your collages presentations.
 - a) Once everyone in your classroom community is in charge of a task, work together to finish it, and to show your collages.
 - b) Gather in communities to discuss ideas and plans, share your resources and tools, and help each other. It is important to review all the collages and give each other feedback. This will make your work better and ensure that everything will be ready for the presentation.
 - c) Prepare the presentation once your collages are ready. Choose posters, illustrations, pictures, or any other material that will be used.
 - d) Practice your presentation before the big day. Make sure everyone feels confident and ready.
 - e) Invite people from your community and your family to see your presentation.

2. The day of the presentation, take the following into consideration:



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- a) Use your notes, posters, and other resources you prepared for your presentation.
- b) Remember to speak calmly, clearly, and with a good voice tone, so everyone can understand you.
- c) With the help of your teacher, reflect on the obtained results and share them.

We Look Back to the Experience

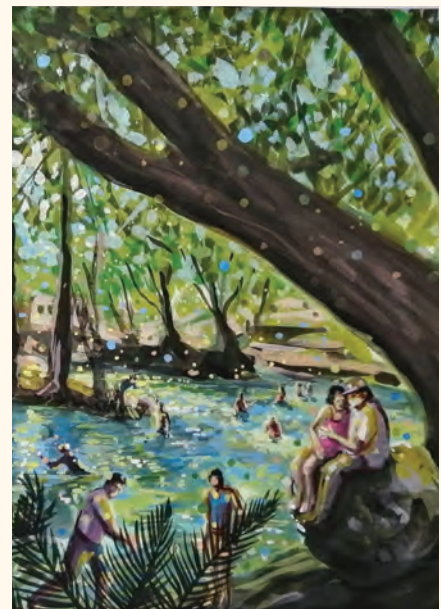
1. In community, being supportive, and with the help of your teacher, share your thoughts and opinions about the experience related to your project.

- a) What did you learn from this project?

- b) What activities did you do to learn these things?

- c) What we liked the most was...

- d) What we liked the least was...



Octavio Sánchez Oropeza, VERACRUZ

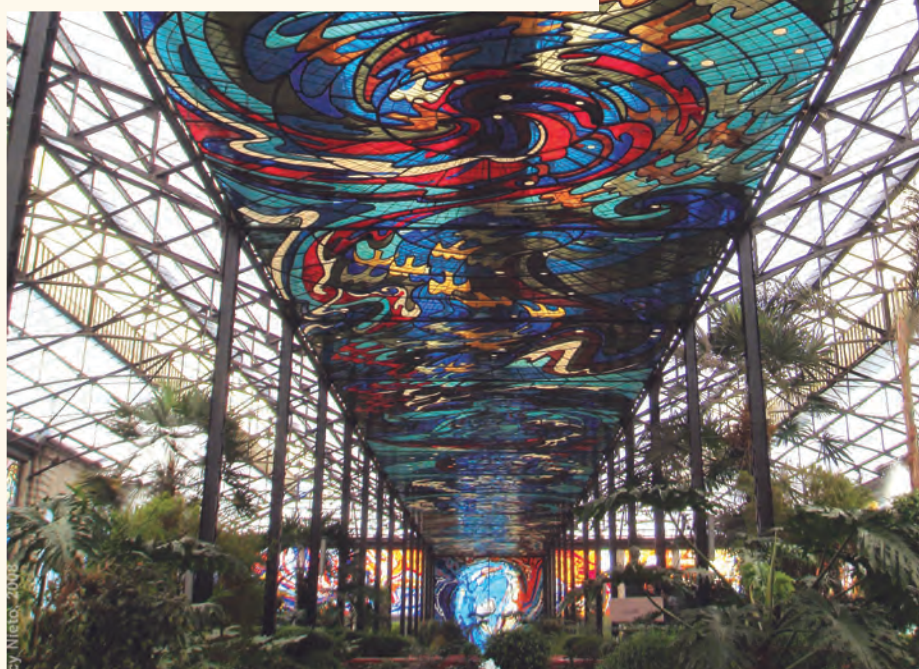


e) What I learned is/isn't useful because...

f) Do you think it's important to value and preserve our country's cultural and artistic expressions? Why?

g) What problems did you have while you worked on this project and how did you solve them?

2. Finally, write in your notebooks the assembly agreements reached by the community to show the collages about the cultural and artistic expressions from your communities or from other places. 🌸





Rhymes: What's the Deal, Banana Peel?

In this project, you will write a rhyme or song to share your life experiences, feelings, and hobbies with the rest of your school community. To do so, first you have to identify the use and characteristics of a rhyme. Then you can use your imagination to write your own song.

En este proyecto, escribirás una rima o canción para compartir tus experiencias de vida, lo que sientes y tus pasatiempos con la comunidad escolar. Para hacerlo, primero debes identificar el uso y las características de las rimas. Entonces, podrás usar tu imaginación para escribir tu propia canción.

What We Know

Have you ever listened to the same song over and over because it is played everywhere, so many times that you end up memorizing it, even if you don't like it or know what it says? Can you imagine what would happen if you wrote your own songs and people sang along to them at home or at a party? Well, maybe this is not so difficult. Would you like to join us on this adventure to unleash your musical talent?



Autor:

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Asesor Técnico Pedagógico

de la Zona Escolar núm. 099

SONORA

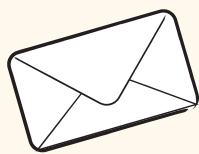
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1. As a community and with the help of your teacher, list on the board all the rhymes or songs that you like or that remind you of something or someone. For example, you can choose lullabies (songs to help you go to sleep), counting-out or hand-clapping rhymes (songs to play games to), or dance songs (songs to dance to).



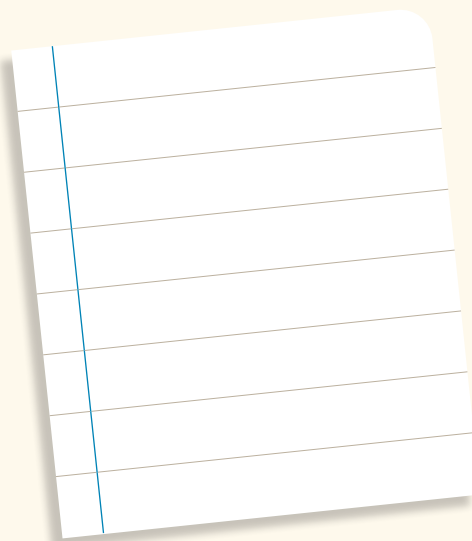
2. Once you have listed all the rhymes and songs, individually, without forgetting you are part of a community, choose the one you like the most.



- a) Write the lyrics to the song you've chosen in your notebook. This will be useful later on.
- b) Write a short reflection about it asking yourself the following question: What does this song remind me of?

3. Then, collectively, choose a comfortable place to sing these songs. It can be your classroom, the yard, or a green area in your school. When singing them, you can clap or dance if you want to.

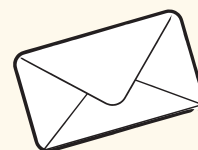
4. Sing the songs and focus on the singer's tone and its changes, and on the rhythm and rhymes.



5. Answer the following questions:



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a) What was your favorite song?

b) What songs did you already know?

c) What is the message of each song?

d) What did you feel while listening to them?

e) Who would you sing this song to? Why?

Hickory, Dickory, Dock
The mouse ran up the clock.
The clock struck one,
The mouse ran down,
Hickory, Dickory, Dock.

Three little monkeys jumping on the bed,
One fell down and bumped his head.
Mama called the doctor and the doctor said,
"No more monkeys jumping on the bed!"



Going To

| Form | Structure | Examples | Use |
|---------------|---|---|--|
| Affirmative | subject + <i>verb to be</i> + <i>going to</i> + <i>verb in base form</i> | <p>I <i>am going to walk</i> around the park.</p> <p>We <i>are going to work</i> in our project this afternoon.</p> | To talk about something that you have already planned, or when there is evidence in the present moment that indicates something will happen. |
| Negative | subject + <i>verb to be</i> + <i>not</i> + <i>going to</i> + <i>verb in base form</i> | <p>You are <i>not going to play</i> this morning.</p> <p>My father <i>is not going to pick me up</i> from school today.</p> | To refer to something that will not happen because a decision has been made or because there is evidence that indicates so. |
| Interrogative | <i>verb to be</i> + subject + <i>going to</i> + <i>verb in base form</i> + ? | <p><i>Is</i> Laura <i>going to eat</i> her lunch?</p> <p><i>Are</i> they <i>going to walk</i> home later?</p> | To find out if something will happen in the future or not. |

1. Individually, considering what you learned, complete the sentences with the verb *to be* + *going to*.

- a) Lucía _____ play basketball on Friday.
- b) I _____ visit my grandma next week.
- c) Juan _____ go to the park later.
- d) My parents _____ go to the cinema on Friday night.
- e) Peter _____ play video games with his friends.

Answers: a) is going to, b) am going to, c) is going to, d) are going to, e) is going to

2. Write the sentences in negative form.

- a) I _____ celebrate my birthday this weekend.
- b) Mom _____ cook tomorrow.
- c) We _____ eat pizza tonight.
- d) Martha _____ travel this summer.
- e) He _____ play soccer today.

Answers: a) am not going to, b) is not going to, c) are not going to, d) is not going to, e) is not going to

What We Will Do

You have probably heard these and other rhymes and songs even before you started to speak. You will be surprised to know that your mother or father have also listened to these songs since they were kids, and probably have passed them on to you because they are fun and easy to learn.



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And even though you surely know many of them, in this project the goal is to listen to them and sing other songs that you didn't know, as well as to get you to know their main characteristics, so that you can write your own songs and share them with the rest of your school community.

1. Individually, but without forgetting your classmates, conduct a survey with your family and friends, or, accompanied by an adult, with someone you know in your neighborhood. Use these questions as a guide:

- a) What children's songs do you know?
- b) Who taught them to you?
- c) What memories do you have of these songs?
- d) What is the message of these songs?

2. Remember to write the songs in your notebook so you can share the results of the survey with your classmates.



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How Will We Do It?

Now it's time to write your own song!

1. In community, look at the following organizer. It will help you understand each of the tasks you have to do.
 - a) If necessary, you can add other tasks if agreed upon collectively.
 - b) Ask your teacher for help whenever you have any questions.



2. Ask your teacher to help you to prepare an authorization letter to present the songs you have written.

3. With the help of your teacher, decide and write the details of the event.

| | |
|----------------------------------|--|
| Place | |
| Date and time | |
| Who will be invited? | |
| How will the songs be presented? | |

What We Need to Know

Now it is time to identify the information you need to create your own songs.

1. Form small communities to start your research. To obtain the information, you can search in your Classroom Library, School Library, public library, or on the internet.



2. To investigate, it is necessary to write a few questions. For example:
 - a) What is a song?
 - b) What are the elements of a song?
 - › Verses
 - › Rhyme
 - › Rhythm
 - c) What topics can you include in your songs?
 - d) What kind of messages do you want to convey in your songs?

3. Write in your notebook the results of your investigation so you don't miss important information.

Music has been with us for centuries and, even if we do not know how it appeared, what we know is that it is an important way to communicate our memories, feelings, ideas, and desires. Or, why not? It also helps us to have fun.

One of the most popular forms of music is the song. It's a musical composition whose main characteristics are:

- › It was created to be performed vocally by various types of artists: a vocalist, duet, trio, group, or choir.
- › It conveys a message.
- › It can be performed with musical instruments.

Rhyme is the repetition of the same or similar sounds after the last vowel or consonant. It means that in poems and songs rhymes are found in the last syllables of two or more lines.



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Poems are literary works that are usually written in verse. They follow certain rules or are written freely to express a particular way of seeing the world.



It is important to remember that songs have a defined structure, each one of them represents an original work and, like poems, they are written in verse.

Verses are formed with sentences or phrases that are written in each line.

4. Collectively, and with the help of your teacher, read the next fragment of a song.



Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.

Verse 1

Verse 2

Verse 3

Verse 4

Each of the lines in the song is a verse, and the set of two or more verses (which may or may not rhyme) forms a stanza. Each stanza ends with a period.

5. Collectively, with the help of the teacher, read the fragment of the following song:

Incy Wincy Spider

The Incy Wincy spider
Climbed up the waterspout,
Down came the rain,
And washed poor Incy out.

First stanza

Second stanza

Out came the sunshine,
And dried up all the rain,
So Incy Wincy spider
Climbed up the spout again.

Look at the end of each verse: It rhymes!



6. Individually, but without forgetting that you are part of a community, match the rhyming words with the help of your teacher. Follow the example.

bush

bell

moss

call

fill

hiss

pull

cuff

boss

huff

sell

push

bull

tall

sill

miss

Answers: bell-sell, moss-boss, call-tall, fill-sill, hiss-miss, pull-bull, cuff-huff

As you can see, rhyming is a lot of fun: All you have to do is put together words that sound similar.

7. In your notebook, with the help of your teacher, copy a short song and circle the rhyming words.

According to the sound that is repeated, there are three types of rhymes:

Perfect rhymes: Those in which both the vowel and the consonant sounds, from the last stressed vowel, are the same; that's why they are known as the *perfect rhyme*.

For example:

| This word... | rhymes with... | and it is a... |
|--------------|----------------|----------------|
| floor | door | perfect rhyme |
| lake | bake | |

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Consonant rhymes: Those in which the consonant sounds coincide at the end of the words, but have different vowel sounds; that is, they are not identical. For example: bed-bad.

| This word... | rhymes with... | and it is a... |
|--------------|----------------|-----------------|
| sock | back | consonant rhyme |
| ground | bond | |

Assonant rhymes: Those in which the vowel sounds coincide, starting from the last stressed vowel, but have different consonant sounds; that is, they are not grip. For example: meat-bean.

| This word... | rhymes with... | and it is a... |
|--------------|----------------|----------------|
| slow | road | assonant rhyme |
| high | kite | |
| far | yard | |

- Individually, and without forgetting that you are part of a community, identify the words that rhyme in the following poem. Mark them with the same color, according to the way they appear in each verse. Remember: It's the sound that counts, not the letters, but sometimes the letters are somehow similar too!

Rhythm is also called *harmony* and is produced through the repetition of words, rhymes, and intense or weak sounds of syllables that coincide between the verses of the poem. This gives musicality when reading a poem or singing a song and helps memorize it. That's exactly why it is so easy for you to remember the lyrics of all those songs that you wrote down in your notebook at the beginning of this project.

Five Little Flowers

Five little flowers growing in a row.
 The first one said, "I'm purple, you know."
 The second one said, "I'm pink as pink can be."
 The third one said, "I'm blue like the sea."
 The fourth one said, "I'm a very red fellow."
 The fifth one said, "My color is yellow."
 Then out came the sun, big and bright.
 And five little flowers smiled in delight.



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So far, you have seen that those who write poems or songs use the words in a creative way and, sometimes, these words may have another meaning according to the wordplay, sounds, or comparisons, which make them different from their common or literal form. This way of interpreting the meaning of words is known as *figurative language*.

And although the figurative meaning is widely used in poems and songs, it is important to say that, without a doubt, you have used it on more than one occasion, even if you haven't noticed it.

9. Individually, read the following sentences:
 - a) Yesterday's homework was a piece of cake.
 - b) We hit the nail on the head.
 - c) It runs like the wind.
 - d) I love you to the sun and back.

10. Collectively, answer the following questions:
 - a) What does each of those sentences mean?
 - b) In what situations can you use them?

Unlike figurative sense, literal sense avoids creating confusion and promotes the exact use of words with the meanings that everyone knows, so there is no doubt.



We Are Getting Close

Throughout this project, you have observed the use of various tools to create songs and poems, so now you are going to create your song.



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1. To start, individually, without forgetting that you are part of a community, answer the questions to create a guide to prepare the draft of your song.

- a) What theme do I want to talk about in my song?
 - › It can be about a specific situation or your best friend, family, or pet.
 - › Also consider themes such as love, respect, and solidarity, among others.

- b) How do I want to do it?
 - › If you are going to talk about something specific or more general. For example, if you choose to talk about your family's vacation, you could write who went along, where you went, what happened, and how you felt on that trip.



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- c) How long will my song be?

2. Do not worry so much about the final draft at this moment. You are going to have the opportunity to review and correct it later if you decide to do it.



We Build

1. Individually, but without forgetting that you are part of a community, reread your draft and make sure it is written in verse, it contains rhymes, and you use the figurative sense. Check your spelling, too.
2. Collectively, share your song with a partner to receive some suggestions. You will be surprised how much your classmates' recommendations may help you.
3. Individually, rewrite your draft. Include the suggestions that your classmates gave you and, finally, give your song the title you prefer.

.....
We always have to respect
each person's way of
expressing, even if it is
different from ours.
.....



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4. Collectively, and listening to the rest of the classroom community, suggest creative and fun ideas for the presentation of the songs you wrote. For example:
 - a) A concert
 - b) A festival
5. Invite your school community to make other artistic presentations.

Name your event!

6. Collectively and being supportive:

- a) Get or make some musical instruments or objects to produce some type of sound, such as containers, sticks, cans, or bottles filled with stones.
- b) Do several rehearsals to bring your song to life and have a lot of fun. Another option is to improvise. It will give you the opportunity to do things that you did not plan.



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- c) Finally, on a white or colored sheet of paper, make an invitation for the people you would like to see at your event, and give it to them.
- d) You can also create posters with the information you got in "How Will We Do It?" and put them in places where more students and teachers can see them.

We Refocus

- 1. Collectively, keeping in mind what you have done so far, sing your songs so that the school community can listen to them and give you suggestions to improve them.





2. Individually, but without forgetting that you are part of a community, follow the suggestions to create your final version. Make a neat copy and decorate it with magazine clippings, stickers, or any other material you have.

We Communicate

1. Collectively and being supportive, with the help of your teacher, present your work to your audience.
2. At the end of the presentation, ask your audience to respectfully tell you what they liked or what you can do to improve future presentations.

We Look Back to the Experience

1. Collectively and being supportive, review your experiences in this project. Make a circle, so that you can look at each other, and talk about the following questions:



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- a) What is a rhyme?
- b) What is figurative language?
- c) What could you improve in your songs?

2. Finally, write in your notebooks the assembly agreements reached by the community to have fun and spend very pleasant moments making rhymes and verses. 🌸



Other Jobs and Trades

Today, some jobs and trades are becoming increasingly rare. Although they seem to have been forgotten, many of them resist to disappear, either because they are **part of our traditions**, because they rely on artisanal work passed down from **generation to generation**, or simply because we still need the service they provide. Let's get to know some of them.



Knife Grinder (*afilador*)

This worker transforms his bicycle into a small workshop for sharpening knives, scissors, and other cutting instruments. Walking down the streets, he blows his cheerful whistle known as the **knife grinder's whistle** (a variant of the pan flute) to announce to potential customers that he is nearby.



Shoemaker (*zapatero*)

A shoemaker or cobbler **repairs** or **manufactures** shoes. The most frequently requested job in his workshop is **changing soles and heel caps**. Since many people currently wear tennis shoes and shoes made of synthetic materials, experienced cobblers have updated their **procedures** and **materials** in order to continue their trade and to be able to work even with this type of footwear.

Tire Repairer (*llantero*)

This worker **repairs flat tires** or tires damaged by potholes in the pavement. This is a highly **demanding** job, still a very relevant one. It qualifies as a trade because the repairing process is passed on from **master** to **apprentice**. Many workshops of this type still repair tires the **old-fashioned** way, that is, using **hand tools** instead of machines. To carry out this work, a good *llantero*, in addition to having the necessary basic knowledge, needs a lot of **strength and precision**, and **is not afraid** to get his hands dirty.



The trades described above offer repair or maintenance services for useful objects in our daily lives. However, there are other trades that involve activities that are more related to our traditions and customs. Check out the examples below.

Lucky Birder (*pajarero de la suerte*)

This craft, which is also passed down from generation to generation, entails training little birds to use their beaks to pull small pieces of paper out of a box. These pieces of paper contain phrases that tell a passerby's fortune or predict the future. These trainers or bird catchers, known as *pajareros*, can be found with their birdcages in parks, squares, and other public places, waiting for a curious person or a couple to come up looking to find out what the future holds for them.



Sweet Potato Vendor (*camotero*)

A *camotero* walks the streets pushing a **small cart**, often built by himself: a **mobile built-in wood-burning oven** where **sweet potatoes** and **plantains** cook as he walks, which are then dressed in **sugar** or **sweetened condensed milk**.

His presence is announced by the unique and loud out-of-tune flute sound, generated by the release of steam through a special valve. The town of **San Lorenzo Malacota**, a municipality of the State of **Morelos**, in **Mexico**, is famous for having large numbers of these vendors.





▲ Organ Grinder (*organillero*)

In their **khaki** uniforms, organ grinders or ***cilindreros*** walk along the streets carrying their heavy working instrument: a **portable organ** of **German** or **Austrian origin** in which sound is produced by a cylinder that plays notes when it rotates. Each cylinder, called a **barrel**, has pins that play a specific **tune**. Although it is difficult to update its repertoire since barrels are no longer manufactured, organ grinders' music is an important part of the **urban environment**. Curiously, legend has it that Pancho Villa always sought to have an organ grinder in his ranks to cheer the troops up during the Mexican Revolution, and that is why organ grinders wear such uniforms.

Do you know someone who performs any of these jobs or trades?
Would you like to practice any of them?



Going to in questions is used to ask about future plans or intentions.

1. Individually, read the following:

verb *to be* (*am/is/are*) + subject + *going to* + *base form of the verb* + object + time expression (optional) + ?

Examples:

Are you *going to visit* your family this summer?

Is he *going to play* video games on his vacations?

2. Write the words in the correct order to make questions using *going to*.

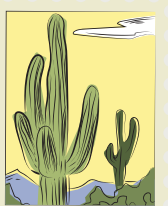
a) he / to / going / is / study / history / ?

b) going / the doctors / to / are / operate / ? / on you

c) the waiter / is / to / serve / ? / going / this dish

d) you / going / be / a photographer / are / to / ?

e) cook / the chef / going / to / is / Mexican food / ?



Answers: a) Is he going to study history? b) Are the doctors going to operate on you? c) Is the waiter going to serve this dish? d) Are you going to be a photographer? e) Is the chef going to cook Mexican food?

Writing

Individually, complete the following table with three questions about jobs and trades using *going to*. Follow the examples.

- Ask all the questions to two of your classmates.
- Write their names and their answers.

What Are You Going to Be When You Grow Up?

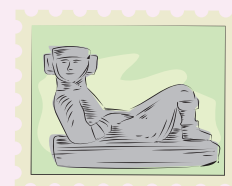
| Question | Name | Name |
|--|------|------|
| Are you going to be a chef? | | |
| Are you going to be a teacher? | | |
| Are you going to be a mechanic? | | |
| Are you going to become an artist? | | |
| Are you going to work in another city/country? | | |
| | | |
| | | |
| | | |

Speaking



In small communities, analyze the answers from the table in "Writing" and discuss the following questions:

- Which job or trade do you like best? Why?
- What are you going to do in that job?
Say five activities using *going to*.



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Si quieres revisar las referencias iconográficas, consulta los siguientes libros:

Múltiples lenguajes. Tercer grado

- » ¿A qué le tienes miedo?, **pp.** 12-15.
- » Billetes, **pp.** 48-51.
- » Cuerpos vivos/no vivos, **pp.** 76-79.
- » La flor de nochebuena, **pp.** 80-81.
- » Otros oficios, **pp.** 90-93.
- » Leonardo y las cabezas olmecas, **pp.** 98-101.
- » La leyenda de las enchiladas, **pp.** 102-103.
- » Lo único que quiero es ser una estrella, **pp.** 134-137.

Libro de proyectos de aula. Tercer grado

- » ¡Gotita a gotita, se acaba la agüita!, **pp.** 10-25.
- » Dime qué comes y te diré quién eres, **pp.** 42-57.

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- » ¡Viaja a través de la cultura y el arte!, **pp.** 58-73.
- » Creando/preparar alimentos sanos, **pp.** 132-149.
- » ¡Un pasado muy dulce que nos une está en peligro!, **pp.** 164-175.
- » ¡Uno, dos, tres, por mí y por toda mi familia!, **pp.** 234-245.
- » Siento, pienso, decido, **pp.** 294-311.

Libro de proyectos escolares. Tercer grado

- » El placer de aprender a través de un instructivo, **pp.** 26-39.
- » Las rimas, como el pan, con todo van, **pp.** 88-103.
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