

Campos Formativos



Ejes Articuladores



Libros de Texto 4°

Múltiples
Lenguajes 

Proyectos de
Aula 

Proyectos
Comunitarios 

Proyectos
Escolares 

Nuestros
saberes: 

Un libro sin recetas
para la maestra y el maestro 

Cartografía de
México y el mundo 

Nuestros saberes
México,
grandeza y diversidad 

Dilla' yell yoblhe
Projects and Readings 

Campo Formativo

Lenguajes



Ejes Articuladores

Interculturalidad
Crítica



Apropiación de las
culturas a través de la
lectura y la escritura.



Artes y Experiencias
Estéticas



Our Class Name Book

In this learning adventure, you will learn more about writing your name and how to spell it.

Additionally, you will create a collage and a Class Name Book, and you will also learn your classmates' names and their meanings.

En esta aventura de aprendizaje, aprenderás más sobre escribir tu nombre y cómo deletrearlo. Asimismo, crearás un *collage* y un Nombrario de la clase, y aprenderás los nombres de tus compañeros y sus significados.

A Class Name Book is a compilation of names and their meanings.

Collage is the technique of composing an artwork by gluing together a wide range of images.

PLANNING Let's Identify

1. Individually, being supportive and with the help of your teacher, write the alphabet in your notebook.
 - a) Write your name below the alphabet.
 - b) Circle the letters you need to spell your name.



To learn a song about the alphabet, watch the video "The Alphabet Is So Much Fun."



<https://bit.ly/45yWAe9>

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Libro de Español
"Proyectos de Aula"

Proyectos de
Aula

Pg. 21

Libro de Inglés "Projects and Readings"

Nooki ka imi jomeme
Projects and Readings

Pg. 12

Nooki ka imi jomeme
Projects and Readings

Proyectos de
Aula

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2. To keep learning about your name, create a collage.

For this activity, you need:

Materials

- Any kind of glue
- Blunt tip scissors
- A sheet of white paper
- Newspapers, magazines, or any recycled material with big letters and a design you like

Procedure

- a) Write your name at the top of the sheet of paper.
- b) With the help of your teacher, cut the letters you need to form your name from the newspapers or magazines.
- c) Paste the letters in the right order so they will spell your name.

Julia

jaula

Justiora

jabón

Jamaica

Jarra

3. In plenary, take turns to present your collages.

- a) Say your name loud and clear, and show your design to your classmates.
- b) Pay attention and listen to your classmates' names.

4. Once you have finished your presentations, in small communities, talk about the following:
 - a) How are your names similar?
 - b) Which names start with the same letter?

Escenario aula

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Para esta actividad necesitas:

Materiales

- Pegamento de cualquier tipo [blanco, engrudo u otro]
- Tijeras de punta redonda
- Una hoja blanca o reciclada
- Periódicos, revistas o cualquier material reciclado que contenga letras grandes y en un diseño que te guste

Procedimiento

- a) Escribe tu nombre al inicio de la hoja.
- b) Recorta de los periódicos, revistas u otro material las letras que necesitas para formar tu nombre; procura que sean de diferentes tamaños y colores.
- c) Pega las letras cuidando seguir el orden correcto para que se lea tu nombre.

Julia

jaula

Justiora

jabón

Jamaica

Jarra

3. En plenaria, presenten por turnos sus collages.

- a) Digan su nombre fuerte y claro, y muestren a todos su diseño.
- b) Escuchen y observen los nombres de sus compañeros.

4. Cuando todos hayan presentado sus trabajos, reúnanse en pequeñas comunidades y comenten lo siguiente:

- a) ¿En qué se parecen sus nombres?
- b) ¿Qué nombres empiezan igual?
- c) ¿Qué otras palabras comienzan con la letra de su nombre?



Procesos de Desarrollo de Aprendizajes

Cuarto Grado

Contenido	PDA	N° Proyecto
Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Pregunta y responde sobre cómo se siente y qué le emociona, mediante los lenguajes oral y escrito.	14, 17
	Interpreta textos y asocia su contenido a sensaciones, emociones, sentimientos e ideas propios y de otras personas.	3, 14, 15, 17
Textos orales y escritos en lengua inglesa	Comprende canciones y poemas sencillos con rima y los relaciona con experiencias y fantasías.	7
	Participa en la escritura colectiva de canciones y poemas sencillos con rima.	
	Escucha y participa de la lectura de cuentos.	4, 5, 6, 7, 11, 17, 18
	Reescribe colectivamente un cuento corto modificando sus elementos, y lo comparte.	11, 13
Manifestaciones culturales y artísticas.	Intercambia impresiones, gustos e intereses sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.	7, 10, 13
	Ejemplifica y describe elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa, como colores, formas, tamaños, materiales, sonidos, texturas.	3, 8, 9, 11
Entornos naturales y sociales.	Describe y comparte características físicas y de personalidad de integrantes de su familia.	9
	Describe y comparte algunas características de distintos entornos naturales y sociales, empleando convenciones sociales de uso cotidiano.	6, 8, 9, 14
	Enuncia y describe de manera sencilla actividades cotidianas en distintos entornos naturales y sociales.	2, 8, 10, 14, 16
Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Selecciona, comparte y dramatiza sus canciones favoritas en lengua inglesa.	15
	Participa en crucigramas, sopas de letras y otros juegos de mesa.	
	Reconoce y juega con onomatopeyas de la lengua inglesa.	
	Deletrea su nombre y el de sus pares.	
	Crea un instructivo sencillo a partir de un modelo.	1, 4, 12
Medios de difusión y comunicación.	Compara y contrasta anuncios y avisos publicitarios.	2
	Participa en la interpretación del lenguaje persuasivo empleado en anuncios y avisos publicitarios.	1
	Elabora un anuncio o aviso publicitario videograbado o escrito y con imágenes, para promocionar algún producto o servicio de su comunidad.	4, 13, 16
Información y datos relevantes para la comunidad.	Explora contextos en los que se emplean formularios que solicitan información personal.	3, 10
	Formula preguntas para obtener información personal.	1, 2, 3, 9, 10
	Llena formularios que solicitan información personal.	1, 2, 3, 9

Project	Book Pages	Proyecto En Español	Campo Formativo	Ejes Articuladores	Contenido	PDA	Skill/Theme	Activities/Project	Project Phases	Suggested Sessions
1. In Short, Let's Act Together for a Healthy Diet!	10 - 27 (18 pages)	Proyectos de Aulas "En resumen, actuemos por una alimentación saludable" Páginas: 34 - 49	Lenguajes	•Pensamiento crítico. •Vida saludable.	Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea un instructivo sencillo a partir de un modelo.	•Grammar: Have/Has to, Need to, Want to. •Reading: Comprehension. •Vocabulary: Cooking verbs.	•Purpose: Explore the contents of informative texts, identify the relationship between the written text and boxes, tables, and graphs included in them. Explain the main ideas of a text in your own words, use question and exclamation marks properly, and check gender and number agreement. •Read a text and answer some questions about it in the NB. •Circle the kind of food you eat. •Draw a chart on the board to see if you eat healthy or unhealthy food. •Read a newspaper headline, then discuss some questions. •Read a brochure about information and the importance of eating healthy food. •Grammar: Unscramble the sentences •Reading: Match the sentences with a line. •Listening: Listen to the video and answer True or False. •Vocabulary: Look up the cooking verbs on the internet and draw in your notebook. •Make a planner for your project (see page 19). •Write in the NB a diagram of Summary. •Write in your notebook some questions to help your classmates have a healthy diet. Investigate what foods are produced in your region and which ones can be used to improve eating habits in your community. •Make a draft of your brochure (see page 23). •Project: Make a brochure to convince others of the importance of good nutrition. Give copies of your brochure to distribute to your family, school and community members.	1. What We Know (page 10). 2. What We Will Do (page 14). 3. How Will We Do It (page 15). 4. What We Need To Know (page 20). 5. We Are Getting Close (page 21). 6. We Build (page 25). 7. We Reflect (page 25). 8. We Communicate (page 26). 9. We Look Back to the Experience (page 27).	9
					Medios de difusión y comunicación.	Participa en la interpretación del lenguaje persuasivo empleado en anuncios y avisos publicitarios.				
					Información y datos relevantes para la comunidad.	Formula preguntas para obtener información personal.				
						Llena formularios que solicitan información personal.				
2. Puzzle Shuffle: Dividing the Eatwell Plate	28 - 49 (22 pages)	Proyectos de Aulas. "Rompecabezas: traccionando el Plato del Buen Comer" Páginas: 154 - 173	•Saberes y pensamiento científico	•Pensamiento crítico. •Interculturalidad crítica. •Vida saludable. •Arte y experiencias estéticas.	Información y datos relevantes para la comunidad.	Formula preguntas para obtener información personal.	•Grammar: How Much / Would Like - Would Like To. •Speaking: Use of How much, would like /would like to.	•Purpose: Talk about your personal eating habits and how you can improve them. Create an Eatwell Plate Puzzle •Read a text. Complete the chart of the foods that you eat the most. •Discuss and answer some questions page 30. •Experiment: Explore some foods that contain starch, fats, or proteins. •Grammar: Use a lot of a little to answer the questions. / Use a few or a lot to answer the questions. / Answer the following questions with a lot or a little. / Write what you want to change to be healthier using would like or would like to. •Create a Food Diary on a poster in which you'll record all the foods you eat. •Share your Food Diary and answer some questions. •Conduct a survey in your school community and write the answers in the NB. •Research more about healthy food. Organize the information about "What Do Foods Contain?", draw your results in the diagram. Complete the table of "What Foods Do You Eat the Most?" •Using the information you wrote in the chart of "What Foods Do You Eat the Most?", show the amounts as fractions in your notebook. •Project: Eat Well Plate. •Speaking: Practice the dialogue with a partner.	1. Our Community Wisdom (page 28). 2. Let's Find Out (page 31). 3. Let's Understand (page 41). 4. Let's Socialize and Implement (page 45). Let's Reflect on Our Learning (page 49).	9
						Llena formularios que solicitan información personal.				
					Entornos naturales y sociales.	Enuncia y describe de manera sencilla actividades cotidianas en distintos entornos naturales y sociales.				
					Medios de difusión y comunicación.	Compara y contrasta anuncios y avisos publicitarios.				
3.The Secret Formula	50 - 65 (16 pages)	Proyectos Comunitarios. "La fórmula secreta" Páginas: 40 - 49	Lenguajes	•Pensamiento crítico. •Interculturalidad crítica. •Apreciación de las culturas a través de lectura y la escritura.	Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Interpreta textos y asocia su contenido a sensaciones, emociones, sentimientos e ideas propios y de otras personas.	•Vocabulary: Diseases (headache, stomachache, sore throat, a cold, a cough, fever). •Speaking: Discussion and asking. •Grammar: Verbs.	•Purpose: Organize an Ancestral Medicine Fair and conduct interviews. •Discuss what you know and complete the diagram. •Get some stones and paint on them the medicinal plants you know. •Project: Organize the Ancestral Medicine Fair. Gather information to create a mural. Carry out interviews in the community. Collect medicinal plants in the community. Write various texts about ancestral medicine and medicinal plants. Prepare essays and presentations at the fair. •Create a map showing the location and distribution of the stalls and the materials you will use at the Ancestral Medicine Fair. Consider the process page 57. •Create a recipe book of medicinal plants on your community. See the process page 58. •Read and select the statements that you consider the most accurate about the experience of holding an Ancestral Medicine Fair. (see page 59). •Vocabulary: Match the pictures with the correct disease. / Ask friends, parents, etc., how often they had those health problems during the last month. •Speaking: Discuss the next questions of Rodrigo's story. / Ask your parents, relatives, or members of your community about remedies and complete the table. •Grammar: Underline the verbs of each sentence / Complete the sentences with the correct verb	1. What We Know (page 50). 2. What We Will Do (page 51). 3. How Will We Do It (page 52). 4. What We Need To Know (page 52). 5. We Are Getting Close (page 56). 6. We Build (page 57). 7. We Reflect (page 58). 8. We Communicate (page 58). 9. We Look Back to the Experience (page 59).	9
					Información y datos relevantes para la comunidad.	Formula preguntas para obtener información personal.				
						Llena formularios que solicitan información personal.				
					Manifestaciones culturales y artísticas.	Ejemplifica y describe elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa, como colores, formas, tamaños, materiales, sonidos, texturas.				
4. Hygiene, Your Best Pal!	66 - 81 (16 pages)	Proyectos Escolares "La higiene, tu mejor aliado" Páginas: 334 - 351	•De lo Humano y lo Comunitario	•Pensamiento crítico. •Igualdad de género. •Vida saludable.	Textos orales y escritos en lengua inglesa.	Escucha y participa de la lectura de cuentos.	•Grammar: Should and Shouldn't.	•Purpose: Identify the importance of hygiene through a campaign. Create a brochure providing information on hygiene. •Read the tale "The Piggy that Learned the Most Important Lesson" and answer some questions. •Grammar: Present should and shouldn't. •Read a text and answer some questions. •Illustrate and write 3 habits that are helpful to keep a good health and hygiene. •Investigate what diseases you could get if you don't practice good hygiene habits and organize the information in the NB using the chart. •Project: Create a brochure. •Draw in your notebook a hygiene habit that you need to improve, which you are committed to put into practice to have a healthy life. (complete the chart). •Grammar: Illustrate in your notebook the problems page 81 and write 2 sentences giving advice to solve each one using should/shouldn't. Practice a conversation.	1. Starting Point (page 66). 2. Let's Identify the Needs to Determine the Services (page 71). 3. Let's Organize the Activities (page 75). 4. Creativity On (page 77). 5. Let's Assess and Share Our Achievements (page 79).	9
					Medios de difusión y comunicación.	Elabora un anuncio o aviso publicitario grabado o escrito y con imágenes, para promocionar algún producto o servicio de su comunidad.				
					Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea un instructivo sencillo a partir de un modelo.				
5. The Amazing World of Spiders	82 - 87 (6 pages)	Múltiples Lenguajes "Las Arañas" Páginas: 10 - 13	Lenguajes •Saberes y pensamiento científico •Ética, naturaleza y sociedades	•Pensamiento crítico. •Vida saludable.	Textos orales y escritos en lengua inglesa.	Escucha y participa de la lectura de cuentos.	•Vocabulary: Plague, treatment, prey, harmful, fever. •Speaking: Sharing thoughts. •Grammar: Comparatives (-er) and Superlatives (-est).	•Read a text about the amazing world of Spiders. •Vocabulary: Complete the sentences with the vocabulary words. •Speaking: Read the questions and share your thoughts. •Grammar: Complete the chart with the comparative and superlative forms of the given adjectives. / Complete the following sentences with the correct form of the adjectives.	N/A	12
6. Sumidero Canyon National Park	88 -95 (8 pages)	Múltiples Lenguajes "Cañon del Sumidero" Páginas: 16 - 21	Lenguajes •Saberes y pensamiento científico •Ética, naturaleza y sociedades	•Pensamiento crítico. •Vida saludable.	Entornos naturales y sociales.	Describe y comparte algunas características de distintos entornos naturales y sociales, empleando convenciones sociales de uso cotidiano.	•Vocabulary: Deepest, longest, widest. •Grammar: Comparative (more) and Superlative (most).	•Read a text about Sumidero Canyon National Park. •Vocabulary: Do some research to find out which are the deepest, longest, and widest canyons in the world. Write them down. •Grammar: Complete the sentences with more or the most.	N/A	9
					Textos orales y escritos en lengua inglesa.	Escucha y participa de la lectura de cuentos.				
7. 261	96 -103 (8 pages)	Múltiples Lenguajes "261" Páginas: 106 - 109	Lenguajes •Ética, naturaleza y sociedades	•Inclusión. •Igualdad de género. •Vida saludable.	Manifestaciones culturales y artísticas.	Intercambia impresiones, gustos e intereses sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.	•Vocabulary: Catch, bounce, dribble, jump, kick, lift, play, row, run, serve, shoot, spin, stretch, throw. •Grammar: Past Progressive. •Listening: Identifying Past Progressive in a song. •Reading: Identify Past Progressive. •Speaking: Discuss what you and your family do.	•Read a text. •Vocabulary: Play charades with the vocabulary words. •Listening: Sing the song and identify the past progressive verbs. Play a video by following the QRlink. •Reading: Read the text and underline the past progressive forms. •Grammar: Complete the sentences using the past progressive tense. •Speaking: Tell each other what you and your family were doing in the morning.	N/A	9
					Textos orales y escritos en lengua inglesa.	Comprende canciones y poemas sencillos con rima y los relaciona con experiencias y fantasías.				
						Escucha y participa de la lectura de cuentos.				

8. The Basic Needs of Today and Yesterday	104 -115 (12 pages)	Proyectos Escolares "Las necesidades básicas de hoy y de ayer" Páginas: 206 - 219	•Ética, naturaleza y sociedades	•Inclusión. •Pensamiento crítico. •Interculturalidad crítica. •Artes y experiencias estéticas.	Manifestaciones culturales y artísticas.	Ejemplifica y describe elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa, como colores, formas, tamaños, materiales, sonidos y texturas.	-Grammar: Past Continuous.	•Purpose: Create a museum exhibition with the school community. •Read the text and discuss the questions. •Grammar: Complete the questions. •Read a text and in assembly being supportive brainstorm. (see page 107 and 108). •Complete the table of Historical Period. •Project: Create the museum exhibition. •Present the exhibition. •Fill a in the chart with your thoughts about what you did and learned during this adventure.	1. Let's Introduce (page 104). 2. Let's Collect (page 107). 3. Let's Spot the Issue (page 110). 4. Let's Organize the Experience (page 111). 5. Let's Live the Experience (page 112). 6. Let's Assess the Experience (page 115).	12
					Entornos naturales y sociales.	Describe y comparte algunas características de distintos entornos naturales y sociales, empleando convenciones sociales de uso cotidiano.				
						Enuncia y describe de manera sencilla actividades cotidianas en distintos entornos naturales y sociales.				
9. A Journey Through Time	116 -135 (20 pages)	Proyectos de Aula "Un viaje a través del tiempo" Páginas: 80 - 95	•Lenguajes	•Pensamiento crítico. •Igualdad de género. •Apropiación de las culturas a través de lectura y la escritura. •Artes y experiencias estéticas.	Información y datos relevantes para la comunidad.	Formula preguntas para obtener información personal. Llena formularios que solicitan información personal.	-Grammar: Simple Past Tense Wh-Questions: What did / Could / Who was. -Reading: Comprehension and use of who was.	•Purpose: Create an album entitled A Journey to the Instruments and Objects From the Past and the Present. Compare the role of women and men in different times and value the importance of gender equality. Write a letter to your future self, explaining what you have learned in this project. •Identify the tense in which the underlined verbs in the text are conjugated. •Write in the table the tenses (past, present, or future) that match each type of thought. •Identify the verb tense of each sentence and write it. •Reading: Read the text and answer the questions. Create questions with wh/whas. •Look at some picture pg. 120 and identify what is happening in them. Discuss some questions. •Project: Create an album entitled "A Journey to the Instruments and Objects From the Past and the Present." Write a letter to your future self about any of the following topics. •Grammar: Answer some questions in your notebook using short answers (use could and couldn't). •Get some information, go to the school library or other sources. See page 124 to 125. •Invite a grandmother, a grandfather or an older adult to your classroom and ask them to tell you a family story. •Make a mind map about the main ideas of what was presented. •Copy the comparative chart in your notebook to write the coincidences you found in the narrations of the family stories. •Grammar: Teacher presents the use of wh/whas. •Reading: Read a text about Discovering Mexico's History, then create 4 questions starting with wh/whas. •Choose one of the topics discussed in the debate and register on a card (see page 132). •Write the final version of the letter of your future about any topic (see page 133), create the album. •Present your album and your letter in your classroom. •Draw an invention that you will probably be able to use in the future and write it.	1. What We Know (page 117). 2. What We Will Do (page 120). 3. How Will We Do It (page 122). 4. What We Need to Know (page 124). 5. We Are Getting Close (page 126). 6. We Build (page 131). 7. We Refocus (page 133). 8. We Communicate (page 134). 9. We Look Back to the Experience (page 134).	12
					Entornos naturales y sociales.	Describe y comparte características físicas y de personalidad de integrantes de su familia.				
						Describe y comparte algunas características de distintos entornos naturales y sociales, empleando convenciones sociales de uso cotidiano.				
10. Professions and Trades Do Not Have Gender	136 -153 (18 pages)	Proyectos Escolares "Las profesiones y los oficios no tienen género" Páginas: 26 - 43	•Lenguajes	•Inclusión. •Pensamiento crítico. •Igualdad de género. •Apropiación de las culturas a través de lectura y la escritura.	Información y datos relevantes para la comunidad.	Formula preguntas para obtener información personal. Explora contextos en los que se emplean formularios que solicitan información personal.	-Vocabulary: Professions. -Grammar: Defining Relative Clauses.	•Purpose: Reflect on professions and trades where people can choose to build a career path in. Prepare a presentation that will allow you to share everything you discovered. •Look at the infographic, discuss the information and answer the questions. •Unscramble the sentences to write them in the correct order. •Draw professions and trades in your community. •Vocabulary: Write the name of the profession on the line under the picture. •Grammar: Put the words in order to make sentences. Write them in your notebook. Combine the sentences with a relative clause. Use the relative pronouns who and that. Draw a line to match the professions and write sentences using defining relative clauses (using who and that). •Organize your project, see page 142 to 143. Prepare an action plan to make your presentation. •Observe, analyze the infographic of Professional per Gender and answer the questions. Organize the results in a chart. •Project: Prepare a presentation with everything that you learned. •Make a drawing that represents your emotions during the presentation.	1. Its Time (page 136). 2. What We Will Do (page 142). 3. How Will We Do It (page 143). 4. What We Need to Know (page 144). 5. We Are Getting Close (page 147). 6. We Build (page 149). 7. We Refocus (page 151). 8. We Communicate (page 152). 9. We Look Back to the Experience (page 152).	9
					Manifestaciones culturales y artísticas.	Intercambia impresiones, gustos e intereses sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.				
					Entornos naturales y sociales.	Enuncia y describe de manera sencilla actividades cotidianas en distintos entornos naturales y sociales.				
11. Tell Me Your Story and Let Your Imagination Fly	154 -169 (16 pages)	Proyectos Comunitarios. "Cuéntame tu historia y pon a volar tu imaginación" Páginas: 96 - 107	•Lenguajes	•Inclusión. •Pensamiento crítico. •Apropiación de las culturas a través de lectura y la escritura. •Artes y experiencias estéticas.	Manifestaciones culturales y artísticas.	Ejemplifica y describe elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa, como colores, formas, tamaños, materiales, sonidos, texturas.	-Grammar: Wh-Questions.	•Purpose: Transform stories and characters that are part of the legends and myths into a theatrical script and bring them to life in a performance. •Read the text and discuss some questions about stories in your family, community, region or country. •Read a text, observe the picture and describe it. •Grammar: Using the question word in parentheses, write the questions for the sentences in your notebook. •Organize your project, Plan it. See chart on page 158 and 159. •Read the story (The Lost Puppy) and pay attention to the way it is written. •Project: Create your theatrical script. •Research the different characteristics of a theater text and fill in a chart. •Make a survey among some of the people who attended the presentation for your play to know their impressions (see questions page 168).	1. What We Know (page 155). 2. What We Will Do (page 157). 3. How Will We Do It (page 158). 4. What We Need to Know (page 160). 5. We Are Getting Close (page164). 6. We Build (page 166). 7. We Refocus (page 166). 8. We Communicate (page 168). 9. We Look Back to the Experience (page 169).	12
					Textos orales y escritos en lengua inglesa.	Escucha y participa de la lectura de cuentos.				
						Reescribe colectivamente un cuento corto modificando sus elementos, y lo comparte.				
12. Don't Lose Your Wits, Better Read the Instructions!	170 -183 (14 pages)	Proyectos Escolares "No pierdas el tino, mejor lee el instructivo" Páginas: 44 - 55	•Lenguajes	•Pensamiento crítico. •Interculturalidad crítica. •Apropiación de las culturas a través de lectura y la escritura.	Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Creo un instructivo sencillo a partir de un modelo.	-Vocabulary: Ingredients, steps, rules. -Grammar: Imperative.	•Purpose: To know the difference between a regulation, a recipe, and an instruction manual. You will also learn the verb form used in these types of texts. •Vocabulary: Unscramble the word. Look at the words in the box. Write them next to the related text type. •Look at the pictures, read the texts and answer the questions. •Project: Make your own instruction manual. •Complete the information specifying the kind of text you will write, the materials you will use, and the activities you will perform according to the job you chose. •According with the chart presented in your book page 176, copy the verbs in blue in your notebook, discuss what they mean and write the meanings. •Grammar: Choose the correct form of the verbs in parentheses and write it on the line. Write the imperative sentences for the given situations. Find and correct the mistakes. •Discuss and answer the questions.	1. What We Know (page 170). 2. What We Will Do (page 172). 3. How Will We Do It (page 173). 4. What We Need To Know (page 173). 5. We Are Getting Close (page 180). 6. We Build (page 181). 7. We Refocus (page 182). 8. We Communicate (page 183). 9. We Look Back to the Experience (page 183).	12
					Textos orales y escritos en lengua inglesa.	Reescribe colectivamente un cuento corto modificando sus elementos, y lo comparte.				
					Manifestaciones culturales y artísticas.	Intercambia impresiones, gustos e intereses sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.				
13. Life in Colors is More Beautiful!	184 -197 (14 pages)	Proyectos de Aula "La vida con colores es más bella" Páginas: 110 - 121	•Lenguajes	•Pensamiento crítico. •Apropiación de las culturas a través de lectura y la escritura. •Artes y experiencias estéticas.	Manifestaciones culturales y artísticas.	Intercambia impresiones, gustos e intereses sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.	-Grammar: Must/mustn't.	•Purpose: Learn about discrimination. Create a short film or present a puppet show in connection with it. •Read the text, look at the sequence of images and answer the questions. •See a puppet show about discrimination. You can find it with the QRlink on your book. •Grammar: Tick ✓ on the activities you must do and cross X the activities you mustn't do. Rewrite the situations using the structure subject + must/mustn't + verb + complement. •Exchange ideas to make a chronogram. Follow example or choose a different (see page 188 to 189). •Complete the chart RWL: know, what we want to know, and what we learned. •Choose an aspect to investigate on the topic of discrimination. Consider some suggestions page 190. Complete a chart. •Write the story draft based on a problem-solution structure. (include: background, problem, reflection and suggested solution). •Plan the performance of your story, organize the elements of the film or puppet show. •Project: Create a short film or present a puppet show. •Invite ss from different grades and their families to your presentation.	1. What We Know (page 184). 2. What We Will Do (page 186). 3. How Will We Do It (page 187). 4. What We Need To Know (page 188). 5. We Are Getting Close (page 191). 6. We Build (page 193). 7. We Refocus (page 195). 8. We Communicate (page 196). 9. We Look Back to the Experience (page 197).	12
					Medios de difusión y comunicación.	Elabora un anuncio o aviso publicitario grabado o escrito y con imágenes, para promocionar algún producto o servicio de su comunidad.				

14. Conflict Detectives	198 - 207 (10 pages)	Proyectos de Aula "Detectives del Conflicto" Páginas: 246 - 255	Ética, naturaleza y sociedades	•Pensamiento crítico.	Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Pregunta y responde sobre cómo se siente y qué le emociona, mediante los lenguajes oral y escrito.	•Writing: Write about a specific topic or theme. •Grammar: Infinitive of Purpose: to + infinitive. •Vocabulary: Decalogue.	•Purpose: Find the causes of the conflicts that you can see in the classroom and propose ways to solve them through the Decalogue for Conflict Resolution. •Read a text and answer some questions. (What happened in the image? How would you feel?). •Read a text, complete a chart. •Writing: Write in the NB the importance of knowing how to recognize and manage emotions during a conflict. •Grammar: Circle the correct answers. •Vocabulary: Find out what a decalogue is and write its meaning. •Project: Elaborate the Decalogue for Conflict Resolution. •Talk about the process of making the decalogue and explain how emotions, dialogue and mediation intervene in the resolution conflicts. •Hang it on a visible place in the classroom. So, you can refer to it any time you face a conflict situation.	1. Let's Introduce (page 198). 2. Let's Collect (page 199). 3. Let's Spot the Issue (page 202). 4. Let's Organize the Experience (page 203). 5. Let's Live the Experience (page 204). 6. Let's Assess the Experience (page 206).	12
					Entornos naturales y sociales.	Describe y comparte algunas características de distintos entornos naturales y sociales, empleando convenciones sociales de uso cotidiano.				
						Enuncia y describe de manera sencilla actividades cotidianas en distintos entornos naturales y sociales.				
15. Let's Do Theater Workshops!	208 - 219 (12 pages)	Proyectos Escolares "¡Juguemos talleres de teatro!" Páginas: 92 - 105	•Lenguajes	•Pensamiento crítico.	Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Interpreta textos y asocia su contenido a sensaciones, emociones, sentimientos e ideas propios y de otras personas.	•Vocabulary: Drama, actors, dialogue, scene, setting, narrator, stage directions. •Grammar: Have to / Has to.	•Purpose: Perform dramatized readings and play characters with your body. Read and write theater scripts and act in a play. •Read a text and answer some questions. •Vocabulary: Complete the following sentences with the vocabulary words from the box. •Grammar: Complete the chart of Areas Requiring Improvement and What They Need. •Give opinions and argue about problems or topics of interest with the intention of reaching an agreement. (Complete the chart "Problems you Want to Solve"). •Project: Prepare a theater script. •Grammar: Complete the sentences using have to/has to. •Read a script "Water is No Longer Flowing", complete a chart (Elements of the Theatrical Performance). •Search for more information if you need, identify actions with the help of a table page 217. •Present the plays to the school community with the help of your teacher.	1. What We Know (page 184). 2. What We Will Do (page 186). 3. How Will We Do It (page 187). 4. What We Need to Know (page 189). 5. We Are Getting Close (page 191). 6. We Build (page 193). 7. We Refocus (page 195). 8. We Communicate (page 196). 9. We Look Back to the Experience (pg 197).	12
					Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Selecciona, comparte y dramatiza sus canciones favoritas en lengua inglesa.				
16. Changes on the Ecosystems	220 - 229 (9 pages)	Proyectos Escolares "Los cambios en los Ecosistemas" Páginas: 198 - 207	Ética, naturaleza y sociedades	•Inclusión. •Pensamiento crítico. •Interculturalidad crítica. •Vida saludable.	Entornos naturales y sociales.	Enuncia y describe de manera sencilla actividades cotidianas en distintos entornos naturales y sociales.	•Vocabulary: Population growth, drought, biodiversity, endangered species, climate change. •Grammar: Future Tense Will. •Writing: Write about a specific topic or theme using will.	•Purpose: Learn about global warming and how to make predictions about the future. •Read the text and answer the questions. •Vocabulary: Match the pictures with their definitions using different colors. •Investigate about ecosystems and answer the questions. •Grammar: Complete the sentences using these verbs. Then, write two more sentences using will. •Consult the map of the forestry land-use change. Share your points of view about it and reflect. •Project: Plant seedlings. •Make posters with some cardboard to inform your school about the progress of the project. •Invite the school community to see the seedlings you have planted and use your posters to explain all the process. •Writing: Write three sentences about how your actions will help prevent climate change.	1. Let's Introduce (page 220). 2. Let's Collect (page 222). 3. Let's Spot the Issue (page 224). 4. Let's Organize the Experience (page 224). 5. Let's Live the Experience (page 225). 6. Let's Assess the Experience (page 228).	9
					Medios de difusión y comunicación.	Elabora un anuncio o aviso publicitario grabado o escrito y con imágenes, para promocionar algún producto o servicio de su comunidad.				
17. Clothesline of Emotions and Decisions	230 - 241 (12 pages)	Proyectos de Aula "Tendidos de Emociones y decisiones" Páginas: 340 - 351	De lo Humano y lo Comunitario	•Pensamiento crítico. •Interculturalidad crítica. •Vida saludable.	Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Pregunta y responde sobre cómo se siente y qué le emociona, mediante los lenguajes oral y escrito.	•Grammar: Questions with Simple Future Tense. •Writing: Write questions using Simple Future Tense.	•Purpose: Identify how understanding your feelings can help you to make decisions. Organize a Clothesline of Emotions and Decisions. •Read a text about the project. Answer some questions. •Discuss what you have heard, lived, read or observed about emotions at home, school or in the community where you live. •Identify situations in which you felt some emotion, write and draw it. Share it where everyone can see them. •Discuss and choose one of the emotions you consider difficult. Then, read a text "Jaime's Attitude". After that, answer some questions. •Project: Make a Clothesline of Emotions and Decisions using different art forms (painting, poetry, dance, photography, and music). •Decide how you will invite the school community to see your clothesline. •Grammar: Put the words in the correct order to make questions. Complete the sentences using the verbs in parentheses in simple future tense. Write the questions for the sentences. •Writing: Write 5 questions in your notebook that you would like to ask someone from the future.	1. Starting Point (page 230). 2. Let's Identify the Needs to Determine the Services (page 233). 3. Let's Organize the Activities (page 235). 4. Creativity On (page 237). 5. Let's Assess and Share Our Achievements (page 241).	12
					Textos orales y escritos en lengua inglesa.	Escucha y participa de la lectura de cuentos.				
18. Xilita, a Magical Garden	242 - 247 (6 pages)	Múltiples Lenguajes "Xilita, un jardín mágico" Páginas: 34 - 37	•Lenguajes •De lo Humano y lo Comunitario Ética, naturaleza y sociedades.	•Interculturalidad crítica. •Apropiación de las culturas a través de lectura y la escritura. •Arte y experiencias estéticas.	Textos orales y escritos en lengua inglesa.	Escucha y participa de la lectura de cuentos.	•Reading: Comprehension. •Speaking: Discuss and answer questions about the topic. •Grammar: Present Perfect. •Writing: Create a story.	•Read the text "Xilita, a Magical Garden" and reflect on it. •Reading: Read the conversation between two kids at school and answer the questions. •Speaking: Discuss and answer the following questions. •Grammar: Complete the exercise using the present perfect tense. •Writing: Read the text, underline the sentences where the present perfect tense is used and create a story by changing what you underlined.	N/A	9