

Kawintaláb axi píl ti tál

Projects and Readings



Nidia Alejandra Hernández Hernández, CIUDAD DE MÉXICO

FIFTH GRADE



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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. *Kawintaláb axi píl ti tál. Projects and Readings. Fifth 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.

Kawintaláb axi píl ti tál. Projects and Readings. Fifth 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.

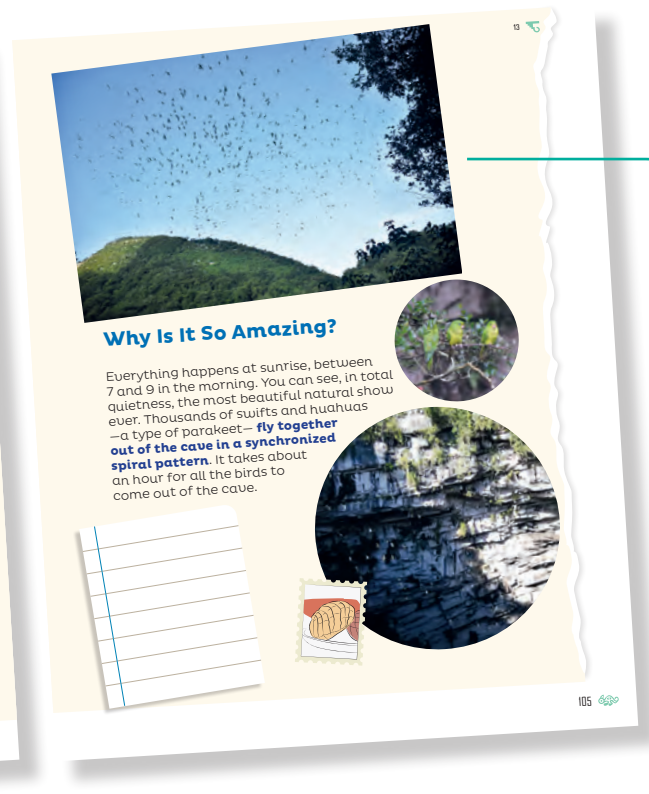
Te invitamos a sumergirte en las páginas de *Kawintaláb axi píl ti tál. Projects and Readings. Fifth grade* y a unirte a esta conversación crucial sobre la descolonización lingüística y la emancipación educativa. Juntos, podemos forjar un camino hacia un mundo donde la diversidad de lenguas y culturas sea celebrada y respetada.

Know Your Book

This book is organized into various projects. 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 project.



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

Community Work: The project 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 project. 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.

90

Structure of Narrative Sequence

Setup	What situation is presented at the beginning? Who appears in it? Where do the events take place?
Development (rising action and climax)	Why do the actions happen? What is the most exciting moment?
Resolution	How was the conflict solved?

Having an identity is fundamental for every person, starting with the name by which you are identified and that you use to interact with others in different activities.



162

Writing

In communities, create a visual story using pictures or drawings that represent different emotions and actions. Then, write a brief description of the story using *too much*, *too many*, and *not enough*. For example, draw a scene of a party with too many people dancing, and write: "There are *too many people* at the party, so they feel crowded and uncomfortable."



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 cambiarán; 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 conscientizar 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.

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.

8

Organización de colectivos

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.

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?

10

Cooperación comunitaria

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.

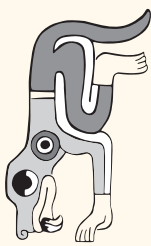
Después de la insurgencia magisterial y sus acciones transformadoras continuas, tarde o temprano, las instituciones y las hegemonías cederán. Tras desplazarlas, se necesitará establecer nuevas formas de ejercicio del poder. Probablemente, ésta sea la etapa más delicada del proceso porque siempre existirá 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 todos 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.

12

Consolidación del poder

Contents

The Stories That Bring Us Together	10
Heroines and Heroes: Fiction or Reality?.....	28
Baja California Surf: A Paradise	44
Why Do We Have So Many Earthquakes in Our Country?	50
Sounds and Images of Our Environment.....	56
The Gender Perspective From the Point of View of Music	70
Drop by Drop: Water Awareness!	82
A Healthy Menu!	90
Is That a Rain of Birds?	102
The Dam of Malpasos: Adventure in the Heart of Aguascalientes	108
Fragments of Our Lives!.....	116
Reflect, Debate, and Express Yourself	134
Mexican Prairie Dog, A Prairie Survivor	146
Self-Express With Your Body	154
A Bomb In My Body!.....	166
Astronomers in Action!.....	186
Games Fair	200
What's Happening to My Body?	212
Bibliography	232
Illustration and Photo Credits	232



The Stories That Bring Us Together

In this project, you will learn to travel back in time to the past to find out more about where you live. You will write a review to share it with your class and your school communities; afterward, you will create an anthology.

En este proyecto, aprenderás a viajar en el tiempo al pasado para averiguar sobre el lugar donde vives. Escribirás una reseña para compartirla con tus comunidades escolar y de aula; después, elaborarás una antología.

GETTING READY Let's Identify

Do you like to visit different places? It's time to make a special trip to the past. Let your imagination, interest, and curiosity be part of this great adventure planned to identify how the place you live in looked like years ago.



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1. Individually, without forgetting that you are part of a community, answer: What new sights which were built in the last five years can you identify in your community?

2. Describe what your community was like in the past and what it is like now.

- a) Visualize your way from your home to the market, the general store, the stationery shop, the sports field, and the school.

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Educación Primaria General Núm. 057

VERACRUZ



What Was My Community Like?	What Is My Community Like Now?	Why Did Changes Occur?

3. In assembly, answer the following question: Why do you think some places change?

4. Take a close look at the following pictures.



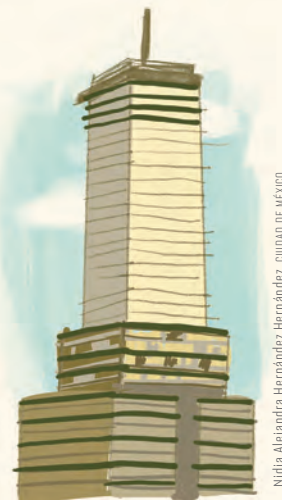
5. Read these questions and talk about your answers.
- What characteristics can you see in the pictures? Are they similar or different compared to the community where you live?
 - What stories have your relatives or other people told you about the foundation of your community, personalities that were born or grew up there, or interesting sights in the area?
 - How can you find more stories about other aspects of your community?

Let's Retrieve

Each town, community, or city has its own history and beauty, and everything related to it is important because it shelters a lot of people and has allowed them to have different life experiences over time.

Think about this: Maybe your ancestors played an important role in the foundation or transformation of your community!

- In assembly, and with the help of your teacher, talk about important events that have happened in the community you live in.
 - The origin or history of how your community was founded.



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- b) Historical or current inhabitants considered important to your community.
- c) Historical or current places that are important to your community.
- d) Festivities, customs, or traditions held in your community.
- e) Economic activities that people do for a living.
- f) Differences between the present infrastructure and the past one: Have buildings, streets, playgrounds, the plaza, or the kiosk changed?
- g) Languages: Do people speak native languages? Which one(s)?



2. Individually, without forgetting that you are part of a community, think about the event that caught your attention the most, write a brief story about it in your notebook, and illustrate it. Consider your classmates' opinions.



3. When you finish, share your work with your classmates.



1. In communities, read the following:

Simple Past Tense Interrogative Form

did + subject + *verb (base form)* + object + ?

Did you *study* for today's exam?

Questions in the simple past tense are used to ask about actions that were completed in the past.

Use *did* (the simple past form of the auxiliary verb *do*) and the verb, but don't change the main verb into the past tense.

Example:

Did you *go* to school yesterday?

You can answer with short answers.

Examples:

Did you *enjoy* your English class? *Yes, I did.*

Did Miss Anahí *give* you difficult homework yesterday? *No, she didn't.*

Wh-words are used in questions to obtain more information about someone or something. In these cases, you can't answer with short answers.

Examples:

What movie *did* you *watch* on TV last night?
Where did your friend *go* on her last vacation?



2. Individually, without forgetting you are part of a community, match each question with its corresponding answer and the information it asks about. Join them using a different color for each.

Question	Answer	Asks about
What did you have for breakfast?	With my cousins.	A person or group of people
When did you visit your grandparents?	In the school library.	Place
Who did you play with yesterday?	Because I love it.	Time or occasion
Where did you study for your exams?	Two <i>enchiladas</i> and orange juice.	Reason
Why did your mother cook <i>mole</i> ?	Last Sunday.	Specific things or objects

Answers:
 What did you have for breakfast? Two *enchiladas* and orange juice. Specific things or objects
 When did you visit your grandparents? Last Sunday. Time or occasion
 Who did you play with yesterday? With my cousins. A person or group of people
 Where did you study for your exams? In the school library. Place
 Why did your mother cook *mole*? Because I love it. Reason

3. Complete the following questions with the words in the box. Check your answers in community.

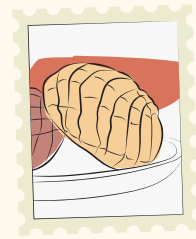
When-did-celebrate Why-did-give Where-did-learn
 What-did-play Who-did-work

- a) _____ sport _____ you _____ last year?
- b) _____ you _____ with on your school project?
- c) _____ your teacher _____ you an award?
- d) _____ you _____ your community carnival?
- e) _____ you _____ English?

Answers:
 a) What sport did you play last year?
 b) Who did you work with on your school project?
 c) Why did your teacher give you an award?
 d) When did you celebrate your community carnival?
 e) Where did you learn English?

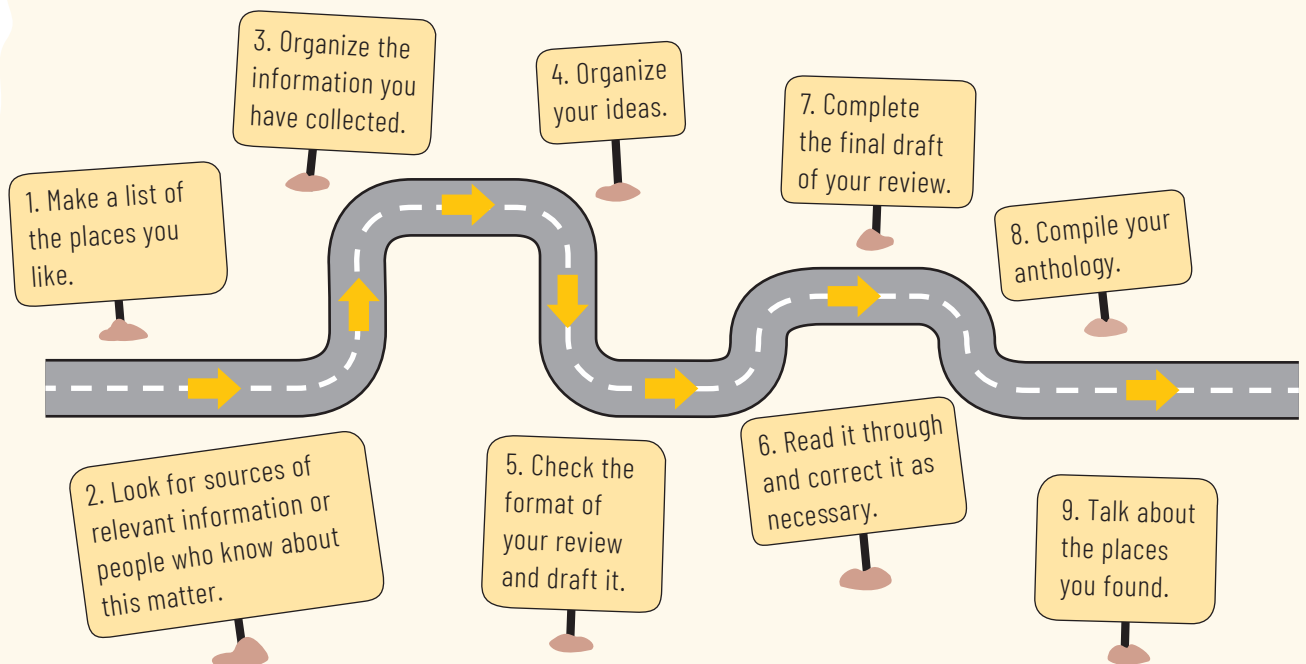
Let's Plan

You're invited to be part of a group of researchers who want to know more about your community: its people, cities, towns, traditions, typical food, and the historic places that make up its identity. You will share what you discover in your quest.



Remember that your community is very important, and explore more about it!

1. How would a review help you to share your research? To accomplish your project, you will follow these steps.





- In community, write in the table the topics you will research, the information you need, how you can find it, and how you will organize it.

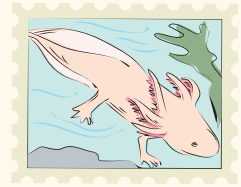
<p>What place, person, or event do we want to know more about?</p>	
<p>Why do we want to know more about that place, person, or event?</p>	
<p>Which sources of information, such as books, magazines, newspapers, videos, or people, can we access?</p>	
<p>How can we sort the information?</p>	

ACTION

Let's Go Back and Forth

By visiting other places, you can learn about their history, traditions, tourist sites, and important people who were born or lived there, such as inventors, athletes, and artists. Your state and your community also have an amazing variety of elements that make them interesting to their inhabitants and people around the world.

1. Individually, but keeping in mind that you are part of a community, read the following review.



Xochimilco: A Mirror of Tradition and Nature

Located in the south of Mexico City, Xochimilco is famous for its canals and *trajineras*, remnants of ancient pre-Hispanic transportation systems.

This site, a Unesco World Heritage Site, is crucial for understanding the engineering and social organization of the Mexicas and their interaction with the environment. Visiting Xochimilco allows us to appreciate how traditions and agricultural practices have been maintained despite urbanization. It also stands out for its contribution to biodiversity and urban sustainability.

The inhabitants of Xochimilco are guardians of these traditions; many engage in agriculture on the *chinampas*, preserving ancestral farming techniques. Others actively participate in tourism, sharing their culture through their handicrafts and the tours on the flower-filled *trajineras*.

All of it makes Xochimilco a wonderful place to visit and show to travelers.

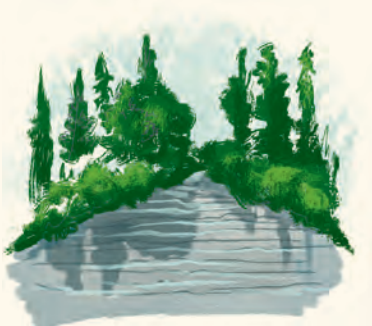
Xochimilco: espejo de tradición y naturaleza

Ubicado al sur de Ciudad de México, Xochimilco es famoso por sus canales y trajineras, remanentes de antiguos sistemas de transporte prehispánicos. Este sitio, Patrimonio de la Humanidad por la Unesco, es vital para entender la ingeniería y la organización social de los mexicas y su interacción con el entorno.

Visitar Xochimilco permite valorar cómo se han mantenido tradiciones y prácticas agrícolas a pesar de la urbanización. Además, destaca por su contribución a la biodiversidad y la sustentabilidad urbana.

Los habitantes de Xochimilco son guardianes de estas tradiciones; muchos se dedican a la agricultura en las chinampas, y conservan técnicas ancestrales de cultivo. Otros participan activamente en el turismo, para compartir su cultura a través de sus artesanías y los recorridos en las floridas trajineras.

Todo ello hace de Xochimilco un lugar maravilloso para conocer y mostrar a los visitantes.

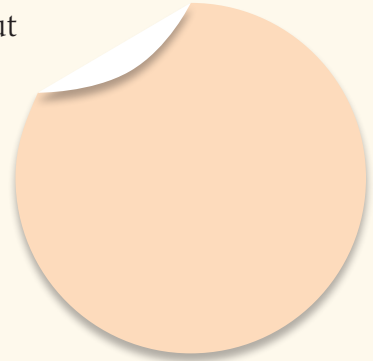


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2. Keeping in mind the review, analyze and answer the following questions. Then, contrast your answers with those of a classmate.
 - a) Why is Xochimilco famous?
 - b) Why was Xochimilco designated as a Unesco World Heritage Site?

- c) Based on the text, do you think visiting Xochimilco could be interesting? Why?
- d) Do you know what a *chinampa* is? If you don't, imagine what this word could refer to and explain its possible meaning.
- e) Does the author express their opinion about Xochimilco in the text?

Each kind of text has its own structure, function, and characteristics.



3. Read the review again, and answer the following questions:

a) How is the information organized?

b) What is the order of the information and facts?

c) Which verb tense is used to narrate?

.....
Remember that a review has three elements: an introduction, the body of the text, and a conclusion.
.....

d) What kind of language is used?

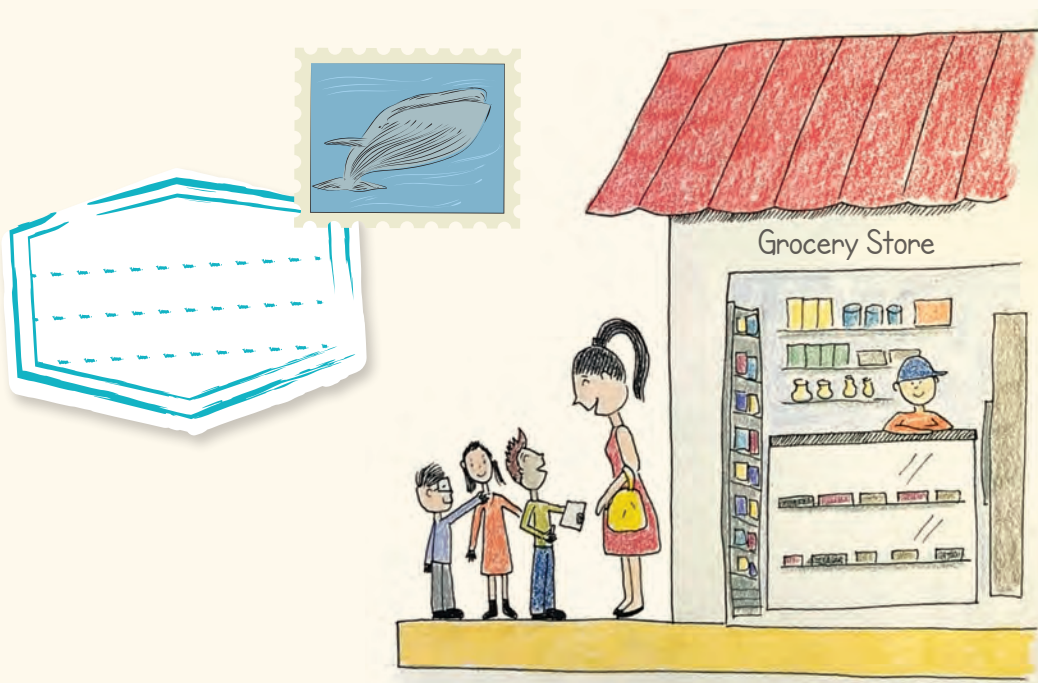
4. Identify the structure of the abovementioned review and underline each element with a different color.

Let's Refocus and Continue

Although it is possible to find data about a certain community or town in books, magazines, and videos, it is often the inhabitants who can provide information about what's worth visiting or events not recorded in any other source. In this case, members of your community and your family can also give you information related to changes that occurred over time. To collect such information, you can interview them.

Are you ready? Let's go! Start this journey to know more about where you belong!

1. Individually, but keeping in mind that you are part of a community, look up what an interview is, and how you can conduct one. Explore your School Library, your Classroom Library, and the public library, or ask for help from an adult to search on the internet.



2. In your notebook, write the list of questions you will ask the person that you are going to interview in your community. This way, you will obtain the information you need.
3. In assembly, and with the help of your teacher, check your list of questions and determine if they will effectively help you find the information you are looking for.



It's time to do the interviews!

4. Talk about your research. Remember that it is important to compare the information obtained, and check if there is something that you did not think of at the beginning. Reflect on these ideas:
 - a) How did you feel while doing your research?
 - b) What caught your attention the most from the information obtained?
 - c) What changes in your community regarding traditions, ways of communication, food, etc., have been useful?

- d) How do you feel about being part of the community?
- e) What benefits does your community bring to other communities?

These reflections, as well as your answers to the questions above, will be part of your review. Now it is time to write it!



5. Individually, but keeping in mind that you are part of a community, organize the ideas you gathered while researching.
- a) Complete the following table. It will help you prepare the first draft of your review.



Nidia Alejandra Hernández Hernández, CIUDAD DE MÉXICO

<p>Introduction: It communicates the issues selected by the community.</p> <p>The origin of your community or the history of how it was founded.</p> <p>Historical or current inhabitants who are considered important to your community.</p> <p>Historical or current places that are important to your community.</p> <p>Festivities, customs, or traditions held in your community.</p> <p>Economic activities that people do for a living.</p> <p>Difference between the infrastructure in the present and in the past: have buildings, streets, playgrounds, the plaza, or the kiosk changed?</p> <p>Languages: Do people speak their native languages? Which one(s)?</p>	<p>Introduction:</p>
<p>Body: It briefly presents the facts researched.</p>	<p>Body:</p>
<p>Conclusion: It offers an opinion on the facts occurred and uses some of the phrases below.</p> <p><i>In my opinion..., I think that..., I agree with..., From my point of view..., I consider that...</i></p>	<p>Conclusion:</p>

6. With the help of your teacher, exchange your review with one of your classmates; this way, working together, you may improve them.

- a) Go through your drafts following these criteria:
- ▶ The information is clear and coherent.
 - ▶ The information is segmented into paragraphs.
 - ▶ The language used is clear and the verb tenses used are correct.
 - ▶ Connectors and punctuation marks are correctly used.



7. After looking at them, return the reviews to their authors.
- a) Individually, but keeping in mind that you are part of a community, go through your partner's or your teacher's suggestions.
 - b) After finishing, correct as necessary to get the final draft of your review.
8. Upon conclusion, brainstorm ideas to determine how you will carry out your anthology, and what the cover page, the title, and the introduction will be like.
- a) Design the cover page using elements related to the region where you live, such as seeds and plants or leaves.



Remember that the anthology reflects part of the history of your community and families. In other words, it's part of your identity as one of its members.

1. Individually, considering everyone else, put the words in the correct order to ask questions.

I. you / did / ? / where / live

II. people / summer / ? / what / did / during / the / do

III. did / ? / what / your / do / parents

IV. you / like / what / ? / did / to / do / on / your / holidays

V. what / were / places / in / town / attractive / ? / there / your

VI. you / when / child / ? / what / eat / a / were / you / like / to / did

VII. childhood / like / ? / what / your / was /

Answers:
 I. Where did you live?
 II. What did people do during the summer?
 III. What did your parents do?
 IV. What did you like to do on your holidays?
 V. What attractive places were there in your town?
 VI. What did you like to eat when you were a child?
 VII. What was your childhood like?



2. In assembly, your teacher will read the sentences of the following page out loud. Listen carefully and complete them with the words from the box.

bakery town shops plaza mountain
 nature river forest hill land horseback

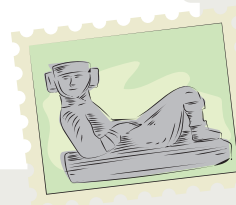


My Community

- a) When I was 10 years old, I lived in a small place near a clean _____ where I swam on weekends. It was a quiet and beautiful _____. My house was on top of a _____, so the view was amazing.
- b) There were small _____ and a nice kiosk at the _____ where the mariachis played every Sunday afternoon.
- c) I ate delicious typical food at the stands on the streets. There was an artisanal _____ where I loved to buy freshly baked bolillos.
- d) There was a big _____ where people went camping and _____ hiking on sunny days during the summer.
- e) On my holidays I really liked going _____ riding with my friends.
- f) My parents planted corn, tomatoes, and sugar cane in our _____, so I helped them in the afternoons after school.
- g) I had a happy childhood surrounded by _____ and warm people.



Answers:
 a) river, town, hill
 b) shops, plaza
 c) bakery
 d) forest, mountain
 e) horseback
 f) land
 g) nature



3. Individually, match the questions in activity 1 with the sentences in activity 2. Share your answers with your classmates.

Answers:
 1a, 1d, 11f, 11g, 11e, 11b, 11c, 11h

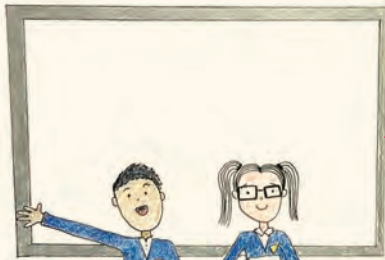
INTERVENTION

Let's Spread the News

It's time to plan the presentation of all reviews!

1. In assembly, talk about how you would like to present your reviews to the school community.
 - a) Agree on the date and time of the presentation.
 - b) Implement a suggestion box to find out the community members' opinions.

2. With the help of your teacher, donate your compilation of reviews to the School Library. If possible, present your work at a civic event.
 - a) Observe the reactions of the audience during your presentation.
 - b) Comment briefly on what you liked the most, or mention any other relevant issue that arose during the presentation.



Let's Consider

1. After the presentation, in community, evaluate the impact your work had.
 - a) Examine the opinions gathered in the suggestion box as feedback.
 - b) Share your comments, and how learning more about your community made you feel.

2. Draft a phrase or quote describing those feelings.



3. Individually, but keeping in mind that you are part of a community, write the phrase or quote you made together in your notebook.



Let's Go On


Your work throughout this project allows you to confirm that your current environment results from the legacy of previous generations. All around you there are places, people, and stories you interact with that bring us together as part of a personal and collective identity.

1. Individually, but keeping in mind that you are part of a community, reflect on this project and answer the following questions:
 - a) Why is it important to know about the history of your community?

- b) Which aspects of your community do you identify with?

- c) What does being part of the community you live in mean to you?

- d) How did the story make you feel regarding your community?

2. Finally, write in your notebooks the assembly agreements reached by the community on the importance of writing reviews to know more about the place you live in. 



Heroines and Heroes: Fiction or Reality?

In this project, you will research remarkable people, or people who are considered important in the community, and create a comic strip to show their value.

En este proyecto, investigarás sobre personajes notables, o considerados importantes en tu comunidad, y harás un cómic para mostrar su valor.

GETTING READY Let's Identify

1. In assembly, read and comment on the text below. With the help of your teacher, reflect on the following questions and answer them:

For a long time, societies have appreciated people who improve the place where they live through their actions, and are role models because they fight injustice. Girls and boys admire fictional heroines and heroes (characters from movies, comics, or novels) or real ones (their parents, sportspeople, actors, singers, or historical personalities). However, the diffusion of celebrities and fictional characters in the media leads to the underestimation of society's heroines and heroes, and of women and men of the community who, without having superpowers, act heroically to help and improve the environment.



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Primarias Federales

CHIHUAHUA

Karina Eréndira Pérez Olmos, MICHOACÁN



Desde hace mucho tiempo, las sociedades han reconocido a las personas que mejoran el lugar donde viven con sus actos y son modelos de conducta porque luchan contra la injusticia. Niñas y niños admiran a heroínas y héroes ficticios (personajes de películas, cómics o novelas) o reales (sus padres, atletas, actores, cantantes o personajes históricos).

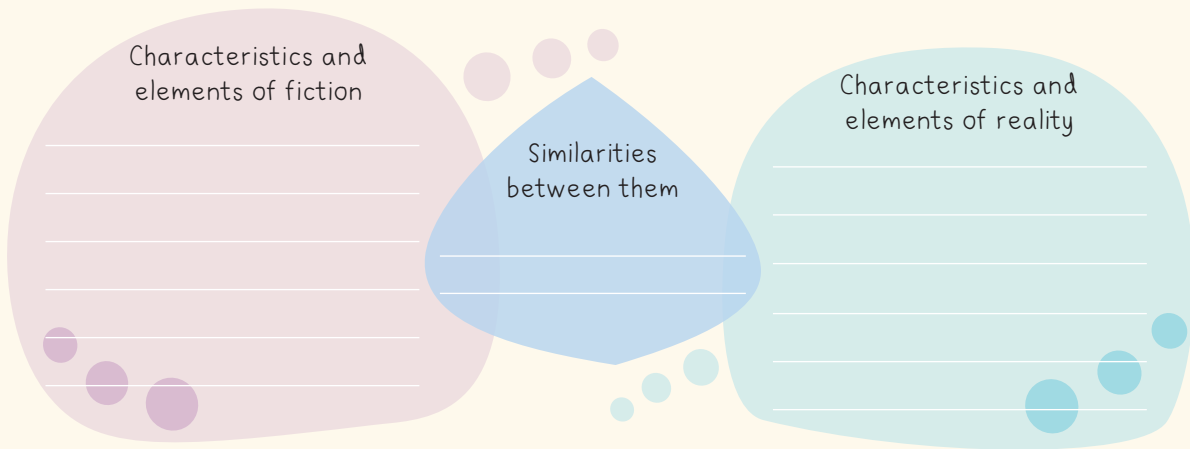
Sin embargo, la exposición de celebridades y personajes de ficción en los medios lleva a desestimar a las heroínas y héroes de la sociedad, así como a mujeres y hombres de la comunidad que, sin tener superpoderes, actúan heroicamente para ayudar a mejorar el ambiente.

a) What actions define a heroine or a hero?

b) What are some feats or capabilities that distinguish them?

c) What do *fiction* and *reality* mean?

2. Complete and comment on the following diagram:



3. Individually, without forgetting you are part of a community, read the short descriptions of comics heroes.

Sherlock Holmes is a fictional character created by the English writer and doctor Arthur Conan Doyle at the end of the 19th century. Sherlock was a detective who was in charge of solving mysteries about crimes that occurred in London, England.



Karina Eréndira Pérez Olmos, MICHOACÁN



Wrestling is one of the most popular sports in Mexican culture, so much so that some wrestlers participated in comic strips and movies. For many girls and boys, they are heroes who wrestle every week.



4. Ask your family members and close adults if they know these heroes. Ask them the following questions and write their answers:
 - a) What made them special and what were their main characteristics?

 - b) What current heroines or heroes do they know?

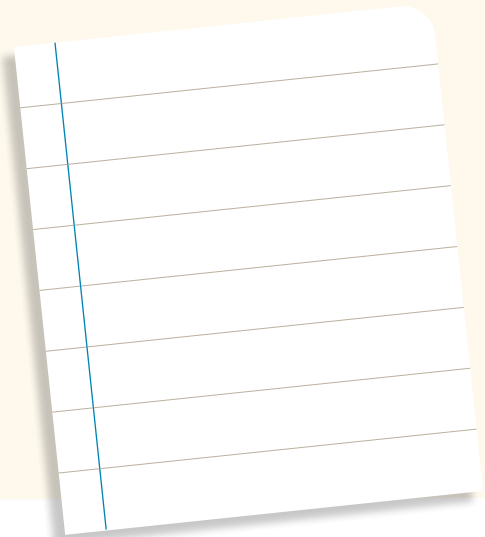
 - c) Are there heroines or heroes in real life? If so, who are they and what are they like?

5. If they do not know them, ask them about superheroines and superheroes they might know, using the previous questions.

.....
 According to the *Oxford English Dictionary*, a *heroine* or a *hero* is a woman or a man generally admired or acclaimed for their great qualities or achievements.

Let's Retrieve

1. Individually, without forgetting you are part of a community, reflect on fictional characters and real-life women and men who, regardless of extraordinary costumes and superpowers, act with heroism. Complete the diagram in the next page.



What actions or deeds would represent my heroism?

What would be the bravest thing I would dare to do?

If I could be a superheroine or superhero, how would I be like?

What would be my greatest skill?

How would my actions be important to the community?

2. Collectively, read the following text about a character from world literature.

Gregor Samsa is a literary character, created by the Czech writer Franz Kafka, who, one morning, wakes up as a huge insect. Once the surprise is over, this insect-humanoid rethinks his existence due to the difficulties of communicating and sharing his new life with the people around him. Samsa is the main character of *The Metamorphosis*, a story written in 1915.

Gregorio Samsa es un personaje literario, creado por el escritor checo Franz Kafka, quien una mañana despierta siendo un enorme insecto. Una vez que pasa la sorpresa, este insecto humanoide replantea su existencia debido a las dificultades para comunicarse y compartir su nueva vida con la gente a su alrededor. Samsa es el personaje principal de *La metamorfosis*, una historia escrita en 1915.

3. Look at the comic strip from the comic book *The Metamorphosis*, an adaptation of Franz Kafka's work.

- a) Comment on the physical attributes and personalities of the characters that appear in the images, considering the following:
- ▶ Clothing
 - ▶ Virtues or abilities

The comic strip has created a link between young readers and renowned writers through the adaptation of classical works, such as *Moby Dick*, *Frankenstein*, or *Don Quixote*.

- b) Write in your notebook your opinion about Gregor Samsa, and the differences between this hero and the ones you already know.

4. Identify the following comic strip elements:



Cover

- a) What is going on?

- b) What do the faces of the characters express?

- c) What caused the situation?



Comic vignette

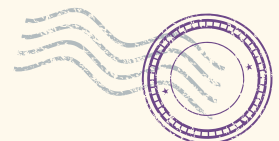
5. Individually, without forgetting others, reflect on who the heroines and heroes of your community are.

Consider that there are women and men who, during their lives, carry out actions to help the quality of life of families, schools, and communities. For example, the teacher who travels miles to teach, or the doctor in social service who has left his family and place of origin to provide medical assistance in areas with little access to health services, or women and men who wake up early to keep the community clean.

6. In assembly, analyze the questions and share your answers orally.

- a) Which people close to you support you in your daily life?
- b) Who helps to make your school a safe place?
- c) Which people from the community where you live help to improve this place?
- d) What aspects make these people heroines or heroes?

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Reading

1. Read these texts about two Mexican heroes.

Santo, "The Silver-Masked Man"

Rodolfo Guzmán Huerta, the man behind Santo's mask, was born in Tulancingo, Hidalgo, on September 23, 1917, but, when still a child, he moved to Mexico City.

He had a special talent for sports, so he practiced football, baseball, and judo. When practicing this last sport he discovered his real passion: wrestling.

As a wrestler, Santo filmed a lot of movies, in which he defended justice using his wrestling abilities. So, he became not only a movie star, but a superhero and a popular culture figure.

Oriana Alanís Pech, the "Greta Thunberg From Yucatán"

Oriana Alanís Pech from Yucatán got interested in environmental conservation since she was a little girl.

When she was 10 years old, she was considered the guardian of water and the environment in her native Maxcanú, in the south of Yucatán. The little activist founded the organization Kanan Ha, which means "taking care of water" in Maya.

Her love for nature was inspired by her mother and her grandmother. Oriana is known as the "Greta Thunberg From Yucatán." Greta Thunberg is a Swedish environmental activist who went on strike for the climate change every Friday outside the Swedish parliament when she was a child.

2. Answer these questions and explain your reasoning.

a) Did Santo exercise?

b) Did Oriana litter when she was a little girl?

c) Did Oriana found the organization Kanan Ha?

d) Did Santo film movies?

3. Complete the sentence with the information provided in the previous reading.

I think that _____ is a real hero and _____ is a fictional one.

Answers: Oriana Alanís Pech / Santo

Simple Past

Form	Structure	Examples	Use
Affirmative	subject + <i>verb in past tense</i>	The heroine <i>saved</i> the city.	To talk about actions completed in the past.
Negative	subject + <i>did not (didn't) + verb in base form</i>	That fictional character <i>didn't fly</i> to the Moon.	To talk about actions that did not happen in the past.
Interrogative	<i>did + subject + verb in base form + ?</i>	<i>Did</i> the hero <i>stop</i> the villain?	To ask about actions that happened in the past.

1. Individually, considering everyone else, complete the questions in past tense with the verbs from the box.

- Did you _____ the Sherlock Holmes books?
- Did grandpa _____ the soccer game last weekend?
- Did María _____ for the exam?
- Did my aunt Celia _____ her son to the beach two weeks ago?

watch
study
read
take

Answer: a) read, b) watch, c) study, d) take

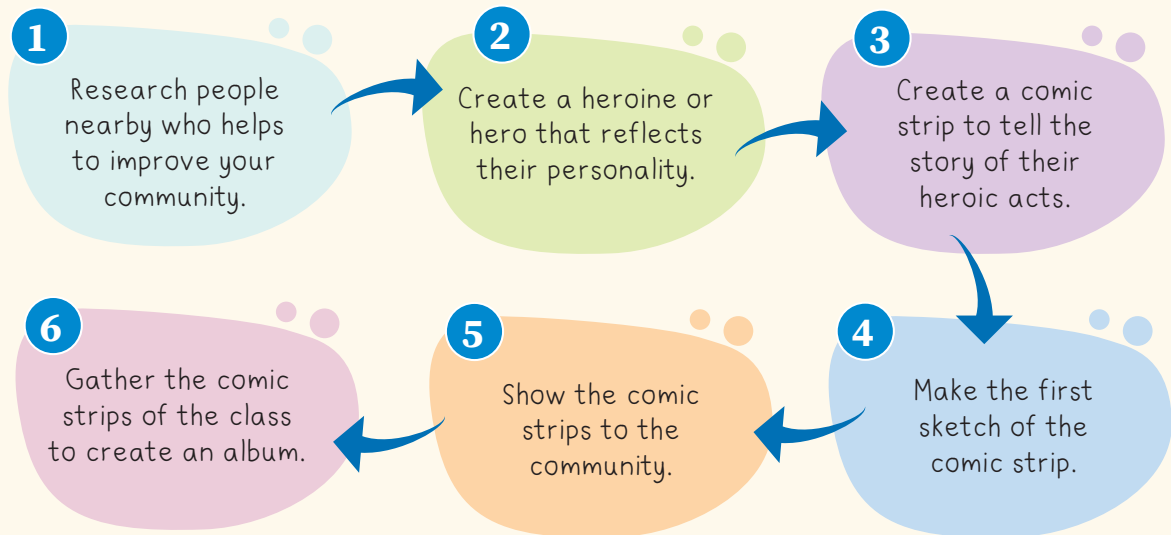
2. Fill in the blanks with the correct form of the verb in simple past tense.

- The magician _____ (defeat) the Dark Lord in the final battle.
- Rosa Parks _____ (refuse) to give up her seat on the bus, sparking the civil rights movement.
- Neil Armstrong _____ (walk) on the Moon in 1969.
- Martin Luther King Jr. _____ (deliver) his famous "I Have a Dream" speech in 1963.
- Malala Yousafzai _____ (win) the Nobel Peace Prize for her activism for girls' education.
- Harriet Tubman _____ (lead) hundreds of slaves to freedom through the Underground Railroad.
- Mahatma Gandhi _____ (inspire) millions of people with his philosophy of nonviolent resistance.
- Amelia Earhart _____ (become) the first woman to fly solo across the Atlantic Ocean.
- Nelson Mandela _____ (spend) 27 years in prison for his anti-apartheid activism.
- Florence Nightingale _____ (establish) the foundation of modern nursing during the Crimean War.

Answers: a) defeated, b) refused, c) walked, d) delivered, e) won, f) led, g) inspired, h) became, i) spent, j) established

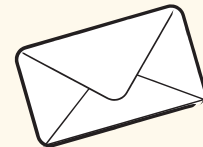
Let's Plan

To write the comic strip in which you recognize the work of a heroine or hero in your community, it is necessary to have a plan. Use the following work plan as a guide:



ACTION

Let's Go Back and Forth



1. With the help of your family, find out who in your community is doing heroic acts to help and improve the place where you live.



2. In communities, share the information obtained at home.

- a) Comment on the people you identified and recognized for their contribution to the community.
- b) Describe their physical characteristics, virtues, abilities, and the heroic acts for which they stand out.
- c) Reflect on which physical traits are most common in fictional heroines and heroes, and compare them with those of real people.

- d) To identify their virtues, use the following questions as a guide:
 - ▶ What personality traits are associated with heroines and heroes?
 - ▶ Are they calm, responsible, kind, or brave?
- e) List their heroic acts based on these questions:
 - ▶ What actions distinguish them to identify them as heroines or heroes?
 - ▶ What extraordinary activity do they perform?
 - ▶ Do they make a greater effort than others by traveling longer distances or waking up earlier than usual?



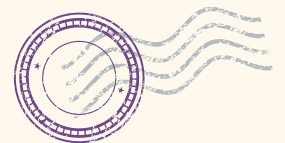
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3. Collectively, complete the following table with the characteristics of the people you identified:

Heroines and Heroes in My Community

<p>1 Physical traits</p>	
<p>2 Virtues</p>	
<p>3 Heroic acts</p>	

- 4. Reflect and respond based on the previous activity:
 - a) How are the characters you recorded similar or different from each other?
 - b) Organize a discussion about the characteristics you listed in the table, the example that heroines and heroes provide as role models, and if their worth depends on whether they are women or men.



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5. Individually, without forgetting that you are part of a community, choose a person you wish to recognize for their work in favor of the community. Get your inspiration from that person to create a character.

6. Draw the most distinctive physical features and exalt the virtues and capabilities of the person you selected as a heroine or hero. You can also create your character from recycled magazine or newspaper clippings. If you prefer, use dough or modeling clay to sculpt their figure.

7. In your notebook, write a complete description of the character to share it with the community.



8. In communities, introduce the heroine or hero you created and explain what your motivations were.

- Listen carefully to your classmates' presentations.
- At the end, share your questions and opinions.

Vocabulary



1. Individually, considering everyone else, look at the table. Search the meaning of the words in a physical or digital dictionary, and write it in your notebook.

rude	bad tempered	committed
brave	honest	friendly
intelligent	hardworking	lazy
deceitful	helpful	weak
kind	indifferent	reliable

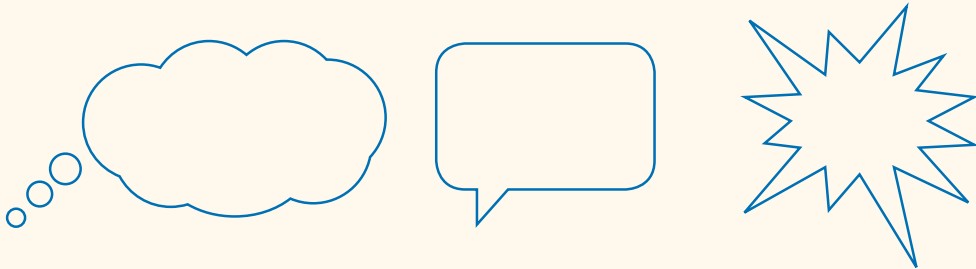
2. Once you know the meaning of the vocabulary, in your notebook, write the aspects that you consider the heroines and heroes of your community have.

Let's Refocus and Continue



1. Individually, without forgetting the others, follow the guidelines for creating your comic strip. Use your notebook or a white sheet of paper.
 - a) For the comic vignettes, make a frame and divide it into three parts. Then divide the parts into one or more fragments. You can draw different designs.
 - b) Choose a title that alludes to the story you want to tell and write it in large and bold letters.
 - c) Draw your character with different expressions, respecting the same hairstyle and clothes in all the vignettes.
 - d) Draw the pictures in the vignettes and add text to explain the story. In addition to the drawings, you can use cutouts.

- e) Trace the conversation balloons to write the characters' expressions. By their shape, indicate whether they are talking, thinking, or shouting.



- f) Write what the character thinks, says, or expresses in the story. You can also add a background to the comic vignette.

It's time to have your first sketch ready!



2. In communities, share the first sketch of your comic strip.
 - a) Tell the story of the heroine or hero you created.
 - b) In solidarity, share suggestions for improving your comic strips and consider the following guidelines:
 - ▶ The comic strip should contain the names of the characters, as well as their physical attributes (such as height and hair color, among others).
 - ▶ The comic strip has to contain heroic acts to help the community.
 - ▶ It must have the elements of the comic strip, such as comic vignettes, title, and conversation balloons.



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3. Once you have considered the suggestions of your teacher and your classmates, correct your comic strip and prepare the final version.

INTERVENTION

Let's Spread the News

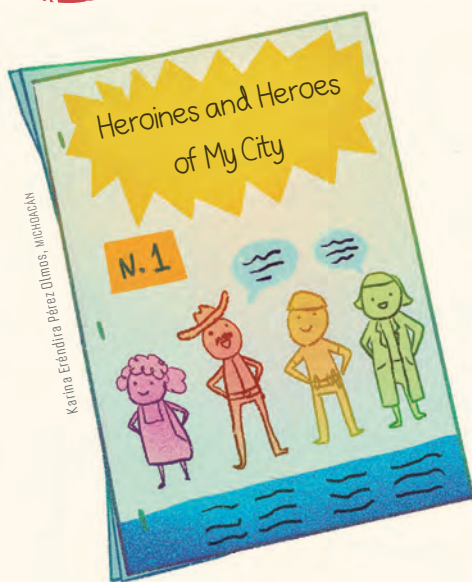
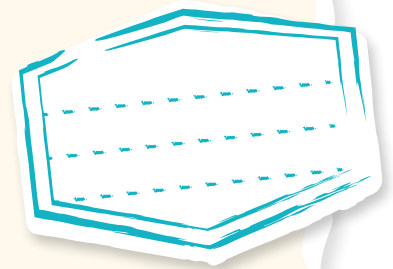
1. In community, invite the school community, families, and close friends to the presentation of your comic strips.
 - a) Get ready to explain their purpose and the process you followed to make them.
 - b) Discuss with the guests if they consider that fictional heroines and heroes are inspired by real people.
2. Share the stories of these valuable people. Your comic strips are a gift to these women and men!



Let's Consider

You may not find a comic strip, movie, or series in which characters are anonymous people who get up to work every day and help families get ahead. So, recognizing these real-life heroines and heroes is a first step in appreciating the heroic acts of ordinary people.

1. In assembly, recognize the areas of opportunity and strengths of the presentation of your comic strips.
Establish agreements to improve diffusion in the future.
2. Get ready to create an album with the comic strips and decide which elements it will have. You might consider including the following:
 - a) Front and back cover
 - b) Album title
 - c) Index
 - d) Album presentation
 - e) The order of the comic strips
 - f) Others



3. Discuss the importance of recognizing the women and men who contribute to making the world a better place, as well as the potential of comic strips for spreading heroic acts. To guide your discussion, use the following questions:
 - a) Which women and men in the community perform heroic acts that you had not recognized?
 - b) How can you express to them that you value their efforts?
 - c) What would you do for them to thank them for their work?
 - d) How can you pay them back for these heroic acts?

Writing

It is important to look back and think about what the outcome of this project will be. Answer the following questions:

- a) Do everyday heroines and heroes exist?

- b) Can any person be a heroine or a hero?

- c) Have you done a heroic act at home, in school, or in your community?

Let's Go On

1. Collectively, read and comment on the following text:

There are women and men who make the world a better place. You've probably seen them in action, but you don't see them as heroic beings or identify their acts as feats, since their clothing is not like the ones used in movies, series, or comic strips. However, there are also heroines and heroes in homes, workshops, offices, hospitals, schools, stores, as well as on the streets, performing acts that are just as important and necessary as those performed by fictional characters. You probably know some of these people. Reflecting on their actions inspires you to become one of them, and follow the example of those who give their best in order to bring wellbeing to others and their communities.

Hay mujeres y hombres que hacen del mundo un lugar mejor. Probablemente los has visto en acción, pero no los ves como seres heroicos o identificas sus actos como hazañas, ya que su ropa no es como la que usan en películas, series o cómics.

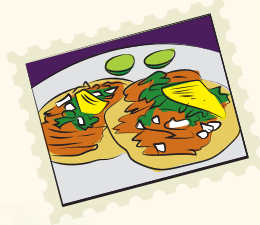
Sin embargo, hay también heroínas y héroes en casas, talleres, oficinas, hospitales, escuelas, tiendas, y hasta en las calles, haciendo actos que son tan importantes y necesarios como los de los personajes ficticios.

Probablemente conoces a algunas de estas personas. Pensar en sus acciones te inspira a convertirte en uno de ellos y seguir el ejemplo de aquellos que dan lo mejor de sí para el bienestar de otros y sus comunidades.




2. Since real-life heroines and heroes exist and coexist with you, reflect on their work. Discuss using the following questions as a guide:

- a) When was the last time you did something good without expecting anything in return?
- b) How do you contribute to making the world a more just and equitable place?
- c) How can you get involved in your community's problems to solve them?



Karina Eréndira Pérez Olmos, MICHOACÁN



3. Finally, write in your notebooks the assembly agreements reached by the community to continue pointing out and appreciating the actions taken by these heroines and heroes around you. 



Karina Eréndira Pérez Olmos, MICHOACÁN



Baja California SURF: A Paradise

There must be a reason why surf lovers all around the world, especially Americans, consider **Baja California Sur** in northwest Mexico as an **ideal** place to practice this sport.



Baja California Sur is a paradise for anyone who loves the sea and its challenging waves. In the above-mentioned peninsula, there are two types of **swells**: hot and cold. These swells allow people to surf throughout the year in the Gulf of California (Mar de Cortés) or the coasts of the Pacific Ocean.

The Origin of Surf

There are several **legends** about the origin of surfing. The most popular one is that it was invented by the **Polynesians**, an Indigenous tribe from Hawaii, who, more than a **thousand years ago**, already rode the waves on handcrafted wooden boards.



Surfing is about **riding the waves** standing up straight on a surfboard, that can be made of fiberglass, epoxy, polyester, or resin. This surfboard is pushed by the waves.

The **difficulty** of surfing depends on the height and strength of the waves, as well as on the wind.

The Best Places to Surf in Baja Sur

There are short, medium, and large waves in Baja California Sur, unlike in any other place in the world.

This not only allows surfers to enjoy the beaches, but also allows them to go **kayaking**, **snorkeling**, or **diving**. Mar de Cortés is known worldwide as “the aquarium of the world,” because of the submarine diversity of its reefs, one of the most extraordinary on our planet.

According to experts, the best beaches to glide on the waves in *Baja Sur*, or *Baja Surf*, as American tourists call it, are Bahía Escorpión and Punta el Conejo in San Juan Comondú. The community also recommends Todos Santos, Playa Cerritos, and Playa San Pedrito, the first one being quite calm and the second one with intense swells.



Speaking

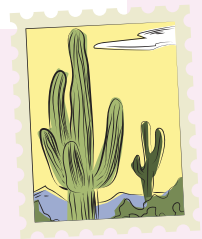


Nidia Alejandra Hernández Hernández, Ciudad de México

1. In classroom community, discuss these questions:
 - a) What do you think is the most difficult part of surfing?
 - b) Would you like to try surfing? Why or why not?
 - c) Do you think surfing is dangerous? Why?
 - d) Is there another place in Mexico where you could go surfing? Where?
2. Individually, draw a picture of a place outside your house or that you visited during your last vacation, like a park or the town square. Do not write the name of the place.



3. Collectively, take turns showing your drawings. Then answer these questions. Try to give as much information as possible!
 - a) Where were you?
 - b) What were you doing?



Vocabulary

Let's play Guessing Game!



- a) Individually, on a piece of paper, write an action, for example, surf. Do not let anyone see your paper!
- b) After everyone has finished, one of you will collect the papers.
- c) Then, one by one, take a piece of paper from the pile and act out the word written on it. The community has to guess it. Have fun!

- In community, and taking turns, read Martha's story out loud. Then, discuss the questions.

My Last Vacation

Hi! I'm Martha and I'm a surfer! Last year, I went to Baja California Sur. I had a great time. First, I went snorkeling with my brother to observe the sea life closely in Bahía Escorpión, and then we also tried diving underwater. After that, I sunbathed and, of course, I surfed on huge waves formed by the wind in Playa Cerritos. The next day was very hot, so I ate an ice cream. My brother built a sandcastle at the beach, and we even saw a bunch of people paddling small boats known as kayaks. It was amazing! On the last night, I had a beach party with some friends I met in Cabo San Lucas to celebrate before leaving. It was a lovely experience!

- Where was Martha?
- What did Martha do there?

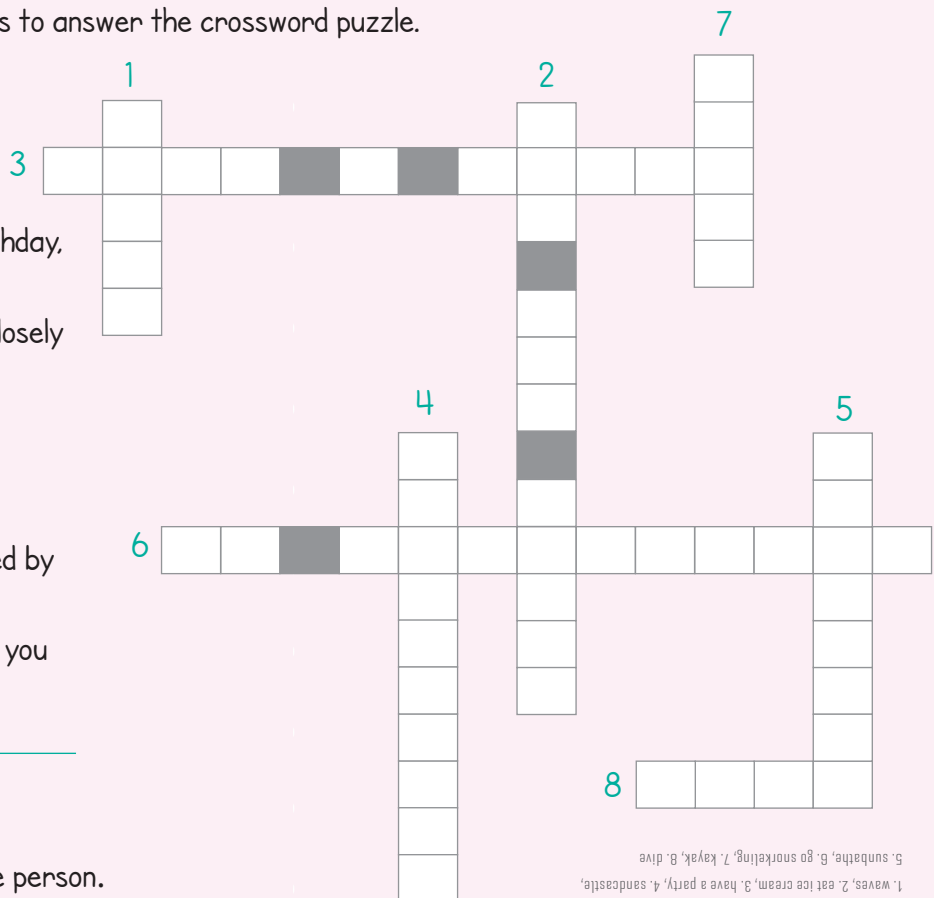
- Individually, considering everyone else, read the clues and discover the vocabulary words to answer the crossword puzzle.

Across

- To celebrate your birthday, you _____.
- Sea life can be seen closely when you _____.
- To swim underwater:

Down

- Crests of water formed by the wind.
- A cold dessert. Would you like to _____?
- You can build a _____ at the beach.
- To sit or lie in the sun.
- A type of boat for one person.



Answers: 1. waves, 2. eat ice cream, 3. have a party, 4. sandcastle, 5. sunbathe, 6. go snorkeling, 7. kayak, 8. dive

Past Progressive

subject + *was* + action (*-ing*)

The past progressive tense is used to talk about an action that was in progress at a specific time in the past. It is also used to talk about an action that started in the past and was interrupted by another action.

Last summer, I *was surfing* in the beach.

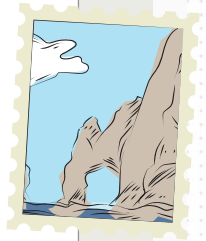


We use time expressions to state that the action was in progress in the past.

These are some examples of the time expressions we can use:

while
when
as
during

for hours
all day
at that time



Example:

I *was studying* English *for hours*.

For an action that was in progress at a specific time, we use *at*.

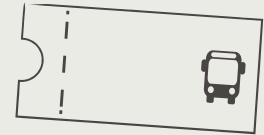
I *was reading* a book *at* 6:00 p.m. last night.

1. Individually, considering everyone else, walk around the classroom, tell an hour from the table below, and ask four classmates what activities they were doing at that time.

Time	Example	Classmate 1	Classmate 2	Classmate 3	Classmate 4
10:00 am	I <i>was watching</i> TV.				
1:00 pm	I <i>was playing</i> soccer.				
3:00 pm	I <i>was eating</i> lunch.				
5:00 pm	I <i>was doing</i> homework.				

2. Look at the sentences below, and write the correct form of the verb in parentheses (past progressive).

- a) I _____ (prepare) sandwiches for dinner yesterday at six.
- b) I _____ (practice) guitar at school for hours last Friday.
- c) I _____ (surf) all day long in Cabo San Lucas last summer.
- d) Yesterday at 10:00 a.m., I _____ (learn) English at school!
- e) I _____ (have) fun with my friends at their house when my mother called.



Answers: a) was preparing, b) was practicing, c) was surfing, d) was learning, e) was having

Writing

Individually, think about an important event in your life. What were you doing? Make sentences about that moment and write them in your notebook. Later, take turns sharing them with your classroom community. 🌀



Why Do We Have So Many Earthquakes in Our Country?

Around the world, people have experienced earthquakes and tremors because the Earth's surface is changing all the time.

There is a theory called **plate tectonics**, which suggests that the Earth's outer layer, the lithosphere, is made up of fragments known as **tectonic plates**.

Tectonic plates are made of rocks, and they can be up to 100 kilometers thick. Between one plate and another, there are small spaces that allow them to move. It is considered that the movement is due to the heat accumulated underground.

Placas tectónicas, regiones sísmicas y principales volcanes de México

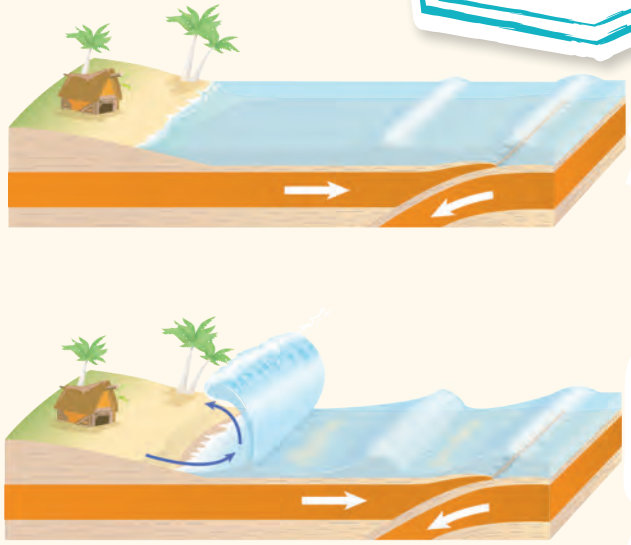
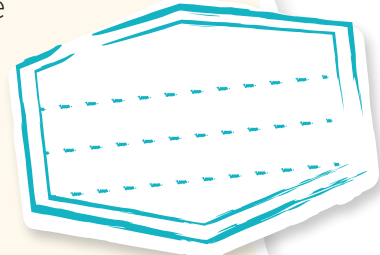
Componentes Naturales



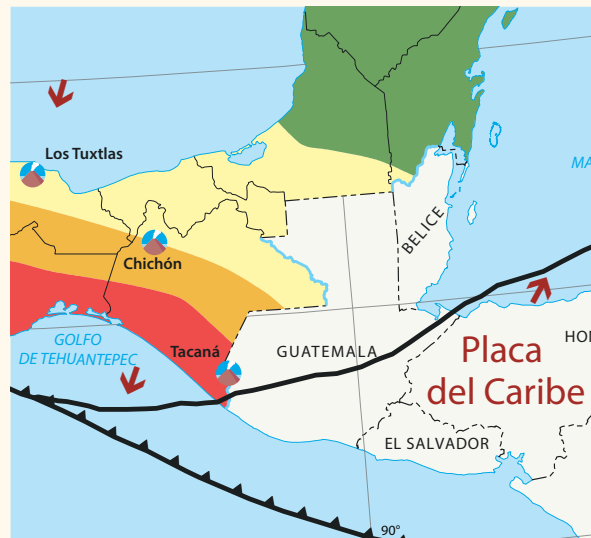
Our planet has **56 tectonic plates** and Mexico is located on five of them: **Pacific**, **North American**, **Cocos**, **Rivera** and **Caribbean**.



The **Pacific plate** is one of the largest on Earth, as it covers almost the whole Pacific Ocean.



The **Caribbean plate** is located to the north of South America and to the east of Central America, beneath the state of Chiapas and the countries of Guatemala, Belize, Nicaragua, El Salvador, Costa Rica, and Panamá.

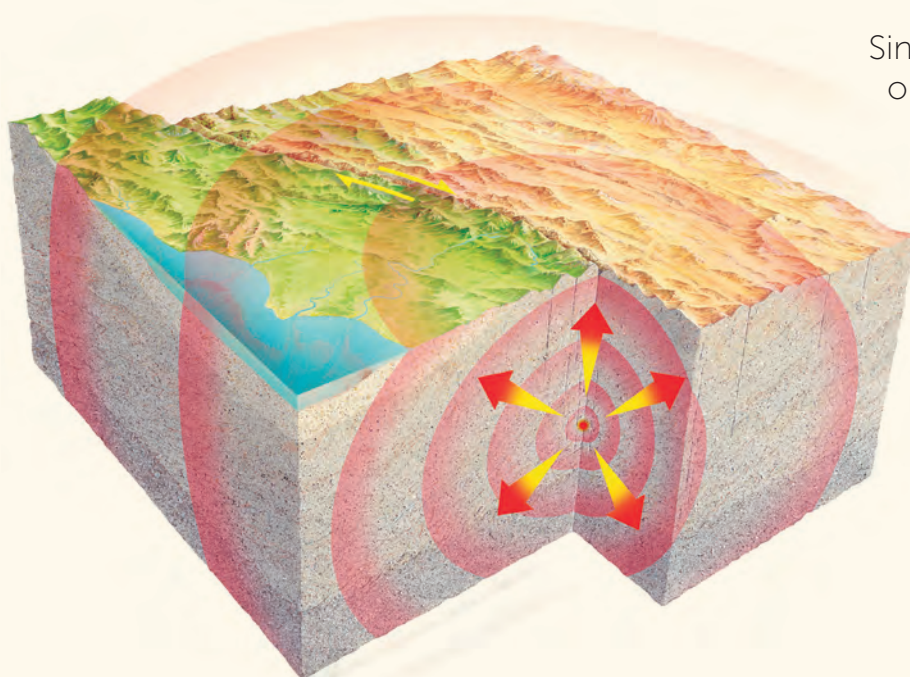
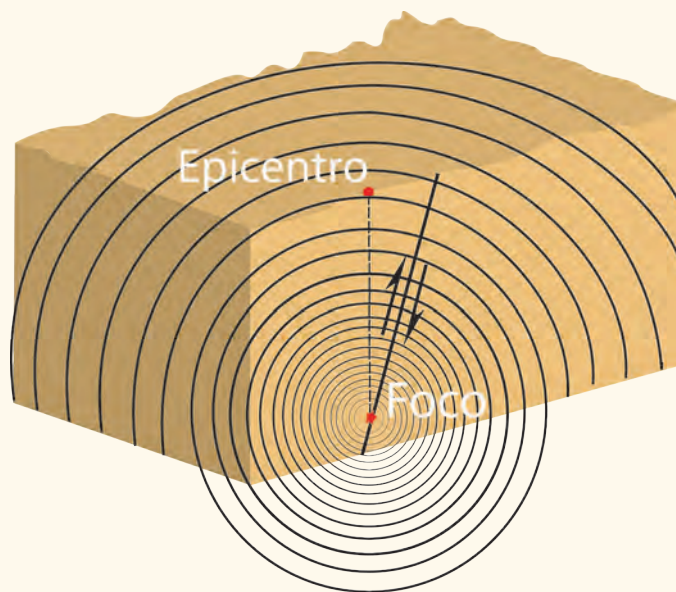


The **Rivera** and **Cocos** plates are located beneath the North American plate. As for their location within the country, the **Rivera plate** is under Jalisco and Colima, while **Cocos** is below Michoacán, Guerrero, Oaxaca, and Chiapas. It extends to the southern region of Chiapas and into Central America. **Cocos** is also next to the **Caribbean plate**.

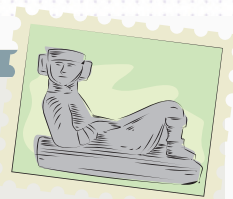


Usually, the **plates** move very slowly, and their movement is regular, so humans can't feel it most of the time. But, when the boundaries of the **plates** rub against each other, it causes **tremors**, **earthquakes**, or other **geological phenomena**.

According to the statistics of the **Servicio Sismológico Nacional**, about 15 small earthquakes happen every day, but their magnitude is so low that we don't notice them!



Since Mexico is located on these five **tectonic plates** it is considered a high **seismicity** zone, so we are always going to feel earthquakes, but don't worry! We just need to be alert, stay calm, and help each other in any situation, like our ancestors taught us.



1. As a community, read the following text:

Yunuen and her classmates *were learning* about Mexico's history *when* suddenly the earthquake alarm *went off*. *While* the ground *was shaking*, they *looked out* for each other and *followed* their teachers out of the classroom. Even though she was worried about her brother Raúl, she remembered to stay calm and not to run or shout. Meanwhile, on the playground, Raúl *was playing* soccer *when* the earthquake *struck*. But Raúl knew what to do, he quickly went to the safe area, and found his sister waiting there. Some students *were following* instructions from their teachers, *while* others *were comforting* their classmates. Being safe was the most important thing for them.

Finally, after it was checked that the school structure wasn't damaged, they went back to the classroom. Luckily, everything was okay because they were prepared and helped as much as they could. This experience showed them how important it is to be ready and to support your community when things get difficult.

Past Progressive Tense + Simple Past Tense

As you can see in the story, we use the past simple and past progressive tenses in the same sentence to talk about an action that was in progress (past progressive) when another action happened (past simple). *While* is used before the past progressive tense. *When* is used before the past simple tense.

past simple tense + while + past progressive tense

My parents *arrived while* I *was watching* TV.

past progressive tense + when + past simple tense

I *was sleeping when* the phone *rang*.

While can be used to indicate that two actions were in progress simultaneously.

My roommate was playing music *while* I was studying for my exam.

You can start with *when* or *while*, but you have to use a comma.

When my parents arrived, I was watching TV.

2. Individually, but considering everyone else, complete the sentences with the past progressive or past simple form of these verbs.

sleep go work tidy arrive cook call dance

- a) He _____ in his bed when they came back from the supermarket.
- b) We were watching the news when the power _____ out.
- c) She was listening to music while he _____ in the office.
- d) I _____ up my room when I found my glasses.
- e) They were hoping to see something amazing when they _____ at the museum exhibition.
- f) While Andrea _____ dinner, her husband was setting the table.
- g) Jorge _____ me while I was cooking dinner.
- h) When I arrived at the party, everyone _____

Answers: a) was sleeping, b) went, c) was working, d) was tidying, e) arrived, f) was cooking, g) called, h) was dancing

Speaking



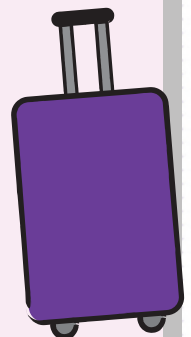
1. Gather in pairs and ask each other the next question: What were you doing when (something happened)?

Example:

A: What were you doing when the teacher arrived at the classroom?

B: I was talking with María.

2. In assembly, share the answers with the classroom community. 🌀





Sounds and Images of Our Environment

In this project, you will identify images and environmental sounds of your school context. You will also recognize if there is visual or noise pollution. You will create animated sequences or comic strips to reduce or prevent this type of pollution in the school and its surroundings.

En este proyecto, identificarás imágenes y sonidos ambientales de tu contexto escolar. También reconocerás si hay contaminación visual o auditiva. Crearás secuencias animadas o tiras cómicas para reducir o prevenir este tipo de contaminación en la escuela y sus alrededores.



Clara Estefanía Hernández Valdez, GUANAJUATO



GETTING READY Let's Identify

Everywhere we go there are visual and auditory elements that create a unique environment. These elements can be natural or human-created due to urbanization. Sometimes, it may be pleasant to hear some sounds or see certain images; other times, they can make you feel uncomfortable, or they can cause some damage, even reduce people's quality of life. These negative elements are called *visual and noise pollution*.

Autor:

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Especialista en elaboración
de material didáctico
para Nivel Secundaria
CIUDAD DE MÉXICO

1. As a classroom community, share what visual and auditory elements contribute to create an atmosphere in your school and its surroundings. Consider, for instance, a mural painting, a corner filled with garbage, a park where amateur musicians play, a factory with working machinery, etc.

2. Discuss what could be considered visual or noise pollution. Explain why.



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3. Talk about these topics:
 - a) What benefits would there be if noise pollution was reduced inside and around the school?
 - b) What benefits would there be if the pleasing visual or auditory elements were preserved?

4. Copy this table in your notebook and complete it.

Visual and Auditory Elements in the School and Its Surroundings

Those that are pleasant.	
Those that generate visual or noise pollution.	

Vocabulary

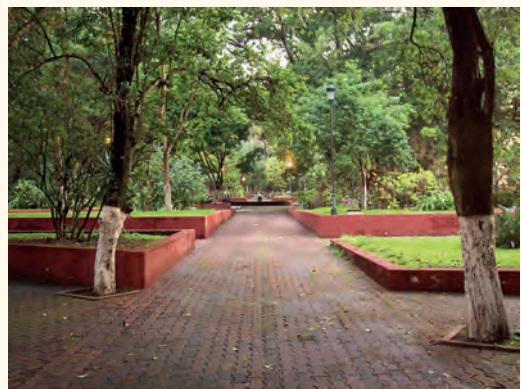
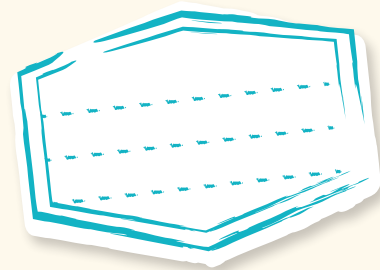


Look up the meaning of these words in English and write it down.

- a) Pollution _____
- b) Visual _____
- c) Pleasant _____
- d) Noise _____

Let's Retrieve

1. Collectively, observe the following pictures. Say which ones remind you of the sounds and landscapes of your locality and which show a different environment from your own.

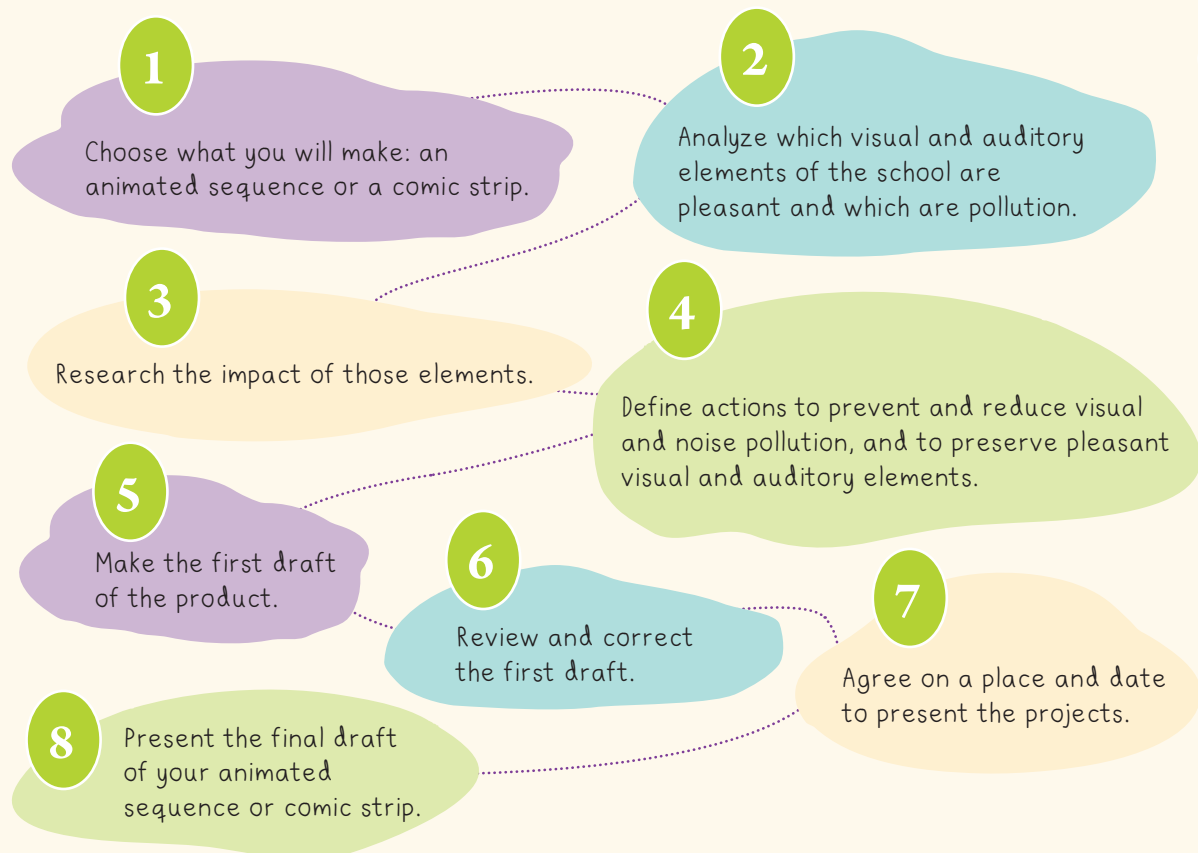


2. Discuss the following:
- What examples of visual and noise pollution do you see in the pictures?
 - What actions would you suggest to reduce or prevent them?
 - Which of these actions will be useful to reduce visual and noise pollution in your school and surrounding areas? Why?
 - What sounds in the classroom or school do you consider noise pollution? How do they affect the class?

Visual and noise pollution puts the right to live in a healthy environment at risk.

Let's Plan

Organize in communities and decide how you will make known your proposals to reduce and prevent visual and noise pollution, with an animated sequence or a comic strip. You can schedule your activities with the help of this diagram.





If you are going to make the animated sequence, digital applications and electronic devices will be necessary to record and edit audio and video. If you have chosen the comic strip, you can reuse or recycle stationery.

ACTION

Let's Go Back and Forth

1. In communities, review the table you made in your notebook during “Let’s Identify.” Comment on examples you can add.



2. Choose an example of visual pollution and another of noise pollution. Also choose two examples of elements that are pleasant: one visual and the other auditory.
3. In assembly, exchange your experiences about the impact of the visual and auditory elements you chose. For example, you can share how you reacted to things that pollute and things that are pleasant.

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4. After hearing how these sounds have positive or negative effects on everyone’s lives, reflect on the following:
 - a) What actions do you propose to reduce visual and noise pollution?
 - b) What actions could be taken to preserve pleasing visual and auditory elements?

5. Individually, but without forgetting you are part of a community, copy this table in your notebook and complete the information.

Visual and Auditory Elements We Choose to Analyze

Example of visual pollution		Example of noise pollution	
What can we propose to reduce it?		What can we propose to reduce it?	
A pleasant visual example		A pleasant auditory element	
What can we propose to preserve it?		What can we propose to preserve it?	



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6. Get together with another community of the same grade to do the following:
 - a) Explain which elements of the environment you chose as examples of visual and noise pollution.
 - b) Then, ask your classmates to tell how these elements affect people on a daily basis.
 - c) Identify which body response is produced by these images and sounds when being perceived: People turn their backs, they cover their ears, they frown, they walk fast to get away, etc.
 - d) Repeat the process but, this time, talk about the elements you find pleasant.

7. Imagine a story that takes place in your community with the elements in the previous table. It's important that the story shows examples of how to reduce pollution and how to preserve what is pleasant.
8. Complete the table individually. You are going to use it to create animated sequences or comic strips.

Story Development Outline

Beginning	Middle	End

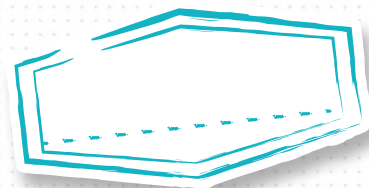
Feel free to imagine interesting and fun conflicts and plots with visual and noise pollution. What ideas do you have in mind?

Vocabulary

Individually, considering everyone else, match the words with the definitions.

- | | |
|-----------------|-----------------------------------|
| I. Introduction | a) The conclusion |
| II. Plot | b) The initial argument |
| III. Ending | c) Events that happen in the text |

Answers: Ib, IIc, IIIa



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Let's Refocus and Continue

1. In classroom community, and with the help of your teacher, review and analyze examples of animated sequences and comic strips.
 - a) Observe how sounds are represented with onomatopoeia and identify which ones you may use in your project.
 - b) In the case of animated sequences, brainstorm what objects in the environment you could use to build the characters.

2. Read and complete the table.

Types of Sound	Characteristic	Examples
Deep	It has a low frequency.	The croak of a toad
Sharp	It has a high frequency.	The screech of a mouse
Quick	It happens very quickly.	An applause
Slow		A yawn
Loud	Sounds at high volume.	The bray of a donkey
Weak		
Long	It's prolonged.	The howl of a coyote
Short		
Leisurely	Includes silent intervals.	A sneeze
With accents	Combines strong and weak sounds.	A heartbeat

3. Write the sounds you find pleasant or annoying.

a) Pleasant: _____

b) Annoying: _____



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4. Mention different examples of sounds from your environment.

a) Say examples of sounds produced with your body and voice. Then, describe them based on the information in the previous table, and represent the sounds with body movements.

5. Get together with your community and describe the sounds you recorded in the table of "Let's Go Back and Forth."

a) Imitate them while acting out the body movements associated with the sounds.

b) If you are going to create a comic strip, define the onomatopoeias that will represent the sounds.

6. Before starting to work on your final drafts, organize a community talk to present ideas and proposals to reduce visual and noise pollution, and to preserve pleasant visual and auditory elements.

a) Listen carefully to your classmates' participation.

b) Make suggestions that help the development of the projects.

c) Make suggestions that improve the proposed projects.

7. Start your first draft with your communities.

a) Consider the suggestions your community received.

b) Make the necessary changes.

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8. As you design the characters, identify the physical and personality traits they will have.
 - a) If you make an animated sequence, use local materials such as fruit, stones, pieces of fabric, ceramics, etc.
 - b) Assign your characters a distinctive voice tone: low, high, fast, slow, etc.
 - c) If you choose to make a comic strip, include onomatopoeias that represent the sounds that the characters produce with their voices, with their bodies, or with objects.
 - d) Include scenes of landscapes or your surroundings in both your animated sequences and comics.

9. Use the table of “Let’s Go Back and Forth” as a guide. Check your progress and decide if changes or corrections are necessary, like a character’s voice, the materials you used, your drawing style.

10. In community, share the first draft of your product. Make suggestions orally or in writing to improve the work. Remember you must be kind and respectful in the suggestions you make.



11. Once you have considered the suggestions of your teacher and your classmates, correct your animated sequence or comic strip and make the final version.

12. Gather the final versions of the comic strips and the animated sequences.



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Use of Can and Should

Can and *should* modify the meaning and intention of certain verbs. *Can* expresses ability; on the other hand, *should* expresses duty, advice, or suggestions.

The formula for these modals is:

subject + *can/should* + *verb in base form* + object

Examples:

I *should do* my homework on time. (Expressing duty)

I *can speak* English well. (Expressing ability)

The negative form of these modals is *can't* (*cannot*) and *shouldn't* (*should not*).

subject + *can't/cannot* + *verb in base form* + object

I *can't speak* French.

subject + *shouldn't/should not* + *verb in base form* + object

I *shouldn't throw* garbage in the classroom.

1. Your turn! Copy the following table in your notebook and fill in the information with the suggestions your classmates gave you using *can* and *should*.

Aspects That Express Suggestions or Duty (<i>Should</i>)	Aspects That Express Ability (<i>Can</i>)

2. Fill in the blanks with *can* or *should*.

- a) You _____ brush your teeth twice a day.
- b) I _____ swim very well.
- c) Students _____ always try their best in school.
- d) Sarah _____ play the piano beautifully.
- e) We _____ recycle to help the environment.
- f) Children _____ listen to their parents.
- g) He _____ speak Spanish fluently.
- h) You _____ be kind to others.
- i) Dogs _____ learn new tricks with patience and practice.
- j) We _____ eat healthy foods to stay strong.
- k) Students _____ bring their textbooks to class every day.
- l) You _____ help your friends when they need it.
- m) Sarah _____ run very fast.
- n) We _____ study for our exams.
- o) Children _____ follow safety rules when crossing the street.
- p) He _____ speak two languages fluently.
- q) You _____ listen carefully to the teacher during lessons.
- r) We _____ be respectful to our older adults.
- s) Students _____ study hard for their exams.



Nidia Alejandra Hernández Hernández, CIUDAD DE MÉXICO



Answers:
Should: a, c, e, f, h, j, k, l, n, o, q, r, s
Can: b, d, g, i, m, p

INTERVENTION

Let's Spread the News

1. As a community, organize the presentation of the projects with the help of your teacher.
 - a) If possible, invite your family and the school staff. Ask your teachers to make arrangements with the school authorities to allow visits for the presentations.
 - b) During the presentation, collect the opinion of the audience about the comic strips and animated sequences.
 - c) Encourage the audience to make proposals and invite them to implement them in their communities.

2. When the event finishes, share how you felt during the presentation. Then talk about how the audience reacted.



Clara Estefanía Hernández Valdez, OUMAJUATO


Let's Consider

Talk collectively about your experience in this project. Share if your relationship with the environment has changed, and if you believe that the audience will preserve the pleasant visual and auditory elements in their communities after the presentation.



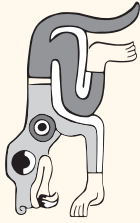
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Let's Go On

1. With the help of your teacher, schedule activities to follow up on the measures proposed to eliminate visual and noise pollution in the school, as well as to preserve pleasant visual and sound elements.
2. Finally, write in your notebooks the assembly agreements reached by the community to identify and reduce problems of noise and visual pollution at school. 



Nidia Alejandra Hernández Hernández, CIUDAD DE MÉXICO



The Gender Perspective From the Point of View of Music

In this project, you will creatively modify a song to raise awareness of gender roles and gender equality.

En este proyecto, harás una intervención artística de una canción para generar conciencia de los roles de género, así como de la igualdad de género.

GETTING READY Let's Identify

1. In assembly, read the following text:

Petra and Mario worked in their garden every day: Cutting firewood, cooking, piling stones next to the fence of their house, and hanging clothes in the sun. And, every single day, people looked at them strangely. One day, while the neighbors were looking at them, Petra asked Mario: "Why do you think they look at us like that?" He answered: "Who knows. Well, let me finish what I'm doing, and I'll help you collect firewood and stones."

Petra y Mario trabajaban en su jardín todos los días: cortaban leña, cocinaban, colocaban las piedras junto a la barda de su casa y tendían la ropa al sol. También todos los días la gente los miraba extrañada. Un día, mientras los vecinos los miraban, Petra le preguntó a Mario: "¿Por qué crees que nos miran así?". Él respondió: "Quién sabe. Bueno, déjame terminar lo que estoy haciendo y luego te ayudo a recoger leña y piedras".



Autora:

Patricia Susana Lemus Cortés

Maestra frente a grupo

Escuela Primaria José González Martínez

JALISCO

Vanessa Roldán García, ESTADO DE MÉXICO

2. Individually, without forgetting you are part of a community, reflect on the text you just read and answer the following questions:
- a) What household chores does each member of your family do?



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- b) Which tasks does Mario do, and which ones does Petra do?

- c) How common is it at home, or in the community where you live, for women to do hard work, such as cutting wood or collecting big and heavy stones?

- d) How common is it for men to wash clothes or cook?

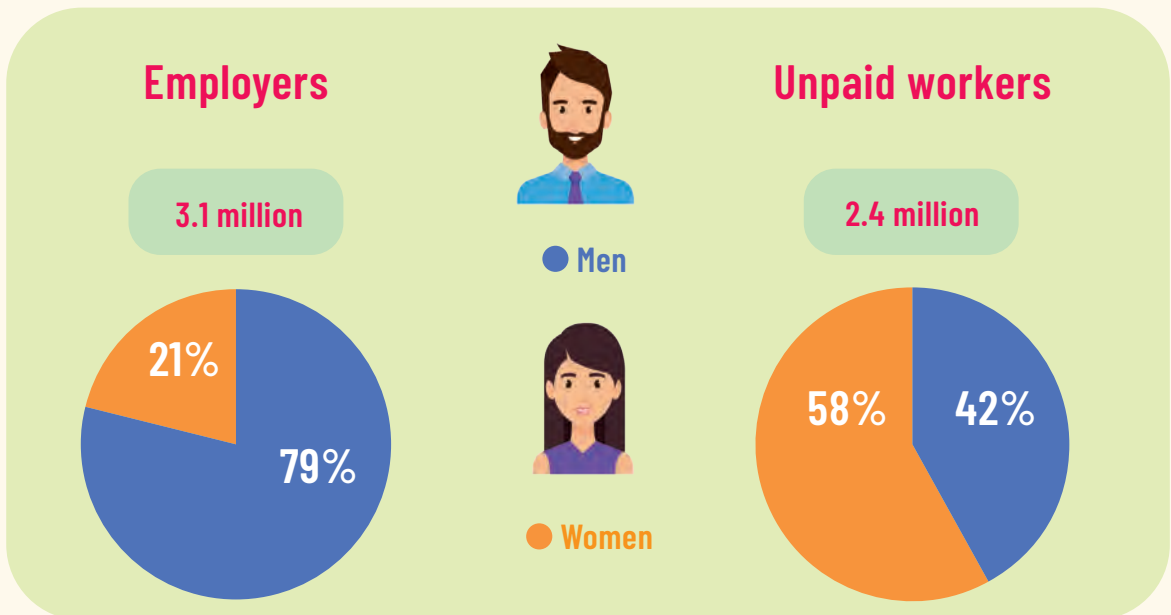
3. In community, with the help of your teacher, discuss why you believe certain tasks have been traditionally assigned to men and others to women.

Gender roles are behaviors that respond to social norms established by human groups over time. They are tasks or activities that a person is expected to do according to whether they are a woman or a man.

- 4. Observe the next image and analyze it with the following questions in mind:
 - a) What does the graph represent?



b) According to the information, what do you think are the reasons behind the data in the graph?



Through art, people express their feelings about social situations. Expressing feelings, emotions, ideas, and opinions helps you to create relationships and bonds in which gender equality is promoted. Surely, you have noticed problems that are directly related to the social gender roles imposed on both men and women in some communities; for example, delegating household chores to women and the responsibility of working and earning money to men.

- In assembly and being supportive, consider how you could express the gender perspective in your community through an artistic manifestation.



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Let's Retrieve



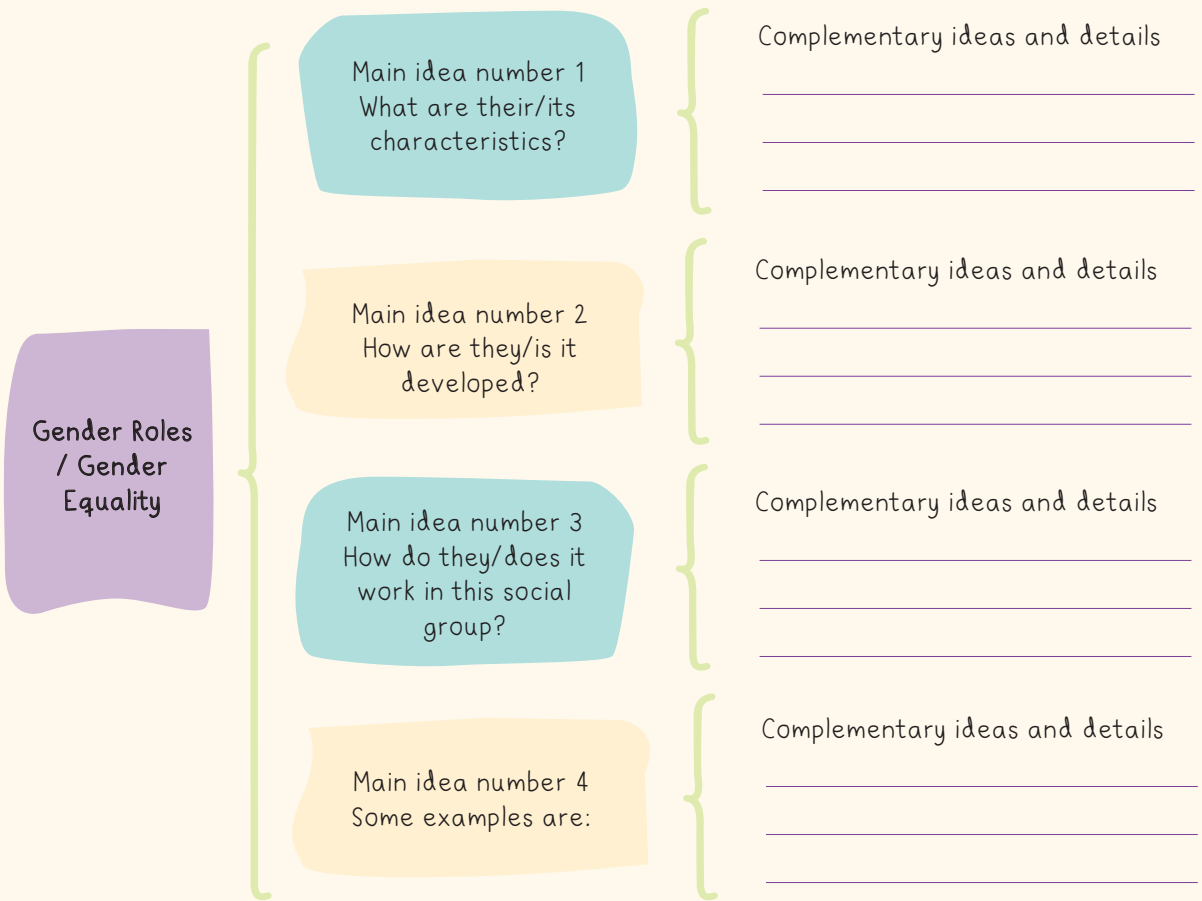
- 1. In assembly, do the following activity:
 - a) Think carefully and mention five common daily activities of a woman and a man living in your house.
 - b) Share your answers and write them in the following table:

Activities at Home	
Women	Men

- 2. Form two communities and do the following activities:
 - a) One community will investigate about gender roles, and the other, gender equality. To do this activity, you can go to a public library, or consult the School Library, the Classroom Library, or the internet with the help of an adult.



b) With the information you collected, make a synoptic table in your notebook. You can use this one as a guide:



c) In assembly, present your table and compare your answers.

- d) Individually, without forgetting you are part of a community, write or draw a story related to any of the following ideas:
- ▶ The activities men and women do at home
 - ▶ Gender roles
 - ▶ Gender equality



e) In assembly, share your work and reflect on the following question: Why is it important to live in gender equality?

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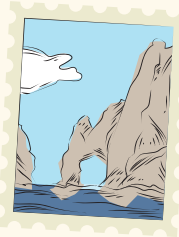


3. Collectively, and being supportive, observe and analyze the image on the left.
 - a) Discuss and brainstorm ideas about the meaning of the image and what could be the message that the creator wanted to convey through art.

4. Individually, without forgetting you are part of a community, answer the following questions:
 - a) For you, what is art?

- b) Have you ever expressed yourself creatively? If so, how?

- c) How can you use art?



Art is one of the most important manifestations of humanity, and it is not only the representation of people and their environment; through it, artists express their emotions and feelings, their critical thought, and their perception of society at historical moments. Art can also preserve the deepest thoughts that women and men had about their time and space.

5. In community, answer the following questions in your notebook:
 - a) How could you express gender roles in your community by using art?
 - b) What materials would you use?
 - c) What words would you use to describe them?

6. Write in your notebook the words, colors, and textures you feel identified with, and that represent you. For example: "Martín: green color, soft texture like a cloud."



Let's Plan

You will create a song about your observations regarding gender roles and ways to help you raise and reinforce awareness about gender equality. To do this, you must first identify the gender roles in the place where you live, the consequences of these and the purpose of gender equality. Likewise, you will learn about how art can draw attention to social problems.



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1. In assembly, plan the actions for a musical proposal to make gender roles and equality visible, as well as raise awareness about the importance of the latter. Consider what you noticed about gender roles and some arguments that can help you promote the need for gender equality. You must first identify the gender roles in the place where you live, the consequences they have, and the objective of gender equality.
2. Decide how you will present the song to your community. With the help of your teacher, picture how you can do it and decide if you will dress in a particular way to create a bigger impact on your audience.

3. Make a planner so you are well organized. You can use the following table as a guide:

Materials

- Two sheets of bond paper, or reused sheets
- Markers or colored pencils

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

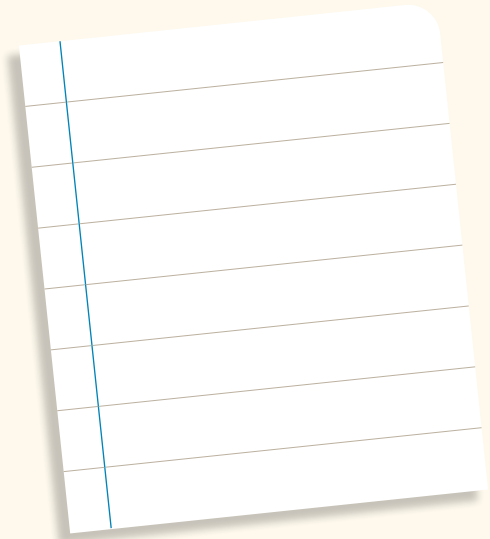
ACTION

Let's Go Back and Forth

Nidia Alejandra Hernández Hernández, CIUDAD DE MÉXICO



1. Form communities. Each one will do the following:
 - a) Write some questions to interview your family members and neighbors about gender roles, always in the company of an adult. For example:
 - ▶ How do you understand gender roles? How do you think your family deals with this issue? What is your opinion about it? Do you think gender roles have to change?
 - ▶ How do you understand gender equality? Why is it important to understand it? What actions can you put into practice at home to understand it better?
 - b) Think about who will be interviewed and when. Select your questions according to your audience.
 - c) Decide how to do the interview, the date, place, and time. Consider the following points:
 - ▶ Welcome your audience.
 - ▶ Tell your audience what the project is about.
 - ▶ Ask your questions to the audience.
 - d) All members of the communities have to write the most important ideas in their notebook.
 - e) Check all the information you collected and rewrite it using key words or phrases on a sheet of bond paper, or reused sheets. With this, you can start drafting your song.
 - f) Choose a song you like. It can be because of the rhythm or the lyrics.
 - g) Listen carefully to the melody and lyrics of the song. Write it on a sheet of paper, or reused paper.



.....
 An artistic intervention is a creation in which the objective is to interact with a place, structure, or another work of art, among others, and modify it so it becomes something new.

h) Select the key words or phrases. You can change words or phrases from the lyrics of the original song. To do this, use another sheet of bond paper, or reused sheets. If you consider it necessary, you can write all the song again. You can replace the key words or phrases of the song with those you selected in subparagraph e.



i) When you finish, copy your song in your notebook. This will be your first draft.

The objective of your artistic intervention will be to raise awareness of gender roles and equality.

Grammar

Have to/Has to

Have to/has to is used when someone is required to do something. It often refers to rules, duties, or responsibilities.

When you say "I *have to*," it means you are required to do something because it's necessary or imperative.

For example, "I *have to* do my homework" means it's obligatory for me to do my homework and "She *has to* go to school" means it's her duty to go to school.



I *have to* study for the exam.
 You *have to* help your mother.
 He *has to* clean his room.
 She *has to* do the dishes.
 It *has to* be ready today.
 They *have to* visit his family.
 We *have to* go to the museum.
 You *have to* do your homework.



Had to

Had to indicates there was a requirement or obligation to do something in the past. For example, "I *had to* go to bed early last night" means it was necessary for me to go to bed early last night.

I **had to** cut my hair for the photo.
He **had to** find another book to complete his homework.
They **had to** move to Monterrey.

Read the following sentences, and complete them with *has to/have to*, or *had to*.



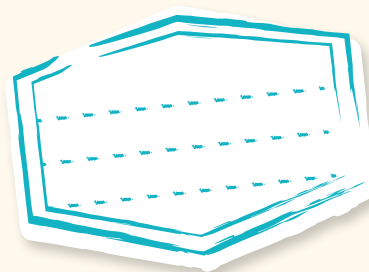
- a) The students _____ raise their hands before speaking in class yesterday.
- b) Sarah _____ finish her homework before watching TV.
- c) We _____ wear a helmet when riding a bike.
- d) Yesterday, Sarah _____ finish her homework before playing with her friends.
- e) Dad _____ leave for work early in the morning.
- f) Tom _____ go to bed early because he had a test this morning.
- g) We _____ clean our classroom after school last Friday.
- h) You _____ ask permission before using the computer.
- i) The dog _____ go for a walk every evening.
- j) Mom said I _____ finish my vegetables before having dessert last night.

Answers:
a) had to, b) has to, c) have to, d) had to, e) has to, f) had to, g) had to, h) have to, i) has to, j) had to

Let's Refocus and Continue

1. In classroom community, being nice and respectful of all different opinions, review the songs everyone is drafting. You can use the following questions as a guide:
 - a) Is the song related to the topic?
 - b) Does the song contain words or phrases from the dialogue with the adults?

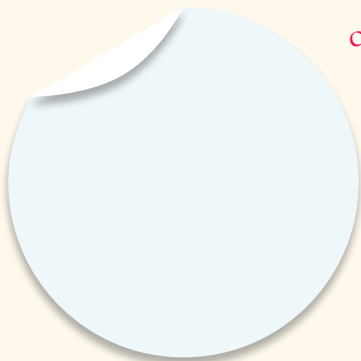
2. Each community will make observations and suggestions to improve the songs.



3. With your community, discuss the changes you can make before practicing and presenting your song to the group. Consider the observations you received. This will be your second draft.
 4. Ask your teacher to review your song and give you their opinion. This will help you improve your final draft.
 - a) Does the proposal explain the relevance of the problem and place attention on it in a creative way?
 - b) Remember the work will be shared with the community, and everybody has to understand your message.
5. With your classroom community, review and discuss the changes you can make.
 6. Practice your presentation with your final draft. You can use different resources, like your body, sounds, gestures, and recycled materials according to what you are going to present. The time you need to practice your presentations will depend on your group and your teacher.

INTERVENTION

Let's Spread the News



1. In assembly, follow these instructions:
 - a) Name your presentation.
 - b) Set the date for the event.
 - c) Make posters to invite your community by writing the day and date on them. With the help of your teacher, invite your community in general too.
2. It is time for the final presentation in your school. Consider practicing beforehand, taking into account the comments given by your classmates and the planning.
3. After finishing your presentations, ask the audience what you can do to improve.

Let's Consider

1. In assembly, reflect on the songs you created. Answer the following questions:
 - a) How does your song contribute to understanding gender roles and equality?

- b) How do you feel by the end of this project?

- c) How does your final draft benefit your community?

2. Using all the information you collected for your project, make a guide of the actions you can take to raise awareness of gender roles and equality.




Vanessa Roldán García, ESTADO DE MÉXICO

Let's Go On

1. Collectively, make a collage of what you learned in this project.
 - a) You can use these questions:
 - ▶ What did I learn?
 - ▶ What new skills did I develop?
 - ▶ How can I contribute to change some attitudes and behaviors in relation to gender roles and equality?

- b) Write on a piece of paper some of the opinions you collected. Reflect on the following questions:
 - ▶ What did you like the most about the project?
 - ▶ What did you like the least?



2. Finally, write in your notebooks the assembly agreements reached by the community to make gender roles and gender equality visible and raise awareness about both of them. 



Drop by Drop: Water Awareness!

In this project, you will recognize different ways to describe a problem in a school text. To do this, you will make an accordion book where you will describe the water situation in your community.

En este proyecto, reconocerás diferentes formas de describir un problema en un texto escolar. Para esto, harás un libro acordeón donde describirás la situación del agua en tu comunidad.

GETTING READY Let's Identify

1. In communities, look at the following pictures. Then, in assembly, share what the pictures describe and convey.



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2. Collectively, answer the following questions:
 - a) How important is water to human life and nature?

 - b) How does water pollution affect life in our planet?

 - c) What do you use water for in your daily activities?

3. Now ask some adults you trust the following questions regarding water shortage and write the information they share with you in your notebook.

- a) How many rivers or lakes were there in your community or close to it when your parents arrived there?

Autor:

Enrique Guzmán Sánchez

Maestro frente a grupo

Escuela Primaria General Lázaro Cárdenas

PUEBLA



- b) What is their current condition?
- c) What caused their disappearance or pollution?
- d) What could people do in these lakes and rivers in the past?

Let's Recover

1. In communities, read the following text:

Water: The Worldview of Indigenous Peoples in Mexico

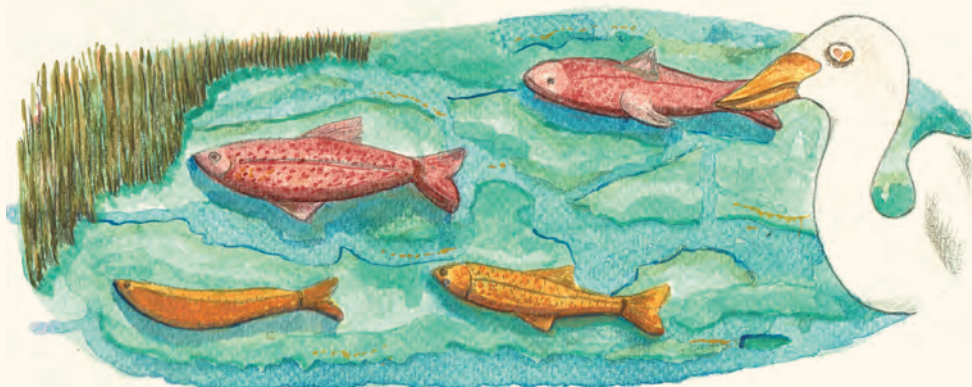
By Rafael Pacchiano Alamán

The relationship between the environment, water, and Indigenous peoples has been proven since time **immemorial**, not only in their customs and traditions but also in their own **conception** of the world, where a strong **sustainability** culture is rooted, along with respect for the usage and upkeep of **hydric** and environmental resources. This way of connecting with the **biosphere** is possible because they possess a wide and complex knowledge of the different

ecosystems they inhabit, ranging from deserts and coastal plains to rainforests and temperate forests, most of them located at high altitudes that have special **hydrological** roles for basins, such as refilling **watersheds** and local **aquifers**. Consequently, the environmental services provided by our Indigenous peoples prompted by their own culture are a very important contribution to local development and to the proper operation of ecosystems.



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2. Individually, look for the definition of the words in blue. You can search in the Classroom Library, a public library, or on the internet. Write the definitions in the following table:

immemorial	conception	sustainability	hydric
biosphere	hydrological	watersheds	aquifers



3. In community, discuss: How did Indigenous cultures preserve natural resources in the past?

4. How does knowing the vocabulary words help you understand the text better? Discuss your thoughts as a community, then repeat the vocabulary words.



Let's Plan

To do this project, you will perform the following activities:

- a) Gather information about the water situation in your community. You must collect it from different sources: books, the School Library, a public library, internet websites, or interviews with trusted adults.
- b) Analyze the information you obtained, classify it, and select the pieces of it you are going to use.



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- c) Make a draft paper where you describe the different problems related to the water situation in your community.
- ▶ Every description and problem must be illustrated. For example, if you want to describe how a river looked before being contaminated (based on an adult's testimony), you should draw the river or illustrate it with a photo from a magazine or the internet. Make sure to indicate the source and the creator.



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- d) Exchange your draft with one of your peers so you can check each other's work and provide positive feedback on how to improve it.
- e) Make any necessary changes.
- f) Now create an accordion book using the suggestions provided by your peer.
- g) Share your work with the classroom community.

An accordion book is a small book or magazine with foldable pages, containing pictures and information about something. It is a highly versatile resource that is designed with your creativity. Make sure you have the following materials at hand:

Materials

- ▶ White or colored sheets of recycled paper
- ▶ Brown kraft paper
- ▶ Glue or adhesive tape
- ▶ Scissors
- ▶ Colored pencils
- ▶ Assorted decorations: dry leaves, stickers, or whatever you prefer



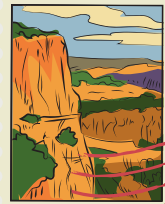
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Could/Couldn't

Form	Structure	Examples	Use
Affirmative	subject + <i>could</i> + verb in simple form	He <i>could</i> dance very well.	You can use <i>could</i> to talk about abilities you or someone else had in the past.
Negative	subject + <i>couldn't</i> + verb in simple form	When I was 14 months old, I <i>couldn't</i> walk.	You can use <i>couldn't</i> to express that a person didn't have an ability in the past.
Additional rules	subject + <i>could/couldn't</i> + verb in simple form	When my mom was younger, she <i>couldn't</i> go out to parties. When my father was a kid, he <i>could</i> play soccer in the streets.	You may also use <i>could</i> to refer to an activity a person was allowed/wasn't allowed to do in the past.

Individually, complete the sentences using information from members of your family. Then share the answers with the class.

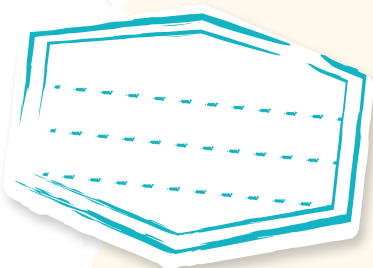
- When he was younger, my grandfather could _____
- When she was a child, my mom could _____
- When she was younger, my mom couldn't _____
- Last year, my brother/my sister couldn't _____
- When my father was a teenager, he could _____



ACTION

Let's Go Back and Forth

- In communities, consult any text related to water in your community. You can search in the School Library and online, or interview some adults about the availability of water where they live, for example. Organize the information so you may use it in the project.
- Accompanied by an adult, visit a place where you may observe the following: a river or lake, a water reserve, a well, a public beach, or any public place where water may be scarce.
 - In your notebook, write what you observed during the visit.



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3. Share the information you gathered and answer the following questions:

a) How would you describe the water situation in your community?

b) How would you use your accordion book to explain the water situation?

4. Analyze and classify the information you obtained.

5. Individually, but considering you are part of a community, prepare a draft about water using the information you classified. Consider the following:

a) Detailed characteristics and particular situations.

b) Comparisons between the present and the past. What could people do when they had access to water? What can't people do in the present?

6. Illustrate every description or characteristic with a picture.

7. Reflect on this question: What could people do with water in the past that is not so common today?

Let's Refocus and Continue

1. Exchange your draft with a classmate, reflect, and share the answers to the following questions:

a) What did you describe about the water situation?

b) What elements would you add to your classmate's work to improve it?

c) How could you improve the illustrations?

2. Register your suggestions in the following table:

Name of my classmate:	Date:
Suggestions, comments, and possible changes in the text.	Suggestions, comments, and possible changes in the illustrations.

3. Based on your classmate's feedback, make any necessary changes. Consider this will be the final version of your draft, the one you're using for your project.

Speaking



In pairs, answer the following questions and justify your answers:

- Where could people find water in the past?
- What games could children play with water in the past?
- Could people have access to water if they lived in a different area? Where?

INTERVENTION

Let's Spread the News

Now, gather the materials you need to make your very own accordion book.

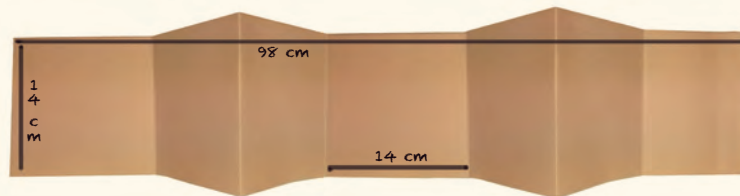
- Individually, and with the help of your teacher, cut a long line off a brown kraft paper. The total length of the accordion book will be of 98 cm.
- Fold the line in squares of 14 cm \times 14 cm. At the end, you will have an accordion made by seven squared sections. See the picture for reference.



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- Create a cover for your accordion book. Make sure to write your name on it.
- Draw, write, paint, cut, and paste stickers in every part of the accordion book.
- Order your descriptions as if it was a brochure and organize your accordion book the way you see fit.
- Do any variations you want, just remember to include the descriptions regarding the water situation in your community and illustrate them. You may include what you can do at home and in your community to preserve water.

7. Decorate your accordion book however you like: The more colorful it is, the more attention people will pay to it.
8. With the help of your teacher, decide the best way to present your work to the school community.
9. Organize a presentation in your classroom and arrange the accordion books properly so everyone has a chance to see them.
10. Present your accordion book to the class and share ideas on how to preserve water in your community.



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Let's Consider

1. Once you checked your classmates' projects, as a community, share your experiences.
2. In assembly, discuss the following questions:
 - a) What kind of descriptions did you include in your accordion books?
 - b) Which issues are described in most of the books?
 - c) How did asking for information and observing the situation of the community help to create your accordion books?
 - d) Which aspects were not considered but would help you improve the experience now?



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Let's Go On

1. Add the accordion books to your School or Classroom Library.
2. Present your accordion book to your family and friends.
3. Consider presenting your project to all the people who helped you obtain information.
4. In assembly, discuss if a classmate described an urgent issue in their project.
 - a) Which possible solutions would you propose regarding that issue?
5. Finally, write in your notebooks the assembly agreements reached by the community to describe the water situation with your accordion books. 



A Healthy Menu!

In this inquiry-based project, you will learn about the nutrients provided by the food you can get in your community. You will associate a color with each kind of food, and while doing this you will learn to mix and combine them to create healthy menus.

En este proyecto por indagación, conocerás los nutrientes de los alimentos que se consiguen en tu comunidad. Asociarás colores a cada tipo de alimento y así aprenderás a combinarlos para crear menús saludables.

Our Community Wisdom

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

Dr. Lechuga is a specialist in boys' and girls' nutrition research. In his office, he is constantly studying nutrition facts, and today he wants to share the following information with us:

El doctor Lechuga es un investigador especialista en nutrición de niñas y niños. En su consultorio, constantemente estudia hechos sobre nutrición, y hoy quiere compartírnos la siguiente información

We Need a Healthy Diet

World Food Day is celebrated on October 16. The purpose of this day is to identify those foods that are healthy for the body, and to understand that changes in diet can lead to health issues such as diabetes, obesity, hypertension, and increased levels of cholesterol and triglycerides. Nutritionists from the Instituto Mexicano del Seguro Social (IMSS) recommend having five meals a day: three main meals (breakfast, lunch, and dinner), and two snacks in between (one around mid-morning and another in the afternoon).

Necesitamos una dieta saludable

El Día Mundial de la Alimentación se celebra el 16 de octubre. Su propósito es reconocer los alimentos saludables para el cuerpo y entender que los cambios en la dieta pueden ocasionar problemas de salud como diabetes, obesidad, hipertensión, altos niveles de colesterol y triglicéridos. Nutriólogos del Instituto Mexicano del Seguro Social (IMSS) recomiendan hacer cinco comidas al día: tres comidas principales (desayuno, comida y cena), y dos refrigerios entre ellas (uno a media mañana y otro por la tarde).



Autor:

Luis Fernando Nevárez Jiménez

Subdirector Académico

Escuela Primaria Lic. Miguel Alemán

SINALOJA

Additionally, it is important to engage in physical activity and to drink water, as well as to avoid sodas and energy drinks.

Problems related to diet can begin in childhood. If you find yourself in this situation, talk to your family members and ask them to take you to a clinic for an evaluation and to receive guidance on setting up a healthy diet.

Además, es importante hacer actividad física y tomar agua potable simple, así como evitar los refrescos y las bebidas energéticas. Los problemas relacionados con la alimentación pueden comenzar en la infancia. Si te encuentras en esta situación, habla con los miembros de tu familia y pídeles que te lleven a una clínica a valoración y para recibir orientación sobre cómo establecer una dieta saludable.

2. Being supportive, talk about what you just read.
3. Individually, without forgetting that you are part of a community, copy the following table in your notebook and list the foods you frequently eat during recess.

Healthy Food	Junk Food



- a) With the help of your teacher, copy the table on the board so everyone can share what healthy and junk foods they usually eat.
 - b) Individually, every student will write on the board an example of healthy and junk foods or the snacks they usually eat.
 - c) If the name of the food or snack has already been written on the board, mark it with a ✓.
4. During this inquiry-based project, you will answer the following questions:
 - a) What are the colors of the foods you usually eat in your community?
 - b) How can you plan your meals to have a healthy diet?
 - c) What kind of food do you usually have for breakfast and during recess?



May and Might

We use *may* and *might* to express the possibility of something happening.

We use *may* when there is a higher level of possibility.

We use *might* when there is a lower level of possibility.



Examples:

- I *may* buy some fruit after class: I'm hungry and I have some money.
- Carlos *may* go with us to the park on Sunday. Laura told me she wanted to go, and she will invite him, because she knows he doesn't have any homework.
- Susana *might* play soccer tonight, but she has a lot of homework, so I'm not sure.
- Adrián *might* cook some fish tomorrow, but he told me this morning he wanted to eat *tinga*, so I'm not sure.

In pairs, complete the following sentences with *may* and *might*:

- There aren't many clouds, but it _____ rain today.
- I _____ buy a new book tomorrow; I have been saving up.
- Sandra _____ arrive late; she was going to the doctor before coming to school.
- Samara _____ bake a cake for the reunion, but I don't think she will have time: She has a lot of homework.
- Luis _____ become a firefighter just like his dad, but he also likes biology, so I'm not sure.
- We _____ have an exam today: the teacher told us to study irregular verbs.
- I _____ go to the carnival, but I'm really tired, so I'm not sure.
- Saul _____ come for dinner: he told me he would make time to visit us.

Answers: a) may, b) might, c) might, d) might, e) might, f) may, g) might, h) might

Reading

In community, read the following text:

Junk Food

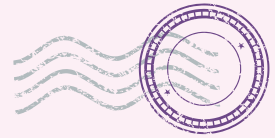
This morning, César woke up late and didn't have breakfast. He had to go to the market with his mom, so he decided to buy something to eat there. At the market, they saw some street vendors selling junk food. César wanted to eat some chips, but his mom told

him no, and explained that junk food is not healthy, and she promised to cook something delicious for him instead. She brought *tortillas* and sausages for today's meal, and *mole* for tomorrow's. César was still hungry, so he said he would make some eggs as soon as he got back home.

1. Individually, but considering everyone else, complete the sentences below using *may* and *might* and, in community, discuss the answers.

- a) César _____ be hungry.
- b) César's mom _____ cook something unhealthy for dinner.
- c) If César eats junk food, he _____ get sick.
- d) César's mom _____ cook *mole* today.
- e) César _____ eat eggs when he gets home.

Answers: a) may, b) might, c) may, d) might, e) may



Writing

Imagine you have to make dinner for your family tonight, then write in your notebook five sentences about which foods you may or might cook.

For example:

I *may* cook *enchiladas* and rice.

Speaking



In community, talk about healthy habits you *may* and *might* keep this week. For example:

- I *may* eat healthy most days of the week.
- I *might* start a new sport, but I don't have much time.
- I *may* learn how to make a salad.
- I *might* go to the doctor on Friday, but I have a game that day, so I *may* go on Saturday.



Let's Find Out

What Are the Colors of the Foods You Usually Eat in Your Community?

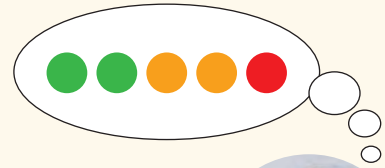
Dr. Lechuga points out that each food provides different benefits, depending on its color. In community, and being mutually supportive, you will identify the foods that can be found in your community. To do this, you will create a poster following the instructions below.

Materials (per community)

- | | |
|--|---------------------|
| ➤ A recycled piece of cardboard (51 × 39 cm) | ➤ A drawing compass |
| ➤ Colored pencils or acrylic paint | ➤ A ruler |
| ➤ Recycled white sheets | ➤ Scissors |

Procedure

1. Set the compass at 15 cm and draw a circle with a diameter of 30 cm on the center of the cardboard.
2. On the paper sheets, draw the foods you usually eat at home or school. Color them and then cut them out carefully.
3. Classify each food by its color.
4. According to the foods you have drawn and classified by color, divide the circle again and glue them as shown in the picture.



5. Consult the School Library, the public library, or, with the help of an adult, research on the internet to get information about the different benefits provided by each food according to its color. Also, do some research into the pigments or substances that cause each coloration.
 - a) Write on the poster the vitamins and minerals contained in each food, according to its color.

How Can You Plan Your Meals to Have a Healthy Diet?

Individually, but keeping in mind what you have learned in community, make a useful Food Planner. Follow the instructions below.



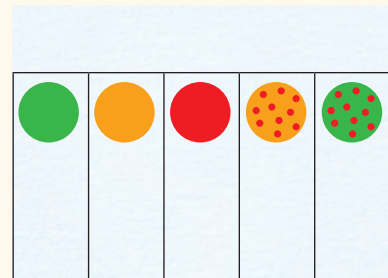
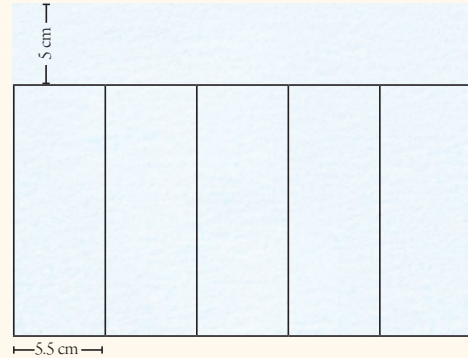
Nidia Alejandra Hernández Hernández, CIUDAD DE MÉXICO






Materials (per student)

- A white paper sheet
- A sheet of each color: green, orange, and red
- A drawing compass
- A ruler
- A glue stick
- A red marker
- Scissors

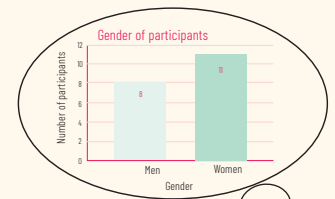
Procedure

1. Divide the white sheet into five equal parts, as shown in the picture on the right.
2. Set the compass at 2 cm and draw two circles on the green sheet, two on the orange, and one on the red. Carefully cut out the circles with scissors.
3. Glue the circles on the white paper sheet in the following order: green, orange, red, orange, and green, as shown in the picture.
4. With the red marker, draw dots on the last two circles.
5. Then, write the title Food Planner at the top.
6. Next, label the circles as shown in the picture.



Food Planner				
 Green Vitamins and minerals	 Orange Carbohydrates	 Red Proteins	 Orange and Red Carbohydrates and proteins	 Green and Red Vitamins, minerals, and proteins

7. Visit the School Library, the public library, or look for information on the internet, with the help of an adult, to find out which foods provide vitamins, minerals, carbohydrates, and proteins. Then, on your Food Planner, write the names of the foods you consume most frequently in the corresponding color section.



What Kind of Food Do You Usually Have for Breakfast and During Recess?

Dr. Lechuga wants to start a research study on the food consumption of children at school. To do this, he needs to conduct a survey to find out which foods are the most frequently eaten during breakfast and recess.

1. In communities, interview ten students to determine the foods they commonly consume throughout the week. Write their answers in the following table:

Survey on Frequently Consumed Foods per Week

	Foods and Beverages	Yes	No	Number of Days a Week You Eat this Food
Breakfast and Recess	Cereals (which ones)			
	Eggs			
	Fruits (which ones)			
	Vegetables (which ones)			
	Water			
	Milk			
	Yogurt			
	Coffee			
	Pastry products and cookies			
	Chips			
	Candy			
	Soda and juice			
	Processed foods (sausages, ham, etc.)			
Other (specify)				

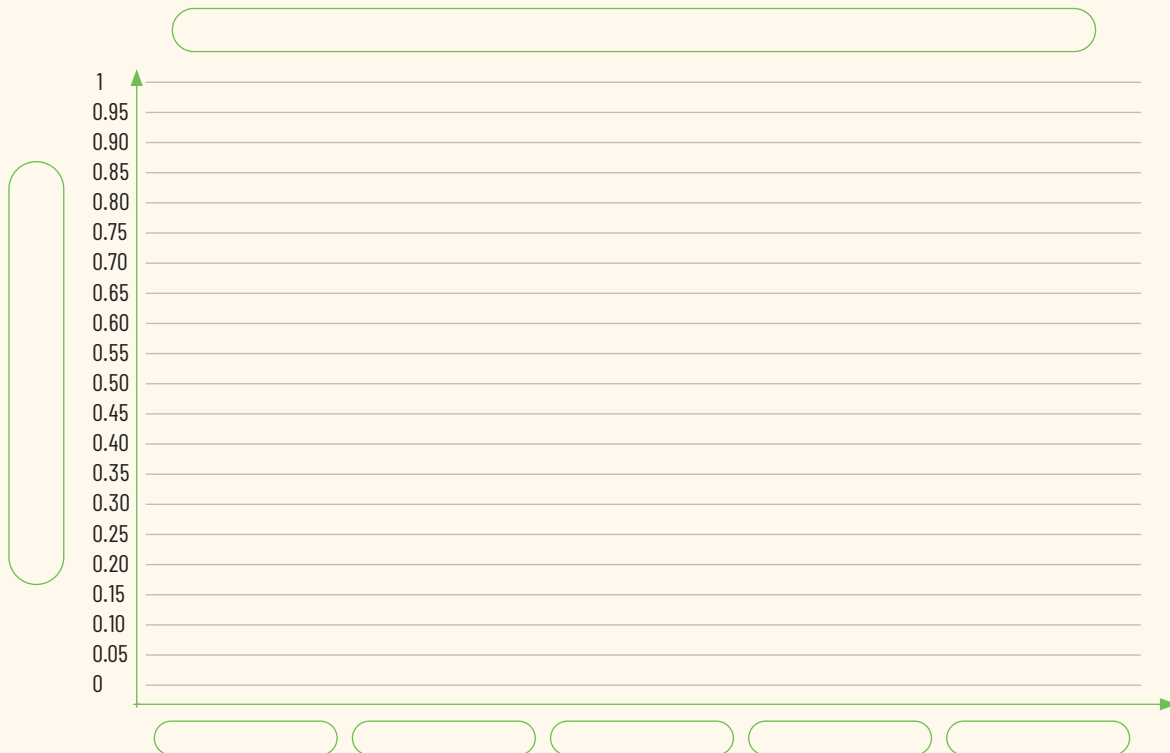
Let's Understand

1. Individually, but keeping in mind your community context, fill in the table below with the absolute and relative frequencies of the colors of the foods you included in the poster.



Food Color	Absolute Frequency	Relative Frequency

2. Complete the following graph with the relative frequency of each food color, using different colors for clarity. Make sure to add the title, label each axis to indicate the data they represent, and list each category that will be represented.

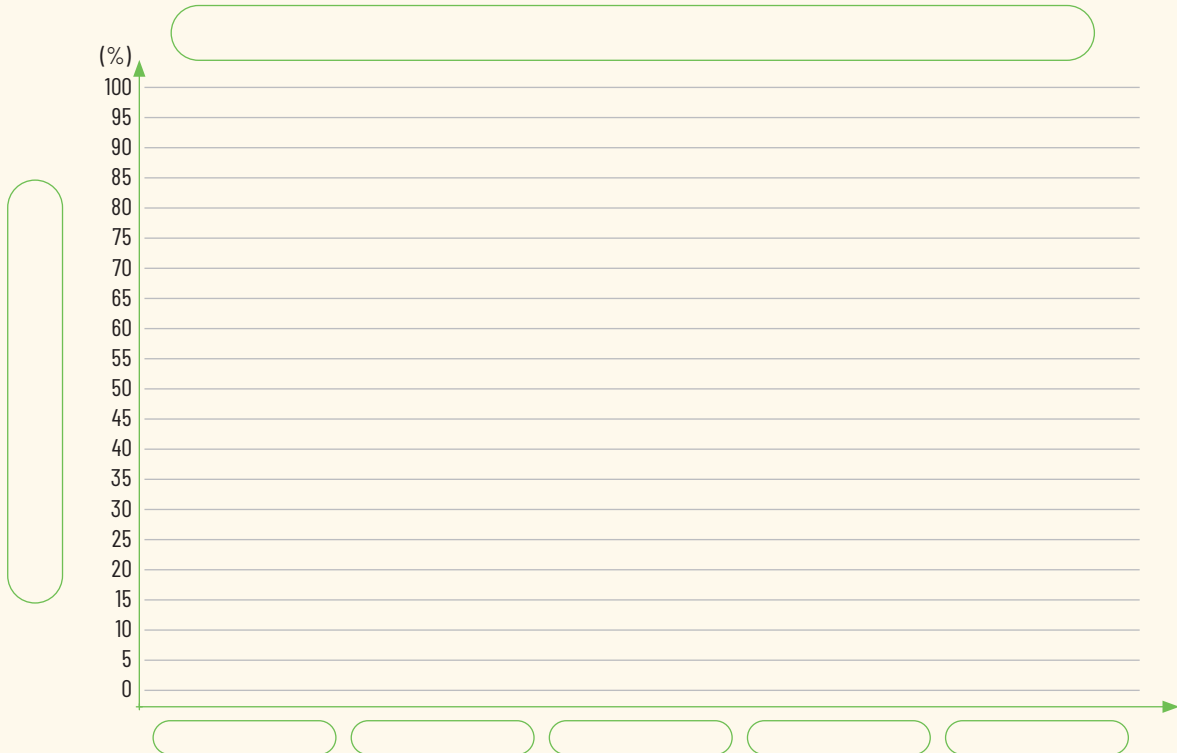


3. In communities, gather the information obtained in the interviews, and fill in the following table:

Breakfast and Recess	Foods and Beverages	Yes	No	Number of Days a Week You Eat this Food
		Cereals (which ones)		
	Eggs			
	Fruits (which ones)			
	Vegetables (which ones)			
	Water			
	Milk			
	Yogurt			
	Coffee			
	Pastry products and cookies			
	Chips			
	Candy			
	Soda and juice			
	Processed foods (sausages, ham, etc.)			
	Other (specify)			



4. Individually, but keeping in mind the work made as a community, create a graph displaying the five highest percentages from the information collected on foods and beverages during the interviews. Choose a label to indicate on each axis the data they represent and use various colors to improve the clarity of the graph.





Let's Socialize and Implement

Dr. Lechuga's Restaurant

1. Let's help Dr. Lechuga to create healthy menus!
Remember what you have learned so far.

Materials (per community)

-  5 white paper sheets
-  Colored pencils

Procedure

1. In communities, create healthy menus. Consider the typical foods of your community.
2. Use your Food Planner to create a weekly menu. It's important to always eat two dishes per meal, consider that if you mix three colors you will ensure a balanced diet.

The following pictures show four useful color combination models as examples.



Breakfast, Lunch, and Dinner

Model 1



Model 3



Model 2



Model 4



The following examples show how to create your weekly menus using your community's typical foods.

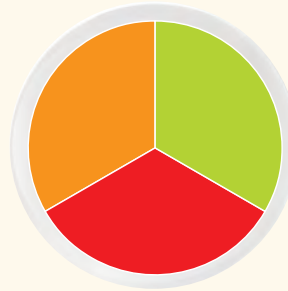
Example 1: Atole, amaranth bar, and fruit

Example 2: Chocolate, eggs, and fruit

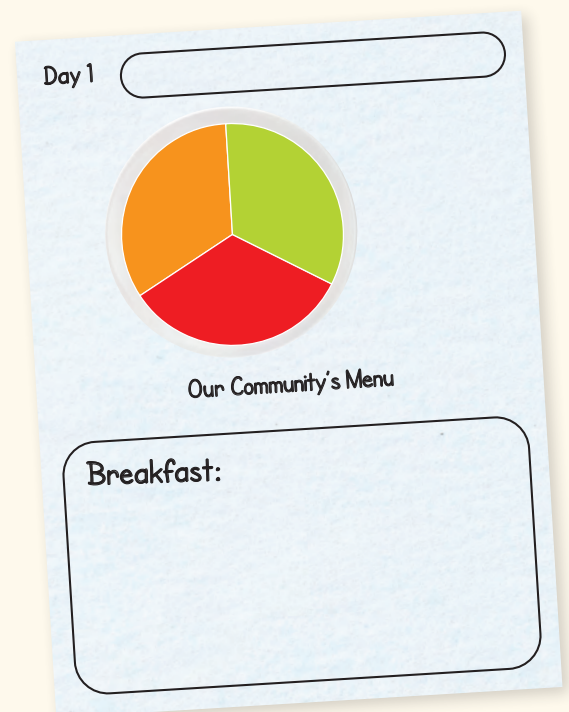
Example 3: Milk, oatmeal, and fruit

Example 4: *Pozol*, eggs, and fruit

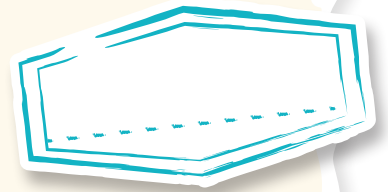
Example 5: Milk, sweet potatoes, and fruit



3. Draw one or two circles on each sheet of paper, divide them according to your taste, and write a daily menu. Check the example on the right.
 4. Create a menu for each of the five meals a day you should take.
2. In communities and being supportive to others, present "Our Community's Menu", and explain which healthy foods you chose for each meal.
 3. Once all communities have presented their menus, everyone can taste each other's food. Make sure to keep hygiene habits and avoid waste. Kindly interact with your classmates and your teacher.



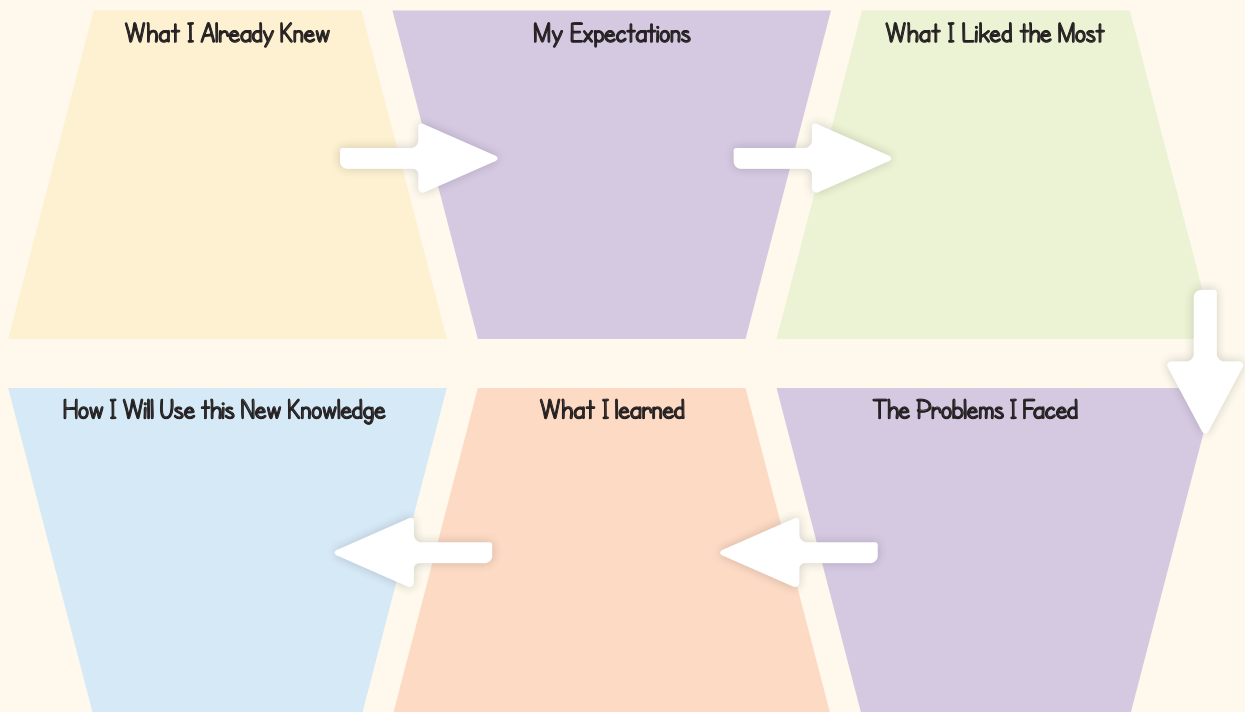
4. Individually, without forgetting that you are part of a community, write in your notebook what you liked the most about making healthy menus, and which of the meals selected by your classmates seemed the healthiest to you.




Let's Reflect on Our Learning

In this final activity, before saying goodbye to Dr. Lechuga, remember what you have learned.

1. Individually, but without forgetting that you are part of a community, write about your experience in the following chart:



2. Finally, write in your notebooks the assembly agreements reached by the community to create healthy menus. 

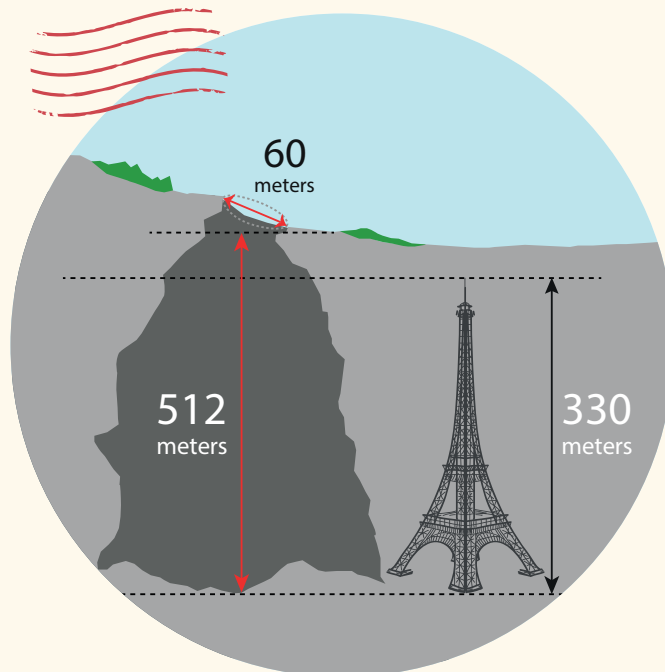
Is That a Rain of Birds?



If you are planning your next trip to the state of San Luis Potosí, a place you can't miss is the famous **Sótano de las Golondrinas**, or **the Cave of Swallows**, in the municipality of **Aquismón, in the Huasteca Potosina region**.



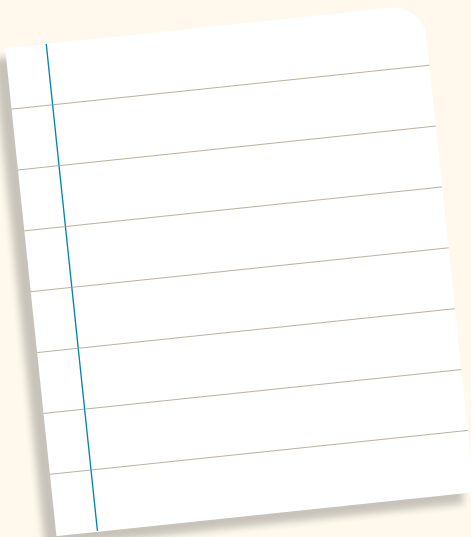
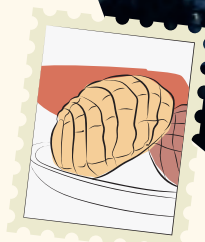
The Cave of Swallows is a vertical cave that is over 512 meters deep with a hole of 60 meters in diameter. Just to give you an idea, the Eiffel Tower could easily fit inside it. Every year, **three million swifts**—birds very similar to swallows—rest and nest there.



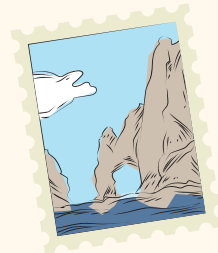


Why Is It So Amazing?

Everything happens at sunrise, between 7 and 9 in the morning. You can see, in total quietness, the most beautiful natural show ever. Thousands of swifts and huahuas—a type of parakeet— **fly together out of the cave in a synchronized spiral pattern.** It takes about an hour for all the birds to come out of the cave.



But wait, there's more! As the sun sets, you'll witness something incredible. **A rain of birds** comes back in a **rush**, falling from the sky with perfect timing. They land so quickly you can barely see them.





The Cave of Swallows is considered a great **natural monument**. It is also one of Mexico's natural wonders. That's why it is one of the most popular and amazing places to visit in the world. If you are really brave, you can even do extreme sports like skydiving and rappelling there.



It's so incredible,
**it will leave you
speechless!**

Reading

Individually, considering you are part of a community, after reading the text, write T for True or F for False.

- a) A huahua is a type of parakeet. ()
- b) The text is about a place in San Luis Potosí. ()
- c) The Cave of Swallows is not a natural wonder. ()
- d) The Eiffel Tower is smaller than the cave. ()
- e) The cave is 512 meters deep. ()
- f) Aquismón is located in Sonora. ()

Answers: a) T, b) T, c) F, d) T, e) T, f) F

Grammar

- Individually, considering everyone else, look at the table.

Will for Future

Form	Structure	Examples
Affirmative	subject + <i>will</i> + <i>verb in base form</i>	I <i>will see</i> lots of frogs in the pond.
Negative	subject + <i>will not (won't)</i> + <i>verb in base form</i>	I <i>won't see</i> salamanders in the pond.
Interrogative	<i>will</i> + subject + <i>verb in base form</i> + ?	<i>Will</i> you <i>go</i> to San Luis Potosí? It is answered like this: Yes, I <i>will</i> . / No, I <i>won't</i> .

- Imagine you will visit the Cave of Swallows. What will you see?

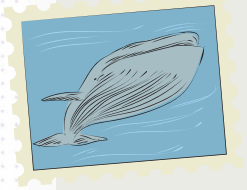
Use *will* and *won't* to complete the sentences.

- a) Millions of swifts _____ fly out of the cave.
- b) I _____ see just a few birds falling from the sky.
- c) We _____ be able to do extreme sports.
- d) I _____ see the birds falling from the sky at sunrise.
- e) It _____ leave me speechless!

Answers: a) will, b) won't, c) will, d) won't, e) will

3. Choose the correct option to complete the sentences.
- a) She will _____ around the world.
to travel travel traveling
- b) My cousin _____ be a pilot.
is will wills
- c) Will cars _____ able to fly in the future?
are be being
- d) They won't _____ any pets.
to have had have
- e) There _____ be clean air in the future.
isn't won't willn't

Answers: a) travel, b) will, c) be, d) have, e) won't



Speaking



- Read the conversation with a classmate.

A: I will visit my uncle next weekend. He lives in San Luis Potosí.

B: Oh, really? What will you do there?

A: I am not sure. I will go to the Cave of Swallows. It is a very deep cave. What about you?

B: I will play board games.

A: That is great! Will you play with your sister?

B: Yes, I will. We will play a new card game. I don't know how to play it.

A: Oh, I know. It is a fun game. First, you give each player six cards. Then you turn around one card on the center as a reference. Then the youngest player starts by choosing one card of the same color. The game continues to the right side of the youngest player. The first person without cards wins.

B: Well, it will be easy!

A: There are some special cards, but I will tell you later. I have to go.

B: See you soon!
- Using the conversation as a guide, talk to a classmate about your plans for the next vacation. Write your questions and your answers in your notebook.
- In assembly, talk about your classmate's plan. Make sure you have enough information to share. 🎨

THE DAM OF MALPASO

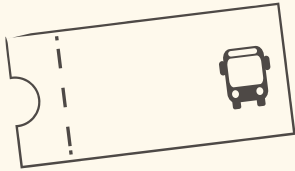
ADVENTURE IN THE HEART OF AGUASCALIENTES

The Malpaso Dam in Aguascalientes is one of the oldest reservoirs—a place where water is stored—still in use in Mexico. Its construction, among the large cliffs and ravines of the Sierra del Laurel, dates to colonial times. It was raised on more than two occasions and reopened in 1841, and then again in 1870.

The Malpaso Dam is located just a few kilometers away from the Magical Town of **Calvillo**, and an hour away from the capital of the state of Aguascalientes. It must not be confused with the one with the same name in Chiapas, which is the third largest hydroelectric plant in Mexico.



The Aguascalientes dam is smaller but amazing! It is in La Boquilla Canyon. If you go **kayaking** or on a **boat**, you can see **cacti** hanging on the cliff. It is a unique natural spectacle!



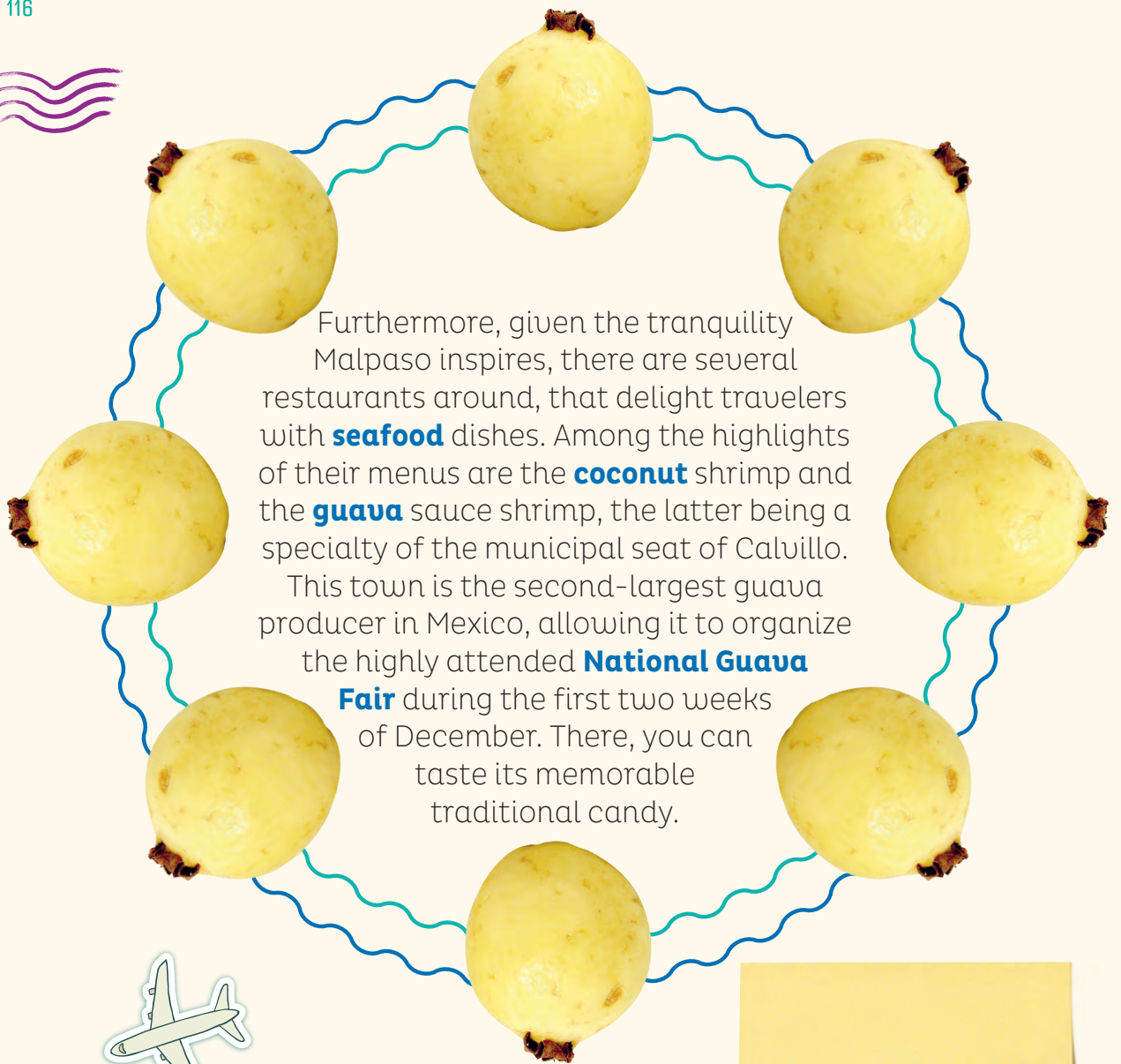
One of its attractions is that you can also **walk** on the dam's concrete wall and see from there a colorful **waterfall** that overflows toward the cliff.

In addition, there are stairs and a **handrail** to keep you safe. Just keep in mind that this activity can only be performed when the Gil River, which feeds Malpaso dam, is not overflowing.



It is a safe and fun way to visit a dam in Mexico!





Furthermore, given the tranquility Malpaso inspires, there are several restaurants around, that delight travelers with **seafood** dishes. Among the highlights of their menus are the **coconut** shrimp and the **guava** sauce shrimp, the latter being a specialty of the municipal seat of Calvillo.

This town is the second-largest guava producer in Mexico, allowing it to organize the highly attended **National Guava Fair** during the first two weeks of December. There, you can taste its memorable traditional candy.



In Malpaso you can practice **horseback** and **ATV** riding, mountain **biking**, and sport **fishing**. As well you can go **camping** and there are several **cabins** ready to accommodate visitors,



as the place is ideal for outdoor activities and admiring the spectacular cliffs surrounding the dam. They are more than 50 meters tall!



If you travel through the canyons at the bottom of the reservoir, the journey through Malpaso is amazing.

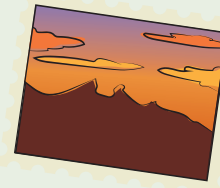
The dam is surrounded by hills where herons and migratory birds fly overhead. Also, in the surrounding area, you can find native wildlife like **roadrunners**, **white-tailed deer**, **Mexican trogons** (a bird of the same family as the quetzal), collared **peccaries**, beautiful reptiles, and **amphibians**, as well as bobcats and *pumas*. If you go fishing, you can catch **trout**, **bass**, and **catfish** in its waters.



Don't forget to visit and enjoy everything this historic and beautiful dam located in the southwest of the state of Aguascalientes, in the heart of Mexico, has to offer.

Vocabulary

1. Individually, but considering you are part of a community, identify five different leisure activities in the previous reading, and write them.



2. Complete the following sentences with the words from the previous activity.

- a) Have you ever gone _____ in the mountains?
b) I have never tried horseback _____
c) Have you _____ tried mountain _____?
d) I have never tried _____ in the river.
e) Have you ever tried sport _____ in the lake?

3. Circle the correct answers.

- a) The Dam of Malpas is located in *Chiapas/Aguascalientes*.
b) You can see a wonderful *forest/waterfall*.
c) The place is perfect for *indoor/outdoor* activities.
d) The dam is surrounded by *hills/towns*.
e) There's a lot of fish in the *dam/lake*.
f) You can go *kayaking/biking* in the dam.
g) You can also go *horseback riding/fishing* in the dam.
h) Have you ever tried *walking/swimming* in the dam?



Answers:
1. kayaking, horseback riding, ATV riding, mountain biking,
sport fishing, camping
2. a) camping, b) riding, c) ever / biking, d) kayaking, e) fishing
3. a) Aguascalientes, b) waterfall, c) outdoor, d) hills, e) dam,
f) kayaking, g) fishing, h) swimming

- Individually, considering everyone else, read the table below about the present perfect tense, which is used to talk about past actions that are somehow still connected to the present. For example, the present perfect with *ever* is used to ask if, up to the point when the question is being asked, someone has lived a specific experience or not.

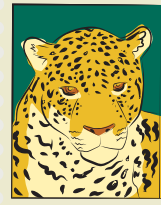


Present Perfect

Form	Explanation	Examples
Affirmative subject + auxiliary verb (<i>have/has</i>) + <i>main verb in past participle</i> + object or complement	The present perfect tense is used to refer to an activity the subject has performed before the present time, which they can still perform today. This tense is also used to refer to habits or situations that started in the past and continue in the present, or to activities that are not finished yet.	I <i>have travelled</i> to Chihuahua <i>before</i> . He <i>has practiced</i> sport fishing quite <i>a few times</i> .
Negative subject + auxiliary verb (<i>have/has</i>) + <i>never</i> + <i>main verb in past participle</i> + object or complement or subject + auxiliary verb (<i>have/has</i>) + <i>not</i> + <i>main verb in past participle</i> + object or complement	For negative sentences, the word <i>never</i> is used. Instead of using <i>never</i> , you can use <i>not</i> next to the auxiliary. Keep in mind that negatives can be phrased as contractions too (<i>hasn't/haven't</i>).	I <i>have never tried</i> chalupas. My sister <i>has not gone</i> kayaking <i>yet</i> .
Interrogative auxiliary verb (<i>have/has</i>) + subject + <i>ever</i> + <i>main verb in past participle</i> + object or complement	As usual, interrogative sentences present an inverted structure where the auxiliary comes before the subject. Because the interrogative is used to enquire about life experiences, the word <i>ever</i> , which means at any time, is added to express that the question covers all the subject's life up to this moment.	<i>Have</i> you <i>ever visited</i> Aguascalientes? <i>Has</i> she <i>ever gone</i> mountain biking?

As you can see in the table, sentences in present perfect tense often include time expressions, such as *before*, *this week*, *so far*, etc.

2. Fill the blanks using *have/has* and the correct form of the verbs in parentheses so that the sentences are in present perfect tense.



- a) _____ you ever _____ (visit) Aguascalientes?
- b) I _____ never _____ (eat) tacos.
- c) _____ she ever _____ (see) a shooting star?
- d) We _____ never _____ (travel) to Cancún.
- e) _____ they ever _____ (win) a championship?
- f) He _____ never _____ (meet) a famous person.
- g) _____ you ever _____ (ride) a horse?
- h) They _____ never _____ (go) to a concert.

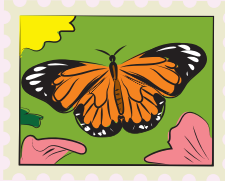


Luis Ángel Ortiz Sánchez, Ciudad de México



Answers:
 a) Have, visited
 b) Have, eaten
 c) Has, seen
 d) Have, traveled
 e) Have, won
 f) Has, met
 g) Have, ridden
 h) Have, gone

Speaking



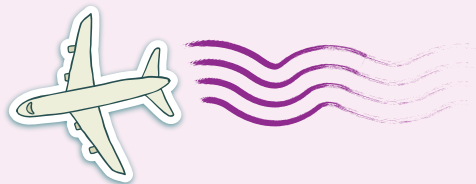
1. In pairs, write a list of the questions you want to ask your classmates about their experiences in life. Then, ask them these questions and write their answers.

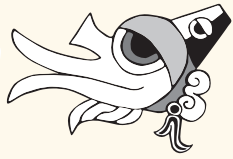
Questions	Answers
Example: <i>Have</i> you <i>ever been</i> on a boat?	



Luis Ángel Ortiz Sánchez, Ciudad de México

2. Let's play a game. In community, with the help of your teacher, take turns to say "Never have I ever" followed by an activity you have never tried. If one of your classmates says something you have done before, you have to clap your hands, and you get a point for each activity you have done. The game ends once someone reaches ten points. 🎉





Fragments of Our Lives!

In this project, you will identify the characteristics and most common uses of discontinuous texts, with the objective of learning how to organize information. You will also challenge your ideas about cultural diversity, native languages in Mexico, and the difficulties you experience when going to school.

En este proyecto, identificarás las características y los usos más comunes de textos discontinuos para aprender cómo organizar información. También, pondrás en juego tus ideas sobre la diversidad cultural, las lenguas originarias de México y las dificultades que enfrentas para asistir a la escuela.

GETTING READY Let's Identify

According to the organization of ideas, texts can be continuous or discontinuous. Continuous texts present the information in a sequential manner. You need to read the whole text from the beginning to the end in order to understand it.

Discontinuous texts explain concepts clearly. The information is either grouped or separated using different graphic organizers, which makes it easier to understand the text.



Cuahtémoc Wetzka, VERACRUZ

Autor:

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1. In assembly, read the following text. Then, answer the questions.

Sometimes, ideas and concepts are explained effectively because they are grouped or arranged in different graphic organizers, which makes them easier to understand. These resources, such as diagrams, charts, tables, and maps, integrate and expand the information on the main idea. In conclusion, discontinuous texts are data, messages, or numbers that complement an idea and create relevant and interesting information. We frequently find these texts in our daily lives; for instance, the ingredients in a product or the instructions on the back of its packaging, information on posters or infographics at the doctor's office are all discontinuous texts, presented in this way so we can easily understand them.

A veces, las ideas y los conceptos se explican adecuadamente porque están agrupados o distribuidos con ayuda de diferentes recursos gráficos, de manera que es más fácil entenderlos. Estos recursos, como los diagramas, los esquemas, las tablas y los mapas, integran y expanden la información a partir de la idea principal. En conclusión, los textos discontinuos son datos, mensajes o números que complementan una idea y crean información relevante e interesante.

Encontramos estos textos en nuestra vida diaria con frecuencia; por ejemplo, los ingredientes de un producto o las instrucciones al reverso de su empaque, o la información en los pósteres o infográficos de un consultorio médico son textos discontinuos y se presentan de esta manera para que podamos entenderlos fácilmente.

Cuahtémoc Wetzka, VERACRUZ



a) What type of discontinuous texts do you know?

b) What do you think their main function is?

2. Individually, analyze the information in the following texts and identify whether they are continuous or discontinuous.

Mexico is well known for its social, cultural, and linguistic diversity. School is an excellent place for exchanging ideas, perspectives, and experiences, as a result of diversity.



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Native Speakers of Indigenous Languages: Cultural Richness

Indigenous populations have their own customs and traditions. They have particular ways of understanding and interacting with the world. They dress, eat, celebrate their festivities, live together, and appoint their own authorities according to their conception of life.

An important element that distinguishes them and gives them identity is the language in which they communicate. In Mexico, 7,364,645 people aged three and older speak some native or Indigenous language, which represents 6 percent of the total population.

Instituto Nacional de Estadística y Geografía (n.d.)

What type of text is it? _____

Different Indigenous Languages

According to the Instituto Nacional de Estadística y Geografía, in 2020, six out of 100 inhabitants aged three and older spoke some Indigenous language.

Indigenous Language (Inali Catalog)	Women	Men	Total of Speakers
Náhuatl	853,625	798,333	1,651,958
Maya	376,631	398,124	774,755
Mixteco	280,869	245,724	526,593
Zapoteco	256,681	234,184	490,845

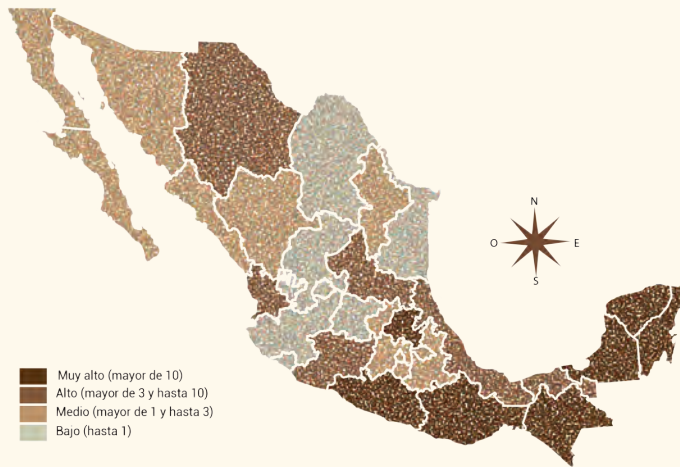
Diferentes lenguas indígenas

De acuerdo con el Instituto Nacional de Estadística y Geografía, en 2020, seis de cada 100 habitantes mayores de 3 años hablaban alguna lengua indígena.

Lengua indígena (catálogo Inali)	Mujeres	Hombres	Total de hablantes
Náhuatl	853,625	798,333	1,651,958
Maya	376,631	398,124	774,755
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What type of text is it? _____

Población de 3 años y más hablante de lengua indígena 2020 (porcentaje)



Instituto Nacional de Estadística y Geografía (n.d.)

What type of text is it? _____

3. Collectively, and being supportive, answer the following questions:

a) What are the characteristics of discontinuous texts?

b) How is the information on linguistic diversity represented in discontinuous texts?

c) What is the function of discontinuous texts?

4. According to the information in the previous discontinuous texts, how can you analyze the data on linguistic diversity?



- Individually, but without forgetting you are part of a community, write in your notebook three examples of discontinuous texts.

Let's Retrieve



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During our life, we are exposed to different types of information, so it is essential to learn to analyze it and reflect on it. For this reason, we need to know how to identify the main idea or topic in each text, as well as all the data it provides.

Do you remember reading the small letters on the back of a box of cereal or cookies while having breakfast? That information can be of interest to you. In the same way, it is possible to browse through a book and only read the review on the back cover. While watching the news, you can simply read the headlines at the bottom of the screen without focusing on the main news. These are examples of discontinuous texts.

- You can look for more information about discontinuous texts in the School Library, the public library or, with the help of an adult, on the internet.
- In assembly, give examples of discontinuous texts and comment on the type of information these texts offer. Highlight those that give more information about a product. You'll certainly find examples of discontinuous texts in edible products at home or in school supplies in the classroom. Point out which of those significantly contribute to the main goal or function of the product, compared to those which don't.



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3. Reflect on and answer the following questions:
- a) Can all texts related to one main idea (instructions or ingredients) be considered discontinuous? Why?

- b) How do you differentiate between a discontinuous text and other types of information?

4. Individually, without forgetting that you are part of a community, analyze the following text:



Respect for cultural diversity

Cultural diversity refers to the cultural variety that is manifested in different groups and societies around the world.

All people, including children, are all equal before the law, without any distinction. We all have the same rights and obligations.

We have the right to be protected from abuse, violence, and exploitation.

- a) Through the previous text, recognize the characteristics of continuous texts by coloring or underlining those referring to their structure based on the following elements:
- ▶ They present the information in a precise way.
 - ▶ They have a sequential and linear structure.
 - ▶ The information is organized, but not in a sequence.
 - ▶ They use pictures and figures.

5. In community, being supportive to each other, answer the following questions:

a) What is the purpose of the infographic as a discontinuous text to present the information?

b) How can you identify what the text is about before you read it?

Let's Plan

Now you are going to work with diverse information and learn some alternatives to classify it into discontinuous texts in order to present it in a way that is easier to understand and share.

For this purpose, you'll identify three problems to present them to your community.

1. Individually, with solidarity, make a double-entry table similar to the one on the right. This type of tool allows you to organize data that can be "cross-referenced". This means that the information is interrelated.

Sessions	Progress

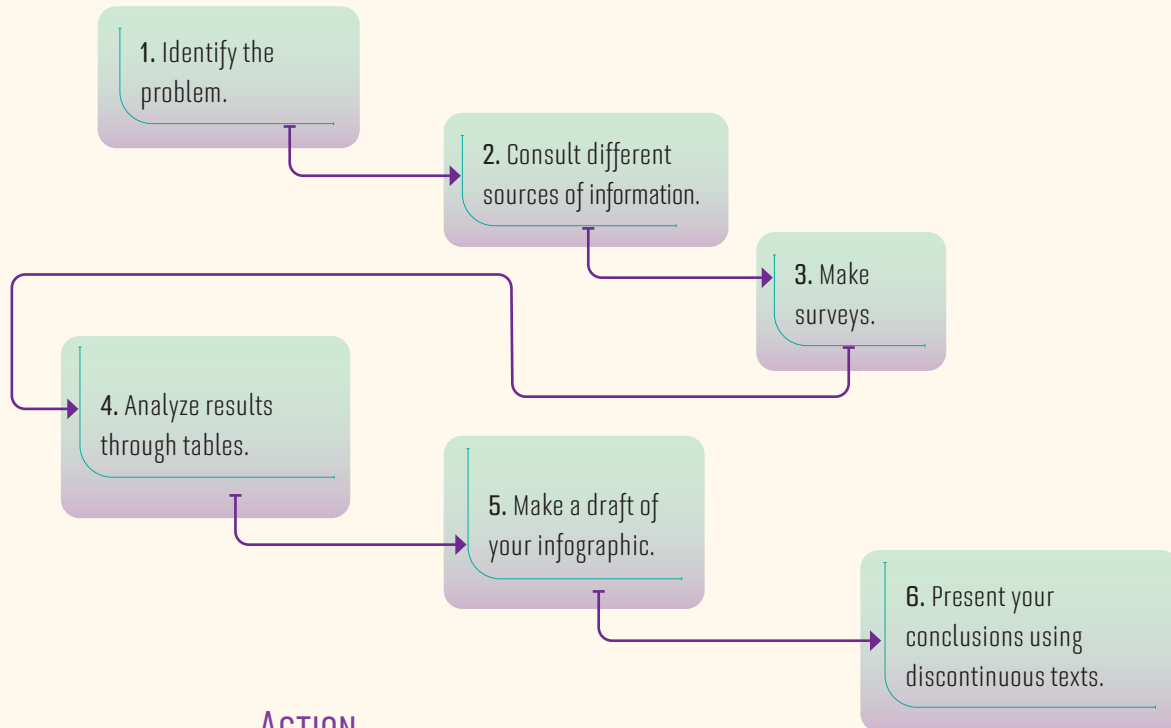


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a) In the table, document the progress of each session as well as the information of the completed process.

b) Exchange your table with one of your peers in order to compare it and share suggestions to improve your work.

2. Using the following diagram, decide on a method to identify problematic situations and a way to collect information about them and their possible solutions.



ACTION

Let's Go Back and Forth

Each problematic situation may address intellectual, physical, or socioeconomic diversity.

What happens if an illness, injury, or disability prevents you from being able to make your way to school? What type of accessibility features are available in your house, school, or community for the people who need them? What can be done if you notice that your vision or someone else's vision is not the same as everyone else's and this condition affects your writing and reading? In case one of the students has any of these conditions, how can you talk about it with them, with the teacher, or someone in their family without making them feel uncomfortable?

A diagram is a good option for sharing research. The information is presented in a clear and concise manner. For example, it is helpful to expose the different difficulties faced by people who have a physical limitation and, afterward, the ones they experience in the classroom and at school.

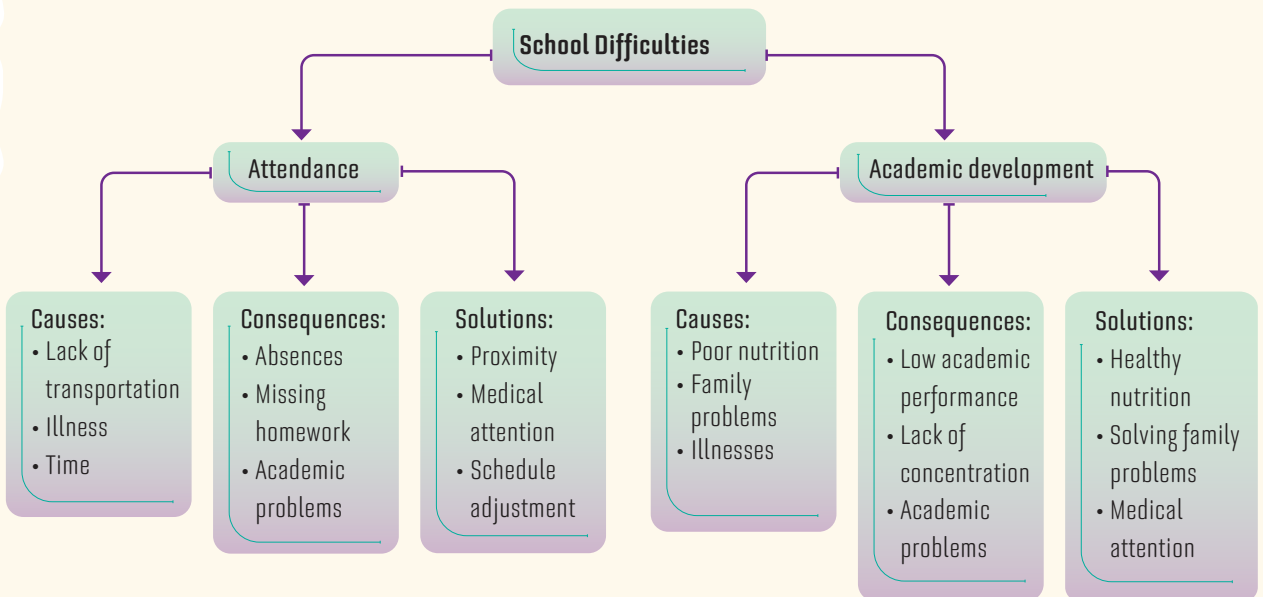
Discontinuous texts are derived from a main idea and can be read independently, which does not change or modify the main idea. To learn more about the topic, you can visit your Classroom Library, School Library, or a public library.

In assembly, identify some difficulties or obstacles that prevent school attendance or a good academic development.

- a) Write on the board the most frequent causes, consequences, and possible solutions.
- b) Create two categories (before arriving to school and at school). In your notebook, make a diagram for each category and problem, as in the example. The diagram must include the three elements reviewed: causes, consequences, and possible solutions.



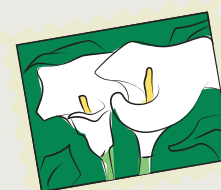
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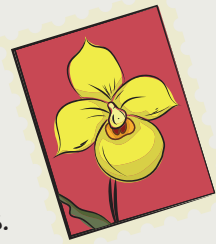
Present Perfect with How Long

	Structure	Example	Explanation
Question	<i>how long + have/has + subject + verb in past participle + object or complement + ?</i>	How long <i>has</i> she <i>lived</i> here?	Asks about the duration of an action or situation that started in the past and continues to the present. <i>She</i> is the subject, <i>lived</i> is the main verb and is in past participle form, and <i>has</i> is the auxiliary verb that helps to create the present perfect tense.
Answer	subject + <i>have/has</i> + <i>verb in past participle</i> + object or complement + <i>for</i> + time period or <i>since</i> + specific time in the past	She <i>has lived</i> here <i>for</i> five years.	States the duration of the action or situation. <i>She</i> is the subject, <i>lived</i> is the main verb and is in past participle form, <i>has</i> is the auxiliary verb that helps to create the present perfect tense, <i>for</i> introduces the time period, and <i>five years</i> is the complement that specifies the duration. Alternatively, you can use <i>since</i> followed by a specific time in the past (e.g., <i>since</i> 2019).

- The present perfect with *how long* can be used with both singular and plural subjects.
- The period can be any unit of time (e.g., hours, days, weeks, months, years).
- You can use adverbs of frequency (e.g., *often*, *always*, *never*) with the present perfect to talk about habits or repeated actions that began in the past and continue to the present (e.g., *How long have you been coming here? I've been coming here often for the past year*).



1. Complete the sentences with the present perfect tense.



- a) Sarah _____ (play) soccer for five years.
- b) We _____ (have) the same car since last year.
- c) Tom and Lily _____ (know) each other since they were in kindergarten.
- d) The cat _____ (live) with us for three months.
- e) My family _____ (visit) the zoo many times.
- f) He _____ (practice) the guitar for two hours.
- g) They _____ (wait) for the bus for fifteen minutes.
- h) I _____ (read) three books this month.
- i) Mary _____ (play) the piano since she was seven years old.
- j) We _____ (be) in the house all morning.

Answers: a) has played, b) have had, c) have known, d) has lived, e) have visited, f) has practiced, g) have waited, h) have read, i) has played, j) have been

2. Choose the correct verb form to complete each sentence.

- a) _____ you ever been to an amusement park?
 - Have
 - Has
- b) How long _____ you studied French?
 - have
 - has
- c) My mom _____ lived in this house for ten years.
 - have
 - has

- d) _____ she finished her homework yet?
- Have
 - Has
- e) We _____ visited Paris twice.
- have
 - has
- f) How long _____ they been friends?
- have
 - has
- g) _____ you ever seen a shooting star?
- Have
 - Has
- h) They _____ known each other since they were kids.
- have
 - has
- i) _____ he ever won a trophy?
- Have
 - Has
- j) We _____ played soccer together for three years.
- have
 - has



Answers: a) Have, b) have, c) has, d) Has, e) have, f) have, g) Have, h) have, i) Has, j) have

Let's Refocus and Continue



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It's important to research the information in order to support your opinion in case you face any problem or situation. There will always be different points of view.

To express points of view there is another way of presenting discontinuous texts: graphs with columns or bars, or even a pie chart (they all display data). Remember that in these resources of graphic information data is presented in percentages, represented by bars, columns, or segments.

1. In assembly, choose the topics you will cover in your survey. Later, you will present the results to the school community.
2. In communities assigned by your teacher, interview your school community. Write questions on the topic you have chosen. For example:
 - a) Have you had any difficulties getting to school?
 - b) What challenges do you face on your way to school?
 - c) Would you like to change the way you travel to school?
 - d) Do you have any suggestions for solving this problem?
 - e) What type of awareness campaign do you think would address these problems?
3. Design a bar graph based on the answers.



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At this point, you will organize the information using a double-entry table to make it easier to understand.

4. As a community, collect the information obtained in the surveys, and organize it in a table similar to the one on the right.

	Topic	
	Most Mentioned Situation	Suggestion for Solving the Problem
Intellectual and Physical Diversity		
Socioeconomic Diversity		

5. Research in library books, textbooks, or on the internet the following concepts: *respect, equality, solidarity, and equity.*

6. Collectively and being supportive, make suggestions to focus on, and address the situations you identified at school. For example, if the diversity is on socioeconomic issues, consider how to create a more suitable environment so all children can have access to education.

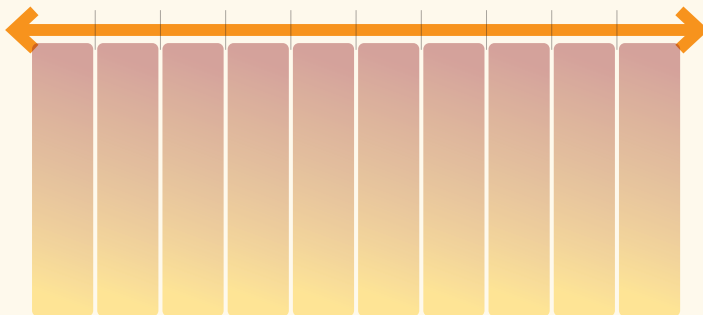
7. Complement the information by interviewing older people, so they can express those needs from the perspective of challenges or difficulties they have faced during each decade of their lives and how they have solved them according to diversity.

a) Organize the information by decades.

Learning about educational diversity helps us create an environment of respect, equality, solidarity, and equity at school.



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8. Individually, considering your community work, make a timeline in your notebook, as shown in the example, and write the information you collected in each box. Each segment refers to a decade.

INTERVENTION

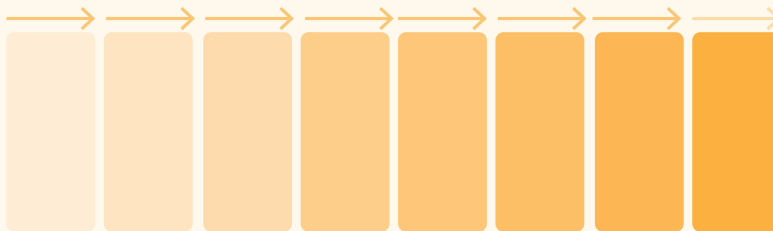
Let's Spread the News



How do you picture yourself as an older person? Have you ever talked to an older person who is not part of your family? Some of your learning involves listening to others and exchanging ideas with them.

As a child in this country, you have the opportunity to learn the needs of this sector of the population and be the voice that explains the difficulties, experiences, needs, and social contributions of older people. To do this, use another tool of discontinuous texts, the timeline.

1. Individually, without forgetting all you have learned in community, make your timeline in your notebook. You can use the following image as a guide.



- a) Each segment represents a decade in people's lives.
- b) In each one, write the main difficulties people face during their lives.
 - ▶ To obtain the information, you should talk to people from the different age groups in your timeline.
 - ▶ In communities and in the company of an adult, interview people who are not part of your family; it must be one person per each age group.

- c) Ask the people interviewed what problems they identify regarding their age, for instance, physical difficulties such as weakness and fatigue.
- ▶ Consider this information not only as part of your assignment, but also as a way of getting closer to others. It is an opportunity to know more people and make new friends of different ages.
2. After finishing your timeline, compare the information with your classmates.
- a) In assembly, make a table with the main problems people have faced over the years.
 - b) Make suggestions that begin at school and involve other people in your community. Reflect on and discuss the following questions:
 - ▶ What work options does society have for older adults?
 - ▶ What places or spaces are available in the community for their social and recreational activities?
 - ▶ What could you do as part of a school community to be close to these people, help them, and learn from them?



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Let's Consider



How much do you know now about discontinuous texts, their characteristics, and functions? It is also important to know if you have become any closer to your community because this project's information involves learning about other people's feelings and helping them in the best way possible.



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1. In communities, divide the problems explored and analyzed up to now. Write a discontinuous text in which you express your feelings about them using any of the tools you previously learned about (timeline, diagram, chart, table, etc.).

2. In assembly, discuss the following questions:
- What is the importance of recognizing that cultural, social, and linguistic diversity is reflected in educational spaces?
 - How do values such as respect, tolerance, equality, and equity help the school to become a place where diversity is recognized?
 - How did the discontinuous texts in this project help you organize and share information so it could be easier to understand?



Let's Go On

It is important to respect what other people think. Let's consider some suggestions.

- ▶ Search for as much information as possible to defend an idea. Knowing more about a specific topic makes it much easier to support your arguments.
- ▶ Defending an opinion or a point of view means giving valid reasons and having a respectful conversation.

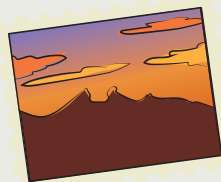
For solving a problem or difficulty, you need to know it and understand its context; that is why information is the best tool. Information must be collected, verified, and classified. For this reason, discontinuous texts are very important.

Grammar

Use of the Present Perfect Tense

Remember: The present perfect tense is used to talk about past experiences (things that started in the past and continue to be relevant in the present).

We frequently use this tense when the moment in which an action happened is not very relevant and we want to focus on the experience. The formula for this is the following:



subject + *have/has* + *verb in past participle* + object or complement

Example:

I *have watched* this movie many times.

To make the negative form of the present perfect tense, the auxiliary *have* is used: *haven't/hasn't*.

Example:

I *haven't finished* my homework.

We also use *how long* to ask the amount of time we have done an action.

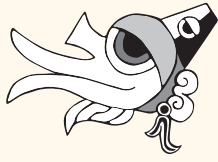
Example:

How long have you *studied* English? I *have studied* English for five years.

1. Individually, with the help of your teacher, answer in your notebook the following questions using the present perfect tense in complete answers.
 - a) How long have you lived in this place?
 - b) How long have you attended this school?
 - c) How have you contributed to making your school a place where diversity is welcomed?
 - d) What have you done to help other classmates?
 - e) Have you been supportive to older people in your family or community? How have you given them your support?
2. Write a short text based on the answers. At the end of your text, write a phrase that is related to diversity.
3. Illustrate your information.
4. Orally, share your information with your class.



Finally, write in your notebooks the assembly agreements reached by the community regarding discontinuous texts and how to identify their characteristics. 🌀



Reflect, Debate, and Express Yourself

In this project, you will find arguments to support your position and to have a debate with your classroom community on the topic of gender inequality. You will also make a bulletin board to share your arguments.

En este proyecto, encontrarás argumentos para apoyar tu posición en un debate con tu comunidad de aula sobre la desigualdad de género. También, harás un periódico mural para compartir tus argumentos.

GETTING READY

Let's Identify

1. In assembly, read the following text and take turns commenting on it.

Diary Entry: the Morning Owl

As a journalist, sometimes I have a lot of ideas, but few words to write. Yesterday, at my favorite coffee shop, I met a lady and her eleven-year-old daughter named Mila. She said what I was thinking but had never written. This is what she said:

“Mom, the other day my friend told me that her parents fought in a restaurant over the bill: Her mother insisted that her father should pay because he was ‘the man,’ but her father told her that she had to pay, since ‘these are modern times.’ She also told me that her mom was angry because she didn’t get the job she wanted, and that she had worked hard to get. They said the position was for men because they are more capable at making decisions.”

“Mila, what do you think about this?”

“I think you can share the cost of a meal if both have enough to pay their share, and that it was unfair they did not give her the job because she is a woman. Without that job, how is she going to pay her share?”

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Autor:

Diego Martín González Aldana

Maestro frente a grupo

Escuela Primaria

Elena Poniatowska Amor

JALISCO

The other day I invited a friend who didn't have any money —after all, we don't always have the means to afford something—, and I was not going to ask him to pay just because “he is the man.”

“Daughter, your opinion is very valuable, never stay quiet.”

Phew! In the end, Mila inspired me to write my weekly column. So, before I say goodbye, I would like you to tell me, what is your opinion?

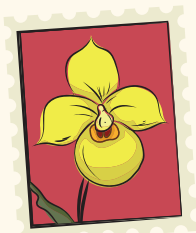


2. Individually, after listening and talking about the text, answer the following questions:

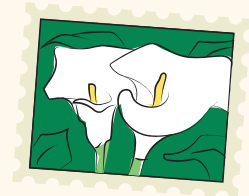
a) What would you have said to Mila's friend? _____

b) What differences do you think there are between men and women? _____

c) According to what you have heard, what activities are only for men or only for women? _____



3. In assembly, discuss your answers. Although you may have different opinions, listen respectfully to others.



Let's Retrieve

As you see, each person may have a different opinion. For you to debate your points of view, it is important to learn more about the issue.



Have you heard terms like *discrimination*, *inclusion*, and *gender equality* in your daily life yet? Sometimes it can be difficult to identify these concepts; for this reason, it is important to investigate a little bit more.

1. Collectively, do the following:
 - a) Consult the book *Nuestros saberes: Libro para alumnos, maestros y familia*, or go to the Classroom Library, School Library, or a public library, or search on the internet for the definitions of these concepts: *gender discrimination*, *gender equality*, and *inclusion*.
 - b) Reflect on the following questions, discuss them, and write the answers on the board.
 - ▶ How have you understood gender discrimination?
 - ▶ What do you think gender equality is?

2. Individually, considering what you know now about gender discrimination, talk to your classmates and family members to find out if they have experienced some kind of gender discrimination.
 - a) Ask the following questions to at least four different people, and write their answers in your notebook.
 - ▶ For you, what is gender discrimination?
 - ▶ How does gender discrimination affect you?
 - ▶ How do you face it?
 - b) Ask them to mention some type of gender discrimination they have suffered.
3. Think about the answers you have received to develop your own opinion.
4. Bring to class clippings, photos, or drawings that you think are related to gender discrimination, gender equality, and inclusion.



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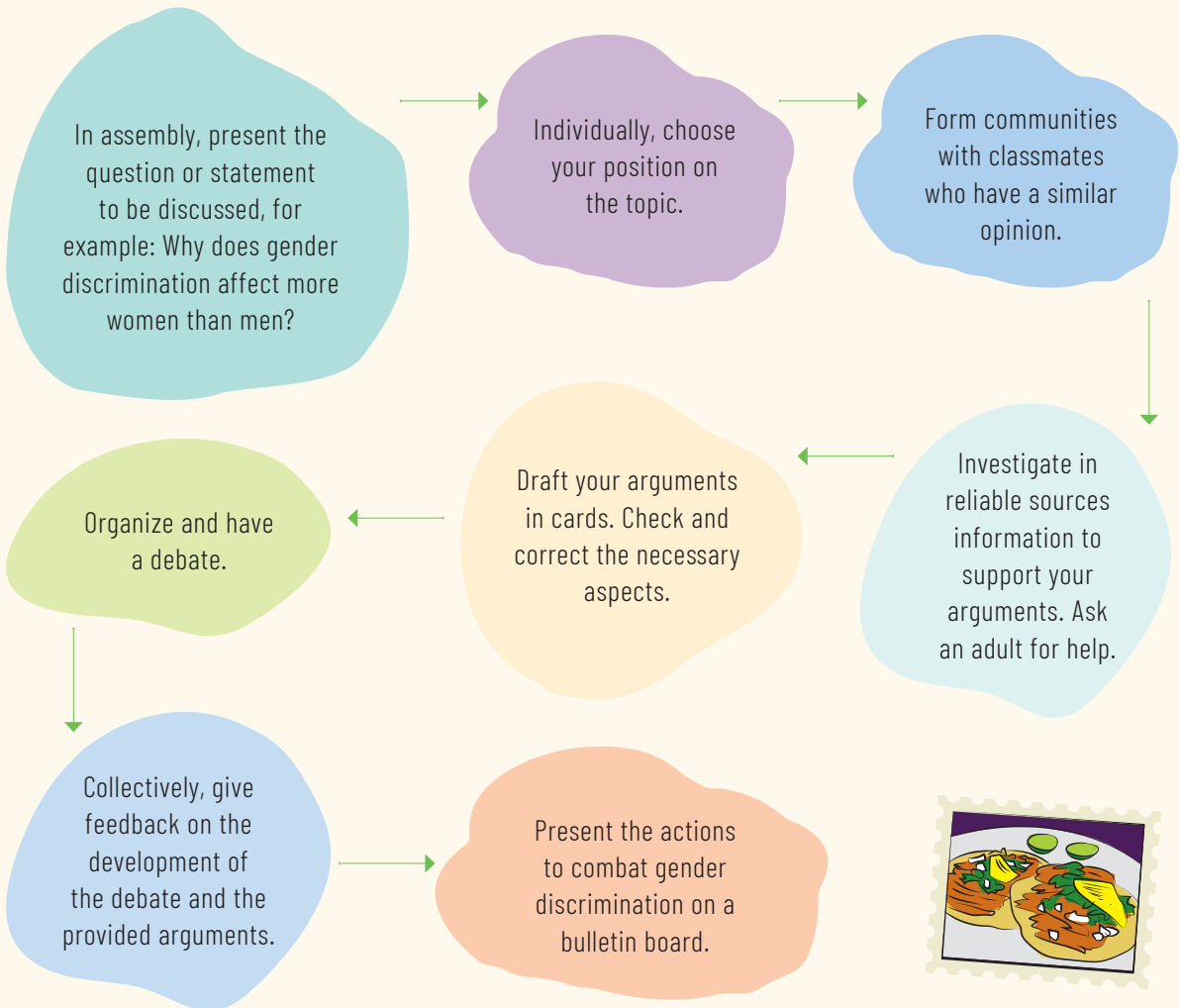
5. Collectively and being supportive, choose three images from the ones you all brought.
 - a) Write the community's opinion explaining why the images represent cases of gender discrimination.
 - b) In assembly, share your opinions.



Let's Plan

Let's retrieve what we have learned!

1. In assembly, based on the following diagram, plan a schedule of activities to have a debate about gender discrimination.



2. To help you be better organized, use the agreements you have reached to fill in the following table:

<p>In assembly, develop the question or statement to be discussed, for example: Why does gender discrimination affect more women than men?</p>			
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ACTION

Let's Go Back and Forth



1. In assembly, talk about debates and how having a debate will allow you to better understand gender inequality. Consult *Nuestros saberes: Libro para alumnos, maestros y familia*, to know about the characteristics, stages, and participants of a debate.
2. Select the subject or topic to debate, one that is related to gender discrimination. To begin the debate, choose a question or statement you have agreed on. For example:
 - ▶ “Girls’ uniforms should only be a shirt and a skirt.”



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After you have chosen the initial question or statement, it is time to decide what position you will take in the debate.

3. Individually, but without forgetting you are part of a community, write the arguments that you have decided to use in the debate on some cards.
4. To support your arguments and opinions, with the help of a family member research in newspapers, magazines, or reliable sources about gender discrimination.
5. In assembly, compare the following:
 - a) The first research you completed by asking people for their opinions.

A reliable source is a document that presents useful information and supports the ideas with other sources of information, such as books or other news articles.



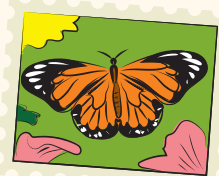
b) The information you have found through different sources of information.

- ▶ Complete the following table of similarities and differences using the information from your research.

Similarities	Differences

6. Individually, but without forgetting that you are part of a community, write your supporting arguments based on all the information collected. How will you structure your arguments?

- Identify the topic on which you will debate (the question or statement you have thought of with your community).
- Search and select information about the topic in reliable sources (news, statistics, and research on the subject of gender discrimination).
- Select useful information to support your arguments.
- Justify your point of view with appropriate arguments.
- Be ready to present your arguments orally in the debate.
- Use your cards to participate in the debate.



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Let's Refocus and Continue

1. In assembly, read the first draft of the cards you wrote. Listen and think about the suggestions and comments your classmates have made. Consider them and apply the necessary changes. After listening to the comments, check the following points:
 - a) The cards are written in a respectful language.
 - b) The cards state clearly the point of view that was chosen to be defended in the debate.
 - c) The information came from reliable sources.
2. Make as many changes as necessary.
3. Reflect on whether you have already found the information and the arguments necessary to defend your position.
4. Organize participation time for everyone to present their arguments.



INTERVENTION

Let's Spread the News

It's time to enjoy the debate together!

1. Designate the roles that each person will play:
 - a) Moderator
 - b) Secretary
 - c) Participants, divided into two groups: for or against
2. Select the arguments that you will present in the debate.
3. Carry out the debate considering the following:
 - a) The moderator will present the topic to be debated and time each person will have to speak about their points.
 - b) Each group of participants will take turns to present their arguments and refute those of their opponents.
 - c) The secretary takes notes of the most important arguments and points.
 - d) The moderator ends the debate and presents the general conclusions.



4. Remember that the debate revolves around a question or statement related to gender discrimination.

During the debate, it is important to recognize that opinions vary, and we should argue respectfully.

Let's Consider

1. In assembly, give feedback on the arguments each member of the collective raised during the debate and its presentation.
2. Read the agreements and conclusions. Consider the following questions:
 - a) How did you feel expressing your arguments?
 - b) Which of your opinions changed during your research and the presentation of other points of view?
 - c) What argument or data presented in the debate was the most interesting for you?
 - d) What arguments supported gender equality?
3. Next, form a circle, and reflect. Write on the board a list of the agreements you reached about actions that could be taken to live together with more gender equality.

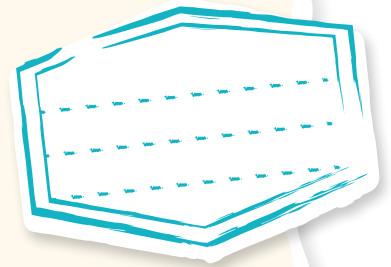


Julio César Banda Tecalco, VERACRUZ

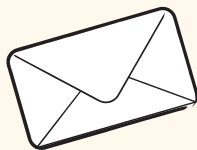


Let's Go On

1. In assembly, once the collective discussed the ideas and arguments about the problem and reached some common ground, use those ideas to make a bulletin board with recycled materials. It should provide information to help combat gender discrimination, and ideas about how to live with more gender equality.
 - a) After you collect the information to create your arguments, select the parts you consider the most important.
 - b) Reflect on the agreements your class has made after the debate to live together with more gender equality.
 - c) Display your bulletin board in your school and add a blank space to invite students from other classrooms to express their ideas about the topic.



Julio César Banda Tecalco VERACRUZ



2. Finally, write in your notebooks the assembly agreements reached by the community. Share your thoughts on the importance of the debate for reaching an agreement based on differing opinions.

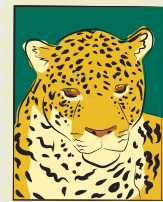
Remember that even if you have different points of view on a given topic, respect is essential to coexistence.

Present Perfect With *Already*, *Yet*, and *Just*

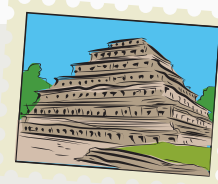
Adverb	Structure	Explanation	Examples
Already	subject + have/has + <i>already</i> + past participle of a verb	Shows an action or situation that happened before now at some unspecified time in the past.	I've <i>already</i> finished my homework. She has <i>already</i> applied for the position.
Yet	Negative: subject + haven't/hasn't + past participle of a verb + <i>yet</i> Questions: have/has + subject + past participle of a verb + <i>yet</i> + ?	Indicates an action or situation that has not happened up to the present moment, but that might happen soon.	Negative: I haven't eaten lunch <i>yet</i> . I haven't decided on the job offer <i>yet</i> . Question: Have you seen the movie <i>yet</i> ?
Just	subject + have/has + <i>just</i> + past participle of a verb	Shows an action or situation that happened very recently.	She's <i>just</i> arrived. We have <i>just</i> finished eating dinner.

1. Fill in the blanks with *just*, *already*, or *yet*.

- Have you _____ seen the new movie?
- She has _____ arrived at the party.
- We haven't started the project _____
- Have they _____ eaten dinner?
- He has _____ bought the tickets for the concert.
- They haven't returned from their trip _____
- Have you _____ finished reading the book?
- The train hasn't arrived at the station _____
- She has _____ left for school.



Answers:
a) already, b) just, c) yet, d) already, e) already,
f) yet, g) already, h) yet, i) just



2. Choose the correct option to complete each sentence.

- a) They _____ (have/has) been married for five years.
- b) Has she _____ (already/yet) completed her chores?
- c) She _____ (have/has) lived in Querétaro all her life.
- d) _____ (have/has) you seen the new movie?
- e) I _____ (have/has) watched that episode before.
- f) Have you _____ (already/just) finished your homework?
- g) He _____ (have/has) played the piano since he was a teenager.
- h) She _____ (have/has) worked in the bank for six years.
- i) _____ (have/has) you been to Oaxaca?
- j) You _____ (have/has) grown.

Answers:
a) have, b) already, c) has, d) has, e) have, f) just, g) has, h) has, i) have, j) have

3. Complete the following exercise by writing about the times when you experienced gender discrimination, or about the times when you saw someone else experience it. You may use *just* between *have* and *been* or *seen*, if it happened very recently, or *always* if it has happened a lot.



- a) I have _____ been _____
I have _____ seen _____

What can you do to prevent this next time?

- b) I have _____ been _____
I have _____ seen _____

What can you do to prevent this next time?

- c) I have _____ been _____
I have _____ seen _____

What can you do to prevent this next time?





If there is a little animal that causes enormous sympathy for starring in cartoons and movies, it is undoubtedly the Mexican prairie dog. But did you know that it is not a dog? This endemic animal can only be found in Mexico, and in 1979 it was declared extinct.



We are sure that all of this is disconcerting, but let's go little by little. There are two species of the Mexican prairie dog that inhabit northern Mexico, specifically in the areas of Coahuila, Nuevo León, Zacatecas, and San Luis Potosí.

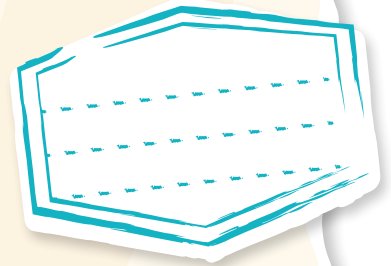
Only one of these species lives in this region, that is why scientists have given it the name of Mexican prairie dog (*Cynomys mexicanus*), a rodent related to squirrels that, in the late seventies, was declared extinct because the farmers of the area attacked it. Farmers saw it as “a plague” that threatened the lives of livestock, since the dog ate grass.

At present, it is still in danger of extinction. But don't worry, the Mexican prairie dog has been reborn, because in 2004 and 2010 it was reintroduced to its natural habitat with great success, and nowadays there are two stable populations. In 2014, some farmers were trained, and economically helped, to take care of this little animal and allow it to inhabit the farmers' lands.

But, Why Is It Called a Puppy If It Is Really a Rodent?

The reason is that, to protect itself, this mammal makes warning sounds very similar to the barking of a dog, and they change according to the type of threat. It makes different sounds depending on if it is a hawk, a coyote, a rattlesnake, a lynx, a golden eagle, a fox, a badger, or a weasel, which are their main predators.

After detecting the predator, the dog raises the alarm. There is a chain reaction in its clan and other clans, and they all run to their burrows. Can you imagine how the alarm sounds every time a human gets close to it, considering that we represent their greatest danger?



Mexican prairie dogs live in large families. They eat mainly grass, from which they obtain water to survive, since droughts also threaten their existence. They also eat insects and grains.

Its presence generates a great environmental balance. Their abandoned burrows become a refuge for snakes, owls, or lizards. Additionally, their accelerated intake of grass allows other plants to grow, attracting more fauna. Their excrement is a powerful fertilizer that regenerates grass. Without it, the plains would be deserted.

Undoubtedly, this little animal must be preserved, but it has lost 62 percent of its original territory, mainly because humans have invaded its habitat to grow more food or raise more livestock.

An example of this happened in Nuevo León, in a natural protected area: Llano de Soledad, where the largest Mexican prairie dog colony in the world is located. That region was claimed by producers who planted potatoes, because it is flat and has water, which is not abundant in the region.

Fortunately, the ecological authorities intervened quickly, and they did not accept the request of those producers who intended to invade the area with tractors and drilling machines to build water wells, because, as you can imagine, this action would have





ensured the accelerated extinction of this beautiful and unique species in Mexico and in the world.

We must all respect and protect the Mexican prairie dog, and all the species that still live on the planet.



Luis Ángel Ortiz Sánchez, Ciudad de México

Reading

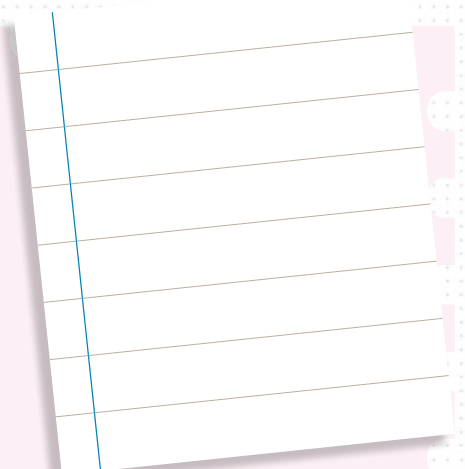
In communities, read the text again and then answer the following questions:

- a) Why was the Mexican prairie dog declared extinct in the late seventies?
 - › Because it migrated to other regions.
 - › Because farmers attacked it.
 - › Because it found a new food source.
 - › Because of a natural disaster.

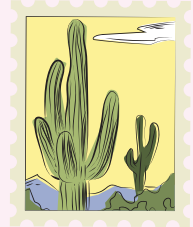
- b) How has the Mexican prairie dog population been revived?
 - › With cloning efforts.
 - › By building fences around their habitats.
 - › With some reintroduction programs.
 - › By importing prairie dogs from other countries.

- c) Why is the Mexican prairie dog called a *puppy*?
 - › Because it resembles a puppy.
 - › Because it acts like a puppy.
 - › Because it sounds like a dog's bark.
 - › Because it is playful like a puppy.

- d) What kind of sounds does the Mexican prairie dog make to protect itself?
 - › Meowing sounds.
 - › Barking sounds.
 - › Hissing sounds.
 - › Whistling sounds.



- e) What happens when the Mexican prairie dog detects a predator?
- › It runs away.
 - › It attacks the predator.
 - › It calls for help using different sounds.
 - › It freezes in fear.



Answers:
 a) Because farmers attacked it.
 b) With some reintroduction programs.
 c) Because it sounds like a dog's bark.
 d) Barking sounds.
 e) It calls for help using different sounds.

Grammar

Present Perfect

It is used to talk about actions or events that happened at an unspecified time in the past but have a connection to the present. It's also often used to talk about experiences or actions that have relevance to the present moment. We use *have* or *has* (depending on the subject) followed by the past participle of the verb.

Examples:

- I *have studied* in this school for five years.
- I *have lived* with my parents all my life.
- I *have watched* *Pinocchio* many times.



Affirmative Sentences

Long Forms	Contracted Forms
She <i>has eaten</i> hamburgers.	She <i>'s eaten</i> hamburgers.
They <i>have eaten</i> hamburgers.	They <i>'ve eaten</i> hamburgers.
I <i>have eaten</i> hamburgers.	I <i>'ve eaten</i> hamburgers.

Negative Sentences

Long Forms	Contracted Forms
She <i>has not eaten</i> hamburgers.	She <i>hasn't eaten</i> hamburgers.
They <i>have not eaten</i> hamburgers.	They <i>haven't eaten</i> hamburgers.
I <i>have not eaten</i> hamburgers.	I <i>haven't eaten</i> hamburgers.

Interrogative Sentences

Has she *eaten* hamburgers?

Have they *eaten* hamburgers?

Have I *eaten* hamburgers?

1. In communities, complete the following table:

	Affirmative	Negative	Interrogative
I	have		
You		haven't	
He			Has he...?
She	has		
It		hasn't	
We			Have we...?
You			
They			

I	have	haven't	Have I...?
You	have	haven't	Have you...?
He	has	hasn't	Has he...?
She	has	hasn't	Has she...?
It	has	hasn't	Has it...?
We	have	haven't	Have we...?
You	have	haven't	Have you...?
They	have	haven't	Have they...?

Answers:

2. In communities, complete the following table:

Present	Past	Past Participle
study		
	wrote	
		read
	spoke	
see		
	was/were	
		bought
	started	
		had
	planned	

Present	Past	Past Participle
study	studied	studied
write	wrote	written
read	read	read
speak	spoke	spoken
see	saw	seen
be (am/is/are)	was/were	been
buy	bought	bought
start	started	started
have	had	had
plan	planned	planned

Answers:

Remember that you can use the present perfect tense to express experiences or actions that you have done in your lives. For example:

I have visited the zoo four times in my life.

She has read this book many times.

We have learned English for many years.

3. In communities, write the verbs in parentheses in present perfect tense.

- a) I (not/study) _____ today.
- b) We (buy) _____ a new book.
- c) We (not/plan) _____ our vacations yet.
- d) Where (be/they) _____ ?
- e) He (write) _____ five letters.
- f) She (not/see) _____ him for a long time.
- g) (be/you) _____ at school?
- h) School (not/start) _____ yet.
- i) (speak/he) _____ to his boss?
- j) No, he (not/have) _____ the time yet.

Answers:
[f] hasn't seen, [g] Have you been, [h] have you been, [i] hasn't started, [j] hasn't had
[a] haven't studied, [b] have bought, [c] haven't planned, [d] have they been, [e] has written,

Writing

1. In communities, research on the internet about animals that are in danger of extinction, and select the one that interests you more.



2. Write in your notebook the most important information about this animal and the reasons why you are going to present it to your classroom community. Use the following questions as a guide or, if you prefer, you can write some questions using the structure learned before.
 - a) What is the name of the animal?
 - b) Where does this animal live?

- c) What does the animal eat, and what are its main predators?
- d) Why is this animal in danger of extinction?
- e) What efforts are being made to protect and conserve this animal?
- f) Are there any organizations or groups working specifically to save this species?
- g) How can you help to the conservation of this animal?
- h) Are there any successful reintroduction programs for this species?
- i) Are there any regulations in place to protect this animal?
- j) What would be the consequences if this animal became extinct?



Speaking



Now, you are going to present the animal in danger of extinction you chose in "Writing." Collectively, do the following activities:

- a) Name your presentation.
- b) Establish a day and date for the event.
- c) Make posters to invite your community.
- d) Consider practicing before your presentation.
- e) After finishing your presentation, ask the audience what you can do to improve.
- f) Take notes of the comments to implement them in your next presentation. 🌀



Claudia Lucía Bautista Parra, JALISCO



Self-Express With Your Body

In this project, you will use body language and arts to show your personality by narrating the story of your name.

En este proyecto, utilizarás tu lenguaje corporal y las artes para mostrar tu personalidad narrando la historia de tu nombre.

GETTING READY Let's Identify

Your name has a meaning and, behind it, there is a story. It identifies you as a unique being, it's the first word that belongs to you and it is a part of you. You've heard the names of some people who, thanks to their talent, effort, or courage, have transcended in history. In our country, not only national heroines and heroes have been immortalized by their actions. People like dancer Amalia Hernández, inventor Guillermo González Camarena, gymnast Alexa Moreno, scientist Mario Molina, among others, have contributed works and discoveries that make them memorable. For this and much more, there are names that are familiar to us and, just by hearing them, they evoke great excitement.



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Especialista en elaboración de material
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1. In assembly, answer the following questions and share your replies.
 - a) What emotions do you experience when you hear the name of a loved one?
 - b) Do you remember the name of any of your favorite characters?
2. In your notebook, describe or draw your character. It will be so much fun!



Let's Retrieve

1. As a community, and being supportive, show the descriptions or drawings of your favorite characters.
 2. Say why you prefer them, if you know anything about them, if you would like to know more, or if any other characters come to mind.
 3. Share if there are any names that make you feel angry.



José Alfredo Jiménez Martínez, MICHOACÁN

Corporal narratives are stories in motion used to describe the sensations that the body experiences through different forms.

Learning the story of your name will be quite interesting, but the biggest challenge will be telling it in a different way.

4. Reflect on how you will narrate the story of your name through movements, gestures, shapes, sounds, colors, and objects; that is, through corporal narratives.
 5. Remember to register in your notebook the comments that catch your attention the most.

Let's Plan

It's time to organize and plan your project!

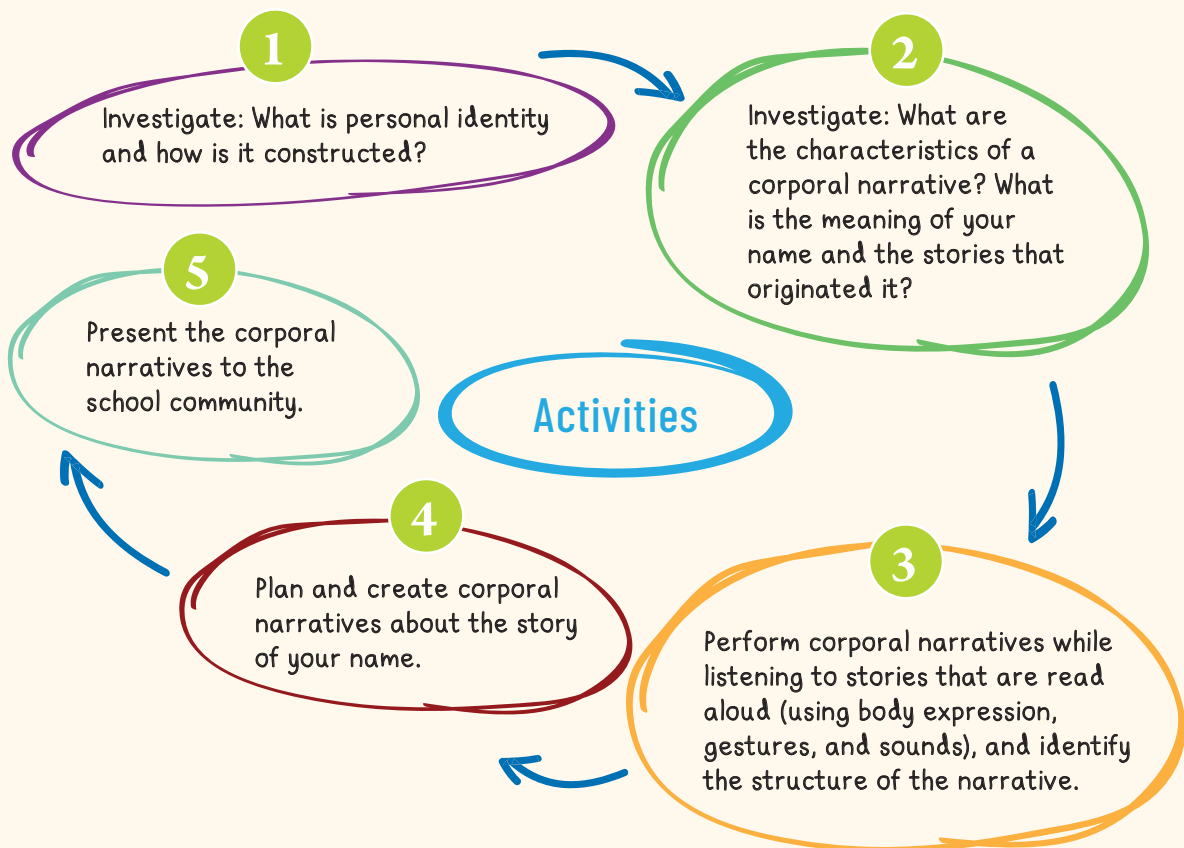


José Alfredo Jiménez Martínez, MICHOACÁN

In assembly, mention some criteria on how to plan the creation of your corporal narratives. You can use an organizer like the one shown in the next page and develop it in your notebook. Modify or add steps, times, and resources that you consider appropriate.

Materials

- Stories or tales
- Objects found in your surroundings
- Dictionaries, language manuals, or writing books
- Colored pencils



Too Much, Too Many, and Not Enough + Nouns

<p><i>Too much</i> is used when we want to say that there is an excessive or enormous amount of something that we cannot count individually. It is used with uncountable nouns, such as <i>water</i>, <i>money</i>, or <i>time</i>.</p>	<p>Examples: There is <i>too much homework</i> to do tonight. There is <i>too much noise</i> in the classroom.</p>
<p><i>Too many</i> is used when we want to say that there is an excessive or enormous amount of something that we can count individually. It is used with countable nouns, such as <i>books</i>, <i>students</i>, or <i>cookies</i>.</p>	<p>Example: There are <i>too many books</i> on the shelf.</p>
<p><i>Not enough</i> is used when we want to say that there is not a sufficient amount of something. It can be used with both countable and uncountable nouns.</p>	<p>Examples: There is <i>not enough time</i> to finish the project. There are <i>not enough chairs</i> for everyone to sit.</p>



Too Much, Too Many, and Not Enough Sentence Type

Form	Structure	Examples
Affirmative	subject + verb + <i>too much/too many</i> + <i>noun</i> there + is/are + <i>too much/too many</i> + <i>noun</i>	I have <i>too many books</i> . I eat <i>too much junk food</i> . There are <i>too many books</i> on the table.
Negative	subject + <i>don't/doesn't</i> + verb + <i>too much/too many</i> + <i>noun</i> subject + <i>don't/doesn't</i> + verb + <i>enough</i> + <i>noun</i> there + is/are + <i>not enough</i> + <i>noun</i>	I <i>don't</i> have <i>too many friends</i> . I <i>don't</i> get <i>enough sleep</i> . There is <i>not enough food</i> on the table.
Interrogative	do/does + subject + have + <i>too much/too many</i> + <i>noun</i> + ? do/does + subject + verb + <i>too much/too many</i> + <i>noun</i> + ? is/are + there + <i>too much/too many</i> + <i>noun</i> + ?	Do you have <i>too many toys</i> ? Does she eat <i>too much candy</i> ? Is there <i>too much noise</i> ?

1. Individually, considering everyone else, fill in the blanks with *too much*, *too many*, or *not enough*.

- a) I have _____ friends.
- b) I do _____ spend _____ time doing my homework.
- c) I have _____ hobbies.
- d) I do _____ eat _____ fruit and vegetables.
- e) I get _____ sleep.

Answers:
a) too many, b) not / enough, c) too many, d) not / enough, e) too much

2. Complete the following sentences with *too much*, *too many*, or *not enough*.

- a) There are _____ chairs in the classroom.
- b) He ate _____ cake at the party.
- c) There are _____ books on the shelf.
- d) He ate _____ pizza for dinner.
- e) There are _____ pencils in the box.
- f) We have _____ time to play.

Answers:
a) too many/not enough, b) too much, c) too many/not enough, d) too much, e) too many, f) too much

3. In your notebook, write questions using *too much*, *too many*, or *not enough* and the nouns below. Then answer them with information that is true for you.

Example: Do you have *too many books*?

books	sleep	friends	homework	free time
-------	-------	---------	----------	-----------

4. Write statements about yourself using *too much*, *too many*, or *not enough* and the nouns below.

Example: I don't get *enough sleep*.

sleep	exercise	healthy food	time with family	time for hobbies
-------	----------	--------------	------------------	------------------

5. Work with a partner and have a conversation about your personal habits and routines. Use *too much*, *too many*, or *not enough* to describe your experiences.

Example:

A: I spend *too much time* watching TV.

B: Really? How much TV do you watch?

A: I usually watch two or three hours a day.

B: That's a lot! I try to limit my TV time to one hour per day.



ACTION

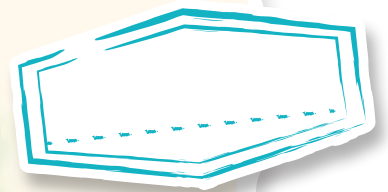
Let's Go Back and Forth

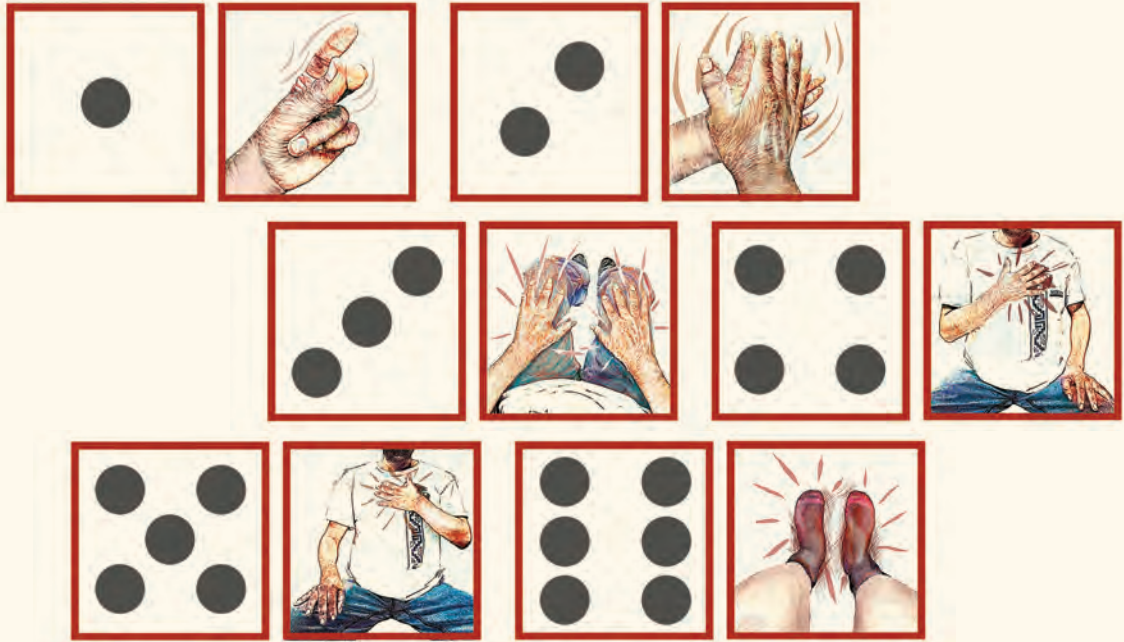
1. In communities, conduct research on what personal identity means and how it is constructed.
2. In assembly, share the results of your research and reflect on personal identity. In your notebook, write the conclusions you reached.
3. Search for information on the topic in the School Library or Classroom Library. Also, consult *Nuestros saberes: Libro para alumnos, maestros y familia*, the internet, or other sources of information available to you.



José Alfredo Jiménez Martínez, MICHOACÁN

1. In communities, conduct research on what personal identity means and how it is constructed.
2. In assembly, share the results of your research and reflect on personal identity. In your notebook, write the conclusions you reached.
3. Search for information on the topic in the School Library or Classroom Library. Also, consult *Nuestros saberes: Libro para alumnos, maestros y familia*, the internet, or other sources of information available to you.
4. In communities, conduct research on what the characteristics of a corporal narrative are.





José Alfredo Jiménez Martínez, MICHOACÁN

5. With the support of your teacher, perform the percussion sequences and body movements shown in the pictures on this page. Share your experiences and suggest other sound sequences you can produce with your body. For example, you can whistle or snap your fingers, smack your lips, and produce as many sounds as you like.
 - a) These are resources you can use when presenting your corporal narrative. You can also find other examples in *Nuestros saberes: Libro para alumnos, maestros y familia*.
6. Read the following passage aloud; take turns expressing the emotion corresponding to each chosen fragment. Use the tones of voice you want. While each classmate reads, those listening, likewise, taking turns, will replicate the episodes with corporal narratives.

Sam's First Visit to the Park

Sam, the dog, loved walks! Every morning, she wagged her tail excitedly when she saw her leash. Today was extra special. Sam and her owner, Vero, were going to the park for the first time.



José Alfredo Jiménez Martínez, MICHOACÁN

They arrived at the park, and Sam sniffed everything curiously. There were so many new smells! She saw other dogs playing and barked happily. Vero threw a ball. Sam ran after it with all her might and brought it back proudly.

After a fun-filled morning, Sam was tired but content. She snuggled next to Vero on the walk home, dreaming of all the park adventures to come.

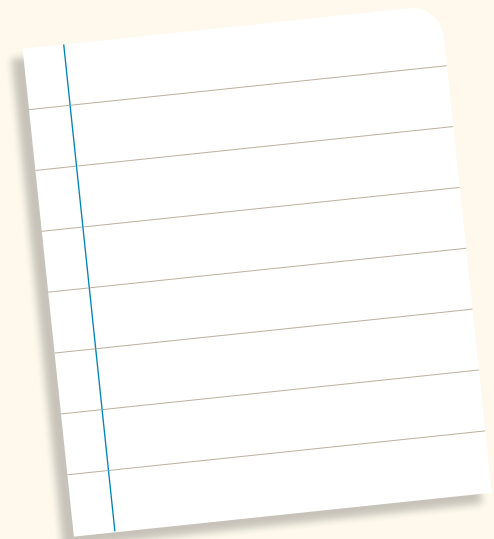
7. Identify the plot and the forms of temporal organization in the story. Plan, for each moment, the corporal narratives you will use. Write them in your notebook.

José Alfredo Jiménez Martínez, MICHOACÁN



The plot is the order in which the events of a story are presented.

8. Individually, without forgetting what you learned in community, it's time to investigate with your family the origin of your name. Don't forget to take notes to narrate your story. Focus on the details and the emotions they express to you so that you can represent them with corporal narratives.
9. With the information you've gathered, organize the narrative sequence of the story of your name in your notebook. Use the following table as a guide. For each moment of your corporal narrative, describe in detail what you will do.



Structure of Narrative Sequence

Setup	What situation is presented at the beginning? Who appears in it? Where do the events take place?
Development (rising action and climax)	Why do the actions happen? What is the most exciting moment?
Resolution	How was the conflict solved?

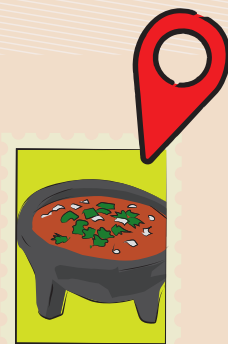
Having an identity is fundamental for every person, starting with the name by which you are identified and that you use to interact with others in different activities.



José Alfredo Jiménez Martínez, MICHOACÁN

Writing

In communities, create a visual story using pictures or drawings that represent different emotions and actions. Then, write a brief description of the story using *too much*, *too many*, and *not enough*. For example, draw a scene of a party with too many people dancing, and write: "There are *too many people* at the party, so they feel crowded and uncomfortable."





1. In communities, choose a situation from the ones below. Act it out using body expressions and then discuss how you feel and why. For example: "There is *too much space* to dance. So, we feel happy."

Situations

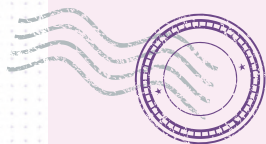
- a) A birthday party with too many guests and not enough chairs.
- b) A school cafeteria with too much noise and not enough tables.
- c) A movie theater with too many people and not enough popcorn.
- d) A park with too many dogs and not enough space to play.
- e) A classroom with too many assignments and not enough time to finish them.



Claudia Lucía Bautista Parra, JAUSCO

2. Take turns acting out different emotions using only facial and body expressions. The other students must guess the correct emotion and then formulate a sentence using *too much*, *too many*, and *not enough*.

Example: One student acts out being sad and another says, "He looks sad because there's *not enough ice cream* left."



Let's Refocus and Continue

As you have already noticed, through corporal narrative you can express your feelings and emotions with body movements, sounds you produce with them, your gestures, and different shapes, colors, and objects. You have also reflected on the process of forming your personal identity: Who are you? What is your origin? What are the characteristics and traits that distinguish you from your closest family members?



1. In communities, and being respectful, present the "Structure of Narrative Sequence" tables that each of you elaborated for the story of your name.

2. Discuss the aspects evaluated, the progress made, and possible improvements to your corporal narrative.
3. Collectively, and being supportive, reflect and express how you felt throughout the project while manifesting your emotions in the sequences of sounds, movements, gestures, shapes, and objects, among others.
 - a) What movements did you enjoy performing and what difficulties did you have in their execution?
 - b) What information about the story of your name did you not know and surprised you?
4. Practice as many times as necessary to improve the representation of the story of your name. You can organize and distribute among your classmates the episodes described in the “Structure of Narrative Sequence” table for the creation and combination of the corresponding corporal narratives.



INTERVENTION

Let's Spread the News

1. As a community, respecting the agreements and with the support of your teacher, organize the presentation of the corporal narratives.
2. Agree with your teacher and the school administration on the location, date, and conditions for the presentation of the project.
3. Create invitations for the school community and distribute them a few days before the presentation. Consider the following information: title of the presentation, date, time, and location.
4. Place a feedback notebook outside the venue where the presentation will take place so that the audience can write their opinions and suggestions. Make sure the majority of the attendees leave some feedback.




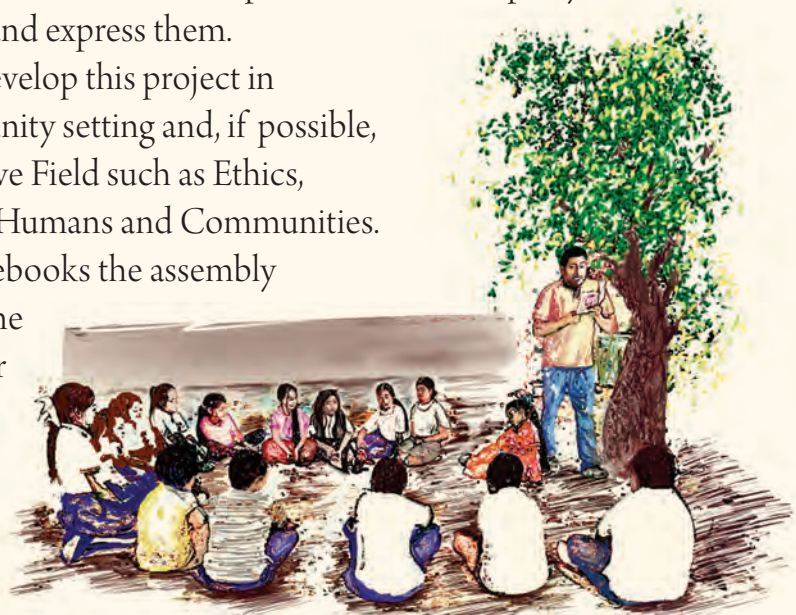
Let's Consider

1. In communities, and being supportive, review the feedback notebook.
 - a) Read carefully and identify what the attendees liked the most and their reasons.

- b) Check if there are any suggestions to improve or add something to your corporal narratives.
2. In assembly, along with your teacher, discuss the importance of sharing your stories. Reflect on the following questions, writing down relevant ideas in your notebook.
 - a) What emotions did you feel when doing this activity?
 - b) How important is it that the school community learns and values corporal narratives?
 - c) What did you learn about corporal narratives and personal identity?
 - d) Did the stories read by your classmates manage to combine sequences of movements, gestures, shapes, sounds, colors, and objects?
 - e) Which suggestions enrich your stories to be narrated even better at another event?

Let's Go On

1. In assembly, discuss how you felt at each moment of the project. Consider this question: How does learning to use literary, visual, bodily, and auditory resources to represent narratives help you express your emotions, communicate, and act assertively to continue to build your personal identity?
2. Reflect on whether the presentation of corporal narratives helped you identify your emotions and express them.
3. Consider if you could develop this project in the classroom or community setting and, if possible, include another Formative Field such as Ethics, Nature and Societies, or Humans and Communities.
4. Finally, write in your notebooks the assembly agreements reached by the community to show your corporal narratives. 



José Alfredo Jiménez Martínez, MICHOACÁN



A Bomb In My Body!

In this inquiry-based project, you will explore a model of a human heart. This will allow you to identify the heart functions and the importance of its interaction with the respiratory system. Then, you will find and put into practice actions to maintain an optimal state of health and thus avoid respiratory and circulatory diseases. In the end, and working with your community, you will make a homemade stethoscope to know more about this medical device and how it contributes to the care of your health.

En este proyecto por indagación, explorarás un modelo del corazón humano. Esto te permitirá identificar sus funciones y la importancia de sus interacciones con el sistema respiratorio. Luego, buscarás y pondrás en práctica acciones para mantener un estado de salud óptimo y así evitar enfermedades respiratorias y circulatorias. Al final, trabajando junto a tu comunidad, elaborarás un estetoscopio casero para conocer más sobre este instrumento médico y saber cómo contribuye al cuidado de tu salud.

Our Community Wisdom

1. In community and being supportive, read the following text with the guidance of your teacher:

Karla lives with her family in the community of Santa Cruz Acalpixca, Xochimilco. One day, she accompanied her grandmother, Ana María, to a routine medical appointment, since she had recently been diagnosed with a heart disease and she had to attend follow-up appointments, month after month.



Claudia Lucía Bautista Parra, 201500

Autor:

Carmelo Sergio González Martínez

Maestro frente a grupo

Escuela Primaria Juan Mazutti Zanatta

ESTADO DE MÉXICO

Karla vive con su familia en la comunidad de Santa Cruz Acalpixca, Xochimilco. Un día, acompañó a su abuela, Ana María, a una cita médica de rutina, ya que recientemente le habían diagnosticado una enfermedad del corazón, así que debía asistir a citas de seguimiento cada mes.

Doctor Edith, the community doctor, told them that hypertension is a disease that affects the arteries when blood pressure is very high. Because of this condition, Karla's grandmother's heart works harder to pump blood throughout her body, which increases the risk of suffering heart or brain damage. Additionally, it may cause pulmonary hypertension, with symptoms such as fatigue, fainting, or breathing difficulty.

At the end of the consultation, the doctor recommended Karla's grandmother to reduce her salt consumption, to eat fruit and vegetables, and to exercise every day from 30 to 60 minutes.

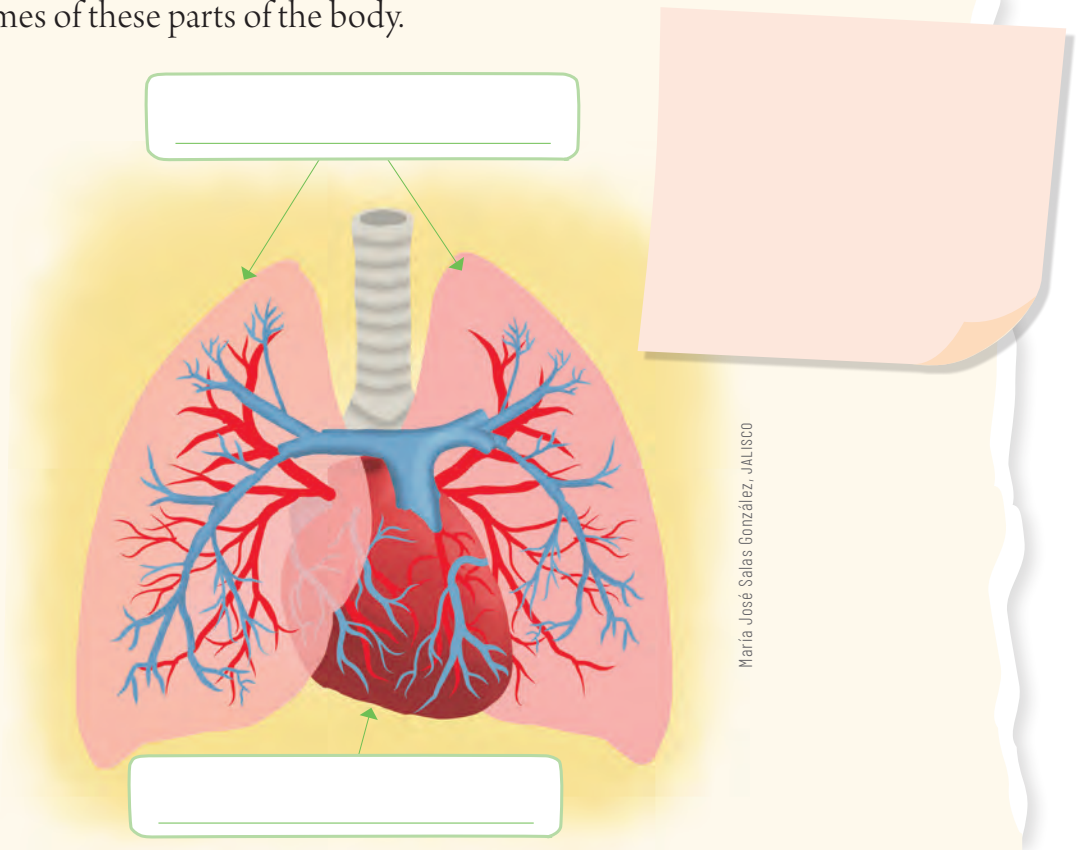
Karla and her grandmother learned that lungs and heart functions are related, which is why a hypertensive person could have lung problems.

La doctora Edith, doctora de la comunidad, les dijo que la hipertensión es una enfermedad que afecta las arterias cuando la presión arterial es muy alta. Debido a esta condición, el corazón de la abuela de Karla trabaja más duro para bombear sangre por su cuerpo, lo cual aumenta el riesgo de que sufra daño en el corazón o el cerebro. Asimismo, puede causar hipertensión pulmonar, con síntomas como fatiga, desmayos o dificultades para respirar.

Al final de la consulta, la doctora le recomendó a la abuela de Karla que redujera su consumo de sal, comiera frutas y vegetales, e hiciera ejercicio diario de 30 a 60 minutos.

Karla y su abuela aprendieron que las funciones de los pulmones y el corazón están relacionadas, por lo cual, la persona hipertensa puede tener problemas respiratorios.

2. In communities, look at the following picture, and complete it with the right names of these parts of the body.



María José Salas González, JALISCO

3. Find out the meaning and the main function of these parts of the heart, and write them.

a) Pulmonary trunk:

b) Superior vena cava:

c) Aortic arch:

d) Right atrium:

e) Right ventricle:

f) Left ventricle:



4. In assembly, discuss your healthy and daily care habits when you eat, sleep, go to school, and return from school.
 - a) Agree on which of the mentioned care habits you consider to be the most important and write it on the board.



5. Individually, but without forgetting that you are part of a community, answer in your notebook: What healthy or body care habits of other members of your community could you adopt?
6. Collectively, during this inquiry-based project, you will answer the following questions:
 - a) How does the **heart rate** change when performing physical activities?
 - b) How does the heart pump blood?
 - c) How does breathing change when you are resting and in motion?

Let's Find Out

In assembly, agree on the rules to work respectfully and in solidarity with your classmates. Write them in your notebook.

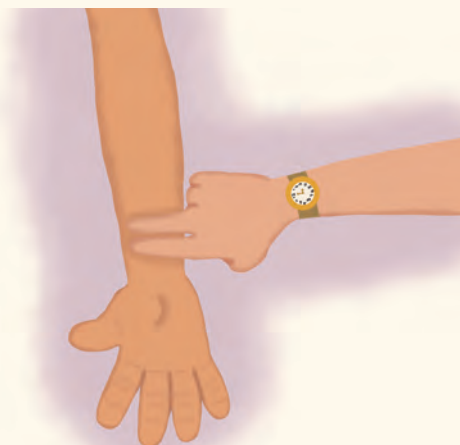
How Does the Heart Rate Change When Performing Physical Activities?

The heart has a rhythm, called *heart rate*, that ranges from 55 to 85 heartbeats per minute. Knowing how to monitor it, helps you understand its proper functioning.

Materials

- A watch or a stopwatch
- Uniform or appropriate clothing for exercising

1. In an orderly manner, extend one arm with the palm of your hand facing up, place the index and middle fingers of your other hand on the wrist and, as seen in the picture, press it lightly.
 - a) Count the number of heartbeats per minute and write them in your notebook.
 - b) Do this several times so you can feel the pulse continuously.



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2. In communities, go to the schoolyard.
 - a) Choose a member of your community for doing the activities in subparagraph b). After finishing each activity, this person will extend their arm, another member of your community will time a minute, and a third member of your community will take the pulse. The last will record the number of heartbeats per minute in the table of the book of the person who does the activities.
 - b) The chosen member will follow the steps below. Remember to take and record their heart rate at the end of each physical activity.
 - ▶ At rest, remain seated for at least one minute without performing any physical activity.
 - ▶ As a moderate exercise, do 10 squats, 10 jumps, and 10 push-ups.
 - ▶ As a medium effort exercise, run around the yard for 2 minutes.



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- c) Make sure that every member of the community does the activities in subparagraph b) and that other members of the community measure the time and pulse.

Name of the person who will do the exercise: _____

Heartbeats in One Minute		
At Rest	Moderate Exercise	Medium Effort Exercise

3. Now, do the following activity:

- a) Make a circle and identify the teammate on the right.
- b) Take your teammate's pulse when your teacher says so. The first time will be when everyone is at rest and before exercising. This will be the "Start".
- c) Start jogging at the pace indicated by your teacher.
- d) Write your heart rate every 5 minutes in the following table:

Pulse Measurement Every 5 Minutes

Time	Start	2	5	8	10	11	15	17	20
Beats per minute									

e) In assembly, talk about how you felt during the activity. For example, did your body feel heavy? Did you feel any pain? Or did you just feel tired?

- ▶ If you have any discomfort or pain, tell your teacher and a family member so you can go to the doctor.



María José Salas González, JALISCO

How Does the Heart Pump Blood?

Your heart is always in motion! With every heartbeat, blood is pumped throughout your body, delivering oxygen, nutrients, and hormones to your cells, and removing waste such as carbon dioxide.

1. To understand this vital process a little more, gather the following materials in communities and create a model showing how the heart works.

Materials (per community)

- A 200 ml transparent jar
- 1 small blue balloon
- 1 large red balloon
- 2 flexible reusable straws (e.g., those glued to juice cartons)
- 200 ml of water
- A pack of red vegetable dye (or a piece of beet or any plant or vegetable suitable to dye water)
- 2 rubber bands
- Adhesive tape
- Scissors
- A reusable tray or container to fit the jar

Procedure

1. Place the jar inside the tray or container. Pour the water in the jar and add the red vegetable dye, or its substitute, to simulate blood.
2. With the help of an adult, cut the lip of the red balloon off.



3. Place the red balloon as a lid over the jar. Secure it with a rubber band or adhesive tape.



4. Place some adhesive tape over the piece of balloon with which you covered the jar. With the help of scissors and a pen, make two small holes in that area. Then, insert the straws through them, immersing their ends in the water, and secure them with tape.



5. Attach the blue balloon to one of the straws. This will represent the vena cava, the one in charge of carrying blood to the heart. Fix it well with adhesive tape. The other straw will represent the aorta artery.



6. With this model, represent the movements of the heart, that is, systole (when you press the balloon) and diastole (when you release the balloon).

2. Write in your notebook what happens when you press and when you release the balloon.
3. With the support of your community, consult *Nuestros saberes: Libro para alumnos, maestros y familia*, for information regarding the heart, veins, and arteries.
 - a) If you want more information, go to the public library, the Classroom Library or, with the help of an adult, search on the internet. Write the information obtained in your notebook.

How Does Breathing Change When You Are Resting and in Motion?

Every moment of the day, you perform many activities, and you inhale and exhale automatically. You breathe and, without realizing it, many parts of your body work tirelessly to get the air to fill your lungs.



Maria José Saías González, JALISCO

1. Individually, but without forgetting the work done as a community, copy the following table into your notebook:

Time (min)	Start	5	10	15	20
Respiratory rate					

Materials

- A watch or stopwatch
- Uniform or appropriate clothing for exercise

- a) Meet in the courtyard with a member of the community and agree who will take the respiratory rate (number of inhalations and exhalations) and who will exercise.



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- b) Your teacher will measure the time while you do the activity. At the indicated moment, they will say the word *count*.

- c) Inhale and exhale three times. Then, stand up and jog in place; pause and then jump three times. Repeat these exercises for 20 minutes.
- d) In the table that you copied, record the respiratory rate (the number of inhalations and exhalations) in one minute, according to the indicated times: before doing the activity (Start) and 5, 10, 15 and 20 minutes while exercising. Your teacher will tell you when you must fill the table.

.....
 Your respiratory rate corresponds to the number of times you breathe (inhale and exhale) in a minute. The most common way to measure it is counting the number of times your chest or abdomen expand.

- 2. Individually, but without forgetting community work, search for the information indicated below. To do this, search in the School Library, the Classroom Library, the public library, or on the internet with the help of an adult.
 - a) The care necessary to maintain the circulatory and respiratory systems in optimal conditions.
 - b) The components of the circulatory system.
- 3. Record your evidence in your notebook.

Let's Understand

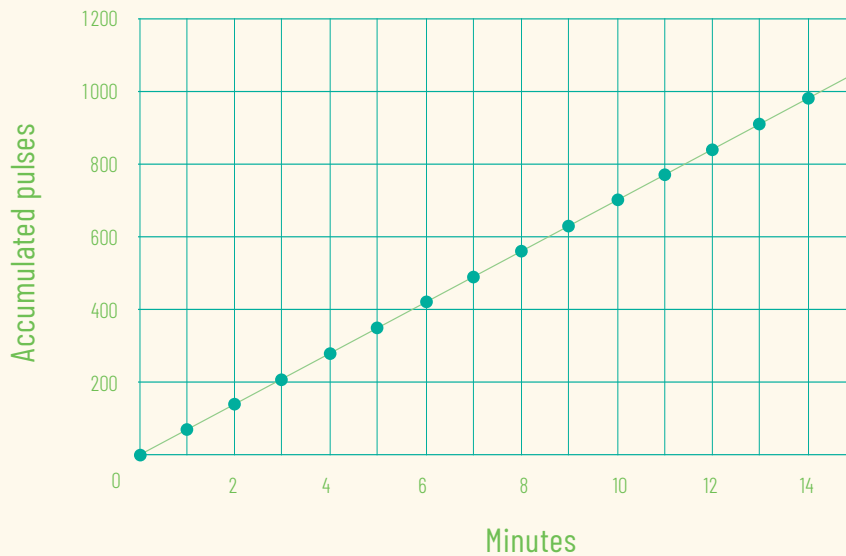
- 1. Develop the following in your notebook:
 - a) Review the heart rate table that you completed in “How Does the Heart Rate Change When Performing Physical Activities?” and answer, with the help of your teacher, how you could know the missing data in the table.
 - b) Write what the relationship is between systole and diastole in states of health and disease.
- 2. In assembly, mention the illnesses that your family members have and how they control them.



3. Look at the table and graph in this example. Verify that when you divide the accumulated heartbeats by the corresponding minute, the result is always 70; this occurs when there is proportional variation between the data.

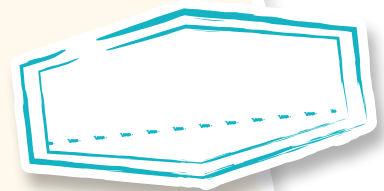
Minutes	Start (0)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Beats per minute	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
Accumulated pulses	0	70	140	210	280	350	420	490	560	630	700	770	840	910	980	1050

Accumulated Pulse During a Specific Period



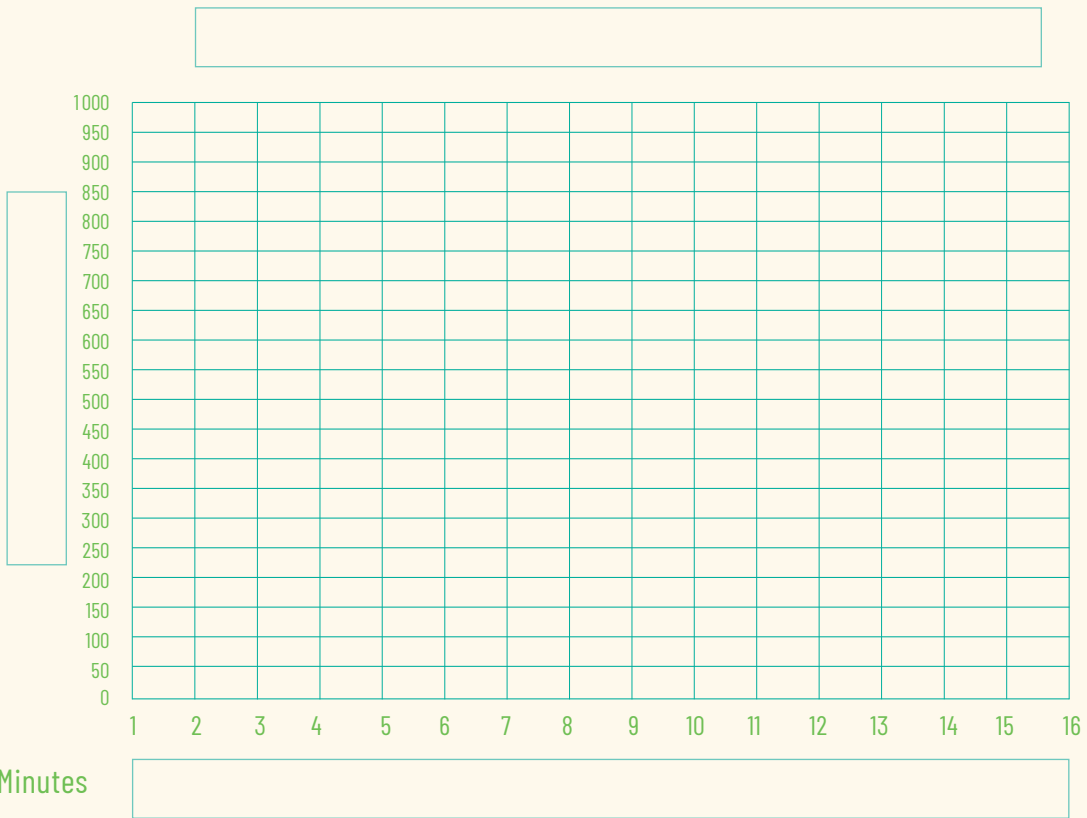
.....
 The heart of an individual at rest registers an average of 65 beats every minute.

- a) Complete the following proportional variation table. How can you obtain the missing values from the table?



Time (min)	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accumulated pulses	0	65		195							650					

b) Draw the graph corresponding to the previous table.

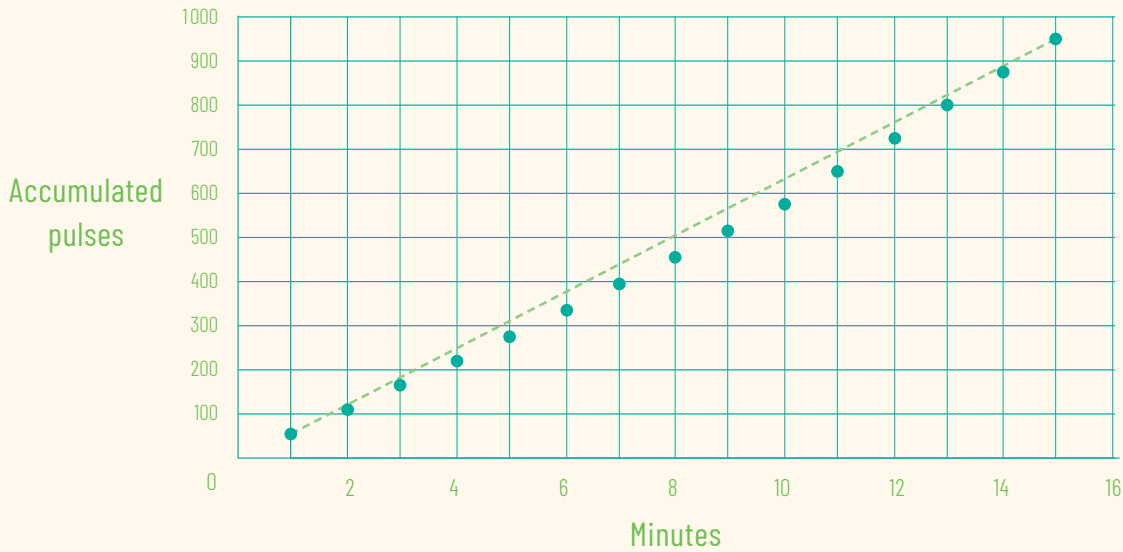


Two quantities can vary proportionally. It can be verified that two sets of data have such a relationship when dividing a value by its corresponding value produces a constant quantity. Furthermore, its graphic representation is a line that passes through the point (0, 0).

4. Observe the table below. As only some values are available, it has been necessary to estimate the missing values by calculating the difference between the accumulated pulses; they are those marked in a different color. When there is no proportional relationship between two sets of data, it is not known exactly how many heartbeats there are per minute. As can be seen, the number of beats per minute is not a constant value.

Minutes	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Accumulated pulses	0	55	110	165	220	275	335	395	455	515	575	650	725	800	875	950
Beats per minute	55	55	55	55	55	55	60	60	60	60	60	75	75	75	75	75

5. When representing the values in the previous table, it is observed that they are not perfectly located on a straight line since they do not have a proportional relationship.



6. Record your heart rate every 5 minutes in the following table.
- As a community, propose strategies to complete the missing values; analyze the procedure that was done in activity 4.
 - Draw the corresponding graph in your notebook.
 - Check if the relationship between the minutes and the accumulated pulses is proportional by drawing a straight line. Did the line go through all the points?

Minutes	0				5					10					15
Accumulated pulses	0														
Beats per minute															



7. Is there a proportional relationship between your heart rate and the elapsed time when you increase your physical activity? _____
Why? _____

Let's Socialize and Implement

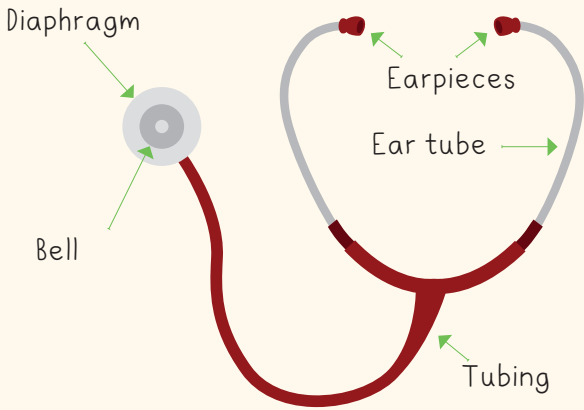
1. In assembly, discuss the importance of knowing heart and respiratory rates. Also, talk about the habits you will acquire once you have learned the importance of taking care of the circulatory and respiratory systems.
2. With the information you collected about the functions of the heart, veins, and arteries, as well as the importance of breathing, create a poster to publicize your results.



When people attend a medical service, health professionals use the stethoscope to assess the patients' status. Let's create a homemade one!

What do the sounds of my body say?

Our body makes sounds. To listen to these sounds, an instrument, called a *stethoscope*, is used. This allows health professionals to find out what is wrong inside us and give a diagnosis. Most often the stethoscope is used to examine the heart, breathing, and digestive system. It is important to have a stethoscope as part of a health kit. Now, you will build one in community.



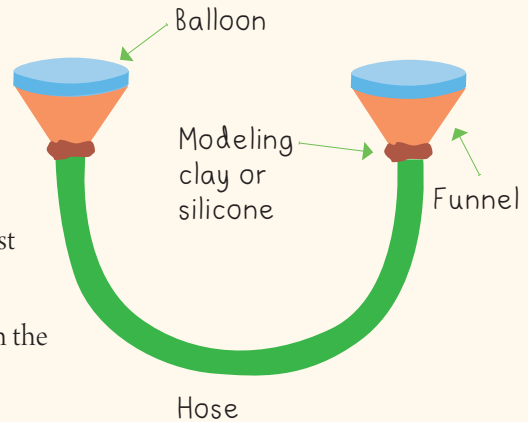
3. In communities, and being supportive, look at the image of the parts that make up a stethoscope.

Materials (per community)

- 2 cardboard funnels or cones, 4 cm in diameter
- A 1 m long saline drip, fish tank, or garden hose, 2.5 mm diameter
- Scissors
- Modeling clay, or silicone
- Pencil or pen
- Two number 4 balloons
- Scale
- Tailor's tape measure

Procedure


1. Measure and cut 40 cm off the hose with scissors.
2. Take the two cardboard funnels or cones and, by the stem, fit them into each of the ends of the hose. If they do not fit well, use modeling clay, or silicone to adjust them.
3. At the free end of each funnel, which is the widest part, place a balloon, from which you will have previously cut the mouthpiece, as a lid, as seen in the image.
4. Voilà, now you have made a stethoscope! Try it by placing one end on your chest and the other on your ear.



4. As a community, discuss the importance of having a stethoscope at home.

5. In communities, venture out using the stethoscope to listen to your heart rate.
6. Fill out the form on the left. If you do not have a scale or measuring tape, previously, in a doctor's office, ask to be weighed and measured so that you can take that data to the classroom.

Worksheet

Check yourself up! 

Date: _____

Hour: _____

Age: _____

Size: _____

Doctor: _____

Name of patient: _____

Weight: _____

Beats per minute: _____

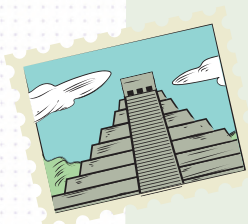
Breaths per minute: _____

Vocabulary



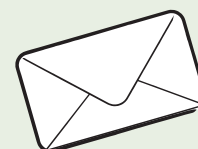
1. Individually, but considering everyone else, find the parts of a stethoscope in the word search.

- Diaphragm
- Bell
- Earpieces
- Ear tube
- Tubing



A	P	K	R	W	T	A	T	X	A
N	W	D	B	L	U	S	B	K	D
O	A	I	C	H	B	M	L	Z	V
L	E	A	R	P	I	E	C	E	S
H	Q	P	J	D	N	U	R	I	H
M	J	H	G	S	G	E	C	M	Q
G	D	R	B	X	F	B	E	L	L
O	I	A	L	G	W	Y	D	W	B
V	G	G	J	E	B	F	O	H	P
J	S	M	E	A	R	T	U	B	E

2. Now, in community, use the dictionary and research the meaning of each part of a stethoscope.



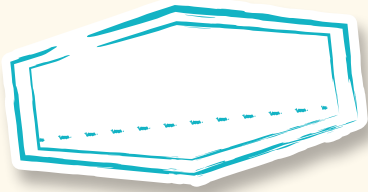
3. Look out for other uses of the stethoscope and write them below.

M	E	A	R	T	U	B	E		
								G	
								A	
								R	
						B	E	L	L
						G		H	
								P	
						N			
								E	A
								R	P
								I	E
								B	C
								U	E
								D	S
								T	

ANSWERS:

Let's Reflect on Our Learning

1. Gather in communities and develop this activity.
 - a) Based on the following guiding sentences, discuss what you learned about the topic you studied.
 - ▶ New things I learned.
 - ▶ Skills I put into practice.
 - ▶ How my behavior was.
 - ▶ What I can improve.
 - b) Write your answers on a piece of cardboard entitled My Takeaway From This Class.
 - c) Display them as a gallery.
2. Each community will walk through the gallery and will write their takeaways from the class.
3. In assembly, show your guide and explain the problems you had and how you solved them. Listen carefully to each other's presentations. One can only do a little, but together you can do a lot!



María José Salas González, JALISCO

4. Finally, write in your notebooks the assembly agreements reached by the community about learning more and making a model of the Respiratory and Circulatory Systems.



We can use quantifiers when we want to give information about quantities.

1. Individually, look at the following table:

Quantifiers: *Too Much*, *Too Many*, and *Enough*

Specific Uses	Quantifier Used	Examples
Something is more than what we want or need.	Too much	There's <i>too much</i> food in the fridge.
	Too many	There are <i>too many</i> sandwiches in my lunch box.
Something is just the correct number or amount.	Enough	There is <i>enough</i> water in my bottle.
		There are <i>enough</i> vegetables in my salad.
Something is less than what we want or need.	Not enough aren't = are not isn't = is not	There aren't <i>enough</i> vegetables in my soup.
		There isn't <i>enough</i> bread.

For negative sentences, just add the verb *to be* in its simple form + *not*, as you can see in the table above. See these other examples:

There *isn't* enough water.
There *aren't* enough apples.

Remember that you can use *many* for countable nouns, *much* for uncountable nouns, and *enough* for both.



2. Individually, look at the following table:

What is a countable noun?	A countable noun can be counted.	Examples: an apple, two apples, three apples, etc.
What is an uncountable noun?	An uncountable noun cannot be counted.	Examples: air, sugar, water, etc.

When you learn a new noun, you should analyze if it is countable or uncountable.

3. Now, read and analyze each sentence.

Countable nouns	Uncountable nouns
There are <i>too many sandwiches</i> in my lunch box.	There's <i>too much food</i> in the fridge.
There are <i>enough vegetables</i> in my salad.	There is <i>enough water</i> in my bottle.
There aren't <i>enough vegetables</i> in my plate.	There isn't <i>enough bread</i> .

4. With the help of a classmate, classify the following nouns and write them in their respective columns.

vitamins salt oxygen sugar calcium minerals

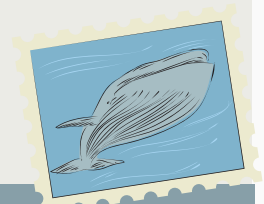
Countable nouns	Uncountable nouns

5. Now, using countable and uncountable nouns, write sentences which describe what you see in your classroom.

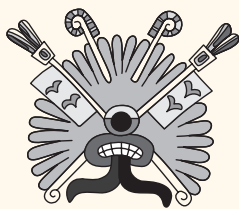
- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

6. Use *too much*, *too many*, and *enough* to write in your notebook six sentences that are true for you.

- a) Share your sentences with a classmate. Check the grammar together.
- b) Then, make any necessary corrections. 🌀



Answers:
 Countable nouns: vitamins,
 minerals
 Uncountable nouns: salt,
 oxygen, sugar, calcium



Astronomers in Action!

In this inquiry-based project, you will learn the difference between celestial bodies and artificial satellites.

You will learn how artificial satellites transmit information over great distances.

In classroom community, you will build an antenna that allows you to take advantage of the satellite signal.

En este proyecto por indagación, aprenderás la diferencia entre cuerpos celestes y satélites artificiales.

Aprenderás cómo los satélites artificiales transmiten información a grandes distancias. En comunidad de aula, construirás una antena que te permita aprovechar la señal de un satélite.

Our Community Wisdom

1. In communities, read the following text:

Emmanuel lives in Tapachula, Chiapas. He is in fifth grade and participates in a school program, in which he communicates with other students of his age from different states in the country.

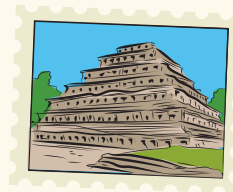
Emmanuel wants to know how this distance communication is possible. One day, during class, he asked his teacher, who explained to him that it is mainly due to objects outside planet Earth.

After hearing the teacher's response, Lupita said that a friend from another town went to a community center where they could use a computer with an internet connection operating thanks to those objects outside our planet.

Emmanuel vive en Tapachula, Chiapas. Él está en quinto grado y participa en un programa de la escuela en el cual se comunica con otros estudiantes de su edad de diferentes estados del país.

Emmanuel quiere saber cómo es posible la comunicación a distancia. Un día, durante la clase, le preguntó a la maestra, quien le explicó que es principalmente gracias a objetos fuera del planeta Tierra.

Después de escuchar la respuesta de la maestra, Lupita dijo que un amigo de otra localidad fue a un centro comunitario donde podía usar una computadora con conexión a internet gracias a esos objetos fuera de nuestro planeta.



Autor:

Daniel Everardo Molina Chacon

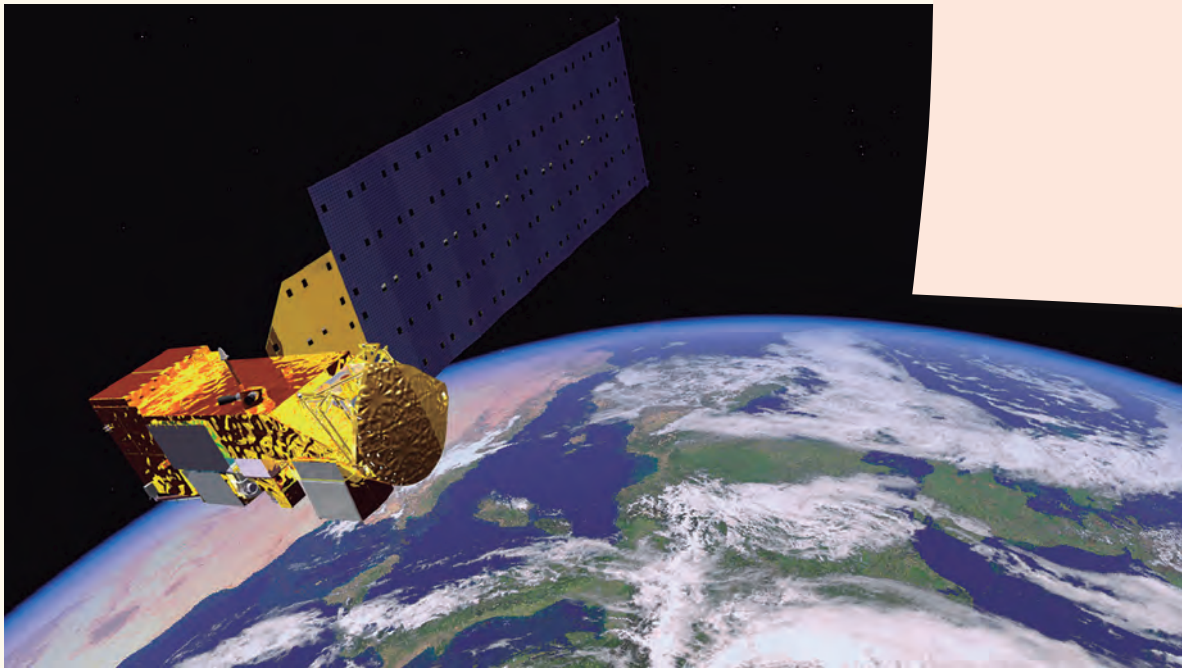
Maestro frente a grupo

Escuela Plutarco Elias Calles

CHIAPAS

The members of the group, with the help of their teacher, agreed to develop an instrument to better take advantage of the television signals from these objects, so they don't miss their favorite programs or the transmissions that their teacher uses for the classes.

Los miembros del grupo, con la ayuda de su maestra, acordaron desarrollar un instrumento que les permitiera aprovechar mejor las señales televisivas desde estos objetos, así no se perderían sus programas favoritos o las transmisiones que su maestra usa para las clases.



2. In community with students of other grades, draw in your notebook the Sun, the Earth, and the Moon. Consider their shape, size, pathway, and the distance between them.





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3. Share if you have similar questions to those of Emmanuel, regarding the use of technology as a means of communication.
4. The following questions, which you will answer in communities, will guide your research project.
 - a) What are the objects beyond the Earth like?
 - b) What are artificial satellites and how do they move?
 - c) How do artificial satellites work and what are they for?



Vocabulary

Search in a dictionary for the translation in Spanish of the following words:

- a) Sun _____
- b) Earth _____
- c) Moon _____
- d) Satellite _____
- e) Pathway _____

Answers:
a) Sol, b) Tierra, c) Luna, d) satélite, e) trayectoria



Let's Find Out



1. It's time to research the necessary information for the project! To do this, you will create a research journal, which you will build throughout the activities. Look at the example.

Example of a Research Journal

Questions a), b), and c)		Date:
What I Know About the Question	What I Don't Know About the Question	Available Resources to Search for Information
Information Found		Reference Sources

2. Gather in communities and agree on strategies to answer the questions in activity 4 of "Our Community Wisdom."

What Are the Objects Beyond the Earth Like?

Materials (per community)

- 10 modeling clay bars
- 10 paper sheets of different colors
- 10 cotton balls or other reused materials
- Colored pencils
- Scissors

1. In communities, do the following:
 - a) Discuss what objects you imagine exist beyond the Earth, how big they are, the shape they have, and what they are made of.

- b) Investigate on the internet with the help of an adult, or in the School Library, if objects that exist beyond planet Earth can be observed from Mexico. Also, find out when and where you could see them.
- c) Copy in your notebook the information you find and share it with the classroom community.



- d) Read what Lupita and Emmanuel's community found.

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On the Global UNAM's website, we found that:

- There is a comet called C/2022 E3.
- The comet C/2022 E3 began to be seen on February 2, 2023.
- The comet was initially seen briefly on the horizon. But after a few days, it was observed close to the polar star.

- 2. If possible, organize a trip to a museum or observatory and, based on what you have researched, observe objects beyond the Earth.

- 3. Investigate on the internet with the help of an adult, or in the School Library, the objects beyond the Earth, how much they weigh, what shape they have, and what they are made of. Complete this table in your notebook:

Object's Name	Material	Weight (kg)	Shape

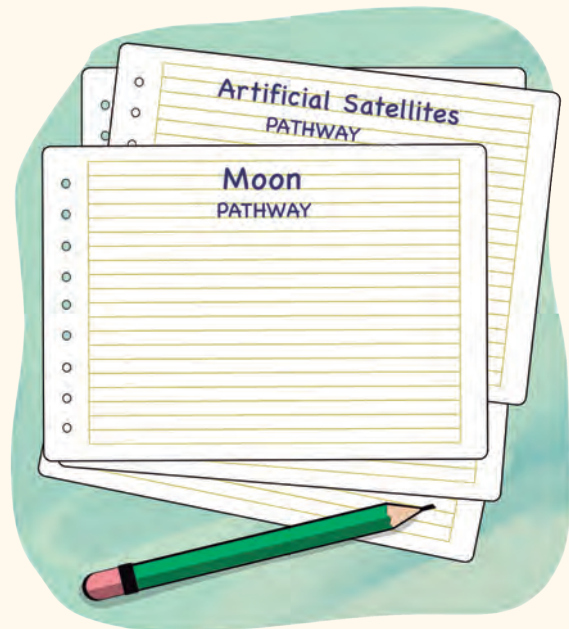
4. Use modeling clay, paper, cotton, and other materials to scale representations of the Earth and the objects beyond.
5. Read how Lupita and Emmanuel's community did it.

With the information gathered from objects outside the Earth, we shaped rigid materials (modeling clay), to represent rocky objects, and non-rigid materials (cotton) for non-rocky objects.



What Are Artificial Satellites and How Do They Move?

1. Individually, without forgetting you are part of a community, research different reliable sources of information on what artificial satellites are. Write the information in your notebook and share it with the classroom community.
2. Based on the information you found, discuss as a community how you think artificial satellites move, what kind of movements they have, and what their trajectory is like.
3. In community, research in different reliable sources of information, such as newspapers, magazines, and books how artificial satellites move around. Read what Lupita and Emmanuel found.

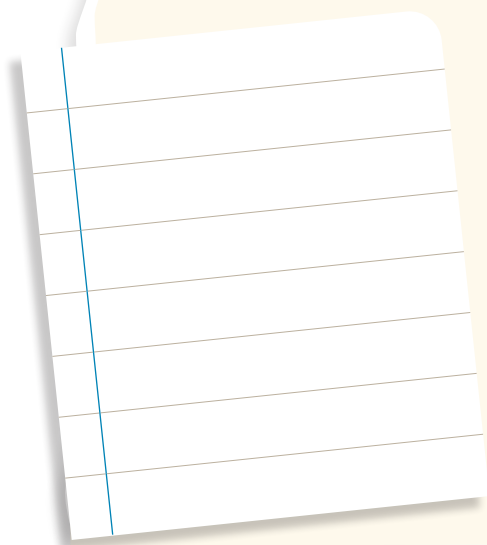


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On the websites and books, we found that:

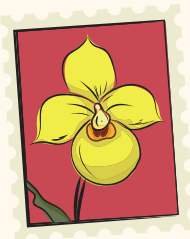
- A satellite is an object that revolves around a planet, such as the Moon, this action is called *orbiting*. The human being has built and launched devices that orbit our planet, called *artificial satellites*.
- The pathway that artificial satellites follow is similar to that of our natural satellite, the Moon. The pathway is not circular but elliptical. Artificial satellites are located at different heights to the Earth's surface.
- At 36,000 km above the Earth's surface, the time it takes for an artificial satellite to orbit is 24 hours, which corresponds to the Earth's rotation time. At that distance, a satellite located over the equator will appear to be in the same place relative to the Earth. These types of orbits are known as *geostationary orbits*.
- Geostationary orbits at 36,000 km from the equator are the orbits traveled by many satellites used in many types of telecommunications, including television. Signals from these satellites can be sent around the world.

4. With the help of an adult, research on the internet or in the School Library information, animations, or videos showing the motion of objects beyond the Earth. Complete the following table in your research journal.



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Object's Name	Duration of Rotation Movement	Duration of Translation Movement	Type of Pathway



- In communities, discuss your findings regarding the motion of different natural and man-made objects.
- Exchange information with other communities, and write in your notebook the similarities and differences you found.

How Do Artificial Satellites Work and What Are They for?

- Gathered in assembly, reflect on what you know about artificial satellites, and write that information in the research journal, on a table, as in the picture.



	How Do They Work?	What Are They for?
Artificial satellites		

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2. In communities, research different sources of information on the procedure for launching satellites into space. Write the information you find in your research journal.
3. Read the information that Lupita and Emmanuel found on the internet and add it to your research journal.



On the internet, we found that:

- There are 3,000 satellites revolving around the Earth.
- There are satellites for phone lines, the internet, television, and education, which repeat the signals to receivers located at specific points to transmit their signal.
- When a satellite is not useful and is close to the atmosphere, its velocity decreases, which causes a change in its pathway, so it burns upon contact with the atmosphere.
- Artificial satellites and satellite dishes are constantly moving to ensure communication is not lost.



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4. With the help of an adult and based on the information you have, each one of you will write questions related to artificial satellites. Every question must have three answer options.
5. Ask the questions to the rest of the community to check their difficulty. Look at the example in the table, and organize the questions as in the example to facilitate the recording of responses.

Question 1										Total Number of Answers
What's an Artificial Satellite?										
It is an object that was not built by humans and revolves around the Earth.										
It is an object built by humans and revolves around the Earth.										
It is an object that just revolves around the Earth.										

Let's Understand

1. In assembly, discuss the Solar System organization, the position of the Earth, and the composition of objects outside it. Write a conclusion to answer the question “What Are the Objects Beyond the Earth Like?”



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Cosmogony is the way a society explains the origin of the Universe or humanity. For example, the ancient Nahuas considered that the world was created by the Gods for humans to inhabit it and venerate them.

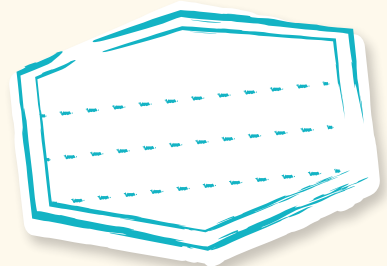


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2. In communities, discuss the information about the rotation, translation, and shape of orbits of objects outside the Earth. Then answer the question: “What are artificial satellites and how do they move?” Also, explain briefly how you imagine artificial satellites obtain energy for operating.

3. With the help of your teacher, make a bar chart with the data collected in the three questions you asked to the community in “How Do Artificial Satellites Work and What Are They for?”

a) Based on the information you already know, write in your notebook the answer to the question: “How do artificial satellites work and what are they for?”



Let's Socialize and Implement

1. In assembly, read the following text:

Lupita, Emmanuel, and their community members went to a community center to investigate on the internet how to build a device that allows them to take advantage of the television signal. According to their teacher’s instructions, the construction of the object must fulfill the following requirements:

- ▶ It can be built in school.
- ▶ It must be constructed with accessible and affordable materials.
- ▶ It must be durable.

Lupita and Monserrat found online an easy solution:

Lupita, Emmanuel y los miembros de su comunidad fueron a un centro comunitario para investigar en internet cómo construir un artefacto que les permitiera aprovechar la señal de televisión. De acuerdo con las instrucciones de su maestra, la construcción del objeto debía cumplir con los siguientes requerimientos:

- ▶ Se puede construir en la escuela.
- ▶ Debe construirse con materiales accesibles y que no sean costosos.
- ▶ Debe ser duradero.

Lupita y Monserrat encontraron en línea una solución sencilla:

1. Take a paper clip and unfold it so that it is straight.
2. Bend it into an L shape and insert the shorter part into the TV antenna inlet.

The clip can work as an antenna if you follow these steps!

a) Comment on how you would build a device that uses artificial satellites to take advantage of the television signal.

2. In communities, read the procedures of other students who attend the same school as Lupita and Emmanuel.

1. Tomar un clip y extenderlo para que quede derecho.
2. Doblarlo en forma de L e insertar la sección corta en la entrada para antena de la TV.

Con estos pasos, ¡el alambre puede funcionar como una antena!



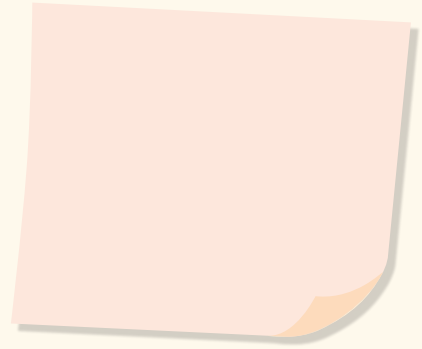
Atzimba Gabriela Aguilar Nájera, YUCATÁN

Ricardo, Jonathan, and Atzin saw on the internet how to make a Yagi antenna. To build it, they asked two adults to help them cut three meters of coaxial cable and uncover their copper to braid it. Then, measured a piece of wood at specific distances to place the braided wires and fix them with a metal fence. Finally, they attached the impedance adaptor to the antenna they had made. They connected the antenna to the school TV, and the signal had no problems.

Vianney, Víctor, and Berenice found in a scientific magazine that they could make an antenna out of soda cans. With the help of two adults, they fixed on the longest part of a plastic hook two cans with the drinking holes together. They got a coaxial cable with an impedance adapter, exposed the ends of the cable, and attached the nozzles of the cans. Finally, they fixed them with insulating tape, connected the cable to the television, and watched the program that their teacher told them to watch.

Mariana, Vanessa, and Ruy found in an encyclopedia the instructions for making a coaxial cable antenna with impedance adapter and a tin can. They asked an adult to cut a hole in the bottom of a tin can, and to expose 20 cm of copper at one end of the wire. They threaded the wire through the hole in the can, secured it with insulating tape, and then twisted the end into a spiral shape. When finished, they connected the wire to the television and checked that the device worked.

3. In assembly, comment your community benefits by making your antenna.
4. In communities, choose the instructions or look up a construction you could do.
 - a) Draw designs in your notebook to agree on how to build the antenna.
 - b) In case you agree to build it, get the materials.
 - c) Ask for the participation of your community, teachers, and parents. It will be a project that will serve the entire school!
 - ▶ Agree on tasks needed for the antenna preparation, construction, and installation. Form communities and divide the tasks.
 - ▶ Observe the antenna performance and compare how many channels are tuned, the signal quality, and stability. Reflect on how you could improve it.
 - ▶ Congratulations! You built an antenna like Lupita and Emmanuel did!



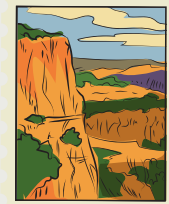
Grammar

Remember: *How* is used to ask about the way something was done, to ask for directions and instructions, to ask about the frequency of someone's activity, or to ask about the weather or mood.

On the other hand, we use *what* to request information about things and actions.

Complete the next sentences with *how* or *what*.

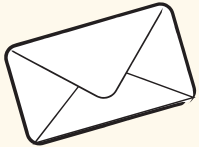
- a) You will learn _____ artificial satellites transmit information.
- b) _____ are the objects that can be found beyond the Earth like?
- c) _____ are artificial satellites and _____ do they move?
- d) _____ do they work?
- e) _____ are they for?
- f) Investigate _____ much they weigh.
- g) Reflect on _____ you could improve it.
- h) Read _____ Lupita and Emmanuel found.



Answers:
a) how, b) What, c) What / how, d) How, e) What, f) how, g) how, h) what


Let's Reflect on Our Learning

1. Write in your notebook about the utility of the research journal. Share with the classroom community.
2. Together with the classmates you worked with, answer the next questions in your notebook:
 - a) Can you answer the questions at the end of “Our Community Wisdom”?
 - b) Did the activities developed allow you to understand the topic?
 - c) Did the conclusions you reached allow your classmates and the community to understand the topic better?
 - d) Did you miss doing anything to finalize the activities?
3. Individually, without forgetting you are part of a community, complete the following table:



Levels of Achievement

Aspects to Evaluate	Not Reached	I Need to Improve	I Achieved It Satisfactorily	Outstanding Performance
Did I work collaboratively and participate in the activities?				
Did I understand the analyzed information?				
Did I take part in the antenna design?				
Did I include people in the school and community in the project activities?				
Did I research reliable websites?				

4. Finally, write in your notebooks the assembly agreements reached by the community about designing and building the school antenna. 

Research Agreements

Materials to use	
Antenna design	
Procedure	





Games Fair

In this service-learning project, you will learn to talk about the materials and uses of some objects. You will also organize a Games Fair.

En este proyecto de aprendizaje servicio, aprenderás a hablar acerca de los materiales y usos de algunos objetos. Además, organizarás un Tianguis lúdico.

Starting Point

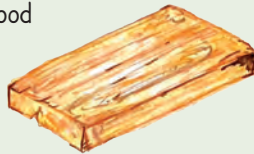
Vocabulary

Individually, read the following vocabulary.

plastic



wood



cotton



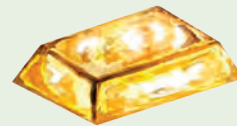
wool



silver



gold



Claudia Lucia Bautista Parra, JALISCO

1. In community, read the following text:

Tlachtli or Ball Game

The *tlachtli*, or ball game, was a ritual where people won or lost territories and even their lives.

Each team had one to seven players. The ball was *made of* unvulcanized solid rubber and weighed around three kilos. Players could not touch the ball with their hands, feet, or head; instead, they had

Autor:

Héctor Vicente Martínez Calderón

Maestro frente a grupo

Escuela Primaria General Félix Ireta

MICHOACÁN



to use their shoulders, back, hips and buttocks, with belts or sashes made of leather or fabric *used for* protection. There were no points, but “marks” and they weren’t used for counting scores but when a fault was committed.

The court was a long, narrow hall between two lateral structures, sometimes the paneling of these structures was sculpted, it is believed that all elements had a function within the game, however, we only know what the hoops, or *tlachtemalacates*, attached to the walls of the lateral structures were used for. When a player managed to pass the ball through the hoop, which was very difficult due to the weight of the ball, they immediately won the game and the clothes worn by the spectators who supported the opposite team.

The ball game was so important that there is no archaeological site since the Post-Classic stage without a court, and in some cases, like Cantona, there are 22. The proximity of the game court to the *tzompantli*, both in Tula and Mexico, suggests that the game was related to human sacrifice by decapitation associated to fertility rituals. In this way, the game had both religious and political overtones, for example, the conquest of Xochimilco by Axayácatl culminated in a ball game match.

Instituto Nacional de Antropología e Historia (2017)



If you want to learn more about the ball game in Mesoamerica, see:



<http://bit.ly/3mMaJSP>

Vocabulary

Look for the words in **red** in the text about the *tlachtli*. In pairs, try to figure out their meaning and write them in the correct column.



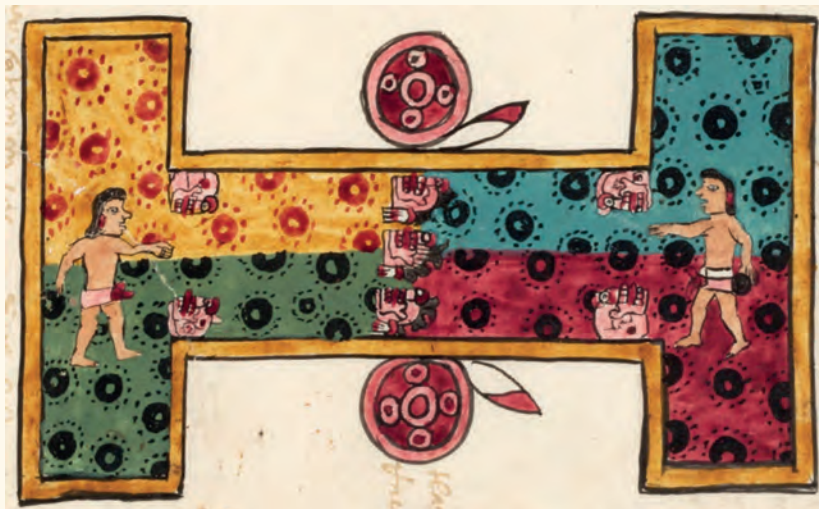
It is used to describe the **material** needed to manufacture an object.

It is used to describe the **function** of an object.

Answers: First column: made of, Second column: used for

2. In assembly, talk about the following:
 - a) What tactics do you imagine the players of *tlachtli* used?
 - b) What individual skills do you think the players developed?
 - c) What do you think was the action plan of each team?
 - d) What value do strategies have in a game?
3. Write your conclusions on the board.

Knowing your strengths and weaknesses when participating in a game means having useful information to create a strategy to win, especially when it involves more than one player.

A large, light orange rectangular box with orange corners, containing several horizontal white lines for writing.

4. In communities, investigate what type of strategies players in some sports such as soccer, swimming, or volleyball use.
5. In assembly, each community present the results of their research. Write a conclusion on the board with the help of your teacher.
6. In communities, investigate three board games and outdoor games, and some strategies to play them.
 - a) Interview people in your family who are experts in those games.
 - b) To register data, use an organizer based on the following examples:

Board Games and Strategies to Play

Lotería Game

- Memorize the pictures on the board and their position.
- Be careful not to move the markers you put on the pictures when they are called out.

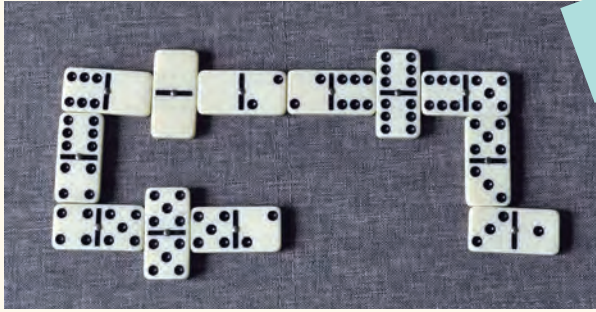


Categories

Name	Fruit	City	Last Name	Object

Categories (Basta)

- Have a wide vocabulary and general culture.
- Write the easy words first.



Dominoes

- Learn the number combination of the 28 tiles.
- Having many pieces of the same value means other players will have fewer tiles with the same number.

Speaking



In assembly, discuss:

- Which games do you like?
- Which ones you don't?
- Which games didn't you know about?



Let's Identify the Needs to Determine the Services

Traditional games such as snakes and ladders, and dominoes are very fun and challenging. Some games have different names in different places. For example, in South America, especially in Argentina, they call *rayuela* the game traditionally known in Mexico as *avioncito*.

Collectively, make a card for each game you investigated.

- Each card must have:
 - ▶ The name of the game.
 - ▶ The materials required to play.
 - ▶ A description of the game with a picture.
 - ▶ Some strategies to play.



b) Look at the following example:

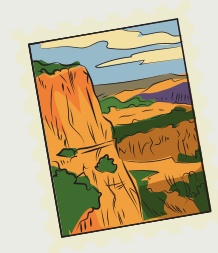
<p>Name of the game:</p>	<p>Hopscotch</p>
<p>Name of the game in other places:</p>	<p><i>Avioncito, rayuela, sambori, cascayo</i></p>
<p>Materials needed:</p>	<p>Colored chalks <i>are used for</i> drawing on the floor. A rock <i>is used for</i> marking the spot you should not step on.</p>
<p>Description:</p> 	<p>Draw nine squares and a circle on the floor. Write the numbers one to ten (ten goes in the circle). Throw the rock and jump in the squares with one or two feet, but do not step on the square the rock landed in.</p>
<p>Strategies to play:</p>	<p>Gather momentum and keep your balance to be able to jump off one foot and cover a longer distance. Jump in the squares, do not touch the lines, and do not skip squares, or you will be out of the game. Pay attention to the other players jumping to see if they fail.</p>

Think about that market while you organize the Games Fair, where you will hand in the cards with the description of each traditional board game and outdoor game that you investigated with your community, along with the strategies to play them.

.....
 In the ancient city of Tenochtitlan, which today is Mexico City, you could find the liveliest market in Tlatelolco, also considered the biggest in all America.

Grammar

Next to each game that you investigated in "Starting Point", write the material it is *made of*. Then, write complete sentences specifying these materials in your notebook.



Remember you need to use the correct form of the verb *to be*.

Example:

Some chess boards and their pieces *are made of* wood.

Some *are made of* gold!

is made of → present, singular

are made of → present, plural

was made of → past, singular

were made of → past, plural



Let's Organize the Activities

1. Collectively, with the help of your teacher, establish agreements and propose activities for your project. For example:
 - a) Look for information about the importance of strategies in traditional board games and outdoor games.
 - b) Make a list of activities and tasks for each student.
 - c) Propose ideas for the Games Fair stand distribution.



2. To organize and assign tasks, you can use the following table as an example. Add the activities you consider necessary.

Activity	Person(s) in Charge
Investigate the importance of strategies.	
Gather conclusions about the importance of strategies in games.	
Choose board games and outdoor games to include in the Games Fair.	
Gather and select the cards you made as a community.	
Agree on the number and distribution of stands in the Games Fair.	
Gather the necessary materials.	
Agree on the date, place, and time for the Games Fair.	
Create and hand in the invitations.	

3. Once you finish organizing and assigning tasks, copy the table on the board and complete the information. Whenever it is ready, copy this information on a cardboard sheet and hang it in a visible place.



Writing

You need specific objects to play each game. For instance, participants needed a rubber ball to play *tlachtli*.

1. In communities, choose one of the board games or outdoor games from the cards you made.
2. In your notebooks, write sentences about the use of some objects in that game. Look at the example:

A piece of paper and a pencil *are used for* playing Categories.

Remember to use the correct form of the verb *to be*!

Creativity On

1. In communities, make a list of the traditional board and outdoor games researched previously.
 - a) Choose the one you like the most.
 - b) Use the cards you made.



2. In assembly, talk about the results of your investigation on the importance of game strategies. Reflect and come to conclusions.

3. In communities, being respectful of others, choose a name for your stand, taking into consideration the game you will present. Use big letters on your sign so others can read it easily.
4. In assembly, choose the number, shape, and distribution of stands in the Games Fair. Draw an outline.
5. Agree on how and where to get the materials you need.
 - a) Try to use materials you have in your school or classroom. Also, think about materials you can get or prepare at home that are not difficult to transport.



- b) Make sure the cards you will hand in are appealing, and the information included in them is clear. Practice the presentation in your community.
6. Later, with your family, play the games and modify your cards when you need to, so you know they are ready for the Games Fair.
7. In communities, agree on what you will do on the day of the fair. Agree on:
- The turns to play in your stand and the rest of them.
 - The person who will welcome participants and explain:
 - ▶ The name of the stand.
 - ▶ The traditional game you chose and why.
 - ▶ What the game is about, its rules, and the use of strategies to win.
 - ▶ The importance of using strategies when playing games.
 - The stand installation to practice the games.




8. After you practice the games, design the invitation and hand it in. Remember to include the name, date, schedule, and place where the Games Fair will be held.

The day has come to test your game strategies!

9. Together with your community, build your stand and follow the activities as planned.

Let's Assess and Share Our Achievements

1. Once you have finished your Games Fair, talk about it.
 - a) Which was your favorite stand and why?
 - b) Which strategies were more interesting and why?
 - c) Which game was the most challenging?
 - d) Which surprised you the most?
2. Talk about how to improve your Games Fair.
 - a) Can you do it again to dare your classmates from other grades?
3. Finally, write in your notebooks the assembly agreements reached by the community to show the descriptions of the traditional board and outdoor games you researched as well as the strategies to play them. 





What's Happening to My Body?

In this inquiry-based project, with the help of your community, you will learn about the human stages of growth and development. You will also make models of the male and female reproductive systems.

En este proyecto por indagación, con la ayuda de tu comunidad, aprenderás sobre las etapas de desarrollo humano. También, harás modelos de los aparatos reproductores masculino y femenino.

Our Community Wisdom

1. In community and being supportive, read the following text.

Monday, December 5

Dear Diary,

Lately, I have noticed some strange situations in my body, in the way I feel and think. I don't understand what's happening to me and I'm a bit scared.

My whole body is changing, and I don't feel comfortable with it. Everything makes me angry and I cry frequently. Suddenly, I have mood swings and I don't understand why.



Wednesday, December 7

Dear Diary,

Today, during class, something unexpected happened to me. I felt something strange and went to the bathroom: There was a red stain on my underwear. I was scared so I told my teacher about it.

Lunes 5 de diciembre

Querido diario:

Últimamente he notado algunas situaciones extrañas en mi cuerpo, y en la manera en la que siento y pienso. No puedo entender qué me está pasando y estoy algo asustada. Todo mi cuerpo está cambiando y no me siento cómoda con ello. Todo me hace enojar y llorar. Mis cambios de humor suceden de repente y no entiendo nada.

Miércoles 7 de diciembre

Querido diario:

Durante la clase me pasó algo inesperado. Sentí algo extraño y fui al baño. Había una mancha roja en mi ropa interior. Me asusté, así que le dije a mi maestra. Ella me ayudó y me dijo

Autora:

Carolina Cruz Figueroa

Maestra frente a grupo

Escuela Primaria Lázaro Cárdenas

QUINTANA ROO

She helped me and told me girls and boys go through physical and emotional changes as they grow.

Friday, December 9

Dear Diary,

Today, during break, I told my best friend that I think the boy that sits next to me is handsome. When I see him, I have a strange feeling in my stomach. I asked her if she had ever felt this way and she said yes.

Lately I ask myself: Why is all of this happening?

que los niños y las niñas pasan por cambios físicos y emocionales durante su desarrollo.

Viernes 9 de diciembre

Querido diario:

Hoy durante el receso le dije a mi mejor amiga que, según yo, el niño que se sienta junto a mí es guapo. Cuando lo veo siento una sensación extraña en mi estómago. Le pregunté si alguna vez se había sentido así y dijo que sí.

Últimamente me pregunto por qué está pasando todo esto.

2. Individually, without forgetting you are part of a community, do the following activities:

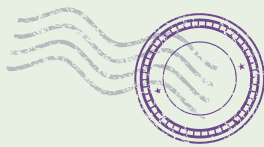
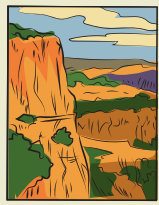
- a) On a sheet of paper, list anonymously the physical and emotional changes you are going through. If you have a particular question, you can write it down too.
- b) Fold the sheet of paper.
- c) Ask your teacher to collect all the papers and then to read them without a specific order.
- d) As a class community, and being respectful, listen to what you are experiencing.
 - ▶ Identify if the changes are similar or different.



3. During this inquiry-based project, you will answer the following questions:

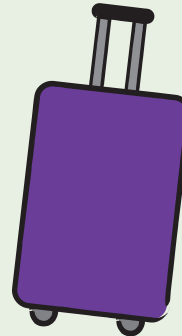
- a) What are the human stages of growth and development and their characteristics?
- b) What are the parts of the male and female reproductive systems?

Vocabulary

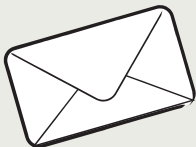


Look for the meaning of the following words in a dictionary. When everyone understands them, work in communities: One person will act out one of the words, and the other students have to guess it.

- a) Aging
- b) Change
- c) Cry
- d) Feel
- e) Grow
- f) Have
- g) Help
- h) Like
- i) Notice
- j) Understand



Grammar



1. In pairs, read again the text from "Our Community Wisdom," and review the following questions:
 - a) We go through emotional and physical changes, *don't we?*
 - b) The girl wrote in her diary that she was a bit scared, *didn't she?*
 - c) The girl didn't feel fine during class, *did she?*

Tag Questions

We use tag questions to confirm something, to make sure someone agrees with an idea, or to ask for an opinion. It is more commonly used in spoken English.

- If the first part of the sentence is affirmative, the tag question is negative.
- If the first part of the sentence is negative, the tag question is affirmative.



We use an auxiliary verb for tag questions. We should be careful to use the one corresponding to the tense of the sentence.

- We use *do/does* for simple present.
- We use *did* for simple past.
- We can also use modals like *should, can, would*, etc.

2. Add the correct tag question.

- a) The girl noticed some changes in her body, _____
- b) She doesn't understand what's happening to her body, _____
- c) She cries a lot, _____
- d) She doesn't have mood swings, _____
- e) The teacher helped the girl, _____
- f) Girls and boys go through physical and emotional changes, _____
- g) She doesn't like anyone, _____
- h) She told her best friend about her crush, _____



Answers:
a) didn't she?, b) does she?, c) doesn't she?, d) does she?, e) didn't she?,
f] don't they?, g] does she?, h) didn't she?

Let's Find Out

1. Organize in communities to get all the materials you will need when your teacher asks for them.
2. Decide how you will answer the questions from activity 3 in "Our Community Wisdom." Decide when and how you will carry out the activities. Discuss if you need more materials and where to find the information.
3. Write the agreements in your notebook. If you need to modify them during the project, do it.



What Are the Human Stages of Growth and Development and Their Characteristics?

1. Research the human stages of growth and development by doing the following:
 - a) Individually, with the help of your family, go to a public library or look for the information on the internet: What are the human stages of growth and development and how long does each one last.



From fertilization to old age, humans go through constant changes.

- b) Make communities and choose a human stage of growth and development for each community.
- c) Prepare interviews to identify in which stage of human growth and development are some members of your community. Also, ask for what kind of care each person needs during each stage.
 - ▶ In the case of the earlier stages, you will have an interview with their parents or family.

d) Decide the following:

- ▶ The age range for the people that will take part in the interview.
- ▶ The number of people you will interview.
- ▶ Time and place for the interview.

e) In your notebook, write the questions for the interview.

f) Do the interview and, if possible, record it. Remember to ask the participants for permission. You can also write important information in your notebook.

g) Ask for permission to take a picture of the participants. You can also make a drawing that shows their physical features.

2. Once you have the interviews, check the audio, videos, photos, and notes. Determine the characteristics the participants mentioned and how often they gave the same answers. Register the data in activity 1 of “Let’s Understand.”

3. Individually, without forgetting what you have learned with your community, write in your notebook the stage of growth and development you are currently in, and the physical and emotional changes you are going through.



What Are the Parts of the Male and Female Reproductive Systems?

Reproduction is the biological process by which living beings procreate new individuals of their species. Sexual reproduction implies the union between the female reproductive cell (ovum) and the male reproductive cell (spermatozoon).

This union is called *fertilization*. This process occurs because humans and other species have sex organs that are in charge of reproduction: From the production and maturation of gametes, the fertilization, and the development of the new individual to its birth.

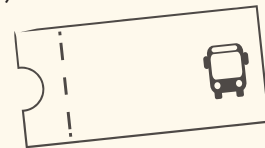


Humans, just like other organisms, are viviparous because, after fertilization, they grow inside the mother's womb until they are ready to live outside of it.

Materials

- A recycled or reused piece of cardboard (57 × 87 cm)
- Watercolor paints

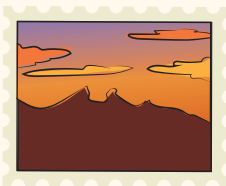
1. Individually, without forgetting you are part of a community, and with the help of an adult, go to the library or search online the structure and function of the male and female reproductive systems in human beings, and write the information in your notebook.



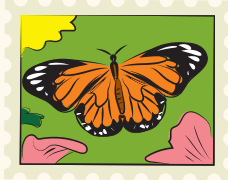
2. Make communities and decide which one will explain the female reproductive system and which the male reproductive system.

a) On a piece of cardboard, draw the male or female reproductive system and identify the following:

- ▶ Female reproductive system: fallopian tubes, ovaries, uterus, vagina, labia majora and minora, clitoris, cervix, and urethra.
- ▶ Male reproductive system: prostate, seminal vesicle, bladder, urethra, penis, glans, testicles, scrotum, foreskin, vas deferens, and epididymis.



b) In communities, research information on the parts of the female and male reproductive systems, and write the information in your notebook.



3. Research in the Classroom Library, the School Library, or the public library the function of sex organs in the reproduction process.



Let's Understand

Materials (per community)

➤ Pictures or drawings made in "What Are the Human Stages of Growth and Development and Their Characteristics?"

- A sheet of cardboard
- 3 m of rope
- 20 clothespins



1. In communities, and according to the activities you completed, answer the question: "What are the human stages of growth and development and their characteristics?" Then do the following:
 - a) Check the audios, videos, and notes taken during the interviews.
 - Determine the main characteristics of each stage of development according to the interviews.
 - Write the data in the following tables:

General Information of the Participants

Number of Participants	Number of Male Participants	Number of Female Participants

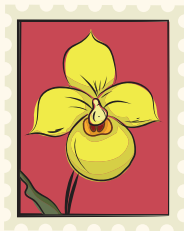
General Information of the Participants

Age Range	Number of Participants

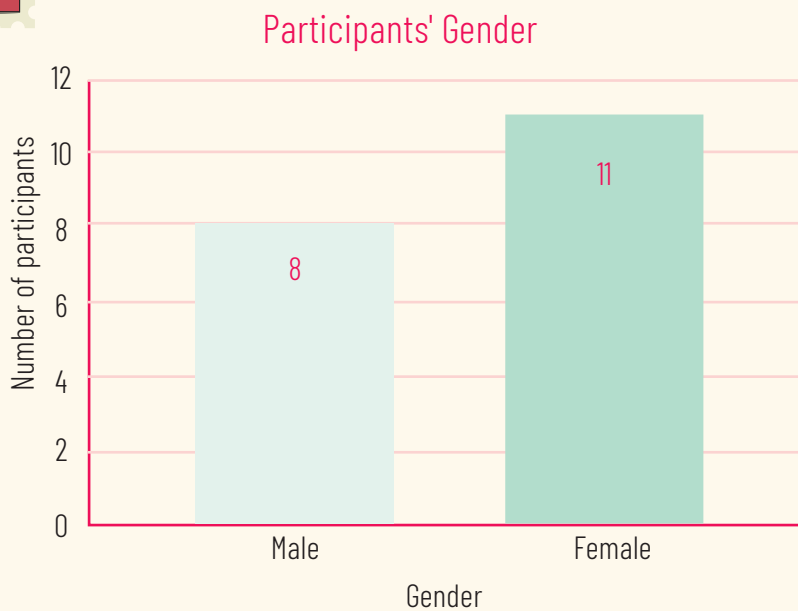


Characteristics of the Stage of Growth and Development of the Participants

Characteristics of the Stage of Development They Are Going Through	Number of Participants



b) In your notebook, make a bar graph that shows the data from the first two tables. Here's an example.

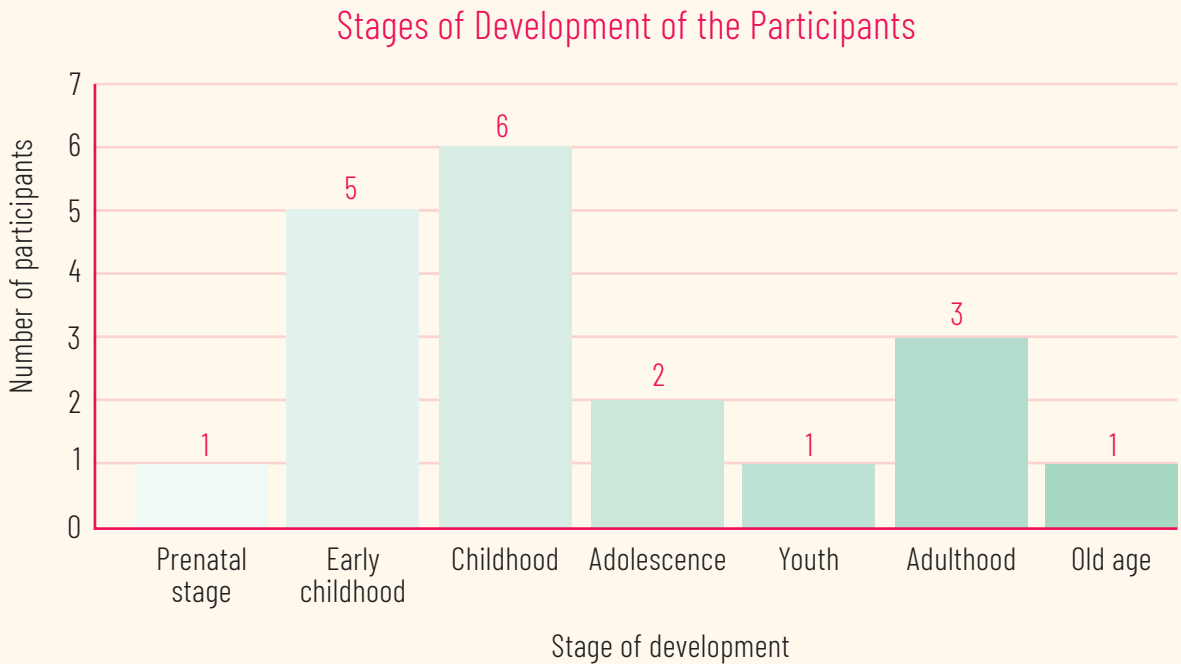
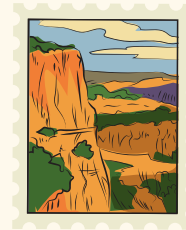


c) Look at the second table: The categories are numbers (age range). What's the name of this type of information? _____

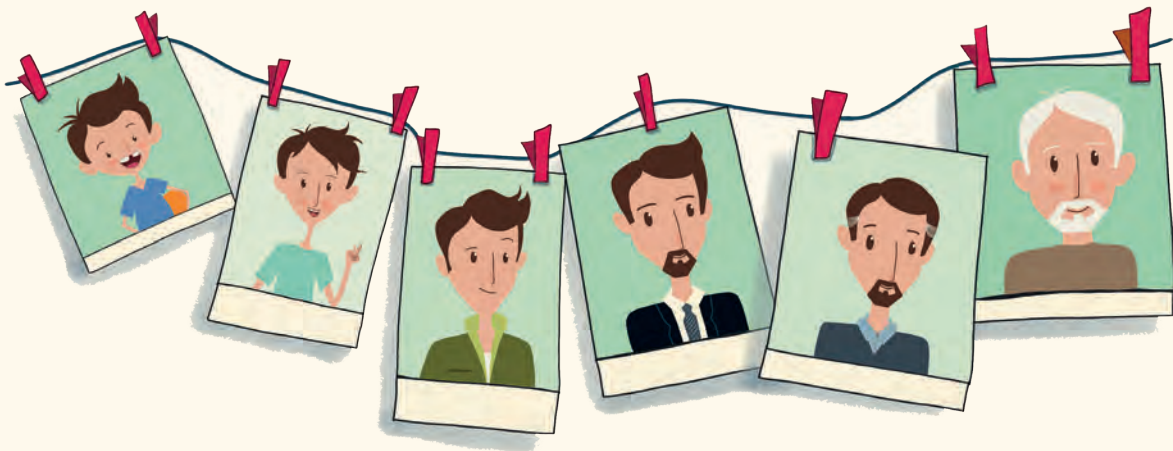
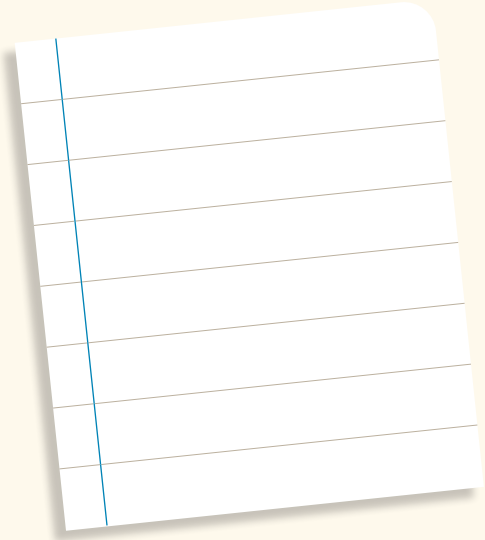
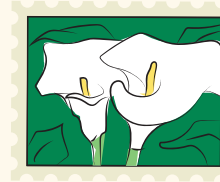
d) In the third table, the categories are not numbers. It describes qualities or characteristics and is written in words. What's the name of this type of information? _____

e) Make a bar graph that shows the stages of growth and development of the participants. Here's an example.

.....
 When you work with qualitative information you can interpret it in numbers, and count how many times the information belongs to each category.



2. Determine the main characteristics of the stage of growth and development that you researched and write them on the cardboard.
 - a) Hang the cardboard in the classroom.
 - b) Grab the rope and hang each end in different places of the classroom: It should look like a clothesline.
 - c) Use clothespins to hang the pictures or drawings chronologically according to the stages of growth and development.
 - d) As a class community, talk about the characteristics of the stages of development using the information on the clothesline.



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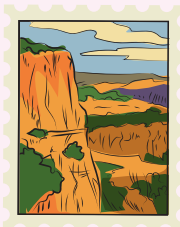


1. Individually, considering everyone else, read the following text and highlight the question tags.



The New Things That I Like!

- ANA:** Now that we ate our healthy lunch, we can have some candy. Here! Have a lollipop!
- SOFÍA:** Thanks. But can I have some tamarind instead, please?
- ANA:** But you don't like spicy candy, do you?
- SOFÍA:** I didn't, but I do now. By the way, your eyes are red. You cried, didn't you?
- ANA:** Yes, I cried a bit. I don't know why but I want to cry all the time.
- SOFÍA:** Don't worry! That's normal, isn't it? I mean, we are growing up and our bodies are changing. The things that we like are changing too.
- ANA:** I think you are right. We shouldn't worry, should we?
- SOFÍA:** I don't think so. Actually, I think it's a good thing. I mean, I didn't like dancing but now I do.
- ANA:** That's right! And now I like to play fronton. You are right, changes can be good!
- SOFÍA:** Of course! If you ever feel bad or scared you will talk to me, won't you?
- ANA:** Sure! Thank you so much!



2. After reading the text, write T for True or F for False.
 - a) Sofía doesn't like tamarind candy. ()
 - b) Ana cried. ()
 - c) It's normal that the things we like change. ()
 - d) Sofía likes dancing. ()
 - e) Ana doesn't play fronton. ()
 - f) All changes are scary. ()
 - g) Sofía and Ana are friends. ()

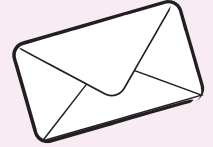
Answers: 1. (b) T, (c) T, (d) F, (e) T, (f) F, (g) T

Speaking



In communities, discuss some positive changes you and your classmates have had. Use tag questions.

- María is very tall now, *isn't she?*
- Juan became more outgoing, *didn't he?*
- Lucía doesn't like dolls anymore, *does she?*



Let's Socialize and Implement



Do the following activity in communities. The goal is to understand the structure and characteristics of the reproductive systems. Choose between the female and male reproductive system for this activity.



Female Reproductive System Model

Materials (per community)

- A bottle of soda of 3 L (clean and dry)
- 2 bottles of soda of $\frac{1}{2}$ L (clean and dry)
- A sheet of cardboard (50 × 50 cm)
- 6 polystyrene balls (1 cm of diameter)
- Modeling clay of 2 colors (pink and red, if possible)
- A syringe
- 50 cm of $\frac{1}{4}$ inch transparent pvc hose
- Liquid silicone
- Acrylic paint: magenta, light pink, black, red, and yellow
- A toothpick
- Scissors
- 200 ml of water
- A plastic cup
- A black marker



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Procedure

1. Cut the upper part of the 3 L bottle. Cut it 13 cm away from the mouth.



2. Take the upper part, and cut it in half. Keep it. This part will represent the uterus or womb.

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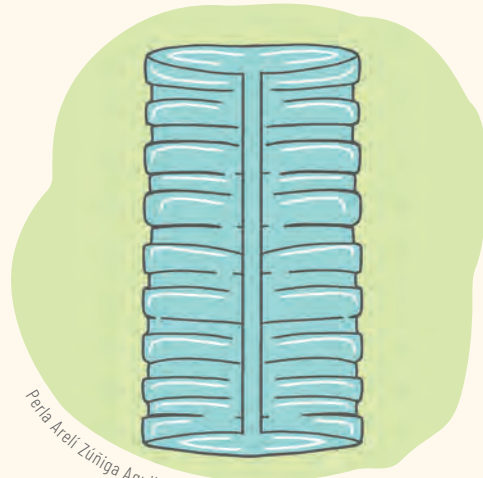


3. Take the $\frac{1}{2}$ L bottle, and cut the upper part; cut it 7 cm away from the mouth. This will work as a fallopian tube. Then cut the bottom part.



- Cut what's left of the bottle in half. Then paint it magenta.

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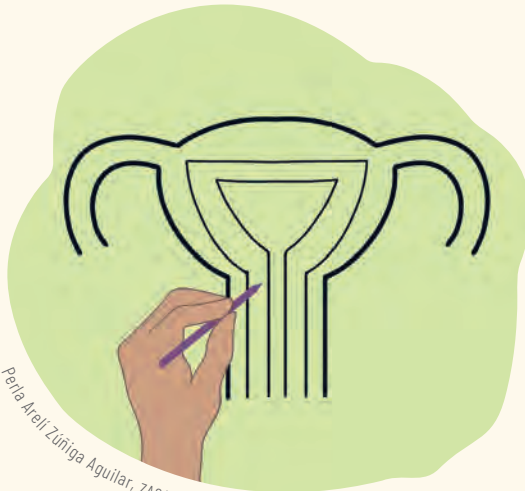
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- Paint the base of the bottle yellow to create an ovary.

- On the cardboard, draw the silhouette of the female reproductive system. Make sure the two parts of the bottle that you just cut fit in it. Then trace the silhouette with a marker.



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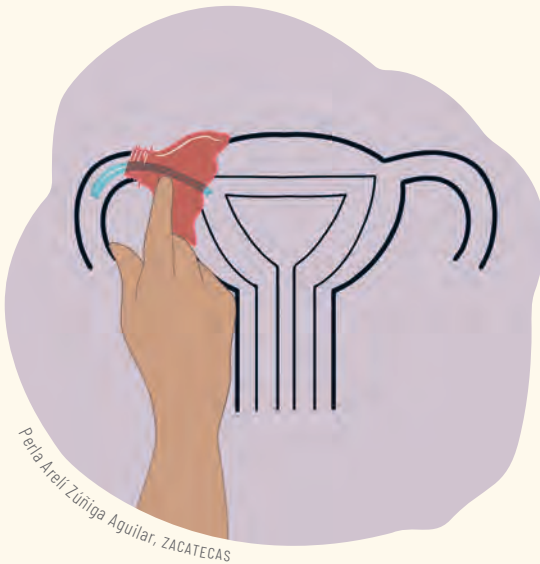
- Draw the rest of the parts, like the uterus and the vagina.



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- Use the bottom parts of the $\frac{1}{2}$ L bottles to create the ovaries. Paint the upper parts red and place them at the beginning of the fallopian tubes.

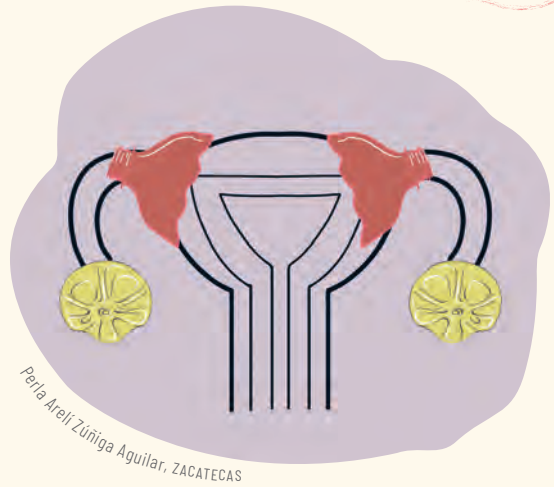


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- Make a cut in the middle of the uterus. This must connect, on the back, with the syringe and the PVC hose. The other part of the PVC hose must reach the vagina.

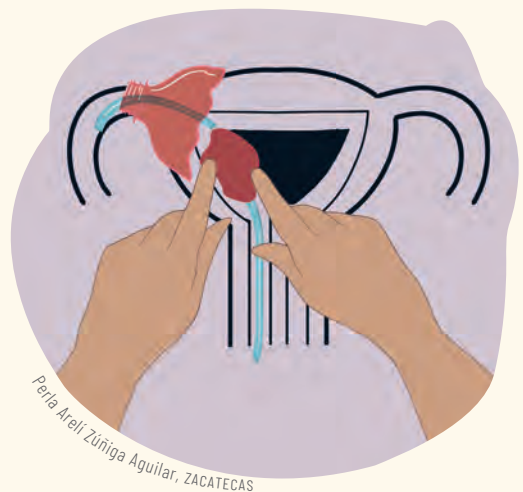
- Use modeling clay to cover the uterus, and use another color of the same material to cover the walls of the uterus and the fallopian tubes.

- Take the other $\frac{1}{2}$ L bottle and cut the upper part off; cut it 7 cm away from the mouth. This will work as the other fallopian tube. Then cut the bottom and paint it yellow.



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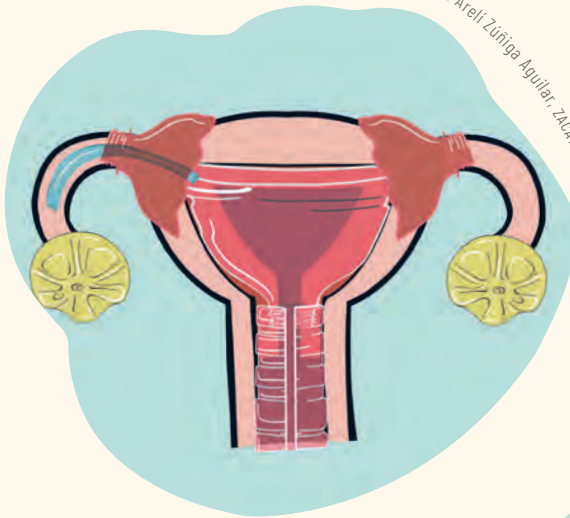
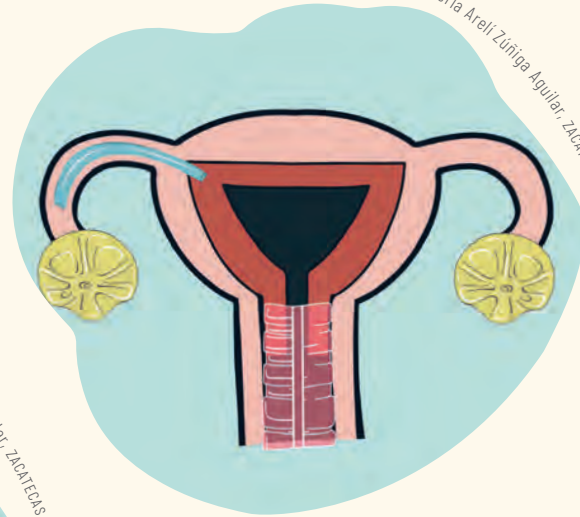
- Pass the PVC hose through one of the fallopian tubes, then make a cut in the middle part of the cardboard so that the PVC hose can get out through the back.



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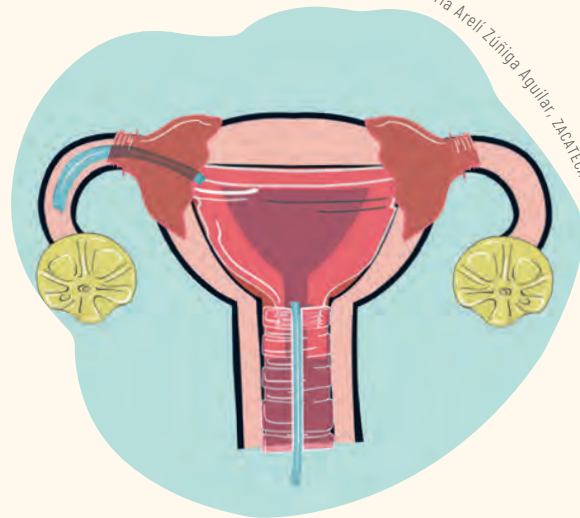


13. Paint the rest of the reproductive system pink, and paint the remaining cardboard black.



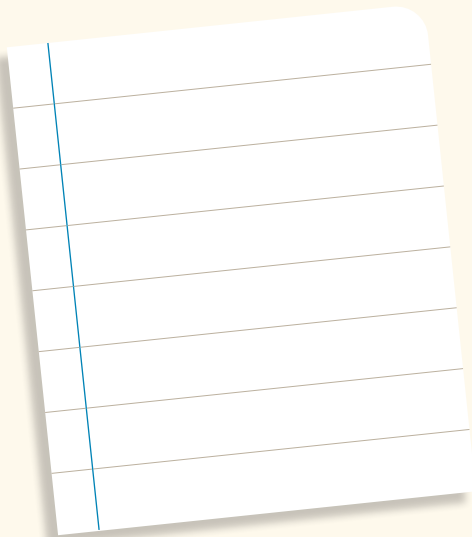
14. Put the bottle painted in red in the part representing the vagina. The PVC hose must be on top of the bottle.

15. Use silicone to glue the piece of the 3 L bottle, the one you cut and kept, to the uterus with the mouth upside-down. The PVC hose must reach the mouth.

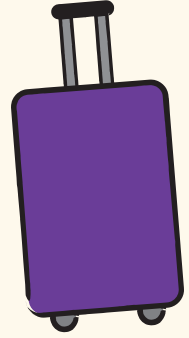


16. Glue the red upper parts and the yellow bottoms at each side of the fallopian tubes.

17. Write the names of the organs in the female reproductive system.



18. Glue five polystyrene balls in the ovary. This will work as the ova that are in the maturation process.
19. Put the toothpick into one of the polystyrene balls, and then put it in the uterus to represent a mature egg.
20. In the plastic cup, mix some water with red paint to represent the menstrual blood and put it in the syringe.



21. Simulate the process of the egg going through the fallopian tube. When there is no fertilization, bleeding occurs. This process is called *menstruation*.

22. Present the model to the rest of the school community.

Male Reproductive System Model

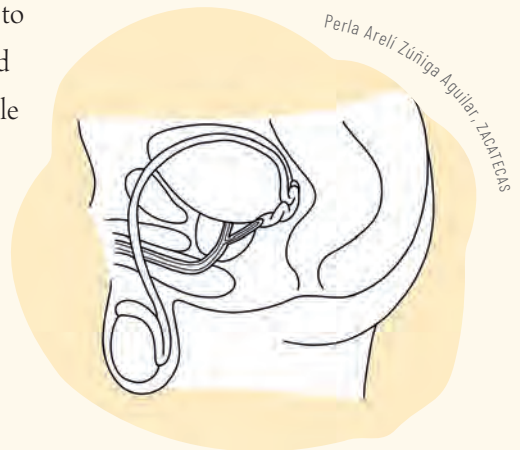
Materials (per community)

- | | |
|--|--|
| ➤ Drawing of the male reproductive system (50 × 40 cm) | ➤ Adhesive tape |
| ➤ A sheet of cardboard (60 × 60 cm) | ➤ Scissors |
| ➤ Carbon paper | ➤ Liquid silicone |
| ➤ A piece of posterboard (15 × 4 cm) | ➤ 50 cm of $\frac{1}{4}$ inch transparent PVC hose |
| ➤ Acrylic paints: brown, light pink, yellow, and black | ➤ 250 ml of water |
| ➤ 20 cm wooden stick | ➤ White acrylic paint |
| ➤ Plastic cup | ➤ A syringe |
| | ➤ A paperclip |

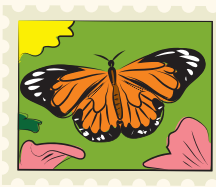


Procedure

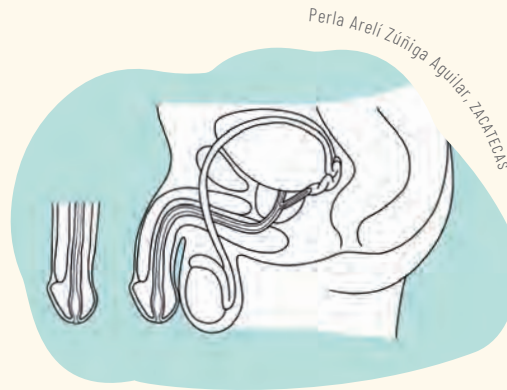
1. Use the carbon paper to copy on the cardboard the drawing of the male reproductive system minus the penis. Cut around the outline.



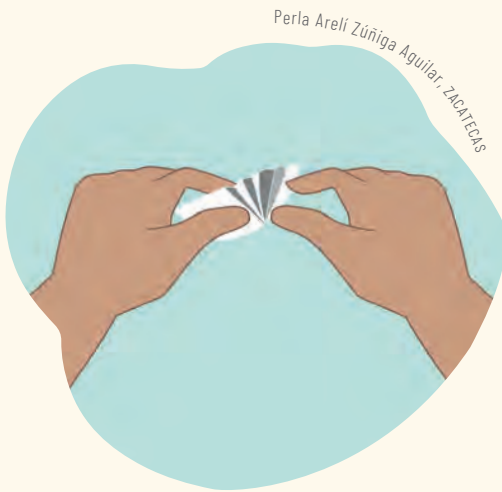
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- In another part of the cardboard, draw and cut an erect penis and its internal parts. Be careful with the other part of the representation of this male organ.



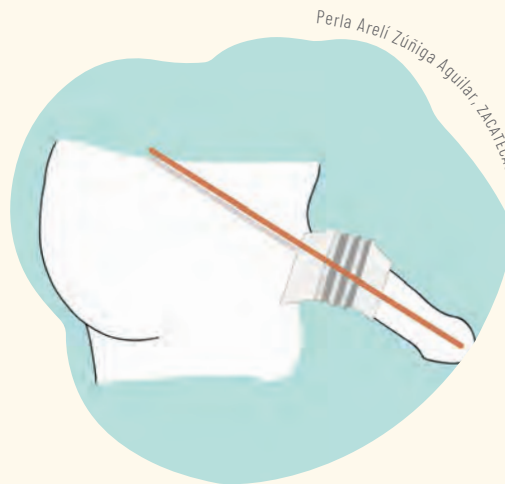
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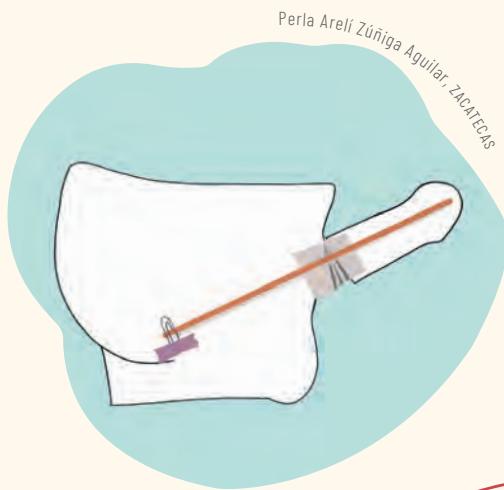
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- Fold the posterboard (15 × 4 cm) like a fan. Leave 2 cm on each side to glue it to the cardboard.

- Use the fan to join the drawing of the penis and the other parts of the reproductive system.
- Glue the wooden stick to the mobile part of the penis.

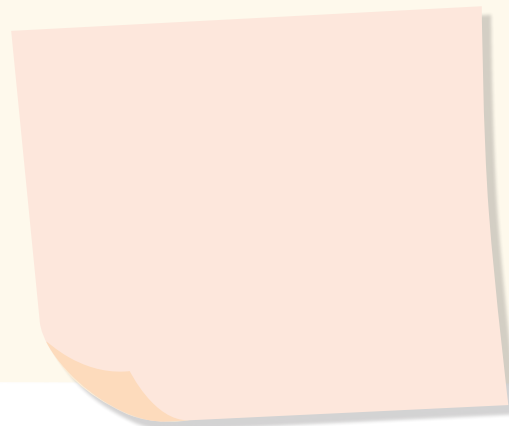


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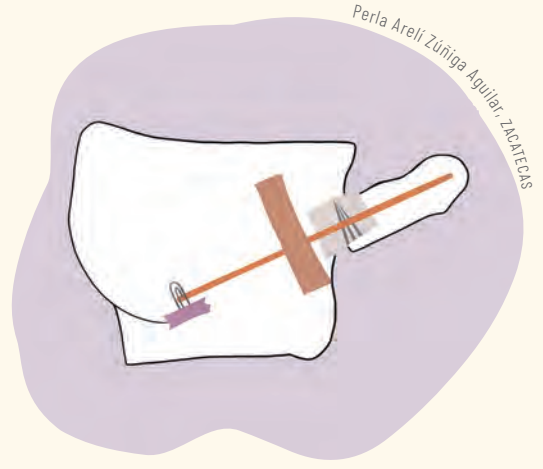


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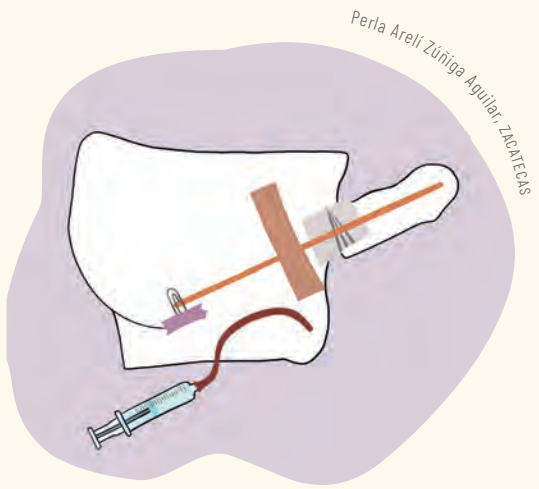
- Fix the wooden stick to the back part of the model. Attach a clip to fasten the wooden stick and keep the drawing of the penis erect.



- 7. To prevent the stick from falling, take a piece of tape and tape it to the cardboard.

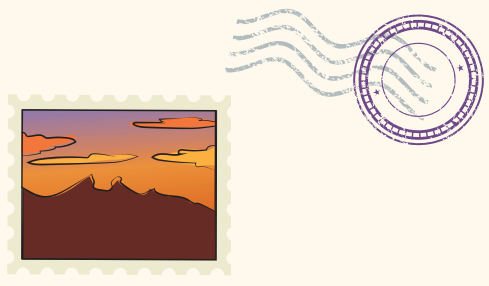
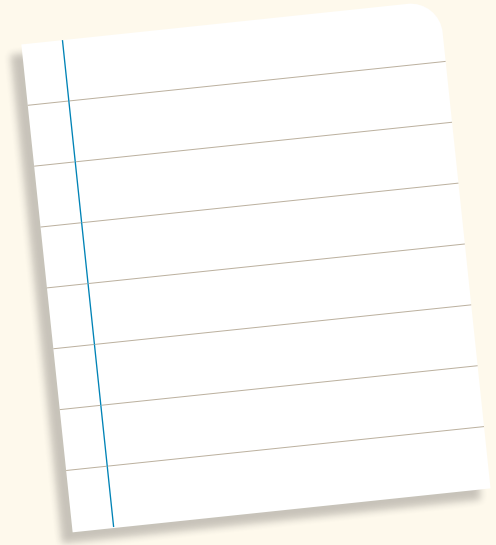


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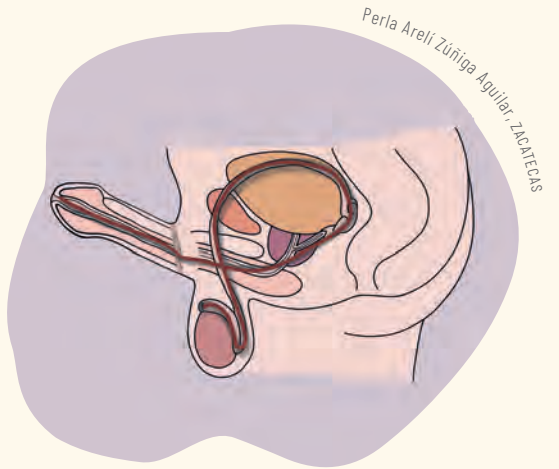
- 8. Make a small hole in the testicles to introduce the PVC hose.



- 9. Paint the outline of the cardboard pink and use other colors for the rest of the model.

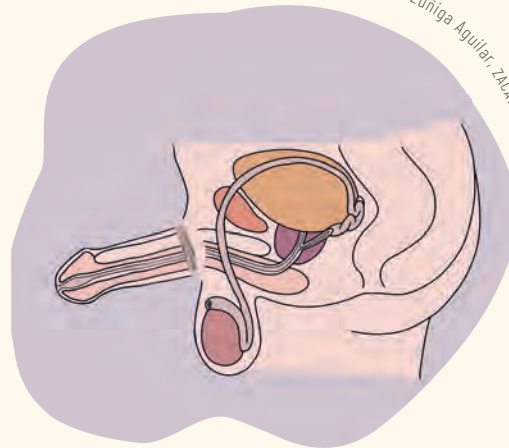
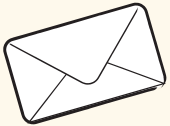
- 10. Insert the hose through the hole and glue it with silicone. It must follow the path of the vas deferens, the seminal vesicle, and the urethra.

- 11. On the back of the cardboard, connect the PVC hose and the syringe.



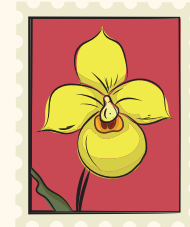
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12. Write the names of the organs in the male reproductive system.
13. In the plastic cup, mix water with white paint to represent the seminal fluid, and put it in the syringe.
14. Simulate the erection and ejaculation process.
15. Present the model to the rest of the school community.




Let's Reflect on Our Learning

1. In your communities, talk about what you learned.
 - a) Use the following questions as a guide.
 - ▶ What did you learn in this inquiry-based project?
 - ▶ What activities did you do to obtain this knowledge?
 - ▶ How is this knowledge useful?
 - ▶ What knowledge did you obtain by making the models of the reproductive systems?
 - ▶ How can you improve the models of the reproductive systems you made?
 - ▶ What activities can you do to share what you learned with your community?



- b) Write your answers in your notebook.



2. Share your experience with the rest of the class community.
3. Finally, write in your notebooks the assembly agreements reached by the community to continue learning about the stages of growth and development. 

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