

Campos Formativos



Ejes Articuladores



Libros de Texto 5°



Campo Formativo

Lenguajes



Ejes Articuladores

Interculturalidad
Crítica



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



Artes y Experiencias
Estéticas



Our Class Name Book

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

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

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

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

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

PLANNING Let's Identify

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



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



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

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Libro de Español "Proyectos de Aula"

Proyectos de Aula

Pg. 21

Libro de Inglés "Projects and Readings"

Nooki ka imi jomeme Projects and Readings

Pg. 12

21

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

For this activity, you need:

Materials

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

Procedure

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

Juli

ja

Justi

jabón

Jamaica

Jarra

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

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

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

Escenario aula

21

Para esta actividad necesitas:

Materiales

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

Procedimiento

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

Juli

ja

Justi

jabón

Jamaica

Jarra

3. En plenaria, presenten por turnos sus collages.

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

4. Cuando todos hayan presentado sus trabajos, reúnanse en pequeñas comunidades y comenten lo siguiente:
 - a) ¿En qué se parecen sus nombres?
 - b) ¿Qué nombres empiezan igual?
 - c) ¿Qué otras palabras comienzan con la letra de su nombre?

Nooki ka imi jomeme Projects and Readings

Proyectos de Aula



Procesos de Desarrollo de Aprendizajes		
Quinto Grado		
Contenido	PDA	N° Proyecto
Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Pregunta, responde y comparte sobre cómo se siente y qué le emociona, mediante los lenguajes oral y escrito.	14, 16
	Reconoce, nombra y representa gráficamente diferentes emociones.	14
Textos orales y escritos en lengua inglesa	Lee cuentos breves y comparte sus apreciaciones de manera individual y/o colectiva.	3, 4, 9
	Cuenta una anécdota por medio de imágenes y frases sencillas de manera oral y/o escrita.	2
Manifestaciones culturales y artísticas.	Comprende textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa	1, 3, 9, 13
	Representa y comparte elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa	1, 6, 11, 14
Entornos naturales y sociales.	Identifica expresiones de uso cotidiano en conversaciones relacionadas con entornos naturales y sociales.	6, 12, 15
	Comenta y describe, de manera oral y escrita, aspectos que llaman su atención de entornos naturales y sociales.	1, 2, 5, 7, 12, 15
	Participa en una exposición sobre aspectos de entornos naturales y sociales de su interés.	2, 5, 7, 12, 15
Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea y comparte crucigramas, sopas de letras y otros juegos de mesa, siguiendo un instructivo.	3, 15, 17
	Participa en la representación dramática de escenas teatrales en lengua inglesa.	
	Deletrea palabras cortas y familiares en lengua inglesa.	
Medios de difusión y comunicación.	Participa en el seguimiento de noticias sobre hechos noticiosos de su elección.	16
	Compara, de manera colectiva, noticias sobre los mismos hechos noticiosos.	16
	Participa en la dramatización de una noticia sobre hechos noticiosos relevantes en su comunidad.	
Información y datos relevantes para la comunidad.	Participa en la redacción de preguntas para obtener información sobre temas específicos.	1, 11, 18
	Participa en la construcción de un guion de entrevista para solicitar información personal.	6
	Entrevista a sus pares y registra las respuestas.	1, 6, 8, 11, 18

Project	Book Pages	Proyecto En Español	Campo Formativo	Ejes Articuladores	Contenido	PDA	Skill/Theme	Activities/Project	Project Phases	Suggested Sessions
1. The Stories That Bring Us Together.	10-27 (18 pages)	Proyectos de Aula "Las historias que nos unen" Páginas: 50 - 63	•Lenguajes	•Pensamiento crítico. •Interculturalidad crítica. •Apropiación de las culturas a través de la lectura y la escritura.	Manifestaciones culturales y artísticas.	Representa y comparte elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.	• Grammar: Simple Past Tense Interrogative Form (Did + subject + verb base form + object + ?). Wh questions.	•Purpose: 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 communities; afterward, you will create an anthology. •Answer questions about how the place you live in looked like years ago. •Look at some pictures and answer questions. •Talk about important events that have happened in the community you live in, think about the event that caught your attention and write a story about it with words. •Grammar: Read the structure of simple past tense. Match questions with their corresponding answer, use different colors. •Complete questions with wh words. •Make an investigation about your community (its people, cities, towns, traditions, typical food and historic places). Follow some steps page 16. •In a table, write the topics you research and organize it. •Read a text, analyze and answer some questions. Then, identify the structure and underline with different color. •Project: Make an interview with your family or members of your community to get information related to changes that occurred over time. Also, you can search on the internet. Write a list of questions that you are going to ask. Complete a table that will help you to prepare the first draft. See page 22. •Exchange the draft with your classmates to improve them. Make the final draft. •Design the cover page using elements related to the region where you live. •Grammar: Put some words in the correct order. Read a text and complete the sentence with words from a box. Share your answers. •Plan the presentation, present your work at a civic event. •Write agreements reached by the community on the importance of writing reviews to know more about the place you live in.	GETTING READY 1. Let's Identify (page 10). 2. Let's Retrieve (page 12). 3. Let's Plan (page 16). ACTION 1. Let's Go Back and Forth (page 17). 2. Let's Retocus and Continue (page 20). INTERVENTION 1. Let's Spread the News (page 26). 2. Let's Consider (page 26). 3. Let's Go On (page 27).	12
					Entornos naturales y sociales.	Comenta y describe, de manera oral y escrita, aspectos que llaman su atención de entornos naturales y sociales.				
					Información y datos relevantes para la comunidad.	Participa en la redacción de preguntas para obtener información sobre temas específicos.				
						Entrevista a sus pares y registra las respuestas.				
2. Heroines and Heroes Fiction or Reality?	28-43 (16 pages)	Proyectos de Aula "Heroínas y héroes, ¿ficción y realidad?" Páginas: 102 - 113	•Lenguajes	•Pensamiento crítico. •Interculturalidad crítica. •Igualdad de género. •Artes y experiencias estéticas.	Textos orales y escritos en lengua inglesa.	Cuenta una anécdota por medio de imágenes y frases sencillas de manera oral y/o escrita.	•Reading: Read texts about two Mexican heroes. •Grammar: Simple Past (affirmative, negative and interrogative). •Vocabulary: Search the meaning of some words and write them in your notebook. •Writing: Answer some questions.	•Purpose: Research remarkable people or people who are considered important in the community, create a comic strip to show their value. •Read a text and reflect on the following questions to answer them. •Complete a diagram. •Read a short description of comic heroes and answer some questions. •Identify comic strip elements. •Reflect on who the heroines and heroes of your community are. Analyze some questions and share your answers. •Reading: Read a text about two Mexican heroes, answer some questions, then, complete sentences with the information provided in the reading. •Grammar: Complete questions in past tense. Fill in the blanks with the correct form of the verb. •Make a plan to organize the comic strip. •Find out who in your community is doing heroic acts, share the information in your classroom (follow some questions as a guide page 38). •Complete a table with the characteristics of the people you identified. •Write a complete description of the character to share it with the community. •Present the heroine or hero you created and explain what your motivations were. •Vocabulary: Search the meaning of some words and write them in your notebook. •Follow a guideline for creating your comic strip. See page 38 and 39. •Share the first sketch of your comic strip. Consider the suggestions and prepare the final version. •Project: Create the comic strip and invite the school community, families, etc., is part of the project. •Create an album with the comic strip (consider some elements on page 41). •Writing: Answer some questions about your project. •Read and comment on a text. Answer some questions.	GETTING READY 1. Let's Identify (page 28). 2. Let's Retrieve (page 30). 3. Let's Plan (page 35). ACTION 1. Let's Go Back and Forth (page 35). 2. Let's Retocus and Continue (page 38). INTERVENTION 1. Let's Spread the News (page 40). 2. Let's Consider (page 41). 3. Let's Go On (page 42).	12
					Entornos naturales y sociales.	Comenta y describe, de manera oral y escrita, aspectos que llaman su atención de entornos naturales y sociales.				
					Participa en una exposición sobre aspectos de entornos naturales y sociales de su interés.					
3. Baja California Surf: A Paradise	44-49 (6 pages)	Múltiples Lenguajes "El paraíso de Baja California Surf" Páginas: 8 - 11	•De lo humano y lo comunitario •Ética, naturaleza y sociedades	•Vida saludable.	Textos orales y escritos en lengua inglesa.	Lee cuentos breves y comparte sus apreciaciones de manera individual y/o colectiva.	•Speaking: Discuss some questions. •Vocabulary: Play guessing game. •Reading: Read Martha's story. Read clues and discover vocabulary. •Grammar: Past Progressive. (subject + was + action ing). •Writing: Write important even in your life.	•Read a text and discuss it with your classmates. •Speaking: Discuss some questions. •Draw a picture of a place in your community or one you visited during your last vacation, collectively, take turns to show your drawings. Answer some questions. •Vocabulary: Play guessing game (take a piece of paper and act it out; the community has to guess it. Have fun). •Reading: Read Martha's story out loud and discuss some questions. Answer a crossword puzzle. •Grammar: Fill out a table about activities that your classmates do during a specific time. Write the correct form of the verb (past progressive). •Writing: Write about an important event in your life, share with your classroom community.	N/A	9
					Manifestaciones culturales y artísticas.	Comprende textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.				
					Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea y comparte crucigramas, sopas de letras y otros juegos de mesa, siguiendo un instructivo.				
4. Why Do We Have So Many Earthquakes in Our Country?	50-55 (6 pages)	Múltiples Lenguajes "¿Por qué tiembla mucho en nuestro país?" Páginas: 16 - 19	•Ética, naturaleza y sociedades	•Pensamiento crítico.	Textos orales y escritos en lengua inglesa.	Lee cuentos breves y comparte sus apreciaciones de manera individual y/o colectiva.	•Grammar: Past Progressive Tense + Simple Past Tense. •Speaking: In pairs ask some questions.	•Read a text and discuss it with your classmates. •Grammar: Complete some sentences with the past progressive or past simple form of some verbs. •Speaking: In pairs, ask some questions, in assembly, share the answers with your classmates.	N/A	9
5. Sounds and Images of Our Environment	55-69 (14 pages)	Proyectos Escolares "Sonidos e imágenes en nuestro entorno" Páginas: 70 - 83	•Lenguajes	•Vida saludable. •Artes y experiencias estéticas.	Entornos naturales y sociales.	Participa en una exposición sobre aspectos de entornos naturales y sociales de su interés.	•Vocabulary: Definitions (Pollution, visual, pleasant, noise. Introduction, plot, ending). •Grammar: Use of Can and Should.	•Purpose: Create animated sequences or comic strips to reduce or prevent visual and noise pollution in your school and its surroundings. •Discuss what could be considered visual or noise pollution (check mural painting, corner filled with garbage, park where amateur musicians play and factories). Answer some questions and complete a table. See page 57. •Vocabulary: Write the meaning of some words. (look them up in the dictionary). •Look at some pictures and discuss some questions. •Organize and decide how you will make known your proposals to reduce and prevent visual and noise pollution, schedule your activities in a diagram. (see page 59). •Complete a chart and fill in the information about your project. Then, answer individually another table to use it to create animated sequences or comic strips. •Vocabulary: Match the words with their definitions. •Review and analyze animated sequences and comic strips. (complete a table page 63). •Organize a community talk to present ideas and proposals to reduce visual and noise pollution. Then, start the first draft. •Share the first draft and consider the suggestions. •Make the final version of the comic strips and the animated sequences. •Grammar: Copy a table in your notebook and fill it using "can" and "should". Fill in the blanks with "can" or "should". •Project: Create animated sequences or comic strips. Present your project, invite your family and the school staff. •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.	GETTING READY 1. Let's Identify (page 56). 2. Let's Retrieve (page 58). 3. Let's Plan (page 59). ACTION 1. Let's Go Back and Forth (page 60). 2. Let's Retocus and Continue (page 63). INTERVENTION 1. Let's Spread the News (page 68). 2. Let's Consider (page 69). 3. Let's Go On (page 69).	12
					Comenta y describe, de manera oral y escrita, aspectos que llaman su atención de entornos naturales y sociales.					
6. The Gender Perspective Form the Point of View of Music	70-81 (12 pages)	Proyectos Escolares "La perspectiva de género desde la música" Páginas: 46 - 57	•Lenguajes	•Pensamiento crítico. •Igualdad de género. •Artes y experiencias estéticas.	Entornos naturales y sociales.	Identifica expresiones de uso cotidiano en conversaciones relacionadas con entornos naturales y sociales.	• Grammar: Have to/ Has to.	•Purpose: Creatively modify a song to raise awareness of gender roles and gender equality. •Read a text, discuss it and answer some questions. •Observe an image and analyze what does the graph represents, express feelings, emotions, ideas and opinions to create relationships and bonds in which gender equality is promoted. •Mention 5 common daily activities of a woman and a man living in your house. Share the answers. See page 73. •Investigate gender roles and make a synoptic chart page 74. •Project: Create a song about the observations regarding gender roles. •Write some questions to interview family members and neighbors about gender roles, decide how to do the interview, the date, place and time. •Collect the information and use key words or phrases to start drafting your song. •Then, listen to a melody and lyrics of a song you like and replace words or phrases with those you selected in your interview. •Grammar: Complete sentences with "has to", "have to", "had to". •Teacher reviews your song and improves your final draft. •Practice your song for your presentation. •Make posters to invite your community to your song presentation. Present your song. •Make a collage of what you learned in this project.	GETTING READY 1. Let's Identify (page 70). 2. Let's Retrieve (page 73). 3. Let's Plan (page 76). ACTION 1. Let's Go Back and Forth (page 77). 2. Let's Retocus and Continue (page 79). INTERVENTION 1. Let's Spread the News (page 80). 2. Let's Consider (page 81). 3. Let's Go On (page 81).	9
					Manifestaciones culturales y artísticas.	Representa y comparte elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.				
					Información y datos relevantes para la comunidad.	Participa en la construcción de un guion de entrevista para solicitar información personal.				
						Entrevista a sus pares y registra las respuestas.				

7. Drop by Drop: Water Awareness!	82-89 (8 pages)	Proyectos de Aulas "¿Que fluyen las descripciones?" Páginas: 10 - 21	•Lenguajes	•Pensamiento crítico. •Apropiación de las culturas a través de la lectura y la escritura.	Entornos naturales y sociales.	Comenta y describe, de manera oral y escrita, aspectos que llaman su atención de entornos naturales y sociales. Participa en una exposición sobre aspectos de entornos naturales y sociales de su interés.	•Grammar: Could/ Couldn't. •Speaking: In pairs answer questions.	•Purpose: Recognize different ways to describe a problem in a school text. Make an accordion book where you will describe the water situation in your community. •Look at the pictures and answer the questions. •Ask some adult questions and share their answers in your notebook. (see page 82 to 83). •Read a text. •Write the definitions of the words in blue (see the previous text). •Gather information about the water situation in your community, analyze it, classify it and make a draft to describe the different problems related to the water situation. It must be illustrated. •Share your draft, make necessary changes, then create an accordion book. •Grammar: Complete some sentences using information from family members. •Consult any text related to water in your community, organize the information so you can use in the project. •Prepare a draft about water using the information you classified. •Exchange your draft with a classmate, reflect and share. •Speaking: In pairs, answer some questions. •Project: Create your project, check the materials you will need to make your accordion book. See pg. 88 and 89. •Present your accordion book to the class and share ideas on how to preserve water in your community.	GETTING READY 1. Let's Identify (page 82). 2. Let's Recover (page 83). 3. Let's Plan (page 84). ACTION 1. Let's Go Back and Forth (page 86). 2. Let's Refocus and Continue (page 87). INTERVENTION 1. Let's Spread the News (page 88). 2. Let's Consider (page 89). 3. Let's Go On (page 89).	9
8. A Healthy Menu!	90-101 (12 pages)	Proyectos de Aula "Un menú saludable!" Páginas: 160 - 169	•Saberes y pensamiento científico	•Pensamiento crítico. •Interculturalidad crítica. •Vida saludable.	Información y datos relevantes para la comunidad.	Entrevista a sus pares y registra las respuestas.	•Grammar: May and Might. •Reading: Read a text and complete some sentences. •Writing: Write 5 sentences about foods you may or might cook. •Speaking: Talk about healthy habits.	•Purpose: Learn about the nutrients provided by the food you can get in your community. Associate a color with each kind of food, mix and combine them to create healthy menus. •Read the text and talk about what you just read. •Make a chart about a list of the foods that you frequently eat during recess. Copy the table on the board and share it. •Grammar: Complete some sentences with "may" and "might". •Reading: Read a text, complete some sentences using may and might. •Writing: Write 5 sentences about food you may or might cook for dinner for your family. •Speaking: Talk about healthy habits you may and might keep during the week. •Create a poster that identifies foods that can be found in your community. Classify the food by colors. (see page 94 and 95). Look for information on the internet to find out which food provides vitamins, minerals, carbohydrates and proteins, on your food planner or poster write the names of food you consume frequently. •Interview 10 students about food they consume throughout the week. Fill out a table page 96. •Fill in a chart with the frequency of the colors of the foods you included in your poster. •Complete a graph with relative frequency of each food color. List each category that will be represented. •With the previous interviews, fill a table page 98 and 99. •Project: Create healthy menus, consider the typical foods in your community. •Present your menus, everyone can taste each other's food. •Write your experience on a table page 101.	1. Our community Wisdom (page 90). 2. Let's Find Out (page 94). 3. Let's Understand (page 97). 4. Let's Socialize and Implement (page 99). 5. Let's Reflect on Our Learning (page 101).	12
9. Is That a Rain of Birds?	102-107 (6 pages)	Múltiples Lenguajes "¿Eso es una lluvia de aves?" Páginas: 12 - 15	•De lo Humano y lo Comunitario •Ética, naturaleza y sociedades	•Pensamiento crítico. •Interculturalidad crítica. •Apropiación de las culturas a través de la lectura y la escritura.	Textos orales y escritos en lengua inglesa.	Lee cuentos breves y comparte sus apreciaciones de manera individual y/o colectiva.	•Reading: Write True or False. •Grammar: Will for Future. (affirmative, negative and interrogative). •Speaking: Conversation with a classmate.	•Read the text and talk about what you just read. •Reading: After reading the text, write T for True and F for False. •Grammar: Use will and won't to complete some sentences, then choose the correct option to complete some sentences. •Speaking: Read a conversation, talk about your plans for the next vacation, share information with your classmates.	N/A	9
10. The Dam of Malpasco. Adventure in the Heart of Aguascalientes	108-115 (8 pages)	Múltiples Lenguajes "La Presa Malpasco. Aventura en el corazón de Aguascalientes" Páginas: 114 - 117	•Ética, naturaleza y sociedades	•Interculturalidad crítica. •Vida saludable.	Manifestaciones culturales y artísticas.	Comprende textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.	•Vocabulary: Identify different leisure about a reading. Complete sentences with some words of the reading. •Grammar: Presente Perfect (affirmative, negative and interrogative). •Speaking: In pairs, ask your classmates some questions about their experiences in life. Play "Never have I ever".	•Read the text. •Vocabulary: Identify 5 different leisure activities in the previous reading and write them. Complete sentences with the words from the previous activity. Circle the correct answers. •Grammar: Fill in the blanks using have/has and the correct form of the verb. •Speaking: Ask your classmates about their experiences in life, then, write the answers. After that, play a game of "Never Have I Ever".	N/A	9
11. Fragments of Our Lives!	116-133 (18 pages)	Proyectos Escolares "Fragmentos de Nuestra Vida" Páginas: 20 - 35	Lenguaje	•Pensamiento crítico. •Vida saludable. •Apropiación de las culturas a través de la lectura y la escritura.	Manifestaciones culturales y artísticas. Información y datos relevantes para la comunidad.	Representa y comparte elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa. Participa en la redacción de preguntas para obtener información sobre temas específicos. Entrevista a sus pares y registra las respuestas.	•Grammar: Present Perfect with How Long (questions, answers). Use of the present perfect (subject + have/has + verb in past participle + object complement). •Grammar: Answer some questions using the present perfect tense. Write phrases related to diversity and share your information with your class.	•Purpose: 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. •Read the text and answer the questions. •Analyze another text and identify whether it is continuous or discontinuous. Then, answer some questions. •Write in your notebook 3 examples of discontinuous texts. •Use a diagram to choose a method for identifying problematic situations and a way to collect information about their solutions. See page 123. •Identify some difficulties or obstacles that prevent school attendance or good academic development. Make a diagram for each category and problem. •Grammar: Answer some questions using the present perfect tense. Write phrases related to diversity and share your information with your class. •Choose the topics you will cover in your survey and present the results to your classmates. •Project: Interview members of your school community, write questions on the topic you have chosen, and design a bar graph based on the answers. Collect and organize the information by decades (make a timeline in your notebook). •Interview people (one person per each age group). See page 130 and 131 as a guide. •Write a discontinuous text expressing your feelings about them using any tool you previously learned. •Discuss some questions with your classmates. See page 132. •Grammar: Answer some questions using the present perfect tense. Write phrases related to diversity. Share your information with your class.	GETTING READY 1. Let's Identify (page 116). 2. Let's Retrieve (page 120). 3. Let's Plan (page 122). ACTION 1. Let's Go Back and Forth (page 123). 2. Let's Refocus and Continue (page 127). INTERVENTION 1. Let's Spread the News (page 130). 2. Let's Consider (page 131). 3. Let's Go On (page 132).	12
12. Reflect, Debate and Express Yourself	134-145 (12 pages)	Proyectos de Aula "Reflexión, debate, expresión" Páginas: 22 - 33	•Lenguajes	•Pensamiento crítico. •Igualdad de género.	Entornos naturales y sociales.	Identifica expresiones de uso cotidiano en conversaciones relacionadas con entornos naturales y sociales. Comenta y describe, de manera oral y escrita, aspectos que llaman su atención de entornos naturales y sociales. Participa en una exposición sobre aspectos de entornos naturales y sociales de su interés.	•Grammar: Present Perfect with Already, Yet and Just.	•Purpose: Have a debate with your classmates on the topic of gender inequality. You will also make a bulletin board to share your arguments. •Read a text and take turns commenting on it. Then, answer some questions. In an assembly, discuss your answers. •Search for the definitions of these concepts: gender, discrimination, gender equality, and inclusion. Reflect on and discuss them, then write the answers on the board. •Bring newspaper clippings, photos or drawings that you think are related to gender discrimination, gender equality and inclusion. •Plan a schedule of activities to hold a debate about gender discrimination. See diagram on page 138. •Select the topic for the debate, choosing one related to gender discrimination. Choose a question or statement you have agreed on. Write the arguments (support your arguments and opinions with the help of a family member, or research in newspapers, magazines, or reliable sources about gender discrimination). •Write your arguments based on all the information collected (use the structure on page 140). •Make the first draft of the cards and check some key points (see page 141). •Present the debate, organize it, and assign roles. •Give feedback. •Project: Make a bulletin board with information to help combat gender discrimination and ideas on how to promote gender equality. •Display the bulletin board at your school and invite students to express their ideas on the topic. •Grammar: Fill in the blanks with just, already, or yet. Choose the correct option to complete some sentences. Complete some sentences by writing about times when you have experienced gender discrimination.	GETTING READY 1. Let's Identify (page 134). 2. Let's Retrieve (page 136). 3. Let's Plan (page 137). ACTION 1. Let's Go Back and Forth (page 139). 2. Let's Refocus and Continue (page 141). INTERVENTION 1. Let's Spread the News (page 141). 2. Let's Consider (page 142). 3. Let's Go On (page 143).	12
13. Mexican Prairie Dog, A Prairie Survivor	146-153 (8 pages)	Múltiples Lenguajes "Perito llanero mexicano, un sobreviviente de la pradera" Páginas: 142 - 144	•Ética, naturaleza y sociedades	•Pensamiento crítico •Apropiación de las culturas a través de la lectura y la escritura.	Manifestaciones culturales y artísticas.	Comprende textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.	•Reading: Reading comprehension. •Grammar: Present Perfect (affirmative, negative and interrogative). •Writing: Write about animals that are in danger of extinction and select one. •Speaking: Make a presentation about the animal in danger of extinction you chose.	•Reading: Read the text and answer some questions. •Grammar: Complete a table with affirmative, negative, and interrogative forms of the present perfect tense. Complete a table with verbs in the present, past, and past participle. Write verbs in present perfect tense. •Writing: Research on the internet about animals in danger of extinction and select the one that interests you the most. •Speaking: Present in writing the endangered animal you chose.	N/A	9
14. Self-Express With Your Body	154-165 (12 pages)	Proyectos Escolares "Expresarte con el cuerpo" Páginas: 84 - 95	•Lenguajes	•Apropiación de las culturas a través de la lectura y la escritura. •Artes y experiencias estéticas.	Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa. Manifestaciones culturales y artísticas.	Pregunta, responde y comparte sobre cómo se siente y qué le emociona, mediante los lenguajes oral y escrito. Reconoce, nombra y representa gráficamente diferentes emociones. Representa y comparte elementos presentes en manifestaciones culturales y artísticas de distintos pueblos, preferentemente de habla inglesa.	•Grammar: Too Much, Too Many and Not Enough + Nouns. (affirmative, negative and interrogative). •Writing: Create a visual story using pictures or drawings that represent different emotions and actions, write a brief description of the story using too much, too many and not enough. •Speaking: Act out a situation using body expressions.	•Purpose: Use body language and arts to show your personality by narrating the story of your name. •Read the text and answer some questions. •Show descriptions or drawings of your favorite characters. •Learn the story of your name and tell it in different ways (through movements, gestures, shapes, sounds, colors, and objects). •Project: Plan and organize the creation of your body narratives. See page 150. •Grammar: Complete some sentences with too much, too many or not enough. In your notebook write questions using too much, too many or not enough. Have a conversation about your personal habits and routines, use too much, too many or not enough. •Conduct research on what personal identity means and how it is constructed. See page 159. •Investigate your family's origins and the meaning of your name. Organize the narrative sequence of the story of your name in your notebook. See table on page 162 to help you. •Writing: 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. •Speaking: Choose a situation from the book and act it out using body expressions. Then, discuss how you felt and why. •Present the narrative sequence table you created for the story of your name. Practice as many times as necessary to improve your storytelling performance. •Discuss the importance of sharing your stories and reflect on some questions.	GETTING READY 1. Let's Identify (page 154). 2. Let's Retrieve (page 155). 3. Let's Plan (page 156). ACTION 1. Let's Go Back and Forth (page 159). 2. Let's Refocus and Continue (page 163). INTERVENTION 1. Let's Spread the News (page 164). 2. Let's Consider (page 164). 3. Let's Go On (page 165).	12

15. A Bomb In My Body!	166-185 (20 pages)	Proyectos de Aula "Una bomba en mi cuerpo!" Páginas: 128 - 143	•Saberes y pensamiento científico	•Pensamiento crítico. •Vida saludable.	Entornos naturales y sociales.	Identifica expresiones de uso cotidiano en conversaciones relacionadas con entornos naturales y sociales.	Vocabulary: Parts of a stethoscope (diaphragm, bell, earpieces, ear tube, tubing). Grammar: Quantifiers: Too Much, Too Many and Enough (affirmative and negative).	•Purpose: Explore a model of a human heart, identify its functions, and understand the importance of its interaction with the respiratory system. You will practice actions to maintain an optimal state of health and thus avoid respiratory and circulatory diseases. Make a homemade stethoscope to learn more about this medical device and how it contributes to your health care. •Read the text and, using a picture, complete the correct names of some body parts. •Find out the meaning and the main function of some parts of the heart. •Discuss your healthy daily habits when eating, sleeping, going to school, and returning home. Then, answer some questions. •Go to the schoolyard and do some activities (see page 171 and 172). •Create a model showing how the heart works. See the procedure on 173 and 174. •Realize some exercises suggested in pages 175, 176, 177, 178 and 179. •In an assembly, discuss the importance of knowing heart and respiratory rates. •Create a poster about the functions of the heart, veins, and arteries, as well as the importance of breathing. •Project: Build one stethoscope (see page 181 for instructions). Discuss the importance of having a stethoscope at home. Listen to your heart rate. Fill out some forms, page 181. •Vocabulary: Find the parts of a stethoscope in the word search. Use a dictionary to research the meaning of each part. •Grammar: Classify the following nouns and write them in their respective columns. Write sentences that describe what you see in your classroom. In your notebook, write six sentences that are true for you using too much, too many, and enough.	1. Our community Wisdom (page 160). 2. Let's Find Out (page 170). 3. Let's Understand (page 176). 4. Let's Socialize and Implement (page 180). 5. Let's Reflect on Our Learning (page 183).	12
					Comenta y describe, de manera oral y escrita, aspectos que llaman su atención de entornos naturales y sociales.					
					Participa en una exposición sobre aspectos de entornos naturales y sociales de su interés.					
					Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea y comparte crucigramas, sopas de letras y otros juegos de mesa, siguiendo un instructivo.				
16. Astronomers in Action!	186 -199 (14 pages)	Proyectos Escolares "Astrónomos en acción!" Páginas: 158 - 171	•Saberes y pensamiento científico	•Pensamiento crítico. •Apropiación de las culturas a través de la lectura y la escritura.	Medios de difusión y comunicación.	Participa en el seguimiento de noticias sobre hechos noticiosos de su elección.	•Vocabulary: Search in a dictionary the translation in Spanish of sun, earth, moon, satellite, pathway. •Grammar: Use of "How and What".	•Purpose: Learn the difference between celestial bodies and artificial satellites. You will build an antenna that allows you to take advantage of satellite signals. •Read a text, then draw the Sun, the Earth, and the Moon. •Answer some questions. •Vocabulary: Search in a dictionary for the Spanish translation of some words. •Create a research journal, see example on page 189. •Organize a trip to a museum and observe objects beyond the Earth. •Complete a table page 190. •Research different reliable sources of information about artificial satellites. Write the information in your notebook, then discuss it. •Watch animations and videos showing the motion of objects beyond the Earth. Complete a chart (page193), then discuss it. •Discuss the organization of the solar system, the position of the Earth, and the composition of objects outside it. Write the conclusions. •Read a text and comment on it. •Project: Build an antenna. See page 198 for instructions. •Grammar: Complete some sentences with how or what. •Complete a table about levels of achievement.	1. Our community Wisdom (page 186). 2. Let's find out (page 189). 3. Let's Understand (page 195). 4. Let's socialize and Implement (page 196). 5. Let's Reflect on Our Learning (page 199).	12
					Compara, de manera colectiva, noticias sobre los mismos hechos noticiosos.					
17. Game Fair	200 -211 (12 pages)	Proyectos de Aula "Juegos Lúdico" Páginas: 322 - 331	•De lo humano y lo comunitario	•Interculturalidad crítica. •Apropiación de las culturas a través de la lectura y la escritura. •Afes y experiencias estéticas.	Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea y comparte crucigramas, sopas de letras y otros juegos de mesa, siguiendo un instructivo.	•Vocabulary: Plastic, wood, cotton, wool, silver, gold. •Speaking: Discuss which games do you like. •Grammar: Use of "Made of". •Writing: Write sentences about the use of some objects in a game.	•Purpose: Learn to talk about the materials and uses of some objects. You will also organize a Games Fair. •Read a text. •Vocabulary: Look for the words in red in the text about tlachtli. In pairs, try to figure out their meaning and write them in the correct column. •In an assembly, discuss some questions. •Investigate what types of strategies players use in some sports, such as soccer, swimming, or volleyball, and present the results. •Investigate three board games and outdoor games, along with some strategies to play them. See page 203. •Speaking: Discuss some questions about the games. •Make a card for each game you investigated. Look at an example on page 205 •Grammar: For each game you investigate, write the material it is "made of". Then, write complete sentences specifying these materials in your notebook. •Project: Organize activities for the Games Fair. See page 206 and 207. •Writing: Choose one of the board games or outdoor games from the cards you made. Write sentences about the use of some objects in that game. •Practice the presentation in your classroom. With your family, play the games and modify your cards when needed so you know they are ready for the Games Fair. •Organize the fair. See page 210. •Once you finish your Games Fair, answer some questions.	1. Starting Point (page 200). 2. Let's Identify the Needs to Determine the Services (page 204). 3. Let's Organize the Activities (page 206). 4. Creatively On (page 208). 5. Let's Assess and Share Our Achievements (page 211).	12
18. What's Happening to My Body?	212 -231 (20 pages)	Proyectos de Aula "¿Qué está pasando con mi cuerpo?" Páginas: 144 - 159	•Saberes y pensamiento científico	•Pensamiento crítico. •Igualdad de género. •Vida saludable.	Sensaciones, emociones, sentimientos e ideas expresadas en lengua inglesa.	Pregunta, responde y comparte sobre cómo se siente y qué le emociona, mediante los lenguajes oral y escrito.	•Vocabulary: Aging, change, cry, feel, grow, have, help, like, notice, understand. •Grammar: Tag Questions. •Reading: Read a text and highlight the question tags. •Speaking: Discuss some positive changes you and your classmates have had, use tag questions.	•Purpose: Learn about the human stages of growth and development. You will also make models of the male and female reproductive systems. •Read a text, then do some activities and answer some questions. •Vocabulary: Look for the meaning of some words in a dictionary. Act out. •Grammar: Add the correct tag question. •With the help of your family, go to a public library or look for information on the internet. What are the human stages of growth and development and how long does each one last? Prepare interviews (see page 216) to identify in which stage of human growth and development some members of your community are. •Go to the library or search online for the structure and function of the male and female reproductive systems in human beings and write the information in your notebook. •Search for the function of sex organs in the reproduction process, write the information in your notebook. •Determine the main characteristics of each stage of development, write them in a table on pages 218 and 219. •Make a bar graph that shows the stages of growth and development of your classmates, see the example on page 220. •Make pictures or drawings chronologically according to the stages of growth and development and talk about the characteristics in your class. •Reading: Read a text and highlight the question tags. •Speaking: Discuss some positive changes you and your classmates have had. Use tag questions. •Project: Make a Female Reproductive System Model. See pages 223, 224, 225, 226, and 227. •Project: Make a Male Reproductive System Model. See pages 228, 229, 230, and 231. •In your classroom, talk about what you learned and answer some questions.	1. Our Community Wisdom (page 212). 2. Let's Find Out (page 215). 3. Let's Understand (page 218). 4. Let's Socialize and Implement (page 223). 5. Let's Reflect on Our Learning (page 231).	12
					Información y datos relevantes para la comunidad.	Participa en la redacción de preguntas para obtener información sobre temas específicos.				
					Entrevista a sus pares y registra las respuestas.					