

# Kawintaláb axi píl ti tál

## Projects and Readings



Nayeli García García, ESTADO DE MÉXICO

### SIXTH GRADE



**EDUCACIÓN**  
SECRETARÍA DE EDUCACIÓN PÚBLICA

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# Institutional Introduction

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

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

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

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

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

El libro que tienes en las manos nos invita a cuestionar la imposición hegemónica del idioma, y a comprender la importancia de aprenderlo desde una postura de libertad y emancipación, en lugar de sumisión. *Kawintaláb axi píl ti tál. Projects and Readings. Sixth 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. Sixth 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.

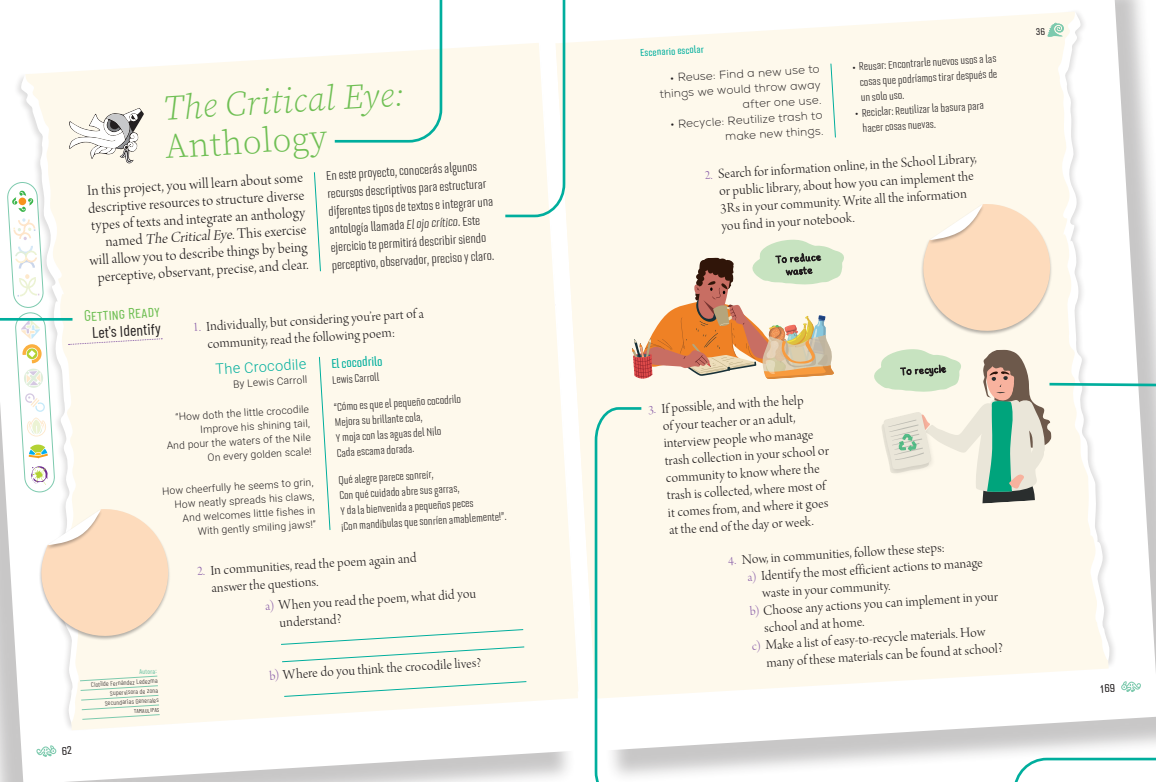
Te invitamos a sumergirte en las páginas de *Kawintaláb axi píl ti tál. Projects and Readings. Sixth grade* y a unirte a esta conversación crucial sobre la descolonización lingüística y la emancipación educativa. Juntos, podemos forjar un camino hacia un mundo donde la diversidad de lenguas y culturas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

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

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

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

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

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

**110**

**Let's Consider**

In communities, being supportive and with the help of your teacher, share your feedback about the Talking Mural with the CCR:

- Continue doing in future murals...
- Change in future murals...
- Review in future murals...

CCR is a project progress assessment strategy. The idea is to promote the respectful exchange of opinions about the product created collaboratively.

**Reading**

Read the text and write the requested information.

The *Ángel de la Independencia*, also known as the Winged Victory, is a bronze sculpture with gold coating. It serves as a powerful symbol of Mexico's struggle for independence, represents the nation's rich history, and has profound significance. Situated on Paseo de la Reforma in Mexico City, it was designed by the architects Antonio Rivas Mercado, Enrique Alciati, Gonzalo Garita, and Manuel Gorozpe. The monument was inaugurated on September 16, 1910.

a) What I know about the statue called *Ángel de la Independencia*:

b) The *Ángel de la Independencia* is also referred to as:

c) The *Ángel de la Independencia* is located in:

d) The *Ángel de la Independencia* is made of:

**60**

**Folio number**

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

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

# 1

## Reconocimiento de un conflicto

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

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

# 2

## Lectura de la realidad

# 3

## Reconocimiento de la otredad

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

Una reflexión como la anterior ayuda a las personas a definir quiénes son y qué desean ser. Ahora, deben plantearse preguntas que sirvan para 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.

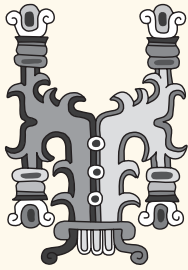
## 12

## Consolidación del poder



# Contents

With Light Feet, We All Win! .....	10
My Family Is My Amazing Team .....	24
The Curtain Rises!.....	40
Talking Murals.....	48
<i>The Critical Eye: Anthology</i> .....	62
The Illustrated List of Rules for Coexistence Agreements .....	74
The Power of Food .....	88
Let's Understand and Solve Common Problems .....	104
Let's Play at the Table .....	120
Who Are We? .....	134
The Time to Dream .....	146
Conscious Littering.....	162
A D-Fence Against Diseases.....	174
Step by Step Toward the Future .....	190
What a Diverse Language!.....	206
Let's Cultivate Solutions!.....	218
Time Capsule.....	232
Have You Ever Heard of Marie Curie?.....	250
Bibliography.....	256
Illustration and Photo Credits .....	256



# With Light Feet, We All Win!

In this service-learning project, you will learn to express yourself through your body movements, so you will apply this learning to create a choreography.

En este proyecto de aprendizaje servicio, aprenderás a expresarte mediante los movimientos de tu cuerpo y así podrás aplicar este aprendizaje al crear una coreografía.

## Starting Point

1. In assembly, read the following text:

The Ralámuli people are an Indigenous community that lives in the mountainous regions of Chihuahua, Mexico. They have some of the best long-distance runners in the world. Among them is María Lorena Ramírez Hernández, an international ultramarathon athlete.

An ultramarathon is a running race similar to a marathon, but longer. She participated in the Tenerife Bluetrail race in Spain in 2018, and she won third place after running 102 kilometers in 20 hours, 11 minutes, and 37 seconds.

Los ralámulis son una comunidad indígena que habita en las regiones montañosas de Chihuahua, México. Entre ellos se cuentan algunos de los mejores corredores de distancia del mundo, como María Lorena Ramírez Hernández, quien es una corredora de ultramaratones internacional. Ella practica una disciplina similar a un maratón, pero mucho más larga. En su participación de 2018 en la carrera de Tenerife Bluetrail en España, ganó el tercer lugar después de correr 102 kilómetros en 20 horas, 11 minutos y 37 segundos.



Angélica Guadalupe Mendía Martínez, BAJA CALIFORNIA SUR

Autor:

Jorge Arturo Salcido  
Coordinador Académico  
del Centro de Maestros  
CHIHUAHUA

Lorena learned to run as a child, when she practiced a traditional game called *ariweta* or *rowera*, which involves throwing hoops with a curved stick. Running is an important cultural and spiritual activity to the Ralámuli because they consider it a way to communicate with nature and their gods; they also believe they can connect with nature through dance. So, when they're grateful or in need of something like rain, they gather together and perform these dances that connect them with nature and each other. It is their way of saying thank you to the Earth for all it gives them and asking for help when they need it the most.

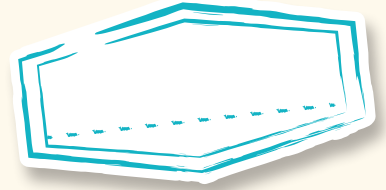
The ethic that defines the Ralámuli is found in the practice of *kórima*, which is an act of giving without expecting anything in return. This is applied in all aspects of life in which cooperation is fundamental, such as sharing their skills to help their friends and community.

Lorena aprendió a correr cuando era niña, practicando un juego tradicional llamado *ariweta* o *rowera*, el cual consiste en lanzar aros con un palo curvo.

Correr es una importante actividad cultural y espiritual para los ralámulis porque lo consideran una manera de comunicarse con la naturaleza y sus dioses, y también creen que pueden conectar con la naturaleza a través de la danza. Entonces, cuando están agradecidos o necesitan algo, como la lluvia, se reúnen y realizan estas danzas que los conectan con la naturaleza y entre ellos. Es su manera de agradecer a la Tierra por todo lo que les da y de pedirle ayuda cuando más la necesitan.

La ética que caracteriza a los ralámulis se manifiesta en la práctica del *kórima*, que es el acto de dar sin esperar nada a cambio. Esto se aplica en todos los aspectos de la vida en los que la cooperación es fundamental, como compartir sus habilidades para ayudar a sus amigos y su comunidad.





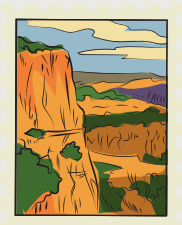
2. Answer the questions below and write the answers in your notebook.

- a) What do you think Lorena imagines when she runs?
- b) What would motivate you to keep going up a steep path after walking many kilometers?

## Grammar

### Relative Pronouns

Relative pronouns such as *who* and *that* are used to introduce a relative clause; and relative clauses, in turn, give additional information about the people or object we are talking about.



a) To talk about people, we use the relative pronoun *who* after the name or noun:

- She is the young Mexican athlete *who* competes in international marathons.
- She is the Indigenous runner *who* gained worldwide fame after winning two gold medals in 2017.

As you can see, when the information that is being added is essential, we have a defining relative clause: The sentence would make no sense without the relative clause, and we don't use commas!

However, in other cases, the information after *who* is not essential to understand the sentence, so we have a non-defining relative clause.

- Ramírez Hernández, *who* is from Chihuahua, won third place in the Tenerife Bluetrail race.
- The Indigenous long-distance runner, *who* wins races wearing skirts and *huaraches*, was born in 1995.

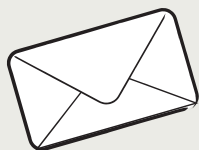
If we remove the relative clause, the sentence still makes sense:

- Ramírez Hernández won third place in the Tenerife Bluetrail race.
- The Indigenous long-distance runner was born in 1995.





b) The relative pronoun *that*, which can sometimes be omitted (see the example where *that* is between parentheses), is also used to add information about people and things:



- Ramírez Hernández belongs to a family *that* has passed down the tradition of running.
- The Ultramaratón de los Cañones is the country trail *that* gave her a second gold medal.
- She doesn't wear the kind of footwear (*that*) other athletes wear.

We can only omit the relative pronoun *that* when it is not the subject of the clause (the subject of the relative clause in the last sentence is *other athletes*), as is the case in the last example.

We cannot use *that* in non-defining relative clauses.

1. Individually, without forgetting that you are part of a community, find three relative clauses with *that* in the text and write them in your notebook.
2. In communities, join the sentences using the relative pronouns *that* or *who*.

Example:

Lorena won the race. She trained hard every day.  
Combined: Lorena, who trained hard every day, won the race.

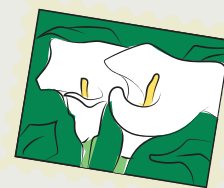
a) We met a tourist. He was lost and asked us for directions to his hotel.

---

---

b) Raúl is a friend. He always makes me laugh.

---





c) The girls in my class like to play soccer. They all run very fast.

---

d) I just bought a book. I saw it in the library today.

---

e) She tried to help her friend. Her friend was crying his eyes out.

---



Answers:  
 a) We met a tourist who/that always makes me laugh.  
 b) Raul is a friend who/that always makes me laugh.  
 c) The girls in my class who like to play soccer run very fast.  
 d) I just bought the book that I saw in the library today.  
 e) She tried to help her friend, who was crying his eyes out.

## Vocabulary



The story of María Lorena Ramírez Hernández has inspired admiration around the world, not only because of her strength and determination, but also because of her appearance in races. Unlike her opponents, who wear specialized gear such as *hats*, *sunglasses*, *headbands*, *shorts*, *shirts*, *socks*, *sneakers*, *caps*, and *jackets*, Ramírez Hernández has competed wearing nothing but her *traditional Ralámuli dress*, a *scarf*, and a *pair of sandals* made from *recycled tire rubber*, all of which gives her confidence while running.



If we want to ask about someone's appearance, such as hair color, eye color, height, build, and any other noticeable characteristics like clothing style, we can ask:

what + do/does + subject + *look like* + ?

You can answer this question by describing if they have *long hair*, wear a *hat*, or have a *big smile*.

1. In assembly, talk about the meaning of the words that appear in italics in the paragraph you just read about Ramírez Hernández and the words in the following text box, and look up in a dictionary the meaning of any of them that you don't know.

athletic	exhausted	fit	determined	eyebrows
capable	short hair	curly hair	upset	big smile
dedicated	in pain	fearless	brown eyes	stylish
long hair	muscular	serious face	straight hair	short hair
focused	agile	relaxed	proud	healthy

2. In communities, choose a sportswoman you admire and answer the following question about her appearance: What does she look like?
- Write at least five sentences in your notebook. Use the words in the box and the example below as reference. If you need more words, use the dictionary.
  - Remember to mention the sport she practices! You can also describe her sports attire.
  - If you are unsure about some details, ask your teacher for help and look for the picture of the sportswoman in a book, a magazine, or a newspaper.
  - Talking about how someone looks can be complicated, so remember to be respectful and avoid making harsh judgments about people. Keep it positive and be kind!



Name of the sportswoman: María del Rosario Espinoza (Mexican taekwondo athlete and Olympic gold medal winner)

What does she look like?

She looks very strong and confident. She has long, straight hair. I think she has brown eyes. She's wearing a white taekwondo uniform, but she also likes wearing sweatpants. After a competition, she looks a little bit sweaty while she poses for a picture with a happy smile!

## Let's Identify the Needs to Determine the Services

1. In communities, choose one of the following options and read the text of “Starting Point” again.



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- a) Critical reading: Look at what the text says and talk about how dancing and running can help improve your skills and abilities to move.
- b) Conscious reading: Analyze the historical, geographical, and social context of the Ralámulis people and think about why exercising is important for them to stay healthy. Also, think about how dancing and running can help anyone stay healthy.
- c) Representation analysis reading: Learn more about María Lorena Ramírez Hernández, who is an ultramarathon runner, and think about how practicing and training can help you achieve your goals.





2. Ask your school community, teacher, family members, neighbors, or friends what the traditional dances of your region are. You can go to see one in a cultural event or watch a video to observe how they do it. If you are interested, ask about Ralámuli dances too.
3. In assembly, share what you analyzed and researched.

It's time to practice skills to express yourself through the movements of your body by creating a choreography.



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## Let's Organize the Activities

1. Individually, without forgetting you are part of a community, do the following:
  - a) Look at the pictures and instructions.
  - b) Practice the exercises in the classroom.
    - ▶ If you need help, ask your classmates.
    - ▶ Start slowly, and when you get good at doing the steps, speed up.

# Feet Exercises

Identify each foot in the following way:



RF (right foot)



LF (left foot)

Keep your knees a little bit bent to practice these moves.



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**1st**

exercise

Tap the floor with your heel the number of times shown in parentheses in two sequences.



First sequence: LF (1), RF (2), and LF (3).  
 Second sequence: RF (1), LF (2), and RF (3).

**2nd** exercise

Tap the floor with the tip of your foot the number of times shown in parentheses, in two sequences.



First sequence: LF (1), RF (2), and LF (3).  
 Second sequence: RF (1), LF (2), and RF (3).

c) Give these steps your distinctive touch, enjoy them, and have fun!

2. Ask the teacher to play music like mambo or *zapateado*. Use it to practice the moves you learned earlier.



The first exercise with your feet is the basis of Mexican *zapateado*, which has many different versions used in dances from various states.



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### 3. Collectively, let's do these steps together:

#### a) First sequence:

- ▶ Take a step forward with your left foot.
- ▶ Slide your right foot forward slowly until it's next to your left foot.
- ▶ Take a step forward again with your left foot.
- ▶ Repeat starting with your right foot.

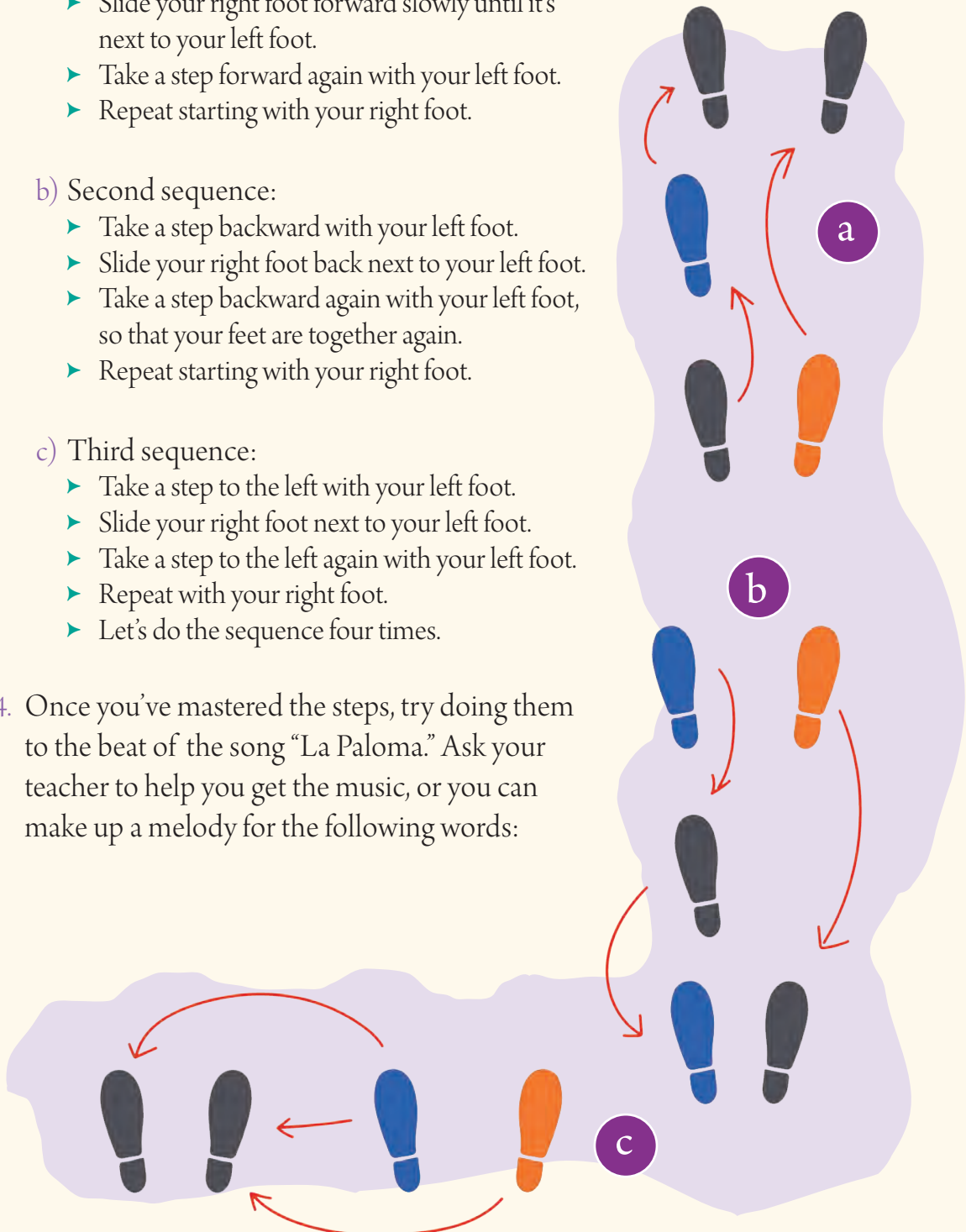
#### b) Second sequence:

- ▶ Take a step backward with your left foot.
- ▶ Slide your right foot back next to your left foot.
- ▶ Take a step backward again with your left foot, so that your feet are together again.
- ▶ Repeat starting with your right foot.

#### c) Third sequence:

- ▶ Take a step to the left with your left foot.
- ▶ Slide your right foot next to your left foot.
- ▶ Take a step to the left again with your left foot.
- ▶ Repeat with your right foot.
- ▶ Let's do the sequence four times.

### 4. Once you've mastered the steps, try doing them to the beat of the song "La Paloma." Ask your teacher to help you get the music, or you can make up a melody for the following words:



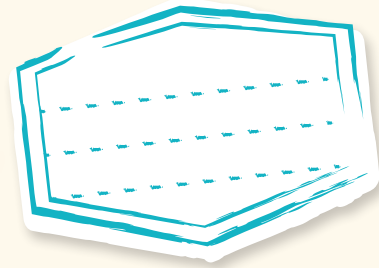
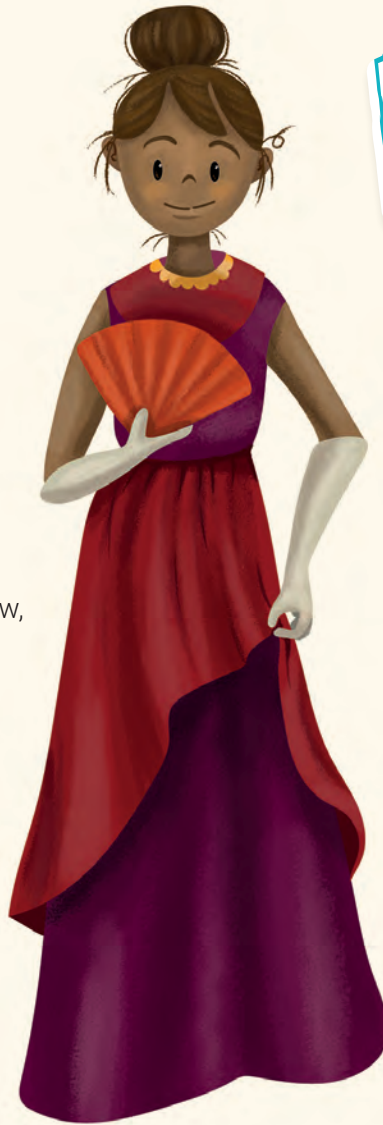
## La Paloma

### Verse:

When I left Havana,  
oh, my God!  
Nobody saw me leave,  
if it wasn't me  
and a pretty little girl,  
yes, there I go,  
who came after me.  
I said yes, sir!

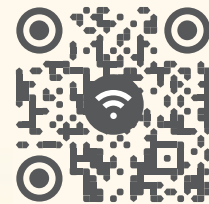
### Chorus:

If a dove comes to your window,  
treat her with affection,  
as if she were me.  
Tell her about your love,  
light of my life,  
crown her with flowers,  
like they were mine.  
Oh, *Chinita*, I said yes!  
Oh, give me your love!  
Oh, come with me,  
*Chinita*, to where I live!



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If possible, watch the video "Danza Tarahumara" where you'll see different dances that can help you with the basic steps you've learned.



<https://bit.ly/3VX7uoX>

5. If possible, ask your teacher for help to find videos of traditional dances from your area, or invite someone from your community to show you those basic steps and teach you some dance moves.
  
6. Ask your teacher for help and advice while you are practicing.

## Creativity On

1. In communities, invent a dance using the steps you've learned before.
  - a) You can make up your music or choose a song you like.
  - b) Write or draw in your notebook the steps you want to do.
  - c) Then, produce dance moves, practice them, and decide how your dance will look.



2. Use the table below to organize the activities for your dance.



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Activity	Person in Charge	How Long It Will Take	How to Show It to the Community	Way to Present It Online, If Possible
Make up the music				
Write the lyrics				
Suggest dance moves				
Design the dance moves				

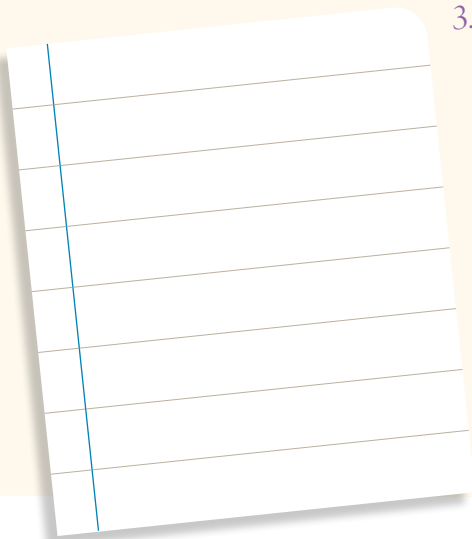
## Let's Assess and Share Our Achievements


1. With the help of your teacher, invite your family to watch your project presentation. Perform your dance and talk about what you learned during the project. If possible, use technology to show some additional material.



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2. Individually, draw in your notebook what you did in each activity, and consider what you learned in this project with the help of your classmates. Show how you felt and think about if you helped others.



3. Answer the following questions in your notebook:
  - a) Do you think you got better at dancing during this project?
  - b) Did you learn any new skills or abilities?
4. Finally, write in your notebooks the assembly agreements reached by the community to develop new skills and abilities through dancing and expressing yourself with your body movements. 



# My Family Is My Amazing Team

In this service-learning project, you will understand the role of the family in the development of the sense of belonging and autonomy. You will also give a presentation and you will take part in a feedback talk with your family.

En este proyecto de aprendizaje servicio, entenderás el papel de la familia en el desarrollo del sentido de pertenencia y autonomía. También harás una presentación y formarás parte de una plática de retroalimentación con tu familia.

## Starting Point

For children, autonomy begins in the family and creates self-confidence. It also makes you more independent when making decisions, it gives you more responsibilities and lets you express the things you like and dislike.

1. In community, answer the following questions in your notebook:
  - a) What makes you part of a family?
  - b) Why is it so important to spend time with your family?
  - c) How does your family help you develop your autonomy?
2. Individually, without forgetting you are part of a community, write in your notebook a short text about what makes you part of a family. Make a drawing for your story in the following space:

### Autora:

María del Carmen Rivera García

Maestra de Educación Física

Escuela Primaria Profesor

Adrián Zamora López

VERACRUZ



## Describing people

We use the *verb to be* + *adjectives* to describe people (looks and personality). Remember the following:

I	am
he/she/it	is
we/you/they	are



Form	Structure	Examples	Use
Affirmative	subject + <i>verb to be</i> ( <i>am/is/are</i> ) + <i>adjective</i>	I <i>am creative</i> . He <i>is responsible</i> . They <i>are kind</i> .	To say someone has a specific characteristic.
Negative	subject + <i>verb to be</i> ( <i>am/is/are</i> ) + <i>not</i> + <i>adjective</i>  <i>is not = isn't</i> <i>are not = aren't</i>	I <i>am not athletic</i> .  She <i>isn't quiet</i> .  We <i>aren't funny</i> .	To say someone doesn't have a specific characteristic.
Interrogative	<i>verb to be</i> ( <i>am/is/are</i> ) + subject + <i>adjective</i> + ?	<i>Am I friendly?</i> <i>Is she smart?</i> <i>Are they polite?</i>	To ask if someone has a specific characteristic.

We can also use *very good at* + *an activity* to express that someone is skillful in this activity.

Form	Structure	Examples	Use
Affirmative	subject + <i>verb to be</i> ( <i>am/is/are</i> ) + <i>very good at</i> + <i>activity</i>	I <i>am very good at singing</i> .	To say someone is skillful in a particular activity.
Negative	subject + <i>verb to be</i> ( <i>am/is/are</i> ) + <i>not</i> + <i>very good at</i> + <i>activity</i>  <i>is not = isn't</i> <i>are not = aren't</i>	He <i>is not very good at singing</i> .  They <i>aren't very good at running</i> .	To say someone isn't very skillful in a particular activity.
Interrogative	<i>verb to be</i> ( <i>am/is/are</i> ) + subject + <i>very good at</i> + <i>activity</i> + ?	<i>Is she very good at photography?</i>	To ask if someone is skillful in a particular activity.

3. Individually, considering everyone else, copy the following table in your notebook.
  - a) Add as many rows as you need according to the number of members in your family.
  - b) Write the name, activities, and personality of each member of your family. Look at the example.



Member	Activities	Personality
Member 1 Name: María Luisa Rivera Pérez	She works as a cashier at a bank, checks her children's homework, among other activities.	She is kind, generous and friendly.
Member 2 Name: Francisco Antonio Plata Fernández	He works at an automobile repairshop, feeds the pets, waters the plants, plays football with his children, among others activities.	He is funny, confident, and brave.

4. In assembly, complete the following comparative table of the activities your families do to reinforce autonomy:

Comparative Table of Family Activities

Similar Activities	Different Activities



- a) Compare your tables and discuss the importance of the family in the development of autonomy.
  - ▶ Determine general conclusions and write them in your notebook considering that every family is different.

## 5. Read the following text:

## The García Family

Hi! I'm Miguel. I'm 11 years old and I study sixth grade at Professor Adrián Zamora López School, located in Minatitlán, Veracruz. I am friendly and responsible. I love playing sports like volleyball, and I also like jumping rope with my friends at recess.

I always take our dog, Patitas, for a walk.

I sometimes do housework with my dad's wife, she is very smart, creative, and cheerful, and she is like a second mom to me. She likes to bake cakes and I usually help her decorate them.

My dad, Juan, and my grandmother, María, work in our family business, a butcher shop called Chanchamito (which is a traditional dish from Veracruz). My dad is quiet and athletic, and my grandmother is kind and loving.

My little brother Luis is seven years old, he is really funny and friendly, and he usually takes out the trash.

My mom, Sara, her partner, Gerardo, and their daughter Amairani, who is my little sister, come to visit us every week. My mom is polite and patient, Gerardo is chatty and confident. And my little sister is adorable! My brother and I really like Gerardo.

We always help, respect, and take care of each other. My grandma says that family is the most important thing in the world.

Although my family is a bit different, that doesn't change that we love each other and get along great.



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## La familia García

¡Hola! Soy Miguel. Tengo 11 años y estudio en sexto grado en la escuela Profesor Adrián Zamora López de Minatitlán, Veracruz. Soy amigable y responsable. Me encantan los deportes como el voleibol, y también me gusta saltar la cuerda en el receso con mis amigos. Siempre saco a mi perro, Patitas, a pasear.

A veces hago el quehacer de la casa con la esposa de mi papá; ella es muy inteligente, creativa y alegre, y es como una segunda mamá para mí. Le gusta hacer pasteles y yo normalmente le ayudo a decorarlos.

Mi padre, Juan, y mi abuela, María, trabajan en el negocio de la familia, una carnicería llamada Chanchamito (que es un platillo tradicional de Veracruz). Mi padre es callado y atlético, y mi abuela es amable y cariñosa.

Mi hermano, Luis, tiene siete años. Él es bien chistoso y amigable, y normalmente saca la basura.

Mi madre, Sara, su pareja, Gerardo, y su hija, Amairani, mi hermanita, vienen a visitarnos cada semana. Mi madre es educada y paciente. Gerardo es platicador y tiene confianza. ¡Y mi hermanita es adorable! A mi hermano y a mí nos cae muy bien Gerardo.

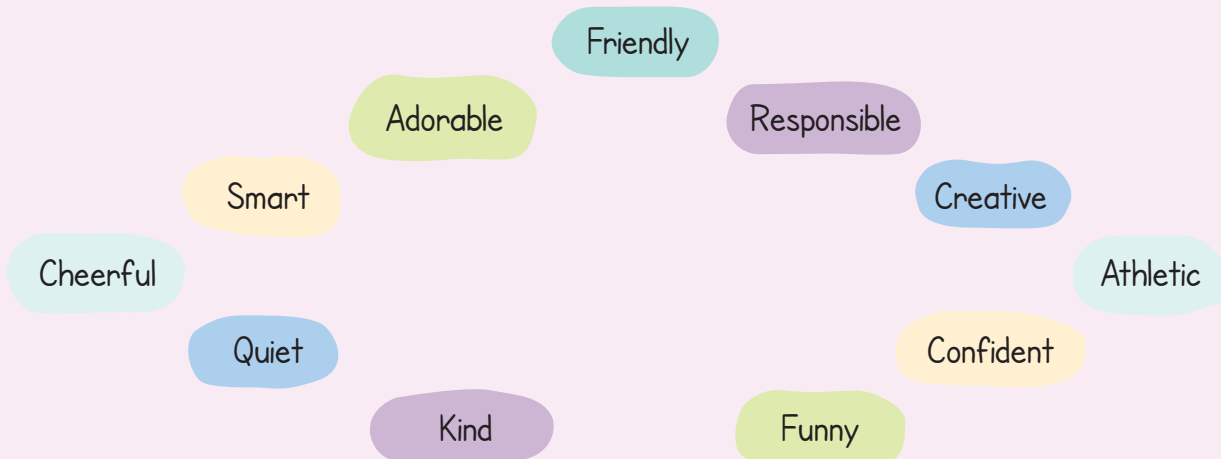
Siempre nos ayudamos, nos respetamos y nos cuidamos entre nosotros. Mi abuela dice que la familia es lo más importante en el mundo. Aunque mi familia es un poco diferente, eso no cambia que nos queremos y nos llevamos muy bien.



## Speaking



In communities, go to the School Library or public library, or search online the meaning of the following words and write them in your notebook.



Using the previous adjectives and remembering the structures you learned to describe people, ask each other about your classmates. For example:

- a) What is María like?  
She is *funny* and *smart*.
- b) Is Iván *creative*?  
Yes, he is.
- c) What are Verónica and Juan like?  
They are *athletic* and *friendly*.



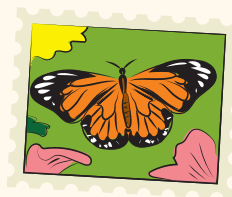
## Let's Identify the Needs to Determine the Services

1. Individually, without forgetting you are part of a community, make a collage that shows the activities that your family likes to do and that promote a healthy cohabitation.
  - a) Develop your creativity and imagination! Use different materials, like magazines, drawings, stickers, leaves, and flowers.



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2. In assembly, put all the collages on the floor and talk about the following topics:
  - a) Family identity and belonging to a family.
  - b) The sense of belonging.
  - c) Collaborative work and family support in your life together.



3. Keep the collages in your classroom because you will use them in your final presentation with your family.

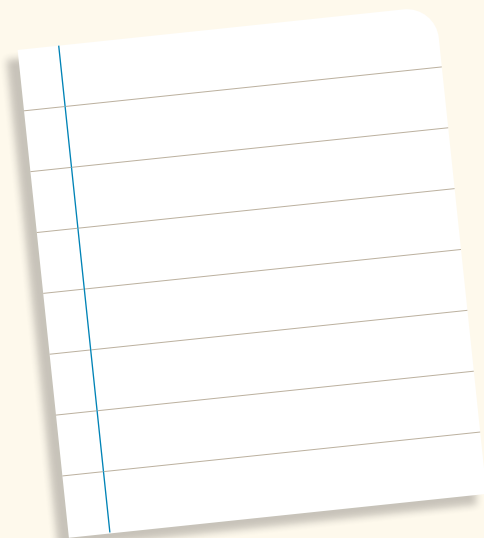
4. Read the following text:

### Family

Family is the first vital place where children establish relationships and have their first socialization experiences, their first life lessons and where they start to discover the things in their surroundings with their senses. Love, support and trust create family ties. That's why family is fundamental for the social, emotional, and personal development of girls and boys.

### La familia

La familia es el primer espacio vital donde los infantes establecen relaciones y viven sus primeras experiencias de socialización, sus primeras lecciones de vida, y donde empiezan a descubrir las cosas de su entorno con sus sentidos. Amor, apoyo y confianza construyen los lazos familiares. Es por eso que la familia es fundamental para el desarrollo social, emocional y personal de niñas y niños.



**My family**

5. Let's look at some types of families.

### Types of Families

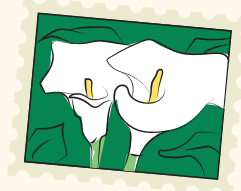
Two men couple



Single parent



Nuclear family



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Two women couple



Adoptive family



Childless couple



Minors living with relatives



Homo parental



Seniors



Extended family

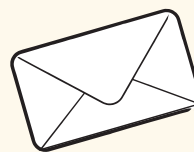


The sense of belonging is the need to be part of a group, to be accepted and to be important to them. The first group where a sense of belonging develops is the family.

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6. Individually, without forgetting your collective reading, create a short text describing your type of family.



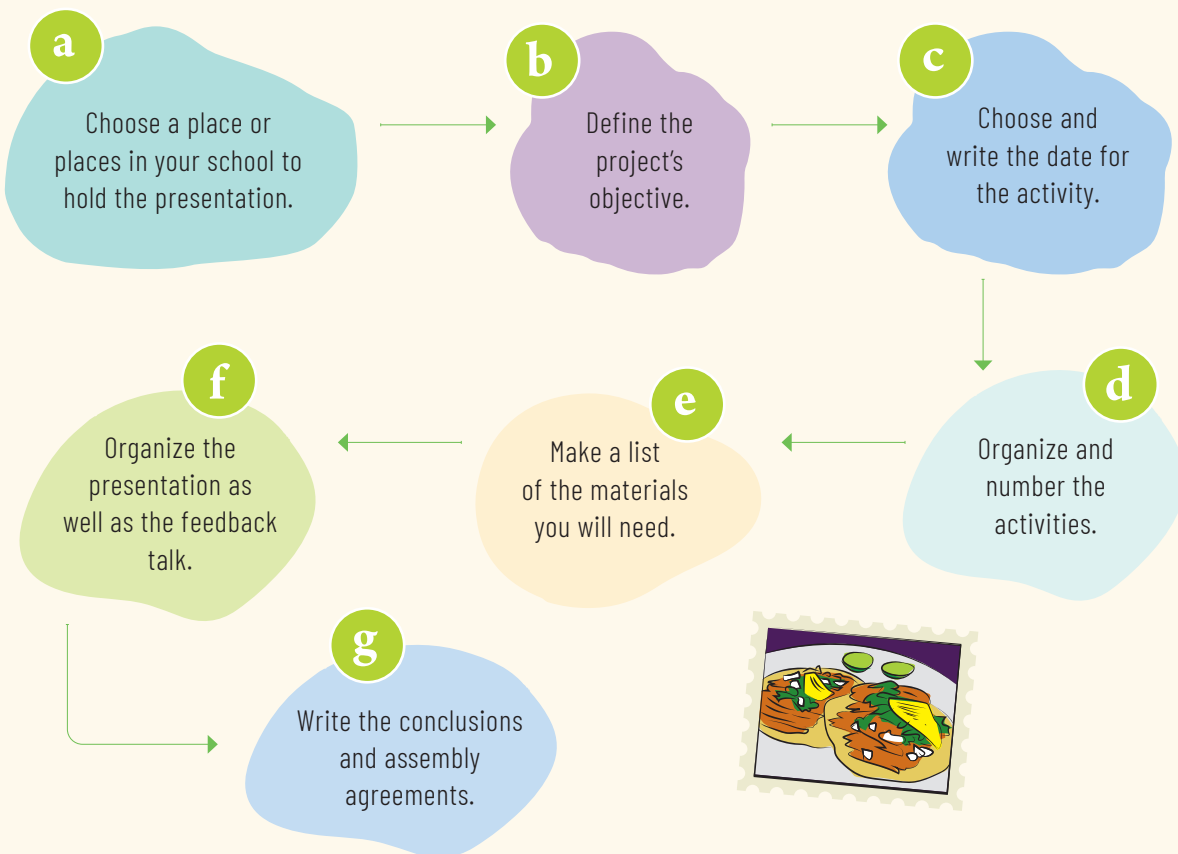
7. Write a thank you letter to your family. Use the following vocabulary:

- ▶ Autonomy
- ▶ Cohabitation
- ▶ Collaboration
- ▶ Cooperation
- ▶ Responsibility
- ▶ Respect
- ▶ Belonging
- ▶ Family
- ▶ Love
- ▶ Union
- ▶ Communication

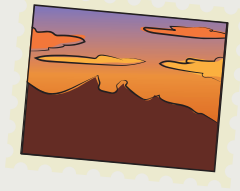
a) With the help of your teacher, think of more words to understand the sense of belonging and autonomy better.

### Let's Organize the Activities

1. In community, organize the activities of the project and write them in detail in your notebook.



1. Individually, considering everyone else, complete the following sentences with the correct form of the verb to be, and check your answers in community.



- a) I \_\_\_\_\_ chatty, I like to talk to people!
- b) Susana \_\_\_\_\_ honest! She doesn't like lies!
- c) Mario \_\_\_\_\_ really smart!
- d) Sandra and José \_\_\_\_\_ responsible, they always deliver their homework on time.
- e) I \_\_\_\_\_ (not) grumpy, I am usually in a good mood.
- f) Juana \_\_\_\_\_ (not) lazy, she works very hard.
- g) Lucero and Diana \_\_\_\_\_ (not) rude, they are very polite and always help their friends.
- h) \_\_\_\_\_ I easy-going? I think I am.
- i) \_\_\_\_\_ César generous? Yes, he is!
- j) \_\_\_\_\_ Lorena and Alejandra hard-working?  
Yes, they are!



Answers:  
a) am, b) is, c) is, d) are, e) am not, f) is not/isn't, g) are not/aren't, h) Am, i) Is, j) Are

2. Write ten sentences describing your family members. For example:

My mom *is* very *creative*.  
My brothers *are* a bit *grumpy*.

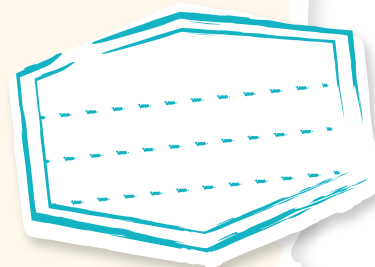
3. In your notebook, make a mind map with your name in the center and write four things you are good at, and four things you are not very good at. For example:

I'm very *good* at math.  
I'm not very *good* at sports.



With the following activity, you will reinforce the sense of belonging in your family. Your family will help you understand the basic elements of a healthy cohabitation, such as empathy, acceptance, and appreciation. This will lead to the development of your personality, autonomy, and sense of belonging.

Remember to consider these aspects and keep them in mind while organizing the presentation where parents and guardians will be invited.



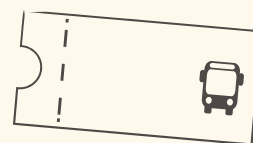
## Creativity On

You will research your family's past and how it has changed over time.

1. Individually, without forgetting you are part of a community, do the activity "Family Agents."
  - a) Ask your family to write one of their last names on a badge.
  - b) Check the example.



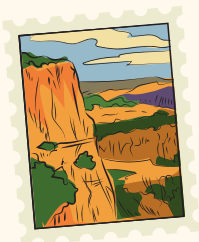
- c) Each name badge can have a distinctive design and be made in different materials, colors, sizes. Be creative.



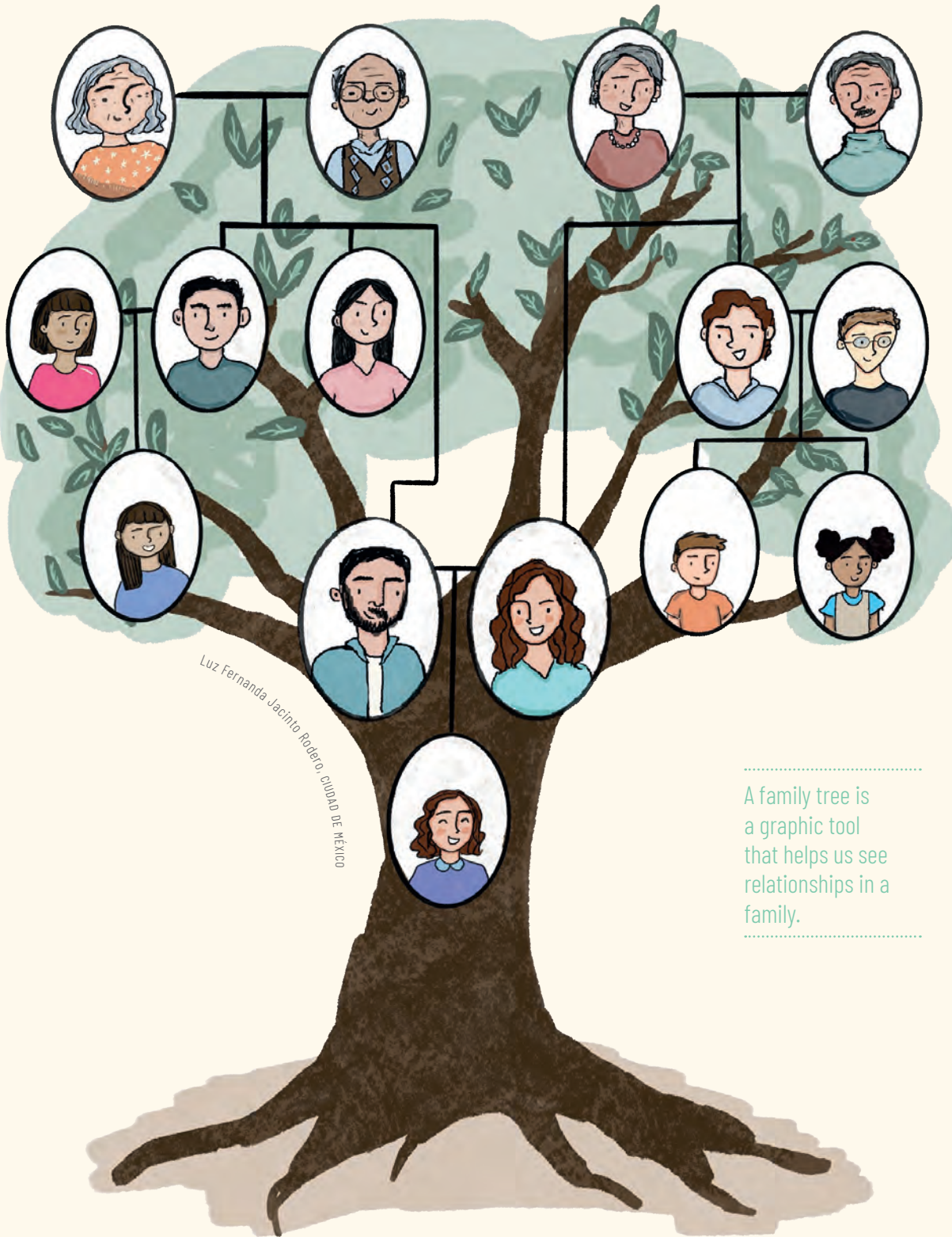
2. Research the meaning of your last names; use the internet or ask your family to help you.
  - ▶ What does your last name mean?
  - ▶ What's its origin?
  - a) Write them in your notebook.
  
3. In assembly, and with the help of your teacher, give short presentations showing and explaining your badges. Also talk about the research of the meaning of your last names.



The family badge is a sign of belonging and family autonomy. The family badge and the family tree help you learn about your family roots.



4. Individually, without forgetting you are part of a community, make your family tree and describe each member of your family with one adjective. Use pictures or drawings for every family member.



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.....  
A family tree is  
a graphic tool  
that helps us see  
relationships in a  
family.  
.....

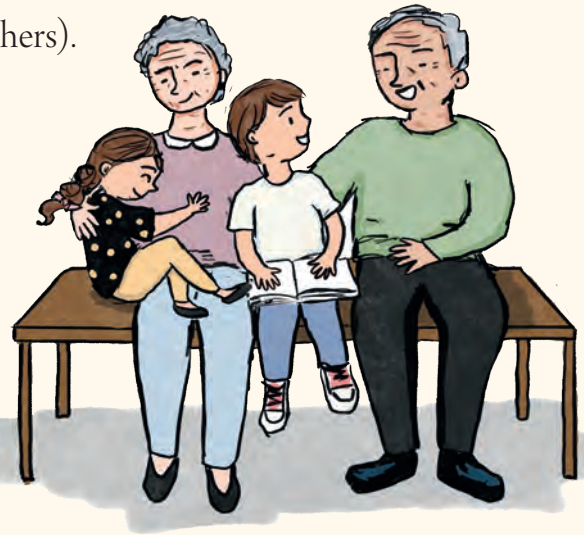
5. With the help of your family, research your extended family (grandparents, uncles, aunts, and others).

- a) Interview your family to get information about your family tree.
- ▶ Through the interview, you will be able to inquire about your ancestor's history. Getting to know where you come from will strengthen your sense of belonging, strengthen the ties of union and cohabitation with your loved ones.

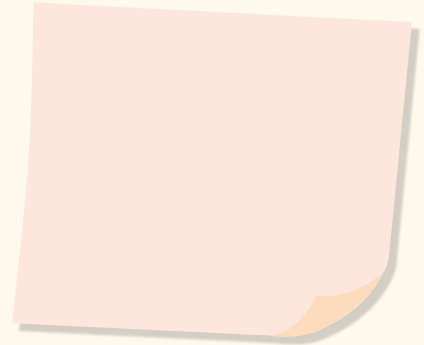
b) Use the following questions and add more until you have at least ten.

- ▶ Where do my last names come from?
- ▶ Where does most of my family come from?
- ▶ Who is the first member of your family that you can remember?
- ▶ Does my family keep any belongings of our ancestors? Which ones?
- ▶ How did our family live together in the past?

c) Write the answers in your notebook. This will help you make your family tree.



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6. Now, research how to make a picture frame.

- a) Choose a beloved family member for this activity.
- b) Make a drawing or ask for a picture.
- c) Make the picture frame according to your research. Use materials you already have, like paper, popsicle sticks, recycled cardboard, fabric, buttons, plastic caps, and others. Use your imagination!

This activity allows you to develop a healthy cohabitation at home and to think about where you come from. Keep in mind these reflections for the presentation for parents and guardians.

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## Let's Assess and Share Our Achievements

1. In community, with the help of your teacher, invite your family to your school presentation and talk about family.
  - a) Remember to reach an agreement with your community regarding the place and time for the activity.
2. Talk about the experience of doing these activities as a family.
3. According to the organization you had already designed, show your collage, badges, family trees and picture frames.
  - a) The families will talk about their experience and aspects of family life (importance, belonging, autonomy and cohabitation).
4. Reflect on and answer the following questions in your notebook:
  - a) What's a family?
  - b) How can families have a healthy cohabitation?
  - c) How do you develop a sense of belonging and autonomy?
5. Finally, write in your notebooks the assembly agreements reached by the community to develop a sense of belonging and autonomy in the family. 🌿



# The Curtain Rises!



After Mexico's Independence became a reality, and once the country was free from the previously prevailing Novo-Hispanic constraints, the world of theater actors and other show business people burst to life.

In San Luis Potosí, one of the oldest theaters is the **Teatro Alarcón**, which replaced another theater that burned down on September 16, 1824. This allowed comedians, actors, singers, and poets to entertain and move the people of San Luis Potosí.

Francisco Eduardo Tresguerras was the architect in charge of its construction, which began in April, 1825, and was concluded at the end of March, 1827.

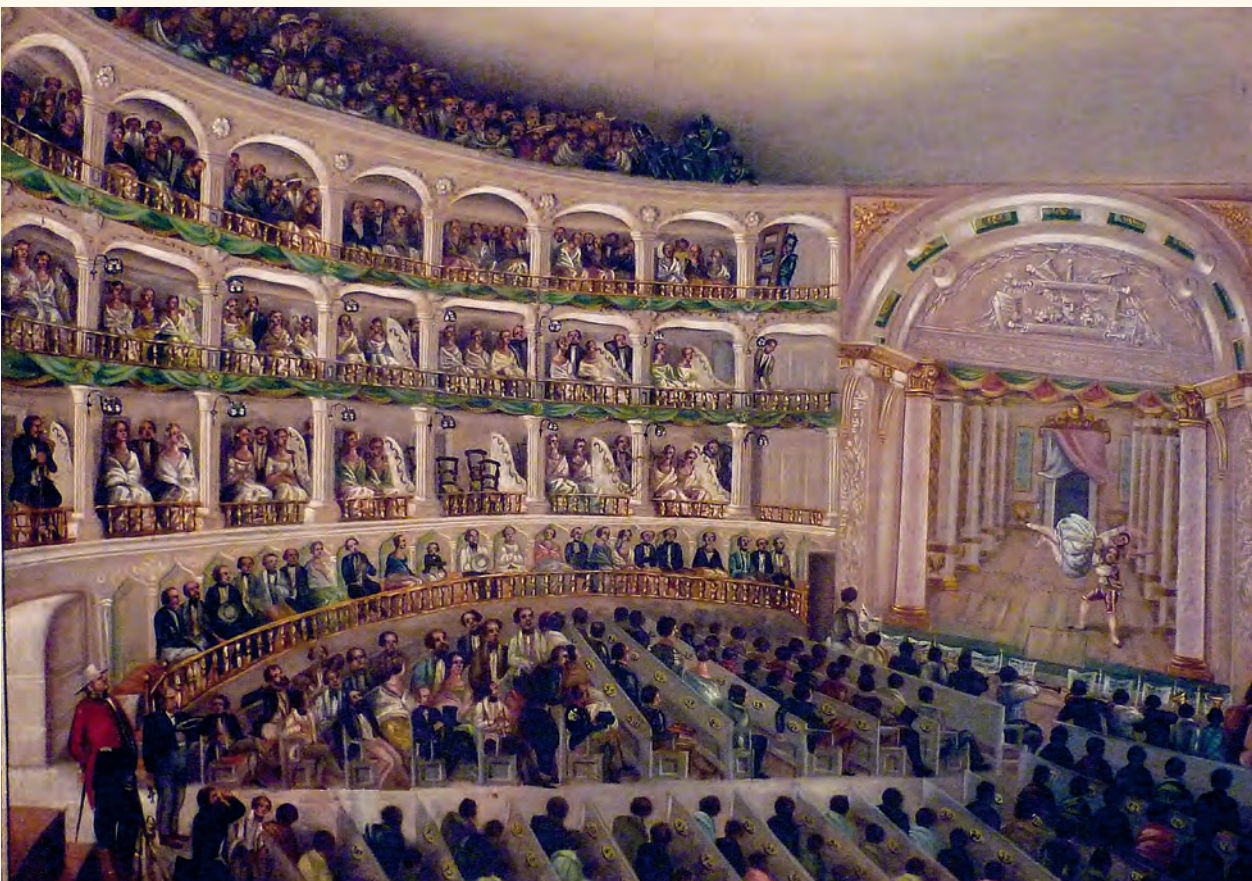






Initially, it had no name, but by imitation and inertia, it was called Coliseum. Its name was changed to Teatro Alarcón between the fifth and sixth decade of the 19th century.

It is a modest space with a distinctive design: It does not have a great lobby and you enter directly into the auditorium.



Not only because of its architecture, but also because of the sensitivity of the Potosino public, a little more than a year later the Coliseum was already famous. It was considered, according to a company of comedians, "the second theater of the Mexican Federal Republic."

The Teatro Alarcón was the stage of multiple comedies, dramatic plays, Italian opera performances, lottery games, and masked balls.

Some of the memorable artists who captivated audiences with their skills at the Teatro Alarcón were **Ángela Peralta**, opera singer —also known as “el ruiseñor mexicano” (the Mexican nightingale)— and playwright **Manuel José Othón**, who started in the theater arts with *Herida en el corazón*, premiered on October 14, 1877.



At that time, when the Potosino culture was just emerging, the foundation of the literary shows were the theatrical performances.



In December, 1900, a major fire destroyed the theater, except its facade.



In 1910, to commemorate the first centenary of the Mexican Independence, the works to rebuild the Teatro Alarcón began again, and ended in March, 1913. By then, it was used more as a cinema than a theater.

By 1936, the theater was completely closed down. Later on, the building was bought by the Sindicato de Mineros Metalúrgicos.

Some people say that behind its magnificent past, paranormal events and stories have taken place in this old building.



Nowadays, it only opens for special events.

# Vocabulary



Individually, but keeping in mind that you are part of a community, match the following words with the corresponding picture:

post office

library

bakery

museum

market

school

hospital

cinema



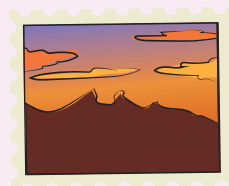
Gimenna Schiaffini Rosales, PUEBLA

# Speaking



In communities, discuss the following questions and the possible answers.

- a) Where is your school located?
- b) What places can you find around your school?



## Asking and Giving Directions

We use the following questions to ask for directions:

*Where is* the theater?

*How can I get to* the museum?

*Can you tell me how to get to* the park?



Key Words	Example
Turn left	<i>Turn left</i> at the library.
Turn right	<i>Turn right</i> at the post office.
Go straight ahead	<i>Go straight ahead</i> until you reach the park.
On the corner	The café is <i>on the corner</i> of Main Street.
Go past	<i>Go past</i> the supermarket, then turn left.
Cross	<i>Cross</i> the bridge and turn right.
Zebra crossing	Cross the road at the <i>zebra crossing</i> .
Traffic lights	Turn left at the <i>traffic lights</i> .
Block	Walk two <i>blocks</i> , then turn right.
Roundabout	Go straight at the <i>roundabout</i> .

Examples:

How to ask for directions: Where is the Teatro Alarcón located?

How to give directions: It is in Mariano Abasolo 725, between Ignacio Abasolo Street and Ignacio Comonfort Street.

- Individually, complete the sentences with the right words. After finishing, in community, practice asking questions with these expressions and answering them.

a) Excuse me! \_\_\_\_\_ is the post office?  
 how      what      where      when

b) Could you tell me \_\_\_\_\_ to get to the History Museum, please?  
 how      what      where      when

c) Where \_\_\_\_\_ ?  
 is the bank      the bank      the bank is      there a bank

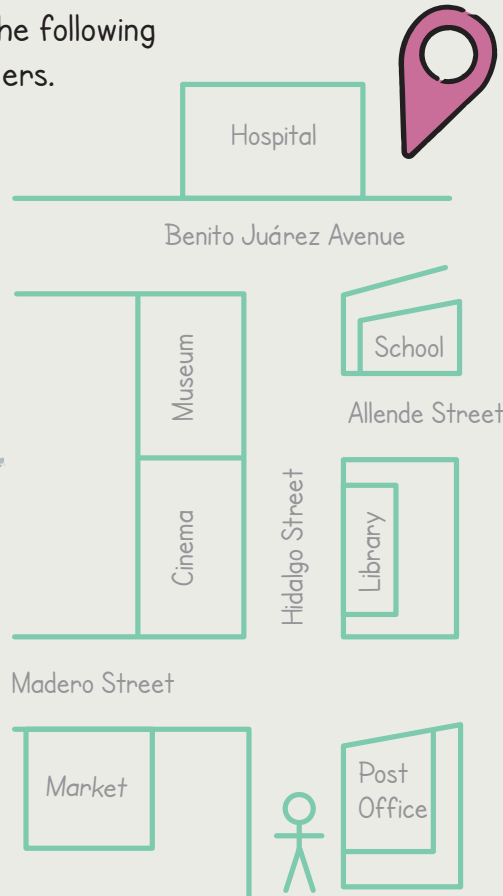
- d) Go straight ahead for two blocks and turn \_\_\_\_\_  
 across right to when
- e) Could you tell me \_\_\_\_\_ is the museum, please?  
 how what where when

Answers:  
 a) where, b) how, c) is the  
 bank, d) right, e) where

2. With the help of your teacher, look at the sketch and match the following questions with the answers.



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How can I get to...

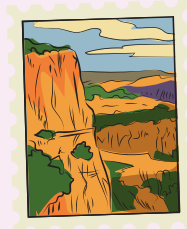
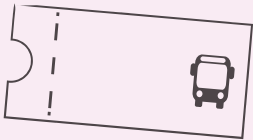
- I. the post office?  
 II. the school?  
 III. the museum?  
 VI. the hospital?  
 V. the market?
- a) Go past the Cinema on Hidalgo Street.  
 b) Turn left on Madero Street.  
 c) Go straight ahead on Hidalgo Street.  
 d) Walk two blocks and turn right on Allende Street.  
 e) It is on the corner of Madero Street.

Answers: Ie, IIId, IIIa, IVc, Vb

## Speaking



1. Collectively, play Follow the Leader.
  - a) Divide the class into pairs. One student from each pair will be the "leader" and the other will be the "follower."
  - b) Draw a sketch of your neighborhood in your notebook, and choose a starting point.
  - c) The leaders should give simple directions to go to a place in the sketch. For example, "walk straight," "turn left," "stop."
  - d) The followers must listen carefully to the directions and follow them exactly as given by their leader.
  - e) After a few rounds, switch roles so the followers become the leaders.
  
2. Create your own miniature town. Exchange ideas about it.
  - a) Draw your small miniature town including roads, buildings, parks, and other features. Use your creativity and imagination.
  - b) Then, write simple directions to go through your town. You can create instruction cards or signs with sentences like "turn left at the red building" or "go straight until you reach a big park."
  - c) Practice asking and answering questions on how to get somewhere. 🌿



Gimenna Schiaffini Rosales, PUEBLA



# Talking Murals

In this project, you will learn how to discuss topics of interest. As a community, you will create a Talking Mural to allow you to express your point of view about the topic of discussion.

## GETTING READY

### Let's Identify

1. In classroom community, read the following text:

Dulce visited her grandfather in Tampico, Tamaulipas, who took her to the Museo de la Cultura Huasteca. She was amazed. It was the first time she had been to a museum. She met girls and boys her age, who expressed ideas, thoughts, feelings, and emotions through ceramics. Days later, during class, she talked with her classmates about the experience and they were all interested to learn about a sculpture she had told them about.

Dulce explained that sculpture is considered one of the fine arts, and is the craft of carving, forming, or sculpting objects and figures with volume using various materials.

Dulce also said that she had seen sculptures in various public places and shared some examples. Let's take a look at them!

En este proyecto, aprenderás cómo discutir temas de interés. En comunidad, crearás un Mural que habla, con la intención de ayudarte a expresar tu punto de vista sobre el tema a discutir.



Dulce visitó a su abuelo en Tampico, Tamaulipas, quien la llevó al Museo de la Cultura Huasteca.

Ella estaba asombrada. Era la primera vez que iba a un museo. Conoció a niñas y niños de su edad, quienes expresaban ideas, pensamientos, sentimientos y emociones a través de la cerámica. Días después, durante la clase, habló con sus compañeros sobre la experiencia y todos estaban interesados en aprender sobre una escultura de la que les había contado.

Dulce explicó que la escultura se considera una de las bellas artes y es el oficio de tallar, formar o esculpir objetos y figuras con volumen utilizando varios materiales.

Dulce también dijo que había visto esculturas en varios lugares públicos y compartió algunos ejemplos.

¡Vamos a verlas!

#### Autora:

Dulce Karina Vargas Vázquez

Maestra frente a grupo

Escuela Primaria Ignacio Allende

TAMAULIPAS





2. In communities and being supportive, look at the following sculptures and complete the sentences.



- a) What I observe is \_\_\_\_\_
- b) I would name them \_\_\_\_\_, because \_\_\_\_\_
- c) I have seen similar sculptures in \_\_\_\_\_
- d) I think they express \_\_\_\_\_
- e) They seem to represent \_\_\_\_\_

While examining the sculptures, Dulce and the other students, like you, had different answers and opinions.

- 3. Collectively, with the help of your teacher, play a game called The Talking Hat.
  - a) Make a hat out of recyclable materials.



- b) When it is your turn to wear the hat, read and discuss the opinions in your annotations. With the help of your teacher, decide when to conclude the activity.

It is time to approach the debate.

Did you know that a debate is an exchange of thoughts or opinions?

4. Observe the bronze sculpture by Mexican artist Jorge Marín, called *El ruido generado por el choque de los cuerpos* (*The noise generated by the collision of the bodies*).



This piece represents migration by boat, featuring three characters draped in cloth. A fourth figure was incorporated into the piece in Tapachula, Chiapas, in 2022, as part of the event commemorating the 75th anniversary of the United Nations Children's Fund.

Esta obra representa la migración por barco con tres personajes cubiertos por tela. Una cuarta figura se incorporó a la pieza en Tapachula, Chiapas, en 2022, como parte del evento conmemorativo del 75 aniversario del Fondo de las Naciones Unidas para la Infancia.

5. Perform the activity Where Do I Stand?

- a) Divide the classroom in two communities:
- ▶ The ones who agree
  - ▶ The ones who disagree

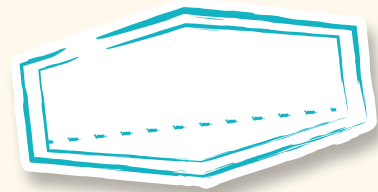


- b) Move to the center of the classroom, between the two communities.
- c) The teacher will read the following sentences and you will decide which community you want to join depending on your opinion.



- ▶ I am happy to see Marín's work.
- ▶ I like the sculpture because of its history.
- ▶ The sculpture is important because it helps people understand child migration.

- 6. Reflect on the previous activity. Identify your agreements or disagreements with the opinions of your classmates.



## Vocabulary

- 1. Individually, but considering you are part of a community, unscramble the sentences.

a) is made / the pencil / of wood

\_\_\_\_\_

b) are made / of metal / the coins

\_\_\_\_\_

c) the ruler / of plastic / is made

\_\_\_\_\_

d) of paper / the books / are made

\_\_\_\_\_

e) of plastic / the pencil box / is made

\_\_\_\_\_



Answers: a) The pencil is made of wood;  
 b) The coins are made of metal;  
 c) The ruler is made of plastic;  
 d) The books are made of paper;  
 e) The pencil box is made of plastic.

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- 2. You may have noticed that everything around us is made of different materials. For example, our clothes are made of cloth, and some containers are made of plastic or glass. Look around you and write three objects that are made of each material.

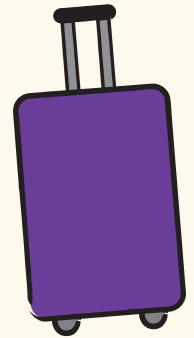
### What Is It Made of?

Plastic	Metal	Fabric	Paper	Wood

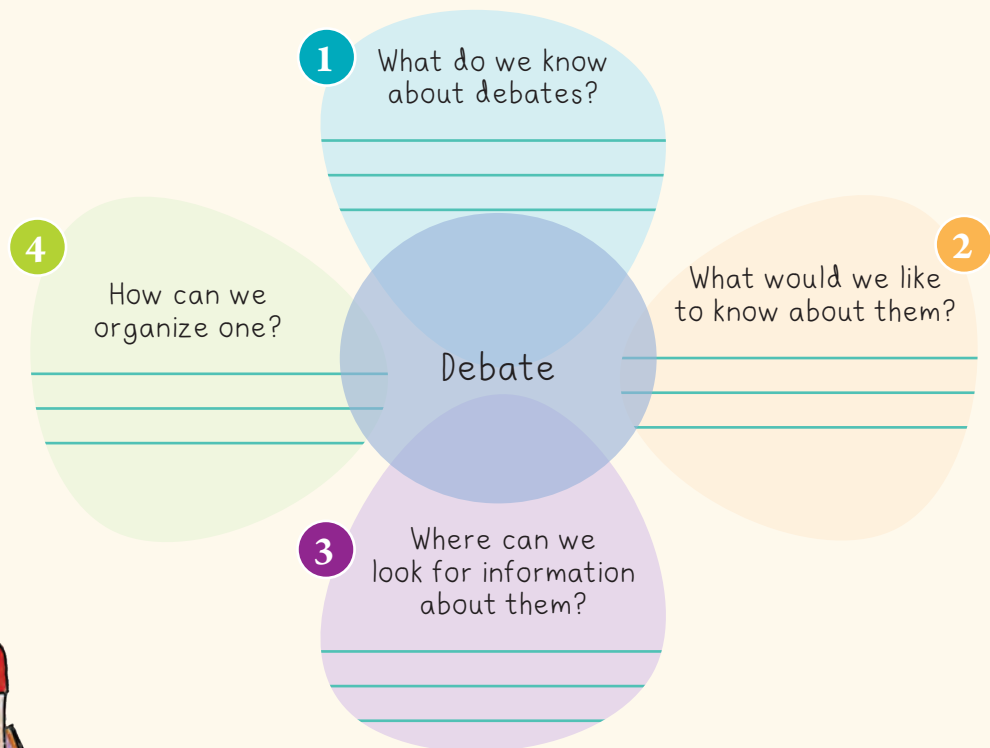
## Let's Retrieve

As you have already noticed, opinions may differ. This is when debating begins.

It is possible for us to have similar or different opinions when we talk about certain topics, for example, when we talk about movies, cartoons, or when we look at works of art. This is why we can discuss and exchange opinions through dialogue and argument.



1. In communities and being supportive, discuss the following questions and write your answers.



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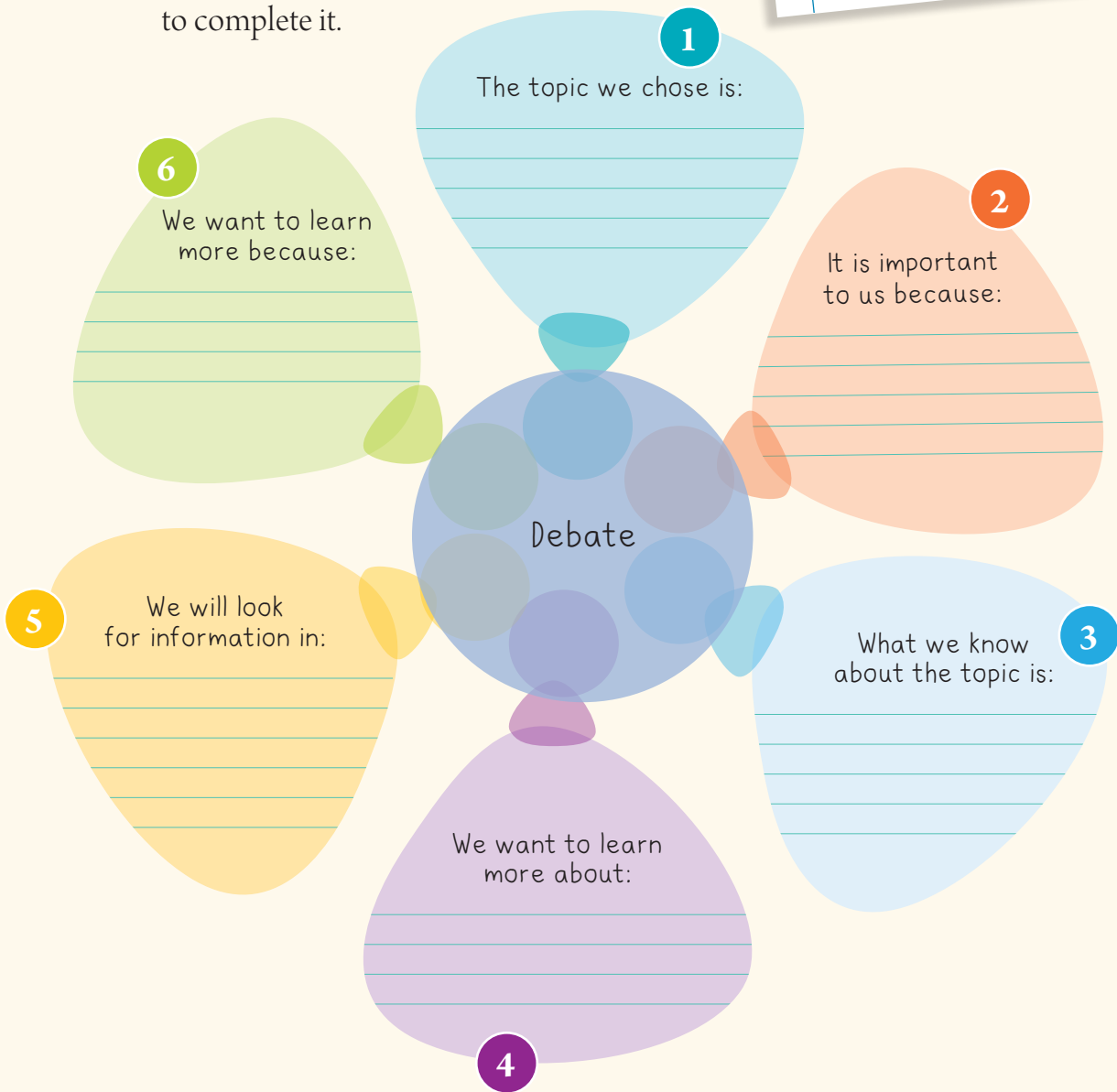
2. With the help of your teacher, choose a topic that is of interest to you and that you can discuss. Consider the following guidelines:
  - a) It must be a current topic that allows you to mention the advantages and disadvantages of something.
  - b) It must be possible to develop more points of view based on it.
  - c) It must be approachable from different perspectives.



For example:

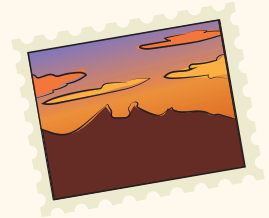
- ▶ The environment and pollution
- ▶ The internet and social media
- ▶ Equality of rights and discrimination
- ▶ Human rights
- ▶ Animal rights
- ▶ Healthy life and physical activity

3. Choose a topic and copy the diagram into your notebook. Use the information you have to complete it.



## Let's Plan

Now that we have learned about sculptures, it is time to plan the Talking Mural with sculptures made of clay, modeling clay, or any other material at hand. These will be presented as an expression of a debate; they will be a reflection and the result of the topics that interest you.



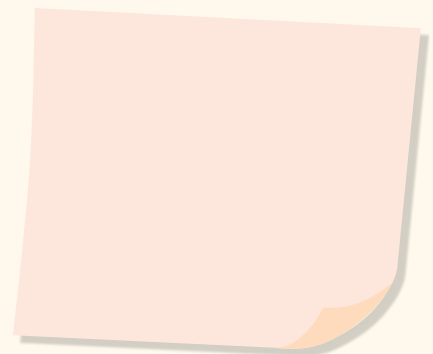
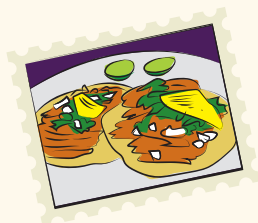
1. To create the Talking Mural, you will need the following materials:

- ▶ Modeling clay, dough, mud, or any other material that can be molded
- ▶ White glue, to give the figures a little more strength
- ▶ Wooden sticks
- ▶ Spatulas, to define contours
- ▶ Plaster, which you can use to make figures very carefully with gloves

.....  
 A Talking Mural is an aesthetic and creative work of art. It is the result of the critical expression of opinions and ideas.  
 .....



2. In assembly and being supportive, talk about the activities you will do to create the Talking Mural.





### 3. Read the planner and schedule your activities.

1  
Research the topic to debate to define the concept of the Talking Mural.

Date: \_\_\_\_\_

2  
Define the elements for the creation of sculptures.

Date: \_\_\_\_\_

3  
Check that the topic is complete and make the first sketch.

Date: \_\_\_\_\_

4  
Model and arrange the sculptures within the Talking Mural.

Date: \_\_\_\_\_

5  
Prepare the debate based on the Talking Mural.

Date: \_\_\_\_\_

6  
Make corrections, if needed.

Date: \_\_\_\_\_

7  
Present the mural through a debate.

Date: \_\_\_\_\_

8  
Collect the results.

Date: \_\_\_\_\_

9  
Assess the role the Talking Mural had in the debate.

Date: \_\_\_\_\_

## Spelling

Individually, but without forgetting you are part of a community, spell aloud the verbs below.

define

present

model

arrange

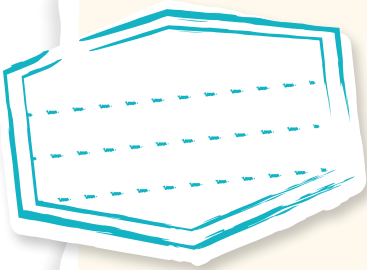
make

collect

assess

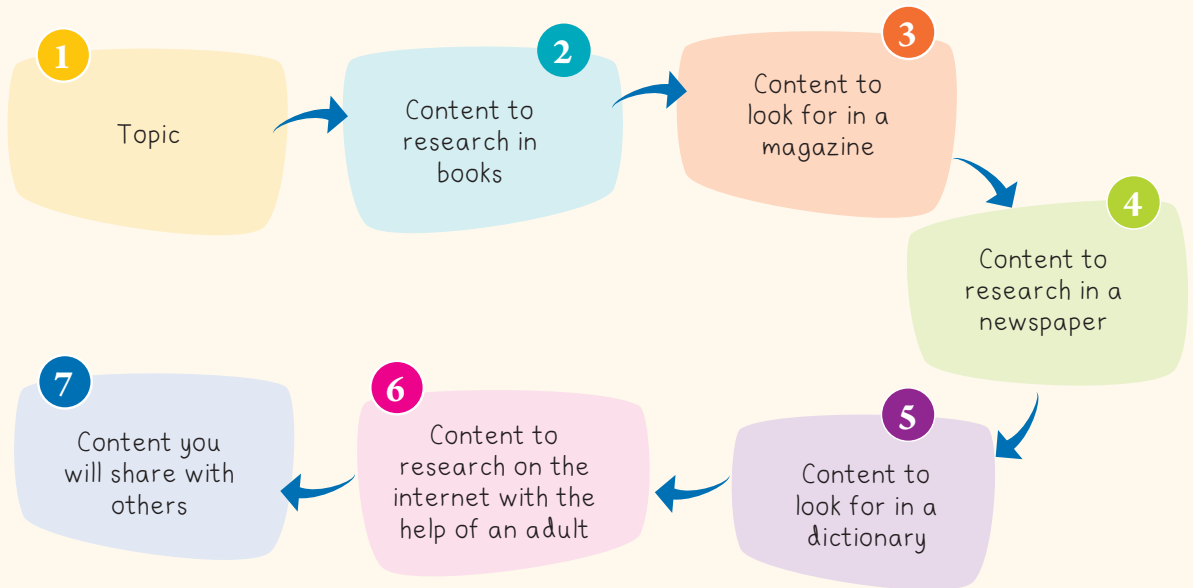
**ACTION**

**Let's Go Back and Forth**



Now that you have chosen the topic, it is time to research and gather information.

1. In communities, gather information from diverse sources on the topic you have chosen.
  - a) Follow the diagram to conduct your research.
  - b) Complete the diagram in your notebook.



2. Make a note of the opinions that you are going to discuss along with the information that supports them. You may use the table below as a guide.

Topic to Develop	First Supporting Detail	Second Supporting Detail
Opinion 1		
Opinion 2		
Opinion 3		



3. Discuss how this topic can be represented through sculptures in the Talking Mural, and define the sculpting materials.



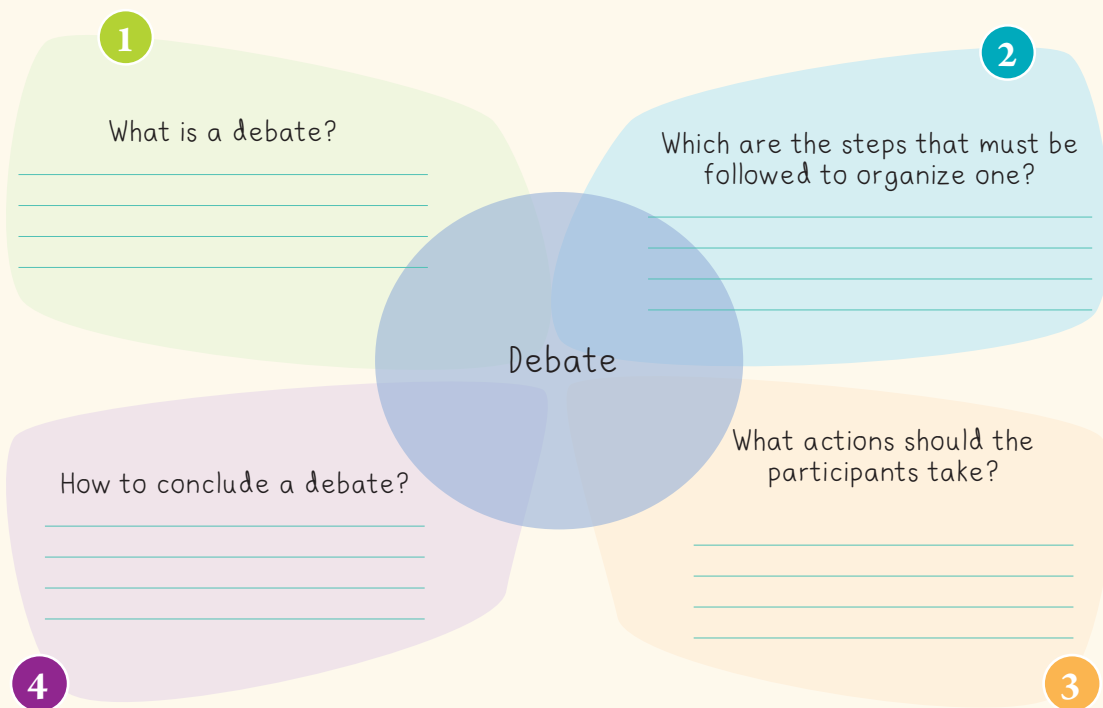


4. Individually, but without forgetting you are part of a community, fill in each box with keywords that define the selected topic. You can add more boxes, if needed.

5. In community, share the information you have learned.

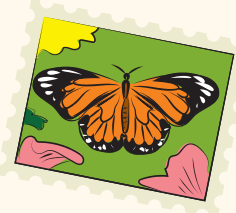
6. Research the steps of a debate, and to present the mural.

7. In communities, record the results of your data in the graph:



8. Considering everyone else, agree on the following:

- a) Who will be the moderator?
- b) Who will be the secretary?
- c) Who will be the panelists?
- d) Who will be part of the audience?



9. Being respectful of your community, pretend that you are a sculptor by modeling your own sculpture. Consider the following:
  - a) The topic you have already chosen
  - b) The keywords you identified in activity 4
  - c) The opinions on the topic
10. Start the creation of your sculpture. Record the process in your notebook. You can use a diagram like the one below.



### Talking Mural

Title of the sculpture

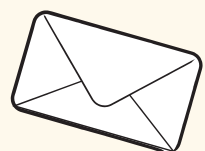
Sculpture

Debate Arguments  
What does the sculpture represent? How? Why?

Sculptor's name

### Let's Refocus and Continue

1. In communities and being supportive, review whether your opinions and the basis of the topics are sufficient, and if the sculptures express them adequately. Play the role of the detective.





- a) Read the records that you developed in the previous stage about your sculptures.
- b) Share your opinions.
- c) Assess whether the sculptures in the mural express these opinions.
- d) Make suggestions for improvement.



2. Determine the changes that need to be made based on your community's opinions.
3. Make a second draft of the Talking Mural.

### INTERVENTION

## Let's Spread the News

It is time to listen to your Talking Mural.

As a community and with the help of your teacher, arrange your sculptures to create the Talking Mural.

- a) Identify the role that each of you will play in the debate: moderator, panelist, or audience.
- b) Debate on the topic of interest.
- c) Explain how the Talking Mural is a representation of this topic.
- d) Listen to your classmates.



.....  
 The Talking Mural is an opportunity to make your concerns, problems, values, traditions, and ways of thinking visible, by participating in its creation in an equitable and inclusive way.  
 .....



## Let's Consider

In communities, being supportive and with the help of your teacher, share your feedback about the Talking Mural with the CCR:

- Continue doing in future murals...
- Change in future murals...
- Review in future murals...

CCR is a project progress assessment strategy. The idea is to promote the respectful exchange of opinions about the product created collaboratively.

## Reading

Read the text and write the requested information.

The **Ángel de la Independencia**, also known as the Winged Victory, is a bronze sculpture with gold coating. It serves as a powerful symbol of Mexico's struggle for independence, represents the nation's rich history, and has profound significance. Situated on Paseo de la Reforma in Mexico City, it was designed by the architects Antonio Rivas Mercado, Enrique Alciati, Gonzalo Garita, and Manuel Gorozpe. The monument was inaugurated on September 16, 1910.



a) What I know about the statue called **Ángel de la Independencia**:

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b) The **Ángel de la Independencia** is also referred to as:

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c) The **Ángel de la Independencia** is located in:

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d) The **Ángel de la Independencia** is made of:

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## Let's Go On

You learned to make a Talking Mural in which you could express yourselves and listen to different opinions. After getting some feedback, there are some decisions you need to make.



1. In assembly and being supportive, talk about the project using the following learning ladder as a guide.

What were the impressions of the audience?

1

What is left to do?

2


What can you improve?

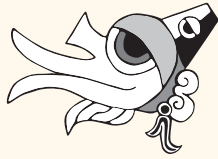
3

What new learning goal did you achieve collaboratively?

4



2. Finally, write in your notebooks the assembly agreements reached by the community that helped you identify the importance of knowing how to express yourselves respectfully in a debate, using tools like the Talking Mural. 



# The Critical Eye: Anthology

In this project, you will learn about some descriptive resources to structure diverse types of texts and integrate an anthology named *The Critical Eye*. This exercise will allow you to describe things by being perceptive, observant, precise, and clear.

En este proyecto, conocerás algunos recursos descriptivos para estructurar diferentes tipos de textos e integrar una antología llamada *El ojo crítico*. Este ejercicio te permitirá describir siendo perceptivo, observador, preciso y claro.

## GETTING READY Let's Identify

1. Individually, but considering you're part of a community, read the following poem:

### The Crocodile

By Lewis Carroll

"How doth the little crocodile  
Improve his shining tail,  
And pour the waters of the Nile  
On every golden scale!

How cheerfully he seems to grin,  
How neatly spreads his claws,  
And welcomes little fishes in  
With gently smiling jaws!"

### El cocodrilo

Lewis Carroll

"Cómo es que el pequeño cocodrilo  
Mejora su brillante cola,  
Y moja con las aguas del Nilo  
Cada escama dorada.

Qué alegre parece sonreír,  
Con qué cuidado abre sus garras,  
Y da la bienvenida a pequeños peces  
¡Con mandíbulas que sonríen amablemente!"

2. In communities, read the poem again and answer the questions.

a) When you read the poem, what did you understand?

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b) Where do you think the crocodile lives?

---

#### Autora:

Clotilde Fernández Ledezma  
Supervisora de zona  
Secundarias Generales  
TAMAULIPAS



3. Individually, considering everyone else, describe some features of the crocodile.

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4. In communities, compare your crocodile's descriptions. Mention the differences.

### Let's Retrieve

1. Individually, without forgetting that you are part of a community, prepare a presentation about yourself. In your notebook, write a five-line paragraph. Mention some of your characteristics, either physical or related to your personality.

a) When you finish, read it to the classroom community.



2. In communities, compare your presentations. Mention at least four differences in how these descriptions were given.

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3. Look for descriptions as a way of familiarizing yourself with this type of text so you can start describing an object.

a) Read the following descriptions carefully and give your opinion about them:

► My notebook is green. It has pictures on it and it is on the desk.

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- ▶ My notebook has a green colored dust cover. It has double line pages and is decorated with beautiful pictures of my favorite character. It is on the gray desk.

b) Answer the following questions:

- ▶ Which of the two options best describes the notebook?

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- ▶ What are the words that say what the notebook is like?

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

a) Where have you read or listened to descriptions?

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b) What happens when there are texts or conversations without clear and complete descriptions?

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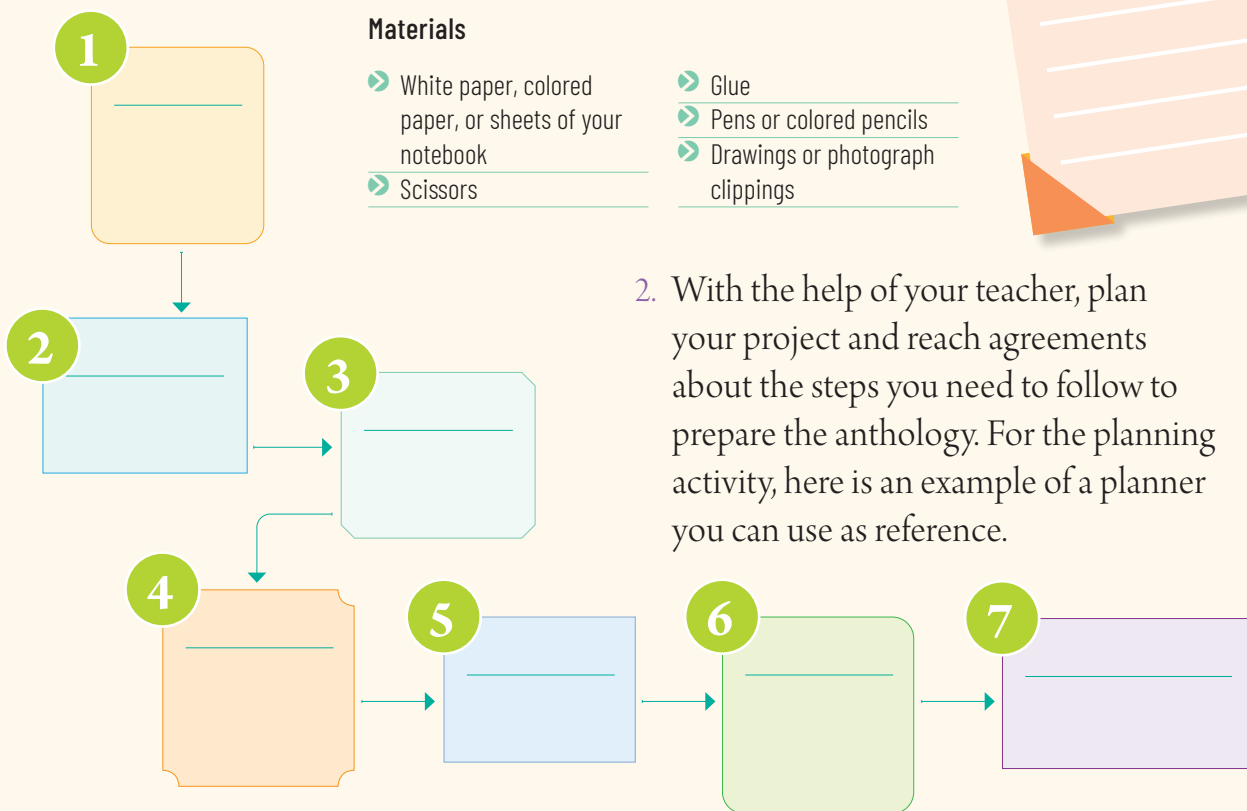
## Let's Plan

1. In assembly, you will create *The Critical Eye* anthology, an illustrated collection of descriptions of animals or objects.



### Materials

- White paper, colored paper, or sheets of your notebook
- Scissors
- Glue
- Pens or colored pencils
- Drawings or photograph clippings



2. With the help of your teacher, plan your project and reach agreements about the steps you need to follow to prepare the anthology. For the planning activity, here is an example of a planner you can use as reference.

- a) Place the activities in each box and propose dates for each step. Examples: planning content, writing the first draft, looking for pictures in newspapers and magazines, creating the drawings, preparing the final version, building the anthology, etc.

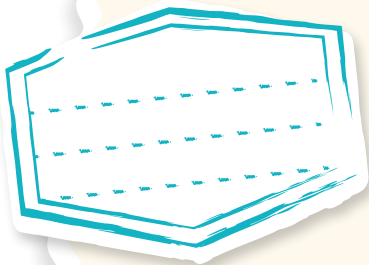
### ACTION

## Let's Go Back and Forth

1. As part of this descriptive exploration, in communities and being supportive, review the examples of descriptive texts in the table on the next page:



To describe is to mention the characteristics of someone or something in a detailed and organized manner. When describing people, animals, places, objects, or situations, focus on the features that make them recognizable or unique.



Description of an animal

Horses are large mammals. They have a head with a long neck and two raised ears.

Description of an object

The refrigerator is an appliance that keeps food cold and preserves it. Also, it is one of the most common home appliances.

- a) Identify the adjectives in the descriptions above and write them in your notebook.

## Grammar

### Adjectives

1. Read the table below with a partner: As you can see, the adjectives are categorized according to the type of flavor, smell, or texture they describe.



	Adjective	Example
Flavor	Sweet	This birthday cake is too sweet for me.
	Spicy	The curry I ate yesterday was very spicy.
	Sour	The lemon tastes sour
	Savory	What does your mom use to make the stew savory?

	Adjective	Example
Smell	Fragrant	The flowers you gave your grandma are so fragrant!
	Aromatic	The coffee at my uncle's house is the most aromatic.
	Pungent	This French cheese is very pungent.
	Fresh	The lemon bread you made smells fresh.
Texture	Crunchy	These chips are not crunchy. You poured too much sauce on them!
	Creamy	I love tomato soup. It is so creamy!
	Juicy	The watermelon from the fruit stand is very juicy.
	Crispy	The fried chicken my dad prepares is delicious and crispy.

2. Now, individually, look at this table and read the examples provided.

Structure	Affirmative	Negative	Interrogative
it smells / tastes / feels + <i>adjective</i>	It smells <i>sweet</i> .	It <i>doesn't</i> taste <i>sour</i> .	<i>Does</i> it feel <i>rough</i> ?
it smells / tastes / feels <i>like</i> + <i>noun</i>	It smells <i>like flowers</i> .	It <i>doesn't</i> taste <i>like oranges</i> .	<i>Does</i> it feel <i>like silk</i> ?

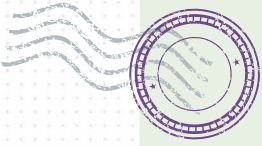
- Affirmative: These sentences state that something has a particular smell, taste, or texture using the given adjective or noun.
- Negative: These sentences indicate that something doesn't have a particular smell, taste, or texture. They are formed by adding doesn't before the verb.
- Interrogative: These sentences ask questions about the smell, taste, or texture of something. They usually begin with an auxiliary verb (*does* for the present simple tense) followed by the subject and the main verb.

## Vocabulary

- Write the correct option on the line.
  - The bread smells \_\_\_\_\_ (fresh/bitter).
  - The ice cream is \_\_\_\_\_ (creamy/crunchy).
  - The steak is \_\_\_\_\_ (spicy/juicy).
  - The coffee is \_\_\_\_\_ (aromatic/sour).
  - The cookies are \_\_\_\_\_ (salty/sweet).



Answers: a) fresh, b) creamy, c) juicy, d) aromatic, e) sweet



2. Unscramble the sentences. Write them in your notebook.

- a) delicious / fish / smells / the
- b) is / the / sour / orange
- c) fragrant / pineapple / is / the
- d) the / pizza / is / salty
- e) crunchy / my / cereal / is

Answers: a) The fish smells delicious.  
 b) The orange is sour.  
 c) The pineapple is fragrant.  
 d) The pizza is salty.  
 e) My cereal is crunchy.

3. Complete the sentences with the right word.

spicy      hot      sour      delicious      crunchy

- a) The soup is \_\_\_\_\_
- b) The pizza smells \_\_\_\_\_
- c) The toast is \_\_\_\_\_
- d) The grapefruit is \_\_\_\_\_
- e) The curry is \_\_\_\_\_

Answers: a) hot, b) delicious, c) crunchy, d) sour, e) spicy

- 4. Compare your work with one of your classmates.
- 5. Draw a table with two columns in your notebook. Label each column at the top with the name of an animal, thing, or place.
  - a) For each column, write a list of adjectives that describe the animal, place, or object underneath the label. Imagine how it feels, smells, or tastes. What does it feel like? Does it make sounds? What does it look like?

Example:

	pig	grapefruit
smells	musky	citric
feels	hairy, smooth, warm	smooth, oily, bumpy
tastes		tart, bitter, sweet
sounds	loud, squeaky	
looks	brown, strong	orange, round

- b) If you are having trouble understanding the words, look for their meaning in an English dictionary.

Prepositional phrases begin with a preposition and end with a noun or a pronoun.



Prepositions are words such as: *to, before, below, against, of, from, in, between, to, towards, for, by, according to, without, so, about, and after.*

A topographic description is a subjective description of a place. It can include landscapes, mountains, and even buildings.

2. Get together in the communities suggested by your teacher and write a description using the elements you learned above (adjectives) together with a topographic description.

a) The location you choose can be in your school, for example: the schoolyard, bathrooms, classrooms, and director's office, among others.

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b) Use the Classroom Library, School Library, public library or the internet to research literary devices used to describe things, places, and people, such as *metaphor, personification, or hyperbole.*

c) Consider the information in the following examples and write what literary device is used.

▶ His brittle and withered arms rested on the bed.

---

▶ I told you a million times this morning.

---

▶ The guitar sang gently from the room.

---

*On the bed* and *from the room* are examples of prepositional phrases: They start with a preposition (*on* and *from*) and end with a noun (*bed* and *room*).

Now, you have seen two kinds of devices used to describe topographical and literary devices. In your descriptions you should use both, as well as some prepositions or prepositional phrases.



In addition, keep in mind that verbs are words that express actions or states of being of people, objects, or places.

- ▶ The verbs *to be* and *to have* are used for descriptions.
- ▶ *To be* is used for describing physical or personality features.

For example: María *is* fun.

- ▶ *To have* is used to describe a specific feature of appearance.

For example: María *has* black eyes.

d) Write your first draft of the text you will include in the anthology, remembering what you have learned:

- ▶ Choose what descriptive devices to use, either topographical or literary.
- ▶ Include the elements you have learned so far that make up descriptive phrases.
- ▶ You can use themes from school and everyday life, like your neighborhood, city, classroom, family, or favorite game.



## Let's Refocus and Continue

1. It is time to share with your classroom community the description you made.
  - a) In communities, talk about the words and resources you used to make your description. How did you adapt them to the theme?  


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  - b) List the elements of the descriptive phrases you used to produce your first draft.  


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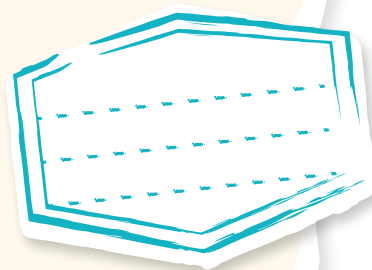
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  - c) As you work together, make any necessary changes to your description. Consider these changes you may want to make:
    - ▶ I will change the subject. Now I will talk about...  


---
    - ▶ I will use a different device. It will be...  


---
    - ▶ I will leave those elements of descriptive phrases, because...  


---
  - d) If necessary, review the content of this project again.
    - ▶ Continue to improve your descriptions and rewrite as necessary.
    - ▶ With the help of your teacher, review your progress.
  - e) If possible, translate your description into Mexican Sign Language or into the Indigenous language spoken in your community.
    - ▶ You can look for references in dictionaries or ask a bilingual person for help with the translation.



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2. Remember to include the corresponding references and credits. In assembly, present your descriptions, discuss them, and make notes at the end of your readings, guided by the following sentences:

a) The topics chosen by the other communities were...

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b) The resources they used for description are...

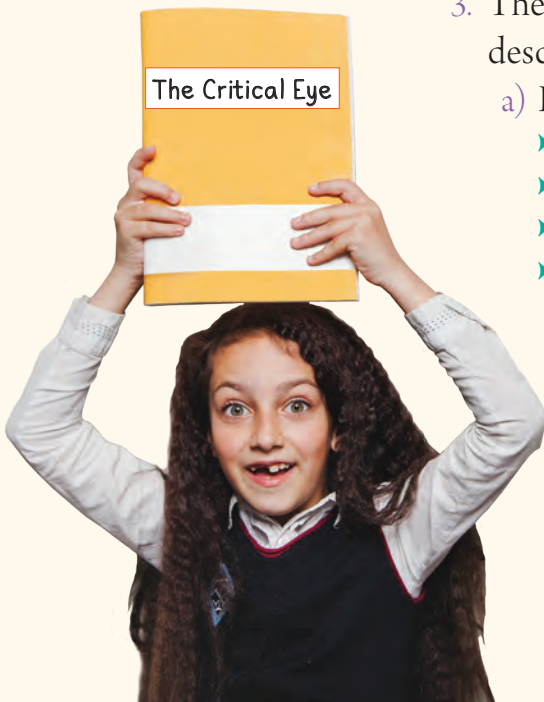
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3. The time has come! In community, take all your descriptions to produce your anthology.

a) Decide:

- ▶ What materials do you need to make it?
- ▶ Who will draw the cover?
- ▶ Who will make the index?
- ▶ Who will illustrate the themes of your descriptions with stickers or drawings?

b) Customize your work but don't forget to consider your classmates' opinion. If you are writing a prologue or preface, or if you are using an index or table of contents, ask your teacher for help, if you need it.

c) Don't forget to number the pages.

.....  
 The prologue, or preface, is a section at the beginning of a text that gives the reader an introduction to its content.

.....  
 The index is an organized list of the contents.  
 .....

**INTERVENTION**

**Let's Spread the News**

In assembly, organize an exhibition to present *The Critical Eye* anthology.

- a) Decide the date, time, and place to carry it out.
- b) Choose the classmates who want to share their descriptions with the school's community.
- c) Read your descriptions again.







- d) On the day of the presentation, ask the attendees to answer out loud to the following questions:
- ▶ What did you think of the descriptions?
  - ▶ What do you think they are used for in everyday life?
- e) Write their answers in your notebook.

### Let's Consider

In communities, write your progress in preparing your descriptions in the spaces below.

- a) How did you decide on the characteristics of the topic of your descriptive writing?

---



---


- b) What words enriched the description (verbs, adjectives, and prepositions)?

---



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### Let's Go On

1. In assembly and respectfully, read the answers to the presentation of your anthology.
  - a) Suggest improvements based on the contributions of the attendees.
  - b) Review the presentation of your anthology.
    - ▶ What did you like about it?
    - ▶ What would you do differently next time?
  - c) Discuss the difficulties you had while trying to write descriptions and any obstacles you faced.
2. Finally, write in your notebooks the assembly agreements reached by the community to learn about some descriptive resources that allowed you to organize your anthology. 





# The Illustrated List of Rules for Coexistence Agreements

In this project, you will create an illustrated list of rules to establish coexistence agreements.

You will recognize its importance and role in promoting a respectful, inclusive, equitable, and egalitarian coexistence.

En este proyecto, crearás una lista ilustrada de reglas para establecer acuerdos de convivencia. Reconocerás su papel e importancia en la promoción de una convivencia respetuosa, inclusiva, equitativa e igualitaria.

## GETTING READY Let's Identify

1. Individually, without forgetting you are part of a community, look at the image and answer the following questions:



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Autor:

Alfonso Salvador Hernández Carrillo  
Escuela Primaria Federal  
Ernesto Guajardo Salinas  
TAMAULIPAS

a) Why do students behave this way?

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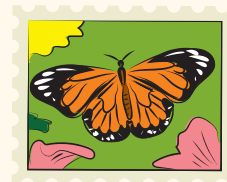
b) What are some of the consequences of those actions?

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2. In assembly, present your answers.

a) Say if you have experienced a situation like the one in the image and what happened.

b) Read the following text. At the end, talk about what coexistence agreements are.



The school community has different ways of relating and behaving; however, sometimes coexistence relationships in the classroom can become complicated, and risky situations can even arise. Therefore, classroom rules are important to establish coexistence agreements and the corresponding sanctions when these are not met. The purpose of rules is to promote a respectful, inclusive, equitable, and egalitarian coexistence.

La comunidad escolar tiene diferentes maneras de relacionarse y comportarse; sin embargo, algunas veces las relaciones de convivencia en el aula pueden complicarse, y pueden surgir situaciones de riesgo. Por lo tanto, las reglas del aula son importantes para establecer acuerdos de convivencia y las sanciones correspondientes para cuando no se cumplan. El propósito de estas reglas es promover una convivencia respetuosa, inclusiva, equitativa e igualitaria.

### Let's Retrieve

1. In communities, and in solidarity, complete the following table:

	1	2	3	4	5
	What's the difference between rules and agreements?	What do we know about them?	What is their use?	What are the benefits of using them?	Does everyone participate in their elaboration?
Classroom Rules for Coexistence Agreements					

2. Discuss the classroom rules for coexistence agreements. Answer the following question in your notebook:

- a) What are the actions required to improve coexistence and comply with classroom rules?
- b) Share the answer with other communities in your classroom and identify similarities or differences.



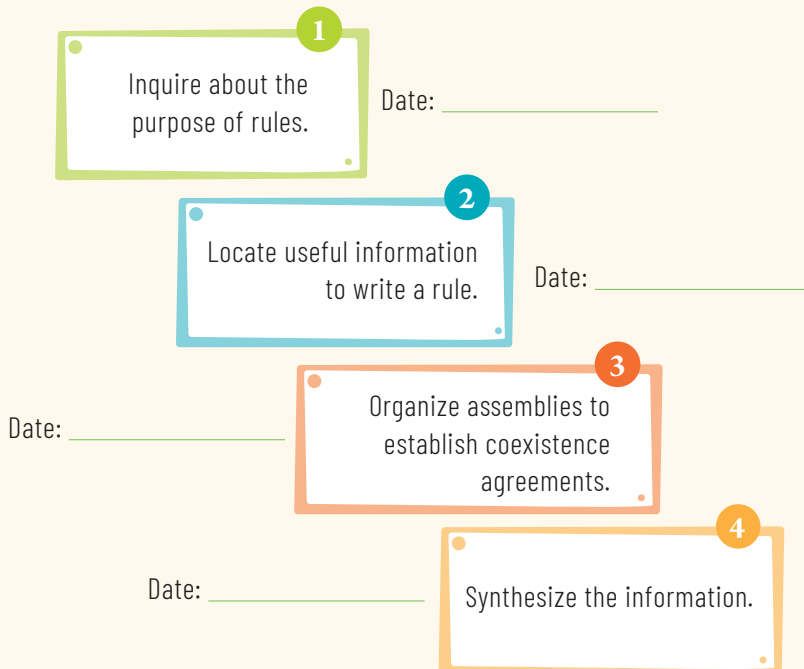
### Let's Plan

In assembly, read the following:

An illustrated list of rules for coexistence agreements communicates, through text and images, which behaviors are allowed in each context, like the classroom or the school, and which are the sanctions in case someone does not comply with it.

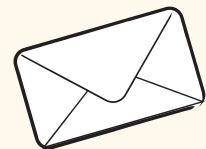
Una lista ilustrada de reglas para los acuerdos de convivencia comunica, a través de texto e imágenes, cuáles comportamientos están permitidos según cada contexto, como en el aula o la escuela, y cuáles son las sanciones en caso de que alguien no las cumpla.

- a) With the help of your teacher, set dates for the following activities:



### Materials

- White sheets
- A white cardboard sheet or thick cardboard
- Colorful paint
- Colored pencils and markers
- Scissors
- Glue



Date: \_\_\_\_\_

**5**  
Work on the draft of the illustrated list of rules.



Date: \_\_\_\_\_

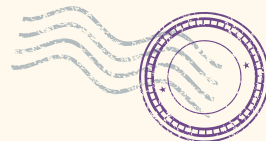
**6**  
Review and correct the draft.

Date: \_\_\_\_\_

**7**  
Finish writing and designing the illustrated list of rules.

### ACTION

## Let's Go Back and Forth



In communities and in solidarity, with the help of your teacher, visit other groups to find out what their classroom rules are.

- a) Ask the following questions and take notes based on the answers you receive:
  - ▶ How were the coexistence agreements established?
  - ▶ What are the rules you would like to change?



- b) Ask your teacher for a copy of the list of classroom and school rules to mark the following elements with different colors:
- The rules and sanctions.
  - The use of imperative verbs for writing rules.
  - The numerals, subtitles, bullets, or subsections.
- c) Observe the following example of a list of rules to guide the identification exercise:



**Rules for Coexistence Agreements**

Content: About the relationships between teachers and classroom communities.

Numbers →

Bullets →

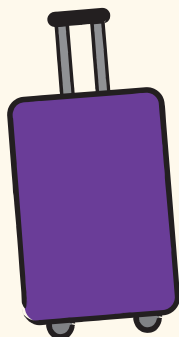
Imperative verbs used for writing rules →

1. Respect others.

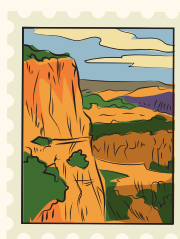
- Raise your hand when you want to participate in class.
- Call your classmates by their names and not by nicknames.
- Accept the diversity of others' comments and ways of being.

Rules

- d) Think about coexistence experiences and write a list of five rules and their corresponding sanctions on one of the sheets. Take into consideration the following:



- ▶ Promote a respectful, inclusive, and egalitarian coexistence without excluding anyone or making them feel less than the others.
- ▶ Write the draft concisely and clearly.
- ▶ Remember to use imperative verbs for writing the rules.
- ▶ Use subtitles, numerals, bullets, or subsections to organize the content.



Angélica Yadira Martínez Bustamante, JALISCO

- e) Share the draft with other communities and explain it.
- f) Respectfully and in turns, suggest what you can improve in terms of content and writing. Consider the following:
  - ▶ The list complies with all the necessary elements for writing rules.
  - ▶ It helps to prevent risky situations.
  - ▶ It states what the advantages of coexistence are.



- g) Read the communities' suggestions and agree on the corrections.
- h) Select one of the rules with its corresponding sanction to create an allusive drawing. Try not to repeat those that other communities chose.
- i) Present the illustrations to your classmates and listen to their comments to improve and make the design more attractive.



### Let's Refocus and Continue



1. In assembly, reflect on what you have done, agree and answer the questions:

a) What are the difficulties that have arisen?

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b) How have they been solved?

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c) Do the proposed rules promote respect, inclusion, equality, and equity? If not, would it be necessary to add others? \_\_\_\_\_

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d) How do the drawings relate to the rules and sanctions?

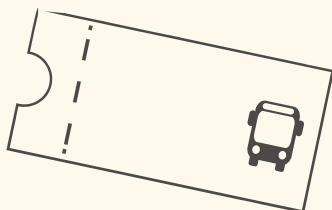
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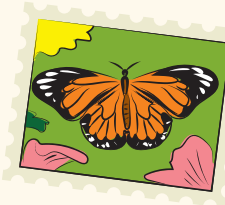
It is time to integrate the illustrated list of rules:

4. In communities and in solidarity, design an attractive cover page. Place in order the sets of three selected by each of its members. Leave a blank page at the end. Each community will make an illustrated list of rules.
5. With the help of your teacher, you can staple, glue, or spiral bind it.



### INTERVENTION

#### Let's Spread the News

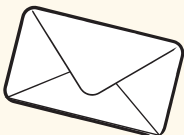


In assembly, agree to the following:

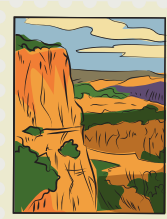
- a) Who will the invited audience be?
- b) When will the day, place, and time for the presentation of the illustrated regulations be?
- c) The preparation and delivery of invitations. On recycled paper cards, write, for example: "We invite you to the presentation of the illustrated regulations of group 6° A. This Friday, September 29, at noon at the school entrance."
- d) The activities that will be carried out in the presentation:
  - ▶ Explain the structure and relevance of the regulation.
  - ▶ Let the attendees ask questions if they need to.
  - ▶ Answer their questions.
  - ▶ Ask them to write some feedback.



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- Analyze the following grammar explanation. Pay close attention to the examples. If you have questions, ask your teacher for help.



## Reported Speech with Said

Reported speech (or indirect speech) is the reporting of what someone else said using your proper words, but without changing the meaning of what was said.

In reported speech, the main verb usually "goes back" a tense. For example:

Direct Speech	Reported Speech
<b>Simple Present</b> John said, "I feel sick."	<b>Simple Past</b> John <i>said</i> (that) he <i>felt</i> sick.
<b>Present Progressive</b> Anna said, "I am taking medicine."	<b>Past Progressive</b> Anna <i>said</i> (that) she <i>was taking</i> medicine.
<b>Simple Past</b> Susan said, "I went to the doctor."	<b>Past Perfect</b> Susan <i>said</i> (that) she <i>had gone</i> to the doctor.

- Rewrite the sentences using reported speech.

a) Adriana said, "I feel a toothache."

\_\_\_\_\_

b) Mercedes said, "I feel pain in my heart."

\_\_\_\_\_

c) Mary said, "I need a medical check-up."

\_\_\_\_\_



Answers:  
 a) Adriana said (that) she felt a toothache.  
 b) Mercedes said that she felt pain in her heart.  
 c) Mary said (that) she needed a medical check-up.

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## Writing



1. In community, read the following conversation that Tonatiuh and Elena had at school:

Tonatiuh: Hello, Elena! How are you? Did you attend Miss Claire's class yesterday?

Elena: No, I did not attend the class. I went to the library. Was it important?

Tonatiuh: I don't know. I was sick at home.

Elena: I am sorry to hear that. I hope you feel better now.

Tonatiuh: I do. I guess we have to catch up with all the activities. Let's ask Miss Claire now!

Elena: I'm afraid she is in class right now. Maybe later.

Tonatiuh: Ok. We will visit her later.



2. Use reported speech to write five sentences about the content of this conversation.

Example: Tonatiuh *said* hello to Elena.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_





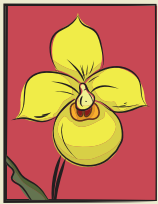
## Let's Consider

1. After the presentation, in assembly, read the audience's feedback. With the help of your teacher, make a list on the board with all the audience's opinions that have coincided.
  - a) On the blank sheet at the end of the illustrated regulations, write down the notes with the opinions that coincide.



2. Consider the point of view of the entire community. Then, comment and answer the following questions:

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What is the importance of the list of rules?

Lined writing area for the first question.

What is its use?

Lined writing area for the second question.

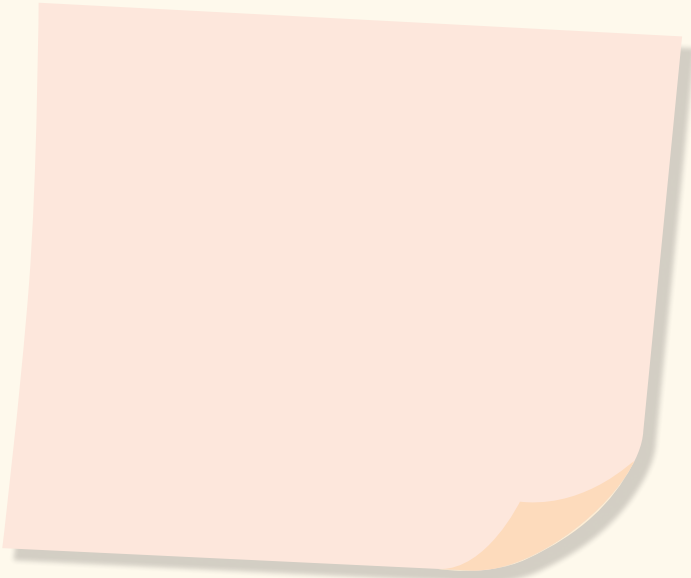


What are the benefits for the school community?

Lined writing area for the third question.

Let's Go On

During the project, the importance of the use of rules for coexistence agreements was valued, especially when illustrating them.



1. In communities and in solidarity, reflect on how the illustrated list of rules improves school coexistence. Read the following questions and answer them:

a) In what cases could the list of rules be modified?

---

b) How does the project relate to other Formative Fields, contents, and scenarios?

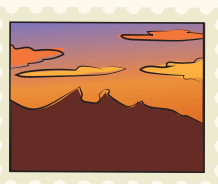
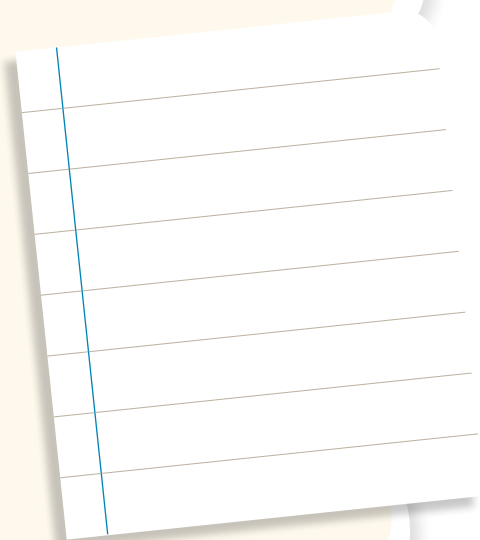
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c) Would there be any other situations where the illustrated list of rules can be applied?


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2. Finally, write in your notebooks the assembly agreements reached by the community to create and share your illustrated list of rules for coexistence agreements. 



# The Power of Food

In this inquiry-based project, you will recognize some of the most common foods in human consumption, and identify the food warning labels and nutritional table on the packaging of ultra-processed foods. You will also create a calculator to estimate the Body Mass Index (BMI) in adolescents and determine your ideal body mass based on your age and height.

En este proyecto por indagación, reconocerás algunos de los alimentos más comunes en el consumo humano, e identificarás los sellos y la tabla nutricional de los empaques de alimentos ultraprocesados. También crearás una calculadora para estimar el Índice de Masa Corporal (IMC) en adolescentes y determinar tu masa corporal ideal según tu edad y altura.

## Our Community Wisdom

1. Individually, without forgetting you are part of a community, read the following text:

Donají is a sixth-grade student. Her classmates organized a celebration for her birthday, so they proposed two different menus and, after voting, they got these results:

Donají es una estudiante de sexto grado. Sus compañeros de clase organizaron una celebración por su cumpleaños, así que propusieron dos menús diferentes y, después de votar, éstos fueron los resultados:



Autor:

Jorge Melquisedec Maldonado Vargas  
 Maestro frente a grupo y aula de medios  
 Escuela Primaria Gral. Félix Ireta  
 MICHOACÁN







2. In community, analyze the data obtained from the voting to pick the menu for Donaji's celebration.
  - a) Consider whether the displayed data is enough to pick which foods are better and give your opinion on the choice made for the menu.
  - b) Register your opinions in the spaces below.

What do I see?

What do I ask myself?

What data is missing?

What do I think?

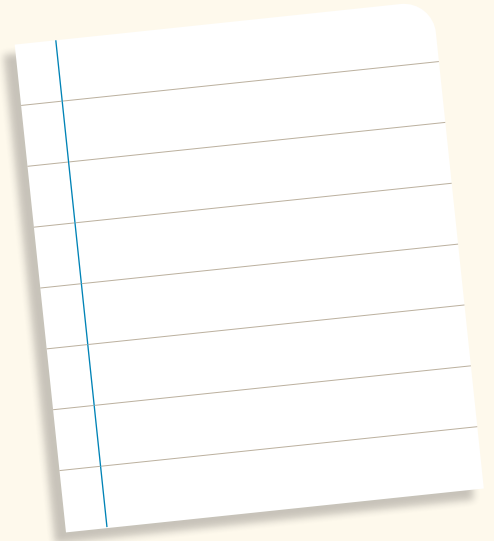
3. During this inquiry-based project, you will solve in community the following questions:
  - a) What kind of information do you get from food warning labels?
  - b) Does the food you eat in your community belong to a healthy diet?
  - c) How can someone know if they are obese or overweight?



## Let's Find Out

Form communities and establish agreements for coexisting and working together, to answer the questions made in “Our Community Wisdom.”

- a) Record your agreements in your notebook as a logbook.



### What Kind of Information Do You Get From Food Warning Labels?

The logbook is the document in which the data of an experiment, as well as the steps followed to carry it out, are recorded. The data must be understandable by anyone, which is why they are written clearly and in order. Photos or drawings of the experiments performed can also be included.



1. Individually, without forgetting you are part of a community, do some research in your Classroom Library, School Library, public library, or on the internet about the concepts below and write the definitions in your notebook.
  - a) Draw or paste a picture of each concept.
    - ▶ Healthy diet
    - ▶ Processed food
    - ▶ Ultra-processed food
    - ▶ Calories
    - ▶ Sugars
    - ▶ Saturated fats
    - ▶ Trans fats
    - ▶ Sodium
    - ▶ Sweeteners
2. In assembly, share the information you found and talk about how you can differentiate one type of food from another.



Materials (per community)








- Cookie wrapper
- Chips wrapper
- Empty carton of juice

According to the Pan American Health Organization, each Mexican buys 212 kg of ultra-processed foods per year. Our country ranks first in the consumption of ultra-processed foods in Latin America!



3. In communities, mark with a ✓ the table below, depending on the food warning labels each product has.

Collecting Food Warning Labels

Name of the product						 	Number of food warning labels

4. Individually, without forgetting what you learned collectively, choose one of the wrappers or the empty juice carton and fill out the following table:

Nutritional Facts

Serving Size		Servings Per Container	
Energy Content		Energy Content Per Container	
	Amount Per Container	Amount Per Serving	
Proteins			
Total Fats			
Saturated Fats			
Trans Fats			
Available Carbohydrates			
Sugars			
Added Sugars			
Dietary Fibers			
Sodium			

5. Imagine that Donají eats all the contents of the product you analyzed in the previous chart, every day during recess. Using this data, make the necessary operations to complete the ideas below.

Remember that  
 1 kg equals 1,000 g  
 and 1 g equals  
 1,000 mg.





- a) By eating this product for five days, Donají:
- ▶ Ate a total of \_\_\_\_\_ g of proteins, so she ate \_\_\_\_\_ mg of protein.
  - ▶ Ate a total of \_\_\_\_\_ g of fat.
  - ▶ Ingested a total of \_\_\_\_\_ mg of sodium.

6. For a girl her age, the maximum recommended ingest of sodium is 2,000 mg a day. Knowing this, answer the following questions:

a) Is her ingest higher than the everyday recommended ingest of sodium? \_\_\_\_\_ Why? \_\_\_\_\_

b) If the amount of sodium she ingested in a day is multiplied by every day in a year, how many milligrams of sodium would she ingest in a year?

7. Visit your Classroom Library, School Library, public library, or search on the internet for the daily amount of sodium recommended according to your age, as well as the recommended intake of kilocalories, sugars, and saturated fats. Also, search why the consumption of trans fats and sweeteners is not recommended for girls and boys.

a) Write your findings in your notebook.



## Does the Food You Eat in Your Community Belong to a Healthy Diet?



1. In assembly, survey your school community to find out their eating habits during recess.
  - a) Copy the following table onto your notebook and register the results of the survey. Create as many columns as necessary.

Kind of Food	Food	Food Classification According to Its Processing	Consumption Frequency (Days)
Animal origin (such as meats, cheeses, and eggs)			
Legumes (such as beans and lentils)			
Vegetables (such as zucchini and chayote)			
Fruit (such as oranges and bananas)			
Cereals and tubers (such as bread, oatmeal, and potatoes)			
Water			
Soft drinks and sugary beverages			
Home-prepared foods (sandwiches, tacos, boiled eggs)			
Packaged foods (cookies, chips, candy, pastries)			



2. By consensus, classify the recorded foods in your notebook into the following categories: unprocessed foods, minimally processed foods, home-prepared foods, and ultra-processed foods.
3. As a community, decide if the eating habits in your school community are healthy or not, based on the Eatwell Plate.
4. How can you take action to help your school community become healthier? Discuss in communities.



## Grammar

### Reported (Indirect) Speech with Told



subject + verb in the past + object pronoun + that + *action in the* + object  
 (a person) simple tense (me/you/him/ *past simple*  
*(told)* her/us/them) *tense*

Examples:

Direct speech: "I want to have chicken for dinner today," Arturo told me.

Reported speech: Arturo *told me that* he *wanted* to have chicken for dinner that day.

Direct speech: "I need to buy apples this afternoon," Jessica told me.

Reported speech: Jessica *told me that* she *needed* to buy apples that afternoon.

Based on the examples given, ask five classmates the following question: What do you want to eat?

Then, in your notebook, report what they told you.

Remember that reported speech with *told* is used to talk about something another person said.



## How Can Someone Know If They Are Obese or Overweight?

### Materials

- Scale
- Tape measure



1. Individually, but considering that you are part of a community, do the following activity with members of your family.
  - a) In your notebook, draw a table like the following:

Name	Height (m)	Weight (kg)	Body Mass Index (BMI)
Donaji	1.47	48	

- b) Write the names of your relatives. Draw as many boxes as you need.
- c) Measure the height of your relatives using a tape measure and register it on the table.
- d) Ask each of them to get on the scale and register their weight. If you don't have a scale, go to the doctor's office or a pharmacy.







2. Calculate the BMI of each member of your family using this formula:

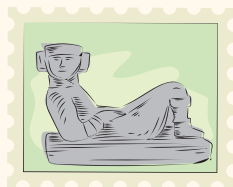
$$\text{BMI} = \frac{\text{weight (kg)}}{\text{height} \times \text{height (m}^2\text{)}}$$

$$\text{BMI} = \frac{48 \text{ kg}}{1.47 \text{ m} \times 1.47 \text{ m}} = \frac{48 \text{ kg}}{2.16 \text{ m}^2} = 22.2 \frac{\text{kg}}{\text{m}^2}$$

3. In assembly, consult *Nuestros saberes: Libro para alumnos, maestros y familia*. With the help of your teacher analyze the BMI for adolescents and look into which category you fit in.

## Let's Understand

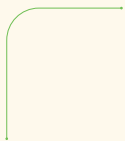
1. Individually, without forgetting what you worked in community, identify some recommended types of foods to eat moderately and those you recommend avoiding.
- a) Write them in your notebook and write the reason why you chose them.



b) Choose a food that you recommend avoiding altogether. Calculate the amount of sodium ingested if you were to eat all the content in the package. \_\_\_\_\_

▶ Now answer the following question: Does it exceed the amount of sodium recommended for your age? If it does, write by how much it exceeds it. \_\_\_\_\_

2. In community, have a dialogue about the products you worked with. Write the ones that exceed the amount recommended in a day in your notebook.
3. Individually, without forgetting you are part of a community, create a bar graph in the space provided to identify the frequency of foods consumed during recess, according to the categories: unprocessed foods, minimally processed foods, home-prepared foods, and ultra-processed foods.





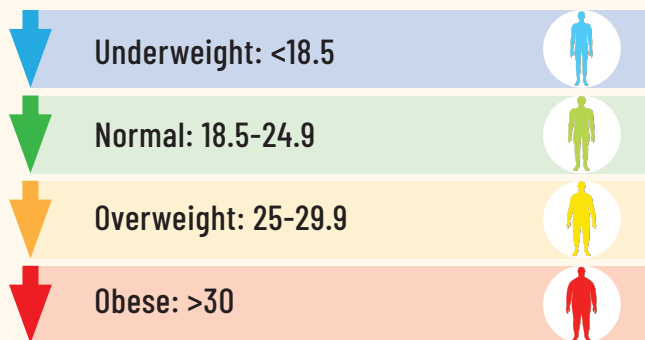
4. According to the survey conducted in the community, answer: Can the foods consumed by the members of your community during recess be classified in the Eatwell Plate?

Why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



5. In an assembly, reflect on which types of foods make it easier to use the Eatwell Plate guide to understand the appropriate consumption of foods.  
 a) Write down your ideas in your notebook.

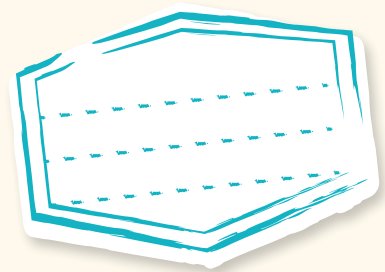
6. Review the table where you recorded your family's BMI. Observe the chart and identify the range in which the BMI of each member fits. With this information, complete the table:



### BMI Classification Table

Name	Interval	Category

- a) Write your conclusions about your family's health according to their BMI in your notebook.
- b) If necessary, propose dietary changes to improve your family's health.



## Grammar

In your notebook, write the following sentences in reported speech:

Example:

"I like apples and bananas," Alan told me.

Alan *told* me that he *liked* apples and bananas.

- a) "I am very hungry," Laura told me.
- b) "I need some apples to bake a pie," Mary told me.
- c) "We have a lot of homework today," John told me.
- d) "The soccer game begins at 7:00," Mark told me.



Answers: a) Laura told me that she needed some apples to bake a pie: c) John told me that they had a lot of homework that day: d) Mark told me that the soccer game began at 7:00.





Remember that the conclusions about the physical state of your family, the proposals to improve your family's health, and your questions about having healthy eating habits must be consulted with a healthcare professional or a doctor. If you agree to it, visit a healthcare professional with a family member and ask them your questions.

## Let's Socialize and Implement

Through this inquiry-based project, you learned that there are healthy foods and unhealthy foods, and how to classify them. You also calculated your BMI and that of your family members. Now it's time to make all your research public so more people know about the consequences of unhealthy eating habits and establish actions to improve their health.

1. In communities, create a calculator to know the BMI of the students in your school community.

### Materials (per student)

- 2 empty toilet paper rolls or kitchen paper rolls of the same size
- Scissors
- 1 white sheet of paper
- Tape
- Glue



### Procedure

1. Label the rolls "A" and "B."
2. Cut roll A as shown in the picture.
3. Cut a sheet of paper sized  $9 \times 15$  cm. Then, photocopy the following page to have the BMI table sized  $9 \times 14$  cm, and paste it on the sheet. Leave 1 cm free at the right side of the page and fill the columns with the colors shown. Each color indicates a different BMI range.



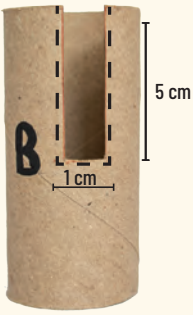


Size or height BMI	Blue Underweight						Green Normal						Yellow Overweight						Red Obesity					
	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	
1.25	20	22	23	25	27	28	30	31	33	34	36	38	39	41	42	44	45	47	48	50	52	53	55	
1.27	21	23	24	26	27	29	31	32	34	35	37	39	40	42	44	45	47	48	50	52	53	55	56	
1.29	22	23	25	27	28	30	32	33	35	37	38	40	42	43	45	47	48	50	52	53	55	57	58	
1.31	22	24	26	27	29	31	33	34	36	38	39	41	43	45	46	48	50	51	53	55	57	58	60	
1.33	23	25	27	28	30	32	34	35	37	39	41	42	44	46	48	50	51	53	55	57	58	60	62	
1.35	24	26	27	29	31	33	35	36	38	40	42	44	46	47	49	51	53	55	56	58	60	62	64	
1.37	24	26	28	30	32	34	36	38	39	41	43	45	47	49	51	53	54	56	58	60	62	64	66	
1.39	25	27	29	31	33	35	37	39	41	43	44	46	48	50	52	54	56	58	60	62	64	66	68	
1.41	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	
1.43	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67	70	72	
1.45	27	29	32	34	36	38	40	42	44	46	48	50	53	55	57	59	61	63	65	67	69	71	74	
1.47	28	30	32	35	37	39	41	43	45	48	50	52	54	56	58	61	63	65	67	69	71	73	76	
1.49	29	31	33	36	38	40	42	44	47	49	51	53	56	58	60	62	64	67	69	71	73	75	78	
1.51	30	32	34	36	39	41	43	46	48	50	52	55	57	59	62	64	66	68	71	73	75	78	80	
1.53	30	33	35	37	40	42	44	47	49	51	54	56	59	61	63	66	68	70	73	75	77	80	82	
1.55	31	34	36	38	41	43	46	48	50	53	55	58	60	62	65	67	70	72	74	77	79	82	84	
1.57	32	35	37	39	42	44	47	49	52	54	57	59	62	64	67	69	71	74	76	79	81	84	86	
1.59	33	35	38	40	43	46	48	50	53	56	58	61	63	66	68	71	73	76	78	81	83	86	88	
1.61	34	36	39	41	44	47	49	51	54	57	60	62	65	67	70	73	75	78	80	83	86	88	91	
1.63	35	37	40	43	45	48	50	52	56	58	61	64	66	69	72	74	77	80	82	85	88	90	93	

9 cm

14 cm

1 cm



4. Paste the BMI Index sheet on roll A. Then, paste the sides of the roll from the 1 cm blank side, so the paper roll gets smaller than its original diameter. Look at the picture.



5. Take roll B and cut a 1 cm width/5 cm long rectangle from the upper edge as shown in the picture.



6. Insert roll A in roll B. Spin roll A to match the height with the limit of the rectangle and spin until the rectangle matches the body mass of the person. Then you can see the BMI there and name the category (underweight, normal, overweight, or obese).





2. In assembly, answer the following question: Did you find any mistake or have a problem while using the calculator? Create a better version!
  
3. Individually, without forgetting you are part of a community, design a brochure where you explain the importance of knowing your BMI and the effects of unhealthy foods on it.
  
4. Share the brochure with your classmates!

The data that indicates the BMI in your calculator is an approximation. In case the data is close to the blue, yellow, or red lines, it's important to visit a healthcare professional for a check-up.

## Let's Reflect on Our Learning

### Materials (per community)

- Reused paper
- A piece of cardboard
- Colored pencils
- Adhesive tape

1. Individually, without forgetting you are part of a community, split a sheet of paper in four and write the following in each space:
  - a) Something you learned.
  - b) An action for the future.
  - c) Your commitment to eating healthy.
  - d) A question for your community to reflect on.
  
2. In communities, draw a plate on the piece of cardboard and divide it into four parts.
  - a) Assign each section to a subsection from the previous step and attach your papers in the corresponding area.
  - b) Place the cardboard in a spot in the classroom.
  - c) Listen to what your classmates have learned and share what you have learned with them.



3. Finally, write in your notebooks the assembly agreements reached by the community to identify your ideal body mass with the BMI calculator you created. 🌀





# Let's Understand and Solve Common Problems

In this project, you will identify important administrative documents and forms that are used in complaints, applications, and thank you letters.

En este proyecto, identificarás documentos y formatos administrativos importantes que se usan en quejas, solicitudes y cartas de agradecimiento.

## GETTING READY

### Let's Identify

1. Individually, without forgetting that you are part of a community, read the next situation:

Juana is a woman who supports herself and works very hard to pay her expenses and household utilities.

Despite her efforts, she could not pay her phone nor her internet bill last month, and the company will soon cut off her service. She is worried about the situation because she did not realize the payment due date, as she could not find it on the monthly bill.

Juana es una mujer que se mantiene a sí misma y trabaja muy duro para pagar sus gastos y los servicios de su casa.

A pesar de sus esfuerzos, no pudo pagar el teléfono ni el internet el mes pasado, y la compañía le cortará el servicio pronto. Está preocupada por esta situación porque no se dio cuenta del límite de pago, ya que no pudo encontrar la fecha en el recibo mensual.



**Autora:**

Zaida Bustos Euzebio

Maestra frente a grupo

COLIMA

Sandra Cárdenas Barragán, JALISCO



2. In assembly, reflect on Juana's situation.
  - a) In your notebook, write a list of the essential services that you have at home and specify if the utility bills arrive by postal service or are accessed online.
3. Reflect on the situation and write at least three ideas that could have prevented what happened to Juana.

## Let's Retrieve

Family and community members make timely payments for utilities like water, electricity, and gas because they depend on them for their daily activities. Otherwise, they will owe interest on late fees and their services could be suspended. That's why they get bills that show the due date, billing period, purpose of the billing, and other important details.

Gathered in communities, review the following non-indebtedness letter and purchase note. Afterward, fill in the information requested in the table.

### DEBT-FREE LETTER

Puebla de Zaragoza City, April 25, 2024

To whom it may concern:

This letter serves as a truthful commitment to certify that Mr. Guadalupe Iturbide does not have any debt and is an honest person, thus deserving of extensive credit. This letter is issued by Banco Bien-Bien for the purposes that suit the interested party.

I am at your service to explain and clarify any matters within my responsibility.

Sincerely,  
Ivonne Hernández  
Administrative Director

### Doña Toña Groceries



Calle Principal 123  
Col. Centro  
Phone: (55) 1762-9098  
RFC: JIC020396AEO

Quantity	Description	Price
1	Water Bottle	\$10.00
1	Potato Chips	\$15.00
1	Ham	\$45.00
1 kg	Egg	\$45.00

Number of items: 4  
Total: \$115.00 MXN

THANK YOU

	Form 1	Form 2
Name		
Purpose		
Issued by		
Mention three other relevant pieces of information		

### Let's Plan

1. To create a file, you will need the following materials:

**Materials**

- White sheets of paper
- Colored pencils
- Glue
- A cereal box
- Scissors
- A notebook



Nayeli García García, ESTADO DE MÉXICO

2. Copy the following diagram in your notebook and register the dates for each activity, the documents you will use, and the presentation date.

Date: \_\_\_\_\_

Search different sources for examples of payment, debt, and purchase receipts.

**1**

Date: \_\_\_\_\_

Compare the information on the receipts.

**2**

Date: \_\_\_\_\_

Select the first form that will integrate your file of administrative documents.

**3**

Date: \_\_\_\_\_

Collect the first documents for the file.

**4**

Date: \_\_\_\_\_

Inquire about contracts and administrative documents.

**5**

Date: \_\_\_\_\_

Asses the documents that are to be reintegrated into the file.

**6**

Date: \_\_\_\_\_

Carry out a promotional activity about the collected administrative documents.

**7**

Date: \_\_\_\_\_

Write a complaint, a suggestion, or a thank you letter.

**8**

Date: \_\_\_\_\_

Integrate the complaints and the thank you letters.

**9**

Date: \_\_\_\_\_

Present the file.

**10**



**ACTION**

**Let's Go Back and Forth**

1. In communities, collect payment, debt, and purchase bills.
  - a) Share and compare your bills with other classmates.
  - b) Identify important information on the bills depicted below.
  - c) Write the information on a sheet of paper using a table like this one:

Elements to Consider	Important Information
Paid at	
Billing Period	
Due date	
Concept (service or object you are being charged for)	

2. Still working in communities, read the next case and reflect on it.

Manuel Guzmán Rivera shared his situation with Graciela, a lawyer who specializes in mediating agreements and contracts. The lease contract with his tenant, Luis Tamayo Varela, had expired, prompting Manuel to make some improvements to the property he rented out. He sought Graciela's assistance in renewing the contract, as his tenant was reluctant

Manuel Guzmán Rivera expuso su situación a la abogada Graciela, mediadora de acuerdos y contratos. El contrato de arrendamiento con su inquilino Luis Tamayo Varela finalizó, así que realizó algunas mejoras a la vivienda que le renta. Le pidió ayuda a la abogada para renovar este documento, ya que su inquilino no está convencido de firmar el nuevo contrato



to sign the new agreement starting on November 23, 2024, for two years, or to pay more than \$1,500.00 for the property improvements, as well as the \$3,000.00 security deposit. Graciela assured Manuel that she would draft a new contract highlighting the benefits of the improvements to address the issues at hand, to which Manuel agreed.

Consequently, Graciela arranged a meeting with the tenant to review the proposed contract and negotiate a fair agreement for both parties.

After solving this situation, Manuel recommended Graciela's services to others in the community.

con fecha de entrada en vigor del 23 de noviembre de 2024 y duración de dos años, ni quiere pagar más de \$1,500.00 por las mejoras hechas a la vivienda, ni el depósito de \$3,000.00. Graciela le explicó a Manuel que redactaría un contrato nuevo en el que destaquen los beneficios de estas mejoras para solucionar los problemas presentados, y él estuvo de acuerdo. Por lo tanto, la abogada citó al inquilino para revisar el contrato y llegar a un acuerdo justo para ambas partes. Una vez que se resolvió la situación, Manuel recomendó los servicios de Graciela entre los miembros de la comunidad.

.....  
*A tenant is a person who obtains housing services by paying rent.*  
 .....

.....  
*A lease agreement is a document that allows someone to use a property during a definite time by making a payment.*  
 .....

3. Finally, reflect on the topic and write your opinions in your notebook.

4. To learn more about the topic, check *Nuestros saberes: Libro para alumnos, maestros y familia*.

Answer the following questions:

- a) What is the problem that Manuel explained to Graciela?
- b) List three elements that Graciela should consider when drafting the new contract regarding the payment of housing services.

.....  
*A contract is an oral or written agreement in which two or more people commit to fulfilling specific conditions and rights.*  
 .....



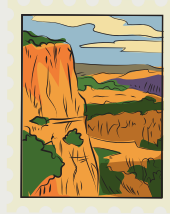
Sandra Cárdenas Barragán, JALISCO



1. Look at the following sentences:

Graciela told Manuel to relax.

She told Luis to take his time to read the contract.



a) In communities, answer the following question: What were the exact words that Graciela said to Manuel and Luis? Write them on the lines below.

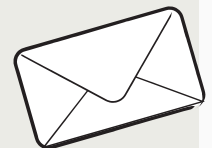
- To Manuel: \_\_\_\_\_
- To Luis: \_\_\_\_\_



Answers:  
"Relax, Manuel."  
"Take your time to read the contract, Luis."

Instructions in direct speech are in imperative form. When they are reported, the person changes, there is a shift to infinitive, and possessive pronouns as well as time or place expressions should change depending on the context of the sentence, for example:

Direct Speech (in Imperative)	Reported Commands (in Infinitive)
"Relax, Manuel."	Graciela <i>told</i> Manuel <i>to relax</i> .
"Take your time to read the contract, Luis."	She <i>told</i> Luis to take his time <i>to read</i> the contract.  Note: Besides <i>told</i> , you can also use <i>asked</i> and <i>advised</i> to report commands.



1. Keeping in mind you can use *told*, *asked*, and *advised*, apply any changes needed to transform the following instructions into reported commands:

a) "Take a seat, Manuel."

Graciela \_\_\_\_\_

b) "Help me, Graciela."

Manuel \_\_\_\_\_

c) "Listen to me, Luis."

Graciela \_\_\_\_\_

d) "Read the document, Luis."

Graciela \_\_\_\_\_

e) "Explain the contract to me, Graciela."

Luis \_\_\_\_\_

f) "Change the contract, Graciela."

Manuel \_\_\_\_\_

g) "Sign the contract, Luis."

Graciela \_\_\_\_\_

h) "Feel free to read it, Manuel."

Graciela \_\_\_\_\_



Answers  
a) Graciela told/asked Manuel to take a seat.  
b) Manuel told/asked Graciela to help him.  
c) Graciela told/asked Luis to listen to her.  
d) Graciela told/asked Luis to read the document.  
e) Luis told/asked Graciela to explain the contract to him.  
f) Manuel told/asked Graciela to change the contract.  
g) Graciela told/asked Luis to sign the contract.  
h) Graciela told Manuel to feel free to read it.



5. Individually, but considering that you are part of a community, copy the following form in a sheet and complete it.

Contract

Place and date			
Landlord's full name			
Tenant's full name			
Starting date		End date	
Rent	\$	Amount of security deposit	\$

Mr. \_\_\_\_\_ (landlord) declares being the owner of Apartment 4, located at Camino de la Esperanza #2. This enables the housing service under landlord notarial record no. 4374389. It is a three-bedroom apartment with furnished bathroom, equipped kitchen, and water, drainage, and electrical installations, as well as internet and gas services.

To formalize the contract of use of this living space, Mr. \_\_\_\_\_ (tenant) must comply with and respect the following agreements:

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_

Landlord's signature \_\_\_\_\_

Tenant's signature \_\_\_\_\_



## Suggestions to write a contract:

**Type of language**

Language must be clear, easy to understand, and formal: Take care of spelling, and concordance (in number), and avoid rhymes between nearby words. It's convenient to use dictionaries and other practical instruments to solve doubts and improve written expression.

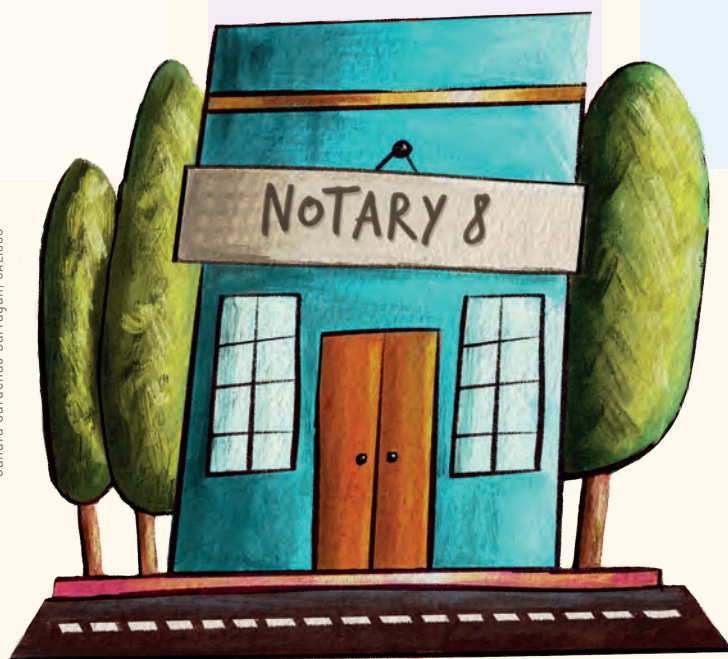
**Organization**

Think about your writing. You must plan and create drafts to make sure your text is coherent and logical.

**Function**

It must include all the necessary elements of a contract and be written in a way that both parties understand. The obligations and implications of the agreement must be clear, so they can use the document to solve any issues that may arise.

Sandra Cárdenas Barragán, JALISCO



Understanding the forms for making timely payments helps to avoid unnecessary charges. Additionally, it is important to identify the elements needed to create agreements in contracts and other notarial documents.

6. Individually, without forgetting you are part of a community, explore the School Library, Classroom Library, or public library, or use the internet with the help of an adult to look for the characteristic elements of the following notarial documents: will, inheritance, marital agreements; weddings, separations, and divorces; donations, and certificates.

7. In communities, share the information and match with a line the description of the document with its name.

Types	Characteristics
Will	The notary legalizes cohabitation or separation agreements only if there are no minor children involved.
Inheritance	Meeting minutes legitimize agreements or decisions to comply.
Marriage contract	To transfer assets to another person free of charge, without profit motives.
Weddings, separations, and divorces	Grant succession and designating beneficiaries. It is individual, voluntary, and can be modified.
Donation	Between spouses, it outlines a structure for economic management or breaks with it.
Certificate	Grants rights of possession after a person's death

8. Individually, without forgetting that you are part of a community, ask an adult member of your family for help in searching for notarial documents either physically or online. Observe their characteristics and make a copy of some of them.

9. Collect the forms that you copied from different notarial documents to continue compiling the file of administrative and notarial documents.
  - a) Cut a cardboard box measuring  $20 \times 12$  cm with a depth of 6 cm and line it to create a space that allows visibility of the contents.
  - b) Upon completing the construction of the file for administrative and notarial documents, place the initial items in it: non-indebtedness letter, purchase note, and the lease contract.
10. In assembly, create a mailbox for thank you notes, as well as complaints and suggestions. Build it with a lined cardboard box with a top slot.



## Let's Refocus and Continue

1. In assembly, discuss the challenges that have come up during the project by answering the following questions:
  - a) Why is it important to identify information like place, billing periods, due dates, and purposes of a payment or debt bill?
  - b) What was complicated about writing the agreements in the contract?
  - c) What other notarial documents have you identified?
  - d) How can you organize the file to easily identify the documents?
  - e) How will you organize the sections in the file to set apart and keep in good condition important documents?
2. In communities and being supportive, exchange your files to assess if they contain the forms and bills collected so far and if they are organized in a way that makes it easy to identify each document. Help your classmates organize their forms.

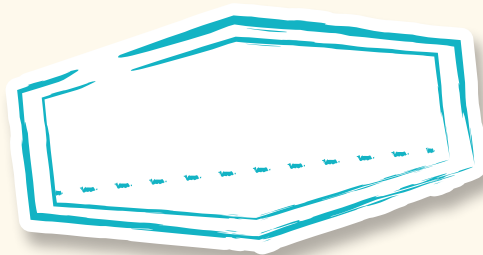
## INTERVENTION

### Let's Spread the News

1. In assembly, make a notarial meeting to agree on the best practices for being together in the classroom.
  - a) You will define who the notaries will be. These positions will be rotating after three or four reading sessions.
  - b) You will use tables or select a place to hold the swearing-in ceremony.
  - c) The person in charge of the notary commission will read the agreement and take care of the information and signatures in the document once each classmate has copied the agreement individually and organized their communities.



Sandra Cárdenas Barragán, JALISCO



UNITED MEXICAN STATES  
NOTARY 101010  
CERTIFICATE: COEXISTENCE AGREEMENT

We are gathered here representing the authority and performing the duties of Education for Peace and Well-being, united as classmates to: \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_. They are in mutual agreement and...

Do you accept \_\_\_\_\_ with deep empathy to jointly undertake school activities, to take care of each other, and not to harm each other physically nor emotionally?

And you, \_\_\_\_\_, do you accept to be part of this journey of life and companionship to \_\_\_\_\_ as a respectful, helpful, cheerful person who constantly shows responsibility in nurturing a lasting friendship?

By the power granted to me by Education for Peace and Well-being, I declare these people committed to cohabiting on this planet.

Signatures

\_\_\_\_\_  
\_\_\_\_\_

Notary

2. After reaching the agreements of cohabiting, write them on a sheet, and formalize the act with the next form.

3. In communities, go to the notary to read the document and sign the commitment.

4. Individually, put your agreement in the file.



After celebrating the signature of coexistence agreements, participants will leave the tables where the reading took place and install the mailbox for thank you notes, complaints, and suggestions.

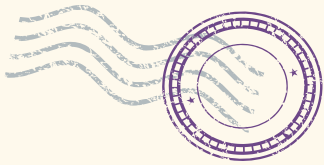
5. Individually, without forgetting that you are part of a community, choose a form, either for a thank you note or to make a complaint or suggestion to your classmates.
  - a) Copy and complete the form.
  - b) Once you finish writing, put your form in the box.

**THANK YOU NOTE**

City \_\_\_\_\_ Date \_\_\_\_\_

Dear notaries:  
 Receive a warm greeting.  
 I, (write your name), want to express my deepest gratitude for your services (mention at least two positive aspects of their work).  
 Therefore, I reiterate my appreciation for your role and work and encourage you to continue performing it with excellence.

Sincerely, \_\_\_\_\_  
 (Your signature)



Israel Campos de León, COAHUILA

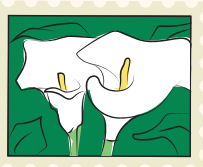
**COMPLAINT OR SUGGESTION FORM**

1. Personal data:  
\_\_\_\_\_
2. Email address or telephone number: \_\_\_\_\_
3. You wish to make a:  
Complaint \_\_\_\_\_ Suggestion \_\_\_\_\_
4. Your complaint or suggestion: (you must write your complaint or suggestion in a clear, detailed, and respectful way)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



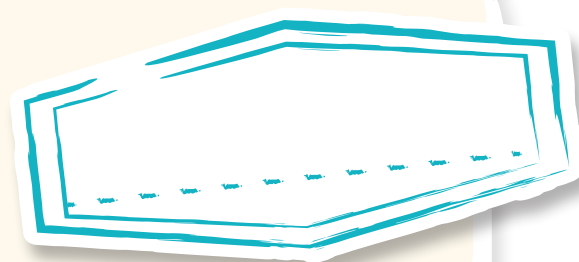
## Let's Consider

1. In assembly, explain how you organized your Coexistence Agreement into the notarial and administrative file. With the help of your teacher, read the complaints and suggestions left in the mailbox.
2. Individually, without forgetting that you are part of a community, if you received a thank you letter, a complaint, or a suggestion, put it in your file so you can find it easily.



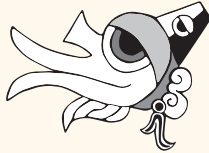
## Let's Go On

1. In assembly, reflect on making a file of notarial and administrative documents at home.
2. Finally, write in your notebooks the assembly agreements reached by the community to organize the notarial and administrative documents in a file. 🌀



Sandra Cárdenas Barragán, JALISCO





# Let's Play at the Table

In this project, you will get to explore reading and writing argumentative texts. Also, you will identify, reflect on, and record the opinions of other students from your school, which will allow you to share points of view through a dialogue table.

En este proyecto, podrás explorar la lectura y escritura de textos argumentativos. También identificarás, reflexionarás y registrarás las opiniones de otros estudiantes de tu comunidad escolar, lo que te permitirá compartir puntos de vista a través de una mesa de diálogo.

## GETTING READY Let's Identify

1. Collectively and being supportive, read the following text and share your comments.

The students of Mr. Martínez are organizing a sports event, but a situation occurred that started a debate: In their school, mixed participation in sports games is not allowed. They share their opinions on the importance of organizing sports games in which everyone participates, regardless of gender. As they try to make a decision, some share experiences and express their feelings.

Los alumnos del maestro Martínez están organizando un evento deportivo, pero hubo una situación que desató un debate: en su escuela no se permite la participación mixta en deportes. Ellos comparten sus opiniones sobre la importancia de organizar juegos en los que todos participen, sin importar su género. Mientras intentan tomar una decisión, algunos comparten sus experiencias y sus sentimientos.

Giannina Schiaffini Rosales, PUEBLA



Autora:

Ana Gloria Jiménez Williams

Supervisora de la Zona

Escolar VII de Primaria Estatal

SONORA

2. Individually, without forgetting you are part of a community and based on your own experience, answer the following questions:
  - a) What games do girls share during recess, and what games do boys share?

---

---



- b) What are the games in which girls and boys participate together? And what kind of problems arise then?

---



---

3. In assembly and being supportive, share your answers and talk about having both girls and boys in sports contests.

## Let's Retrieve

1. Reflect in community about the situation that occurred in the classroom of Mr. Martínez.
  - a) When have you encountered similar problematic situations at school?
  - b) How have you defended your opinions?
2. Before we start, and to learn more about polemic situations, research the characteristics of the argumentative texts in *Nuestros saberes: Libro para alumnos, maestros y familia*. Then answer: In which places can we find situations like that one?



Gimenna Schiaffini Rosales, PUEBLA

3. Collectively, lean on each other to place a blank sheet of paper on your back.
  - a) Go outside and ask everyone in the school to write the challenges or problems they see at school, for example, things that should happen but don't. Get at least three different ideas.
  - b) With the help of your teacher, share with the community the issues and experiences your classmates wrote about.
  - c) Think about the answers you got and decide which topics are the most important. Why do you think so?

## Let's Plan

Let's come up with a plan for the game!

1. In assembly and being supportive, organize the actions needed to have a dialogue table. To visualize your progress, prepare a work plan in which you establish the activities and deadlines to perform them.
  - a) Establish agreements and write on the lines the deadlines for each activity marked on the work plan.

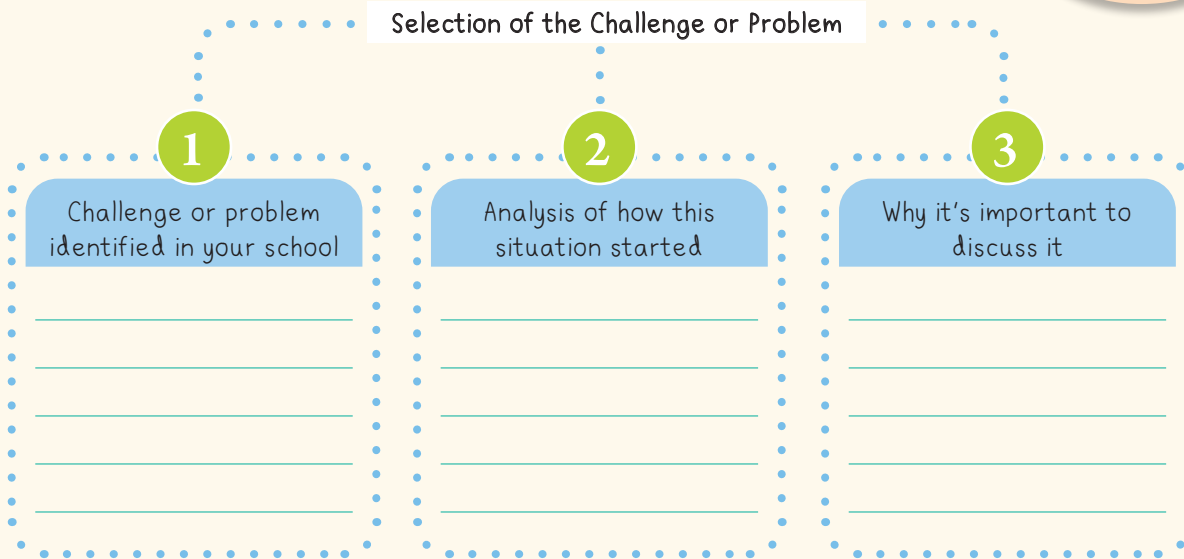
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Starting point	Explore the topic	Gather ideas	Start writing	Improve your ideas	Get the final version ready	Join the dialogue table
Date	Date	Date	Date	Date	Date	Date
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

2. According to your work plan, make a list of the things you will need for your dialogue table. Write them in your notebook.



3. Review the topics you gathered in "Let's Retrieve." Share the challenges or problems you would like to address in the dialogue table.
  - a) With the help of your teacher, meet with those who share similar challenges or problems.

4. In communities, using the following diagram, choose the challenge or problem you will be working with, and analyze how it started and why it's important to create solutions. This will be your starting point, which will help you to identify a solution.



**ACTION**

**Let's Go Back and Forth**

1. Collectively, plan how you will gather information from different authors to investigate the challenges or problems you chose in "Let's Plan."
  - a) You can interview someone from the community or explore magazines, documents, or books.
  
2. Like good explorers, in communities and being supportive, develop your information search plan in the next table. Create a list of concepts and activities that will help you plan your dialogue table.

Arguing is expressing the reasons that make your opinion stronger, without needing to persuade or convince others.

- a) As the first step of your search plan, and to learn more about the activity you will carry out, research in the School Library, the Classroom Library, or on the internet about the characteristics of a dialogue table and write the main ideas in your notebook.



Israel Campos de León, COAHUILA

List of Activities	How to Do Them
List of Concepts and Information	Where to Investigate

3. Gather ideas from the authors you found.
- a) Use your search plan from the previous activity.
  - b) Write the main arguments and conclusions of the authors you found, their names, and where you found the information.

Main Arguments	Conclusions	Authors' Names
----------------	-------------	----------------

4. Individually, without forgetting you are part of a community, write three perspectives or arguments from different authors to support your opinion on the topic. Use the example below as a guide.

According to the author...	
I found that...	

- a) Now, with the help of the table, describe the challenge or problem.

What is the challenge or problem?	
How does it show up in school?	
How could it be solved?	
How can you help?	
What contributions do the authors make?	

- b) Write the main notes in your notebook to create the first draft.



1. Individually, but keeping in mind that you are part of a community, look at the table.

Reported speech is when we tell someone what another person said.

## Reported Speech

To report	You use	Direct speech	Reported speech
can can't	could couldn't	What <i>can</i> you do?	She asked me what I <i>could</i> do.
is/are + verb (-ing)	was/were + verb (-ing)	<i>Are</i> you <i>watching</i> TV?	He asked me if I <i>was watching</i> TV.
is/are	was/were	<i>Is</i> that the solution?	She asked if that <i>was</i> the solution.
will	would	<i>Will</i> you go to the party?	He asked me if I <i>would</i> go to the party.
did	had + past participle (past perfect)	<i>Did</i> you study English in the United States of America?	She asked me if I <i>had studied</i> English in the United States of America.
do/does	verb in simple past	<i>Do</i> you exercise?	He asked me if I <i>exercised</i> .
have/has + past participle of the verb (present perfect)	had + past participle of the verb (past perfect)	<i>Have</i> you already <i>done</i> the survey?	They asked me if I <i>had</i> already <i>done</i> the survey.

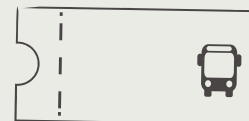
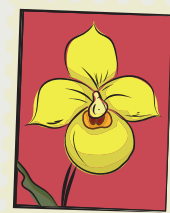
2. Underline the correct reported speech.

a) "Did you meet each other at school?" He asked them...

- if they did meet at school.
- if they had met at school.
- had they met at school.

b) "Is he wearing a hat?" She asked...

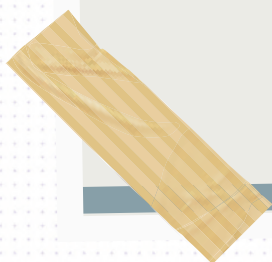
- if was he wearing a hat.
- if he was wearing a hat.
- if he wore a hat.





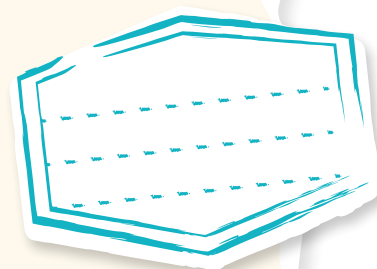
- c) "Has he told her the truth?" They asked me...
- had he told the truth.
  - if he had told her the truth.
  - if he told her the truth.
- d) "Can you find the author?" She asked me...
- if I can find the author.
  - if I found the author.
  - if I could find the author.
- e) "Will you fix the problem?" I asked them...
- if they would fix the problem.
  - would they fix the problem.
  - if they will fix the problem.
- f) "Have you already met him?" She asked me...
- whether had I already met him.
  - if I already met him.
  - if I had already met him.

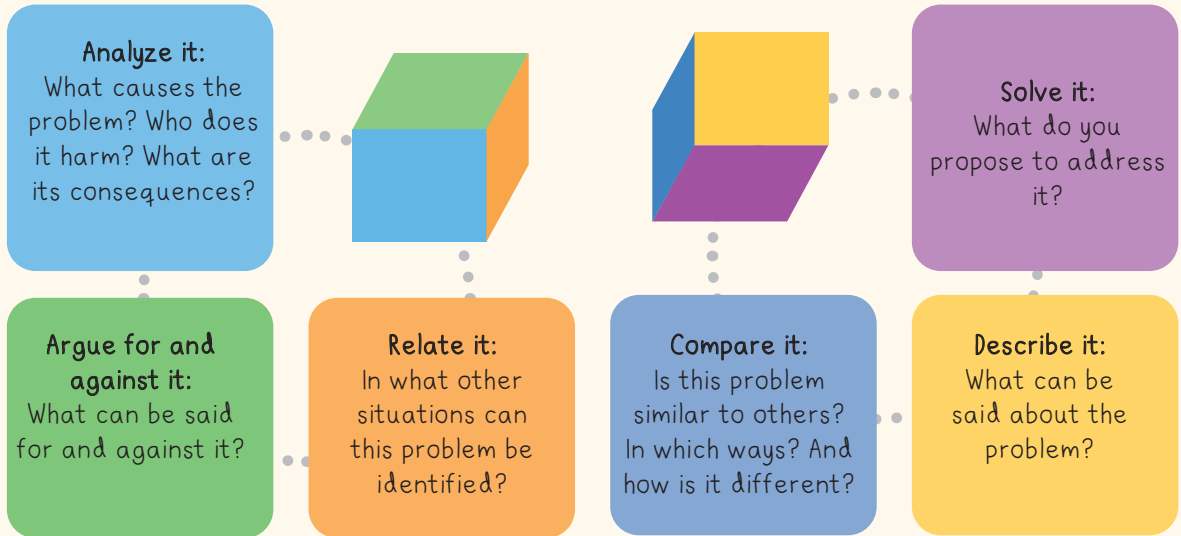
Answers:  
a) if they had met at school.  
b) if he was wearing a hat.  
c) if he had told her the truth.  
d) if I could find the author.  
e) if they would fix the problem.  
f) if I had already met him.



## Let's Refocus and Continue

An activity to expand your information and improve your first draft is the cube strategy, proposed by writer Daniel Cassany in his book *La cocina de la escritura* (1995). This helps you study the six possible sides of a challenge or problem, considering the following questions:





1. In communities, make a cube like the one in the picture on a sheet of paper or cardboard. Write key words and questions on each side of the cube, as shown in the diagram.
  
2. Leave the classroom and gather ideas from the school community.
  - a) Explain the challenge or problem you previously chose for your dialogue table to two or three students from other grades.
  - b) Ask them to roll the cube to answer the question they get, according to their perception.
  - c) Ask them to roll the cube three times. Take notes about the questions and the answers that come up.

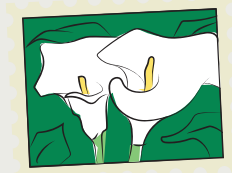




Use reported speech to write the questions and the answers you made notes about in the previous activity. Read the example.

## Reporting Outside Class

Question	Answer
I asked him: "Have you identified the problem in other situations?"	He said that he had identified the problem in other situations.
Person 1	
Person 2	
Person 3	



3. Make agreements.

- a) Based on the ideas collected in the first draft, write in your notebook a text describing the challenge or problem, arguments for or against the situation, and, finally, a list of possible solutions.
- b) When writing, you can use the cube strategy to express your own opinions, and include arguments from the classmates who participated in the activity by rolling the cube.



Israel Campos de León, COAHUILA

4. Share the text, considering the following:

- a) Check if the ideas are coherent and clear.
- b) Verify the appropriate use of connectors in your writing, such as causal and temporal connectors, according to the information in *Nuestros saberes: Libro para alumnos, maestros y familia*. This will give you the final version of your guiding text for the dialogue table.

INTERVENTION

Let's Spread the News

- 1. In communities, organize the dialogue table. Use the following table to answer the questions.

Phases	Write Your Answers
Where can you hold the dialogue table?	
Which space would be most comfortable and adequate for listening?	
What do you propose to organize the participation of each member?	
What strategy would you use to avoid talking at the same time?	

2. Based on the questions from “Let’s Refocus and Continue,” collectively and being supportive, organize your dialogue table.
  - a) Use the information you gathered throughout the project.
  - b) Prepare your participation.
  - c) Select a moderator, who will lead the table and will be in charge of presenting the opening remarks and the main questions, as well as summarizing contributions and concluding the activity.

Use your skills to present and defend your perspectives with clear arguments!

#### Opening

The moderator presents the topic broadly and indicates the time for each intervention.

#### Round 1

Each participant shares their point of view about the problem or challenge.

#### Round 2

Participants analyze the problem or challenge with arguments for and against it.

#### Round 3

Participants share possible solutions to the problem or challenge. What is their conclusion?

#### Closing

The moderator summarizes the contributions and closes the activity.

3. Collaboratively, agree on commitments for your participation, as well as the day, time, and location for the activity.
  - a) Once you have all the details, go around the school in communities to invite students from other classrooms to participate in the table.
  - b) Encourage people to attend and listen to different opinions.

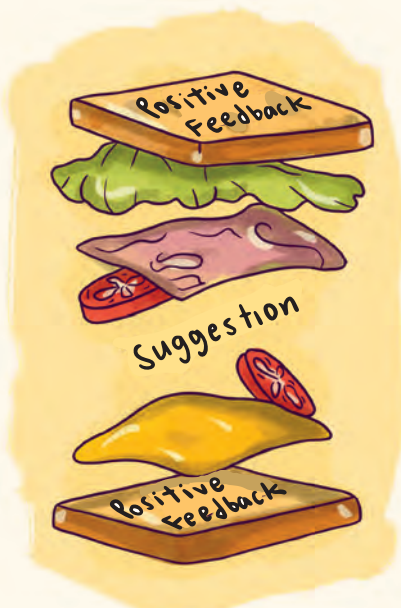


Gimenna Shicla Fina Rosales, PUERTO RICO

4. Present the dialogue table. This activity will help you to reflect on the relationship between the main arguments and the conclusions.
  
5. In communities and being supportive, go back to “Let’s Plan” and check if you completed all the steps, explaining orally the actions you carried out.
  - a) Check ✓ each step if you managed to complete it.

## Let's Consider

With the help of your teacher, hand out an image like the one below to the participants of this activity.




Gimenna Schiaffini Rosales, PUEBLA

- a) Ask them to imagine a sandwich. On each “slice of bread,” they have to write a positive feedback phrase about participation, and in the center, a suggestion for improvement.
- b) Ask the community to complete the activity and hand their suggestions to the teacher.
- c) Review which topics had the best impact and identify other moments when a dialogue table could be held.
- d) With the help of the school community, analyze if you could express yourselves and listen to others, if everybody respected participation turns, if they proposed solutions, and if they were involved in the discussion or in collective activities.



## Let's Go On

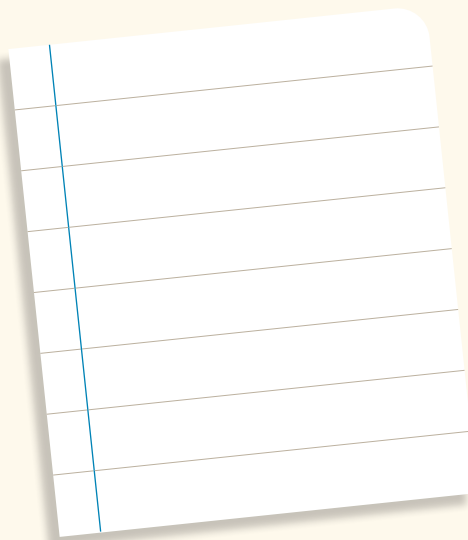
1. In communities and being supportive, discuss the meaning of each section in the diagram to the right. Write the key points on a sheet of paper and share your opinion based on the questions.
2. Review the conclusions of the dialogue table and agree on how to present them to the school community: in writing, through a conference, or in a letter to your school authorities.
3. Once a decision is made, with the help of your teacher, select the most relevant conclusions and give them to the elected people.
4. In assembly, discuss the following questions:
  - a) How did you learn to argue?
  - b) In what other projects or activities in your daily life do you think the development of argumentative texts will be useful?
5. Finally, write in your notebooks the assembly agreements reached by the community to improve the writing of argumentative texts. 

**Section 1:**  
What were the motivating comments you received?

**Section 2:**  
What other topics relate to this project?

**Section 3:**  
What conclusions did you draw about the arguments? When can you use them?

Israel Campos de León, COAHUILA





# Who Are We?

In this service-learning project, you will get to know yourself better and identify the different social groups you are part of. Together with your classroom community, you will create an infographic about different identities to share with everyone in your school community.

En este proyecto de aprendizaje servicio, te conocerás mejor e identificarás los diferentes grupos sociales de los que eres parte. Junto con tu comunidad de aula crearás una infografía sobre diferentes identidades para compartir con todos en tu comunidad escolar.

## Starting Point

Have you ever asked yourself who you are or why you are the way you are? Perhaps your answer will include your name, your age, your gender, your place of origin, your likes and interests, as well as the community and the groups you belong to. All of that is part of your identity, of who you are and how you live.

1. Individually, but keeping in mind that you are part of a community, make in your notebook an identity document (ID Card) like the one below. Fill it with information about you and draw a picture of yourself.

### Identity Card

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Home address: \_\_\_\_\_

School: \_\_\_\_\_ Group: \_\_\_\_\_

What I like to do (hobbies, games, sports, food, books): \_\_\_\_\_

Family members: \_\_\_\_\_

Best friends: \_\_\_\_\_



#### Autora:

Jazmín Lizárraga Ortiz

Maestra frente a grupo

Escuela Secundaria Técnica 36

BAJA CALIFORNIA

Undoubtedly, your identity makes you unique and special! Also, it reveals your sense of belonging, the culture in which you live and flourish, your values and what is important to you, your friends, and your family.



Every person has the right to an identity, which means having a name, a nationality, a family, a culture, a personal and cultural history. This allows all of us to be a part of a community, to have a voice in our community's decision, and to have access to social rights like healthcare and education (Comisión Nacional de Derechos Humanos, 2018).

2. In community, and with the help of your teacher, read aloud the information on your identity cards. This way you can all learn about the school community to which you belong.
  - a) Raise your hand when you identify yourself with your classmate's information.
  - b) In your notebook, write who you have something in common with.
  - c) Then, answer the following questions, and add more if you want:
    - ▶ Who comes from a region other than where you study?
    - ▶ How many of your classmates are girls? How many are boys?
    - ▶ How old is each one of you?
    - ▶ What interests do you share?
    - ▶ What are your families like?



## Let's Identify the Needs to Determine the Services

While making your ID Card and writing information about your classmates, you noticed what you have and don't have in common. Now, imagine how you might be similar or different from the members of your family and your community.

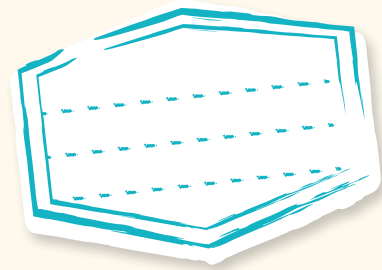
1. In communities, with the help of your teacher, draw a sketch of the place where your school is. Show the different groups and people that are part of your community and explain how everyone is involved in it. You can use this sketch as an example. To draw it, you need to answer the following questions:
  - a) What's your community like?
  - b) Who is in it?
  - c) How are different groups spread out in your community?



Ciarabett Gabriela Martínez Jiménez, HIDALGO



2. In community, mention what spots, groups, people, and other details you included in your sketch. Think about any elements you forgot to add. Talk about the interests and values you share with those groups and people.



As you can see, in your community there are lots of different groups and ways people show who they are. That's because everyone is unique—they behave according to their age and their gender, and they have different ideas and interests. For example: Now that you're in 6th grade, your identity might have changed and now you do different things than when you were younger.

3. In communities, analyze the following questions and write your answers in your notebook:
- Do you think it's important that different identities exist?
  - What would it be like if everyone were exactly the same?
  - What happens when people or groups aren't treated fairly? Do you know any examples?
  - Do you think boys and girls express their identities (their interests or activities) differently? Why?



Ciarabett Gabriela Martínez Jiménez, HDOLCO

Even if we belong to the same community, we're all unique and have our own group of friends and family. Understanding and respecting how everyone lives, even if they do so differently, is inclusion.

- e) Do you think it is necessary to recognize and respect others in order to enjoy your own identity? Why?
- f) How can we make sure that everyone has the opportunity to enjoy their identity?

4. In assembly, raise your hand and share your answers with the entire class. Pay attention to what all your classmates have to say.

### Let's Organize the Activities

It is time to learn more about the people in your community. That is why you will conduct an interview and create an infographic to share with your school community. Ask your teacher for help any time you need it.

1. In communities and based on your sketch, choose someone you would like to interview. It could be a teacher, a janitor, the principal, a parent, an employee of the school store, or someone from the sports team, color guard or art club. Try to pick someone different for each community.



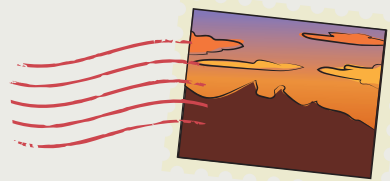
Clarabett Gabriela Martínez Jiménez, HIDALGO

2. To write the questions for your interview, look at the ID Card you made. Think of at least ten questions and write them in your notebook. Here are some examples:

- a) What's your name?
- b) How old are you?
- c) Where were you born?
- d) What are three things (food, music, or hobbies) you like?
- e) What role do you have in our community?
- f) How did you start doing this?
- g) Do you like being part of our community? Why?
- h) What do you like the most about our community?
- i) How do you think we can improve our community?
- j) What did you use to do for your community when you were a kid?



1. In communities, read the following table:



## Used to

We use *used to* to describe activities we did in the past, but now we don't do anymore.

### Affirmative

subject + *used to* + *verb in base form* + object

He *used to play* hide and seek with his classmates.

### Negative

subject + *did not (didn't)* + *use to* + *verb in base form* + object

He *did not use to play* hide and seek with his classmates.

### Interrogative

*did* + subject + *use to* + *verb in base form* + object + ?

*Did* you *use to play* hide and seek when you were a kid?

*wh-words* + *did* + subject + *use to* + *verb in base form* + object + ?

*What did* you *use to play* when you were a kid?

2. Individually, but considering you are part of a community, complete the sentences with *used to*. Use the auxiliary verb *did* or *didn't* when necessary.

- I \_\_\_\_\_ watch horror movies, because they scared me a lot.
- He \_\_\_\_\_ harvest corn, but now he works in the city.
- Did Sofia \_\_\_\_\_ live next door to you?
- My friends and I \_\_\_\_\_ sing our favorite songs.
- My father \_\_\_\_\_ play chess, but now he plays it all the time. He is pretty good at it.



Answers: a) didn't use to, b) used to, c) use to, d) use to, e) did use to

## Writing

In communities, write some sentences using *used to*. For example:

When we were in first grade, we *used to play* hide and seek.

When we were kids, our teacher *used to sing* with us.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

## Speaking



In assembly, discuss the following questions about your own experiences:

- a) What did you use to play when you were a kid?
- b) What did you use to do with your friends?
- c) What did you use to love eating when you were a kid?
- d) Did you use to play soccer when you were in first grade?
- e) Did you use to wake up early on Mondays when you were in kindergarten?
- f) Did you use to draw every day when you were a kid?



## Creativity On

1. In communities, organize the interview and write the answers in your notebook.
2. Individually, but thinking about what you learned as a community, organize the information gathered in the interview and draft the infographic in your notebook. Consider the following:



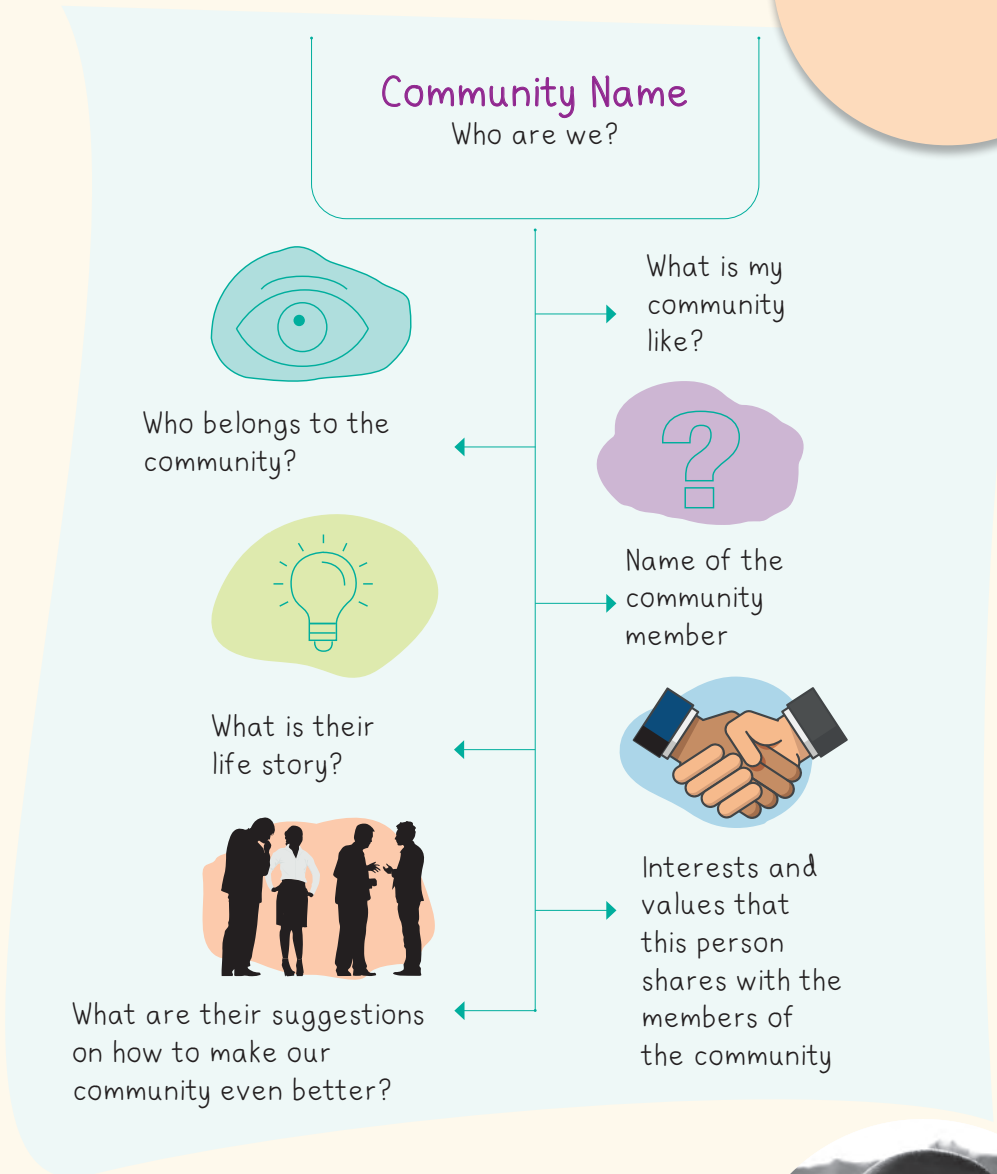
Clarabett Gabriela Martínez Jiménez, HIDALGO

- a) Characteristics of the community you and the person you interviewed belong to.
  - ▶ What spaces in your community do you share?
  - ▶ What do you like the most about your community?
  - ▶ What ideas do you have to make it even better?
- b) Information about the person you interviewed.
  - ▶ Name
  - ▶ Place of birth and place of residence
  - ▶ Occupation, hobbies and interests
  - ▶ Their story and how they help the community
- c) Write a conclusion based on this question:
  - ▶ Why is your community part of your identity and makes you feel a sense of belonging?

3. Choose the materials you need for your infographic. You can use flip chart paper, cardboard, colors, and glue.

You're ready to go!

- In communities, make the infographic. You can use the following format as an example. Add pictures or drawings to represent the information.

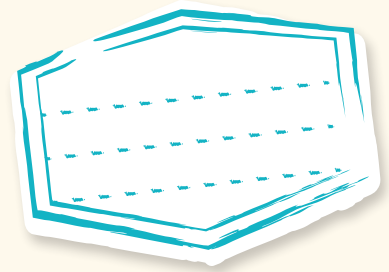


- In assembly, introduce the infographic and, after listening to everyone's ideas, make suggestions on how to improve your community. Write them in your notebook.



## Let's Assess and Share Our Achievements

1. In collaboration, and with the help of your teacher, ask the school authorities for permission to display your infographics in the hallways, on the walls, or on the bulletin boards at school.
2. Individually, but considering what you learned as a community, look at all the infographics.
  - a) Think about what's different and what's similar in them.
  - b) Then, draw some colorful boxes in your notebook.
    - ▶ Draw in each box something that you found interesting about the infographics. It can be related to the people interviewed, their activities, the groups, or their suggestions on how to improve your community. Whatever caught your attention is fine!
    - ▶ Color your drawings and notice that, although they're all different, they are part of the same community. Look at the examples.



### Carpentry Workshop



Ciarabett Gabriela Martínez Jiménez, HIDALGO

### School Janitor





Cianabett Gabriela Martínez Jiménez, HIDALGO

Teacher



Color Guard



Chess Club




School Garden



3. Think about how different people, activities, and groups in your community make you who you are and shape how you live.



4. Finally, write in your notebooks the assembly agreements reached by the community to identify the different social groups that are part of your community and to know yourselves better. 



# The Time to Dream

In this project, you will learn about different graphic organizers to arrange time-related information. Additionally, you will create a timeline describing the most important events in your life up to the present, and with this information you will be able to write an autobiography.

En este proyecto, aprenderás sobre diferentes organizadores gráficos para ordenar información temporal. Asimismo, crearás una línea del tiempo describiendo los momentos más importantes de tu vida hasta el día de hoy, y con esta información podrás escribir una autobiografía.

## GETTING READY Let's Identify

1. In assembly, with the help of your teacher, take turns to read the following story.

### The Girl Who Used to Sleep Night and Day

Carla is a girl as any other girl; she likes playing and watching TV, but above all things, she really enjoys sleeping, sleeping, and sleeping... Her family tells her that sleeping is ok, it is good for her health, but if she sleeps excessively, she might miss important events. Carla does not give too much importance to these words because, for her, sleeping is the most important thing in the world.

### La chica que solía dormir de día y de noche

Carla es una chica como cualquier otra, le gusta jugar, ver la TV y, sobre todo, le gusta dormir, dormir y dormir... Su familia le dice que está bien dormir, es bueno para su salud, pero, si duerme en exceso, se puede perder momentos importantes. Carla no le da mucha importancia a estas advertencias porque, para ella, dormir es lo más importante del mundo.

#### Autora:

Sandra Mendoza Hernández  
Maestra frente a grupo en la Facultad  
de Estudios Superiores Iztacala UNAM  
CIUDAD DE MÉXICO



One day, on her way back home from school, Carla started to feel sick. She had a fever and a cough, so her family took her to the doctor. The doctor recommended that she rest a lot. Great!

Now, Carla could sleep night and day. Days passed, weeks passed, and Carla was asleep until, one day, she could not sleep anymore and woke up.

She noticed her house wasn't the same as it used to be, she couldn't tell whether they had painted it or rearranged the furniture. When she tried to put her clothes on, they didn't fit her anymore. It was time for school, so she took her bike. On her way to school she noticed there were no more bumps in the street and, to her surprise, the trees had no leaves. Well, she did not care much about it. She was very excited because she would see her friends again after a long time.

When she arrived at school, she found out that Miss Granados had retired, and a new young teacher had replaced her. Carla didn't remember that her best friend's birthday was the day after she got sick and so she wasn't at the party. Everything was new and unknown for Carla, and then, when it was time to brush her teeth before going to bed... What a shocking surprise! Her nails and hair were longer, and she couldn't recognize herself in the mirror.

Rodrigo Gael Martínez Zúñiga, CIUDAD DE MÉXICO



Un día, en su camino de regreso de la escuela, Carla empezó a sentirse enferma, tenía fiebre y tos, así que su familia la llevó al doctor. El doctor le recomendó descansar mucho. ¡Excelente! Ahora Carla podía dormir noche y día. Días y semanas pasaron, y Carla estaba dormida, hasta que un día ya no pudo dormir más y despertó.

Ella notó que su casa no era la misma de antes, no estaba segura si la habían pintado o si habían cambiado los muebles. Cuando intentó ponerse la ropa, ya no le quedaba. Era la hora de la escuela, así que tomó su bicicleta. En su camino a la escuela notó que ya no había topes en la calle y, para su sorpresa, los árboles no tenían hojas. Bueno, no le dio importancia. Estaba emocionada porque podría ver a sus amigos de nuevo después de mucho tiempo.

Cuando llegó a la escuela, se encontró con que la maestra Granados se había retirado y una nueva maestra más joven la había reemplazado. Carla no recordó que el cumpleaños de su mejor amiga era un día después de que ella enfermara, entonces no fue a la fiesta. Todo era nuevo y desconocido para Carla, y luego, cuando era hora de lavarse los dientes antes de ir a dormir... ¡Qué sorpresa! Sus uñas y cabello eran muy largos y no pudo reconocerse en el espejo.

Just like Carla, human beings experience important events throughout their lives, and they always remember them.

2. Individually, but without forgetting your community, and based on the previous reading, underline six events that show how time passed.
  - a) In your notebook, write the events in the order you consider they happened after Carla fell asleep.
  - b) How would you feel if you forgot the dates of important events that have happened or still happen in your life?
  
3. In assembly, share your answers. Be respectful of the participation of each classmate.

### Let's Retrieve

1. In communities, discuss the following questions:
  - a) What events are important to record?
  - b) What is the use of recording and organizing events?
  - c) What would it happen if life events couldn't be recorded?

Time allows us to adjust strategies, reinforce knowledge, and improve skills.

2. Now, individually answer the following questions in your notebook:
  - a) What have you learned in your time at elementary school?
  - b) What physical changes have you experienced during this time?



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3. As a community, share your knowledge and discuss these questions:
  - a) What graphic organizers do you know to help you organize time-related information?
  - b) What kind of information can be registered in each one of them?

## Let's Plan

In assembly, plan this project to make your own timeline, highlighting the most relevant events you have experienced, from the moment you were born to the present.

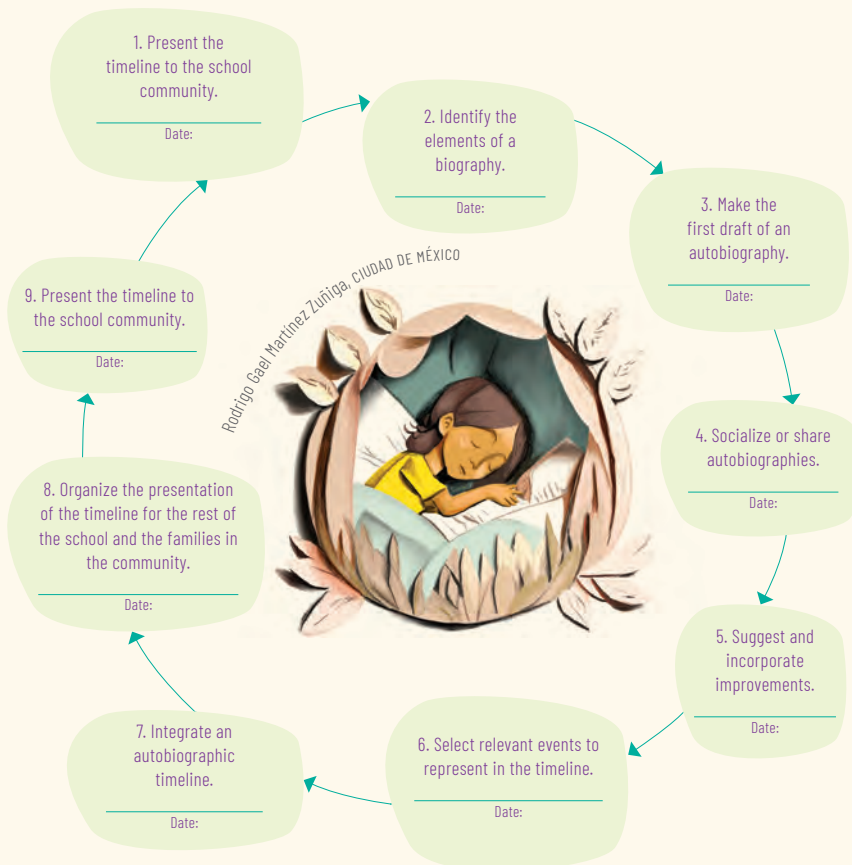
- a) Gather the materials you need to present your timeline.

### Materials

- |                                     |                             |
|-------------------------------------|-----------------------------|
| ➤ Sheets of white and colored paper | ➤ Adhesive tape             |
| ➤ Cutouts, stickers, or pictures    | ➤ Screens                   |
| ➤ Glue                              | ➤ Flip chart paper sheets   |
| ➤ Scissors                          | ➤ Audio and other resources |

A timeline shows, graphically, events, the date they happened, and a description to see how they are related.

- b) Schedule the dates to accomplish each of the activities agreed. Use the following planner:



## ACTION

## Let's Go Back and Forth

Let's read a special biography about the life events of a great Mexican writer.

1. In assembly, read the biography of Rosario Castellanos. Pay close attention to the references in this text as a guide for your own autobiography.



## Rosario Castellanos

She is one of the best women writers in Mexican literature. She was born in Mexico City, on May 25, 1925. Her parents were Adriana Figueroa and César Castellanos. In her childhood, she studied in a place she really liked, Comitán, Chiapas, and learned many different things.

She was like any other girl, but she had an incredibly special habit: she loved to read!

There was a library in her house. We do not know if she had a few or many books, but she always used to read. Her passion for reading made her study philosophy. For this reason, she went back to Mexico City at the age of 16. She studied philosophy at the Universidad Nacional Autónoma de México (UNAM); she graduated in 1960. Since her youth, she became interested in promoting culture, teaching, and journalism. She wrote novels, short stories, poetry, essays, and theater plays. Castellanos was one of the first women authors to write about Indigenous women and the importance of their role in

## Rosario Castellanos

Ella es una de las mejores escritoras de la literatura mexicana. Nació en la Ciudad de México el 25 de mayo de 1925. Sus padres fueron Adriana Figueroa y César Castellanos. Durante su infancia, estudió en un lugar que le gustaba mucho, Comitán, Chiapas, y aprendió muchas cosas.

Ella era como cualquier otra chica, pero tenía un hábito muy especial, ¡le encantaba leer! Había una biblioteca en su casa. No sabemos si había pocos o muchos libros, pero ella siempre solía leer. Su pasión por la lectura la llevó a estudiar filosofía. Por esta razón regresó a la Ciudad de México a los 16 años. Estudió filosofía en la Universidad Nacional Autónoma de México (UNAM), y se graduó en 1960. Desde joven estuvo interesada en promover la cultura,

the world. She also wrote about the conditions of the women of her time.

That's why it's considered that she contributed to feminism.

She published for the first time at the age of 18, in the *Revista Antológica de América*. Her interest in Indigenous towns began because of the context she lived in.

During the time she was raised in Comitán, her nanny, Rufina, used to communicate with her speaking her native language, Tseltal. The local newspapers in Chiapas published her work from 1940 to 1949. She was a professor from 1962 to 1971 at the Facultad de Filosofía y Letras, UNAM.

She collaborated writing articles for different newspapers and magazines from 1963 to 1974.

She died in Tel Aviv, Israel, on August 7, 1974. She left a great legacy for Latin American literature.

la enseñanza y el periodismo. Escribió novelas, cuentos, poesía, ensayos y obras de teatro.

Castellanos fue una de las primeras autoras en escribir sobre las mujeres indígenas y su importancia en el mundo. También escribió sobre las condiciones en las que vivían las mujeres en su tiempo. Por todo esto se considera que contribuyó al feminismo.

Ella publicó por primera vez a los 18 años en la *Revista Antológica de América*. Su interés por los pueblos indígenas comenzó por el contexto en que vivió. Durante el tiempo en que vivió en Comitán, su nana, Rufina, le hablaba en tseltal, su lengua natal. El periódico local en Chiapas publicó su trabajo de 1940 a 1949. Fue profesora de la Facultad de Filosofía y Letras de la UNAM de 1962 a 1971. Colaboró con diferentes periódicos y revistas escribiendo artículos de 1963 a 1974.

Murió en Tel Aviv, Israel, el 7 de agosto de 1974. Dejó un gran legado para la literatura latinoamericana.

2. In communities, after you have read Rosario Castellanos' biography, underline the following information with the specified color:

- a) Date and place of birth (green)
- b) Place where she grew up and lived (blue)
- c) Studies and schools she attended (yellow)
- d) Other important events in her life (red)
- e) Date and place of death (gray)

Chronological charts order related events by adding various elements that need to be highlighted, in addition to the date.

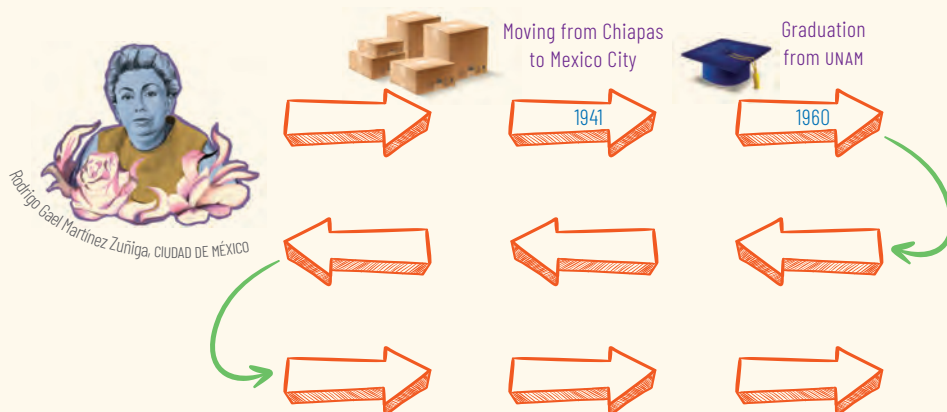
3. Complete the chronological table by writing the previous underlined information.

- a) Write the information specified in each box.
- b) Draw arrows to connect events logically according to Rosario Castellanos' biography.

Date	Place of birth	Place where she grew up and lived	Studies and schools she attended
Date	Place where she died	Date	Important event
Date	Important event	Date	Important event

4. Individually, but considering you are part of a community, create a timeline about Rosario Castellanos in your notebook. Include the information you wrote in the previous activity.

- a) Write the title, important events, the date and a short description of the narrated statements.
- b) Include illustrations and highlight the most important events.
- c) This is an example of how to represent a timeline graphically.





5. In assembly, take turns presenting your timeline about Rosario Castellanos.
  - a) Share how you made your timeline.
  - b) Discuss the most relevant information a biography must have.
  
6. Individually, considering your collaborative work, write in your notebook the first draft of your autobiography.
  - a) Keep in mind the relevant data of a biography.
  - b) Describe the most important events from your birth to the moment before you started the first grade of school. Try to remember the date of these events.

.....  
 An autobiography is an account  
 of the life of the person who  
 writes it and represents the  
 most notable events he or she  
 has experienced.  
 .....



- c) In your notebook, make a chronological table following this suggested order:
  - ▶ In the first column, write about each grade of school.
  - ▶ In the second column, write the academic year you attended each grade.
  - ▶ In the remaining columns, write the important events you would like to share, such as who your teachers were, friends, and things you learned both inside and outside of school.
  
- d) After finishing your chronological table, write the first draft of your autobiography.
- e) When you have finished your autobiography, make a timeline of the most relevant events in your life.
  - ▶ In each event, complement your information by writing a sentence using *used to* or *didn't use to*. For example, 2020-second grade: I learned how to ride a bike, and I *used to* ride my bike every afternoon with my friends.
  - ▶ Use the dates you wrote in your autobiography and the ones you specified in your chronological organizer.

## Let's Refocus and Continue

You have done a fantastic job reading and writing, but there's always room for improvement.

1. In communities, exchange your autobiographies and timelines.

a) Provide feedback to your classmates by completing the following sentences:

▶ In my classmate's autobiography, the events and chronological sequence could be more relevant if they had narrated this:

---

---

▶ The information can be more comprehensible if the writing is more precise at this point:

---

---

▶ Suggestions for changing textual elements:

---

---

▶ Suggestions for changing graphic elements:

---

---

▶ Suggestions for changing illustrative elements:

---

---

You can suggest making other changes for improving your autobiographies and timelines, such as changing the design or reviewing the spelling and grammar.



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- b) After finishing, ask your teacher's help to improve your work.
2. Individually, but considering you are part of a community, after reading your classmates and teacher's suggestions, identify the following information:
- Is there something you could improve?
  - Is it necessary to rewrite your autobiography or timeline?
  - Do you need any help to improve your work?
  - Remember you are going to present your timeline to your school community. It should be very well written!

It's time to share the final version of your timeline.

## Grammar

### Used to

Form	Structure	Examples
Affirmative	subject + <i>used to</i> + <i>verb (base form)</i> + object	Luz <i>used to eat</i> meat, but now she is vegetarian.
Negative	subject + <i>didn't</i> + <i>use to</i> + <i>verb (base form)</i> + object	Lucia <i>didn't use to like</i> cheese, but now she loves it.
Interrogative	<i>did</i> + subject + <i>use to</i> + <i>verb (base form)</i> + object	<i>Did</i> your family <i>use to break piñatas</i> at Christmas?
	To answer questions starting with <i>did</i> , you can use short answers: <i>yes</i> + subject + <i>used to</i> <i>no</i> + subject + <i>didn't</i> + <i>use to</i>	<i>Yes, we used to.</i> <i>No, we didn't use to.</i>



	<i>wh-</i> word + <i>did</i> + subject + <i>use to</i> + <i>verb (base form)</i> + object	<i>What did</i> you <i>use to play</i> five years ago?
	This form changes if you ask who used to perform the action: <i>who</i> + <i>used to</i> + <i>verb (base form)</i> + object	<i>Who used to bake</i> homemade bread?

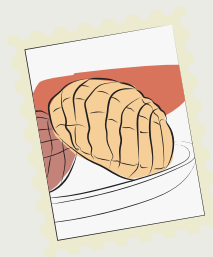
Individually, match the two columns to complete the statements. Then, in pairs, practice them orally. You can make other sentences. Take turns so both can practice all of them.

### Years ago...

1. People used to count with abaci.
2. People used to write letters.
3. People used to travel on horses.
4. People used to keep food fresh by putting salt on it.
5. People used to tell each other stories or listen to the radio for entertainment.
6. Only rich people used to go to university.
7. People used to tell the time with the sun.
8. Education used to be traditional.
9. People didn't use to buy disposable containers.

### Now...

- a) Now we have refrigerators.
- b) Now we pollute the environment because we use them a lot.
- c) Now they watch TV and movies on streaming platforms.
- d) Now we have smart watches, clocks, and cell phones.
- e) Now we have innovative teaching.
- f) Now everyone can go to university.
- g) Now we have calculators and computers.
- h) Now we have cars and motorbikes.
- i) Now we text on apps or social media.



Answers: 1g, 2i, 3h, 4a, 5c, 6f, 7d, 8e, 9b

## INTERVENTION

## Let's Spread the News

Every member of your school community, students, teachers, and principal have had an interesting life, have lived experiences that helped them to be better people. So, do the following:

In assembly, agree how you're sharing your timelines with your school community.

- a) Date, time, and place of your presentation.
- b) Who's going to welcome the audience and introduce your project.
- c) You could create a suggestion box to get feedback from the audience. Ask them to write about:
  - ▶ Elements that helped make each presentation of the autobiographies clear and comprehensible.
  - ▶ What life events of each participant they found interesting.

Once you have agreed on how to make your presentation, it's time to show your school community all you have achieved with this project!

## Let's Consider

You know it wasn't easy to accomplish your task, but you can always improve everything you do. It's an essential part of your development.



1. In assembly, discuss your thoughts about the results, and answer the next questions:
  - a) What impact did your timelines have in your school community?
  - b) What did this project, from the beginning to the end, mean to you?

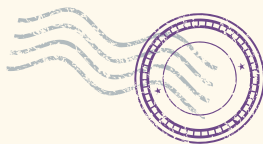
2. Check your suggestion box.
  - a) Read the comments, suggestions, or congratulations.
  - b) Discuss the information you got and reflect on it.
3. Think about the relationship between dreams and recording important events.
  4. Talk about how a biography or autobiography helps you make a timeline with more specific information. Just like Rosario Castellanos lived interesting things, there are more people who have written their autobiographies as evidence of how amazing and surprising life can be.

## Let's Go On

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Now that you have successfully presented your project, think of other options to record events in your life.

1. In assembly, brainstorm the following questions:
  - a) In what other ways can you present important events in your life?
  - b) How would you record your life events?
  - c) What would you change about the timeline structure?
  - d) What other subjects and contents could this project be related to?
  - e) What other learning projects would benefit from using a timeline?



## Writing

1. Individually, answer the following questions in your notebook. Try to use the grammar you learned in this lesson.

- a) What have you learned in the last five years of school?
- b) What physical changes have you experienced during this time?



2. Make a poster writing a paragraph narrating things you or your family members used to or didn't use to do five years ago, places that used to be in your community, or other information that you would like to share with your class.

- a) Read it aloud, and then put it in a place where your classmates can read it too.



# Grammar

1. Write *used to*, *didn't use to* and the correct verb that completes each sentence.

                  speak    grow    live    communicate    keep    read

- a) I \_\_\_\_\_ in the countryside when I was a child.
- b) Elisa \_\_\_\_\_ English, but now she speaks it very well.
- c) My mother \_\_\_\_\_ me a bedtime story every night.
- d) People \_\_\_\_\_ on social media, but now they do.
- e) The Aztecs \_\_\_\_\_ corn, amaranth and beans, but they \_\_\_\_\_ cows.

Answers: a) used to live, b) didn't use to speak, c) used to read, d) didn't use to read, e) used to grow / used to communicate, e) used to keep

2. Depending on your own experience, use the affirmative or negative form of *used to* and answer the following questions:



When you were in kindergarten or first grade...

- a) Did you use to color with crayons? \_\_\_\_\_  
\_\_\_\_\_
- b) Did you use to climb trees? \_\_\_\_\_  
\_\_\_\_\_
- c) Did you use to play marbles? \_\_\_\_\_  
\_\_\_\_\_
- d) Did you use to sing Christmas carols? \_\_\_\_\_  
\_\_\_\_\_
- e) Did you use to read fairytales? \_\_\_\_\_  
\_\_\_\_\_





3. Write the corresponding questions for the answers, use *wh-words*.

a) \_\_\_\_\_

I used to live in the Countryside.

b) \_\_\_\_\_

We used to eat Mexican street food on Independence Day.

c) \_\_\_\_\_

My aunt used to make *tortillas*.

d) \_\_\_\_\_

My cousins used to swim in the river.

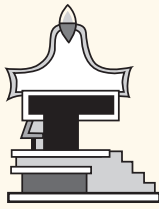
e) \_\_\_\_\_

My family used to go to the beach on holidays.

Answers: a) Where did you use to live?, b) What did you use to eat on Independence Day?, c) Who used to make *tortillas*?, d) Who used to swim in the river?, e) Where did your family use to go on holidays?



2. Finally, write in your notebooks the assembly agreements reached by the community to write an autobiography and create a timeline. 🌿



# Conscious Littering

In this project, you'll discuss the importance of reducing waste. You'll make posters with recycled material to promote a social campaign in your community aimed at informing people about proper waste disposal and categorization, as well as promoting recycling by informing your peers of materials that can be reused.

En este proyecto, discutirás la importancia de reducir los desechos. Harás posters de material reciclado para promover una campaña social en tu comunidad para informar a la gente sobre la eliminación y categorización correctas de la basura, así como promover el reciclaje informando a tus compañeros de los materiales que se pueden reutilizar.

## GETTING READY Let's Identify

1. Individually, read the following text:

According to the Instituto Nacional de Estadística y Geografía (Inegi), 105,523 kg of garbage (approximately 850 g per person) were collected daily during 2020. We usually think that after we throw it away, our trash disappears, but, sadly, it doesn't. Our garbage is accumulated in enormous amounts in many locations, deteriorating our planet's health due to contamination.

### Autora:

Diana Esmeralda López de la Rosa  
Maestra rural frente a grupo  
Centro Regional de Educación Superior  
SAN LUIS POTOSÍ



De acuerdo con el Instituto Nacional de Estadística y Geografía (Inegi), se recogieron 105,523 kg de basura (aproximadamente 850 g por persona) todos los días durante el año 2020.

Normalmente pensamos que nuestra basura desaparece en cuanto la tiramos, pero tristemente no es así, sino que se acumula en grandes cantidades en muchos lugares diferentes, lo cual ocasiona el deterioro de la salud de nuestro planeta debido a la contaminación.

2. As a classroom community, brainstorm the most common garbage you throw away in the classroom. Write them in a table like the following one in your notebook:

Organic Waste	Paper	Plastic

3. Discuss the questions below. Select the best answers and write them on the lines.

- a) What are the consequences of generating so much trash?

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- b) What can be done to reduce the daily amount of trash we produce?

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- c) Do you think the amount of trash could be related to our consumption habits?

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4. Read the following text and answer the question:

A social campaign involves planning actions to generate common benefits, like creating awareness about a particular issue. Social campaigns that encourage the proper disposal of waste have existed for a long time in Mexico. These campaigns support and promote recycling and reuse.

Una campaña social involucra la planeación de una serie de acciones para producir un beneficio común, así como concientizar a la gente sobre un problema particular. Las campañas sociales para promover el manejo correcto de desechos han existido por mucho tiempo en México. Estas campañas apoyan y promueven el reciclaje y la reutilización.

a) Have you ever organized a social campaign at school? About what?

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## Vocabulary



In assembly, with the help of your teacher, write the definitions of the words. Look for the meanings related to the context you've been discussing: garbage and social campaigns.

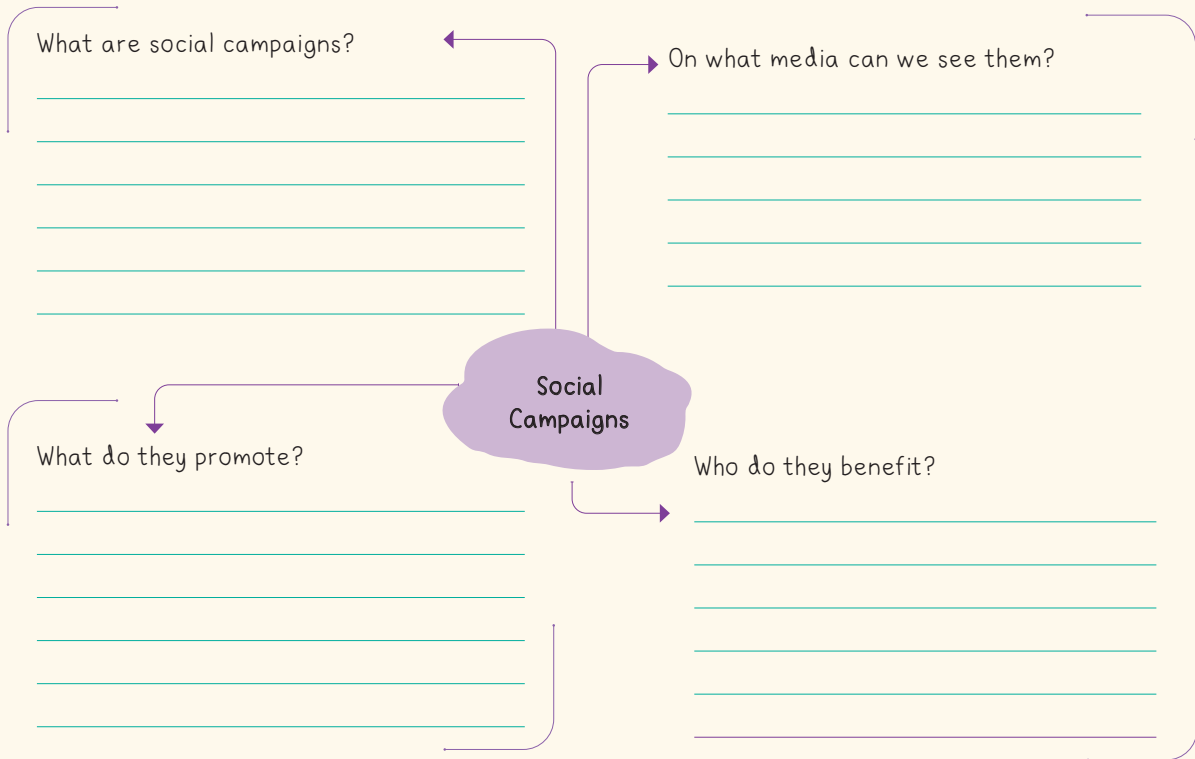
Vocabulary	Definition
advertisement	
garbage	
littering	
awareness	
inference	

## Let's Retrieve

- Individually, without forgetting the collective work, investigate advertising spots and social campaign features. You may look for the information in the School Library, public library, or internet. Then, complete the following table:

Advertising Spots		
Features	Purposes	Main Media

- In assembly, and with the help of your teacher, identify social campaigns in your community. Then, complete the diagram.



- Discuss similarities and differences between social campaigns and advertisement spots. Identify which advertisement spot elements can be used to promote a social campaign.

- Look at the following pictures. Read the descriptions out loud.



**Organic:** Waste that degrades relatively quickly.



**Inorganic:** Waste that takes years to decompose.



**Special waste:** Garbage with high contamination impact.



5. Brainstorm ideas to manage each waste category. Write at least five ideas you consider important.

6. Individually, considering everyone else, complete the sentences with your ideas.

a) A good place to start our social campaign might be \_\_\_\_\_

b) A good proposal to solve the garbage problem in my community may be \_\_\_\_\_

c) Three examples of organic waste are \_\_\_\_\_

d) \_\_\_\_\_ can't be an example of **organic waste**, as it doesn't decompose readily and it's harmful to the environment. This is inorganic waste.



## Grammar

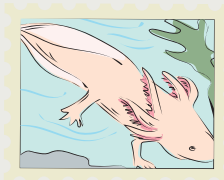
### Modals of Certainty

subject + modal + be + (verb in *-ing* form) + complement or object

We can use the modal verbs *must*, *can't*, *could*, *may*, and *might* to express a degree of certainty and make deductions, assumptions, or speculations. In other words, we make inferences and give opinions about a situation in the present or the future.

The verb in *-ing* can be optional in some cases. If *-ing* is not used, the verb is in its simple form.

#### Degree of Certainty



Almost certain



Very uncertain

Must  
Can't  
Could  
May  
Might

Example:

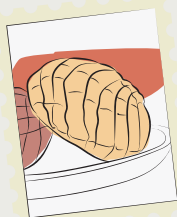
A: Where is the teacher?

B: I don't know. He *may be* late. There *must be* a lot of traffic in the city.

A: He *can't be* stuck in traffic! He doesn't have a car!

B: He *could be* at school. I saw him in the principal's office earlier today!

A: We *might be going* home earlier today if he doesn't arrive!



1. Complete the second sentences so they mean the same as the first ones. Use modal verbs. There may be more than one correct answer.
  - a) I'm sure that girl is smart. / She \_\_\_\_\_ smart.
  - b) I'm certain she's not older than 12. / She \_\_\_\_\_ older than 12.
  - c) I think the man next to her is her dad. / He \_\_\_\_\_ her dad.
  - d) I suppose she's doing great at school. / She \_\_\_\_\_ doing great.

2. Read the following sentences. Rewrite them using modal verbs in your notebook. There may be more than one possible correct answer:



Example: Maybe he's confused.  
*He might be confused with the lesson.*

- a) I'm 100 percent sure she's feeling tired.
- b) I bet the teacher is helping him.
- c) It's possible she's training for a marathon.
- d) It's possible he's failing a subject.
- e) I'm sure she's very athletic.
- f) Maybe he's frustrated.
- g) She's exercising. She's not doing anything else.
- h) I'm sure the teacher is patient.
- i) Maybe she's trying to get in shape.
- j) He's obviously not enjoying this.
- k) I bet she's feeling thirsty.



Israel Campos de León, COAHUILA

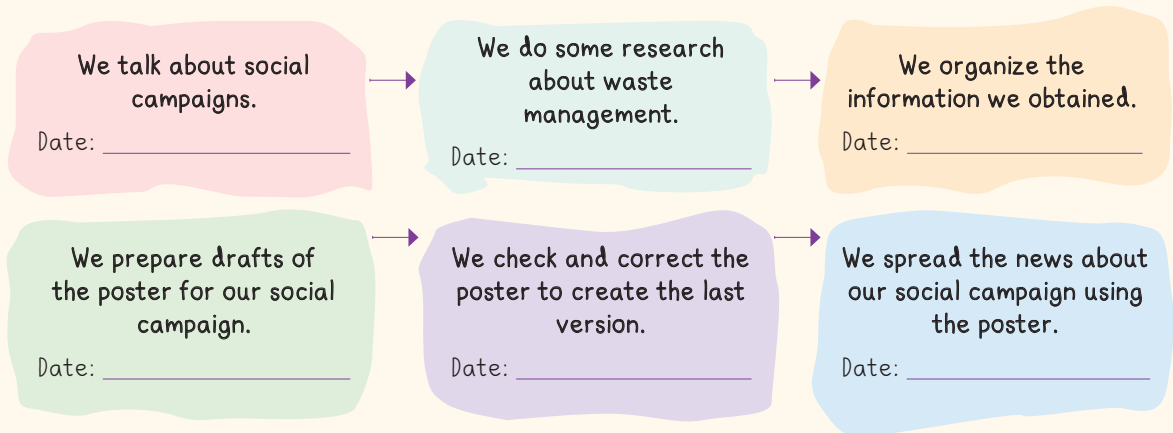
## Let's Plan

In assembly, and with the help of your teacher, agree on the dates to do the activities below.

### Materials

- Old newspapers and magazines
- Sheets of paper
- A white cardboard sheet
- Colored pencils and paint
- Coloring markers
- Scissors
- White glue

A poster is a generally large, printed sheet that often contains pictures and is placed in a public space. It is used to promote something, like a product or service, or to remind people of vital information.



## ACTION

### Let's Go Back and Forth

1. In communities, read and study the following diagram:



## Have you ever heard about the 3Rs?

There are actions we can take to counter the amount of trash we produce, which affects the environment. The 3Rs stand for the following:

- Reduce: Generate less waste.

### ¿Alguna vez has escuchado de las 3 R?

Hay acciones que podemos realizar para contrarrestar la cantidad de basura que producimos, la cual afecta el ambiente. Las 3 R significan:

- Reducir: Generar menos desechos.



- Reuse: Find a new use to things we would throw away after one use.
  - Recycle: Reutilize trash to make new things.
- Reusar: Encontrarle nuevos usos a las cosas que podríamos tirar después de un solo uso.
  - Reciclar: Reutilizar la basura para hacer cosas nuevas.

2. Search for information online, in the School Library, or public library, about how you can implement the 3Rs in your community. Write all the information you find in your notebook.



3. If possible, and with the help of your teacher or an adult, interview people who manage trash collection in your school or community to know where the trash is collected, where most of it comes from, and where it goes at the end of the day or week.

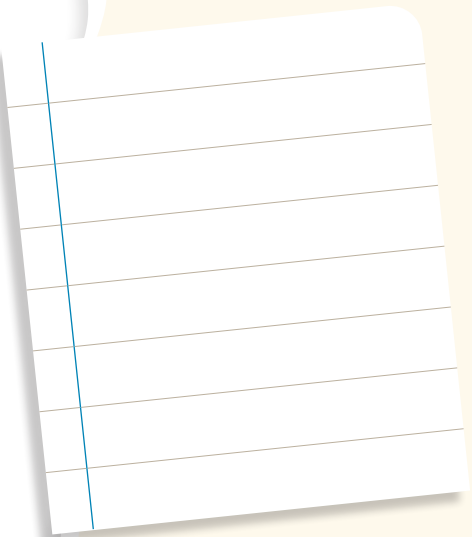


4. Now, in communities, follow these steps:
  - a) Identify the most efficient actions to manage waste in your community.
  - b) Choose any actions you can implement in your school and at home.
  - c) Make a list of easy-to-recycle materials. How many of these materials can be found at school?

5. Go back to the actions you listed previously to manage waste. Write them in your notebook and add pictures or images to illustrate them. Use modals of certainty when possible. For example:

If we reduce paper waste, we *could* save tons of water!

6. As a community, select or come up with a positive phrase that you will use to generate a change in others. For example: “Stopping contamination requires everyone’s effort.” Use your imagination!
7. It is time to create your poster! Have the materials ready. Consider using an assorted amount of recycled material (paper, cardboard, etc.).
8. Integrate the following steps in the draft of your poster:
  - a) The message
  - b) The phrase
  - c) The images
  - d) The actions to reduce, reuse, and recycle waste
9. Make your poster. Remember the features of an advertising spot: It must be visually attractive and easy to understand.
10. Decorate your poster.
11. Get ready to display your draft!



## Let's Refocus and Continue



1. In assembly, discuss the activities you have performed up to this point and answer the following questions with two or three sentences:

a) How much progress have you made?

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b) What challenges have you faced?

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c) How have you dealt with these challenges?

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2. In communities, present the draft of your poster. Explain its content and how you organized it.

3. Work in two communities: one will be called “Organics” and the other “Inorganics.”

a) Each of them will propose improvements for the posters, keeping in mind the criteria presented in the table below.

- ▶ You can add different assessment criteria if you think they are needed.

### Assessment Criteria

Organics	Inorganics
<ul style="list-style-type: none"> <li>• Visuals are appealing.</li> <li>• Proposed actions allow to reduce the amount of garbage.</li> </ul>	<ul style="list-style-type: none"> <li>• Content is clear and coherent with the message and illustrations.</li> <li>• Proposed actions allow to recycle or reuse garbage.</li> </ul>

4. In communities, discuss your suggestions for improvement. Agree on making any necessary changes to prepare the final version of your posters.



## INTERVENTION

### Let's Spread the News




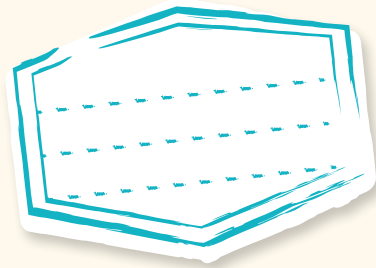
1. In classroom community, organize the presentation of your posters. First, as a rehearsal, you will present them to your classmates and teacher.
  - a) You will provide a brief explanation of your work. You may use the following questions as guidelines for your presentation:
    - ▶ Which materials did you use to make your posters?
    - ▶ How did you feel about this activity?
    - ▶ What actions can you do to reduce waste and to recycle at school?  
Call the community to action! Invite them to make slight changes to help!
  - b) Listen respectfully while you practice your presentations. Have fun!
  
2. Choose the best time and place for the event.
  - a) Once you have that information, create the invitations.
  
3. Hand out cards to every guest that attends the event. Write the following sentences in the cards:
  - a) Was the message in the poster adequate and clear? Why?
  - b) What actions would you take to manage trash disposal at school effectively?
  
4. Write the script you'll use for your presentation, and consider the following:
  - a) How did you prepare the contents of your poster?
  - b) How did you feel during the elaboration?
  - c) Can you commit to any of the discussed actions to reduce the waste generated at school?
  
5. Don't forget to hand out the cards to know the point of view of the audience in every presentation.

## Let's Consider

1. Once the presentations are over, in assembly, read the answers that the audience wrote in the cards.
  - a) Reflect on the mentioned activities.
  - b) Identify differences and similarities.
  - c) Write a summary in your notebook.
  
2. Discuss your opinions to create a social campaign, and consider the following aspects:
  - a) Usefulness of the posters to communicate an issue.
  - b) Actions needed to reach a solution.
  - c) Changes you expect to happen at school.

## Let's Go On

1. In assembly, brainstorm the easiest and best measures you can take, individually and as members of a community, to help combat the problem. Use the classroom board to make a list of these measures.
  
2. Answer the following questions:
  - a) What improvements can you make to your posters and social campaign?
  - b) Which topics, regarding trash disposal, would you like to study further?
  - c) How is this project related to other areas of knowledge and scenarios?
  - d) How could you connect this project to other situations, unconsidered problems, or other social campaigns?
  
3. Find an appropriate place in the classroom or at school to place your posters so everyone can see them. You have just started a social campaign!
  
4. Finally, write in your notebooks the assembly agreements reached by the community in the social campaign. Consider these agreements as a promise to start changing things for the better. Implement and communicate your agreements in your social circles. All big changes start with small actions, like the one you just took. 





# A D-Fence Against Diseases

In this inquiry-based project, you will understand the basic functioning of the immune system against disease-causing microorganisms. To do this, you will analyze the growth of microorganisms and learn what they cause inside the human body. Also, in community, you will prepare an antibacterial liquid to complement hand hygiene.

En este proyecto por indagación, entenderás el funcionamiento básico del sistema inmune contra microorganismos causantes de enfermedades. Para esto, analizarás el crecimiento de microorganismos y aprenderás sobre sus efectos dentro del cuerpo humano. Asimismo, prepararás en comunidad un líquido antibacterial para complementar la higiene de las manos.

## Our Community Wisdom

1. In community, read the following newspaper text related to the COVID-19 infection rebound in Mexico at the end of 2022.

Mexico City, December 22, 2022

By the end of 2022, there was a rebound of SARS-CoV-2 virus across the entire country. Health authorities acknowledged that this new wave of cases began between November 29 and December 10, increasing from 7,000,829 confirmed active cases to 28,000,547. In response to this

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Escuela Primaria  
José Refugio Esparza Reyes  
AGUASCALIENTES

infection surge, the Secretaría de Salud issued a precautionary statement, urging

Ciudad de México, 22 de diciembre de 2022

Antes de terminar el año 2022, se registró un repunte del virus SARS-Cov-2 a lo largo del país. Autoridades de salud confirmaron que esta nueva ola de casos comenzó entre el 29 de noviembre y el 10 de diciembre: incrementando de 7 000 829 casos activos confirmados a 28 000 547. Frente a este número de infecciones, la Secretaría de Salud emitió un comunicado preventivo invitando a la población mexicana a tomar las medidas apropiadas para reducir la posibilidad de contagio durante la temporada de frío y las vacaciones de diciembre.

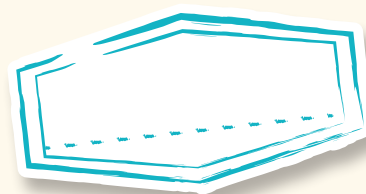
Se esperaba un nuevo pico en los 32 estados durante diciembre y parte de enero, tal como fue el

the Mexican population to take appropriate measures to reduce the possibility of infections during the cold season and the December holidays.

A rebound is expected in all 32 states during December and part of January, just as it happened in 2020 and 2021. Despite the 264% increase in cases, health authorities assure that the number of deaths will be lower since current conditions are different from those in 2020 and 2021. They attribute this to the fact that 84% of Mexicans have at least one dose of one of the different COVID-19 vaccines administered during the vaccination campaign to contain the virus.

caso en 2020 y 2021. A pesar del aumento de 264% de los casos, las autoridades de salud aseguraron que el número de muertes será menor, ya que las condiciones del momento son diferentes de aquéllas de 2020 y 2021. Esto se atribuye a que, al momento, 84% de los mexicanos han recibido por lo menos una dosis de alguna de las diferentes vacunas contra covid-19 administradas durante la campaña de vacunación contra el virus.

2. Individually, without forgetting you are part of a community, complete the diagram based on the information you just read.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

D	L	Ma	Mi	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3. In assembly, share the information you wrote in the previous diagram to find out how many of you had similar answers.
  
4. The human body needs defenses to help it fight different diseases. This is why, in this inquiry-based project, you will answer the following questions as a community:
  - a) What happens to my health if I don't wash my hands properly?
  - b) What do microorganisms do inside our body?

## Let's Find Out

Gather in communities and reach the necessary agreements to answer the questions stated in "Our Community Wisdom."

- a) Write the agreements in your notebook and make sure to fulfill them.
- b) If necessary, you can change them or propose new ones.

A growing medium is a mixture of nutrients that promote the growth of different microorganisms. This technique is mainly used in laboratories for the analysis and study of microorganisms.

## What Happens to My Health If I Don't Wash My Hands Properly?

In communities, organize the activities to carry out the following experiment.

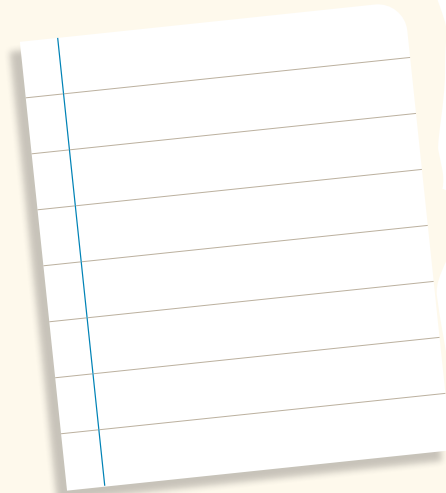
### Materials (per community)

- |                                                     |                             |
|-----------------------------------------------------|-----------------------------|
| 1 package of unflavored and uncolored gelatin       | 1 tablespoon of sugar       |
| 1 chicken bouillon cube                             | 1 marker                    |
| 6 wide and shallow clean glass jars with metal lids | 1 container (500 ml)        |
| 500 ml of hot water                                 | 1 pot higher than the jars  |
| Liquid or bar soap                                  | Clean stainless-steel tongs |
| One large lemon or two small lemons, cut in halves  | 1 mask (per member)         |
| 1 oven glove or potholder                           | Antibacterial gel           |
| 1 clean bag to store the jars                       |                             |



**Procedure**

1. Choose a community member to complete the following steps at home with the help of an adult:
  - a) Place the tip of the tongs and the wide jars upside down inside the pot, completely covered with water.
  - b) Allow the pot to boil for 20 minutes.
  - c) Carefully remove the tongs with the oven glove or potholder.
  - d) Allow the tongs to cool and then use them to remove one of the jars from the boiling water.
  - e) Immerse the lids of the jars for a few seconds in the boiling water, remove them, and let them cool.
  - f) Cap and store the jars in a clean bag when dry to take to school.
  
2. In community, with the help of your teacher, heat water and pour it into the 500 ml container. Dissolve the chicken bouillon cube together with the packet of unflavored and uncolored gelatin and the tablespoon of sugar. Stir until completely dissolved. This will be your growing medium.
  
3. Label the jars from one to six with the marker, and pour the mixture you made inside. Don't forget to cover the jars.
  
4. Each community must choose a different area in the classroom.
  
5. Put on the mask and do the following:
  - a) Jar 1, the control jar, will be closed all the time.
  - b) Get your hands dirty on any surface! Then uncap jar 2, touch the growing medium with dirty hands, and close the jar.
  - c) Get your hands dirty again, then wash them with water only, uncap jar 3, touch the growing medium with dirty hands, and close the jar.
  - d) Get your hands dirty, clean your hands with antibacterial gel, and touch the growing medium of jar 4.
  - e) Get your hands dirty, wash your hands with water and soap, and then touch the growing medium of jar 5.



f) Get your hands dirty, wash your hands with lemon juice, and then touch the growing medium of jar 6.



6. Finally, close the jars tightly and leave them in a place out of direct sunlight for 72 hours.

7. Draw and record your observations in your notebook.  
You can use the following table as an example:

Jar	24 h	48 h	72 h
1. Control			
2. Unwashed dirty hands			
3. Hands washed with water only			
4. Hands cleaned with antibacterial gel			
5. Hands washed with water and soap			
6. Hands washed with lemon juice only			

## What Do Microorganisms Do Inside Our Body?

1. In assembly, with the help of your teacher, talk about strategies to solve this question.
  - a) Write your classmates' suggestions in your notebook.
2. Read the following suggestions and complement them with your proposals to choose a method to find out what microorganisms can do inside our body.

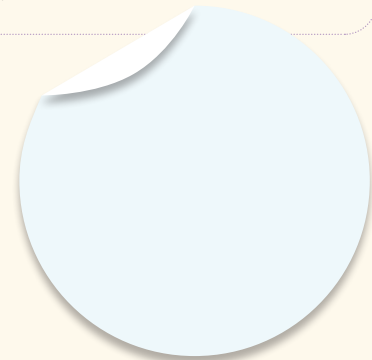
### Interview

- ▶ Invite healthcare professionals to your school for an interview or ask them to make a presentation in your class.
- ▶ The professional may be a doctor, a nurse, a pharmacist, a clinical chemist, or a dentist.

### Inquiry

- ▶ Check your book *Nuestros saberes: Libro para alumnos, maestros y familia*, go to the Classroom Library, School Library, or public library, and take a look at magazines, documentaries, or any reliable websites in the company of an adult.

3. No matter the strategy you use, it is important to write a series of contents as a guide in your inquiry about the chosen topic.
  - a) In communities, read Silvia and Humberto's list. Then write your own guide in the box on the right.



As a community, choose topics from the following list to discuss with a community doctor during the interview:

- How microorganisms enter our body.
- What microorganisms do inside our body.
- List of the barriers of the human body against microorganisms.
- How our body fights microorganisms.
- How our body avoids the entry of microorganisms.

Topics that will help us answer the question: What do microorganisms do inside our body?

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4. Don't worry if you need to change the strategy. Any idea will be complemented with the support of all the community members.
5. Remember to record all the information gathered in your notebook and add photos, pictures, or graphics.
6. Draw a conclusion from the data you collected and write it in your notebook. Then, in assembly, discuss it.



### Let's Understand

1. In communities, describe and illustrate the characteristics that indicate the presence or absence of microorganisms in the growing medium after 72 hours. Use the table provided on the following pages. Do not open the jars. Consider the following parameters to complete the table:
  - a) Appearance or absence of stains in the jars.
  - b) Similarities and differences between stains in the jars.
  - c) Color and appearance of the surface (shiny, rough, creased, dry, powdery, mucous).
  - d) Shape, thickness, and height of the stains.
  - e) Presence of filaments.



	Drawing	Description After 72 Hours
1. Control		
2. Unwashed dirty hands		

	Drawing	Description After 72 Hours
3. Hands washed with water only		
4. Hands cleaned with antibacterial gel		
5. Hands washed with water and soap		

	Drawing	Description After 72 Hours
<p>6. Hands washed with lemon juice only</p>		

2. Gather with other communities and share the information you recorded.

3. In assembly, talk about the differences you found in other communities' records. Discuss the reasons of the differences.

- a) Individually, without forgetting what you worked as a community, write the reasons for these changes.

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4. In assembly, organize the most relevant ideas from your inquiries and interviews onto the board in a table format, similar to the one on the next page:



How Microorganisms Enter Our Body	What Microorganisms Do Inside Our Body	Which Are the Barriers of the Human Body Against Microorganisms	How Our Body Fights Microorganisms	How Our Body Avoids the Entry of Microorganisms

5. Share your experience and write in your notebook about:

- a) The importance of the immune system for the human organism.
- b) Actions to take to prevent microorganisms from acting inside our body.

6. In communities, analyze the similarities between the actions of the authorities in a robbery and those of the immune system when the body gets invaded by microorganisms such as bacteria.

- a) Look at the pictures on the next page and match them with lines.
- b) Then, number the pictures according to how the immune system works.

7. In assembly, share your answers. Correct them, if necessary.

8. Individually, without forgetting what you worked as a community, explain the similarities.

- a) Share your explanation with your family members.





Motion detector is activated.

Bacteria enters the body.

Police respond to the call and catch the thief.

Memory cells are activated in the presence of bacteria.

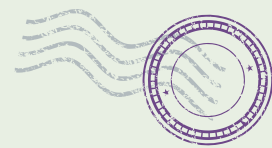
The thief enters with the intention of stealing.

Macrophages phagocytize bacteria.

The security system alerts the police.

Antibodies and lymphocytes destroy the bacteria.

# Vocabulary



Individually, without forgetting you are part of a community, look at the phrases below and complete the sentences. Take into account that we use *going to* to ask about future plans.

wash your hands	sanitize	cover your mouth	cook well	keep the house clean
-----------------	----------	------------------	-----------	----------------------

- We don't have any soap, are we going to \_\_\_\_\_ our hands?
- You are coughing. Aren't you going to \_\_\_\_\_ ?
- Breakfast time! \_\_\_\_\_ before you eat.
- I already helped them with the household chores, are they going to \_\_\_\_\_ ?
- The food looks raw, is he going to \_\_\_\_\_ the chicken?

Answers: a) sanitize, b) cover your mouth, c) Wash your hands, d) keep the house clean, e) cook well

# Grammar

## Going to

Structure (Interrogative)	Examples	Use
verb to be (am) + subject (I) + <i>going to</i> + <i>verb in simple form</i> + complement + ?	Am I <i>going to visit</i> my parents?	Ask about future plans.
verb to be (is) + subject (he, she, it) + <i>going to</i> + <i>verb in simple form</i> + complement + ?	Is she <i>going to travel</i> this weekend?	
verb to be (are) + subject (you, we, they) + <i>going to</i> + <i>verb in simple form</i> + complement + ?	Are you <i>going to go</i> to the party?	

Individually, considering everyone else, read the sentences on the next page and complete them with the correct form of the verb to be (*am*, *is*, or *are*).

- a) \_\_\_\_\_ she going to sing in the karaoke?  
 b) \_\_\_\_\_ they going to take this class?  
 c) \_\_\_\_\_ you going to buy a car tomorrow?  
 d) \_\_\_\_\_ he going to visit my mom?  
 e) \_\_\_\_\_ I going to play video games after school?  
 f) \_\_\_\_\_ we going to swim in Cancún next month?  
 g) \_\_\_\_\_ it going to be our next home?

Answers:  
 a) I'm going to sing in the karaoke?  
 b) Are they going to take this class?  
 c) Are you going to buy a car tomorrow?  
 d) Is he going to visit my mom?  
 e) Am I going to play video games after school?  
 f) Are we going to swim in Cancún next month?  
 g) Is it going to be our next home?

## Let's Socialize and Implement

- It's time to go back to what we have learned. Do you remember the results in the growing medium? Now, in communities, with the help of your teacher, make your own antibacterial gel. Get the materials and follow the steps.



### Materials (per student)

- 365 ml of 96° alcohol (sold in drug stores)
- 110 ml of body oil (baby oil, almond oil, or coconut oil)
- 25 ml of hydrogen peroxide
- 1 clean 600 ml plastic bottle (it can be reused)
- 1 graduated feeding bottle (per community)

### Procedure

- Measure the indicated amounts of materials using the feeding bottle. Pour the liquids into the plastic bottle.
- Once you poured the materials into the clean plastic bottle, shake it carefully and observe how it mixes.



2. Individually, without forgetting what you learned collectively, answer the following questions:

a) Which liquid will you need more of?

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b) After adding all those quantities in a bottle, how much antibacterial liquid do you get?

---



---

c) If you wanted to make 1 L of antibacterial liquid, how much of each product would you need?

---



---

d) How much of each product is required to make 15 L?

---

3. Observe the work of your classmates. In assembly, discuss how you could improve your products.

### Let's Reflect on Our Learning

1. In community, play the Hot Potato game to reflect on what you have learned.



#### Materials

- A small ball or stuffed animal

#### Procedure

1. In assembly, go to the schoolyard and form a circle. The teacher will be on the inside.



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2. The teacher throws the ball or the stuffed animal to someone, and everybody keeps passing it to the next person in the circle while the teacher sings: “Hot potato, hot potato, hot potato, hot potato, hot potato, hot potato, potato, potato, potato.”


3. Be careful when throwing the object to prevent accidents.

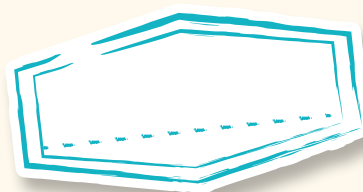
4. The student who has the object when the song stops, will answer some question related to:

- a) The most interesting activity during this inquiry-based project.
- b) The difficulties they had doing the activities.
- c) The most important topics of this inquiry-based project for their everyday life.
- d) Skills developed during this inquiry-based project.



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2. Finally, write in your notebooks the assembly agreements reached by the community to recognize the functioning of the immune system, and the importance of hygiene to prevent the entry of disease-causing microorganisms into the human body. 





# Step by Step Toward the Future

In this service-learning project, you will recognize why it's important to continue studying after elementary school. Also, you will find out about the different schools available in your area by planning and conducting an Educational Experience Workshop in which you can reinforce your learning.

En este proyecto de aprendizaje servicio, reconocerás por qué es importante seguir estudiando al terminar la primaria. Además, aprenderás sobre la diversa oferta educativa disponible en tu área al planear y dirigir un Taller de experiencias educativas en el que podrás reforzar tu aprendizaje.

## Starting Point

1. In community, read the following fragment of the tale *Tere, de sueños y aspiradoras*:

### In 10 years Nuria Gómez Benet

Nine point two! It had been so long since I got a nine!  
I rang the doorbell at home thinking about how happy  
my parents would be when they saw it, right there, on my  
report card:

Teresa Gorozpe Cué. 6° B.  
My life project.

I don't know about you, but me, I've never really cared  
about getting only nines and tens; however, this  
time I was really glad when the teacher  
mentioned my name among those of  
the students who had written the best  
compositions. I'm sure my face was  
like "I won a trip to the beach!"



#### Autor:

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SONORA

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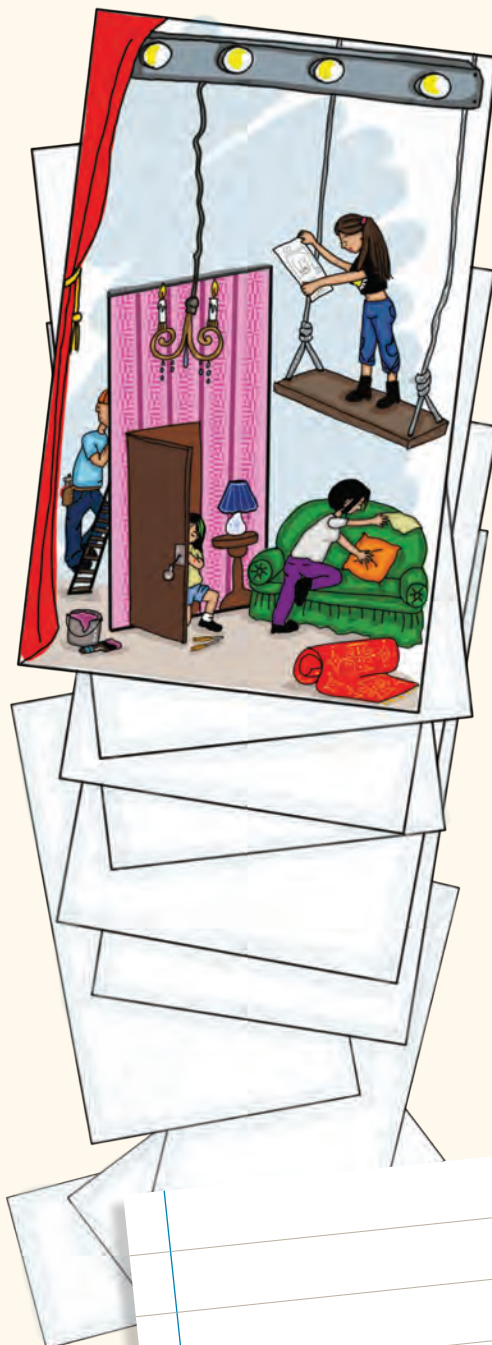


Since we were about to finish elementary school, our teacher, Miss Alicia, explained how we could continue our studies: technical school, regular junior high school, and more.

She said that, to make the best choice, we needed to know very clearly what we wanted to be when we grew up. To do this, she gave us a special homework: write what we wanted to be doing in ten years' time. Oh, for me it was a piece of cake! – I had dreamed about it a thousand times!

In 10 years, I would already be a scenographer, that is, someone who designs the curtains, the walls, the furniture, and background for theater plays and shows. I would get to work every day drawing plans for rooms, secret doors, landscape curtains, inventing special staircases for the best singers' performances. Can you imagine? I sure can!

Last year, Lily, Francisco, Margarita, and I, did the scenography for the School's End-Of-Year Festival and, not to brag, but we did great... (Well, except for one tree that was light green because Lily spilled the dark green bucket on herself, so we ran out of paint, but hardly anyone noticed it.)



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I also wrote in my composition that in ten years, I would be living in a small apartment with a friend, and that I would visit my parents every weekend. I would have a digital camera and I'd go everywhere taking photos of houses, sunsets, windows, and anything else that gave me innovative ideas for my work.

For that, I had to finish junior high school, then high school, and then go study scenography in the capital. I have even found out how many semesters the degree lasts.

When she handed over the graded papers, after class, Miss Alicia called me over.

"If you're as sure as it shows on this paper," she said as she hugged me, "I'm sure you'll achieve it. Congratulations! I hope you'll invite me to the first play you work on."

"Sure thing, teacher!" And I even gave her a voucher to exchange it for a ticket when that day comes.

Consejo Nacional para Prevenir la Discriminación (2018)



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2. Individually, but keeping in mind that you are part of a community, write in your notebook what you think you will do or will be doing in 10 years. Then, share it with your classmates. Keep that page as a reminder of your plans.
3. In community, answer aloud the following questions: What did your parents, family members, and neighbors study? Or what are they studying?
4. Then, based on the following list, interview some of them to learn about their school experiences. You can add more questions if you want to.



- a) What do you do? What is your profession or trade?
  - b) How long have you been doing it?
  - c) How did you learn to do your job?
  - d) Do you like your job? Why?
  - e) How do you think your profession or trade will evolve in five years? What are your expectations about this?
5. Individually, but keeping in mind that you are part of a community, reflect on the profession or trade you are interested in. You can consider the jobs mentioned by the people you interviewed. Think about what you need to learn to perform those jobs and write your ideas in your notebook.
6. In communities, look at the following pictures and discuss what these people do for a living.

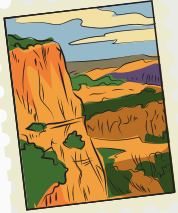




1. Individually, read the explanations carefully and complete the following sentences using the right future form for each.

### Future Simple

*will* + verb in base form



It is used to express beliefs about the future, to predict (i.e., to declare something will happen), or to talk about expectations, offers, and promises.

- a) I \_\_\_\_\_ (win) no matter what.  
 b) You \_\_\_\_\_ (go) with me to the movies tomorrow, right?

*may, might, and could* + verb in base form

If we are not sure about our predictions or expectations.

- a) I \_\_\_\_\_ (be) busy on Saturday, but let me check first.  
 b) I think they \_\_\_\_\_ (win) the game, but it seems unlikely.

verb *to be* + *going to* + verb in base form

It is used to talk about plans and intentions (things that we want to do in the future).

- a) I'm \_\_\_\_\_ (be) a doctor.  
 b) We \_\_\_\_\_ (watch) a movie tonight.

We also use the verb *to be* + *going to* to predict something based on evidence (something we can see).

- a) I think he \_\_\_\_\_ (study) scenography:  
 he's always talking about it!  
 b) They \_\_\_\_\_ (win) the game;  
 they are two points ahead!

## Future Perfect

*will have* + verb in past participle

It is used to talk about an action that will be completed before a specific time in the future.

For example:

By the time I finish my homework, my family will have gone to bed.

In four years' time, I will have finished high school.

- a) In two years' time, she \_\_\_\_\_ (graduate) from college.
- b) In two weeks' time, I \_\_\_\_\_ (finish) the project.

## Future Progressive

*will be* + verb ending in *-ing*

It is used to talk about actions that will be in progress at a certain time in the future.

- a) In two weeks' time, I \_\_\_\_\_ (sunbathe) in Acapulco.
- b) In 2 years' time, You \_\_\_\_\_ (live) in another city.

## Present Progressive

verb *to be* + verb ending in *-ing*

It can be used to talk about future plans that are already arranged or scheduled.

- a) I \_\_\_\_\_ (meet) Miss Alicia tomorrow.
- b) I \_\_\_\_\_ (see) my grandmother later.



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## Present Simple

Verbs in present tense can be used to talk about actions that happen regularly or are scheduled to happen in the future.

- a) The play \_\_\_\_\_ (start) in two hours.
- b) The bus \_\_\_\_\_ (arrive) at 9:00 a.m. next Monday.

## Future Expressions

verb *to be* + about to + verb in base form

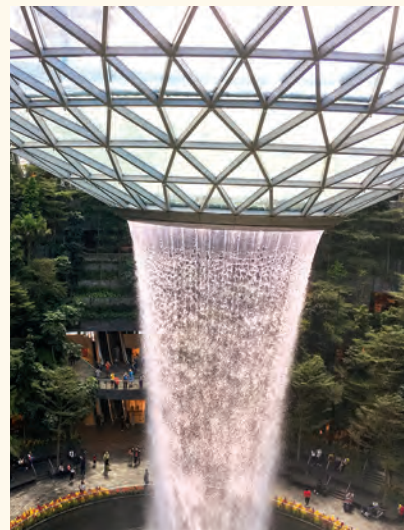
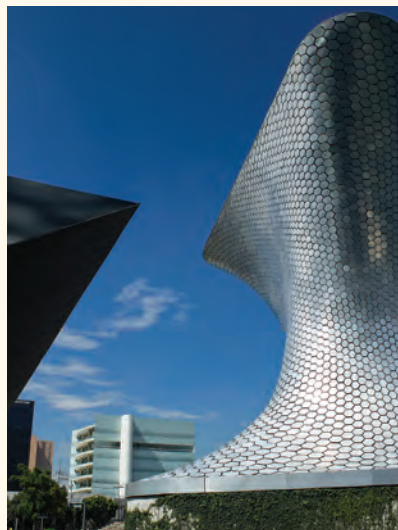
To talk about actions that will happen very soon.

- a) The concert \_\_\_\_\_ (start).
- b) I think you \_\_\_\_\_ (finish) your homework.

Answers:  
Future simple: will win, will go, might be/could be, might win/could win, going to be, are going to watch, is going to study, are going to win  
Future perfect: will have graduated, will have finished  
Future progressive: will be sunbathing, will be living  
Present progressive: am meeting, am seeing  
Present simple: starts, arrives  
Future expressions: is about to start, are about to finish

## Let's Identify the Needs to Determine the Services

1. Look at the following pictures:



2. In communities, talk about the images. What did you see in them? Did you like them? Why?
  
3. In your notebook, copy the table below and fill it in with your answers to the following questions. Think about what will happen in one, five or 10 years.
  - a) How do you think medical technology will be like in the future? Will there be new treatments for diseases that we can't cure now, or better vaccines for COVID-19, for example?
  - b) How much do you think space technology will improve? Explain why.



**Advancements in the Future**

	In one year	In five years	In ten years
<b>Medical Technology:</b>			
<b>Space Technology:</b>			

Technology is fundamental for human life. It's used to advance in the areas of communication, transportation, and medicine, among others. Education is about learning new things and is related to our society's development. The progress and all findings achieved are due to people who have learned, who have trained, and who have been curious enough to find new ideas in different areas. As you can see, education and knowledge help improve society.

## 4. Read the following text:

## The Importance of Going to School and Learning New Things

The Constitución Política de los Estados Unidos Mexicanos states all boys and girls have the right to quality and tuition-free education. This means that the government must ensure that everyone has the same learning opportunities.

Going to school provides us with skills, attitudes and knowledge that make us productive and helpful. Also, it guides us to become good citizens, to respect others, and to care for the environment.

Education also contributes to strengthening the country's economy and social development, and to enhance its fairness and inclusiveness.

However, some kids still don't have access to quality education and that's something we need to change.

## La importancia de ir a la escuela y aprender cosas nuevas

La Constitución Política de los Estados Unidos Mexicanos establece que todos los niños y las niñas tienen derecho a una educación gratuita y de calidad. Esto significa que el gobierno debe garantizar que todos tengan las mismas oportunidades de aprendizaje.

En la escuela adquirimos habilidades, aptitudes y conocimientos que nos hacen productivos y útiles. También nos guía para convertirnos en buenos ciudadanos, respetar a los demás y cuidar el ambiente.

La educación contribuye a reforzar la economía y el desarrollo social del país, así como a hacerlo más justo e inclusivo. Sin embargo, algunos niños aún no cuentan con acceso a una educación de calidad, y eso es algo que debemos cambiar.



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5. In community, analyze and talk about the information you just read.

6. Imagine what you want to do: soon (short-term); in a little while (medium-term); and in a long time from now (long-term). Write your answers in the following table:



Short-Term, Medium-Term, and Long-Term Goals

Short-Term: What do I want to do when I finish sixth grade?	Medium-Term: What do I want to do while I go to junior high school?	Long-Term: How do I imagine what junior high school will be like?

7. Make a poster, a collage, or a timeline with pictures or cutouts that represent some of your short-term, medium-term, and long-term goals.

Having a disability doesn't have to stop you from personal nor professional success, nor from being happy. But we need schools and institutions, as well as an inclusive society, to promote their development and to grant equal opportunities for all. The texts below are about two Mexican youths that demonstrate how determination and hard work pay off. They are living proof of how valuable it is to work with talent and discipline, to study hard and never give up.

8. In community, read the following notes:

## Manuel Eduardo Cortez Vallejo

Manuel Eduardo became blind when he was fourteen years old; however, this hasn't stopped him. Born in Monterrey, he is now a great computer programs' developer. Actually, because of his blindness, he has designed applications to help people like him. First, DANI (Dactilografía Asistida Natural Intellectual), which assists his peers with typing on keyboards, and second, TWBlue, which allows you to use X (formerly Twitter) easily and quickly.



## Manuel Eduardo Cortez Vallejo

Manuel Eduardo quedó ciego a los catorce años; sin embargo, esto no lo ha detenido. Nacido en Monterrey, él es ahora un gran desarrollador de programas de computadora. En realidad, por su ceguera, ha diseñado aplicaciones para ayudar a personas como él. Primero, DANI (Dactilografía Asistida Natural Intellectual), el cual ayuda a sus pares a escribir en teclados, y segundo, TWBlue, el cual te permite usar X (antes Twitter) fácil y rápido.

## Matías Alanís Álvarez

Even with athetoid cerebral palsy (a condition that makes it hard to speak, see, and move), Matías graduated from the Universidad Nacional Autónoma de México (UNAM) with a degree in Political Science and Public Administration.



## Matías Alanís Álvarez

Aun con encefalopatía atetoide (una enfermedad que le dificulta hablar, ver, y moverse), Matías se graduó de la Universidad Nacional Autónoma de México (UNAM) en Ciencias Políticas y Administración Pública.

.....  
 Article 3 of the Constitución Política de los Estados Unidos Mexicanos states that all people have the right to education. This means that everyone should be able to go to school, and that education must be free and open to everyone.  
 .....



Alanís Álvarez always had his mother's support and was inspired by Stephen Hawking's famous quote: "Don't be disabled in spirit, as well as physically." Matías finished his studies and presented his thesis on "The Mexican Political System's Preservation Mechanisms." This experience was certainly a challenge, but Matías remembers it as "exciting and rewarding." Because he never gave up, he became the first teacher at UNAM with cerebral palsy.

Alanís Álvarez siempre tuvo el apoyo de su madre y se inspiró en la famosa frase de Stephen Hawking: "No puedes permitirte estar discapacitado en espíritu a la vez que físicamente".

Matías terminó sus estudios y presentó su tesis "Mecanismos de preservación del sistema político mexicano". Esta experiencia fue ciertamente un reto, pero Matías la recuerda como "emocionante y gratificante". Gracias a que nunca se dio por vencido, se convirtió en el primer profesor de la UNAM con parálisis cerebral.

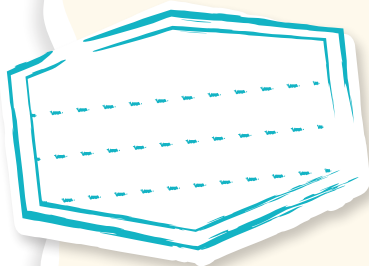
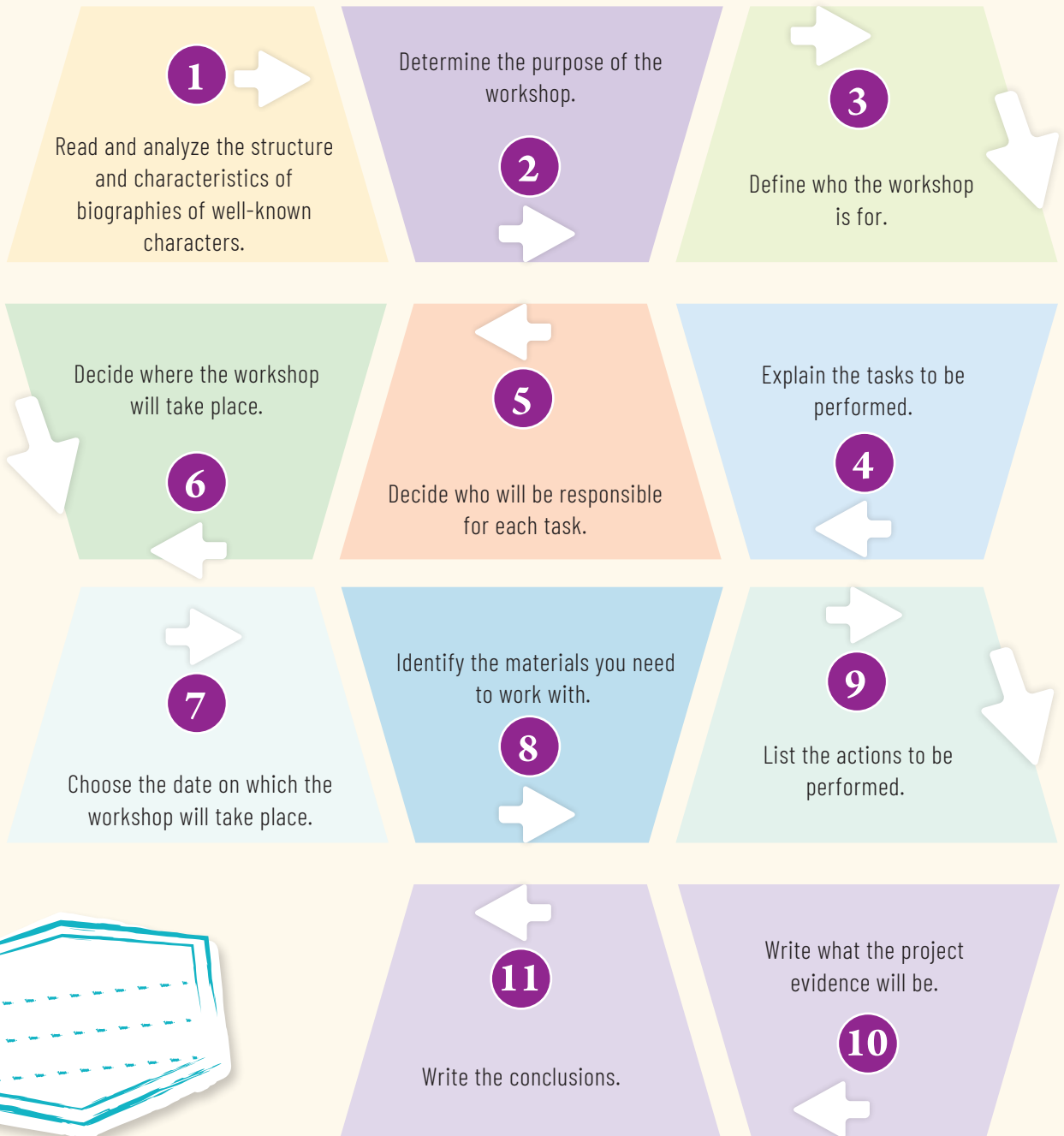
It's amazing what people can do when they know what they want. Unbelievable! These Mexican youths have used their physical differences as a motivator to do wonderful things in life, and to make sure everyone has the same chances. As citizens, we can follow their determination and example, and help create a society without discrimination.

9. Comment on what you think about the stories you just read, keeping in mind Manuel's and Matías' academic experiences and the goals you think they wanted to achieve. Write about it in your notebook.



## Let's Organize the Activities

1. It's time to organize the Educational Experiences Workshop! Here are some activities you can do. Use this diagram as a guide.



## Creativity On

1. Individually, but keeping in mind that you are part of a community, find out what it's like to go to junior high school.
  - a) With the support of an adult, search for information on the internet.
  - b) Talk to people in your community to learn about their experiences in junior high school.



2. Find the junior high school closest to your home and go visit it if you can: Plan a trip to a junior high school with a family member or an adult. Once you are there, ask for information about their educational offer and modality, their shifts and schedules, and any special programs they may have. You can make a list of questions to ask and write what you find out in your notebook.

3. In community, and based on your results, complete the following table:

Educational Offer for Junior High School in My Community

	School Name	Location	Why I'm Interested	Educational Offer

In junior high school, there are several modalities: regular junior high school, technical junior high school, and tele-junior high school, each with its own special characteristics.

4. In community, and with the help of your teacher, plan the Educational Experiences Workshop with the two following activities:
  - a) An art show about the experience of a family member or a friend when they were in junior high school.
  - b) Exhibitions about what schools in your area have to offer.
5. Invite your family members to join in!
  - a) Ask them for a photograph, a drawing, an illustration, or an image that represents the time when they attended junior high school.
6. In communities, choose one of the schools you learned about. Make sure each community picks a different school and design a poster as well as flyers to tell everyone about it!
7. In community and with the support of your teacher, organize the classroom to hold the workshop. Hang up all the images your guests gave you, simulating a clothesline.



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8. Make a questionnaire to evaluate the results of the workshop. All participants will answer the questions. Here are some questions to start with:
  - a) Did you find the workshop helpful? Why or why not?
  - b) What did you learn about the school offer in your area?
  - c) How can we improve the workshop?



9. On Workshop Day:
- Ask the parents present to share their junior high school stories based on the pictures on the clothesline.
  - Reflect about why it is important to continue studying after finishing elementary school.
  - Talk to your classmates and parents about the schools in your community.
  - In assembly, share how was your visit to the junior high school or tele-junior high school like.



### Let's Assess and Share Our Achievements

1. With the support of your teacher, gather all the answers to your questionnaire and identify the usefulness of this project. Summarize the information using keywords.

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2. Write any questions asked at the workshop that have been answered.


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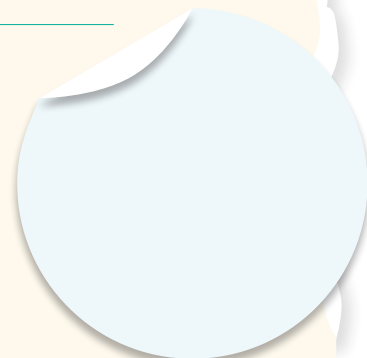
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3. Write ideas on how to improve the workshop.

---

---

4. Finally, write in your notebooks the assembly agreements reached by the community on how important it is to continue studying after elementary school. 





# What a Diverse Language!

In this project, you will organize, visualize, and share calligrams. You will identify linguistic diversity and its elements: orality and writing, with the aim of showing cultural expressions associated with language.

En este proyecto, organizarás, visualizarás y compartirás caligramas. Identificarás la diversidad lingüística y sus elementos, oralidad y escritura, con el objetivo de mostrar expresiones culturales asociadas con la lengua.

## GETTING READY Let's Identify

In assembly, with the help of your teacher, read the following fragment aloud. Then, discuss it.

### On the Way to Mictlán Azalea I. Monterrubio

[...] Itzcuintle, wise guide, understood perfectly that the feline was nothing more than one of the many lord Tepeyollotl\* was in charge of, therefore, he could only observe what was going to happen.

Sintiopil, still under the spell of that animal, saw how the skin that covered his chest came off; there between his ribs, his heart was beating strongly. The jaguar touched its nose to the young man's bones, his ribs opened to allow the jaguar to take the heart between its jaws and swallow it. After devouring its morsel, it disappeared, and the jungle showed Sintiopil the path to follow.

\*Lord of jaguars. This is also considered one of the representations of the god Tezcatlipoca.



#### Autora:

Natalia Margarita Jesús Lara

Maestra frente a grupo

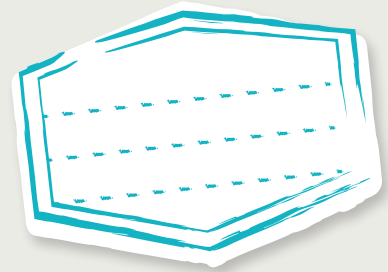
Primaria Bicentenario de la Independencia de México

QUINTANA ROO

# Grammar

Now you're going to review the past tense. Remember that it's used to talk about something that happened in the past.

Affirmative	Negative	Question (?)
I <i>played</i> .	I <i>didn't play</i> .	<i>Did I play?</i>
You <i>played</i> .	You <i>didn't play</i> .	<i>Did you play?</i>
He <i>played</i> .	He <i>didn't play</i> .	<i>Did he play?</i>
She <i>played</i> .	She <i>didn't play</i> .	<i>Did she play?</i>
It <i>played</i> .	It <i>didn't play</i> .	<i>Did it play?</i>
We <i>played</i> .	We <i>didn't play</i> .	<i>Did we play?</i>
You <i>played</i> .	You <i>didn't play</i> .	<i>Did you play?</i>
They <i>played</i> .	They <i>didn't play</i> .	<i>Did they play?</i>



Individually, look at the table and complete it in simple past.

Affirmative	Negative	Interrogative
Izcuintle understood perfectly.		
	The jaguar didn't touch the bones.	
		Did it cover his chest?
The jungle showed Sintipil the path to follow.		
		Did the jaguar take Sintipil's heart?

	The jaguar didn't take Sintipil's heart.	The jaguar took Sintipil's heart.
Did the jungle show Sintipil the path to follow?	The jungle didn't show Sintipil the path to follow.	The jungle showed Sintipil the path to follow.
Did the jaguar touch the bones?	It didn't cover his chest.	It covered his chest.
Did Izcuintle understand perfectly?	Izcuintle didn't understand perfectly.	Izcuintle understood perfectly.
Interrogative	Negative	Affirmative

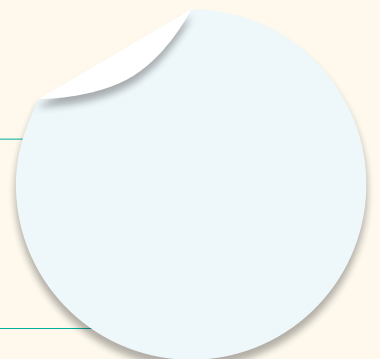
Answers:

## Let's Retrieve



Individually, without forgetting that you are part of a community, look at the images and answer the questions on the table.

Image	Left	Middle	Right
What does each image represent?			
Why are they different from each other?			
What do they have in common?			
What are jaguars called in your community?			





## Let's Plan

In assembly, review the following activity organizer. You can use it as a guide to make your calligram. Write the dates for the activities and the materials you will use.

.....  
A *calligram* is a phrase, word, or poem that forms images by ordering and arranging the words it contains in a certain orientation.  
.....

1. Find the use of orality and writing in the messages.

Date: \_\_\_\_\_  
Material: \_\_\_\_\_

2. Create a calligram from a short poem.

Date: \_\_\_\_\_  
Material: \_\_\_\_\_

3. Evaluate the first calligram with your classmates.

Date: \_\_\_\_\_  
Material: \_\_\_\_\_

4. Improve the calligram and copy it on a poster.

Date: \_\_\_\_\_  
Material: \_\_\_\_\_

5. Share the calligram with your community.

Date: \_\_\_\_\_  
Material: \_\_\_\_\_

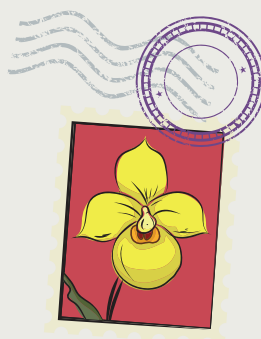
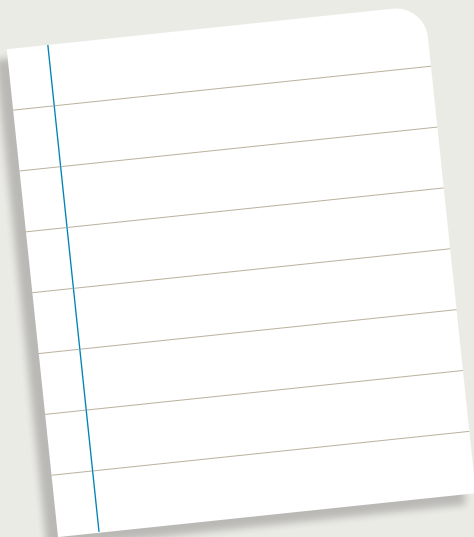
6. Evaluate the impact of the calligrams in the community.

Date: \_\_\_\_\_  
Material: \_\_\_\_\_

# Grammar

Individually, considering everyone else, rewrite the sentences in simple past.

- a) She walks to school every morning.  
\_\_\_\_\_
- b) The children play in the park after school.  
\_\_\_\_\_
- c) He eats breakfast at 7:00 a.m. every day.  
\_\_\_\_\_
- d) They watch TV in the evenings.  
\_\_\_\_\_
- e) The bus arrives at the stop at eight o'clock.  
\_\_\_\_\_
- f) María studies French on Mondays and Wednesdays.  
\_\_\_\_\_
- g) The dog barks loudly when someone knocks on the door.  
\_\_\_\_\_
- h) It rains a lot in the spring.  
\_\_\_\_\_
- i) Tom works at a restaurant downtown.  
\_\_\_\_\_
- j) We go swimming at the beach on weekends.  
\_\_\_\_\_



Answers:  
a) She walked to school every morning.  
b) The children played in the park after school.  
c) He ate breakfast at 7:00 a.m. every day.  
d) They watched TV in the evenings.  
e) The bus arrived at the stop at eight o'clock.  
f) María studied French on Mondays and Wednesdays.  
g) The dog barked loudly when someone knocked on the door.  
h) It rained a lot in the spring.  
i) Tom worked at a restaurant downtown.  
j) We went swimming at the beach on weekends.

## ACTION

## Let's Go Back and Forth

1. In assembly, while your teacher coordinates, read the following text:

Writing is a technique that establishes verbal action by using marks, signs, letters, and signals, among others.

## The Stove Weeps

Briceida Cuevas Cob

The stove tells me its story.  
 Its breath hits my face.  
 It shows me its wounds,  
 Charred face,  
 Dying ashes,  
 The deformity of its flames.  
 I burn with anguish.  
 Silently,  
 I give it my eyes so that it can cry.



2. Individually, but without forgetting others, interpret and match the question with the correct answer:

What is represented in the poem?

- Someone who cooks
- A sad person
- A wounded stove

Language, text organization, and the device or means to communicate are elements that allow a message to be transmitted efficiently in person or virtually.

3. In community, reflect on and discuss the following question. Write your comments in your notebook.

a) Why did the author give her eyes to the stove?

4. Individually, considering your community, translate the following haikus into another language.



.....  
 A *haiku* is a short poem made up of 17 syllables distributed in three verses, usually with a 5-7-5 syllabic structure. It has a Japanese origin, its main theme is nature, and it combines irony and humor.  
 .....

- a) You can choose English, a native language or Mexican Sign Language.
- b) Ask your teacher to collaborate or ask if there is a student in your school community who speaks another language and can translate it.

Haikus

El otoño comienza.  
 Cada día un trabajo:  
 dibujar flores.

Masaoka Shiki

Pedí mi casa prestada  
 a los mosquitos  
 y me dormí.

Kobayashi Issa

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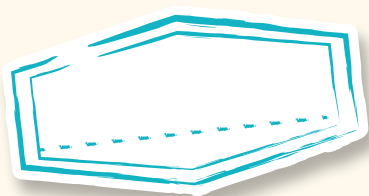
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c) In communities, read aloud and comment on the haiku translations.

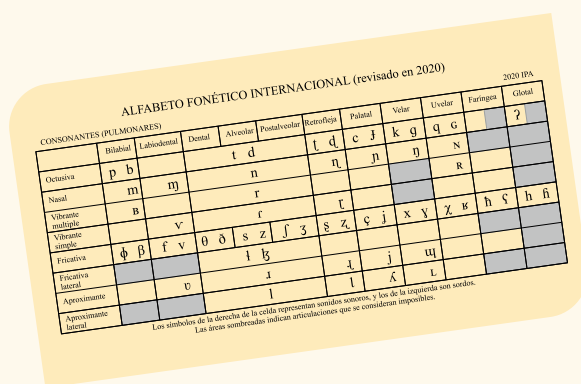


5. In assembly, reflect on the situations in which written and oral communication is used and the device or means used for it. Write your answers in the table on the following page.

Situation or Condition	Written Communication	Oral Communication	Device or Means Used
Send a short greeting to a family member who lives far from your location.			
Request with precision a service: food and shopping, among others.			
File a complaint and return an object that did not meet your requirements.			

6. Afterward, share your results.

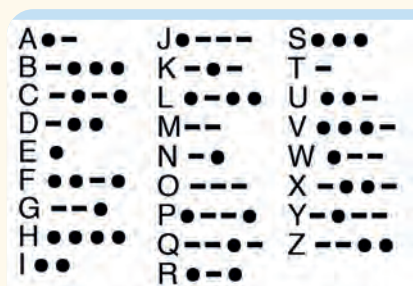
To use oral and written communication systems, the means of transmission vary. For example, oral communication can be carried out through a phone call, and written communication by sending a text message. The image shows how to make an exchange of symbols and how they could be adopted as your own.



By using different language codes, like symbols, signs, words, and some special scripts, we can see that language is mutable, and this enriches, maintains, or impoverishes it when certain expressions fall into disuse.

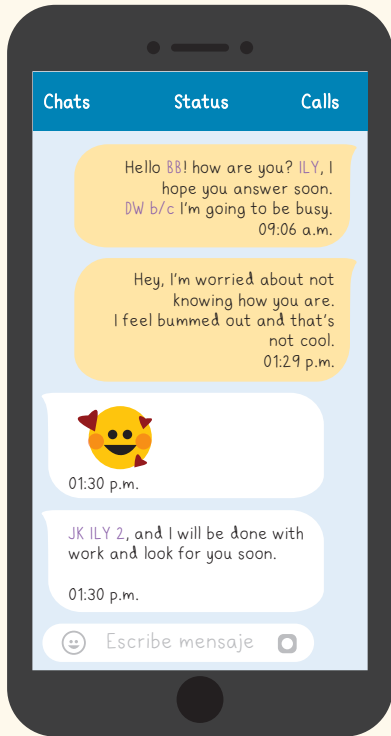
7. Individually, without forgetting that you are part of a community, investigate the origin and meaning of the highlighted words, and explain what they communicate within the sentence.

- a) My mother left me an *itacate* with delicious food: *tlacoyos*, *tamales*, and peanut *atole*.
- b) The tiresome *escuincle* went out of the *jacal* to play under the *ahuehuete* because the sun was burning his skin.



*Nahuatlism* is the term used to designate words that originate from Nahuatl and are currently used in Spanish or in other languages.

*Cyber language is a digital language that uses abbreviations and emoticons, and discards spelling rules; it is creative, but it poses risks to language.*



8. In communities, read and explain the meaning of the messages on the picture. Emphasize the abbreviations and colloquialisms used. If necessary, use a dictionary to look up the words whose meaning you do not know.

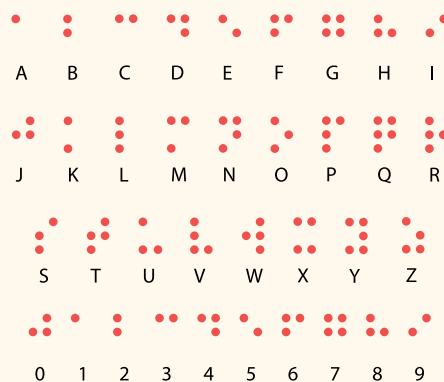
Word	Meaning

*Colloquialisms, phrases, or regional words are characterized by their use in informal situations, in either oral or written communication.*

9. In assembly, with the help of your teacher, reflect on how the various manifestations of writing or orality exposed in activities 7 and 8 can enrich or impoverish the language. Complete the comparative table based on your analysis.

Manifestations	How They Enrich	How They Impoverish
Words that come from native languages and are commonly used in Spanish.		
Colloquial language		
Cyber language		

10. In communities, play a game creating messages in the form of calligrams.
  - a) Research in the School Library, Classroom Library, or public library the characteristics of a calligram, and collect some short poems, with a maximum of seven lines, to inspire you to make your calligram. You can also write phrases you like.
  - b) If it is possible, include some poems that are representative of the linguistic diversity in your community or use another language, a native language, or Braille.
  - c) You can ask a native speaker or your teacher to help you with the translation of your calligram.



11. With the help of your teacher, write the first proposals or drafts of your calligrams on some reused paper sheets.

### Let's Refocus and Continue

1. In communities, compare the different calligrams you created, and evaluate improving them.
  - a) Share your calligrams with your community.
  - b) Complete the following table in your notebook:



Who Elaborated the Calligram?	What's the Message Transmitted? How Can It Be Improved?	What's the Original or Translated Language?	What Does the Drawing or the Silhouette That Forms the Text Represent? How Can It Be Improved?

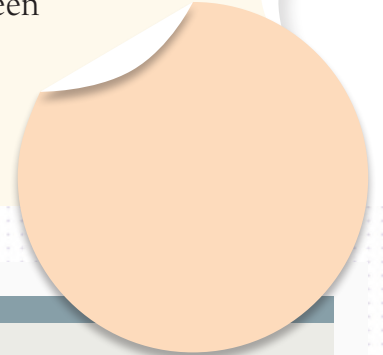
2. Improve your calligrams with the contributions of your classmates. At the end, copy them onto a poster.





## Let's Go On

1. In assembly, in your notebook, write a list of other types of texts that can be turned into calligrams to strengthen the linguistic diversity of your community.
2. In communities, answer the following questions:
  - a) What similarities and differences did you observe between your own work and your classmates' work?
  - b) What elements of your classmates' work caught your attention and could be incorporated into your work?

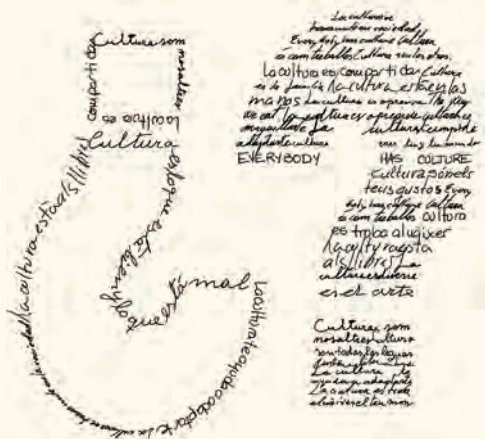



## Grammar

Individually, consult the grammar box and write the past form of the following verbs:

- |                  |                     |
|------------------|---------------------|
| a) Show _____    | f) Swallow _____    |
| b) Help _____    | g) Associate _____  |
| c) Cover _____   | h) Distribute _____ |
| d) Open _____    | i) Wait _____       |
| e) Enchant _____ | j) Touch _____      |

Answers: a) showed, b) helped, c) covered, d) opened, e) enchanted, f) swallowed, g) associated, h) distributed, i) waited, j) touched



3. Finally, write in your notebooks the assembly agreements reached by the community about identifying the characteristics of oral and written language, and about organizing, visualizing, and sharing calligrams. 



# Let's Cultivate Solutions!



Perla Areli Zúñiga Aguilar, ZACATECAS

In this project, you will identify the necessities of your community and your school. You will choose one that has become a problem and can be solved collectively. To do this, you will design a Problem Tree.

En este proyecto, identificarás las necesidades de tu escuela y tu comunidad. Elegirás aquella que se ha convertido en un problema y se puede solucionar colectivamente. Para esto, diseñarás un Árbol de problemas.

## GETTING READY Let's Identify

1. In assembly, talk about the problems in your community and your school. To do that, answer the following questions:
  - a) What are the main problems in your community and your school?

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- b) What are the causes of these problems?

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**Autora:**

Sarahi Tejada Renteria  
 Maestra frente a grupo  
 Asesora Técnica Pedagógica  
 Escuela Primaria Federal  
 Octavio Paz Lozano  
 BAJA CALIFORNIA



c) What are the consequences of these problems?

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2. In communities, read the following text:

## CITLALI DATA

### A Shooting Star of Information

# Why should we take care of water?

Through the years, water has become a natural wealth and we must take care of it. All living beings need water to survive. Sadly, humankind is not aware of how important it is to take care of this precious liquid and, as time goes by, our planet is running out of water.

In Mexico, for example, every inhabitant uses approximately 360 liters of water a day. We should be worried about this number, considering the overexploitation of the aquifers, natural wells, and rivers. Another problem is how factories pollute the water. It is predicted that due to the misuse of water, its shortage could start in 2050.

It is important for all of us to do our share and take care of water. Here are some things that we can do:

- ✓ Avoid wasting it.
- ✓ Close the faucets.
- ✓ Take shorter showers.
- ✓ Use a bucket to wash the car.
- ✓ If you find a leak, inform the authorities.

3. Individually, without forgetting that you are part of a community, answer the following questions:

a) What is the problem discussed in the text?

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b) What could be some of the causes of the problem?

Write at least three.

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c) What do you do at home to deal with the problem and to solve it?

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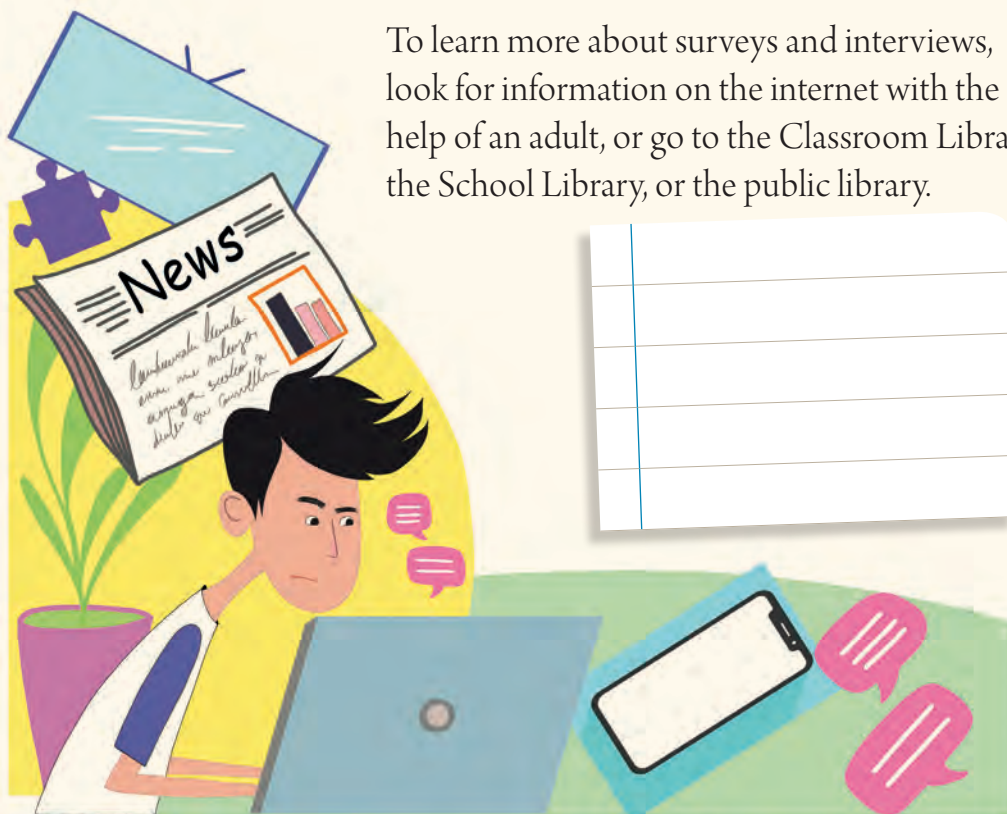
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### Let's Retrieve

1. In assembly and with the help of your teacher, answer the following: Have you ever read, seen, or heard an interview, through any type of media, such as television, the internet, newspapers, magazines, or radio?

To learn more about surveys and interviews, look for information on the internet with the help of an adult, or go to the Classroom Library, the School Library, or the public library.

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2. In communities, create a synoptic table considering the following:

Survey	Interview
What is a survey?	What is an interview?
What is it for?	What is it for?
What types of survey are there?	What types of interviews are there?
Examples:	Examples:

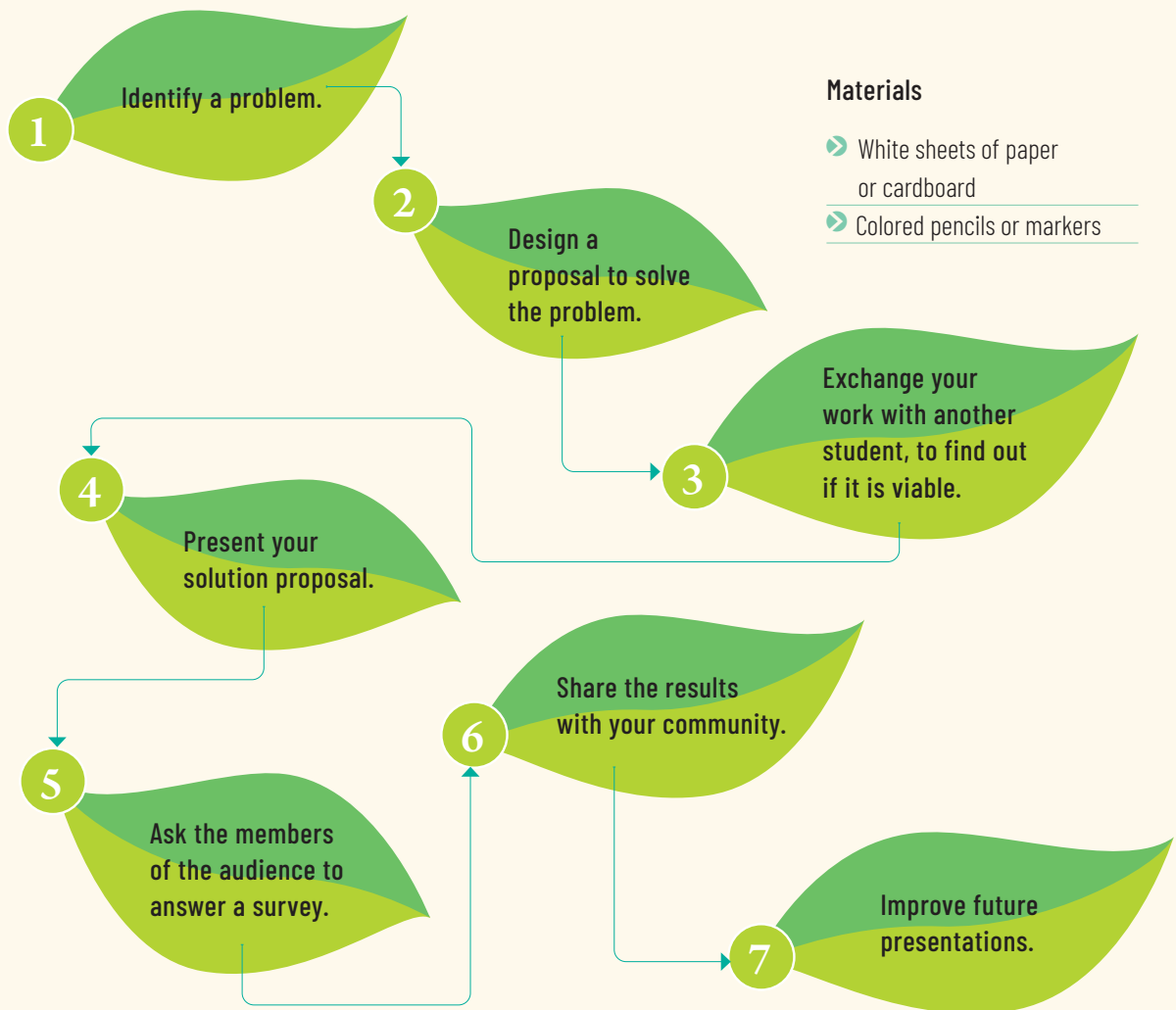
3. In assembly, check your synoptic tables and complete the following comparison table:

Survey and Interview	
Similarities	Differences

## Let's Plan

4. The Problem Tree that you will do in this project will be structured by following this diagram:

The solution proposals are the actions which goal is to solve the problem with the help of the community.



### Materials

- White sheets of paper or cardboard
- Colored pencils or markers

### ACTION

## Let's Go Back and Forth

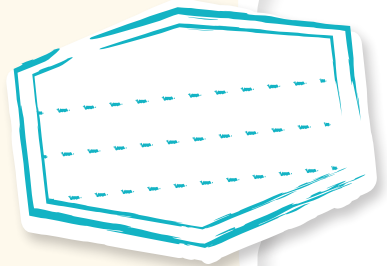
A Problem Tree is a diagram that looks like a tree, and helps you to identify what causes a problem and which are its consequences.

*Viable* means that it can be carried out with the available resources.

1. In community, conduct a survey among your classmates and teachers, asking them about the main problems in your community.
2. In communities, choose one of the problems that were mentioned in the survey. If conducting a survey is not possible, choose one of the problems that you identified in “Let’s Identify” and work with it.
3. Write a draft with some questions you will use to interview people from your community regarding the cause, the consequences, and viable solutions to the problem.
  - a) The questions must be clear and brief, so it is easier to obtain the best answers. Here are some examples:
    - ▶ What caused this problem?
    - ▶ What are the consequences of the problem?
    - ▶ What resources do you need to solve the problem?
  - b) Add some closed questions (yes, no, true, false, agree, disagree).



A survey is a series of questions that you ask many people to get their opinion about a subject.



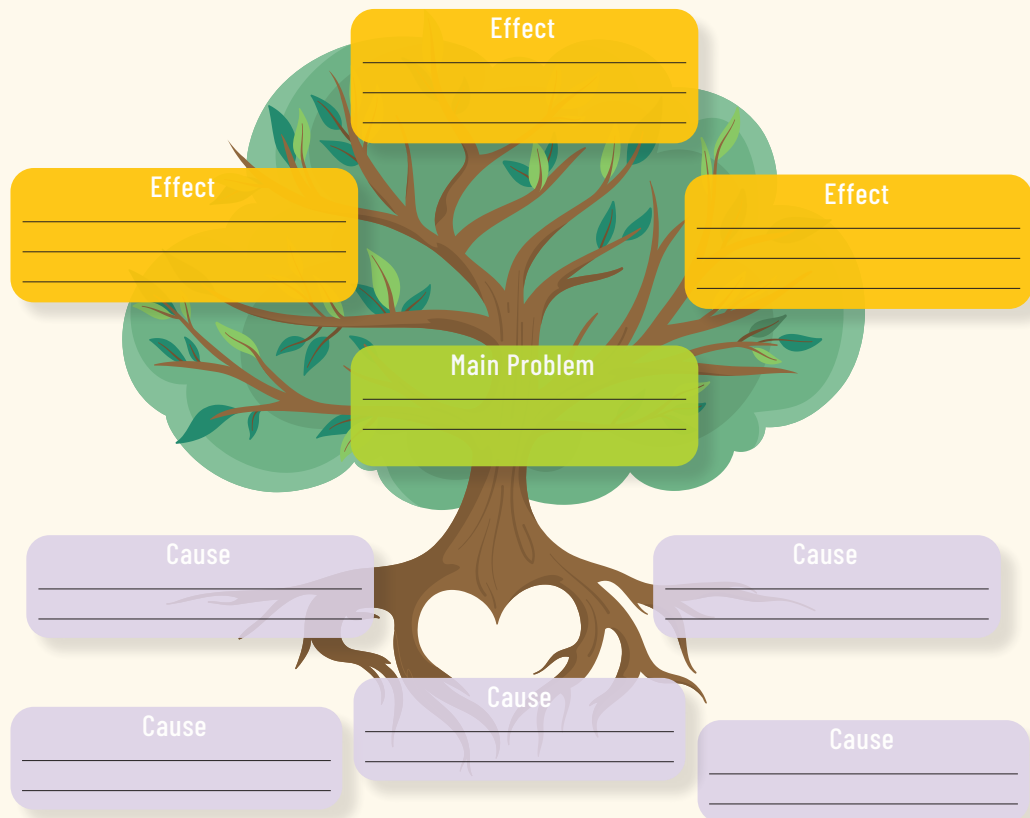
An interview is an oral or written dialogue between interviewer and interviewee, who tends to be an expert on the subject, such as a scientist, an artist, or an athlete. Before the interview, a list of questions is written to delimit the information that you want to know. In an interview, there are two types of questions: open and closed. Open questions are the ones that let the interviewee talk freely about their knowledge and experience, while closed questions can be answered with limited options, like *yes* or *no*.

## Let's Refocus and Continue

1. In communities, share the draft of the interview script so you can observe, analyze, and check each other's work.



- a) With the help of your teacher, make some recommendations to improve the script.
- b) Here are some questions that can help you:
  - ▶ Are the questions related to the problem in your community?
  - ▶ Are there open and closed questions?
  - ▶ Are the questions easy to understand?
  - ▶ What challenges could you face during the interview?





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2. After checking your classmates' work, give the drafts back and, if necessary, make the changes they suggested.
  - a) Check the grammar with the help of your teacher.
  - b) Hold interviews with family members, teachers, and classmates.
  - c) With the information from the interviews, make a diagram like the one on the previous page.
  - d) With the information from the interviews, complete the following table:

**Problem**

Cause	Consequence	Proposed Solution

3. In assembly, compare your tables with your classmates.

## INTERVENTION

### Let's Spread the News



1. In classroom communities, decide how to present the Problem Tree and the proposals to solve the problem.
  - a) You can organize a presentation in which you can promote your proposals and explain to your community how you can solve the problem.
  - b) You can also create informative brochures to invite your classmates to take the necessary actions for the improvement of the community.
  
2. Prepare the materials for the presentation or design the brochures.
  - a) Reach agreements and, with the help of your teacher, choose:
    - ▶ The place where the Problem Tree will be presented
    - ▶ The time
    - ▶ The order in which the communities will participate
    - ▶ The audience
    - ▶ The space where they will place their Problem Tree

- b) In case you create a brochure, with the help of your teacher, reach an agreement about:
  - ▶ The information you will provide
  - ▶ The design of the brochure
  - ▶ The format: paper or electronic
  - ▶ How to share it





c) According to what you choose, remember that you can use recycled materials for the posters and brochures, as well as for the organization of other activities.



3. If you give a presentation, respectfully ask the participants to answer a brief survey regarding the presentations and its impact on the problem-solving process.



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## Grammar

### Modal Verbs

We use modal or auxiliary verbs to express the ability to do an activity, the degree of certainty, or the possibility that something happens; to make polite requests or give and ask for permission; to give advice or to express an action that takes place in the future. The most common modal verbs in English are *can*, *could*, *may*, *might*, *should*, and *will*.

#### Can

Form	Structure	Example	It is used to express:
Affirmative	subject + <i>can</i> + main verb	She <i>can</i> dance. It <i>can</i> be really hot in summer.	Ability Possibility
Negative	subject + <i>can't</i> + main verb	They <i>can't</i> cook. That <i>can't</i> be true.	Inability Impossibility
Interrogative	<i>can</i> + subject + main verb	<i>Can</i> you speak English?	Ability

## Could



Form	Structure	Example	It is used to express:
Affirmative	subject + <i>could</i> + main verb	He <i>could</i> have gone to the party.	Possibility
Negative	subject + <i>couldn't</i> + main verb	She <i>couldn't</i> have been there.	Impossibility
Interrogative	<i>could</i> + subject + main verb	<i>Could</i> you go to the store?	Polite request

## May

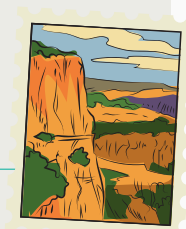
Form	Structure	Example	It is used to express:
Affirmative	subject + <i>may</i> + main verb	Susana <i>may</i> arrive late.	Possibility (higher degree)
Negative	subject + <i>may not</i> + main verb	Cristina <i>may not</i> come to class.	Possibility (lower degree)
Interrogative	<i>may</i> + subject + main verb	<i>May</i> I go to the bathroom?	Asking for permission

## Might

Form	Structure	Example	It is used to express:
Affirmative	subject + <i>might</i> + main verb	Carolina <i>might</i> fail the exam.	Possibility (lower degree)
Negative	subject + <i>might not</i> + main verb	Luis <i>might not</i> catch the bus.	Possibility (lower degree)
Interrogative	<i>might</i> + subject + main verb	<i>Might</i> I see your homework?	Polite request

## Should

Form	Structure	Example	It is used to express:
Affirmative	subject + <i>should</i> + main verb	He <i>should</i> study harder.	Advice
Negative	subject + <i>shouldn't</i> + main verb	She <i>shouldn't</i> eat junk food.	
Interrogative	<i>should</i> + subject + main verb	<i>Should</i> I go to the doctor?	



## Will

Form	Structure	Example	It is used to express:
Affirmative	subject + <i>will</i> + main verb	They <i>will</i> help their aunt this weekend.	An action in the future
Negative	subject + <i>won't</i> + main verb	She <i>won't</i> participate in the project.	
Interrogative	<i>will</i> + subject + main verb	<i>Will</i> he take his brother to the school?	



1. Individually, choose and write the correct answer:

- a) I \_\_\_\_\_ (will/could) go to the store tomorrow. I already told my mom.
- b) You \_\_\_\_\_ (should/might) eat less junk food, it's not good for you.
- c) I \_\_\_\_\_ (can/can't) do anything about it.
- d) Claudia \_\_\_\_\_ (may/might) cook tonight, she is not sure.
- e) Sofia \_\_\_\_\_ (can/can't) dance very well! She is amazing!
- f) He \_\_\_\_\_ (should/shouldn't) buy junk food. It is not healthy.
- g) I \_\_\_\_\_ (will/won't) go to the carnival. I don't have time.
- h) Students \_\_\_\_\_ (can/can't) have great ideas! They are so smart.

Answers:  
a) will, b) should, c) can't, d) might, e) can, f) shouldn't, g) won't, h) can

2. Read the following text and write the correct option.

### Time to Fix Our School!



The classroom community in charge of the school improvements received the money assigned for this year; now they have to choose how to spend it. They \_\_\_\_\_ (will/might) paint some classrooms or they \_\_\_\_\_ (should/could) buy some soccer and basketball balls. They \_\_\_\_\_ (can't/may) hire someone to open the food service for the students and, with the rest of the money, they \_\_\_\_\_ (can/couldn't) buy stationary material for the school. There are a lot of possibilities, so they \_\_\_\_\_ (should/shouldn't) think about it very carefully. One thing is for sure: They \_\_\_\_\_ (will/won't) use the money wisely and the community \_\_\_\_\_ (can/can't) help with tasks like planning expenses.

Answers:  
might, could, may, can, should, will, can

## Speaking



The amount of trash generated by human activity and how to manage it is a severe problem in Mexico. The need to have a more efficient process is increasingly urgent.



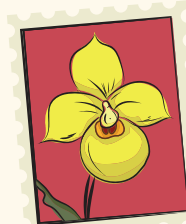
1. In communities, brainstorm some ideas on how to improve waste management and reduce trash at your school. Use modal verbs.

For example:

- We *can* learn how to separate trash.
  - We *should* bring our lunch in reusable containers.
2. Make some drawings and give a small presentation of your ideas in front of the class.

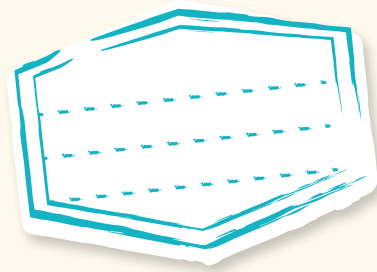
## Let's Consider

1. In assembly, read the answers of the survey about the presentations of solution proposals to find out the audience's opinion about your presentation.
  - a) Discuss the challenges and problems that you faced during this project and the strengths that helped you solve them.



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- b) Being respectful, talk about the things that you can improve for future events.
  - What do you need to change?
  - How can you organize your work better?



### Let's Go On

1. Individually, without forgetting that you are part of a community, think about the project. Use the following questions as a guide:
  - a) How did I contribute to accomplish the project's goal?

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- b) What abilities do I need to develop to help my community?

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- c) What knowledge, abilities, or values did I acquire?

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- d) What was the impact this project had on my school or community?

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*"Getting together is a beginning, staying together is progress, working together is success."*

POPULAR SAYING

2. Finally, write in your notebooks the assembly agreements reached by the community to hold the interviews, and to get to know the opinion of the people regarding a problem and viable solutions using the Problem Tree. 

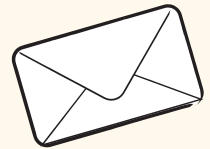


# Time Capsule

In this project, you will look back at some of your past experiences to write them in stories that you will put in a time capsule. You will also discover how to use two different past tense forms to communicate your life events and list your accomplishments.

En este proyecto, recordarás algunas de tus experiencias pasadas para escribirlas como historias que pondrás en una cápsula del tiempo. También descubrirás cómo utilizar dos formas diferentes de tiempo pasado para comunicar los eventos de tu vida y enlistar tus logros.

## GETTING READY Let's Identify



1. In assembly, read the following text about experiences some kids had during their time in elementary school:

### Recreating Memories

"Honestly, the best thing about third grade for me was when we played soccer during recess!" Óscar said with excitement. "You're right. Without a doubt, Alexis is the best goalkeeper. Nobody has ever scored a goal past him," Rafa replied. They all turned to look at Alexis, who was proud to be recognized for his skills. Immediately, Conchita reminded them: "We had a lot of fun taking the ball away from you when you were having breakfast. Do you remember you followed us all over the court? You never caught us! It was so fun!" They all started laughing.

### Recreando memorias

"Honestamente, ¡lo mejor de tercer año para mí fue cuando jugábamos fútbol durante el recreo!", dijo Óscar con emoción.

"Tienes razón. Sin lugar a duda, Alexis es el mejor portero. Nadie le puede anotar un gol", dijo Rafa.

Todos voltearon a ver a Alexis, quien estaba orgulloso de ser reconocido por sus habilidades.

Inmediatamente, Conchita les recordó: "Nos divertimos mucho robándonos el balón mientras desayunaban. ¿Recuerdan que nos perseguían por toda la cancha?"

Autora:

Areli Medina Hernández

Directora Escuela Primaria Juan C. Doria

HIDALGO





“And that was not all,” Vicky said. “Do you remember when we had just entered second grade and we had breakfast under the peach tree? I remember jumping extremely high, landing on Vicente, and breaking my arm!” They all nodded and laughed. Esaú finished the conversation with an excellent reflection: “I never imagined our life would change so much with the pandemic. It’s nice to remember all our adventures among friends.”

¡Nunca nos atraparon! ¡Era tan divertido!”. Todos empezaron a reír. “Y eso no es todo”, dijo Vicky. “¿Se acuerdan cuando acabábamos de entrar a segundo grado, que desayunamos bajo el durazno? Recuerdo que salté muy alto, caí en Vicente y ¡me rompí el brazo!”. Todos asintieron y rieron. Esaú terminó la conversación con una excelente reflexión: “Nunca me imaginé que nuestra vida cambiaría tanto con la pandemia. Es bueno recordar todas nuestras aventuras entre amigos”.



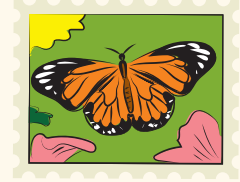
2. With the help of your teacher, reflect about the text using the following questions. Write your comments in your notebooks.



Raquel García Aguirre, CIUDAD DE MÉXICO

Can you imagine having a time capsule to remember all the details of your time in sixth grade? You are about to make one!

## Let's Retrieve



1. In communities, read “Recreating Memories” again.

2. Individually, but taking the others into account, complete the following statements using different words to the ones used in the story.

a) Honestly, \_\_\_\_\_ about third grade for me was when we played soccer during recess!

▶ What situation is described by the words you used?

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b) You \_\_\_\_\_. Without a doubt, Alexis is the best goalkeeper.

▶ What situation is described by the words you used?

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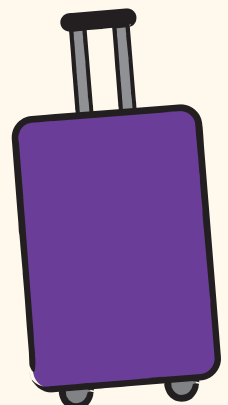
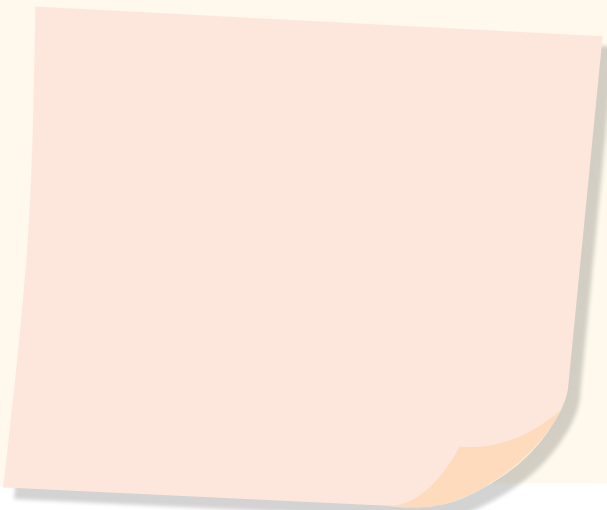
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3. In assembly, reflect on each sentence. Then, circle the correct answer.

a) When did the actions happen?

- ▶ In the present
- ▶ In the past
- ▶ In the future



# Vocabulary



Now, that you have read "Recreating Memories," individually, considering everyone else, do the following:

1. Unscramble the vocabulary words using the letters in parentheses.
2. Draw something to illustrate each concept in the box on the right.

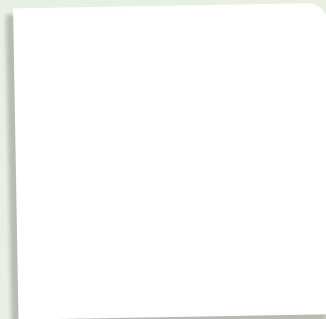
a) \_\_\_\_\_  
(k / p / e / g / l / o / a / r / e / e)  
Definition: Person in charge of stopping the ball from entering the football net.



b) \_\_\_\_\_  
(d / o / n)  
Definition: To move your head down and up several times to show approval or agreement.



c) \_\_\_\_\_  
(o / p / u / d / r)  
Definition: Having or showing respect for yourself or someone else for doing something good.



d) \_\_\_\_\_  
(h / g / l / u / a)  
Definition: To smile while making sounds with your mouth, usually when something is funny.



1. In community, with the help of your teacher, repeat the following irregular verbs in their base, past simple, and past participle forms. You can find a full list of irregular verbs online or in an English dictionary.



Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	know	knew	known
begin	began	begun	lend	lent	lent
break	broke	broken	lose	lost	lost
build	built	built	make	made	made
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cut	cut	cut	run	ran	run
do	did	done	say	said	said
dream	dreamt	dreamt	see	saw	seen
drink	drank	drunk	sell	sold	sold
eat	ate	eaten	send	sent	sent
fall	fell	fallen	set	set	set
find	found	found	show	showed	shown
fly	flew	flown	sing	sang	sung
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	swim	swam	swum
get	got	gotten	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
hang	hung	hung	think	thought	thought
have	had	had	understand	understood	understood
hear	heard	heard	wear	wore	worn
hold	held	held	win	won	won

2. Write each verb on a separate sheet of paper and make cards. Then, cut out the cards and sit in front of a partner:





### 3. Let's play a Matching Game!

#### Instructions

- a) Shuffle the cutouts and put them on the table face down.
- b) Take turns to flip the cards from the table. If they correspond to the same verb, they are yours!
- c) Continue flipping until you fail. The person with the most trios wins the game!



#### Grammar

Present Perfect	Simple Past
subject + <i>have/has</i> + <i>verb in past participle</i> + object or complement	subject + <i>verb in past</i> + object or complement
We use present perfect to talk about an indefinite past action, that is, an action that happened in the past, but the time is not important or necessary.	We use simple past to talk about an action that finished at a specific moment in the past.
Halley's Comet <i>has circled</i> Earth several times.	Christopher Columbus <i>discovered</i> America in 1492.
We can also use present perfect to talk about an action that started in the past and continues in the present. In other words, the action has not finished.	It is important to note that simple past is specific. Time expressions are often required to make a complete sentence.
You <i>have studied</i> here for five years.	I <i>went</i> to my uncle's house <i>last December</i> .

#### Present Perfect vs. Simple Past

Both present perfect and simple past can be used to talk about the past. Look at the example:

A: How long *have* you *been* a teacher?

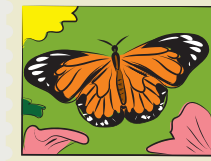
B: I *have been* a teacher for seventeen years. (Present perfect)

or

B: I *started* teaching seventeen years ago. (Simple past)

4. Read the following pairs of sentences. Which ones are present perfect? Which ones are simple past? Identify each tense with a different color:

- a) A: They have been married since 1994.  
B: They got married in 1994.
- b) A: We moved to Paris last year.  
B: We have lived in Paris since last year.
- c) A: Sara got a wonderful job in 2009.  
B: Sara has worked at the company since 2009.
- d) A: We have studied English for 20 minutes.  
B: Our class started 20 minutes ago.



Answers:  
a) A: present perfect, B: simple past;  
b) A: simple past, B: present perfect;  
c) A: simple past, B: present perfect;  
d) A: present perfect, B: simple past

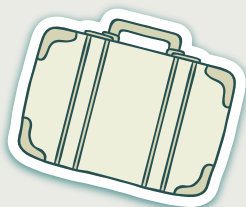
5. Complete the conversation with present perfect or simple past, using the verbs in parentheses. Then practice with a classmate.



Example:

A: **Have** you ever **heard** (hear) of bungee jumping?  
B: Yes, but I **have** never **done** (do) anything like that!

- a) A: \_\_\_\_\_ you and your friends \_\_\_\_\_ (go) to an amusement park?  
B: Yeah. We \_\_\_\_\_ (go) together last year.
- b) A: \_\_\_\_\_ you \_\_\_\_\_ (watch) the movie last night?  
B: No, I \_\_\_\_\_. But it's ok because I \_\_\_\_\_ (watch) it several times already.
- c) A: \_\_\_\_\_ you \_\_\_\_\_ (do) anything different last summer?  
B: Yes! I \_\_\_\_\_ (learn) to play African drums. I \_\_\_\_\_ always \_\_\_\_\_ (want) to play them, but I \_\_\_\_\_ never \_\_\_\_\_ (be) to Africa.



Answers:  
a) A: Have, gone; B: went; b) A: Did, watch; B: didn't, have watched; c) A: Did, do; B: learned, have, wanted, have, been

## Let's Plan

A time capsule is a container in which you store objects, messages, or meaningful stories from the time it was created. It's meant to be opened in the future and work as a recollection of past events.



1. In assembly, with the help of your teacher, discuss and agree on the activities that you will develop to create a time capsule.
  - a) Define what materials you will use, for example, a jar, a bottle, or a box, in which you will place meaningful stories and some objects or memories that allow to know how life was like.
  - b) The time capsule should be colorful and represent a characteristic of its time and your community.
  - c) Choose the tasks that every member will take care of.
2. Organize your agreements in the following table, listing the activities that you have contemplated, including the writing of your narratives and the dates to carry them out.

Our ancestors left traces of their culture in big jars of clay, sarcophagi, and tombs, among other objects.

### Time Capsule

1. Identify and locate adverbs for a relational memory game, and use them in the story you will write.

Date:

Materials:

Agreements:

People in charge:

2. Write the first draft of the narrations for the time capsule.

Date:

Materials:

Agreements:

People in charge:

3. Exchange and assess the drafts.

Date:

Materials:

Agreements:

People in charge:

4. Improve the writings.

Date:

Materials:

Agreements:

People in charge:

5. Write the final narrations.

Date:

Materials:

Agreements:

People in charge:

6. Present the time capsule in class.

Date:

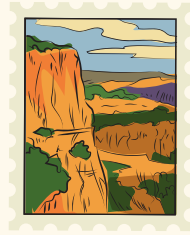
Materials:

Agreements:

People in charge:

**ACTION**

**Let's Go Back and Forth**



Adverbs are words that are used as a complement for verbs and adjectives, to give a broader meaning to the sentence, and they can answer questions like *Where? How? When? How much?*

There are adverbs of manner, which answer the question *How?* We also have adverbs of time that answer the question *When?* There are adverbs of quantity that answer the question *How many?* We have adverbs of place that answer the question *Where?* Just to name a few.

On the other hand, we have adverbial phrases, which are sets of words that work as adverbs.

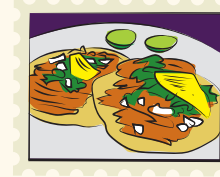


1. In communities, copy the following cards in colored or reusable sheets of paper, cut them, and play a relational memory game. Pay attention to the types of adverbs and match them with the adverbs or adverbial phrases to make pairs.
2. At the end of the game, paste the cards on sheets of paper.

Manner	Loudly, badly, quietly, easily, quickly	Time	Tomorrow, lately, yesterday, soon, before
Negative	Never, hardly, seldom	Quantity	Enough, nothing, some, a few, a lot
Place	Up, right, here, close, far, behind	Doubt	Maybe, hopefully, probably
Adverbial phrases	Quite easily, very quickly, at night	Affirmative	Exactly, clearly



3. In communities and being supportive, bring the list of the relational memory game and reflect on how to use adverbs and adverbial phrases, and how they can enrich our stories.
  - a) Taking into account your reflections, talk about and write examples of the adverbs in the following comparative table.



Adverbs	Manner	Quantity	Time	Negative
	Affirmative	Doubt	Place	Adverbial Phrases

4. In assembly, find out if previous generations left time capsules in your class or school.



If there are, read them, learn, and have fun. In case there isn't a time capsule or a memory book, ask your teacher to tell you some significant stories about the school.

Then your teacher will write this short story on a sheet of paper or on the board so students can see it. If a student speaks another language, help them to translate the story to Mexican Sign Language or another language.

Use the relational memory game and the comparative table to identify adverbs and adverbial phrases.

- a) Make a list like the one in the comparative table.

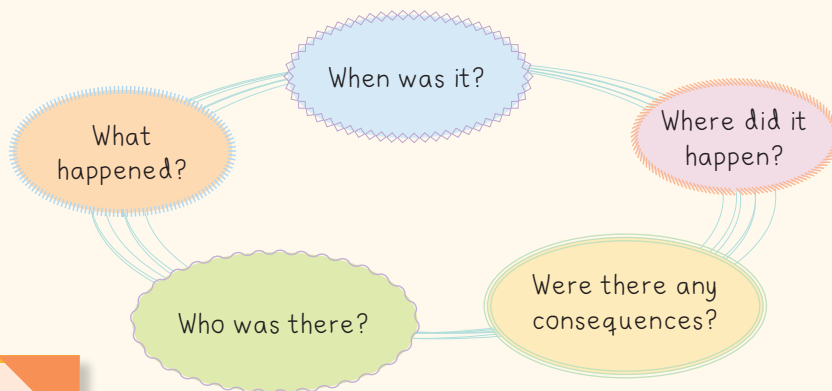


Now it's your turn!

5. In communities, narrate a story about all your most beloved memories in your school.

- a) Consider all the important events and details.
- b) Use adverbs and adverbial phrases in your story.

6. To narrate your anecdote, answer these questions in your notebook:



7. On recycled paper, write your narration using the previous questions. Remember that details and creativity are important. Do not forget to use simple past and present perfect to detail your past events and memories.

8. Now you have the draft of your final work. Exchange it with one of your teammates, and prepare to provide positive feedback on their work.



## Let's Refocus and Continue

Future generations will read your adventures, as a way of knowing what happened before them. In this sense, they will be able to compare them with their reality and discover the things they still do and what has stayed in the past.



1. Now that you have your story, in assembly, check that you haven't forgotten important information and that everything is well organized.
2. In communities, check that everyone's stories reflect values such as respect, empathy, solidarity, honesty, and many more. Remembering great events is always nice!
  - a) Exchange your draft with another community. Reflect and respectfully share your opinions. Use a graphic organizer to write the most important characteristics. You can write extra criteria.



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Check if...	Observations
The narration tells a meaningful event.	
The narration uses simple past and present perfect appropriately.	
The narration has a logical order and the main ideas are clearly stated.	
The spelling and punctuation signs are correct.	
The narration is written in paragraph form, not as a list.	



b) Continue working in communities to listen to the reasons why you decided to organize the information that way. Together, give suggestions to improve your narrations.

c) It's time to enrich your work with the previous proposals. In communities, rewrite the story and add drawings or cutouts.

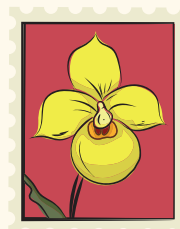
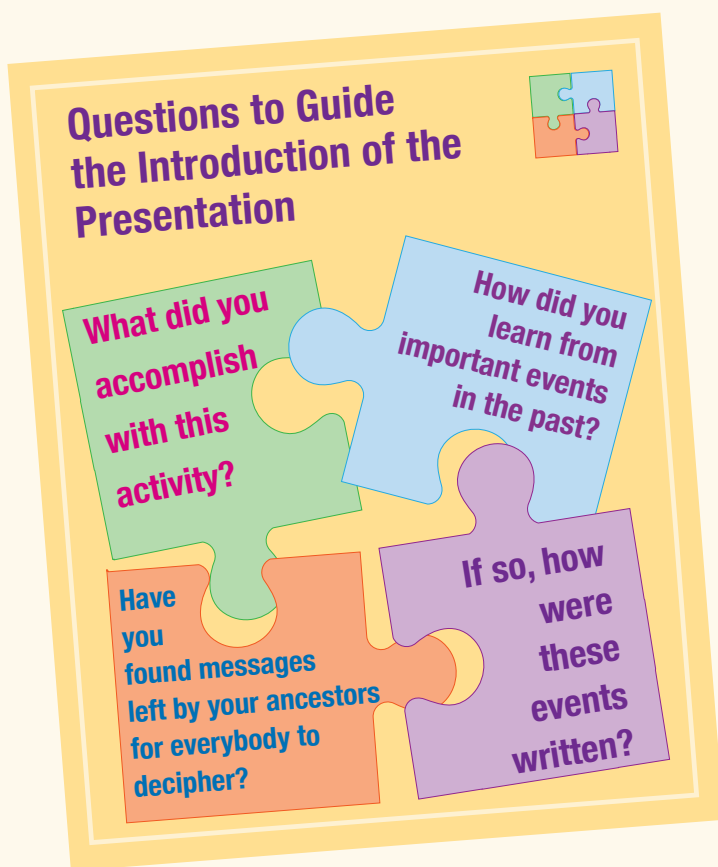


## INTERVENTION

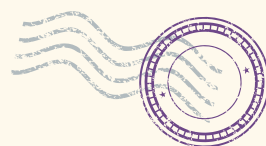
## Let's Spread the News



1. It's time to show your work. In communities and with the help of your teacher, select a boy and a girl to lead the presentation of the time capsule.
  - a) Give a brief introduction using the following poster:



- b) Read and share some of the stories in the time capsule.
  - ▶ Express the feelings and emotions that you experienced when remembering.
  - ▶ Mention the problems you had during the process and how you fixed them.
- c) Listen to the stories respectfully.  
Have fun!



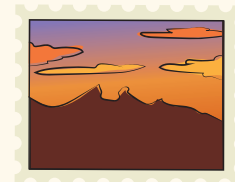
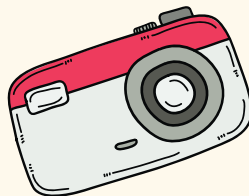
Your time capsule will be unforgettable and you can make it even more meaningful if you share it with first grade students. This will motivate them to collect their stories so that, when they reach sixth grade, they will have endless stories to tell and write for their own time capsule. Listen to what they think of this activity and if they would like to include anything else. To achieve this, ask your teacher for help to choose the day and time when you can visit your first grade classmates. It will be a memorable experience.



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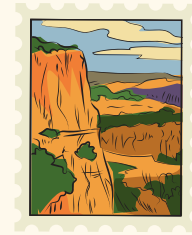
Now it's time to preserve your time capsule for future generations.

2. After listening to all the stories, in assembly, choose where to place the time capsule.
  - a) Listen to the different proposals: the school library, a nearby park, under a tree, etc.
  - b) Organize to put a signpost that indicates where you hid it, and then write a phrase that identifies you as a group on it! Use your imagination!

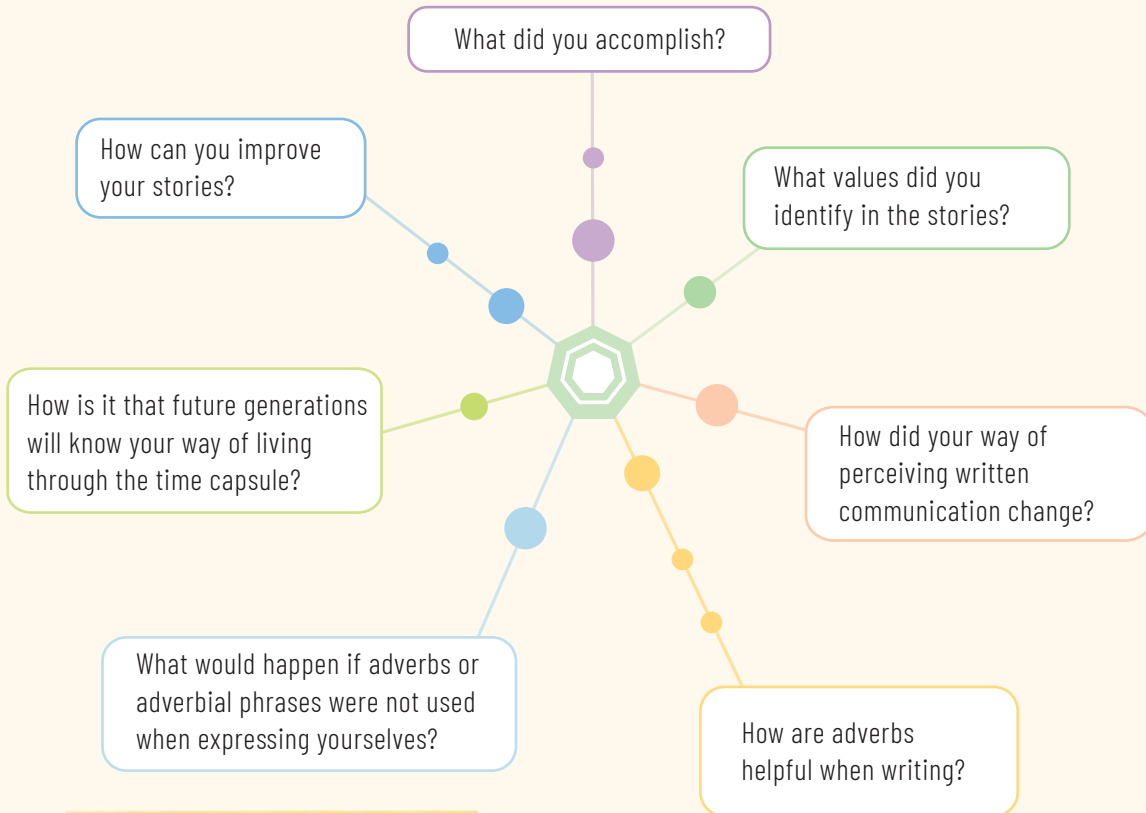


## Let's Consider

1. Get together in communities and answer the following questions in your notebook:

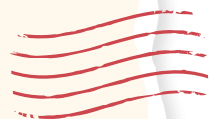


### Our Project: Time Capsule



Now that you know how to improve the time capsule, it is time to create your individual capsule.

2. Make an accordion with paper. For this, cut a strip of paper and pass it around for everybody to write a meaningful phrase of the time spent with you.

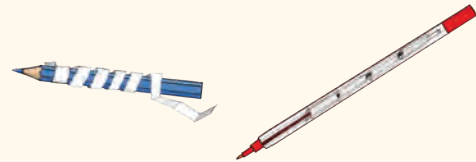
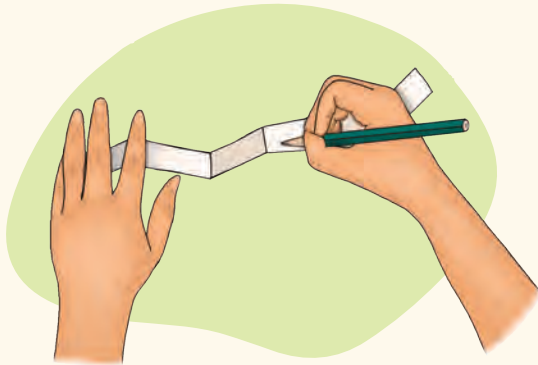


3. Remember to write the messages with respect and appreciation for your classmates since they will keep this accordion.



It's time to be creative! Where will you keep it?

4. Once everybody has written a message, fold the accordion.
  - a) The purpose of this is that everyone keeps this accordion for a long time.
  - b) Maybe, you can keep it inside your pen, stick it around your pencil, or turn it into a key chain, among other ideas. Don't limit yourself and be creative!



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### Let's Go On

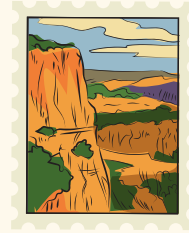
As you observed throughout this project, learning about past times through writing or objects allows you to see the way of living, thinking, and feeling people had back then. Your stories will leave a mark that future generations will be able to see.

By making your time capsule with the values that describe you, you were able to create a healthy and peaceful interaction, taking into account that everyone has different tastes, interests, needs, and ways of understanding and interacting in different contexts, which construct their identity.

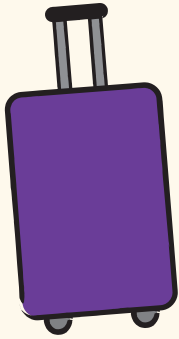




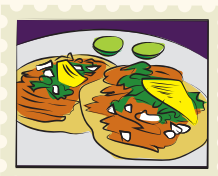
1. In communities, talk and write about how you could improve your time capsule through your observations. Also, take into consideration the opinions of your classmates from first grade.




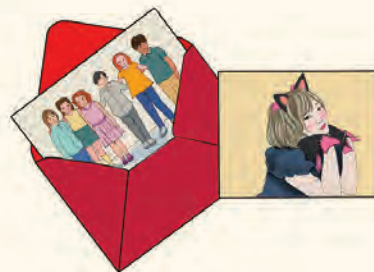
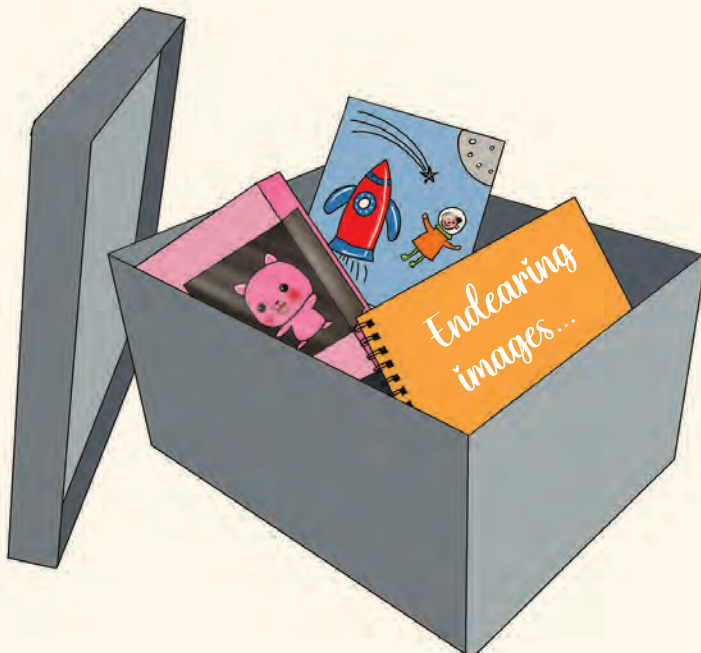
2. In assembly, propose making time capsules with different topics. Which would you include?



In the year 2010, regarding the 100th year of the Universidad Nacional Autónoma de México, a time capsule was placed in the central campus, which will be opened again in September 2060. In the capsule were archived 432 academic, artistic, cultural, scientific, and humanistic documents, 16 symbols that characterize the university, with the purpose of preserving the university's memory and culture.



3. Finally, write in your notebooks the assembly agreements reached by the community to create other time capsules and give continuity to this project. 



# Have You Ever Heard of Marie Curie?



She was one of the most important scientists of all time.

When she was a girl, driven by her curiosity, she loved learning from her father's books. He was a math and physics teacher. This passion for knowledge led her to win the Nobel Prize twice. Also, she made important discoveries in sciences, which helped people, even though she had to fight against society's rules that said that, in her country, girls could not study like boys.

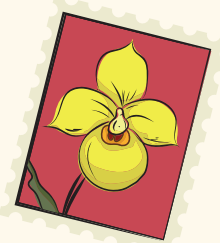


She was born in Poland in 1867, and her parents named her Maria Salomea Skłodowska. Later, she changed her name to Marie Curie. She was a particularly good student who never accepted that girls could not go to university. Thus, when she was old enough, she started going to secret meetings in which women learned university subjects.



Because she was really brave and curious, she left her hometown, Warsaw, to go to Paris, France, in 1891. She wanted to study at the Sorbonne, one of the few universities that allowed girls to study back then.

At the Sorbonne, she studied physics, and everyone started calling her Marie, which is how they call women named Maria in France. She was the best student in her class, even though she had to work as a teacher to survive.



Years later, she met a young man, a few years older than her, named Pierre Curie. He was also a physicist and was remarkably smart. He liked to learn about *magnetism*, the magnetic force of attraction between some objects.

Marie and Pierre became friends, fell in love, and got married. Then, she changed her name to Marie Curie. They worked together and found two new components in minerals: polonium and radium. The discovery made by the



Curie couple was especially important for scientists, so they suggested their work should be nominated for the Nobel Prize in Physics, one of the most important awards in the world. But it wasn't easy for Marie to get it. The academy only wanted to give the prize to her husband Pierre and another scientist, not to Marie. They had never given such a big award to a woman before.

Then, Pierre said that the prize belonged to both because his wife had done a big part of the research. That is how they had to recognize Marie's effort and give her the prize too. This made her the first woman in the world to receive this important award.



Marie had to face other complicated moments in her life. One of them was when Pierre died in an accident. She and her daughters, Irene and Eve, had to be strong to overcome the loss.

Another complicated moment she faced was during the First World War. She participated in it putting her knowledge at the service of the French soldiers. Her studies on radium were very useful because she had the idea to equip small cars with material to take radiographies, which are photographs of the inside of our body. In them you can see the skeleton and some organs. This helped to take better care and heal the wounds of the soldiers.





Later, another physicist named Paul Langevin fell in love with Marie and they started a relationship, but the scientific community did not like that. Once again, Marie received a lot of criticism from male scientists. Despite this, Marie won another Nobel Prize, this time in chemistry, becoming the first woman to win two of these awards. Consequently, everyone was sure that she was one of the brightest minds of her time.



In the last years of her life, she gave plenty of conferences about her discoveries. That curious little girl from Poland, who loved physics and math, became one of the most important scientists in the world. Her research helped treat diseases like cancer and make more precise medical diagnoses.



One of the biggest lessons Marie Curie taught us was not about her scientific discoveries, it was about having the courage to fight for what we want and overcome our problems. Her story helps us understand that we are all equally valuable, regardless of whether we are women or men.

# Reading



- In communities, discuss the following questions:
  - Did you know anything about Marie Curie before reading this text? Explain your answer.
  - What is the most important thing she did?
- In assembly, copy the following table on the board. Then share your answers with your classmates and write them on the corresponding column.

Things We Knew About Marie Curie	Things We Did Not Know About Marie Curie

- Read the text again if needed and answer the following questions with short answers. Then, underline the main and auxiliary verbs in each sentence.
  - Did she study art at the Sorbonne?
  - Did she get married to Pierre Curie?
  - Did she fight in the First World War?
  - Did she win two Nobel Prizes?
- Answer: Do the questions refer to the past or the present?

Answers: a) Did she study art at the Sorbonne? No, she didn't; b) Did she get married to Pierre Curie? Yes, she did; c) Did she fight in the First World War? No, she didn't; d) Did she win two Nobel Prizes? Yes, she did.

Answer: the past

## Grammar

### Questions in Simple Past Tense

Remember that when we ask yes/no questions we can use the following structure:

*did* (auxiliary verb) + subject + *main verb in base form* + object + ?

*Did* she *study* art at the Sorbonne?

We can give short answers with yes or no. Observe the following formulas:

*yes* + subject + *did*

*no* + subject + *didn't*

Did she study art at the Sorbonne?

*Yes, she did.* (Affirmative)

*No, she didn't.* (Negative)



- Individually, complete the questions in simple past writing the correct form of the verbs in parentheses. Example: *Did Marie Curie have* (have) one daughter?
  - \_\_\_\_\_ Pierre Curie \_\_\_\_\_ (win) the Nobel Prize?
  - \_\_\_\_\_ Marie Curie \_\_\_\_\_ (read) her father's books when she was a girl?
  - \_\_\_\_\_ Marie Curie \_\_\_\_\_ (help) the French soldiers in the First World War?
  - \_\_\_\_\_ Marie Curie \_\_\_\_\_ (discover) one component in minerals?
  - \_\_\_\_\_ Marie Curie \_\_\_\_\_ (study) in Italy?
  - \_\_\_\_\_ Pierre Curie \_\_\_\_\_ (die) in an accident?
  - \_\_\_\_\_ Marie Curie \_\_\_\_\_ (become) one of the most important scientists of all time?

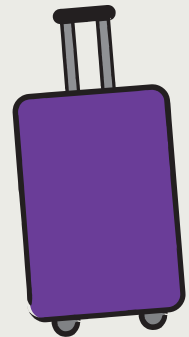
Answers: a) Did / win; b) Did / read; c) Did / help; d) Did / discover; e) Did / study; f) Did / die; g) Did / become.

- Answer the previous questions with a short answer. If the answer is no, give more information. When you finish, share your answers in assembly.  
Example: *Did Marie Curie have* one daughter? *No, she didn't.* She had two daughters.

Answers: a) Yes, she did; b) Yes, she did; c) Yes, she did; d) No, she didn't. She discovered two components; e) No, she didn't. She studied in France; f) Yes, he did; g) Yes, she did.

- Organize the sentences in the correct order in your notebook.

- she / grow up / ? / did / in Paris
- her daughter / a Nobel Prize / ? / did / win
- have / ? / one daughter / did / she
- in / did / die / ? / a hospital / Pierre Curie
- as a teacher / did / work / ? / Marie Curie
- in France / ? / Marie Curie / live / did
- work / ? / did / as a teacher / Pierre Curie
- help / in the First World War / did / English soldiers / ? / Marie Curie
- a Pulitzer Prize / Pierre Curie / ? / did / win
- marry / did / a / ? / Pierre Curie / Polish woman



Answers: a) Did she grow up in Paris? b) Did her daughter win a Nobel Prize? c) Did she have one daughter? d) Did Pierre Curie die in a hospital? e) Did Marie Curie work as a teacher? f) Did Marie Curie live in France? g) Did Pierre Curie work as a teacher? h) Did Marie Curie help English soldiers in the First World War? i) Did Pierre Curie win a Pulitzer Prize? j) Did Pierre Curie marry a Polish woman?


- In communities, answer the previous questions. Then, in assembly, share your answers.

Answers: a) No, she didn't. She grew up in Warsaw; b) No, she didn't. Marie Curie won the Nobel Prize, not her daughter; c) No, she didn't. She had two daughters; d) No, he didn't. He died in an accident; e) Yes, she did; f) Yes, she did; g) No, he didn't. He worked as a scientist; h) No, she didn't. She helped French soldiers; i) No, he didn't. He won a Nobel Prize; j) Yes, he did.

## Speaking



In communities, discuss the following questions and write your conclusions in your notebook. When you finish, share your answers in assembly.

- Why was Marie Curie's work important?
- Do you know any other important female scientists? 



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