

Campos Formativos



Ejes Articuladores



Libros de Texto 6°



Campo Formativo

Lenguajes



Ejes Articuladores

Interculturalidad
Crítica



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



Artes y Experiencias
Estéticas



Our Class Name Book

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

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

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

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

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

PLANNING Let's Identify

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

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



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

Libro de Español "Proyectos de Aula"

Proyectos de Aula

Pg. 21

Libro de Inglés "Projects and Readings"

Nooki ka imī jomeme Projects and Readings

Pg. 12

21

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

For this activity, you need:

Materials

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

Procedure

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

Julia

- In plenary, take turns to present your collages.

jaulia

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

Iustiora

jabón

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

Jamaica

Jarra

12

Nooki ka imī jomeme Projects and Readings

Escenario aula

21

Para esta actividad necesitas:

Materiales

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

Procedimiento

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

Julia

jaulia

Iustiora

jabón

Jamaica

Jarra

- En plenaria, presenten por turnos sus collages.
 - Digan su nombre fuerte y claro, y muestren a todxs su diseño.
 - Escuchen y observen los nombres de sus compañeros.
- Quando todxs hayan presentado sus trabajos, reúnanse en pequeñas comunidades y comenten lo siguiente:
 - ¿En qué se parecen sus nombres?
 - ¿Qué nombres empiezan igual?
 - ¿Qué otras palabras comienzan con la letra de su nombre?



Procesos de Desarrollo de Aprendizajes		
Sexto Grado		
Contenido	PDA	N° Proyecto
Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Intercambia y expresa sensaciones, emociones, sentimientos e ideas por medio de adivinanzas y juegos de palabras y de mesa.	
	Registra y describe cotidianamente, a través de textos e imágenes, sus emociones, sensaciones, sentimientos e ideas en torno a sucesos comunitarios relevantes.	2, 10
Textos orales y escritos en lengua inglesa	Identifica las características de cuentos breves de distintos autores y países, preferentemente de habla inglesa.	18
	Crea y narra cuentos cortos inspirados en cuadros y fotografías de diversos autores, preferentemente de habla inglesa.	1
Manifestaciones culturales y artísticas.	Comprende textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de su región.	1, 3, 5, 15
	Aprecia y comenta sobre rasgos identitarios presentes en manifestaciones culturales y artísticas de su región.	10, 15
Entornos naturales y sociales.	Identifica diversos roles ejecutados en entornos naturales y sociales e indaga sobre su participación en ellos.	2, 9, 14, 17
	Registra y comparte impresiones sobre las características de roles ejecutados en entornos naturales y sociales.	2, 9, 14, 17
	Participa en juegos de rol en los que interpreta situaciones ocurridas en entornos naturales y sociales, empleando expresiones de uso cotidiano.	3, 4, 6, 9
Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea, de manera colectiva, un instructivo sencillo, atendiendo los intereses y necesidades del grupo.	5, 6
	Deletrea palabras en lengua inglesa para participar en concursos de dictado y/o deletreo.	4
Medios de difusión y comunicación.	Selecciona y sigue, de manera colectiva, noticias sobre hechos noticiosos de su elección.	12
	Intercambia impresiones sobre los hechos noticiosos y notas informativas elegidas.	9, 12
	Elabora y comparte, de manera colectiva, una noticia sobre hechos noticiosos relevantes en su comunidad.	9, 12
Información y datos relevantes para la comunidad.	Explora un tema relevante para la comunidad, consultando fuentes escritas y gráficas en lengua inglesa.	4, 7, 8, 11, 13, 16
	Participa en la búsqueda, selección y registro de información sobre temas relevantes para la comunidad.	7, 8, 11, 13, 16
	Difunde información relevante para la comunidad a través del medio de su elección.	7, 11, 13, 16

Project	Book Pages	Proyecto En Español	Campo Formativo	Ejes Articuladores	Contenido	PDA	Skill/Theme	Activities/Project from the Book	Project Phases	Suggested Sessions
1. With Light Feet, We All Win	10 -23 (14 pages)	Proyectos de Aula "Con los pies ligeros, ¡todos ganamos!" Páginas: 284-293	•De lo Humano y de lo Comunitario	•Inclusión. •Pensamiento crítico. •Vida saludable. •Artes y experiencias estéticas.	Manifestaciones culturales y artísticas.	Aprecia y comenta sobre rasgos identitarios presentes en manifestaciones culturales y artísticas de su región.	•Grammar: Relative Pronouns such as: Who and That. Qs. Using auxiliar do/does. Ex. What + do/does + subject + look like? •Vocabulary: clothes vocabulary, someone's appearance, and own appearance. •Listening: Play the video "Danza Tarahumara."	•Purpose: Create a choreography to express yourself through body movements. •Read a text and answer the questions. •Join the sentences using relative pronouns. •Choose your favorite sportswoman and write in your notebook. What does she look like? •Choose a reading and organize your choreography. •Practice footwork exercises. Play music like mambo or zapateado. •Watch the video Danza Tarahumara to see different dances, or invite someone from your community to show you basic steps and teach you some dance moves. •Project: Project: Invent a dance using steps you've learned before. Choose a song you like, draw or write the steps. Use the chart in your book to organize the activities for your dance. Finally, choreograph the dance moves and practice them. •Invite your family to watch your project presentation.	1. Starting Point (page 10). 2. Let's Identify the Needs to Determine the Services (page 16). 3. Let's Organize the Activities (page 17). 4. Creativity On (page 22). 5. Let's Assess and Share Our Achievements (page 23).	9
						Comprende textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de su región.				
2. My Family Is My Amazing Team	24-39 (16 pages)	Proyectos de Aula "Mi familia mi gran equipo" Páginas: 270-283	•De lo Humano y de lo Comunitario	•Inclusión. •Pensamiento crítico.	Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa.	Registra y describe cotidianamente, a través de textos e imágenes, sus emociones, sensaciones, sentimientos e ideas en torno a sucesos comunitarios relevantes.	•Grammar: Describing people. Verb to be + adjectives. (affirmative, negative, interrogative). Use very good at + an activity to express someone is skillful. (affirmative, negative and interrogative). •Vocabulary: Family members, jobs, personalities, adjectives (friendly, responsible, creative, athletic, confident, funny, kind, quiet, cheerful, smart, adorable). •Speaking: Work with your classmates and ask questions ex. What is Maria like? Is Ivan creative? What are Veronica and Juan like?	•Purpose: Understand the role of the family in the development of a sense of belonging and autonomy. Give a presentation and take part in feedback with your family. •With your classmates, answer some questions guided by your teacher. •In your notebook, write the names, activities, and personalities of each member of your family. •In an assembly, complete a comparative chart of the activities your families do to reinforce autonomy. •Check the meaning of some adjectives and write them in your notebook. •Ask questions to your classmates to describe people. •Make a collage to show activities that your family like to do. Use different materials such as magazines, drawings, stickers, leaves, and flowers. Keep it in your classroom. •In an assembly, identify types of families. •Write a thank-you letter to your family. •Project: Organize the activities for the project. •Grammar: Complete sentences with the correct form of the verb "to be". •Create a badge or poster with the last names of your family. Use different materials, colors, and sizes to be creative. Give a short presentation. •Make a family tree and describe each member of your family with one adjective. Use pictures or drawings. Interview your family to get information about your family tree. •Final Project: Invite your family to your school presentation and talk about your family. Show your collage, badge, and family tree. Talk about their experiences and aspects of family life (e.g., importance, belonging, autonomy, and cohabitation).	1. Starting Point (page 24). 2. Let's Identify the Needs to Determine the Services (page 28). 3. Let's Organize the Activities (page 33). 4. Creativity On (page 35). 5. Let's Assess and Share Our Achievements (page 39).	9
					Entornos naturales y sociales.	Identifica diversos roles ejecutados en entornos naturales y sociales e indaga sobre su participación en ellos.				
						Registra y comparte impresiones sobre las características de roles ejecutados en entornos naturales y sociales.				
3. The Curtain Rises!	40-47 (8 pages)	Múltiples Lenguajes "Se levanta el telón" Páginas: 128-131	•Lenguajes •De lo Humano y de lo Comunitario	•Pensamiento crítico. •Artes y experiencias Estéticas. •Apropiación de las culturas a través de la lectura y la escritura.	Manifestaciones culturales y artísticas.	Comprende textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de su región.	• Vocabulary: Community buildings. • Speaking: Ask questions: Where is your school located? What places can you find around your school? Play "Follow the Leader". • Grammar: Asking and giving directions.	•Purpose: Learn about places in your community and practice giving directions. •Read the text and identify the topic. •Match community buildings with the corresponding picture. •Discuss questions and possible answers. •Grammar: Complete sentences with the correct words. •Follow directions using "How can I get to...?" (Look at the map). •Play "Follow the Leader." Divide the class, draw a sketch of your neighborhood, and play! •Project: Create your own miniature town and practice asking and answering questions about how to get somewhere.	N/A	9
					Entornos naturales y sociales.	Participa en juegos de rol en los que interpreta situaciones ocurridas en entornos naturales y sociales, empleando expresiones de uso cotidiano.				
4. Talking Murals	48-61 (14 pages)	Proyectos de Aula "Murales que hablan" Páginas: 98-111	•Lenguajes	•Pensamiento crítico. •Artes y experiencias estéticas.	Información y datos relevantes para la comunidad.	Explora un tema relevante para la comunidad, consultando fuentes escritas y gráficas en lengua inglesa.	• Vocabulary: Different materials (plastic, metal, fabric, paper, wood). Topics such as: The environment and pollution, the internet and social media, equality of rights and discrimination, human rights, animal rights, healthy life and physical activity. • Spelling: Define, present, model, arrange, make, collect, assess. • Reading: Angel de la Independencia.	•Purpose: Create a Talking Mural to express your point of view about the topic of discussion. •Read a text and complete the sentences. •Time to begin the debate. Observe a sculpture, divide the classroom into two groups, and begin the debate. •Vocabulary: Unscramble the sentences. •Write a list of objects that are made of different materials. •Discuss some questions about the debates and answer them. •Project: Plan the Talking Mural and select the topic that interests you. In an assembly, talk about the activities students do to create the Talking Mural. Plan and schedule the activities. •Spelling: Spell aloud some verbs. •Complete a diagram to organize the research. Take notes and use the table as a guide. •Fill in boxes with keywords that define the selected topic. •Record the results in a graph. •Start creating the sculpture. Record the process in your notebook. You can use a diagram. •Time to identify the role of each student in the debate (moderator, panelist, audience). •Debate the topic of interest. •Share feedback about the Talking Mural with the CCR. •Reading: Read a text and answer some questions. •Talk about the project using a learning ladder as a guide.	GETTING READY 1. Let's Identify (page 48). 2. Let's Retriever (page 52). 3. Let's Plan (page 54). ACTION 1. Let's Go Back and Forth (page 56). 2. Let's Refocus and Continue (page 58). INTERVENTION 1. Let's Spread the News (page 59). 2. Let's Consider (page 60). 3. Let's Go On (page 61).	9
					Entornos naturales y sociales.	Participa en juegos de rol en los que interpreta situaciones ocurridas en entornos naturales y sociales, empleando expresiones de uso cotidiano.				
					Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Deletrea palabras en lengua inglesa para participar en concursos de dictado y/o deletreo.				
5. The Critical Eye: Anthology	62-73 (12 pages)	Proyectos de Aula "Antología, El ojo crítico" Páginas: 24-35	•Lenguajes	•Pensamiento crítico. •Artes y experiencias estéticas. •Apropiación de las culturas a través de la lectura y la escritura.	Manifestaciones culturales y artísticas.	Comparte textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de su región.	•Grammar: Adjectives. (affirmative, negative and interrogative). •Vocabulary: The senses, food, adjectives, prepositions.	•Purpose: Use descriptive resources to structure diverse types of texts and compile an anthology called The Critical Eye. •Read a poem and answer some questions. •Write a paragraph describing some characteristics, either physical or related to your personality. Read it aloud to the class and compare your presentations. •Answer some questions. •Project: In an assembly, create The Critical Eye anthology. Plan the project and follow some steps. •Review several descriptive texts. Identify adjectives and write them in your notebook. •Grammar: Identify adjectives and review their structure. •Vocabulary: Write the correct opinion, unscramble sentences, and complete sentences. (Use an English dictionary if necessary). •Write a description using the elements learned (such as adjectives). It can be about the schoolyard, bathrooms, classrooms, or the principal's office." (First Draft) •Share the description you wrote. If necessary, revise your description. •Take all the descriptions to compile the anthology. •Organize an exhibition to present The Critical Eye anthology.	GETTING READY 1. Let's Identify (page 62). 2. Let's Retriever (page 63). 3. Let's Plan (page 65). ACTION 1. Let's Go Back and Forth (page 65). 2. Let's Refocus and Continue (page 71). INTERVENTION 1. Let's Spread the News (page 72). 2. Let's Consider (page 73). 3. Let's Go On (page 73).	12
					Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea, de manera colectiva, un instructivo sencillo, atendiendo los intereses y necesidades del grupo.				

6. The Illustrated List of Rules for Coexistence Agreements	74-87 (14 pages)	Proyectos de Aula "El reglamento ilustrado para los acuerdos de convivencia" Páginas: 50-61	•Lenguajes	•Inclusión. •Pensamiento crítico.	Entornos naturales y sociales.	Participa en juegos de rol en los que interpreta situaciones ocurridas en entornos naturales y sociales, empleando expresiones de uso cotidiano.	• Grammar: Reported Speech with "said". • Writing: Reported speech.	• Purpose: Illustrated list of rules to establish coexistence agreements. • Look at an image and answer questions. • Complete a classroom rules table and discuss it. • Read a text and set a date to follow the activities related to the project. • Visit a group to find out what their classroom rules are. • Copy a list of classroom and school rules. • Write a draft about coexistence rules, using imperative verbs to promote a respectful, inclusive, and egalitarian coexistence. • Share the draft, present the illustrations, and listen to your classmates comments to improve it. • Answer some questions. • Play a memory game with the drawings, the rules, and the sanctions you wrote. • Integrate the illustrated list of rules. • Plan the presentation. • Grammar: Rewrite the sentences using report speech. • Writing: Write five sentences about a conversation. • Project: Present your presentation. Ask the audience to write some feedback. Write down the notes with opinions that coincide. Discuss and answer some questions from pages 86 and 87. • Finally, create the final version and share your illustrated list of rules for coexistence agreements.	GETTING READY 1. Let's Identify (page 74). 2. Let's Retriever (page 75). 3. Let's Plan (page 76). ACTION 1. Let's Go Back and Forth (page 77). 2. Let's Refocus and Continue (page 80). INTERVENTION 1. Let's Spread the News (page 82). 2. Let's Consider (page 85). 3. Let's Go On (page 86).	9
					Elementos y recursos gráficos, lúdicos y estéticos de la lengua inglesa.	Crea, de manera colectiva, un instructivo sencillo, atendiendo los intereses y necesidades del grupo.				
7. The Power of Food	88-103 (16 pages)	Proyectos de Aula "El poder de la alimentación" Páginas: 142-155	•Saberes y •Pensamiento Científico	•Inclusión. •Pensamiento crítico. •Vida saludable.	Información y datos relevantes para la comunidad.	Explora un tema relevante para la comunidad, consultando fuentes escritas y gráficas en lengua inglesa.	• Grammar: Reported (indirect) speech with told. • Vocabulary: Food, products, warning labels, nutritional facts.	• Purpose: Create a calculator to estimate the Body Mass Index. • Read a text, analyze it, and record opinions. Answer some questions. • Write definitions or some concepts (you can draw or paste some pictures). • Share the information and talk about it. • Fill in a chart with food warning chart. • Fill out a nutritional facts chart, then answer some questions. • Discuss eating habits during recess. Record the result in a chart. • Grammar: Make a height measurement table of your relatives, draw it in your notebook. Identify some recommended types of food to eat moderately. • Create a bar graph to identify the frequency of food consumed during recess. • Review the chart where you recorded your family's BMI, identify the range, and write your conclusions. • Project: Create a calculator to calculate the BMI of students. • Design a brochure explaining the importance of knowing your BMI. Share it. • Draw a plate and write something you learned, an action for the future, your commitment to eating healthy, and a question for your community to reflect on.	1. Our Community Wisdom (page 88). 2. Let's Find Out (page 90). 3. Let's Understand (page 97). 4. Let's Socialize and Implement (page 101). 5. Let's Reflect on Our Learning (page 103).	9
					Información y datos relevantes para la comunidad.	Participa en la búsqueda, selección y registro de información sobre temas relevantes para la comunidad.				
					Información y datos relevantes para la comunidad.	Difunde información relevante para la comunidad a través del medio de su elección.				
8. Let's Understand and Solve Common Problems	104-119 (16 pages)	Proyectos de Aula "Juntos comprendemos y resolvemos problemas comunes" Páginas: 74-87	•Lenguajes	•Pensamiento crítico. •Apropiación de las culturas a través de la lectura y la escritura.	Información y datos relevantes para la comunidad.	Explora un tema relevante para la comunidad, consultando fuentes escritas y gráficas en lengua inglesa.	• Grammar: Direct Speech (In Imperative), Reported Commands (In Infinitive), Punctuation. Structure of a letter. • Vocabulary: Types and characteristics of letters or documents.	• Purpose: Identify important administrative documents and forms that are used in complaints, applications and thank-you letters. • Review letters and purchase notes. • Record the dates of some activities in your notebook. • Collect payment, debts, and purchase bills, fill in a chart, and share and compare bills with your classmates. • Read a case and reflect on it, then write an opinion in your notebook. • Grammar: Answer some questions using reported speech. • Fill out a Lease Contract (read some suggestions on pg. 112-113). • Matching activity: Search for notarial documents either physically or online. • Project: Make a box to store a file of administrative and notarial documents. • Organize a notarial meeting (on page 116). • Write a thank-you note. • Create a complaint or suggestion form and add it to your box.	GETTING READY 1. Let's Identify (page 104). 2. Let's Retriever (page 105). 3. Let's Plan (page 106). ACTION 1. Let's Go Back and Forth (page 108). 2. Let's Refocus and Continue (page 115). INTERVENTION 1. Let's Spread the News (page 116). 2. Let's Consider (page 119). 3. Let's Go On (page 119).	12
					Información y datos relevantes para la comunidad.	Participa en la búsqueda, selección y registro de información sobre temas relevantes para la comunidad.				
9. Let's Play at the Table	120-133 (14 pages)	Proyectos Escolares "Juguemos a la mesa" Páginas: 20-29	•Lenguajes	•Pensamiento crítico. •Apropiación de las culturas a través de la lectura y la escritura.	Entorno naturales y sociales.	Identifica diversos roles ejecutados en entornos naturales y sociales e indaga sobre su participación en ellos.	• Grammar: Reported Speech. Can, can't, could, couldn't, is/are + verb (ing), was/were + verb (ing), will, would, did, had + past participle (past perfect), do/does + verb in simple past, have/has + past participle. • Vocabulary: Polite expressions of greetings, farewells and gratitude	• Purpose: Explore reading and writing argumentative texts, share points of view through a dialogue chart. • Read a text, share some comments, and then answer some questions. • Research the characteristics of argumentative texts and answer some questions. • Organize the actions needed to hold a dialogue table. Make a work plan. • Use a diagram to analyze and create solutions by selecting a challenge or a problem. • Look in the internet or the school library for the characteristics of a dialogue table and write the main ideas in your notebook. With the table, describe the challenge or problem. Write notes in your notebook to create the first draft. • Grammar: Underline the correct form of reported speech. • Make a cube (see page 128) and follow the instructions. • Grammar: Write questions and answers using reported speech. • Write a text describing the challenge or problem based on your first draft. You can use the cube strategy to express your opinions. • Organize the dialogue table and use the questions on page 130 and 31. • Project: Present the dialogue table.	GETTING READY 1. Let's Identify (page 120). 2. Let's Retriever (page 121). 3. Let's Plan (page 122). ACTION 1. Let's Go Back and Forth (page 123). 2. Let's Refocus and Continue (page 127). INTERVENTION 1. Let's Spread the News (page 130). 2. Let's Consider (page 132). 3. Let's Go On (page 133).	12
					Entorno naturales y sociales.	Registra y comparte impresiones sobre las características de roles ejecutados en entornos naturales y sociales.				
					Entorno naturales y sociales.	Participa en juegos de rol en los que interpreta situaciones ocurridas en entornos naturales y sociales, empleando expresiones de uso cotidiano.				
					Medios de difusión y comunicación.	Intercambia impresiones sobre los hechos noticiosos y notas informativas elegidas.				
						Elabora y comparte, de manera colectiva, una noticia sobre hechos noticiosos relevantes en su comunidad.				

10. Who Are We?	134-145 (12 pages)	Proyectos Escolares "¿Quiénes somos?" Páginas: 280-289	•De lo Humano y de lo Comunitario	•Inclusión. •Interculturalidad crítica. •Igualdad de género.	Sensaciones, emociones, sentimientos e ideas expresados en lengua inglesa. Manifestaciones culturales y artísticas.	Registra y describe cotidianamente, a través de textos e imágenes, sus emociones, sensaciones, sentimientos e ideas en torno a sucesos comunitarios relevantes. Aprecia y comenta sobre rasgos identitarios presentes en manifestaciones culturales y artísticas de su región.	• Grammar: Used to (affirmative, negative, interrogative. Auxiliar verb did, didn't). • Writing: Write sentences using "used to". • Speaking: Discuss questions.	• Purpose: Create an infographic about different identities to share with everyone in your school community. • Make an identity card. • Read about the information on your identity card. In your notebook, write who you have something in common with, and answer questions. • Draw a sketch of the place where your school is, show different groups and people, and explain how everyone is involved in it. Answer the question on page 136 and 137. • In assembly, share your answers with the entire class. • Do an interview and create an infographic to share with your school. • Write questions for your interview, and look at the ID card.(See questions on page 139). • Grammar: Complete sentences with "used to". • Writing: Write sentences using "used to". • Speaking: Discuss questions about your own experiences. • Project: Organize the information gathered in the interview and draft the infographic in your notebook. You can use flip chart paper, cardboard, colors and glue. Make the infographic, you can follow the format page 143. • Display the infographics in the hallways, on the walls or on the bulletin board at school.	1. Starting Point (page 134). 2. Let's Identify the Needs to Determine the Services (page 136). 3. Let's Organize the Activities (page 138). 4. Creativity On (page 142). 5. Let's Assess and Share Our Achievements (page 144).	12
11.The Time to Dream	146-161 (16 pages)	Proyectos Escolares "El tiempo de los sueños" Páginas: 60-71"	•Lenguajes	•Pensamiento crítico. •Igualdad de género.	Información y datos relevantes para la comunidad.	Explora un temas relevantes para la comunidad, consultando fuentes escritas y gráficas en lengua inglesa. Participa en la búsqueda, selección y registro de información sobre temas relevantes para la comunidad. Difunde información relevante para la comunidad a través del medio de su elección.	• Grammar: Used to (affirmative, negative and interrogative. Wh questions). • Writing: Write a paragraph narrating things about you or your family.	• Purpose: Create a timeline describing the most important events in your life up to the present. You will be able to write an autobiography. • Read a story. Underline 6 events that show how time passed. Write the events in your notebook. • Answer some questions. • Plan the project. (see page 149). • Read the biography of Rosario Castellanos (pay attention to the text as a guide for your own autobiography). • Underline specific information. • Complete a chronological table. • Create a timeline about Rosario Castellanos. • Present the timeline about Rosario Castellanos and discuss the most relevant information. • Write the first draft of your autobiography. Make your chronological table. Make a timeline of the most relevant events in your life. • Exchange your autobiographies and timelines. Provide feedback to your classmates. If necessary, rewrite your autobiography. • Share the final version of your timeline! • Grammar: Used to (affirmative, negative, interrogative). Match 2 columns to complete the statements. • Show your school community the project! • Writing: Answer the question. (Try to use the grammar you learned in this lesson). • Grammar: Write "used to", "didn't use to" and the correct verb. Use affirmative or negative form of "used to" and answer questions. Write Wh words.	GETTING READY 1. Let's Identify (page 146). 2. Let's Retriever (page 148). 3. Let's Plan (page 149). ACTION 1. Let's Go Back and Forth (page 150). 2. Let's Refocus and Continue (page 154). INTERVENTION 1. Let's Spread the News (page 157). 2. Let's Consider (page 157). 3. Let's Go On (page 158).	12
12. Conscious Littering	162-173 (12 pages)	Proyectos Escolares "Campaña social para transformar la basura" Páginas: 30-37	•Lenguajes	•Pensamiento crítico. •Vida saludable.	Medios de difusión y comunicación.	Selecciona y sigue, de manera colectiva, noticias sobre hechos noticiosos de su elección. Intercambia impresiones sobre los hechos noticiosos y notas informativas elegidas. Elabora y comparte de manera colectiva, una noticia sobre hechos noticiosos relevantes en su comunidad.	• Vocabulary: Advertisement, garbage, littering, awareness, inference. • Grammar: Modal of certainty (subject + modal + be + verb ing form + complement or object). Must, can't, could, may, might.	• Purpose: 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. • Read a text, brainstorm the most common garbage you throw away in the classroom. Write it in a chart. Then, answer some questions. • Read a text and answer some questions. • Vocabulary: Write the definitions of some words. • Complete a table (page 164). • Complete a diagram. • Discuss similarities and differences between social campaigns and advertisement spots. • Complete some sentences. • Grammar: Complete sentences (use modal verbs). Read sentences and rewrite them using modal verbs. • Date some activities to create the poster. • Read and study a diagram. (page 168 and 169). • Search for information about how you can implement the 3Rs in your community. Write the information in your notebook. • Interview people who manage trash collection in your community. (Choose any actions you can implement in your school or at home. • Create your poster, consider using an assorted amount of recycled material (paper, cardboard, etc). • In an assembly, discuss the activities you have performed and answer some questions. • Present the draft. • Improve your poster and prepare the final version. • Project: Organize the presentation (see page 172 and 173). Present your poster!	GETTING READY 1. Let's Identify (page 162). 2. Let's Retriever (page 164). 3. Let's Plan (page 168). ACTION 1. Let's Go Back and Forth (page 168). 2. Let's Refocus and Continue (page 171). INTERVENTION 1. Let's Spread the News (page 172). 2. Let's Consider (page 173). 3. Let's Go On (page 173).	12
13. A D-Fence Against Diseases	174 -189 (16 pages)	Proyectos de Aula "Una barrera de defensa contra las enfermedades" Páginas: 114-127	•Saberes y •Pensamiento Científico	•Pensamiento crítico. •Vida saludable.	Información y datos relevantes para la comunidad.	Explora un tema relevante para la comunidad, consultando fuentes escritas y gráficas en lengua inglesa. Participa en la búsqueda, selección y registro de información sobre temas relevantes para la comunidad. Difunde información relevante para la comunidad a través del medio de su elección.	• Vocabulary: Wash your hands, sanitize, cover your mouth, cook well, keep the house clean. • Grammar: Going to structure (interrogative) verb to be (am) + subject (I) + going to + verb in simple form + complement + ?	• Purpose: Understand the basic functioning of the immune system against disease-causing microorganisms. Analyze the growth of microorganisms and learn what they cause inside the human body. Prepare an antibacterial liquid to complement hand hygiene. • Read a newspaper article related to COVID-19. Complete a diagram based on the information. • Organize activities to carry out the experiment. (see page 176 and 77). • Draw and record your observations in your notebook. (You can use a chart, see page 178). • Invite healthcare professionals for an interview or ask them to make a presentation in your class. (Write a series of questions as a guide, then write your own guide in a box. Page 179). • Describe and illustrate the characteristics that indicate the presence or absence of microorganisms in the growing medium after 72 hours. (Use the chart provided, pages 181 to 183). • Share the information and discuss it. Then, organize the most relevant ideas onto the board in a table format like the one on page 184. • Number some pictures according to how the immune system works. • Vocabulary: Complete some sentences. Use "going to" to ask about future plans. • Grammar: Complete with the correct form of the verb "to be." • Project: Make your own antibacterial gel (get the materials and follow the steps page 187). • Answer some questions and discuss how you could improve the product. • In community, play Hot Potato game to reflect on what you have learned.	1. Our Community Wisdom (page 174). 2. Let's Find Out (page 176). 3. Let's Understand (page 180). 4. Let's Socialize and Implement (page 187). 5. Let's Reflect on Our Learning (page 188).	12

14. Step by Step Toward the Future	190 -205 (16 pages)	Proyectos de Aula "Paso a paso hacia el futuro" Páginas: 346-359	•De lo Humano y de lo Comunitario	•Inclusión. •Pensamiento crítico.	Entornos naturales y sociales.	Identifica diversos roles ejecutados en entornos naturales y sociales e indaga sobre su participación en ellos. Registra y comparte impresiones sobre las características de roles ejecutados en entornos naturales y sociales.	• Grammar: Future simple (will + verb in base form) (may, might and could + verb in base form) (verb to be + going to + verb in base form). Future perfect (will have + verb in past participle). Future progressive (will be + verb ending ing). Present Progressive (verb to be + verb ending ing). Present simple. Future Expressions (verb to be + about to + verb in base form).	• Purpose: The different schools available in your area by planning and conducting an Educational Experience Workshop in which you can reinforce your learning. • Read the fragment of <i>Tere, de sueños y aspiradoras</i>. • Write in your notebook what you think you will do or will be doing in 10 years. Share with your classmates. • Answer some questions. • Look at some pictures and discuss what people do for a living. • Grammar: Write the correct form of the verb using the future simple, going to, future perfect, future progressive, present progressive, present simple, and future expressions. • Copy a chart and fill it in, thinking about what will happen in 5 or 10 years. • Read a text. Analyze and talk about the information. • Fill in a chart analyzing what you want to do soon, in a little while, and in a long time. • Make a poster, a collage, or a timeline with pictures that represent some of your short-term, medium-term, and long-term goals. • Read some notes and comment on what you think about the stories you just read. • Organize the Educational Experiences Workshop. Use a diagram as a guide page 202. • Plan a trip to visit a junior high school with a family member or an adult. Ask about the educational offer and modality, then complete a chart (page 203). • Project: Plan the Educational Experiences Workshop. It can be an art show about a family member's experiences when they were in junior high school or an exhibition about what schools in your area have to offer. Design a poster as well as flyers to tell everyone about it. Organize the classroom to hold the workshop (see page 204 and 205 to organize it with your teacher). Finally, answer some questions.	1. Starting Point (page 190). 2. Let's Identify the Needs to Determine the Services (page 196). 3. Let's Organize the Activities (page 202). 4. Creativity On (page 203). 5. Let's Assess and Share Our Achievements (page 205).	12
15. What a Diverse Language!	206-217 (12 pages)	Proyectos Escolares "¿Qué lenguaje tan diverso!" Páginas: 50-59	•Lenguajes	•Inclusión. •Interculturalidad crítica. •Artes y experiencias estéticas. •Apropiación de las culturas a través de la lectura y la escritura.	Manifestaciones culturales y artísticas.	Comparte textos descriptivos y/o explicativos sobre manifestaciones culturales y artísticas de su región. Aprecia y comenta sobre rasgos identitarios presentes en manifestaciones culturales y artísticas de su región.	• Grammar: Past tense (affirmative, negative and question).	• Purpose: Organize, visualize and share calligrams. Identify linguistic diversity and its elements: orality and writing with the aim of showing cultural expressions associated with language. • Read a fragment aloud and discuss it. • Grammar: Complete the chart in simple past. • Look at some images and answer the questions in a chart. • Organize dates for activities. (Use the guide on page 209). • Grammar: Rewrite some sentences in simple past. • Read a text, match the questions with the correct answer. • Discuss some questions and write comments in your notebook. • Comment on the Haiku translation, reflect on the situations. Then write your answers (see page 213). • Investigate the origin and meaning of the highlighted words and explain. (see page 213). • Look at a WhatsApp text and explain the meaning, emphasize the abbreviations and colloquialisms used. Use a dictionary. • Complete a comparative chart based on activities 7 and 8. • Play a game by creating messages in the form of calligrams. • Write the first drafts or proposals of your calligrams on some reused paper sheets. Compare the different calligrams you created and evaluate how to improve them. • Share the calligrams and complete the chart in page 215. • Project: Present an exhibition of calligrams on posters in different areas of the school. • Read a text and discuss it. In your notebook, write a list of other types of texts. • Grammar: Write the past form of some verbs.	GETTING READY 1. Let's Identify (page 206). 2. Let's Retriever (page 208). 3. Let's Plan (page 209). ACTION 1. Let's Go Back and Forth (page 211). 2. Let's Refocus and Continue (page 215). INTERVENTION 1. Let's Spread the News (page 216). 2. Let's Consider (page 216). 3. Let's Go On (page 217).	12
16. Let's Cultivate Solutions!	218-231 (14 pages)	Proyectos Escolares "¡Cultivamos soluciones!" Páginas: 38-49	•Lenguajes	•Pensamiento crítico. •Interculturalidad crítica. •Igualdad de género.	Información y datos relevantes para la comunidad.	Explora un tema relevante para la comunidad, consultando fuentes escritas y gráficas en lengua inglesa. Participa en la búsqueda, selección y registro de información sobre temas relevantes para la comunidad. Difunde información relevante para la comunidad a través del medio de tu elección.	• Grammar: Modal Verbs can, could, may, might, should and will. • Speaking: Brainstorm ideas on how to improve waste management and reduce trash at school.	• Purpose: Identify the needs of your community and your school, choose one that has become a problem and can be solved collectively. Design a Problem Tree. • Talk about the problems in your community and your school. Answer some questions. • Read a text and answer some questions. • Create a synoptic table. Then, check your synoptic table and complete a comparison chart. • Look and check the Problem Tree structure in a diagram (page 222). • Conduct a survey among your classmates and teacher asking about the main problem in your community. • Choose a problem and work with it. Write the first draft. • Share the draft to analyze and check each other's work. • Improve the script and answer some questions. • Make a diagram with the information from the interviews and complete a table. • Project: Decide how to present the Problem Tree. Prepare the materials for the presentation. • Grammar: Choose and write the correct answer using modal verbs. Read a text and write the correct opinion. • Speaking: Brainstorm some ideas on how to improve waste management and reduce trash at your school. Use modal verbs. Make a small presentation of your ideas. • Discuss the challenges and problems that you faced during the project and the strengths that helped you solve them. Answer some questions page 231.	GETTING READY 1. Let's Identify (page 218). 2. Let's Retriever (page 220). 3. Let's Plan (page 222). ACTION 1. Let's Go Back and Forth (page 222). 2. Let's Refocus and Continue (pg 224). INTERVENTION 1. Let's Spread the News (page 226). 2. Let's Consider (page 230). 3. Let's Go On (page 231).	12
17. Time Capsule	232-249 (18 pages)	Proyectos de Aula "La cápsula del tiempo" Páginas: 10-23	•Lenguajes	•Pensamiento crítico. •Apropiación de las culturas a través de la lectura y la escritura.	Entornos naturales y sociales.	Identifica diversos roles ejecutados en entornos naturales y sociales e indaga sobre su participación en ellos. Registra y comparte impresiones sobre las características de roles ejecutados en entornos naturales y sociales.	• Vocabulary: Unscrambled words. • Grammar: Irregular verbs (Base form, past simple, past participle). Past perfect and simple past.	• Purpose: Look back at some of your past experiences to write them as stories that you will put in a time capsule. Discover how to use two different past tense forms to communicate your life events and list your accomplishments. • Read a text and reflect on it using some questions, then write comments in your notebook. • Complete some statements using different words found in the story. • Vocabulary: Unscramble vocabulary words using some letters. • Grammar: Repeat irregular verbs in their base, past simple and past participle forms. • Write each verb and make cards. Play a matching game. Identify each tense in some sentences by using a different color. Complete a conversation with the present perfect or simple past using the verbs, then practice with a classmate. • Plan activities to develop and create a time capsule. • Organize it using a chart from page 239. • Play a memory game with adverbs or adverbial phrases. (Make cards on colored or reusable sheets of paper). • Bring a list for the relational memory game and reflect on how to use adverbs and adverbial phrases to enrich our stories. Follow a comparative chart on page 214. • Narrate a story about your most beloved memories from your school. (Answer some questions in your notebook as a guide.) (Now you have the draft of your final work.) • Exchange your draft with another group/community, reflect on it, and respectfully share opinions. • Rewrite the story and add drawings or cutouts. • Project: Present your time capsule. • Answer some questions in your notebook on page 247. • Write in your notebook the agreements reached by your community to create other time capsules and give continuity to this project.	GETTING READY 1. Let's Identify (page 232). 2. Let's Retriever (page 234). 3. Let's Plan (page 239). ACTION 1. Let's Go Back and Forth (page 240). 2. Let's Refocus and Continue (page 243). INTERVENTION 1. Let's Spread the News (page 245). 2. Let's Consider (page 247). 3. Let's Go On (page 248).	12
c	250-255 (6 pages)	Múltiples Lenguajes "¿Has oído hablar de Marie Curie?" Páginas: 96-99	•De lo Humano y de lo Comunitario •Ética, Naturaleza y Sociedades	•Pensamiento crítico. •Igualdad de género.	Textos orales y escritos en lengua inglesa.	Identifica las características de cuentos breves de distintos autores y países, preferentemente de habla inglesa.	• Reading: Discuss some questions about Marie Curie. • Grammar: Questions in Simple Past Tense. • Speaking: Discuss questions about Marie Curie, write conclusions, and share your answers in the assembly.	• Read a text. • Reading: Discuss some questions about Marie Curie and explain your answers. • Grammar: Complete some questions in the simple past by writing the correct form of the verb. Organize some sentences in the correct order in your notebook. Answer the previous questions, then share your answers in an assembly. • Speaking: Discuss some questions, write conclusions, and share your answers in an assembly.	N/A	9