

Nooki ka imi jomeme

Projects and Readings



Luis Ricardo Ramos Hernández, PUEBLA

FIRST 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. *Nooki ka imi jomeme. Projects and Readings. First 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.

Nooki ka imi jomeme. Projects and Readings. First 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 *Nooki ka imi jomeme. Projects and Readings. First 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 learning adventures. 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 adventure.



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

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 learning adventure. 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.

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.

2

Lectura de la realidad

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.

3

Reconocimiento de la otredad

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

4

Reconocimiento de las clases sociales

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?

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.

6

Reconocimiento de las desigualdades

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.

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.

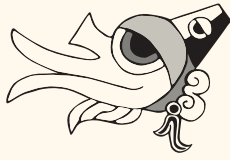
Después de la insurgencia magisterial y sus acciones transformadoras continuas, tarde o temprano, las instituciones y las hegemonías cederán. Tras desplazarlas, se necesitará establecer nuevas formas de ejercicio del poder. Probablemente, ésta sea la etapa más delicada del proceso porque siempre existirá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

Our Class Name Book	10
Classroom Rules	22
Music Everywhere	30
My School and the Landscape that Surrounds It	40
A School Full of Emotions!	52
Let's Make Comic Strips About Family and Community Stories	64
Roger von Gunten Painting	78
Celebrations <i>Lotería</i> Game	84
My Body and Its Movements	96
Polite Phrases and Expressions	114
Hi, My Name Is Caco!	126
I Feel Good When I'm Healthy	138
Healthly and Delicious	146
The School of Geometric Shapes	158
Mexico and the Diversity of Cultural Symbols That Represent It...	166
We Play and Take Care of Ourselves	176
Bibliography	198
Illustration and Photo Credits	199



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.



Jose Alfredo [H] Contreras Godínez, SINALOA

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



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

Autora:

Yadira Minerva Muñoz Sánchez

Introduce Yourself to Others

When you meet someone for the first time and want to know his/her name, you ask:

What is your name?

When someone wants to know your name, you answer:

I am (your name).

Example:

What is your name?

I am Sarah.

When you want to know someone's age, you ask:

How old are you?

When someone wants to know your age, you answer:

I'm (your age) *years old*.

Example:

How old are you?

I'm six *years old*.

In small communities, ask these questions to your classmates:

- a) What is your name?
- b) How old are you?



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

For this activity, you need:

Materials

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

Procedure

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



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

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

4. Once you have finished your presentations, in small communities, talk about the following:

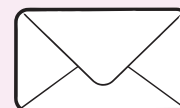
- a) How are your names similar?
- b) Which names start with the same letter?

- c) What other words start with the first letter of your name?
5. In assembly, take turns dictating your names and the words that start with the same letter to your teacher, so everyone can see them.
6. Individually, at home, ask your family about your name.
- a) Why did they choose that name for you?
 - b) What does your name mean?
 - » If your family members don't know the meaning of your name, ask them to help you look for information online, in the library, or ask someone from your community who may know the meaning.

Speaking



Posing Game



In community, stand in a circle.

- a) Take turns to step forward and make a pose or gesture that represents you. Then, say "I am..."
- b) Keep your pose or gesture while you say your name.
- c) The rest of the classroom community will repeat your name, and copy your pose or gesture.
- d) Then another student will step forward and do the same thing. Keep doing this until everyone has made a pose or gesture and said their name.

Let's Retrieve

In plenary, share what you discovered:

- a) On a sheet of paper, make a drawing of the meaning of your name. Cut it and paste it on your collage.
- b) Present your collage again and explain the meaning of your name.

Balam
jaguar



Let's Plan

In classroom community, discuss the activities you will carry out in this learning adventure to create your Class Name Book.

- a) Read this organizer and copy it in your notebook.

- 1 Organize the collages alphabetically.



Date:
Duration:

- 2 Make the first draft.



Date:
Duration:

- 3 Exchange first drafts.



Date:
Duration:

Escenario aula

- 4 Make the second draft.



Date:
Duration:

- 5 Comment and correct the second draft.



Date:
Duration:

- 6 Present the final version.



Date:
Duration:

- 7 Create your Class Name Book.



Date:
Duration:

- b) Propose dates for each activity and write them in the corresponding spaces.

ACTION

Let's Approach

To put in alphabetical order means to arrange a list according to the order of the letters of the alphabet.

1. In classroom community, put your collages together, compare the meaning of your names and identify the letters you need to spell them.
2. Ask your teacher to help you put your collages in alphabetical order.
 - a) Keep your works to use them later on.
3. Individually, considering the contributions of your classmates, complete the diagram on the next page with your information.

The Meaning of My Name



I am _____

I like my name because _____

It means _____

_____ chose my name.

- Make sure all the information is complete.
- This is the first draft of the diagram you will add to the Class Name Book.

Listening

- In community, ask your teacher to play the video "Boy and girl song" by following the QR/link on the right.



<https://bit.ly/4c2LLD2>

- Look at the following pictures. With the help of your teacher, repeat the sentences:



This is a boy.



This is a girl.

Karina Eréndira Pérez Olmos, MICHOACÁN

- Individually, choose the picture that represents you and say "I am a boy" or "I am a girl."

Grammar



1. In pairs, take turns to say Alex's information aloud.



Karina Eréndira Pérez Olmos, MICHOACÁN

2. It's your turn! Individually, with the help of your teacher, complete the following sentences:

- a) I am _____
- b) I'm _____ years old.
- c) I'm a _____

3. Draw yourself in the space on the left.

4. Unscramble the sentences and write them.

a) I / Alex / am

b) old / years / I'm / six

c) boy / I'm / a

d) is / what / your / ? / name

Answers: a) I am Alex; b) I'm six years old; c) I'm a boy; d) What is your name?

Let's Go Back and Forth



1. In pairs, exchange your diagrams. Make suggestions to improve your work.
 - a) Talk about the information you consider important.
2. Individually, make a second draft of your diagram. Follow the suggestions you received.

Let's Refocus



1. In classroom community, talk about the most difficult part so far, like writing your names, finding their meanings, organizing the collages, or creating the diagrams.
2. Share your second draft and discuss any improvements. For example, correct your handwriting.

Let's Continue

1. Individually, keeping in mind what you learned in classroom community, correct your draft in your notebook.
2. In assembly, mention if your drafts have the correct information.



3. Individually, make your final draft.

INTERVENTION

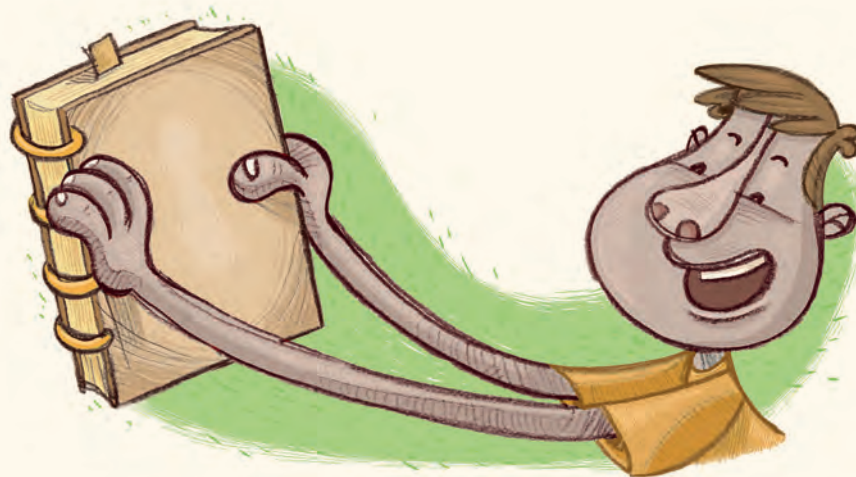
Let's Integrate

The big moment is here! It's time to integrate your Class Name Book!

1. In classroom community, collect the final drafts of your diagrams and your collages.
2. Organize them alphabetically.

Let's Spread the News

1. Collectively, with the help of your teacher, make your Class Name Book.
 - a) Bind the pages together in the right order.
 - b) Decorate it.
2. Present your Class Name Book.



José Alfredo [Ito] Contreras Godínez, SINALOA

Let's Consider

1. In plenary, discuss how to introduce yourself. For example: "Hello, I'm Juan" or "Good morning, I am Juan."
2. Individually, considering your classmates' suggestions and with the help of your teacher, write in your notebook how you would do it.

Let's Go On



José Alfredo [Ita] Contreras Godínez, SINALOA


1. Show your Class Name Book to others.
 - a) Take turns to take it home or to show it to other teachers or students in your school.
2. Ask the people who read your Class Name Book to write a comment about your work.
3. Read the comments aloud. Write in your notebook the opinions you consider important.

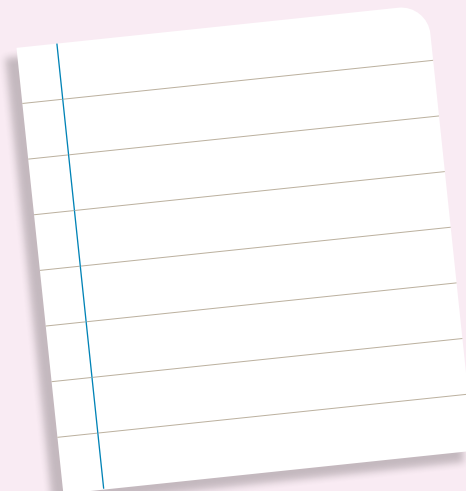
4. Consider including other diagrams with the names of family and friends.
5. Consult your Class Name Book when you want to remember the meaning of a name.
6. Finally, write in your notebooks the assembly agreements reached by the community for your Class Name Book.



Speaking



1. In pairs, answer the following questions:
 - a) How old are you?
 - b) I'm _____ years old.
 - c) Are you a boy or a girl?
 - d) I'm a _____
2. In small communities, sit down in a circle.
 - a) Take turns to ask the classmate next to you the following question: "How old are you?"
 - b) Wait for your classmate to answer. Then, they will ask the classmate next to them.
 - c) When it goes all around the circle, all of you raise your hands in the air, stand up and say "Yeah!" 





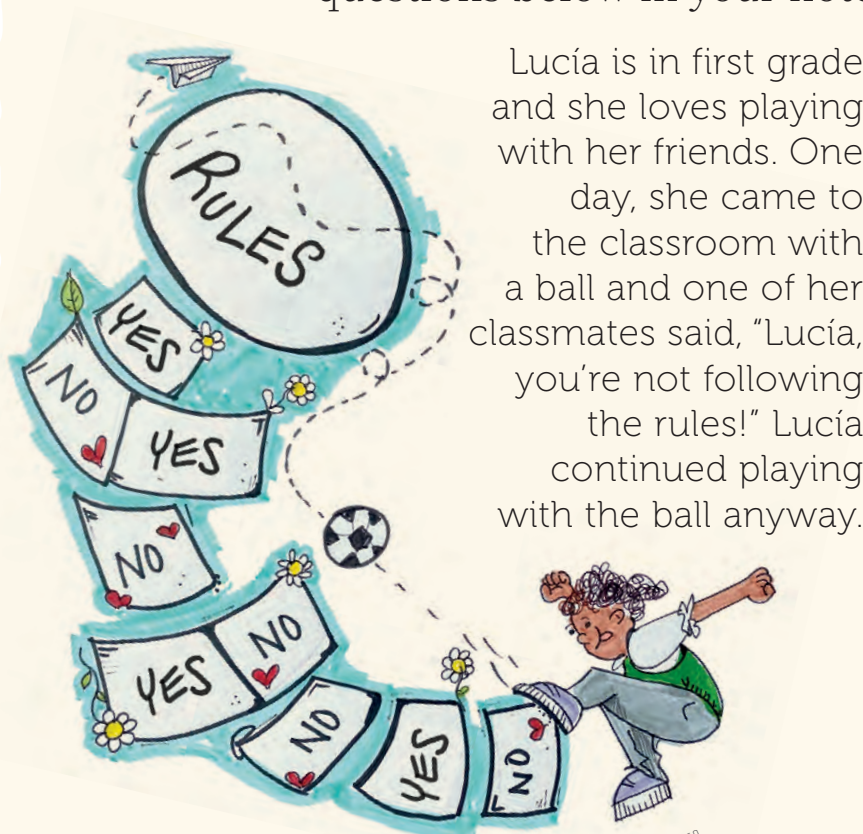
Classroom Rules

In this learning adventure, you will participate in the Classroom Rules Game to analyze them, recognize their importance, and change them if necessary.

En esta aventura de aprendizaje, participarás en el Juego de las reglas del aula, las analizarás, reconocerás su importancia y las cambiarás, de ser necesario.

Let's Introduce

1. In assembly, listen to the story your teacher will read, and answer the questions below in your notebook.



Lucía is in first grade and she loves playing with her friends. One day, she came to the classroom with a ball and one of her classmates said, "Lucía, you're not following the rules!" Lucía continued playing with the ball anyway.

Lucía está en primer grado y le encanta jugar con sus amigas y amigos. Un día, llegó al salón con una pelota y uno de sus compañeros le dijo: "Lucía, ¡no estás respetando las reglas!", pero a ella no le importó y siguió jugando con la pelota.

Autora:

Carlota Laura Meneses Sánchez

Claudia Lucía Bautista Parra, JALISCO

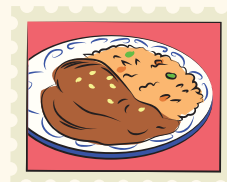


- a) Why is Lucía breaking the rules? _____
- b) What is the solution here? _____
- c) What happens if there are no rules? _____
- d) What are the rules in your classroom? _____

2. Mention two benefits of following the rules.

Let's Collect

Claudia Lucía Bautista Parra, JALISCO



Asking permission before speaking shows respect and promotes harmonious coexistence.

You need to follow the classroom rules so there is a positive environment where you can all learn together. Some of these rules have to do with your individual behavior and others have to do with the ways you interact with each other. For example: putting your backpacks in their place, staying quiet while someone else is speaking, and listening to the ideas of others.



1. In classroom community, talk about what happens if there are no classroom rules.
2. Individually, considering what you have discussed with your classmates:
 - a) Look up the meaning of agreements and rules. For this, go to the Classroom Library, the public library or ask for an adult's help to look it up on the internet.
 - b) Write or draw your answers in your notebook.

Rules



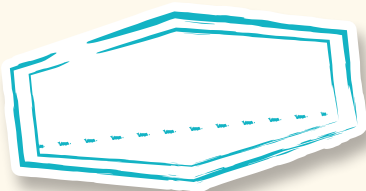
Claudia Lucía Bautista Parra, JALISCO



Agreements



3. In assembly, do the following:
 - a) Discuss the differences and the similarities in your research.
 - b) Say why knowing the characteristics of agreements and rules is important.



Things You Can Do at School

These are useful instructions for helping you become a good friend at school.

Rule or Agreement

Raise your hand to participate.

You have to raise your hand when you want to speak, instead of interrupting others.

Picture



Share the school's materials with your classmates.

In that way, you can take turns using the materials when you need them.



Clean up after playtime.

That means you have to put your toys away when you're done playing and before doing something else.



Be kind to others.

Always use gentle words and help your friends whenever you can.



Karina Eréndira Pérez Olmos, MICHUACÁN

When we want to give orders or instructions, the verb goes at the beginning of the sentence:

Do your homework.
Pay attention to the teacher.

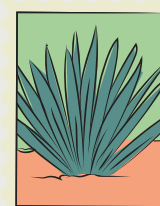
1. Individually, considering you are part of a community, fill in the blanks with one of the following verbs: *do*, *turn off*, *take off*, *close*, and *raise*, so the instructions are correct.

- a) Please, _____ your homework.
- b) _____ the door when you leave.
- c) _____ your shoes before entering the house.
- d) _____ your hand to speak.
- e) _____ the lights when you go to bed.

Answers: a) do, b) Close, c) Take off, d) Raise, e) Turn off

2. Check your answers in assembly and notice how we use the base form of verbs to give an instruction.
3. Individually, choose the correct form of the verb to complete each instruction.

- a) _____ your seatbelt before driving.
 - Put on
 - Putting on
- b) _____ the window after you shower.
 - Open
 - Opening
- c) _____ the TV when you finish watching it.
 - Turn off
 - Turning off
- d) _____ your books after you finish reading.
 - Put away
 - Putting away
- e) _____ the dishes after dinner.
 - Wash
 - Washing



Answers: a) Put on, b) Open, c) Turn off, d) Put away, e) Wash



Let's Spot the Issue

In plenary, read or listen to the next part of Lucía's story.

Lucía was playing with the ball in the classroom and fell. After that, her teacher said, "Let's play the Classroom Rules Game! It's a fun way to learn the rules and understand their importance."

Lucía se cayó mientras estaba jugando con la pelota en el salón. Entonces, el maestro dijo: "Vamos a jugar el Juego de las reglas del aula. Es una manera divertida de conocer las reglas y comprender su importancia".



Claudia Lucía Bautista Parra, JALISCO

Let's Organize the Experience

Classroom Rules Game

For this activity, in classroom community, you will need:

Materials

- Small white cards
- A plastic bag

Procedure

In classroom community and with the help of your teacher, do the following:

- a) Write the classroom rules on the board and number them.



- b) Write the numbers of the rules on the white cards.
- c) Fold the white cards, put them on the plastic bag, and shake it.
- d) Take the white cards one by one and say aloud the number on them.
- e) Say the corresponding rule. Discuss it, and its importance, to make sure it's clear to everyone.

Let's Live the Experience

In assembly, according to the Classroom Rules Game:

- a) Discuss whether you think there are rules that need to be changed and explain why.
- b) Make agreements to change them.
- c) Write the new rules.



Let's Assess the Experience

1. In plenary, listen to the end of Lucía's story.


After the Classroom Rules Game, Lucía and her friends said class rules are very important, even for their own safety, so they committed to following the rules.

Después del Juego de las reglas del aula, Lucía y sus amigos dijeron que las reglas del salón eran muy importantes, incluso para su propia seguridad, así que se comprometieron a seguirlas.

2. Write the classroom rules in your notebook, including any changes.
3. In pairs, answer the following questions:
 - a) How did the Classroom Rules Game help you organize the coexistence in the classroom?
 - b) What rule is more important for you?
4. Write the rules or agreements these images refer to:





5. Finally, write in your notebooks the assembly agreements reached by the community to analyze classroom rules, recognize their importance, and modify them when needed. 

Music Everywhere

Any sound around you



can become music!



1



Pay attention to the
sounds around you.
Rhythms and melodies
are everywhere!
Hear the wind blow!
Hear the birds sing!



**Listen and you'll be
surprised!
You can also create music!**

2



3



Music is here and there,

4



in the sounds of nature,

and in the street noises.

5

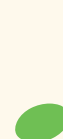




6

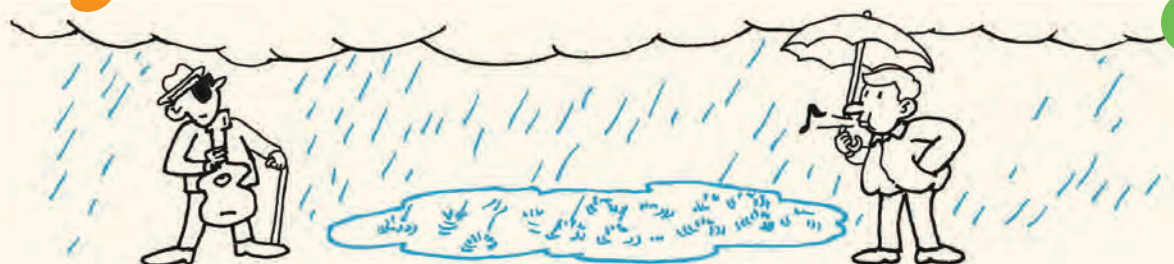


Hear the rain fall!



Hear your dog bark!

7



Everything is music!

8



Vocabulary



1. In community, look at the images and, with the help of your teacher, identify the emotions and feelings.



happy



sad



scared



relieved



worried



disgusted



surprised



overwhelmed



angry

- a) In small communities, make facial expressions and gestures to represent the previous emotions and feelings.
- b) Once you recognize the expression or gesture, say the name of the emotion or feeling. If you are not sure, ask your teacher for help.

2. Let's play Draw Faces.

- a) In pairs, draw and cut circles on sheets of paper
- b) Take turns to draw faces with different emotions and feelings on the circles. You can look for more emotions in a dictionary or ask your teacher for help.
- c) Ask your classmate to guess the emotion or feeling on each circle.
- d) Now, some of you show your pictures to the rest of the class.
- e) Ask the rest of your classmates to guess the emotion or feeling.

Grammar

Talking About Emotions and Feelings

To talk about your emotions, you can say:

I *am* (*emotion you feel*).

Example:

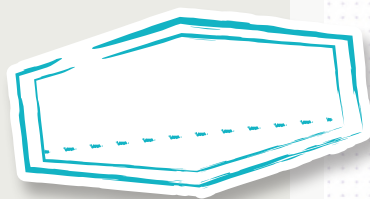
I *am happy*.

Questions

When you want to know if someone is happy, you ask them:

Are you happy?

You can also ask them if they are sad, angry, scared, excited, etc.



When someone wants to know if you are happy, you answer:

Yes, I am. (When you are happy.)

No, I'm not. (When you are not.)

Example:

Are you happy?

Yes, I am.

Are you sad?

No, I'm not.



If you want to ask if another person is happy, you can ask:

When you are talking about a boy:

Is he happy?

When you are talking about a girl:

Is she happy?

You can also ask if the person is sad, angry, scared, excited, etc.

When someone asks you if another person is happy, you answer:

When you are talking about a boy:

Yes, he is. (When he is happy.)

No, he isn't. (When he is not happy.)

When you are talking about a girl:

Yes, she is. (When she is happy.)

No, she isn't. (When she is not happy.)

Finally, if you are not sure about how you feel or how someone else is feeling, you can answer *I don't know* or *I'm not sure*.

Individually, considering what you learned, look at the pictures and answer the questions with *Yes, he/she is*, *No, he/she isn't* or *I don't know*.

Karina Eréndira Pérez Olmos, MICHOACÁN



a) Is he happy?



b) Is she sad?



c) Is he scared?



d) Is she angry?

Answers: a) Yes, he is; b) No, she isn't; c) No, he isn't; d) Yes, she is.

Speaking



1. Individually, answer the question below. Then, in pairs, ask and answer each other how are you feeling now:
 - a) How are you today?
I'm _____
2. With your classmates, play How Are You Today?
 - a) In pairs, place the faces you drew in "Vocabulary" on the table, face down so you can't see them.
 - b) Now take turns to flip the circles over; look at the face, and identify what emotion or feeling it shows.
 - c) The student who is not looking at the face asks, "How are you today?" and the other answers, "I'm... (happy, sad...)," according to the emotion or feeling on the face. Then you show the face to your classmate and confirm your answer.

Grammar

1. Individually, with the help of your teacher, complete the sentences with *are* or *is*.
 - a) _____ you happy? Yes, I am.
 - b) _____ he tired? Yes, he is.
 - c) _____ you sleepy? No, I'm not.

d) _____ he sad? Yes, he is.

e) _____ she angry? No, she isn't.

Answers: a) Are, b) Is, c) Are, d) Is, e) Is

2. Circle the correct answer:

a) _____ happy? Yes, he is.

- Are you
- Is he

b) _____ sad? Yes, I am.

- Are you
- Is she

c) _____ scared? No, she isn't.

- Are you
- Is she

d) _____ angry? No, I'm not.

- Are you
- Is he

Answers: a) Is he, b) Are you, c) Is she, d) Are you





My School and the Landscape That Surrounds It

In this learning adventure, you will create an art gallery so you can share with your school community pictures of how the school and its landscape were, and how they are now.

En esta aventura de aprendizaje, crearás una galería de arte para poder compartir con tu comunidad escolar imágenes de cómo eran la escuela y el paisaje que la rodeaba y cómo son ahora.

Let's Introduce

In community, listen to your teacher read the following text. Look at the pictures and answer the questions.

Alberto really likes his school. It is beautiful. There are trees and flowers and from there, you can see mountains and a river. But it was different before... It is important to take care of the school and its landscape, so more children can enjoy it later.

A Alberto realmente le gusta su escuela. Es bella. Hay árboles y flores, y desde ahí puedes ver montañas y un río.

Pero era diferente antes... Es importante cuidar la escuela y su paisaje, para que más niños puedan disfrutarlos después.



Autora:

Irene Luviano Rosales



- a) What do you understand when you hear the word *landscape*?
-
- b) What forms and colors can you see in the pictures of the landscapes?
-



Let's Collect

A *landscape* is everything you can see, listen, smell, and feel around you. It includes trees, animals, mountains, rivers, and all the beautiful things around you.

1. In assembly, talk to each other and answer these questions:
What do you know about the landscape around the school?
How could you protect it?
2. Individually, do the following:
 - a) Research what are the types of landscapes and the meaning of the word *landscaping*. To do so, consult the Classroom Library, School Library, public library or ask an adult to help you to reaserch on the internet.
 - b) Write or draw in your notebook what you found.
3. In community, do the following:
 - a) Exchange points of view about your research and answer: What are the similarities and the differences you found?

- b) Define why it is important to take care of your school and the landscape that surrounds it. Write your answers in your notebook.



Grammar

What Is This?

Learn how to ask and answer about things!

When you want to know what an object near you is, you ask:

What's this?

If someone asks you what an object near them is, you answer:

It's a/an (name of the object).

Examples:

It's a pencil.

It's an apple.



If you are not sure what the object is, you can ask:

Is it a/an (name of the object)?

Examples:

Is it a notebook?

Is it an umbrella?

If someone is not sure what the object is and asks you about it, you answer:

Yes, it is. (If they know what the object is.)

No, it isn't. (If they don't know what the object is.)

Examples:

Is it a notebook?

Yes, it is.

Is it an umbrella?

No, it isn't.



Remember you must pay attention to the articles you use:

Indefinite Articles	Use	Examples
<i>a</i>	When the article comes before a consonant sound.	<i>a cloud</i> <i>a classroom</i> <i>a schoolyard</i> <i>a chair</i>
<i>an</i>	When the article comes before a vowel sound.	<i>an eraser</i> <i>an apple</i>

1. Individually and with the help of your teacher, write *a* or *an* to complete the sentences:

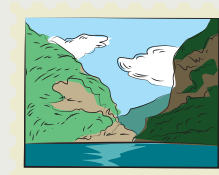
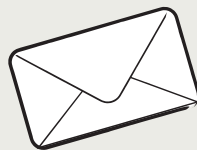


Karina Eréndira Pérez Olmos, MICHOACÁN

- a) _____ elephant
b) _____ person
c) _____ umbrella

- d) _____ cat
e) _____ orange

Answers: a) an, b) a, c) an, d) a, e) an



2. Choose the correct option to complete each sentence:

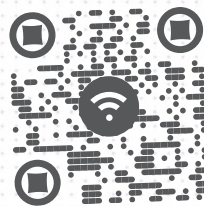
- a) _____ this? It's a dog.
• What's • Is it
b) Is it _____ elephant?
• a • an
c) Is it _____ bird?
• a • an

- d) _____ this? It's an egg.
• Is it • What's
e) Is it _____ pencil?
• a • an
f) _____ this? It's a lion.
• What's • Is it

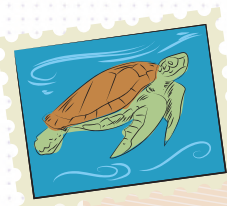
Answers: a) What's, b) an, c) a, d) What's, e) a, f) What's

Listening

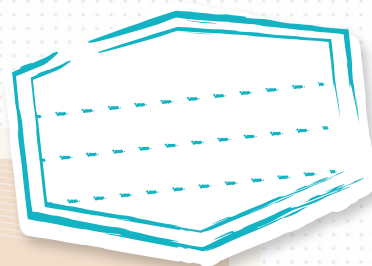
If possible, in community, listen to the song "School Things Song | English Camp Song | Cover by Baitoey Homeschool" by Baitoey Homeschool TV, following the QR/link on the right. If you are unable to access it, ask your teacher to share this information with you.



<https://bit.ly/4bN0aBK>



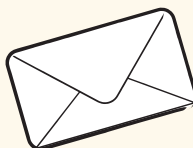
Writing



Individually, considering everyone else, draw in your notebook three things you like about your school and name them using *This is a/an*. For example: *This is a tree*.

Let's Spot the Issue

In plenary, listen to your teacher read the next part of Alberto's story.



By getting to know
and interact with
your landscape, you
will learn values that
are necessary in life.

Alberto's teacher said, "Let's set up an art gallery to show the school."

Juanita asked, "What about our school's surroundings teacher?"

Alberto answered, "Let's draw the beautiful surroundings of our school Juanita!"

And the teacher answered, "Of course!"

El maestro de Alberto dijo: "Pongamos una galería de arte para mostrar la escuela".

Juanita preguntó: "¿Y los alrededores de la escuela, maestro?"

Alberto respondió: "¡Vamos a dibujar los bonitos alrededores de nuestra escuela, Juanita!"

Y el maestro respondió: "¡Por supuesto!"

Let's Organize the Experience

Art Gallery

To do this activity, each of you need:

Materials

- Glue
- Water based paint
- Brushes
- A white sheet of paper
- A piece of cardboard (10 centimeters bigger than the white paper sheet)

Procedure

1. In community, stand at the schoolyard and do the following activity:
 - a) With a little distance from each other, close your eyes.
 - b) Pay attention to what you hear, listen, and feel.
 - c) Listen to your teacher's description of your school and its landscape then and now.



Marcela Aguilar Lamadrid, SONDRA

2. Divide the classroom into two small communities, one will draw your school and its landscape then, and the other will draw your school and its landscape now. For this activity, you can use your imagination and all the things you feel with your senses, like sounds and smells.

Marcela Aguiar Lamadrid, SONORA

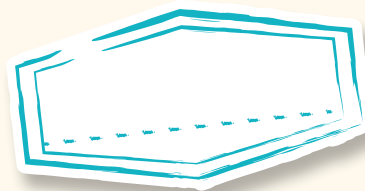


3. Individually, write your name and a title on your drawing and paste it on the middle of the piece of cardboard so that the edges work as a frame.
4. In assembly, with the help of your teacher, do the next activity:
 - a) Ask for permission to set up your art gallery in the school.
 - b) Once you have a designated space, on one side you will put the drawings that show how your school and its landscape was, and on the other side, you will put the drawings that show how your school and its landscape is now.





- c) Set the date and timing to invite your school community to your gallery.
- d) The opening day:
 - » Put a notebook and a pen on a table near the exit of the gallery, so the attendees write their names and their favorite part of the art gallery.



Marcela Aguiar Lamadrid, SONORA



- » Welcome the attendees.
- » Stand in front of your drawings and talk about how you made them and what meaning they have for you.



Let's Live the Experience

In plenary, and with the help of your teacher:

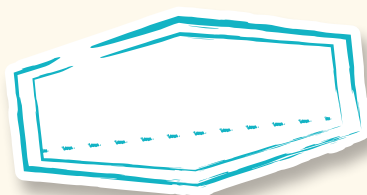
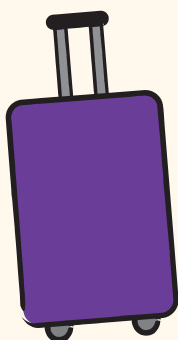
- a) Read the comments in the notebook of your art gallery.
- b) Answer the following questions:
 - » What's your favorite part of your school landscape?

- » What can you do to take care of your school and its landscape? Why is it a good idea to improve them?



Let's Assess the Experience

1. In community, with the help of your teacher, make a list on the board of ideas on how to take care of, and improve your school and its landscape.

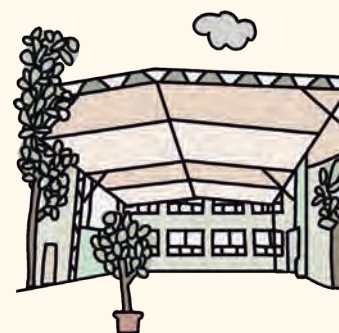




2. Individually, considering what you shared in community, write in your notebook your favorite ideas on how to take care and improve your school and its landscape.
3. In plenary, share the ideas that you chose and talk about why they are your favorite.
4. Individually, considering what you learned collectively, draw in your notebook some answers to this question:

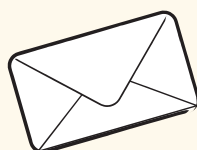


Marcela Aguilar Lamadrid, SONORA



Luis Ricardo Ramos Hernández, PUEBLA

How can you learn more about the changes in your school over time?



5. Finally, write in your notebooks the assembly agreements reached by the community to organize the art gallery. 🌿





A School Full of Emotions!

Purpose

In this learning adventure, you will organize an Emotions Fair to practice recognizing emotions and help you to have harmonious interactions with your schoolmates.

En esta aventura de aprendizaje, organizarás una Feria de las emociones para practicar reconocerlas y ayudarte a tener interacciones armoniosas con tus compañeros de escuela.

Starting Point



Helwe Mariam Sidir Loza, COAHUILA

Hello! I'm Pepe. I'm six years old and I'm in the first grade of elementary school. I love to learn. I also love to play with my friends, but sometimes I get angry at them! I am quite easy-going, but hear what happened a few days ago!

Something is off!

Pepe is an easy-going kid, but he had a difficult day today. He argued with his best friend. He is fuming! He is grinding his teeth!

Autora:

Claudia Nayeli López Cambray



1. Discuss in pairs:

- a) How do you think the children in this picture feel? Why?
- b) Why do you think Pepe was arguing with his best friend? Is there a different way to deal with the issue? How?



Helwe Mariam Sdir Loza, COAHUILA

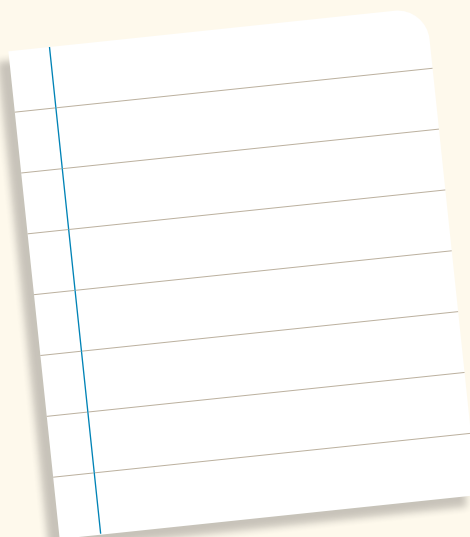
2. Share your answers with your peers.



Helwe Mariam Sdir Loza, COAHUILA

3. Have you ever been angry at one of your friends or peers? What happened? Draw it in your notebook.

- a) Show your drawing to your peer and explain it.
- b) Talk about what emotions you experienced and how they felt in your body.
- c) Discuss with the whole class: Are boys and girls allowed to show their anger in the same ways? Why? How about other emotions?



What I Know and What I Want to Know

Everyone has felt anger at some point, but there are other emotions.

1. Individually, write the missing vowels in the following words to uncover other emotions:

h____ppy s____d sc____r____d
d____sg____st____d s____rpr____s____d

2. In community, stand in a circle and with your face and body act out the emotions your teacher calls out.
 - a) Look at each other and see the common ways in which you act out these emotions.
 - b) Talk about what you saw after acting out each emotion.



Helwe Mariam Sdir Loza, COAHUILA

3. Individually, but considering the activity that you did with your classmates, draw yourself in your notebook showing these emotions.
 - a) Then, in plenary, talk about what you drew and write the answers to these questions: Is there just one way of showing an emotion? Why?



4. With the help of an adult, ask or research in books or on the internet about the emotions you drew. Look for the following:

- a) What are emotions for?
- b) What ways of showing emotions are there?
- c) What does harmonious coexistence mean?

5. In community and with the help of your teacher, draw a mind map on the board with the information you found. Use the following question as a guide: How does getting in touch with our emotions help us to get along harmoniously?

- a) Individually, but considering your community's contributions, copy the mind map into your notebook.

Read the book
Emociones de una línea, by
Menena Cottin,
available in the
School Library.

6. Look at the emotions you drew in activity 3 and the answers you wrote in your notebook. Talk about the following:

- a) Are there ways of showing emotions that help us to get along? Which ones?
- b) Which ways of showing emotions make it harder to get along?

7. Talk about moments in your daily life when being aware of your emotions, and the way you were showing them, helped you to get along with those around you.



Helwe Mariam Sdir Loza, COAHUILA



8. Individually, considering what you learned in community, watch your schoolmates from other grades during recess.

- Note which emotions they show when they are with others.
- In the table below, write a check mark underneath the emotion every time you see one of your schoolmates show it.

Helwe Mariani Sdir Loza, COAHUILA



What is happening?

I don't get the kids at my school. Sometimes they play happily; then, suddenly, they get angry and start to shout. Also, when they lose, they often cry! Tell me, how are the kids at your school? How do they get along?

Happiness	Sadness	Anger	Fear	Disgust	Surprise

9. In the table below, write how your schoolmates showed every emotion you noticed. For example: Happiness can be expressed through laughter; sadness can be expressed through tears. There are many ways of showing how we feel.

Happiness	Sadness	Anger	Fear	Disgust	Surprise
Laughter	Crying				



10. In community, discuss:

- a) What emotions did you identify?
In what situations did they show up?
- b) Do you think all ways of showing emotions help us to get along?
Which ones do not? Why?



Helwe Mariam Sdir Loza, COAHUILA

We all feel emotions.
It is important
to learn how to
recognize and show
them in ways that
help us to get along.

Organize an Emotions Fair with various
activities to allow the members of your
school community to recognize and
express emotions.

What we feel when we
lose a toy: sadness!

Come in! Here we read
tales to help us get in
touch with our anger.



Helwe Mariam Sdir Loza, COAHUILA



Let's Organize the Activities

Now, you will suggest the activities for the fair. Remember that these activities are about recognizing and showing emotions, especially strong emotions that are difficult to express properly.

1. Individually, without forgetting what you have learned in community, read the following activity ideas for the fair so you can choose some of them. Color the balloons with the activities you would like to do.

Exciting Games

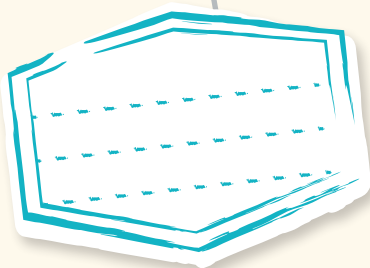
Make or adapt a board game about emotions. You can start with games such as *lotería*, dominoes, or a memory game.

Emotional Stories

Choose or write a short story about an emotion you find hard to express. You must read the story to discuss how the characters react and the lesson the story teaches us.

Musical Expression

Choose songs that express different emotions and think about their meaning. Sing them!



2. In your notebook, describe a new activity about emotions for the fair.

3. In community, form a circle and share which balloons you colored, and which activities you suggested. Remember to involve everyone and make community decisions about the fair:
 - a) What activities will you include?
 - b) What supplies will you need?
 - c) Who will set up the activities?
 - d) Who will you invite to the fair?
4. With the help of your teacher, decide how to include the school community. You could ask other classes to set up stands or to include their families in making the decorations.
 - a) Invite everyone to participate.
5. In small communities, divide the tasks needed to carry out the activities. Draw or write your task list in the following table:

Emotions Fair

Day:	Time:	Place:
Activities	Materials	Person(s) in Charge

Creativity On

It's time to prepare the fair.
Do the activities you planned.

1. Decide the place where each small community will set up their stand. Help each other and try to get along in harmony.
2. With colored chalk, write some suggestions on the floor about how to show your emotions in ways that help you to get along with other people. You can also write them on sheets of paper, which you can hang in different school areas.
3. In plenary, decide how you will let the school community know about the fair. Make simple invitations on cardboard sheets or choose a different way to invite the rest of the school with the help of your teacher.
4. Make the fair! Carry out the activities you organized with your community.

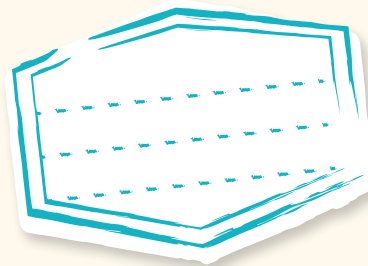


Let's Share and Assess What We Have Learned

1. In assembly, discuss the experiences you had while carrying out the fair and how you felt about the learning adventure.



2. Let anyone who has opinions or feelings about the fair share them in a dialogue circle. Allow everyone to have their turn without rushing them and listen attentively and respectfully when they talk.



3. Individually, write in your notebook some of the suggestions you and your classmates wrote on the school floor, or in the sheets of paper.
4. Draw in your notebook something you learned in this learning adventure.
5. In community, share what you drew and wrote. Discuss the following:
 - a) What did you find most difficult? Why?
 - b) Do you feel that the activities helped people at the school get along? How?
6. With the help of your teacher, reflect on the importance of recognizing and expressing your emotions in a pacific way.
7. Finally, write in your notebooks the assembly agreements reached by the community about carrying out an Emotions Fair.





Helwe Mariam Sdir Loza, COAHUILA

Vocabulary

Learn how to express how you feel!

Feeling Word	What It Means	Example	Picture
Happy	You feel good and joyful.	I'm <i>happy</i> because it's playtime!	
Sad	You feel unhappy or disappointed.	I'm <i>sad</i> because my toy is broken.	
Angry	You feel mad or upset.	I'm <i>angry</i> because someone took my turn.	
Bored	You feel tired or unhappy because you are doing something that is not interesting.	I am <i>bored</i> because I am doing my homework.	

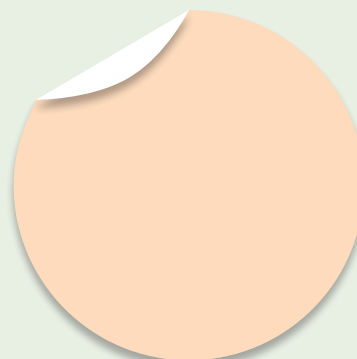
Mariana Reyes Santiago, ESTADO DE MÉXICO

Feeling Word	What It Means	Example	Picture
Scared	You feel fear or you are afraid.	I am <i>scared</i> of spiders.	
Surprised	How you feel when something unexpected happens.	I am <i>surprised</i> because I got a ten in the exam.	 <small>Mariana Reyes Santiago, ESTADO DE MÉXICO</small>

1. Individually, considering everyone else, complete the sentences with the following emotion words: *happy*, *sad*, *angry*, *bored*, *scared*, and *surprised*. Some sentences can have more than one right answer:

- a) She looks _____ because there is a snake on the floor.
- b) He feels _____ because he lost his toy.
- c) They seem _____ because they lost the game.
- d) I am _____ to find you here at the park.
- e) The puppy looks _____ to be outside.
- f) Nothing is happening in the movie. I am so _____

2. In assembly, share your answers. 





Let's Make Comic Strips About Family and Community Stories

In this learning adventure, you will work collectively to make comic strips based on your family and community stories.

You will share daily life stories with your classmates through text and pictures.

En esta aventura de aprendizaje, trabajarás en colectivo para hacer tiras cómicas basadas en historias de tu familia y tu comunidad. Compartirás historias de la vida diaria con tus compañeros de clase a través de texto e imágenes.

PLANNING

Let's Identify!

1. Individually, without forgetting others, and with the help of your teacher, read the following story:



A *comic strip* is a way to tell a story using pictures and short texts. Some parts have no words because the picture tells the whole idea.



Caperuzo's Story, a Loyal Friend

Hi! My name is Raúl, and I am a teacher. This is a story of my dog, Caperuzo. One day, some criminals tried to break into my house, but Caperuzo protected us. That day we clearly understood how noble and intelligent Caperuzo was. The dog was not only a pet, but part of our family: He had defended his home! That reminded me why we must respect all animals, not only because of their intelligence and sensitivity, but because they are living beings and we are all sharing this planet. For this reason, we must love and protect our companion animals!



José Alfredo [Ito] Contreras Godínez, SINALOA

Historia de Caperuzo, un amigo leal

¡Hola! Mi nombre es Raúl y soy maestro. Ésta es una historia de mi perro, Caperuzo. Un día, unos criminales intentaron entrar a la fuerza en mi casa, pero Caperuzo nos protegió.

Ese día comprendimos lo noble e inteligente que era Caperuzo. El perro no sólo era una mascota, también era parte de nuestra familia: ¡Él había defendido su hogar!

Eso me recordó por qué debemos respetar a todos los animales, no sólo por su inteligencia y sensibilidad, sino porque son seres vivos y todos compartimos este planeta. Por este motivo debemos amar y proteger a nuestros animales de compañía.

2. After reading Caperuzo's story, answer the following questions:

a) What did you like about the story?

In families and communities, there are a lot of expressions and ideas transmitted through oral tradition in the form of folk stories.



b) What do you think is the reason dogs bark to defend their family?

3. Look carefully at the following pictures of people, then:

- a) Read the label of each picture.
b) Put a ✓ to identify who tells you stories in your family or community.

José Alfredo [Ita] Contreras Godínez, SINALOA



Mother
(Mom)

☐


Father
(Dad)

☐


Brother

☐


Grandfather
(Grandpa)

☐


Grandmother
(Grandma)

☐


Aunts and Uncles

☐


Cousins

☐

To Talk About a Family Member

To ask about the identity of a family member in a picture (when you don't know who the person is), you point at the picture of the person and you ask:

Who's this?

If someone asks about the identity of someone in a picture (when they don't know who the person is), you answer:

This is my (family member).

Example:

Who's this?
This is my dad.

If you want to know where a member of your family is, you ask:

Where is my (member of your family)?

Example:

Where is my father?
Where is my mother?



If someone asks you where a member of your family is, you answer:

If the person is a boy/man
He is in the (place).

Example:

*Where is my father?
He is in the kitchen.*

If the person is a girl/woman
She is in the (place).

Example:

*Where is my mother?
She is in the kitchen.*

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

José Alfredo [Ita] Contreras Godínez, SIMALOA



Mother

Who's this?
This is my mother.



Brother

a) Who's this?

This is _____



Sister

c) Who's this?

This is _____



Father

b) Who's this?

This is _____



Grandmother

d) Who's this?

This is _____

Answers: a) my brother, b) my father, c) my sister, d) my grandmother

2. Choose the word that best completes each question and write it on the line.
Pay attention to the answers.

- | | | |
|--|-----|-------|
| a) _____ is my dad? He's in the kitchen. | Who | Where |
| b) _____ is this? This is my brother. | Who | Where |
| c) _____ is Sarah? She's in the living room. | Who | Where |
| d) _____ is my mom? She is in the garden. | Who | Where |
| e) _____ is this? This is my grandmother. | Who | Where |

Answers: a) Where, b) Who, c) Where, d) Where, e) Who

3. Draw your pet and answer the question. If you don't have a pet, draw a member of your family.



Who is this?

This is _____

Let's Retrieve

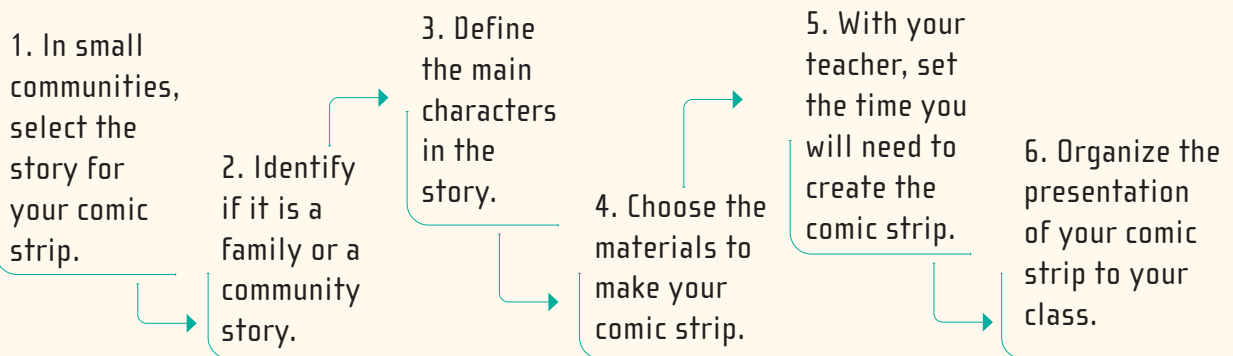
Individually, without forgetting you are part of a community, choose a family or community story you have been told orally and share it with your classmates.

- a) Write the story in your notebook.
- b) Organize it in the following moments:
 - › Beginning
 - › Middle
 - › End
- c) Be careful with your handwriting so that it will be easy to understand.



Let's Plan!

In classroom community, plan the creation of your comic strip by following these steps:



ACTION

Let's Approach

1. Look for examples of comic strips to identify their elements.

2. In small communities and with the help of your teacher or an adult, look up the following concepts (online, in a book, among others):

- a) A tale
- b) An anecdote
- c) A legend

A comic strip is made of panels with words and pictures called *vignettes*, that help to organize the story.

In the vignettes of the comic strip, speech bubbles are used for words, phrases, or other words that imitate sounds, called *onomatopoeias*, for example: *ouch*, *puff*, *pow*, *boom*.

3. Write in your notebook all the important information you find.

4. Select one of the family or community stories you have shared with your classmates. Identify which group it belongs to.

5. The story you are going to use was transmitted to you orally. Answer in your notebook: Why is it important to write oral stories?

Writing

Individually, write onomatopoeias inside the speech bubbles. Remember that they are words that imitate sounds.



Let's Go Back and Forth

1. In small communities, go back to the story you chose and create the first draft of your comic strip.

- Read your story carefully and identify the beginning, the middle and the end.
- Draw each moment in the following table:



Beginning	Middle	End

2. With the help of your teacher, start creating your comic strip!



Materials

- White paper sheets
- Blunt tip scissors
- Magazines
- Newspapers
- White glue
- Colored pencils and crayons



Procedure

- a) Draw or cut out images from magazines or newspapers that are related to your story.

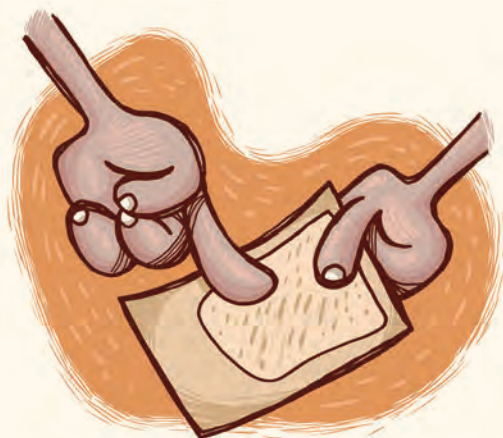


José Alfredo [Ita] Contreras Godínez, SINALOA



- b) Place the images on the white sheet of paper in the right order to tell a story.

- c) Show it to your classmates and teacher, so they can offer their opinions.
 ➤ Explain the meaning of each image.



- d) Improve your comic strip with the suggestions of your classmates and teacher.
- e) Assign the following tasks:
 ➤ Paste the images on the sheets.
 ➤ Draw or cut the remaining images.
 ➤ Write the speech bubbles.



- f) If necessary, write short phrases, words, or onomatopoeias to complement the story.
- g) Make sure the texts are clear.

3. When you are finished, read your comic strip to review it.



Let's Refocus

In small communities and with the help of your teacher, review if:

- a) Your comic strip has a title.
- b) The story is easy to understand.



Let's Continue

1. In classroom community, share your comic strips.
2. Prepare to present your comic strips following these steps:
 - a) Read your comic strips with your teacher.
 - b) Make changes to the speech bubbles if necessary.
3. Make sure everyone completes their tasks correctly.

Writing

Individually, considering everyone else, draw a family member. Then, complete the paragraph.



This is _____ (name). He/She is my _____
(family member). He/She is in the _____ (place).
He/She is _____ (emotion).

INTERVENTION

Let's Integrate

1. In small communities, create the final draft of your comic strip.

- With the help of your teacher, gather all you need.
- Choose the material you will use to support your comic strip: poster board, cardboard, flipchart sheets, among others.
- Make sure the story is clear. Make adjustments if you need to.



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2. Answer the question: What comic strips do you know?

3. Write your favorite part of this activity.

Let's Spread the News

In classroom community, take turns to show and explain your comic strips. Remember to be supportive and respectful. Answer the questions:

- What was your favorite comic strip? Why?



José Alfredo [Ito] Contreras Godínez, SINALOA




Let's Consider

After sharing your comic strips in classroom community, reflect and discuss the following questions:

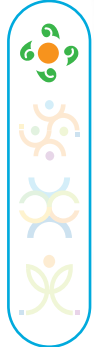
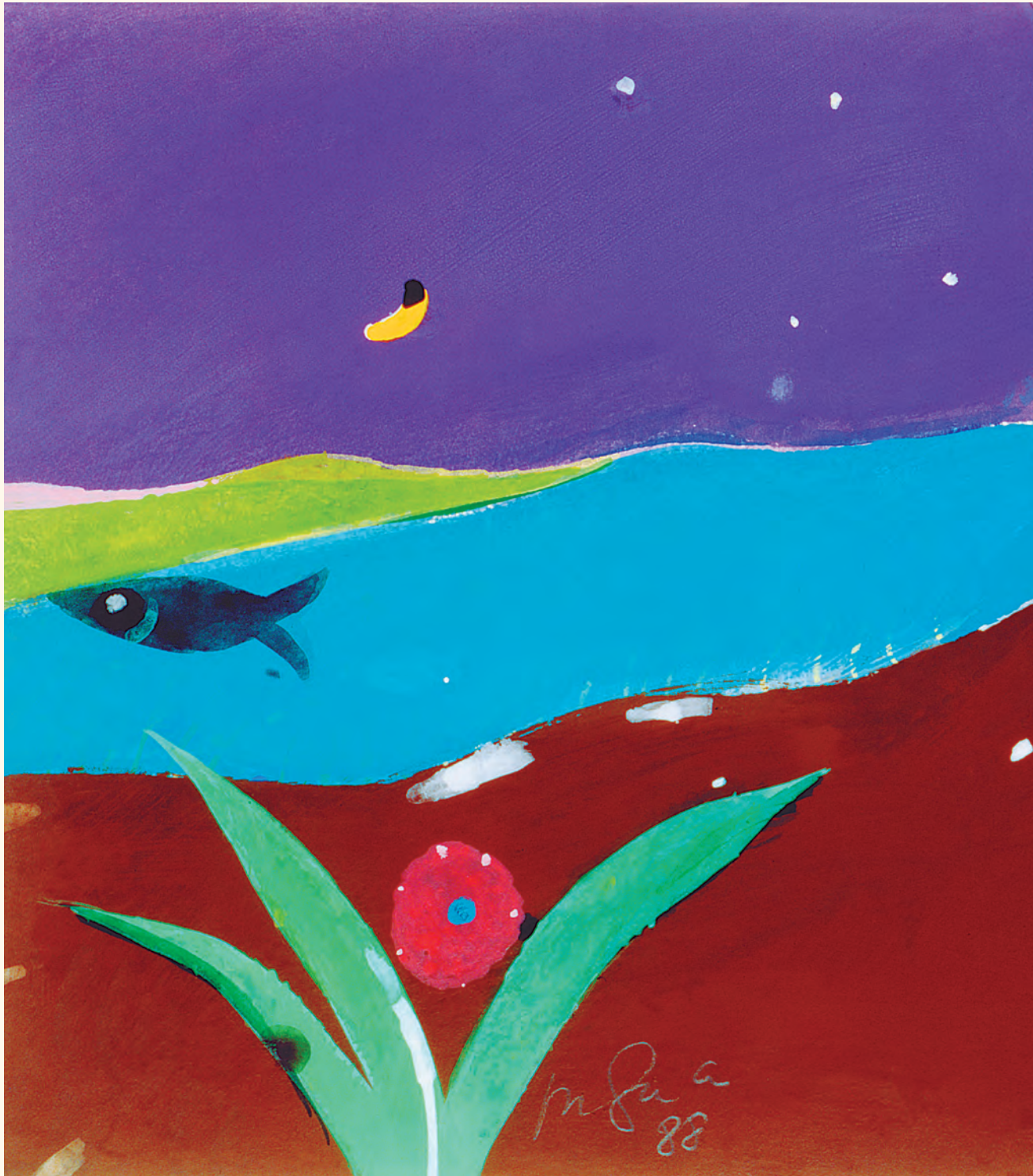
- a) What details did you like best about your classmates' stories?
- b) What comic strips would you like to share with someone else and why?
- c) Would you change anything about your comic strips?

Let's Go On

1. Individually, but considering your classmates' opinions, answer the following questions in your notebook:
 - a) What other stories would you like to share as a comic strip?
 - b) What would you improve the next time you work in communities on a future learning adventure?
2. Finally, write in your notebooks the assembly agreements reached by the community to create your comic strips. 



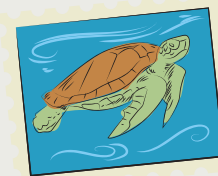
Look carefully at this painting by Roger von Gunten.



Invent a story about what you
imagine when you see it.



*Landscape With the Sea and Land, 1988,
Roger von Gunten (1933)*



Questions About Things You See

Question	How to Use It	Example
<i>How many...?</i>	To ask about the number of things you can count (toys, animals, etc.).	<i>How many</i> apples <i>are</i> there?
<i>How much...?</i>	To ask about the amount of things that you can't count (uncountable) because they are not easily divided (water, sand, etc.).	<i>How much</i> juice <i>is</i> there?
<i>What color is</i> it?	To ask about the color of something. It's useful when you ask about a single object's color. To answer, you use <i>it's</i> followed by the color.	<i>What color is</i> your shirt? <i>It's</i> red!



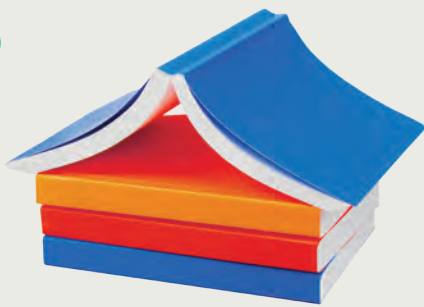
1. Individually, considering everyone else, complete the questions with *How many* or *How much*. Pay attention to the nouns to identify which are countable and which are uncountable.

- a) _____ apples are there on the table?
- b) _____ milk is there in the refrigerator?
- c) _____ chairs are there in the room?
- d) _____ money is there in the piggy bank?
- e) _____ birds are flying in the sky?
- f) _____ books are there on the shelf?
- g) _____ rice is there in the box?
- h) _____ cars are parked in the garage?
- i) _____ water is there in the bottle?
- j) _____ pencils are there in the box?

Answers: a) How many, b) How much, c) How many, d) How much, e) How many, f) How many, g) How much, h) How many, i) How much, j) How many

2. Look at the picture and circle the correct question.

a)



- How many books are there?
- How much book is there?

b)



- › How many sugar are there?
- › How much sugar is there?

c)

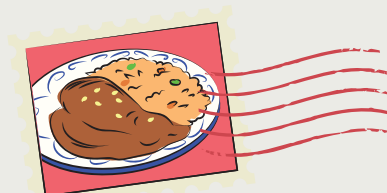


- › How many balloons are there?
- › How much balloon is there?

d)



- › How many water are there?
- › How much water is there?



e)



- How many cookies are there?
- How much cookie is there?

Answers:
a) How many books are there?
b) How much sugar is there?
c) How many balloons are there?
d) How much water is there?
e) How many cookies are there?

Vocabulary

In community, with the help of your teacher, play Touch the Colors on objects:

- a) Take turns to shout out a color
- b) The other students run and touch an object that has that color
- c) When touching the object, say "What color is it? It's _____." 🎨



In community, listen to the video "What Color Is It? | Sentence Chants | Boost Up" by following the QR/link below.



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



Celebrations *Lotería* Game

In this learning adventure, you will learn about the importance of traditional community celebrations. For this, you will make a Celebrations *Lotería* Game that you will share with your schoolmates.

Knowing more about traditional celebrations make people more empathic and promotes peaceful coexistence and inclusion. Remember that everybody counts and participates!

En esta aventura de aprendizaje, conocerás sobre la importancia de las celebraciones tradicionales comunitarias. Para esto, harás una *Lotería* de celebraciones que compartirás con tus compañeros de la escuela.

Saber más acerca de las celebraciones tradicionales hace a las personas más empáticas y promueve la convivencia pacífica, así como la inclusión. ¡Recuerda que todos cuentan y participan!



Autora:

Karmina López Ruiz

PLANNING

Let's Identify



1. In community, with your teacher, gather in a circle and talk about the traditional celebrations you know.

a) Start a conversation with these questions as a guide:

- › Which traditional celebrations does your community have?
- › To which state do they belong?
- › Who participates in those celebrations?
- › Do people wear special clothes at those celebrations?
- › What foods are eaten during the celebrations?
- › Why do you think it is important to celebrate traditions?

b) Keep in mind that all the opinions are valid and equally important!



2. Individually, write in your notebook the answers you consider the most important. Ask for help if you need to.



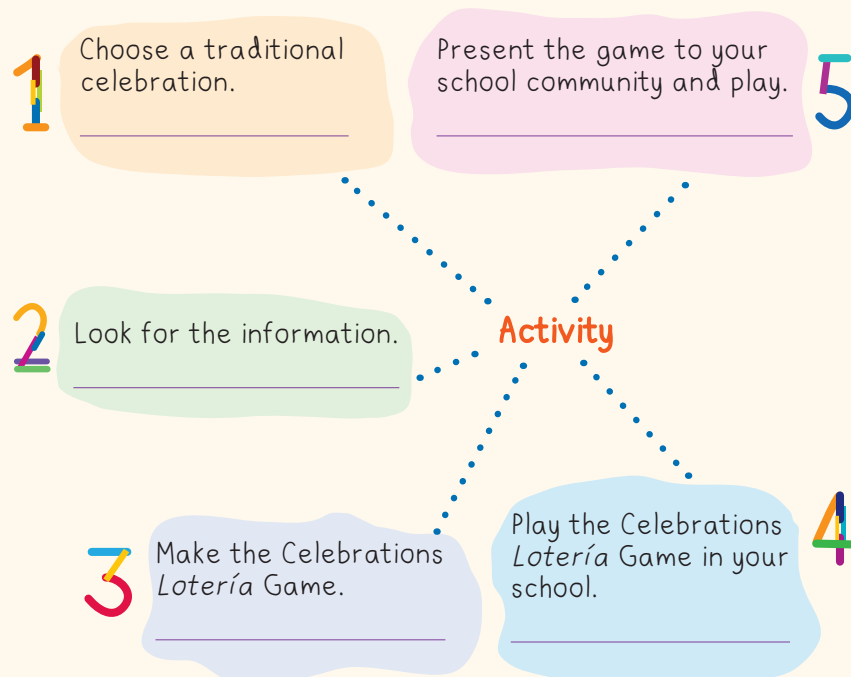
Let's Retrieve

1. In communities of three or four members, choose one traditional celebration and discuss what you want to know about it.
2. Research. Look for information in your School Library or in the Classroom Library. If you don't have access to them, search on the internet with the help of an adult.

Let's Plan

In collaboration, it's time to organize your research and plan your final work!

- a) Plan your times and how you will invite your school community to your activities.
- b) To organize your ideas, write the dates when you will do each step in the following diagram:



ACTION

Let's Approach

1. Do you remember the research you did in “Let’s Retrieve?” With the help of your teacher, confirm you have all the necessary information about the celebration you chose, or if you need to add more. Use the following list as a guide:
 - a) What is the origin of the celebration?
 - b) When is it celebrated?
 - c) Where is it celebrated?
 - d) How is it celebrated?
 - e) How do people participate?
2. Write in your notebook the information you found and talk about it. Take the following image as an example:



Let's Go Back and Forth

In communities, and to continue with your learning adventure, get images or pictures about the traditional celebration you chose.



- a) You can use magazines, internet pictures, your drawings, or any image that is helpful for you.
- b) Try to get images that are smaller than the palm of your hand.
- c) Save these to use them later for your Celebrations *Lotería* Game.

Let's Refocus

In community, make a circle and reflect on:

- a) How do traditional celebrations improve daily interaction with your school classmates?
- b) How do traditional celebrations benefit your school community?

Let's Continue

It's time to make the Celebrations *Lotería* Game! Every community will propose a board and its cards. For this activity, you need:

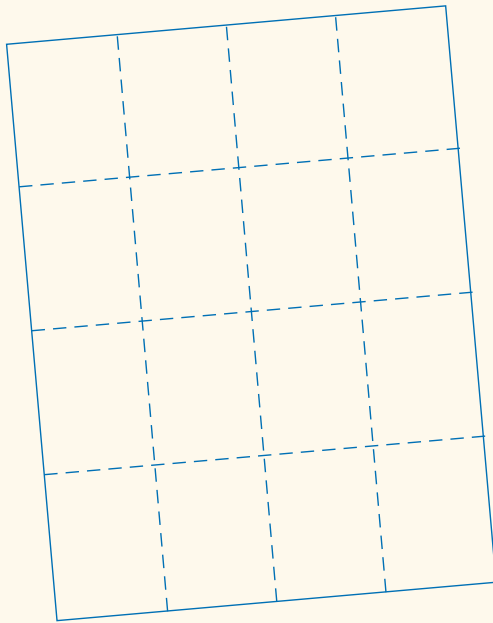
Materials

- | | |
|--|---|
| ➤ White, colored, or recycled sheets of paper | ➤ Blunt tip scissors |
| ➤ Markers, colored pencils, paints, or crayons | ➤ White glue |
| | ➤ Tokens (seeds, small stones, paper balls, etc.) |

Procedure

1. In small communities, choose sixteen pictures to create your Celebrations *Lotería* Game.
 - a) Make a list of the items.
 - b) Consider the topics related to the celebration you choose.
 - › Characters
 - › Food
 - › Clothing
 - › Places
 - › Activities





2. With the help of your teacher, make the board for your Celebrations *Lotería* Game:
 - a) On the sheet of paper, draw sixteen squares of the same size.
 - b) In each square, write the name of what you will illustrate.
 - c) Leave enough space for the picture to fit in the square.
 - ▶ Look at the example that shows an image of the sheet of paper divided into sixteen squares.

3. When you finish illustrating the board of your Celebrations *Lotería* Game, ask your teacher for help to photocopy it.

4. Cut each square of the copy to get your sixteen cards.

Now you are ready to play your Celebration *Lotería* Game!



INTERVENTION

Let's Integrate

1. In classroom community, gather your boards and cards.
2. Make new communities and invite classmates who have not worked with you to play. Each community chooses a board.
3. Ask your teacher to shuffle the cards and call the names on them. Listen to the teacher and put the token (seed, small stone, or paper ball) on the square when the teacher names the picture.

Have fun while you learn more about different traditional celebrations!



Let's Spread the News

1. Ask your teacher to invite other school groups so everybody can play the Celebrations *Lotería* Game.
2. Before starting the game, present the board you made so everybody can get familiar with the theme.

It's time to play with the school community. Invite everybody!

- a) Explain each square.
- b) Talk about everything you know about the traditional celebration you chose.



- 3. Make different communities so everyone can play the Celebrations *Lotería* Game!
- 4. Put blank sheets of paper on a visible place for guests to write comments and suggestions about the Celebrations *Lotería* Game.

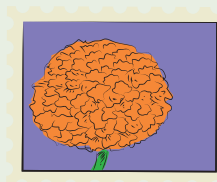
Let's Consider

1. In assembly, read the comments and suggestions from your “guests’ notebook”.
2. Reflect on and talk about how your school community traditions help you to have a good relationship with your classmates.
3. Individually, without forgetting your classmates’ opinions, write in your notebook some of the comments you considered the most interesting.



Vocabulary

Learn how to talk about things we do at celebrations!



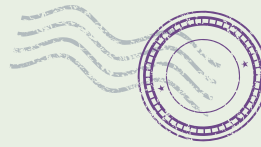
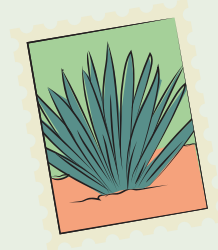
Celebrations

Phrase	What It Means	Example
Celebrate Christmas	When we celebrate Christmas, we do special and fun activities to show that this day is important.	We celebrate Christmas by decorating a tree.
Get presents	When you celebrate something, you may get presents. A present is something a person gives you as an expression of affection or friendship.	We get presents from Santa Claus.
Dress up in costumes	When you wear special or unusual clothes to look different, like your favorite cartoon character or a ghost on Halloween, you dress up in costumes. We wear special clothes that aren't our everyday clothes.	We might dress up in costumes like reindeer at Christmas.
Play a game	A fun activity you can do with your family or friends is to play a game with them. We have fun together with games.	We play a game after opening presents.



Individually, considering what you learned, fill in the blanks with the correct phrase from the box above.

- a) We _____ on Christmas Eve.
- b) Children _____ on their birthdays.
- c) People _____ on Halloween.
- d) Friends _____ during parties.



Answers: a) celebrate Christmas, b) get presents, c) dress up in costumes, d) play a game

Let's Go On

1. It's time to reflect on this learning adventure. In classroom community, talk about how you felt when looking for information about the traditional celebration you chose, making the Celebrations *Lotería* Game, and playing with it. Consider the following questions:
 - a) What did you learn about traditional celebrations?
 - b) How do traditional celebrations give you identity?
2. Finally, write in your notebooks the assembly agreements reached by the community to take turns to take the Celebrations *Lotería* Game to your home to play with your family. 🌀



My Body and Its Movements

In this learning adventure, you will get to know your body and the difficulties you may have doing some activities. You will build a Robotic Hand that will help you grab objects out of your reach!

En esta aventura de aprendizaje, conocerás tu cuerpo y las dificultades que puedes tener al hacer algunas actividades. ¡Construirás una mano robótica que te ayudará a agarrar objetos fuera de tu alcance!

Our Community Wisdom

Materials

- Speaker
- Music player
- Different kinds of music

1. In plenary, do the following:
 - a) Listen to the music your teacher plays.
 - b) One by one, propose a movement defined by the rhythm. The rest of you, try to imitate your classmate.

Autor:

Tzindejeh Rodríguez Quintero

Angélica Yadira Martínez Bustamante, JALISCO



2. In pairs or in small communities, do the following:

- a) Answer these questions in your notebook:
- › How did your body feel while performing the movements?
 - › What parts of your body did you use to perform the movements?
 - › In what other moments have you used those parts of your body?
 - › Which movements were the most difficult for you and why?



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b) Share your answers with your classmates.

3. Individually, without forgetting your work in community, look at the pictures and circle the activities you would like to do.



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4. In plenary, and with the help of your teacher, say if you have had any difficulty performing an activity you enjoy.

5. In this learning adventure, you will get to know your body and its movements. To do so, you will answer the following questions:

- a) How can you understand your body better?
- b) What problems do you have doing activities with your body? How can you fix them?
- c) Which body parts do you use for activities that are difficult for you?
- d) Why do you find it difficult to perform certain activities with your body?

Grammar

Talk About the Things You Can Do

We use *can* to talk about the things we are able to do, the ability to do something.

Affirmative

When you want to talk about the things you have the ability to do, you say:

I can jump.

I
(the person,
in this case you)

+

can
to talk about
your abilities

+

verb
(action word) your
ability, what you can do

I

can

jump

Negative

When you want to talk about the things you don't have the ability to do, you say:

I can't sing.

<i>I</i>	+	<i>can't</i>	+	<i>verb</i>
(the person, in this case you)		to talk about the abilities you don't have		(action word) the ability, what you can't do
<i>I</i>		<i>can't</i>		<i>sing</i>

Interrogative

When you want to ask someone about the abilities they have, you say:

Can you swim?

<i>can</i>	+	<i>you</i>	+	<i>verb</i>	+	<i>?</i>
to talk about abilities		(the person you ask the question to)		(action word) you want to know if the person can do it		
<i>Can</i>		<i>you</i>		<i>swim</i>		<i>?</i>

Short Answers

When you give a short answer about the things you can do, you say:

Yes, I can. (If you can do it.)

No, I can't. (If you can't do it.)

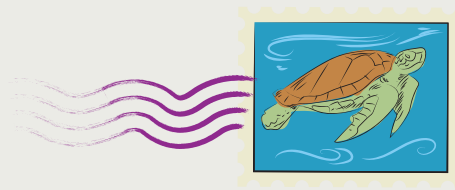
Examples:

Can you jump?

Yes, I can.

Can you swim?

No, I can't.



Planning and Acting

Materials (per student)

- | | |
|--|-----------------------------------|
| ➤ Blunt tip scissors | ➤ A pencil case |
| ➤ Yarn | ➤ Acrylic paint or watercolors |
| ➤ Glue | ➤ Brushes |
| ➤ A chair | ➤ Straws |
| ➤ 2 white cardboard sheets,
30 × 20 centimeters | ➤ A small ball |
| | ➤ 2 plastic cups, 250 milliliters |

Work in small communities with your classmates and do the following:

- a) Agree on how you will answer the questions in activity 5 of “Our Community Wisdom.”
- b) Write in your notebook your agreements and modify whatever is necessary to do the activities.

How Can You Understand Your Body Better?

Individually, without forgetting the work with your classmates, read the questions and write or draw the answers in the boxes on the following page.

What activities can you do
with your body?

Which parts of your body do
you use for each activity?



What Problems Do You Have
Doing Activities With Your
Body? How Can You Fix Them?

1. In small communities, do the following:
 - a) Choose two of the activities shown in this page.



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2. Individually, considering you are part of a community, do the following:

- Make a table in your notebook with the headings “Activity,” “Can I Do the Activity?,” and “Result.”
- In the first column, write or draw the activities you chose with your community.
- In the second column, put a ✓ if you think you can do it and an ✗ if you think you can’t do it. Do this for each activity.
- Do the activities! Then, in the third column, write how you performed the activities and the problems that you faced.

Activity	Can I Do the Activity?		Result
	Yes ✓	No ✗	

Which Body Parts Do You Use for Activities That Are Difficult for You?



- In your notebook, draw yourself doing the activities you performed.
- Under each drawing, describe the corresponding activity; for example, “I can draw...,” “I can write...,” “I can’t jump...”
 - Circle the body parts you use to do the activities.

Why Do You Find It Difficult to Perform Certain Activities With Your Body?

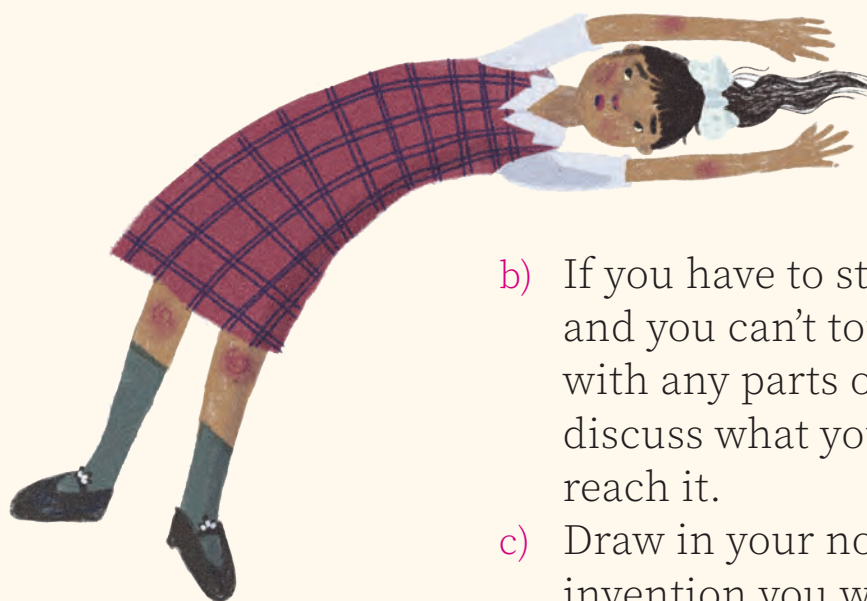
1. In small communities, put a chair a short distance away from your body and try to reach it without moving from your spot.

a) Answer in your notebook:

- » How many steps would you need to reach the chair?
- » How many jumps would you need to reach the chair?
- » Which part of your body would be easier to use to reach the chair?





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- b) If you have to stay in one place and you can't touch the chair with any parts of your body, discuss what you would do to reach it.
 - c) Draw in your notebook an invention you would create to reach it.
2. Compare your results with your small community and show your invention to your classmates!

3. In plenary, choose your favorite invention. Vote so that you can choose the invention that you liked the most.

Body Part	Quantity	Characteristics
Hands	Two 	They help me hold things. Each one has five fingers!
Legs	Two 	They help me stand. I use them to go to school!

4. Observe your body and create a table like the one shown on the left.

a) With the help of your teacher, complete the table with other parts of your body.

5. Individually, considering the activities completed in community, answer the following questions in your notebook:

- How do you hold your backpack?
- What parts of your body are activated when grabbing something with your hands?
- How do you think you can bend your fingers?

6. Draw on one of the white cardboard sheets a representation of yourself and name the parts of your body.



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7. In plenary, answer this question: Why is your body important and how can you take care of it?
8. With your small community, present to the rest of the class five ideas on how you can take care of your body. Draw them in your notebook!

Writing

Individually, in your notebook and with the help of your teacher, draw yourself doing an activity you enjoy and make a list of all the activities you can do. For example: I can run.



Agreements

1. Individually, but without forgetting what you learned in community, do the following activities:




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- a) Draw in your notebook your favorite activity and list the body parts you use while doing it.
- b) Discuss with your small community the reasons why you can't do some activities and suggest ideas to try to solve those difficulties.

-
- A vertical page from a sketchbook. On the left, a small square sign with a purple border hangs from a string, featuring a purple silhouette of a person. Below it, a ruler is drawn with the number '1.25' and several horizontal lines. To the right of the ruler is a large, vertical, light gray rectangle. The page is filled with light, sketchy lines and washes of color, including a purple wash at the top and a yellowish wash in the middle.

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Communication and Implementation

- How will you build it?
- 
- An illustration of two children and a robot. The children, a girl and a boy, are wearing red and white checkered aprons over white shirts and blue jeans. They are both wearing glasses. The girl is standing on the boy's shoulders, holding a wrench. The boy is standing on the ground, looking up at the girl. To their right is a tall, boxy robot with a yellow head, a white body, and a red base. The robot has a large, open mouth showing teeth, and its eyes are represented by two small red circles. It has a single leg visible, ending in a large, circular, disc-like foot. A speech bubble from the robot contains the text "How will you build it?".

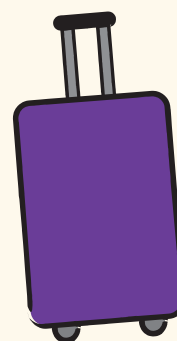


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- a) List on the board the materials needed to make this tool. Agree to bring them when your teacher asks!
- b) Write in your notebook the steps to create it.
- c) Build your invention and test it!

2. Answer the following questions:

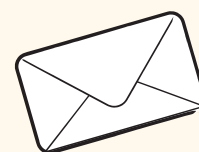
- a) What was the most difficult part of building it?
- b) Did it work to grab objects out of reach?
- c) If it didn't work, how would you improve it?



3. In plenary, and with the help of your teacher, read the procedure on the next page.



Follow the instructions individually, and in case you need help, you can ask your teacher and your classroom community to help you.



Procedure

1. Draw the outline of your hand on the other white cardboard sheet, to about 3 centimeters below your wrist; make sure the fingers are rectangular.
2. Look at your hand and mark on the cardboard hand the joints where your fingers bend.
3. Cut out the drawing from the white cardboard sheet. Be careful.
4. Bend the parts where you marked the finger joints.



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5. Cut the straws, you need 14 pieces 1 to 2 centimeters long.
6. Now cut another 4 pieces 3 to 4 centimeters long.
7. Glue the smaller straw pieces onto the fingers of the cardboard hand without blocking the joints. Remember you only need two for the thumb!
8. Glue the larger straw pieces on the palm of the hand, below each finger, except the thumb.

9. Pass the yarn through the straws, from the fingertips to the wrist.
 - a) With the help of your classmates, cut the yarn and tie it to the tip of each cardboard finger.
 - b) Make a loop at the other end of the yarn so you can put each of your fingers through it.

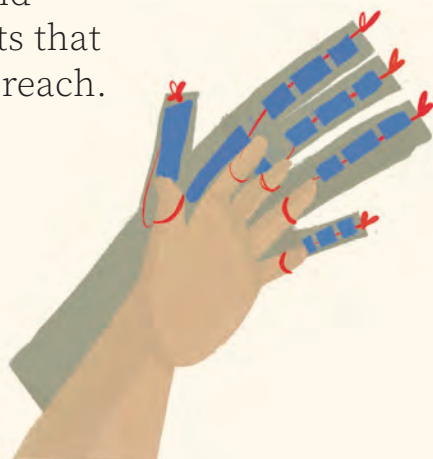
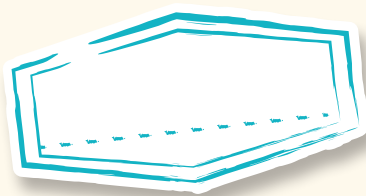


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10. With the help of your classmates or your teacher, put your fingers through each one of the loops and put on the Robotic Hand as shown in the picture.

11. Bend each finger and check the movement of the Robotic Hand! Try reaching and grabbing objects that are out of your reach.



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4. Now, in small communities, do the following:

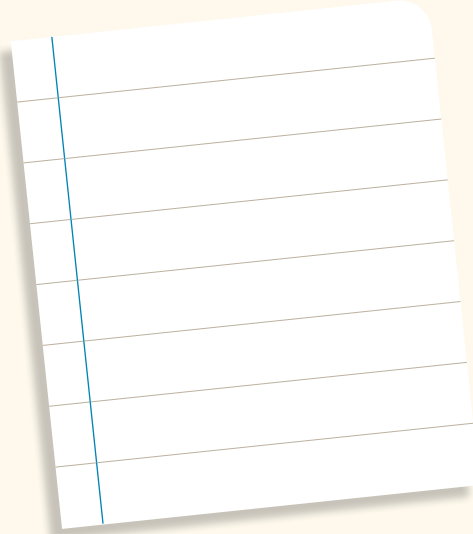
- a) Agree to bring balls, the pencil cases, and the cups.
- b) With the Robotic Hand, perform the following activities and record the results in your notebook:
 - › Reach for light objects.
 - › Grab the ball.
 - › Lift the pencil case really high.



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Reflecting on Our Learning

1. Individually, but without forgetting what you learned in community, draw in your notebook the Robotic Hand you created with your classmates and teacher.
2. In plenary, discuss:
 - a) Was the Robotic Hand useful? Why?
 - b) What problem motivated you to build it?
 - c) Did it need any improvements?



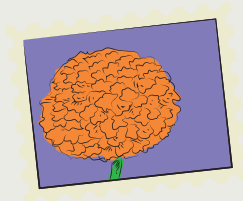
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3. Finally, write in your notebooks the assembly agreements reached by the community to improve the objects you created.



Talk About the Things You Have

We use *have* to talk about the things that belong to us or the things that belong to other people.

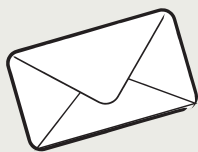


Affirmative

When you talk about the things that belong to you, you say:

I have a toy car.

<i>I</i>	+	the verb <i>have</i>	+	the thing that belongs to you
(the person, in this case you)				
<i>I</i>		<i>have</i>		a toy car



Negative

When you talk about things that you don't have, you say:

I don't have a bike.

<i>I</i>	+	<i>don't</i>	+	the verb <i>have</i>	+	the thing that doesn't belong to you
(the person, in this case you)		(this is how you say no)				
<i>I</i>		<i>don't</i>		<i>have</i>		a bike

Interrogative

When you want to ask someone about the things they have, you say:

Do you have a ball?

<i>do</i>	+	<i>you</i>	+	the verb <i>have</i>	+	the thing	+	<i>?</i>
(word for asking a question)		(person you ask the question to)				(you want to know if the person has this thing)		

Do you have a ball ?



Short Answers

When you give a short answer about the things you have, you say:

Yes, I do. (If you have the thing.)

No, I don't. (If you don't have the thing.)

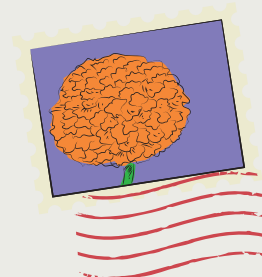
Examples:

Do you have a ball?

Yes, I do.

Do you have a toy car?

No, I don't.



1. In assembly, with the help of your teacher, fill in the blanks with the correct form of *have*. Use *don't* when needed.

Mariana Reyes Santiago, ESTADO DE MÉXICO



- a) I _____ an orange.
I _____ an apple.



- b) I _____ a bike.



- c) I _____ a ball.




- d) I _____ a dog.
I _____ a cat.

Answers: a) don't have / have, b) have, c) have, d) don't have / have

2. Review what you have learned about *have* and *can*. Then, choose the correct option to complete each sentence and write it on the line:



- a) _____ you jump?
b) Yes, I _____ a banana.
c) No, you _____ drive.

- d) _____ you kick the ball?
e) Yes, I _____ a kite. 

Answers: a) Can, b) have, c) can't, d) Can, e) have



Polite Phrases and Expressions

In this learning adventure, you will share with the school community the importance of using polite phrases and expressions to communicate. You will present it through a production that you and your classmates choose.

En esta aventura de aprendizaje, compartirás con la comunidad escolar la importancia que tiene el uso de frases y expresiones de cortesía para comunicarte. Lo presentarás mediante una producción que elijas junto con tus compañeros.

PLANNING

Let's identify

1. Individually, considering your classmates, look at the images below.

a)



b)



c)



d)



Autora:

Esthela de los Ángeles Aguilar Mendoza

Paloma Sirani Zataray Mora, MICHOACÁN

2. In plenary, with the help of your teacher, talk about what happens in each image.
3. Individually, without forgetting what was discussed in community, write what phrases or expressions you would use in each situation and exchange them with a classmate to check that they are written correctly.

a) _____

b) _____

c) _____

d) _____



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4. In pairs, talk about:
 - a) How do you feel when someone speaks to you with polite expressions?
 - b) What polite phrases or expressions do you use at school?
 - c) For you, what is the importance of using polite phrases or expressions?

5. Share your conclusions with your classroom community.

Let's Retrieve

1. In plenary, talk about what polite expressions you use at school.
 - a) How do you greet, say goodbye, or express gratitude to each other?
 - b) Mention phrases of this type that you know in languages other than Spanish.
 - ▶ For example, the following infographic presents greetings in some Indigenous languages:

Indigenous Languages of Mexico



2. Collectively, with the help of your teacher, make a list of polite expressions used in other places and explain their meaning.
 - a) Look up the meaning of each phrase in a dictionary, book, magazine, or on the internet.

3. In pairs, practice the pronunciation of the polite expressions in your list.
 4. Individually, with the help of your teacher, look for other polite phrases and expressions that you would like to hear in your language, in a foreign language, and Mexican Sign Language. Then, create a drawing for each one in your notebook.
 5. Share your phrases and drawings with the rest of your classmates or with students from other grades.
 - a) Select the ones you like the most and dictate them to your teacher so they can write them on the board. Collectively, identify which ones are used most frequently at school.
- » Do you think everyone at your school speaks politely? Why?
 - » Who at your school speaks politely and who doesn't?



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6. Share some ideas among yourselves about how you would communicate the importance of using these phrases and expressions to the other groups in the school.

Vocabulary



Polite expressions are words or phrases we use to be kind and show good manners. For example, saying "Thank you" when you get something, "Excuse me" when you need to get someone's attention, and "Sorry" if you make a mistake.

Here is a list of polite expressions you can use when saying hello, goodbye, or expressing gratitude.

Category	Vocabulary	Example
Greetings	Hello	Hello, how are you?
	Hi	Hi, nice to see you!
	Good morning	Good morning, teacher!
	Good afternoon	Good afternoon, everyone!
	Good evening	Good evening, mom!
Saying Goodbye	Goodbye	Goodbye, see you tomorrow!
	Take care	Bye, take care!
	See you later	See you later, alligator!
	See you soon	See you soon, my friend!
	Good night	Good night, sleep well!

Category	Vocabulary	Example
Expressing Gratitude	Thank you	Thank you for your help.
	Thanks	Thanks for the book.
	Thanks a lot	Thanks a lot for the ride.
	Thank you very much	Thank you very much for the gift.
	I appreciate it	I appreciate your kindness.

In assembly, with the help of your teacher, practice the correct pronunciation of the examples of polite expressions shown in the previous table.

Let's Plan

In small communities, decide which polite phrases or expressions you want to communicate. Then, organize how you will work. You can use the following diagram as an example.



a) Copy the diagram in your notebook.

ACTION

Let's Approach

In small communities, proceed as follows:

- a) Exchange ideas about the polite expressions and phrases you will communicate in your school.
- b) Discuss the situations in which these expressions are used and why it is important to do so.
- c) Decide on the best way to communicate polite expressions. Consider a poster, a play, a song, or a story, among others.

Let's Go Back and Forth

Keep working together in small communities! Consult the planning outline and start carrying out the activities assigned to each one.

- a) Review the productions you carry out and present them to your class.
- b) Observe the progress of your classmates and make suggestions for improvement.
- c) Listen to and consider their recommendations for improving your work.



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Let's Refocus

1. Gather with your team members and reflect on the work done so far.



2. Identify progress and challenges, exchange ideas, and make necessary changes.



Let's Continue

1. With the help of your teacher, write the first draft of your work in your notebook.
 - a) Does it convey the importance of using the polite phrases or expressions you chose?
 - b) What does it need to improve?





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2. Consider whether changes need to be made to your work.
3. Organize to make the necessary changes if needed.

INTERVENTION

Let's Integrate

1. Present your project to your classmates and ask them:
 - a) What do you think about the polite expressions you use?
 - b) How can we improve them?
2. Make the necessary changes and do the final draft of your project.

3. Prepare questions to ask your classmates after you present your project. You can use the following questions as a guide:
 - a) What did you think of each team's participation?
 - b) Why is it important to use polite phrases or expressions?
 - c) What other ideas do you have to improve the use of polite phrases or expressions?



Let's Spread the News

1. In plenary, discuss the people you will invite to emphasize the importance of using polite expressions and phrases in school.
 - a) Arrange the space so that different teams can display their work.
 - It's important to ensure enough space for guests to view and enjoy the displayed works.



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- b) With the help of your teacher, design and create invitations for the event.
 - c) Get ready to welcome the guests on the day of the presentation. Share all the details about your work with them!
2. Each small community will present the production they prepared.
 3. In classroom community, organize polite phrases and expressions to welcome and thank the guests. Introduce yourselves and share your work.

Let's Consider


1. Consider the attendees' opinions. Hand out the cards you prepared to gather information!



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2. Record the responses in your notebook and, with the help of your teacher, write them on a large sheet of paper for the group community to observe.

Let's Go On

1. In plenary, read the participants' opinions with the help of your teacher. Discuss and agree on the following:
 - a) What will you do to improve the communication of your messages?
 - b) What will you do to use polite expressions and phrases with other classmates in your school community?
2. Finally, write in your notebooks the assembly agreements reached by the community to communicate using polite expressions and phrases. 



Hi,
My Name Is Caco!

I'm a Mexican animal.

The name of my species is
cacomixtle.

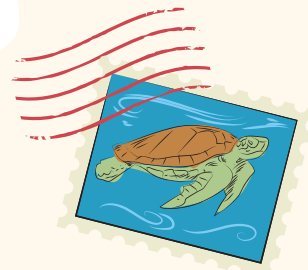
In Náhuatl, *cacomixtle*
means "half cat."





Because of how I look, some people
think I'm an opossum or a cat, but I'm
a cousin of the raccoons.

I have a pinkish nose, and
my fluffy tail has rings.



My big eyes are useful to see in the
dark, that's why I can play at night.

I really like climbing trees
and the walls of houses.



Don't be scared if you see me in
your garden. I do no harm. I'm
probably looking for food or a place to
build a home for my babies.



I eat mostly vegetables and fruits like
chayote, zapote and prickly pear.
Sometimes I eat rodents like mice, as
well as insects and lizards.





I live in the forests
in the south and
center of the country.
If you visit Oaxaca,
Veracruz, Tlaxcala,
Morelos, Mexico
City or the Estado
de México, you'll
probably find me there.



Avoid giving me processed foods,
as they harm my tummy.

And please..., don't destroy
my home: the forests!

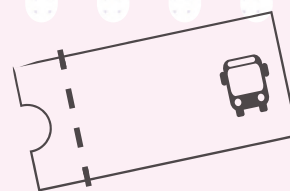


Reading

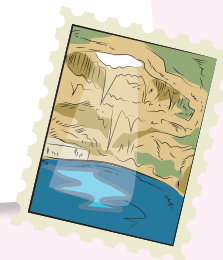
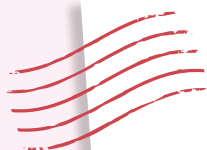
1. Individually, considering what you read, answer the question: What does Caco have on its tail?

It has _____

a) Now draw it!



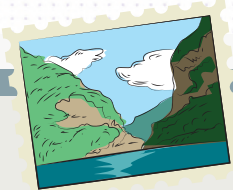
Answer: rings



2. In communities, name some animals you know, and write their names.

3. In community, talk about different ways to take care of the forests. Write your conclusions in your notebook.

Has Affirmative



When you talk about the things that belong to another person, you say:

If the person is a boy / man:

He has a car.

If the person is a girl / woman:

She has a car.

When you talk about a thing, for example, a car, you say:

It has four wheels.

<i>he, she, it</i> (one person, animal, or thing)	+	the verb <i>has</i>	+	thing(s) (the thing he/she/it has)
<i>He</i>		<i>has</i>		a car
<i>She</i>		<i>has</i>		a car
<i>It</i>		<i>has</i>		four wheels

Negative

When you talk about the things another person doesn't have, you say:

If the person is a boy/man:

He doesn't have a video game console.

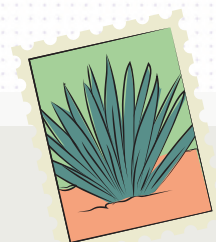
If the person is a girl/woman:

She doesn't have a video game console.

When you talk about a thing, for example, a car, you say:

It doesn't have eight wheels.

<i>he, she, it</i> (one person, animal, or thing)	+	<i>doesn't</i> (this is how you say no)	+	the verb <i>have</i>	+	thing(s) (the thing he/she/it has)
<i>He</i>		<i>doesn't</i>		<i>have</i>		a video game console
<i>She</i>		<i>doesn't</i>		<i>have</i>		a video game console
<i>It</i>		<i>doesn't</i>		<i>have</i>		eight wheels



Interrogative

When you ask about the things another person has, you say:

If the person is a boy/man:

Does he have a camera?

If the person is a girl/woman:

Does she have a camera?

When you ask about the things something has, for example, a plant, you say:

Does it have flowers?

<i>does</i>	+	<i>he, she, it</i>	+	the verb <i>have</i>	+	thing(s)	+	?
(word for asking a question)		(one person, animal, or thing)				(the thing he/she/it has)		
<i>Does</i>		<i>he</i>		<i>have</i>		a camera		?
<i>Does</i>		<i>she</i>		<i>have</i>		a camera		?
<i>Does</i>		<i>it</i>		<i>have</i>		flowers		?

Short Answers

When you give a short answer about the things another person has, you say:

When you are talking about a boy/man:

If the answer is yes:

Yes, he does.

If the answer is no:

No, he doesn't.

When you are talking about a girl/woman:

If the answer is yes:

Yes, she does.

If the answers is no:

No, she doesn't.



When you give a short answer about the things something has, for example, a plant, you say:

If the answer is yes:

Yes, it does.

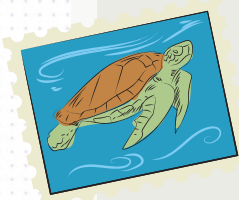
If the answers is no:

No, it doesn't.

1. In communities, look for pictures of a person, an animal, and an object in a magazine.

a) Take turns to choose the picture and ask a classmate what the person, animal, or object in your picture has.

- Remember to use the correct pronoun (he, she, or it) when you answer the question.
- Every member of the communities must ask and answer a question.



For example:

Student A: Does the girl have a pencil?

Student B: Yes, she does!



2. Now, choose a picture of your favorite character, animal, or object. Your classmates must guess who or what it is. Remember to use the correct pronoun (he, she, or it).

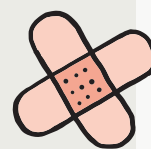


For example:

Student A: He has a crown.

Student B: Is he a king?

Student A: Yes, he's a king!



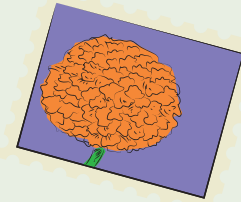
Vocabulary

Look at the pictures below. With the help of your teacher, read the names of the body parts of the animals.

Cat



Bird

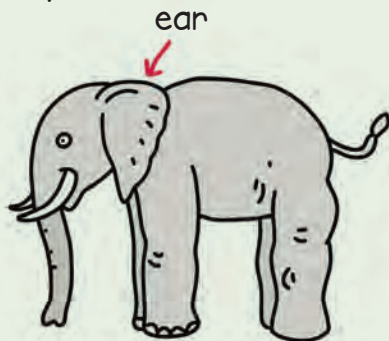


wing

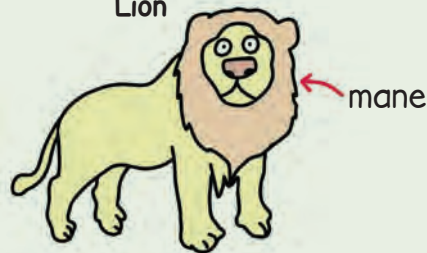


Butterfly

Elephant



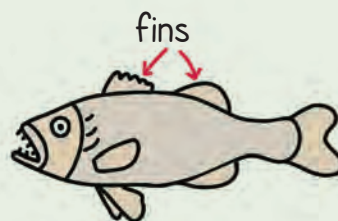
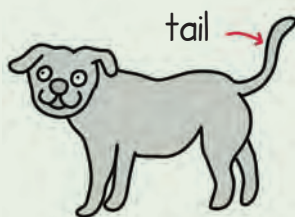
Lion



Toucan



Dog



Fish

Luis Ricardo Ramos Hernández, PUEBLA

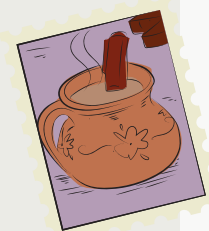
Grammar

1. Individually, considering the pictures in "Vocabulary," write the correct form of the verb *have*. The sentences are affirmative.

Example:

The lion *has* a mane.

- a) The bird _____ colorful feathers.
- b) The elephant _____ big ears.
- c) The fish _____ fins.
- d) The cat _____ a tail.



Answers: a) has, b) has, c) has, d) has

2. Write two affirmative sentences with the animals in the pictures.

3. Write the correct form of the verb *have*. The sentences are negative.

Example:

The fish *doesn't have* feathers.

- a) The butterfly _____ a beak.
- b) The horse _____ wings.
- c) The dog _____ feathers.
- d) The toucan _____ a mane.

Answers: a) doesn't have, b) doesn't have, c) doesn't have, d) doesn't have

4. Write two negative sentences with the animals in the pictures.



5. Circle the words to complete each question.

Example:

_____ the bird _____ wings?

- Does / have
- Do / have
- Does / has



a) _____ the fish _____ a tail?

- Do / have
- Does / have
- Does / has

b) _____ the elephant _____ big ears?

- Does / have
- Does / has
- Do / have

c) _____ the toucan _____ fins?

- Do / have
- Does / has
- Does / have

d) _____ the cat _____ whiskers?

- Does / has
- Does / have
- Do / have



Answers: a) Does / have, b) Does / have, c) Does / have, d) Does / have

6. Circle the correct short answer to the following questions:

Example:

Does the elephant have big ears?

• Yes, it does.

• No, it doesn't.

a) Does the fish have fins?

• Yes, it does.

• No, it doesn't.

b) Does the cat have feathers?

• Yes, it does.

• No, it doesn't.

c) Does the butterfly have a beak?

• Yes, it does.

• No, it doesn't.

d) Does the elephant have wings?

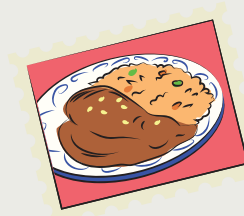
• Yes, it does.

• No, it doesn't.

e) Does the lion have a mane?

• Yes, it does.

• No, it doesn't.



Answers: a) Yes, it does; b) No, it doesn't; c) No, it doesn't; d) No, it doesn't; e) Yes, it does

7. Write two questions and their answers using different pronouns (he, she, or it) and the vocabulary you have learned.

Example:

Student A: Does he have a dog?

Student B: Yes, he does. / No, he doesn't.

8. In assembly, each of you share one thing you learned about using he, she, and it to talk about what someone or something has. 🌀



I Feel Good When I'm Healthy

In this learning adventure, you will learn about the milpa diet and how it can be helpful for your health. You will also prepare a Milpa Dish.

En esta aventura de aprendizaje, aprenderás acerca de la dieta de la milpa y cómo puede ser beneficiosa para tu salud. También, prepararás un Platillo de la milpa.

Let's Introduce

1. In plenary, listen to your teacher's reading:

A few days ago, students from 5° A went to 1° B to talk about healthy eating.

They mentioned that there is an obesity and overweight problem in children aged 6 to 11 in Mexico.

According to the United Nations International Children's Emergency Fund (UNICEF, 2019), at least one out of every three children in the world suffers from either overweight or malnutrition, and Mexico is not the exception. These problems affect at least one out of every three children from 6 to 11 years of age in the country.

They also explained that being overweight does not necessarily mean that they are well nourished.

Hace unos días, los alumnos de 5° A fueron a 1° B para hablar de la alimentación saludable. Ellos mencionaron que hay un problema de obesidad y sobrepeso en niños de 6 a 11 años en México. De acuerdo con el Fondo de las Naciones Unidas para la Infancia (Unicef, 2019), al menos uno de cada tres niños en el mundo sufre de sobrepeso o desnutrición, y México no es la excepción. Estos problemas afectan al menos a uno de cada tres niños de 6 a 11 años de edad en el país. Ellos también explicaron que tener sobrepeso no necesariamente significa que estén mejor nutridos.

Autora:

Yuridia Nava Cruz





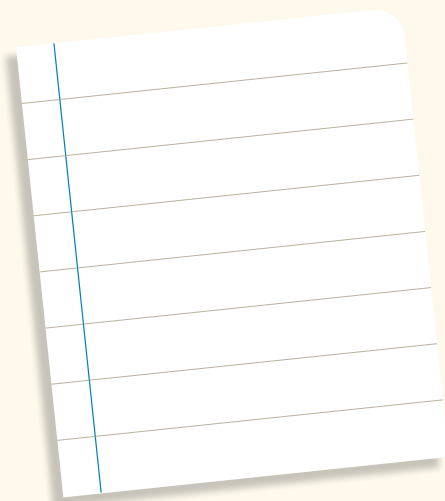
2. Individually, answer the following questions:

a) What do you think healthy eating habits are?

Your diet is
made up of all
the food you
eat every day.

b) Do you think the snacks you eat during recess are healthy? Why or why not?

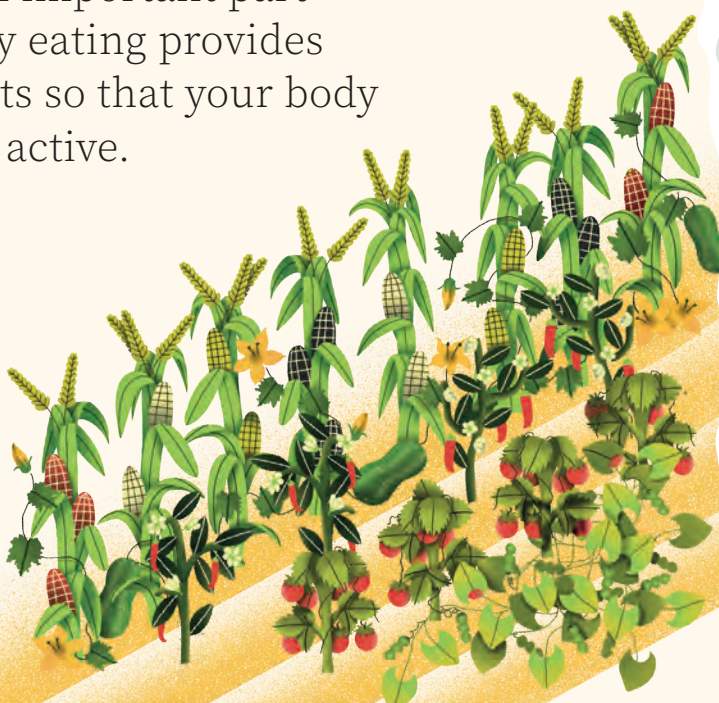
c) What are the benefits of a healthy diet?



Let's Collect

Eating healthy is an important part of self-care. Healthy eating provides energy and nutrients so that your body can be healthy and active.

1. In community, talk about food; make a list of food you like and another list of food you don't like.



Raúl Saldaña Castañón, HIDALGO



2. Individually:

a) Look up for information to answer the following questions in the Classroom Library, the public library, or on the internet with the help of an adult:

- › What's the meaning of *self-care*?
- › What's a healthy diet like?
- › What's the milpa diet? What are the nutritional characteristics of corn, beans, zucchini, and chili?

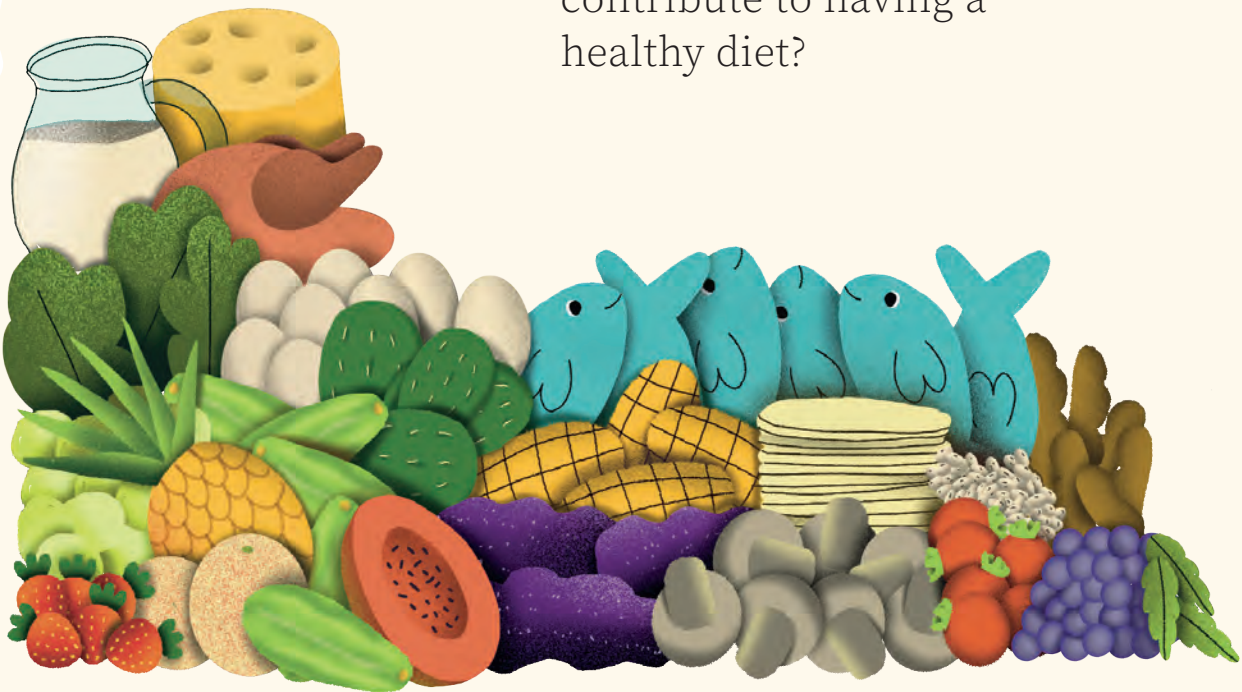


b) Write in your notebook the information you find.

3. In assembly, talk about the information you obtained and answer:

a) What's similar and what's different about the information you obtained?

b) How does the milpa diet contribute to having a healthy diet?



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4. Then, with the information you gathered, answer the following questions:
- a) Is the food you like healthy? Why or why not?
 - b) Is the food you don't like healthy? Why or why not?
 - c) What kind of healthy food do you like?

Let's Spot the Issue

In plenary, listen to your teacher's reading:

During their presentation, the students from 5° A mentioned that bad eating habits damage the health of both children and adults.

Then the students from 1° B asked themselves, "Can we make healthy dishes that can help us have a healthy diet?" To find out, their teacher proposed preparing a Milpa Dish.

Durante su presentación, los estudiantes de 5° A mencionaron que los malos hábitos alimenticios dañan la salud de niños y adultos.

Entonces, los estudiantes de 1° B se preguntaron: "¿Podemos hacer platillos saludables que nos ayuden a tener una dieta saludable?". Para averiguarlo, su maestra les propuso preparar un Platillo de la milpa.

Let's Organize the Experience

A Milpa Dish

To do this activity, in four small communities, you will need:

Materials

- Reused sheets of paper
- Colored pencils
- Adhesive tape
- Different foods of the milpa diet available in the community
- A plate and a spoon for each one of you



Raúl Saldaña Castellón, Hixtleco





Procedure

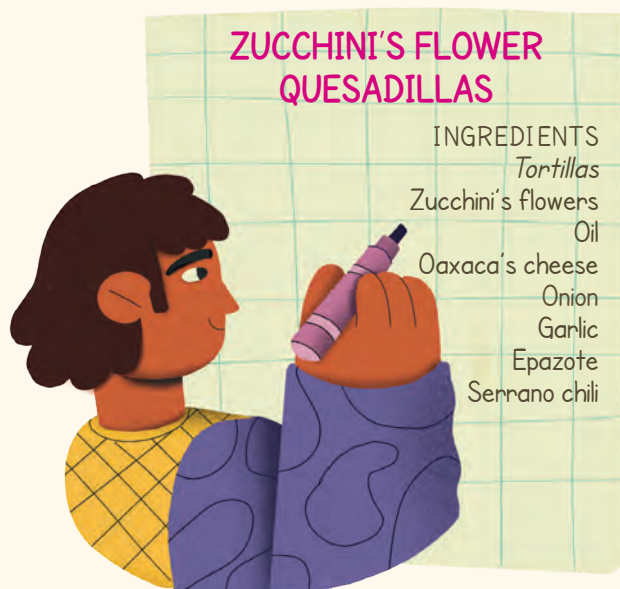
1. Each small community will choose one food between corn, beans, zucchini, and chili to talk about their nutritional characteristics.

A nutritious food is one that benefits your body.

2. Individually, ask your family for a simple recipe using the food your small community chose and write it in your notebook.



3. In small communities, share your recipes and choose the option you like the most to prepare your dish in your classroom.
4. On a reusable sheet of paper, write the following:
 - a) Name of the recipe
 - b) Utensils
 - c) Ingredients
 - d) Procedure
 - e) Why is it a healthy dish?



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1. According to your possibilities, get organized to gather everything that's necessary to prepare the dish. Remember to bring your own plate and spoon.

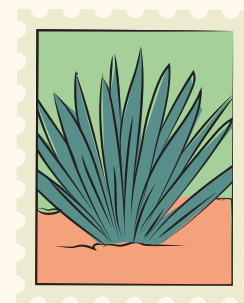


Let's Live the Experience

1. In small communities:
 - a) Wash your hands and all the ingredients you will use (if you didn't wash them at home).
 - b) With the help of your teacher, prepare the dish.
2. In classroom community:
 - a) Present your dishes and the information you registered in "Let's Organize the Experience."
 - b) Invite your classmates to try your dish. Each one must use their own plate and spoon (without sharing). Take only what you will eat, to prevent food waste.



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c) Answer the following questions:
› What dishes did you try?

› Are they healthy dishes?

› Is it possible for you to prepare them regularly? Why or why not?

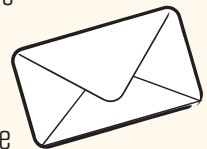
Let's Assess the Experience

1. In plenary, listen to the end of the story of the students from 1° B and 5° A that your teacher will read:

After doing the activity, the students noticed that they could eat healthier without spending a lot of time preparing meals. Thanks to their teacher's and families' help, they also understood that a healthy diet is a shared responsibility to which all community members can contribute.

Después de hacer la actividad, los alumnos se dieron cuenta de que podían comer más saludablemente sin pasar mucho tiempo preparando la comida.

Gracias a la ayuda de su maestra y de sus familias, ellos entendieron que una dieta saludable es una responsabilidad compartida a la que todos los miembros de la comunidad pueden contribuir.



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2. In small communities, talk about the dishes you prepared and answer the following questions:

a) Do the prepared dishes help with having a healthy diet? Why or why not?



3. In community, share your answers.

4. Individually, considering what you learned collectively, draw in your notebook your favorite dishes from “Let’s Live the Experience,” and make a list of all the dishes you like and another with the ones you don’t like, for example: “I like chopped zucchini, I don’t like black beans.”

5. Then, draw in your notebook a diagram where you answer the following questions:

a) What are healthy eating habits?

b) Who is responsible for having healthy eating habits?

c) How does the milpa diet contribute to having healthy eating habits?

6. In community, share your diagrams and reflect on why taking care of yourself involves having a shared responsibility between children and adults.

7. Finally, write in your notebooks the assembly agreements reached by the community to take care of yourself by having healthy eating habits. 🌀



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Healthy and Delicious

In this learning adventure, you will discover which foods have the most proteins, fats, and carbohydrates. You will make a poster and a Measuring Plate to know what portions of each type of food you should eat for having a healthy and varied diet.

En esta aventura de aprendizaje, descubrirás qué alimentos tienen la mayor cantidad de proteínas, grasas y carbohidratos. Elaborarás un póster y un plato medidor para conocer las porciones que debes comer de cada tipo de comida para tener una dieta saludable y variada.

Our Community Wisdom

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

One day, elementary school students were surprised to see many doctors arriving. The principal said they were health workers visiting and helping schools all over the country.

The teacher invited the nutritionist to talk to their students about the importance of food. The nutritionist told them that it is essential to eat different types of food in the right amounts: fats, proteins,

Un día, los estudiantes de la escuela primaria se sorprendieron de ver a muchos doctores llegar. El director dijo que eran trabajadores de la salud que visitaban y ayudaban a las escuelas de todo el país.

El maestro invitó a la nutricionista a hablarles a sus estudiantes sobre la importancia de la comida. Ella les dijo que es fundamental comer diferentes

Autora:

Mireya Hernández Gutiérrez



carbs, and vitamins. She also said that the amount of food a person needs to eat for their bodies to work well depends on how old and active they are.

tipos de comida en las cantidades correctas: grasas, proteínas, carbohidratos y vitaminas. También dijo que la cantidad de comida que una persona necesita para que su cuerpo funcione correctamente depende de la edad y de qué tan activa es.

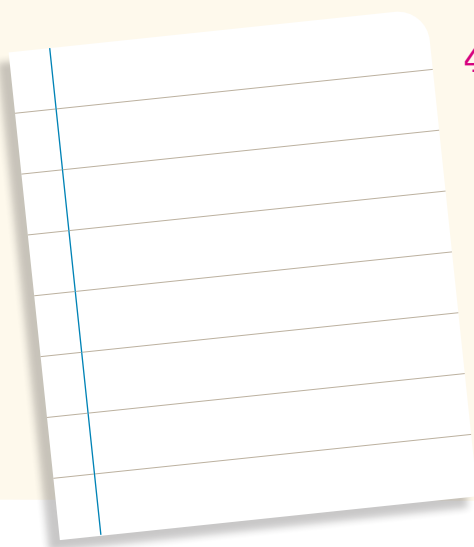
2. Individually, without forgetting what you read in community, draw the food you usually eat at lunchtime in your notebook.

3. In plenary, answer the following questions:
 - a) Is the food you usually eat at lunchtime healthy and varied?
 - b) Are those types of food good for your body?
 - c) What kind of food do you think you should eat more of in order to have a healthier body?

4. Throughout this learning adventure, you will answer the following questions:
 - a) Which foods are higher in fat?
 - b) Which foods are higher in carbs?
 - c) What are the protein sources you have in your community?

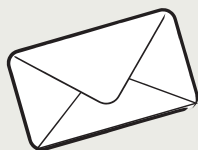


Sarid Amisadai Limón Huerta, BAJA CALIFORNIA



What Do You Like?

When you want to ask someone about the things they like, you say:



Do you like chayote?
Do you like enchiladas?

<i>Do</i>	+	<i>you</i>	+	the verb	+	the thing	+	?
(word for asking a question)		(person you ask the question to)		<i>like</i>		(you want to know if the person likes this thing)		

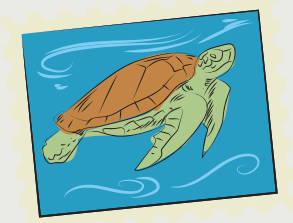
Do *you* *like* quesadillas ?

Short Answers

When you give a short answer about the things you like, you say:

Yes, I do. (If you like the thing.)
No, I don't. (If you don't like the thing.)

Example:



Do you like pizza?

Yes, I do.

Do you like pasta?

No, I don't.



Note: When using the verb *like*, we generally use countable nouns in plural, and uncountable nouns in singular. For example: I like bananas. / I like chocolate.

1. Individually, with the help of your teacher, unscramble the sentences.

a) hamburgers / like / ? / you / do

b) like / ? / you / bananas / do

c) you / chocolate / ? / like / do

d) do / ? / cake / like / you

e) do / yes, / I

f) I / don't / no,

Answers: a) Do you like hamburgers?, b) Do you like bananas?, c) Do you like chocolate?, d) Do you like cake?, e) Yes, I do, f) No, I don't.

2. According to what you like or don't like, answer these questions with "Yes, I do." or "No, I don't."

a) Do you like zucchini?

b) Do you like ice cream?

c) Do you like apples?

d) Do you like oranges?

e) Do you like sandwiches?

3. In communities, let's play a game! You have to find someone in the classroom who likes the foods in the table below. Find one person for each food.

a) To do this, ask your classmates about the food they like using questions like the following:

Do you like (name of the food)?

Example:

Do you like quesadillas?

If your classmate answers "Yes, I do," write their name on the table below.

If they answer "No, I don't," continue asking other classmates until you find someone who does like that food.

Question	Name of the Person Who Likes the Food
Do you like mushrooms?	
Do you like milk?	
Do you like sausages?	
Do you like mangos?	
Do you like jelly?	

Planning and Acting

Materials

- | | |
|--|----------------------------------|
| ➤ Reusable sheets of paper | ➤ A tablespoon of cooked pasta |
| ➤ A slice of cucumber | ➤ A slice of bread |
| ➤ 10 teaspoons of mayonnaise | ➤ A tablespoon of oats |
| ➤ 2 slices of banana | ➤ A dropper |
| ➤ 2 small pieces of carrot | ➤ A 40 milliliters jar of iodine |
| ➤ 2 small pieces of potato | ➤ 5 square wooden sticks |
| ➤ 5 milliliters of oil | ➤ A white cardboard sheet |
| ➤ 2 paper plates with a diameter of about 23 centimeters | ➤ Markers |
| ➤ A tablespoon of cooked rice | ➤ Colored pencils |



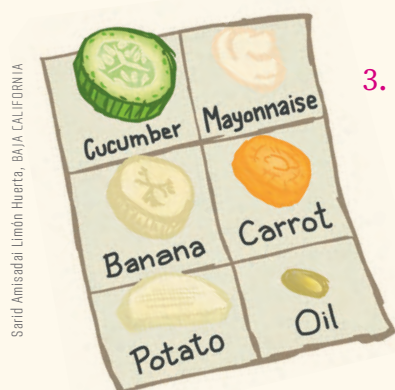
1. In communities, agree with classmates from other grades on bringing all the necessary materials to school.
2. Agree on what to do for each question in activity 4 of "Our Community Wisdom": How you are going to answer them and which materials you will need.

Which Foods Are Higher in Fat?

Gathered in communities, get ready to do the following experiment. Write your agreements in your notebook and check them as you move forward in the project.

Procedure

1. Divide one sheet of paper into six equal sections.
2. Write a food item on each section: cucumber, mayonnaise, banana, carrot, potato, and oil.



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3. Put a small portion of each food on the section with its name. Put only one drop of oil on the "Oil" section.



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4. After 15 minutes, remove the food from the sheet.

The bigger stains come from foods with more fat, so it's best to eat those in moderation.



5. Wait for 10 more minutes and check if there are any stains left on the sheet.
6. Which foods left a bigger stain?
7. You can do the experiment again with other types of foods you usually eat.

Which Foods Are Higher in Carbs?

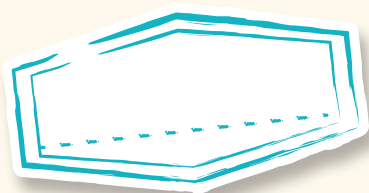
1. In communities, let's do the following experiment:

- a) Put a small amount of each food item on a plate: cooked rice, potato, cooked pasta, bread, carrot, and oats.



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When iodine gets in contact with a food made of starches (long chains of carbs), it gets darker.



- b) With the dropper, observe the color of iodine.
- c) With the dropper, put 10 drops of iodine on each food.
- d) Observe if the iodine changes color when it touches the different foods.





e) Answer the following question: With which foods did the iodine become darker?

2. Do the experiment again with other foods you usually eat.

When we don't do enough physical activity to use up the energy from carbs, our body stores them as fat. That's why it is important to monitor the amount of carbs we eat and to stay active!

What Are the Protein Sources You Have in Your Community?



The proteins we eat can come from animals (meat, fish, eggs) or plants (chickpeas, green beans).

Fruit and vegetables are the edible parts of plants, and the fleshy products of several trees.

1. In communities, look up which protein-rich foods are available in your area and mention which ones you like and which ones you don't.



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2. According to the sources of protein you know, in communities, do the following:

- a) Investigate in markets, stores, or supermarkets what type of foods are more common in your community.
- b) Ask an adult to go with you to these places.
- c) Draw in your notebook the foods you found that are sources of protein.

A healthy diet gives our bodies the nutrients and energy they need to grow strong and healthy.

Agreements

1. In communities:

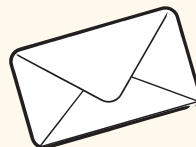
- a) Copy in your notebook the table below.
- b) Write the foods in the correct column.

Foods With More Fats	Foods With More Carbs	Foods With More Proteins	Fruit	Vegetables



The following picture shows how the Eatwell Plate is divided into different types of food for a balanced and varied meal.

Two cups of vegetables and fruit are recommended for having a varied and balanced meal.



2. Ask your classmates from higher grades to help you understand the picture of the Eatwell Plate.

- a) Try to think about the food that you eat at lunchtime, so the explanation is easier!
- b) Reflect on the food you usually eat at school and if it is balanced and varied.



Communication and Implementation

1. In communities, using the picture from the previous page, make a poster with the following characteristics:
 - a) Present a proposal for healthy eating.
 - b) Think about foods you can easily get in your area.
 - › Draw these foods, arranging them on a table like the one you made in “Agreements.”
 - c) Draw the picture from the previous page on a white cardboard sheet.

2. Place your poster in a visible area of the school.

3. Talk about what you can do to eat the right portions of each type of food.

4. In communities, create a Measuring Plate.

Procedure

1. Take a paper plate.
2. Place the wooden sticks on the plate to separate the different portions and use the picture of the Eatwell Plate in “Agreements” as a guide.
3. Glue the sticks to the plate. Now you have a Measuring Plate!



Sarid Amisadai Limón Huerta, BAJA CALIFORNIA

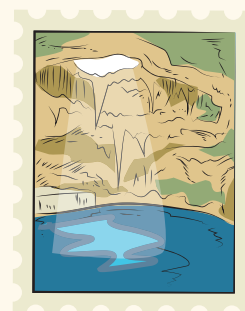
5. In pairs, use the Measuring Plate to calculate portions for a healthy meal.
6. In assembly, reflect on the proposals you made, and share the Measuring Plate with the rest of your school community.




Sarid Amisadai Limón Huerta, BAJA CALIFORNIA

Reflecting on Our Learning

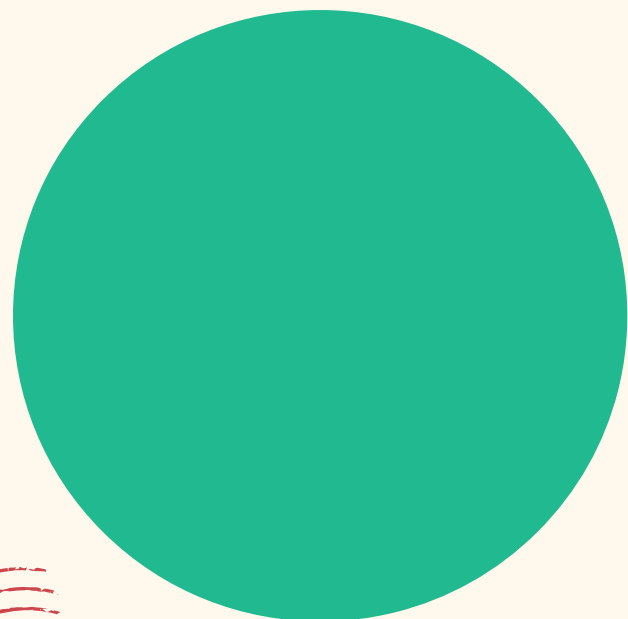
1. In plenary, discuss and answer the following questions in your notebook:
 - a) What other materials can be used to make a Measuring Plate?
 - b) How have you used the Measuring Plate?
 - c) What difficulties have you faced when using it?



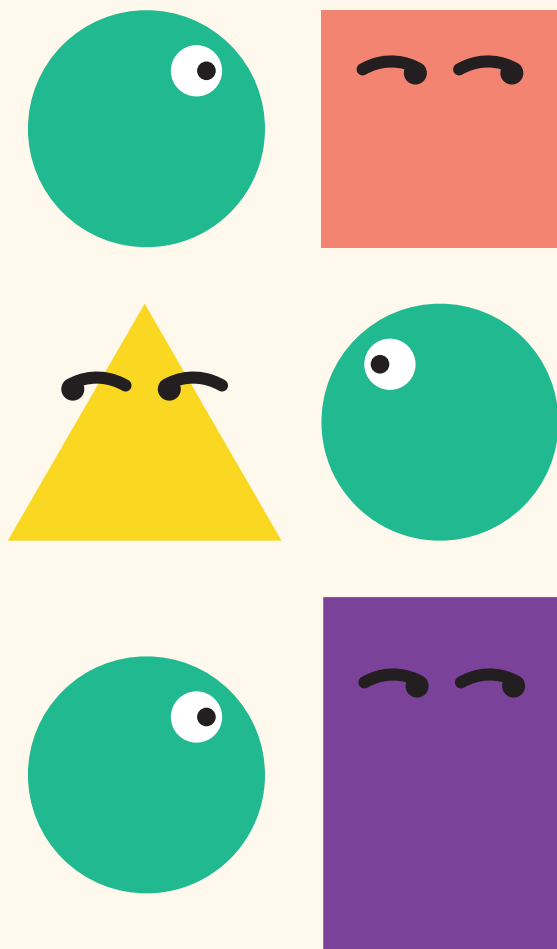
2. Individually, without forgetting you are part of a community, write in your notebook what other strategies you can use to let your school community know why eating healthy foods is important.
3. Finally, write in your notebooks the assembly agreements reached by the community to have a balanced diet. 

The School of Geometric Shapes

Do you know anyone that no one wants to play with? Have you ever felt lonely because your friends don't want to play with you? What happened and how did you react? Read this story and find out what happened to Circle.

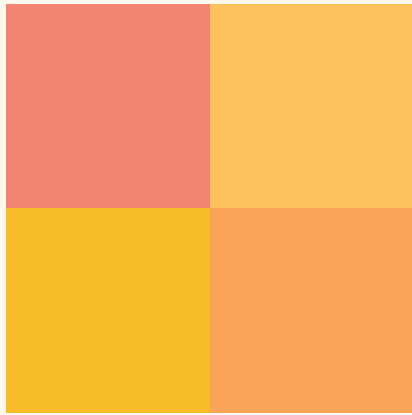


The day **Circle** started at the Geometric Shapes School, he realized that making friends would be hard. Rectangles hung out with rectangles, squares with squares and triangles with triangles.



At recess, **Circle** tried to shyly join the **squares**, but they said “no” because he did not have four equal sides. Then he asked the **triangles**, but they refused because he didn’t have three corners. Sides and corners were such a hassle!

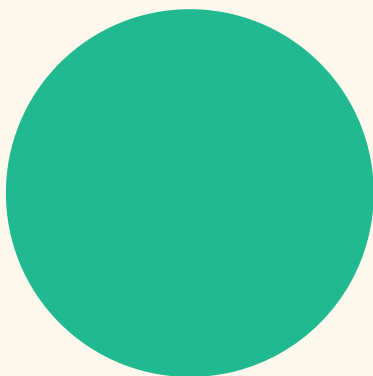
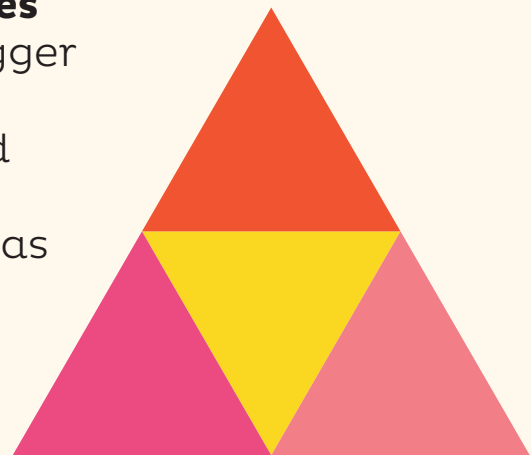
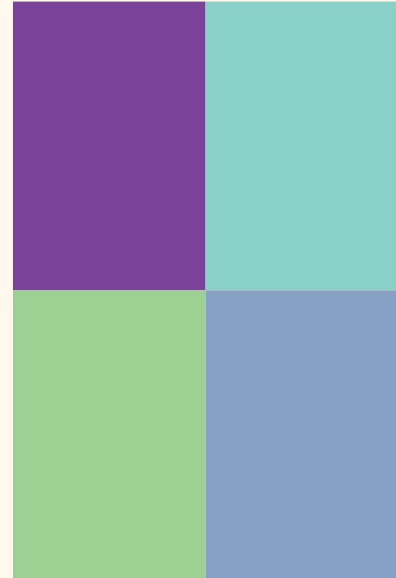
Finally, he tried joining the **rectangles**, but they also rejected him because he didn’t have two sides of the same length. After all of this, **Circle** was very sad.



Teacher **Star** noticed what was happening and decided to do something about it.

When all the shapes went back to the classroom, she told them to make a shape that could roll. Everyone was shocked.

Even though it was a new task, shapes reacted as usual: **squares** grouped together to make a bigger square, **rectangles** joined up to make a bigger rectangle, and **triangles** grouped together to form a bigger triangle. **Circle** was alone again.



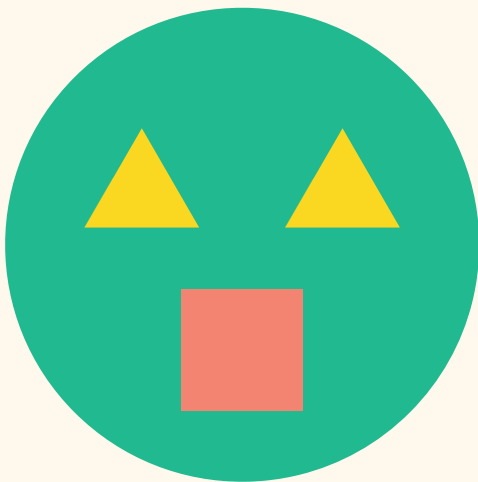


Teacher **Star** told them that none of them were making a shape that could roll.

Then she went to **Circle** and congratulated him on making a shape that could roll.

The other geometric shapes were surprised. They had not noticed that **Circle** was unique and amazing! Then teacher **Star** asked them to mix among themselves and form compound shapes. Then two **triangles** and a **square** joined with **Circle** and made a face.

After that, a **triangle** and a **rectangle** joined with **Circle** and made a rocket. The shapes kept mixing and making different and beautiful things. They had so much fun! Since that day, recess is a shape party.



What's This?

When you want to know what an object near you is, you ask:

What's this?

If someone asks you what an object near them is, you answer:

It's a/an (name of the object).

Examples:

It's a pencil.

It's an apple.



Use *a* when a word begins with a consonant sound and use *an* when a word begins with a vowel sound.

Examples:

a table

an orange

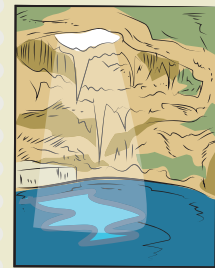
If you are not sure what the object is, you can ask:

Is it a/an (name of the object)?

Examples:

Is it a notebook?

Is it an umbrella?



If someone is not sure what the object is and asks you about it, you answer:

Yes, it is. (If their guess is correct.)

No, it isn't. (If their guess is not correct.)

Examples:



Is it a notebook?

Yes, it is.

Is it an umbrella?

No, it isn't.

Vocabulary



1. Collectively, with the help of your teacher, look at the shapes and say their names aloud.
2. Now your teacher will ask the color of each shape, and you will answer as a community.



Circle

What color is it?

It's red.



Square

What color is it?

It's blue.



Triangle

What color is it?

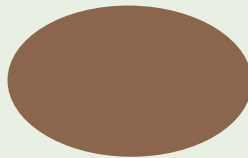
It's green.



Rectangle

What color is it?

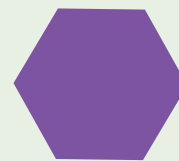
It's yellow.



Oval

What color is it?

It's brown.



Hexagon

What color is it?

It's purple.



Star

What color is it?

It's orange.



Heart

What color is it?

It's pink.

Grammar

- Individually, without forgetting you are part of a community, complete the sentence with the shape and its color:

a) What shape is this?



It's _____

b) What color is it?

It's _____

Answers: a) a rectangle, b) green

- In pairs, answer the following questions:



a) What shape is this?



b) What color is it?

Answers: a) It's a circle, b) It's red

- Individually, look at the shapes and then match the questions with the correct answers.

I. What shape is this?



a) It's a triangle.

II. What shape is this?



b) It's a heart.

III. What shape is this?



c) It's an oval.

IV. What shape is this?



d) It's a hexagon.

Answers: I c, II d, III a, IV b

4. In small communities, take turns to point to an object in the classroom, then ask, "What's this?" Then, your classmates will answer saying, "It's a/an (name of the object)." Then ask about the color of this object.



For example:

What's this?

It is a pencil.

What color is it?

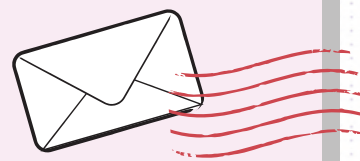
It's yellow.

5. Individually, with the help of your teacher, draw in your notebook the geometric shapes you know.
6. In plenary, with your teacher guiding you, mark the corners of the geometric shapes and identify them answering the following question: "What's this?" "It's a/an..."

Speaking



1. In pairs, draw some compound shapes using different geometric shapes.
2. Then, take turns to ask and answer:
"Is this a/an...?" "Yes, it is. / No, it isn't."
3. Now ask and answer each other:
"What color is it?" "It's..." 🌀





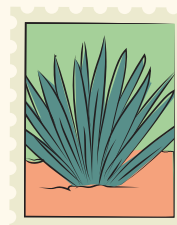
Mexico and the Diversity of Cultural Symbols That Represent It

In this learning adventure, you will design an *alebrije* and recognize it as part of the diversity of the cultural symbols present in Mexico.

En esta aventura de aprendizaje, diseñarás un alebrije y lo reconocerás como parte de la diversidad de símbolos culturales presentes en México.

Let's Introduce

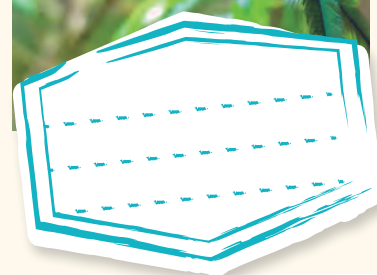
In plenary, listen to your teacher's reading. Look at the images and answer the questions.



Xóchitl and Quetzalli are friends who go to the same school.

They visited the History Museum for a school trip and were surprised to see that things from their daily life are important symbols for Mexicans: the National Flag, dances, music, toys, sports, food, crafts, and even animals.

Xóchitl y Quetzalli son amigas que van a la misma escuela. Ellas visitaron el Museo de Historia como parte de las actividades de la escuela y se sorprendieron al ver cosas de su vida diaria que son símbolos importantes para los mexicanos: la Bandera Nacional, las danzas, la música, los juguetes, los deportes, la comida, las artesanías e incluso los animales.



Autor:

Julio Hernández Eudave

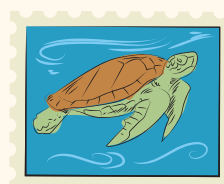


- a) What comes to your mind when you hear the word *symbol*?

- b) List the symbols you know. For example: the heart symbol.



.....
 Corn is a Mexican symbol because it's used in many dishes that represent Mexican culture, like pozole.





Imperative



We use imperatives to give orders or instructions.

When you want to tell someone to do something, you say:

Verb in base form + object (if needed)

Example:

Draw a pyramid.

When you want to tell someone not to do something, you say:

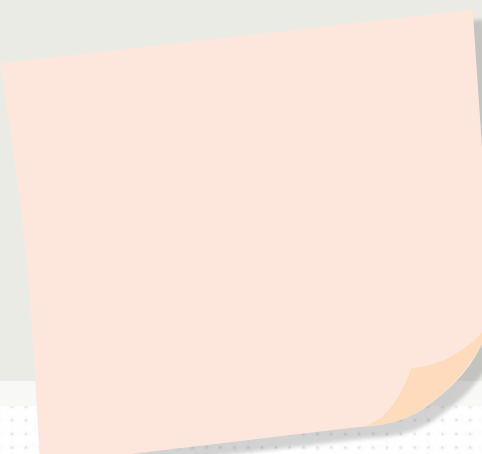
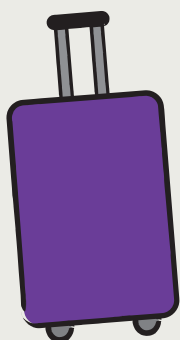
Don't + *verb in base form* + object (if needed)
(for saying no)

Example:

Don't draw on the walls.

If you want to be more polite, you can say *please* at the beginning or at the end of the sentence:

Please do your homework.
Don't throw papers on the floor, *please*.



Individually, choose the correct option (affirmative or negative imperative) to complete each sentence.



a) _____ the *piñata*. (affirmative)

- Don't color
- Color

b) _____ the map of Mexico. (affirmative)

- Look at
- Don't look at

c) _____ a pyramid. (negative)

- Don't draw
- Draw

d) _____ the wrong shape. (negative)

- Cut out
- Don't cut out

e) _____ on the walls. (negative)

- Paint
- Don't paint



f) _____ the National Flag. (affirmative, polite)

- Please respect
- Please don't respect



Answers: a) Color, b) Look at, c) Don't draw,
d) Don't cut out, e) Don't paint, f) Please respect

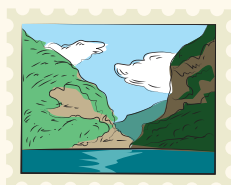
Let's Collect

It's important to recognize the diversity of cultural symbols in Mexico because they help to build an identity that many people in the country share.



1. In classroom community, talk about the cultural symbols that define you as Mexicans.

The National Flag is a symbol that represents all Mexicans, and it is considered the most beautiful in the world.



Cultural symbols aim to represent values, customs, traditions, history, and our feelings too.

2. Individually, considering what you discussed collectively:
 - a) Look up examples of Mexican cultural symbols. To do so, consult the Classroom Library, public library, or ask an adult for help to search on the internet.
 - b) Write or draw in your notebook what you found.



3. In plenary:
 - a) Answer the question: What similarities and differences are there in the information you and your classmates found?
 - b) Talk about the importance of identifying Mexican cultural symbols.
 - c) Write the conclusions in your notebook.



Let's Spot the Issue

In assembly, read the continuation of Xóchitl and Quetzalli's story:

At the History Museum, Xóchitl and Quetzalli learned about the *alebrijes*, unique crafts that often show an animal created from dreams and imagination (like a crocodile body with a lion's head and dragon wings). When they exited the museum, Xóchitl was wondering "How do I identify or represent a Mexican cultural symbol?" so she shared this question with the classroom community and thus, the teacher proposed to make an *alebrije*.

En el Museo de Historia, Xóchitl y Quetzalli aprendieron sobre los alebrijes, artesanías únicas que suelen mostrar animales creados a partir de sueños y de la imaginación (como el cuerpo de un cocodrilo con la cabeza de un león y alas de dragón). Cuando salieron del museo, Xóchitl se preguntó: "¿Cómo puedo identificar o representar un símbolo cultural de México?", así que compartió la pregunta con su comunidad de aula y, en consecuencia, el maestro propuso la elaboración de un alebrije.



Let's Organize the Experience

Alebrije

For this activity you will need:

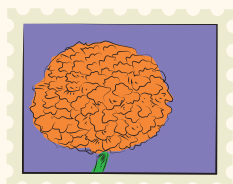
Materials

- A medium-sized plastic container
- A cup of wheat flour
- A cup of warm water
- A medium-sized spoon
- Newspapers
- Adhesive tape
- A toilet paper cardboard tube
- A black marker
- Two cardboard pieces, one of 8×8 centimeters and one of 25×25 centimeters
- A small brush
- Colored acrylic paints
- Paintbrushes
- Blunt tip scissors

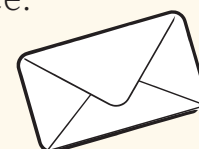
Procedure

1. Make the body of your *alebrije*.

- a) Make a ball using newspaper and adhesive tape.



- b) Using the cardboard tube as a guide, draw a circle on the 8×8 cardboard piece.





- c) Cut out the circle and paste it onto the cardboard tube as if it were a lid using adhesive tape.



- d) Paste the paper ball you made on the lid.
- e) Cut out pieces of newspaper to form the eyes and mouth of your *alebrije*. Then use the adhesive tape to cover them and paste them on the head.



- f) To create the wings for your *alebrije*, make rolled strips of newspaper and stick one of its ends to the body with adhesive tape. You can make as many wings as you want.

- g) Attach the wings on the cardboard tube, and then paste the cardboard tube on the 25 × 25 centimeters cardboard piece.





2. Cut newspaper strips and squares.

3. Make the paste in the plastic container by mixing well the wheat flour and warm water until it gets smooth, without lumps.



4. Cover your *alebrije*'s body with some paste, and then stick the newspaper strips or squares.

5. Put on as many layers as necessary and let them dry until your *alebrije* feels hard. Paint it and decorate it with your favorite colors.



6. Use the black marker to give the final details. Let your imagination fly!



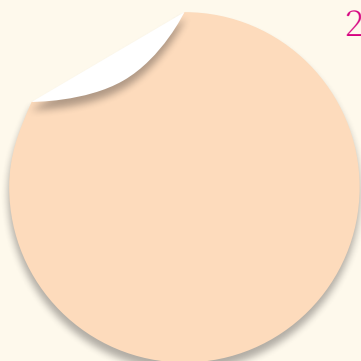
Let's Live the Experience

1. Name your *alebrije*. Remember to choose a name that is related to a Mexican culture symbol.

2. In small communities, write a story about your *alebrijes*.

3. Share your story with your classroom community.

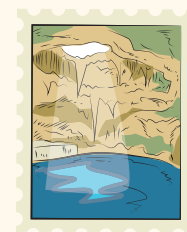
4. Write the things your *alebrije* can do, for example: flying.



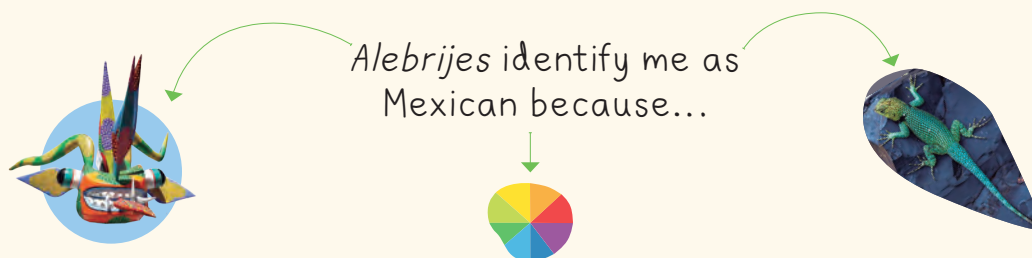


Let's Assess the Experience

1. In classroom community, make an art gallery to present your *alebrijes*. Each one of you must explain to the others which Mexican cultural symbol it represents.




2. Individually, keeping in mind what you learned with your classmates, complete the following mind map:



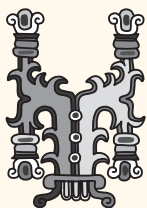
3. In plenary, share your answers and discuss the following:

- a) The importance on identifying the diversity of cultural symbols that characterize Mexican people.
- b) If the *alebrije* that you designed helped you to represent Mexican identity and share their cultural symbol's diversity.
- c) How to identify the diversity of cultural symbols that characterize Mexicans, for example, cultural manifestations or relevant people in the community.



4. Finally, write in your notebooks the assembly agreements reached by the community to develop your stories. 





We Play and Take Care of Ourselves

Purpose

In this learning adventure, you will carry out a campaign to encourage your classmates and the school community to participate in active recess and eat healthy snacks at school. You will also recognize many of your skills, regardless of your gender, and promote a healthy living.

En esta aventura de aprendizaje, llevarás a cabo una campaña para alentar a tus compañeros de clase y a la comunidad escolar a participar en un recreo activo y comer refrigerios saludables en la escuela. También, reconocerás varias de tus habilidades, sin importar tu género, y promoverás un estilo de vida saludable.

Starting Point

1. Individually, but without forgetting your classmates, look at the picture and answer the questions.



Abdón Pinedo García, ZACATECAS

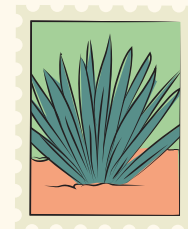
- a) What are the children doing?
- b) Are their physical activities and food choices healthy? Why?

Autora:

Cintya Vázquez Sánchez



2. Read the following words and write in the blanks the letter H for healthy activities and U for unhealthy activities.



- | | |
|--------------------------|-----------------------------|
| a) Wash your hands _____ | d) Eat junk food _____ |
| b) Eat fruit _____ | e) Get enough sleep _____ |
| c) Exercise _____ | f) Drink lots of soda _____ |

3. Pay attention to what your school community does and eats during recess. In your notebook, write or draw what they did and ate.

4. In assembly, share what you wrote or your drawings.

What I Know and What I Want to Know



Abdón Pinedo García, ZACATECAS

1. Considering what you saw, and with the help of your teacher, answer the following questions in your notebook:
- Why is it important to do physical activity?
 - Is recess a suitable moment to play or to do physical activity?
 - What foods are healthy to eat and share at recess?

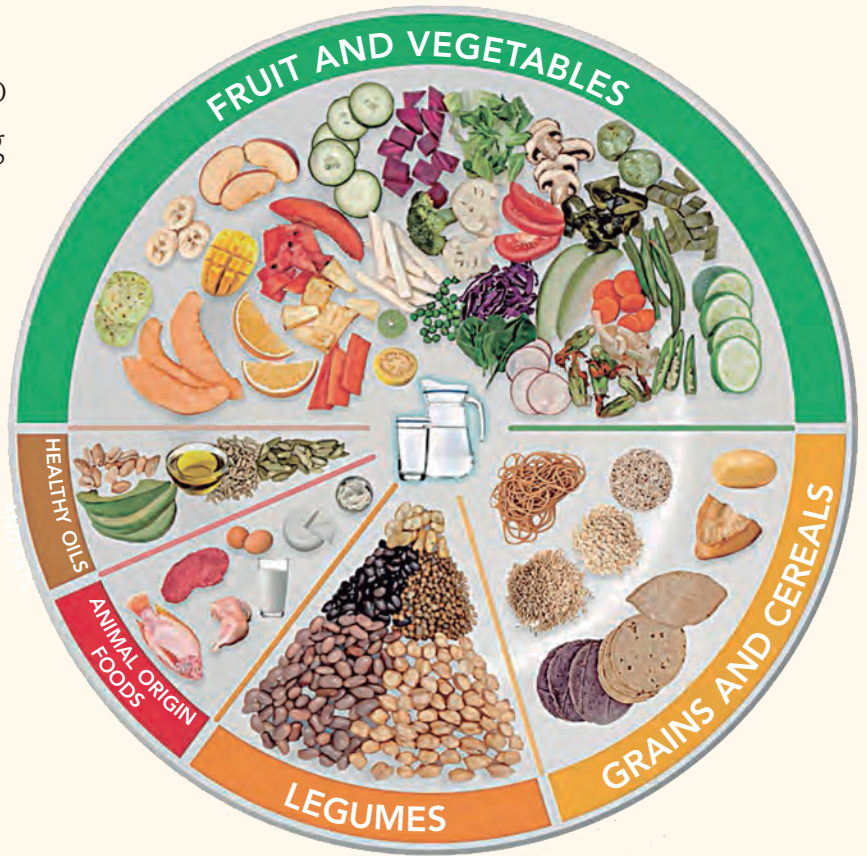
2. Ask your classmates from other grades and your family the following questions:
- How do physical activity and good nutrition benefit health?



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- b) What activities do you suggest doing at recess?
- c) What kind of healthy snack would you like to eat? How can you prepare this food?



The Eatwell Plate is a guide to help you eat from each one of the food groups. It teaches you to eat a variety of foods, since no food is more important than another. You must combine them so that your daily diet is correct and balanced.

El Plato del Bien Comer es una guía para ayudarte a comer de cada uno de los grupos alimenticios. Te enseña a comer alimentos variados, ya que ninguno es más importante que otro. Debes combinarlos para que tu dieta diaria sea correcta y balanceada.

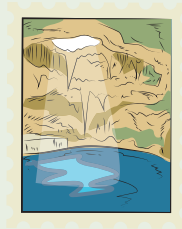
3. Organize the information you gathered and write it below.

Classmates

Family Members

Vocabulary

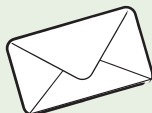
In community, and with the help of your teacher, write the name of each food in the appropriate column.



carrot	cookies	cheese	hamburger	
apple	bread	broccoli	pizza	soda
oranges	cereal	watermelon	donuts	
fish	milk	chocolate bars	potato chips	

Healthy Food

Junk Food

[illegible]

Left column: carrot, cheese, apple, bread, broccoli, oranges, cereal, watermelon, fish, milk
Right column: cookies, hamburger, pizza, soda, donuts, chocolate bars, potato chips

Speaking



Use the question "What's this?" to find out the name of the objects inside a bag.

You and your classmates will take turns taking out an object and answering "It's a.../It's an..." depending on what it is. If the name of the object starts with a vowel sound (a, e, i, o, u), you will say "It's an..." If the name of the object starts with a consonant sound (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z), you will say "It's a..."

Example:

What's this? It's a crayon.



Grammar

What's this?

1. Individually, considering what you learned, complete the questions and answer them using *It's a.../It's an...* depending on the corresponding object or animal. If you don't know the name of the object or animal, ask your teacher for help.

a) _____ this? _____



b) _____ this? _____



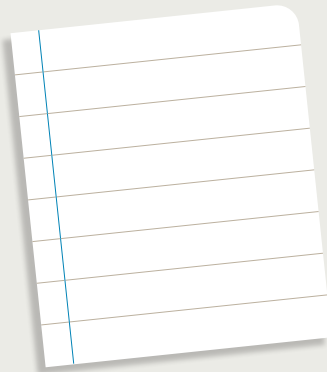
c) _____ this? _____

d) _____ this? _____

e) _____ this? _____



Answers: a) What's / It's a ball; b) What's / It's an apple; c) What's / It's a book; d) What's / It's an elephant; e) What's / It's an umbrella.



2. Write the words in the correct order to form sentences.

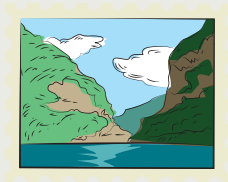
a) dog / it's / a _____

b) it's / orange / an _____

c) a / pencil / it's _____

d) it's / hamster / a _____

e) banana / it's / a _____



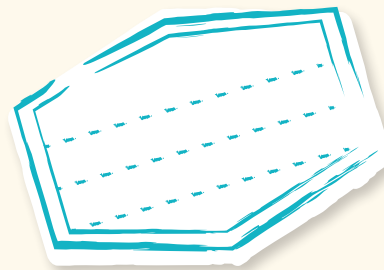
Answers: a) It's a dog; b) It's an orange; c) It's a pencil; d) It's a hamster; e) It's a banana.

An active recess is one in which activities or games are played to promote wellness and physical activity. Healthy snacks are small portions of food that are eaten between the main meals (breakfast, lunch, and dinner) without replacing them; they are easy to prepare and they meet the characteristics of a correct and balanced diet as suggested by the Eatwell Plate.

Un recreo activo es uno en el que se hacen actividades o juegos para promover el bienestar y la actividad física. Las colaciones son pequeñas porciones de comida que se comen entre las comidas principales (desayuno, comida y cena) sin reemplazarlas; son fáciles de preparar y cumplen las características de una dieta adecuada y balanceada, tal como sugiere el Plato del Bien Comer.

4. In community, discuss the following:

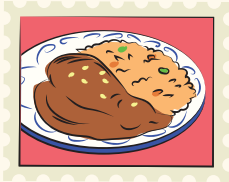
- a) Why is it important to eat healthy snacks and do physical activity?



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- b) Which healthy snacks and physical activities can contribute to having healthier school recesses?
- c) What do you need to carry these activities out?
- d) Who can perform these activities?

5. Look at the pictures and write in your notebook a list of healthy snacks and a list of physical activities to practice at recess.



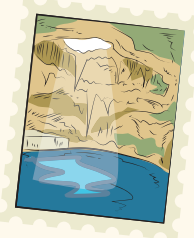
Healthy snack

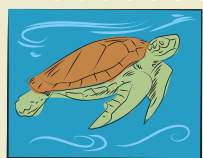
- a) Make proposals to promote fun, physical activities, interactions, and healthy eating at recesses.

- b) Keep in mind that everybody should be able to do them.



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Physical activities



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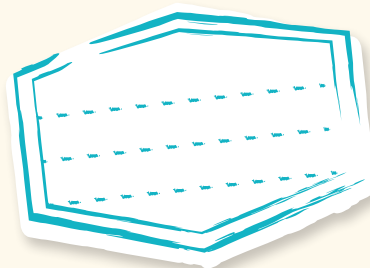


Another option for a healthy diet is the milpa diet, which is based on the regional characteristics of Mexican food; its main ingredients are milpa products, such as corn, beans, chilies, zucchini, as well as other local or seasonal products, combined in a healthy way.

Otra opción para una dieta saludable es la dieta de la milpa, la cual se basa en las características regionales de la comida mexicana; sus principales ingredientes son productos de la milpa como maíz, frijol, chile, calabaza, así como otros productos locales o de temporada, combinados de una manera saludable.



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Vocabulary



Individually, considering everyone else,
match the sentences with the pictures.

I.



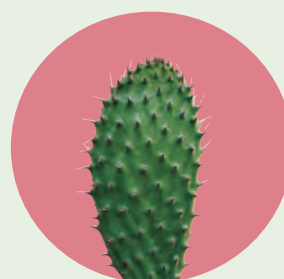
II.



III.



IV.



V.



a) *What is this?*

This is *a* sweet potato.

b) *What is this?*

This is *a* chilli.

c) *What is this?*

This is *a* zucchini.

d) *What is this?*

This is *a* nopal.

e) *What is this?*

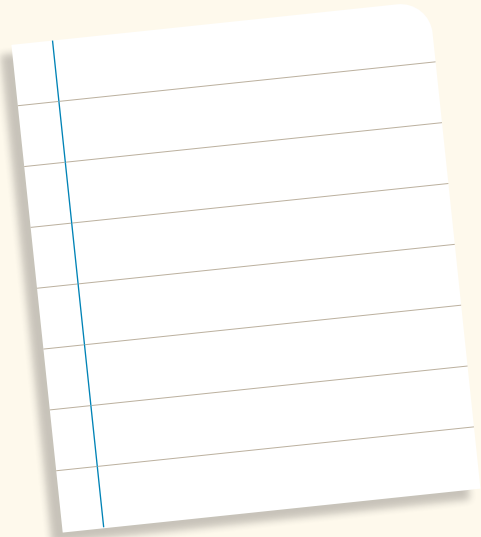
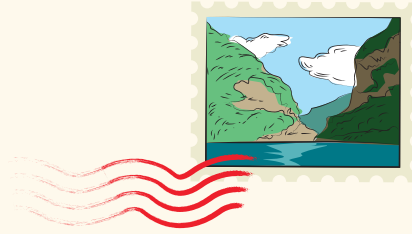
This is *a* sugarcane.

Answers: Ib, Iie, IIIa, IVd, Vc

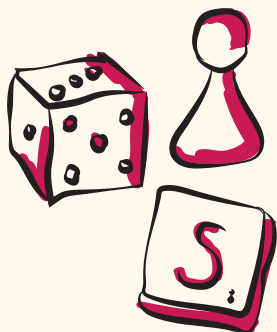
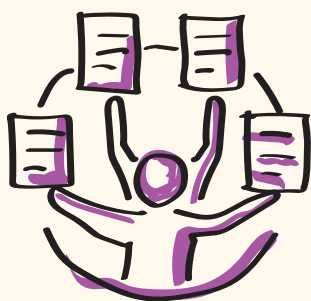
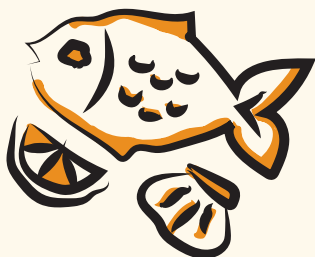


6. There are some activities that are considered to be only for girls or boys. In community, follow these steps to find out if that is the case for each example.

- a) With the help of your teacher, draw a girl on one card, and a boy on another card. Below the girl, write “I am a girl and I can...;” and below the boy, write “I am a boy and I can...” You can use recycled or available materials.







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b) Listen to your teacher say the activities that will help to promote active recesses and healthy snacks. For instance: research recipes, prepare foods, organize activities, play soccer or board games, and dance. When you listen to each activity, raise the girl card or the boy card depending on who you think can perform the activity mentioned.



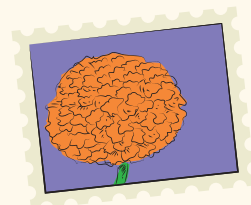
c) Ask your teacher to write on the board the results of this activity in a table like the following:

				
Prepare food	✓			
Research recipes		✓		
Play board games			✓	
Dance			✓	

7. In community, reflect on the following:

- a) Why do you think some activities are only for boys and others are only for girls?
- b) Which of the above activities you haven't done, but you would like to do?

8. Look at the pictures and read the situations related to them.



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Daniela had never played soccer before. She signed up for a team and then she realized that she was a very good player.

Juan loves cooking and helping his mother clean the kitchen.

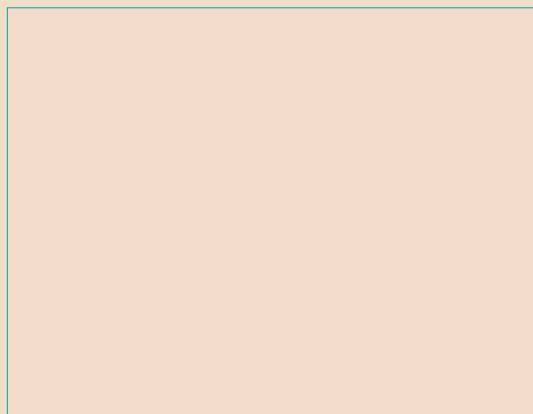


Writing

Write and draw in the box an activity you can do.

For example: I can play basketball.

I can _____



9. Think about how you can have a healthy school recess and share your ideas with the rest of the school community.

a) Consider doing activities you have never done before.

10. Talk about what happens at home with your family.

a) What activities do you do at home?

b) Who participates in activities in your family?

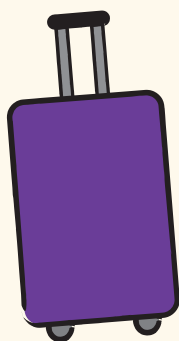
c) What other activities do you do with your family?

d) Which family members participate?

Keep in mind that children have the same abilities and qualities for any task they set out to perform. Girls are good at sports and they are good at cooking. Boys are good at taking care of others, cooking, as well as practicing sports.

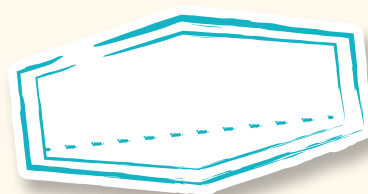
In community, work on a campaign to promote active recesses and eating healthy snacks at your school, as well as to encourage the practice of activities regardless of gender.





11. Start organizing the task. Read the following questions and write or draw the answers in your notebook:
 - a) What will we do?
 - b) What will we do it for?
 - c) What will the benefits be?

Let's Organize the Activities



1. In small communities, and with the help of your teacher, define the activities to carry out for your campaign.
2. Complete a table like the following one to organize and assign tasks.

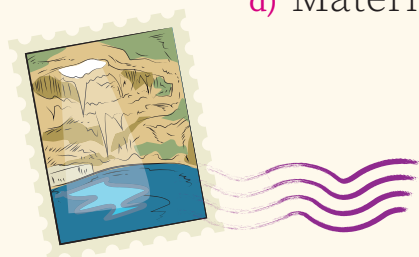
Person(s) in Charge	Activity or Task to Carry Out	Time	Material	What For?



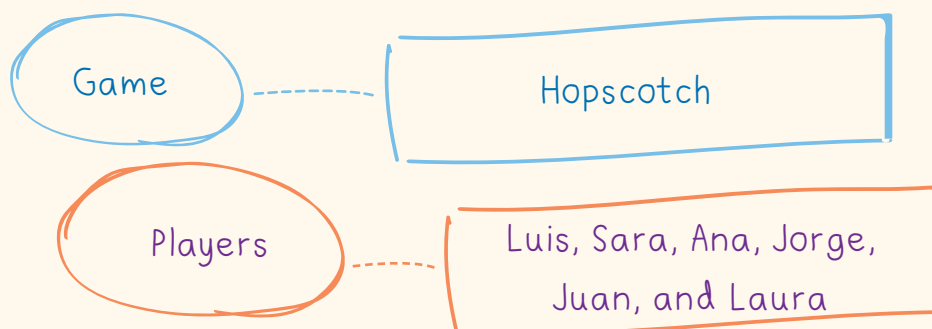
Creativity On

1. In small communities, look for games that can be used for physical activity at recess in various sources, such as the School Library, the public library, magazines, and on the internet. Then, choose a few to show to your classmates at school. Each game should have the following information:

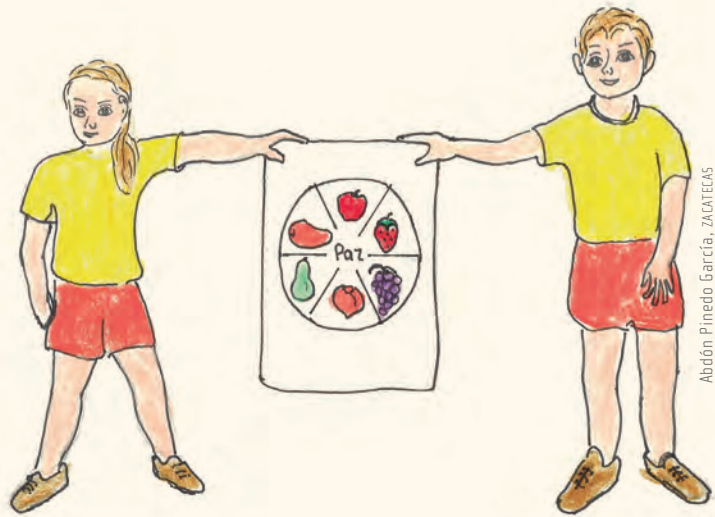
- a) The name of the game
- b) Number of players
- c) How to play the game
- d) Materials



2. When you decide which games you will show, make two lists like the following in your notebook:

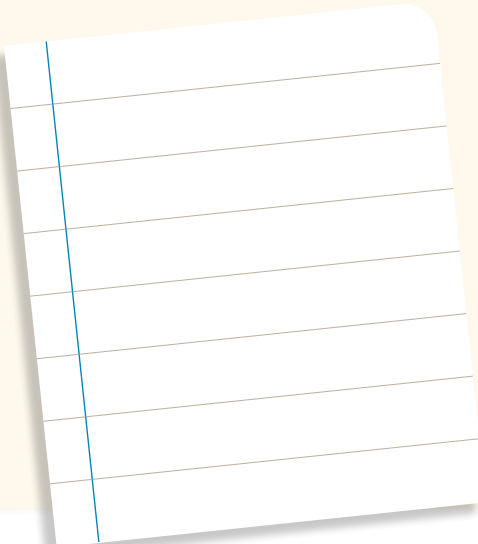
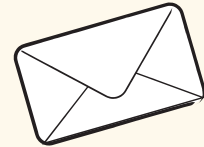


3. Each small community will have to show and practice the chosen game in presence of the whole class, so that they get to know it before playing it in the playground with the school community.



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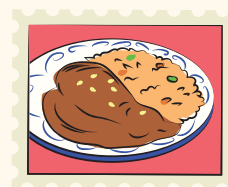
4. Search simple recipes for healthy snacks that do not require heating. Look for information in books, magazines, on the internet, the public library, or ask a member of your family. Each recipe should include the following information:
- a) Name of the snack
 - b) Ingredients
 - c) Instructions to prepare it



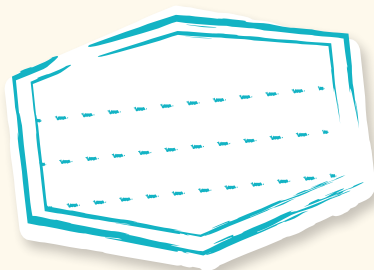
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5. Once the recipes have been chosen, and before presenting them to the school community, invite a family member to help you prepare them.



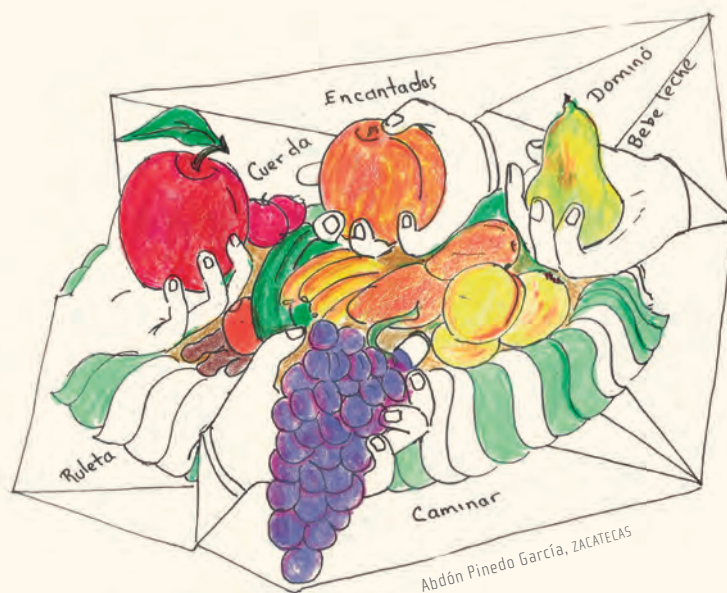
6. Make a calendar to record the dates when you plan to present the games to the school community. To do this, you need to know how many games will be presented, and how much time is required to play them.



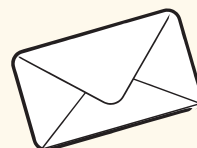
7. Plan when you are going to present the recipes to the school community and the ingredients you will need to prepare them too. Consider how many recesses you will require to show them. You can make a proposal such as the one below:



8. With the help of your teacher, request the school authorities' permission to use the schoolyard a few minutes before recess, to organize what's necessary to show the games and recipes you have prepared. Take into consideration your school rules of coexistence at recess.



9. In small communities, and with the help of your teacher, create posters to invite the school community to participate in the physical activities, and to learn the recipes for healthy snacks during active recesses.
- a) Each poster must include the names of the games and the recipes, as well as the date and time when they will be made.

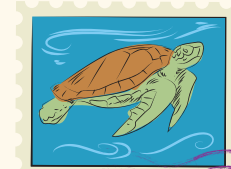


- b) Introduce and promote games and healthy snacks recipes.
- c) Briefly explain the importance of physical activity and healthy eating; as well as performing different activities regardless of the gender of the person doing them.



Let's Share and Assess What We Have Learned

1. Individually, but without forgetting that you are part of a community, read the following questions, and discuss your answers with the community to find out what knowledge you acquired from this learning adventure.

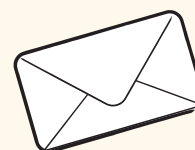


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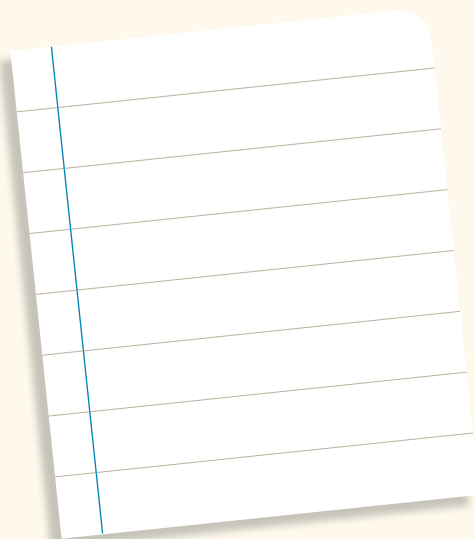
- a) What new activities did you learn?
- b) What skills do you recognize in yourself, regardless of whether you are a girl or a boy?
- c) Would the campaign have been completed without everyone's participation?



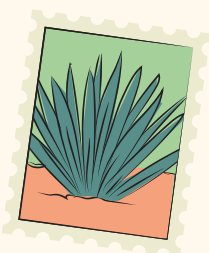
2. In plenary, discuss what this learning adventure contributed to the school community.



- a) Who benefited from the activities carried out?
- b) What did you achieve by doing the activities?
- c) What difficulties did you have? How were they solved?



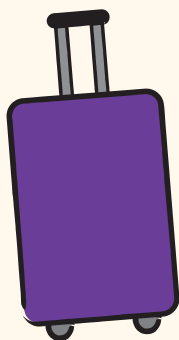
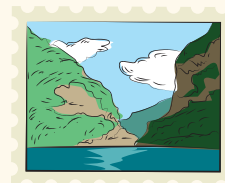
3. Reflect on whether the campaign you performed with your classmates was useful to practice active recesses and healthy snacking at school.



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4. Comment on whether you have recognized your abilities regardless of your gender and promoted a healthier life which helped you respect the abilities and potential of others, as well as join forces to contribute to achieving common goals.



5. Finally, write in your notebooks the assembly agreements reached by the community to help everyone develop a healthy lifestyle. 🌀



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