







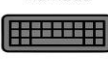










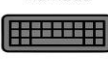










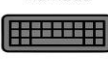






COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B”
“De la mano de Dios marcamos la diferencia”
PLANEACIÓN DIDÁCTICA DE CLASES 2025



ASIGNATURA: INGLES	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 3°
PERIODO: IV	FECHA: SEMANA DEL 15 SEPTIEMBRE AL 19 NOVIEMBRE	NÚMERO DE HORAS:

CLASE 40'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN												
3°A: 08-09-2025 3°B: 09-09-2025	ACTIVITIES RELATED TO TECHNOLOGIES. Identifica las ventajas y desventajas del uso de la tecnología.	<p>This lesson begins with a warm greeting and welcome, along with informing students about the start of the 4th term.</p> <p>Students regularly recite a motivational phrase that embodies each school term, such as the one for the fourth term, as part of their routine. <i>Dream big, work hard, and finish strong!</i> <i>The last term is here, let's end this year with joy and success!</i></p> <p>D. Consequently, the main topic for this session is presented through a brief and suitable definition along with a daily technology related activities list.</p> <div><p>Daily Technology Activities Actividades diarias con tecnología</p><table><tr><td> Turn on the computer Encender la computadora</td><td> Play video games Jugar videojuegos</td><td> Watch TV Ver televisión</td></tr><tr><td> Listen to music Escuchar música</td><td> Send messages Enviar mensajes</td><td> Make a call Hacer una llamada</td></tr><tr><td> Take photos Tomar fotos</td><td> Search on the internet Buscar en internet</td><td> Type on the keyboard Escribir en el teclado</td></tr><tr><td> Charge the phone Cargar el celular</td><td> Record a video Grabar un video</td><td></td></tr></table></div>	 Turn on the computer Encender la computadora	 Play video games Jugar videojuegos	 Watch TV Ver televisión	 Listen to music Escuchar música	 Send messages Enviar mensajes	 Make a call Hacer una llamada	 Take photos Tomar fotos	 Search on the internet Buscar en internet	 Type on the keyboard Escribir en el teclado	 Charge the phone Cargar el celular	 Record a video Grabar un video		School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.
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		<p>as well as a “Class Survey” which the teacher models: <i>I watch TV every day.</i> <i>I plan my class on my computer.</i></p> <p>Then he asks questions to the students to elicit responses, following the example above.</p> <ul style="list-style-type: none">• Do you play video games? → “Yes, I do / No, I don’t.”• Do you listen to music? → “Yes, I do / No, I don’t.” <p>The lesson keeps going with a support video for the lesson, which integrates vocabulary and related examples. Learn Technology Words for Kids Fun Tech Vocabulary in English!</p> <p>After that, the students write some technology-related activities that they do. They also draw themselves doing one of the activities.</p> <p>In addition, a practice speaking activity, “Technology Role Play,” is conducted where students present short dialogues to the class in pairs, considering the example below:</p> <p>A: What do you do with your phone? <i>B: I send messages.</i></p> <p>A: What do you do with your computer? <i>B: I play games.</i></p> <p>To conclude the lesson, the class as a whole does a reflection and shares responses answering questions like: <i>What technology activity do you like the most?”</i> <i>What activity do you do every day?”</i></p>		
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3°A: 3°B:	<p>NEGATIVE HUMAN ACTIONS. HAVE TO. IMPERATIVES.</p> <p>Identifica vocabulario sencillo en inglés referente a elementos del medio ambiente en su contexto.</p> <p>Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.</p> <p>Comprende los términos y expresiones en inglés que se emplean para dar órdenes, hacer recomendaciones o hacer peticiones.</p>	<p>C. Finally, they dive into a fun game, “True or False Tech”. The teacher says sentences, and they say whether it is true or false to reinforce comprehension, correct mistakes in a fun way, and consolidate the lesson.</p> <p>“I take photos with the TV.” (✗ False) – students correct: “With the phone!”)</p> <p>“I play video games with a console.” (✓ True)</p> <p>I. The class commences with a warm greeting and welcome. Then, students recite a motivational phrase that embodies the fourth school term as part of their routine.</p> <p>“Dream big, work hard, and finish strong! The last term is here, let’s end this year with joy and success!”</p> <p>D. The teacher proceeds with some questions that involve the main topics to check prior knowledge of the students.</p> <p>-What do you consider a negative human action? -What is an obligation or order? The teacher also provides students with examples. Students take notes on what Negative Human Actions, Have to, and Imperatives</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.
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express. Also, the key vocabulary with examples for each.

NEGATIVE HUMAN ACTIONS
ON THE ENVIRONMENT

Litter

Cut down trees

Waste water

Waste electricity

Leave lights on

Use too much plastic

Pollute rivers

Pollute the air

Hunt animals

Burn trash

Break plants

Make noise

Leave the tap open

Throw chemicals

Waste paper

Destroy animal habitats

Mining

Throw garbage

Water pollution

Water pollution

Human actions support video:

- https://www.youtube.com/watch?v=X2YgM1Zw4_E&ab_channel=SmileandLearn-English



IMPERATIVES IN ENGLISH

Giving Orders

- Come here now!
- Sit down!
- Line up immediately!
- Be quiet!
- Listen to me!

Giving Instructions

- Take a rest twice a day.
- Open your book on page 10.
- Read the passage carefully.

Giving Warnings

- Do not stand under the tree. There is lightning.
- Do not smoke. It is bad for your health.
- Do not drive too fast. The road is icy.

Giving Advice

- Study hard and you will pass the exam.
- Eat vegetables as part of a healthy diet.
- Exercise at least three times a week.

Signs

- Give way
- Stop
- Don't litter
- Drive slowly
- Don't walk on the grass
- No speeding

WWW.ESLKIDSWORLD.COM

Imperatives support video:
<https://www.youtube.com/watch?v=LyDI1qNmNQM>

After that, the teacher conducts an activity, “Listening & Speaking: Classroom Rules Role Play.” He models:

-We have to keep the classroom clean.

-Don't shout!

And students repeat with gestures.


Therefore, in pairs, students invent 2 rules for the classroom (one with have to and one with an imperative) by following the teacher's sample.

Once they are done with the previous assessment, they continue with an activity, “My Rule Poster.”



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	<p>Students choose one negative action and write a rule to stop it.</p> <p>Example:</p> <p>Picture of someone littering:</p>  <p>Sentence:</p> <p>Don't throw trash. We have to recycle.</p> <p>They draw and decorate a small poster with their rules.</p> <p>Besides that, the whole class gets into another captivating and funny game activity, “Act it Out!”</p> <p>The teacher or a student mimes an action, for example: (shouting, or littering, etc). The class responds with a rule: “Don't shout!” or “You have to be quiet.”</p> <p>The teacher guides a reflection time:</p> <ul style="list-style-type: none">-What bad actions should we stop?-What rules help us live together? <p>Students share one sentence with <i>have to</i> or an imperative.</p>		
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		<p>C. Eventually, the teacher gives commands and the students answer, "Yes, Teacher!"</p> <p>"Don't run!" - students stop.</p> <p>"Pick up your pencil!" - students do it.</p>		
3°A: 3°B:	<p>DUTIES AND RESPONSIBILITIES</p> <p>Identifica palabras y expresiones sencillas en inglés relacionadas con sus deberes en la casa, la escuela y la comunidad.</p>	<p>I. The class begins with a warm greeting and welcome. Then, students say some motivational phrases that represent each school term, such as in the case of the fourth school term, which is the current one.</p> <p><i>"Dream big, work hard, and finish strong! The last term is here, let's end this year with joy and success!"</i></p> <p>D. Later, they are provided with the class objectives based on the topic (<i>Duties and responsibilities</i>), which they are expected to achieve at the end of the lesson.</p> <p>On top of that, the teacher shares a meaningful and suitable definition of Duties and responsibilities focused on different contexts: at the school, home, and community. They also have examples for each, including the key vocabulary.</p>	<p>School supplies Laptop PowerPoint presentation.</p>	<p>Participación Concentración y atención en clase.</p>



Therefore, the class continues with a warm-up that focuses on the question *What do you have to do?* and students are encouraged to give answers.

Besides that, the teacher shows through a PowerPoint presentation some duties and responsibilities, like the examples above:



Brush my teeth.



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Tidy up my bedroom.
Clean my room.

Once the presentation is finished, the teacher proceeds to watch a video that reinforces the lesson and also relates real life examples.

[✦ Be respectful & listen | Kids story to learn respect parents and peers | not being rude & manners - YouTube](#)

Subsequently, students do a speaking practice guided by the teacher, where students use the verb **Have to**, to express duties and responsibilities in different contexts (*School and Home*).

Example:

At home, I have to clean my room.







At school, we have to listen to the teacher.



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		<p>Eventually, we continue with a Responsibility Circle activity. Students stand in a circle. Each says one responsibility they have.</p> <p><i>Example:</i> I have to brush my teeth → next student: I have to do my homework... until all participate.</p> <p>C. Lesson wraps up with the following question: Why are duties and responsibilities important?</p> <p>Expected answers: <i>Because they help us live better, keep things clean, and respect others.</i></p> <p><i>Assessment:</i> Draw a picture of one duty at home, one at school, and one in the community. Write a sentence for each: <i>I have to...</i></p> <p>Games: https://wordwall.net/es/resource/31587923/duties-and-responsabilities</p>		
3°A: 3°B:	<p>COMMON DISEASES AND SYMPTOMS.</p> <p>Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.</p>	<p>I. The class begins with a warm greeting and welcome. Then, students say some motivational phrases that represent each school term, such as in the case of the fourth school term, which is the current one ongoing.</p>	School supplies Laptop PowerPoint	Participación Concentración y atención en clase.

		<p><i>"Dream big, work hard, and finish strong!"</i> <i>The last term is here, let's end this year with joy and success!"</i></p> <p>D. Subsequently, the class continues with an introductory activity as it's a warm-up that introduces the main topic.</p> <p>The teacher asks students, "How do you feel"? meanwhile, he acts out a symptom (coughing, sneezing, headache). Students guess what he is trying to mean through the mimic, and they might say, "You have a cold!"</p> <p>In that way, the teacher introduces the topic by saying <i>"Today we will learn about diseases and symptoms."</i></p> <p>Students are given a suitable definition of what common diseases and symptoms are, including a key vocabulary list.</p> <div>     </div> <div>     </div> <div> <p>Loss of appetite</p> <p>Sneezing and coughing</p> <p>Sore throat</p> <p>Headache</p> <p>Mild fever</p> <p>Nasal congestion</p> <p>Vomiting</p> </div>	presentation.	
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English	Español
sneeze	estornudar
cough	toser
runny nose	nariz que gotea
sore throat	garganta irritada
stomach pain	dolor de estómago
feel dizzy	sentirse mareado
have a fever	tener fiebre
feel tired	sentirse cansado
have chills	tener escalofríos
can't breathe well	no poder respirar bien
have red spots	tener manchas rojas
feel weak	sentirse débil
have a headache	tener dolor de cabeza



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	<p>Diseases:</p> <table><tr><th>English</th><th>Español</th></tr><tr><td>cold</td><td>resfriado</td></tr><tr><td>flu</td><td>gripe</td></tr><tr><td>cough</td><td>tos</td></tr><tr><td>fever</td><td>fiebre</td></tr><tr><td>sore throat</td><td>dolor de garganta</td></tr><tr><td>headache</td><td>dolor de cabeza</td></tr><tr><td>stomachache</td><td>dolor de estómago</td></tr><tr><td>toothache</td><td>dolor de muela</td></tr><tr><td>earache</td><td>dolor de oído</td></tr><tr><td>chickenpox</td><td>varicela</td></tr><tr><td>measles</td><td>sarampión</td></tr><tr><td>allergy</td><td>alergia</td></tr><tr><td>infection</td><td>infección</td></tr><tr><td>asthma</td><td>asma</td></tr><tr><td>diarrhea</td><td>diarrea</td></tr></table> <p>Then, the teacher makes some examples of how to express any illness, and they take notes.</p> <p><i>I have a headache</i> <i>I have chickenpox</i> <i>She has a fever.</i> <i>After that, students express theirs.</i></p> <p><i>Besides that, they watch a video that supports the lesson.</i> https://youtu.be/2muqPd3RfoE</p>	English	Español	cold	resfriado	flu	gripe	cough	tos	fever	fiebre	sore throat	dolor de garganta	headache	dolor de cabeza	stomachache	dolor de estómago	toothache	dolor de muela	earache	dolor de oído	chickenpox	varicela	measles	sarampión	allergy	alergia	infection	infección	asthma	asma	diarrhea	diarrea		
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3°A: 3°B:	<p>POSSESSIVE ADJECTIVES</p> <p>Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.</p>	<p>Once the video is finished, the teacher asks some questions to review the vocabulary from the video. Then, they draw and write about themselves or someone sick in their family, or their favorite cartoon.</p> <p>Example: "Mickey has a toothache."</p> <p>C. Eventually, the lesson ends with questions like:</p> <p>What diseases do you know? What should we do when we are sick?</p> <p>Expected answers: Go to the doctor, stay at home, rest, drink water.</p> <p>I. The class begins with a warm greeting and welcome. Then, students say some motivational phrases that represent each school term, such as in the case of the fourth school term, which is the current one ongoing.</p> <p>"Dream big, work hard, and finish strong!" The last term is here, let's end this year with joy and success!"</p> <p>D. The teacher introduces the lesson with some meaningful videos that focuses on "Possessive adjectives" and asks questions at the end.</p> <p>https://www.youtube.com/watch?v=2LncOlZ3Op8 https://www.youtube.com/watch?v=QVn0qsvUFm8</p> <p>After that, students are provided with a suitable definition of "Possessive adjectives" along with vocabulary and practical examples.</p>		
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ENGLISH GRAMMAR

Possessive Adjectives

Woodward ENGLISH

SUBJECT PRONOUN		POSSESSIVE ADJECTIVE	
I	I have a shirt.	MY	My shirt is green.
YOU	You have a book.	YOUR	Your book is new.
HE	He has a pillow.	HIS	His pillow is soft.
SHE	She has a dog.	HER	Her dog is small.
IT	It has a bone.	ITS	Its bone is old.
WE	We have a bird.	OUR	Our bird is noisy.
YOU	You have a house.	YOUR	Your house is big.
THEY	They have a car.	THEIR	Their car is slow.

YOUR = Possessive Adjective
- You need to bring **your** dictionary.

YOU'RE = You are (contraction)
- **You're** an excellent student.

ITS = Possessive Adjective
- The dog played with **its** ball.

IT'S = It is (contraction)
- **It's** very hot right now.

www.grammar.cl www.woodwardenglish.com www.vocabulary.cl

Examples:

- **My** cat is white.
- **Your** backpack is blue.
- **His** name is Tom.
- **Her** dress is pink.
- The dog moves **its** tail.

Later, the teacher tests students' understanding of the lesson by having them fill in some gaps with the correct possessive adjective.



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		<div>1. () name is Carla. (She)</div> <div>2. This is () pencil. (I)</div> <div>3. They love () school.</div> <div>4. He plays with () robot.</div> <div>Right after the students present the activity, the teacher checks it out and provides feedback if necessary.</div> <div>C. To continue reinforcing the lesson, students also practice online activities that test their knowledge in the links listed above:</div> <div>https://wordwall.net/es/resource/5479218/possessive-adjectives</div> <div>https://wordwall.net/es/resource/6006825/possessive-adjectives</div> <div>https://wordwall.net/es/resource/24753040/possessive-adjectives</div>		
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