



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

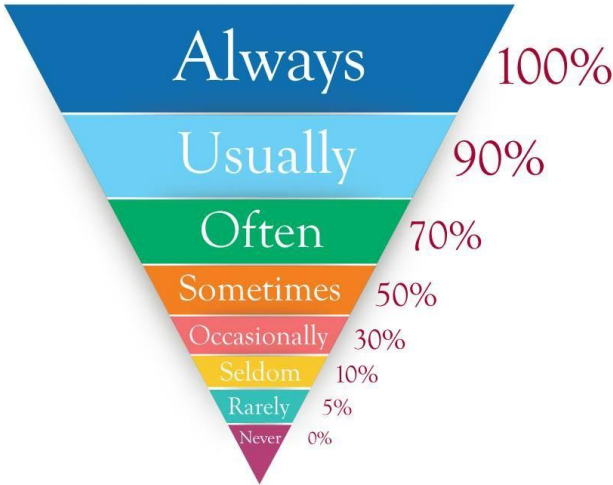


ASIGNATURA: INGLES	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 3°
PERIODO: III	FECHA: SEMANA DEL 07 DE JULIO AL 22 DE JULIO	NÚMERO DE HORAS:

CLASE 40'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
2 horas  3°A: 07-07-2025 3°B: 08-07-2025	<b>TECHNOLOGICAL DEVICES. FREQUENCY ADVERBS.</b>  Describe, de manera oral y escrita, objetos, lugares, personas y comunidades, usando oraciones simples.  Conoce el uso de los adverbios de frecuencia en textos elementales.	<p>I. This class starts by greeting the students warmly and welcoming them to the third term of the academic school year, also providing them with a motivational quote that they will shout out every class.</p> <p><b><i>"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."</i></b></p> <p>D. Right after that, the teacher shows some common technological devices. And asks the students: What is this? → <b>It's a computer!</b> Do you use it? → <b>Yes! / No!</b></p> <p>Then he introduces frequency adverbs vocabulary that will help students tell how often they use technological devices. Example: I always use my computer to do homework.</p> <p>Additionally, they will have a vocabulary list related to the lesson.</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.



### Adverbs of Frequency



As a practical activity, students write 3 sentences using technological devices and frequency adverbs. Then complete sentences on a worksheet and later draw their favorite device.



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		<p>Besides that, a Role Play <b>"Tech Talk Pairs"</b> is conducted, in pairs, students ask each other questions:</p> <p>A: Do you use a tablet? B: Yes, I sometimes use a tablet.</p> <p><b>C.</b> To wrap up the lesson, a group reflection time takes place to discuss the following questions: What device do you use the most? Which one do you never use?</p> <p>They finally take a test.</p> <p>Links to strengthen the lesson vocabulary. <a href="https://wordwall.net/es/resource/16967039/go-getter-2-unit-3-technology">https://wordwall.net/es/resource/16967039/go-getter-2-unit-3-technology</a> <a href="https://wordwall.net/es/resource/7380146/devices">https://wordwall.net/es/resource/7380146/devices</a> <a href="https://wordwall.net/es/resource/28654486/devices-and-computer-parts-memory-game">https://wordwall.net/es/resource/28654486/devices-and-computer-parts-memory-game</a></p>		
3°A: 14-07-2025 3°B: 15-07-2025	<p><b>ENVIRONMENTAL ELEMENTS.</b> <b>POSITIVE HUMAN ACTIONS.</b></p> <p>Intercambia ideas y opiniones sencillas con compañeros y profesores, siguiendo modelos o a través de imágenes.</p>	<p><b>I.</b> Students are greeted warmly, and then they all shout a motivational phrase together to start the lesson. <b><i>"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."</i></b></p> <p><b>D.</b> A warm-up activity called "Guess the Nature Element" opens the main topic for this class. The teacher presents flashcards or images (e.g., sun, trees, air, water,</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.

Identifica vocabulario sencillo en inglés referente a elementos del medio ambiente en su contexto.

animals, mountains) and asks the students the following questions:

- What do you see?
- Where can you find it?

As students guess, they receive a vocabulary list related to the lesson and practice pronunciation and meaning with gestures.



Also, watch a video:  
<https://youtu.be/belXC loW4o>

C. Once they finish reviewing pronunciation, the teacher involves students in a meaningful activity, "Group discussion and Sorting game," in which they are divided into small groups with a set of action cards:

Example:

"Throw trash on the ground," "turn off the lights," "water the plants," etc.



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		<p>Then, they must sort them into <b>Good Actions</b> and <b>Bad Actions</b>.</p> <p>Finally, they create a mini poster with a drawing and a positive action. They can use their notebooks.</p> <p>Examples: “I plant flowers.” “We recycle plastics.”</p> <p>Reflection time: -What is your favorite part of nature? -What can you do to protect it?</p> <p>Wrap up with an eco-song 🎵 “Pick up trash, pick it up! Plant a tree, don’t give up!” 🎵</p>		
3°A: 21-07-2025 3°B: 22-07-2025	<p><b>CAUSE – CONSEQUENCE EXPRESSIONS.</b></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. This class starts by greeting the students warmly, and subsequently, they shout a motivational quote that represents the third term.</p> <p><b><i>“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.”</i></b></p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.



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	<p><b>D.</b> The teacher presents a series of images that express different situations (a child in the rain without an umbrella, someone running and falling, a plant with no water) to activate students' prior knowledge.</p> <p>And asks questions like:</p> <p><i>Why is he wet?</i> <i>What happened to the plant?</i> <i>Why did she fall?</i></p> <p>Therefore, the teacher explains to the students the purpose of the previous examples and the objectives of Cause and Consequence Expressions, including some more visual examples.</p> <p>- <i>He didn't eat breakfast <b>so</b> he's hungry.</i> - <i>She studied a lot <b>because</b> she had a test.</i></p> <p>They will also have a list of these common expressions, as indicated below:</p>		
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### Clue Words for Cause

These expressions indicate **cause** -

- Because...
- Since...
- Cause..
- Reason..
- So that
- Unless..
- The main reason...

### 10. EXPRESSIONS OF CONSEQUENCE

As a result...,  
Therefore ...,  
For this reason ...,

Thus ..., Consequently ..., ... in order to ..., ... so that ..., The consequence of this is ..., On this basis ...,hence...

C. “Draw and Tell” activity: Students draw a cause and its consequence. Present it orally using a linking word.



Example: *The sun was strong, **so** we wore hats.*

Finally, the teacher moves on to a guided reflection activity:

*What words help us explain why something happens?  
Can you give me an example of a cause and consequence from your day?*





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