







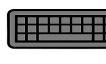






COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”
“De la mano de Dios marcamos la diferencia”
PLANEACIÓN DIDÁCTICA DE CLASES 2025



ASIGNATURA: INGLES	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 3°
PERIODO: IV	FECHA: SEMANA DEL 15 SEPTIEMBRE AL 20 DE SEPTIEMBRE	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>Consequently, the main topic for this session is presented through a brief and suitable definition along with a daily technology activities list.</p> <div><p>Daily Technology Activities Actividades diarias con tecnología</p><div><div> Turn on the computer Encender la computadora</div><div> Play video games Jugar videojuegos</div><div> Watch TV Ver televisión</div><div> Listen to music Escuchar música</div><div> Send messages Enviar mensajes</div><div> Make a call Hacer una llamada</div><div> Take photos Tomar fotos</div><div> Search on the internet Buscar en internet</div><div> Type on the keyboard Escribir en el teclado</div><div> Charge the phone Cargar el celular</div><div> Record a video Grabar un video</div></div></div>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.

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PowerPoint presentation.

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		<p>as well as a “Class Survey” which the teacher models: <i>I watch TV every day.</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>After that, 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: A: What do you do with your phone? <i>B: I send messages.</i> 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> <p>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. “I take photos with the TV.” (✗ False) – students correct: “With the phone!”)</p>		
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		“I play video games with a console.” (<input checked="" type="checkbox"/> True)		