












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: 4°
PERIODO: III	FECHA: SEMANA DEL 07 DE JULIO AL 13 DE SEPTIEMBRE	NÚMERO DE HORAS:

CLASE 40'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
1 hora 4°A: 07 – 07-2025 1 hora 4°B: 07 – 07-2025	ADJECTIVES FOR PERSONALITY, STATES OF MIND AND PREFERENCES Comprende los adjetivos que se emplean para describir la personalidad. Comprende el vocabulario con el que se designan los estados de ánimo y las preferencias.	I. This class starts by greeting the students warmly and welcoming them to the third term of the school year, also providing them with a motivational quote that they will shout out every class. <i>"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."</i> Then, the teacher shows some expressive faces or emojis through a Power Point presentation and asks the students “how do they feel today”. Students answer using states of mind. (happy, sad, tired...). D. The key vocabulary about Personality, Mood and Preferences is introduced with images and visual examples. <i>(“I am shy. She is friendly. He is tired. I like chocolate.”)</i> They also receive a list of them.	School supplies Laptop PowerPoint presentation	Participación Concentración y atención en clase



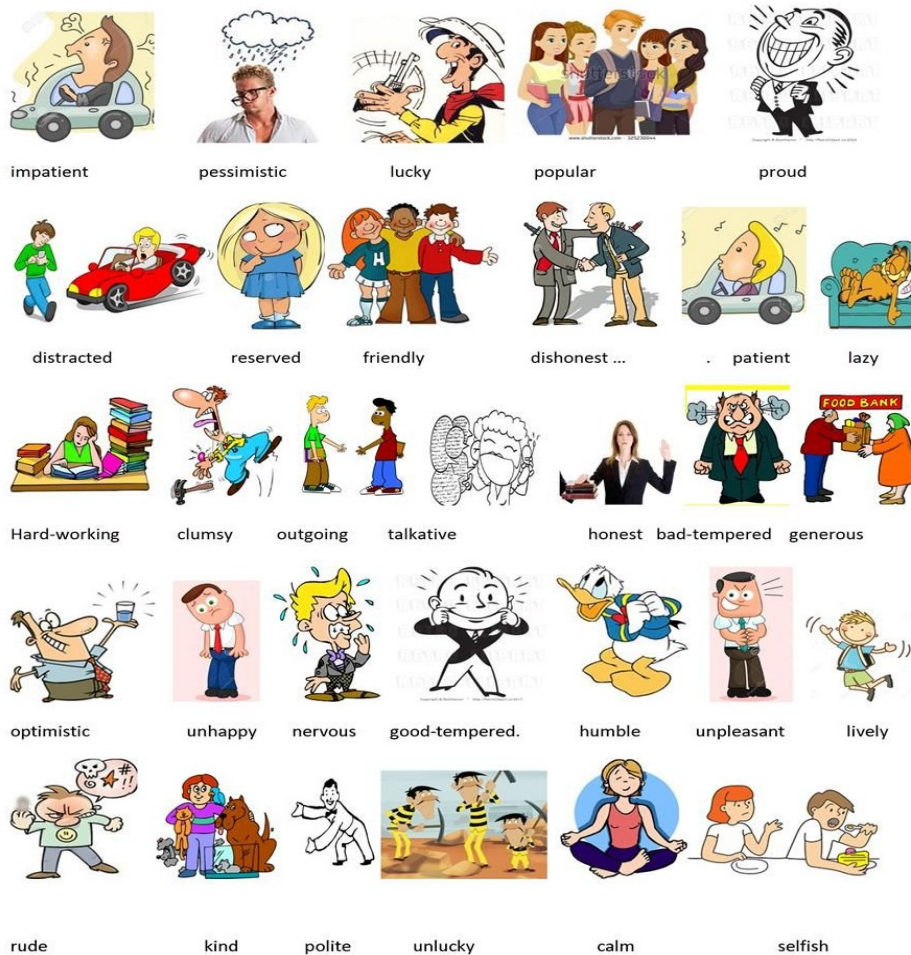
		<div><p>MOODS</p><div><div><p>HAPPY</p><p>Feliz</p></div><div><p>SAD</p><p>Triste</p></div><div><p>RELAXED</p><p>Calmado</p></div><div><p>ANGRY</p><p>Enfadado</p></div><div><p>BORED</p><p>Aburrido</p></div><div><p>IN LOVE</p><p>Enamorado</p></div><div><p>SCARED</p><p>Asustado</p></div><div><p>SLEEPY</p><p>Cansado</p></div><div><p>FURIOUS</p><p>Furioso</p></div></div></div>		
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Personality Adjectives : What are they like ?



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		<div>Expressing preferences</div> <div>I love... 😍</div> <div>I enjoy... 😄</div> <div>I like... 👍</div> <div>I don't like... 👎</div> <div>I can't stand... 😬</div> <div>I hate... 😡</div> <p>In addition, the teacher explains how to express preferences and reviews the verb "to be" to help students match it with the main vocabulary, enabling them to properly make meaningful descriptions about themselves or even someone else.</p> <p>Subsequently, each student receives a worksheet with phrases like:</p> <ul style="list-style-type: none">Find someone who is funny.Find someone who likes pizza.Find someone who feels happy today. <p>They walk around the classroom asking: "Are you funny?" "Do you like pizza?" and write down classmates' names.</p>			
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		<p>Afterwards, the class proceeds with an activity named “Draw & Describe Yourself.”</p> <p>Each student draws a self-portrait and writes 3 sentences using the vocabulary taught in class (Adjectives for personality, States of mind or mood, and Preferences)</p> <p>Example:</p> <ul style="list-style-type: none"> • I am smart and kind. • Today I feel excited. • I love playing soccer. <p>C. The teacher or students describe someone without saying the name:</p> <p><i>“This person is friendly. She feels happy. She likes dancing.”</i> The class guesses: “Is it Ana?”</p>		
<p>1 hora 4°A: 14 – 07-2025</p> <p>1 hora 4°B: 14 – 07-2025</p>	<p>IMPERATIVES</p> <p>Comprende diversas formas del imperativo.</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><i>“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle.”</i></p> <p>As an opening activity, the whole class dives into a game “Simon Says” using simple commands.</p> <p><i>“Simon says touch your nose / stand up / be quiet...”</i></p> <p>Then, the teacher highlights that all commands start with the verb and do not include a subject.</p>	<p>School supplies Laptop PowerPoint presentation</p>	<p>Participación Concentración y atención en clase</p>



D. The teacher gives a brief and quick explanation of imperatives usage. Also, he displays a list of some common ones and categories it may have with examples included.

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

Additionally, the teacher shows images with actions and instructions through a projector.

Examples:

Picture of hand washing → “Wash your hands.”



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Picture of a child running → "Don't run."

The whole class joins an activity. The students act as the teacher gives a command:

"Stand up", "Open your book", "Don't run."

C. "Command Relay" the teacher divides the class into two teams.

Each student gives one command to the next ("Jump", "Turn around").

The next student performs the action and says a new command.

The team with the most correct commands in 3 minutes wins.

Finally, students write **5 commands** used at home (2 negative and 3 positive).

Example:

"Make your bed." / "Don't shout." / "Help your brother."

Online games:




























<https://wordwall.net/es/resource/3892540/commands>

<https://wordwall.net/es/resource/29857092/english/classroom-commands>



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4A: 4B :	<p>THE WEATHER</p> <p>Comprende vocabulario relativo al clima y al estado del tiempo.</p>	<p>I. The class begins by greeting the students warmly and welcoming them, right after that, the whole class says a motivational phrase.</p> <p><i>"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."</i></p> <p>D. Then, students receive a vocabulary list based on the weather.</p> <div><p>WEATHER CHART</p><p>Explore the different types of weather conditions on the chart</p><table><tr><td> Sunny</td><td> Cloudy</td><td> Partly cloudy</td></tr><tr><td> Rainy</td><td> Thunder strom</td><td> Rainbow</td></tr><tr><td> Lightning</td><td> Hot</td><td> Snowy</td></tr></table></div>	 Sunny	 Cloudy	 Partly cloudy	 Rainy	 Thunder strom	 Rainbow	 Lightning	 Hot	 Snowy	School supplies Laptop PowerPoint presentation	Participación Concentración y atención en clase
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WEATHER PHRASES



COMMON OF WEATHER PHRASES

- What's the weather like today?
- What's the forecast for today?
- How's the weather looking?
- It's a beautiful day outside, isn't it?
- It's supposed to rain later.
- It's quite chilly today.
- I heard there was a storm coming.
- It's hot and humid today.
- It's cold and windy.
- The sun is shining brightly.
- It's a perfect day for a picnic.
- It's so foggy, I can hardly see.
- It's a bit too sunny for me.
- It's a sunny day today.
- It's going to rain later on.
- It's chilly outside.
- It's hot and muggy today.
- It's snowing heavily.

- It is hot (hace calor)
- it's a hot day

- It is cold (hace frío)
- It's a cold day

- It is sunny (soleado)
- It's a sunny day

- It is cloudy/ foggy (está nublado)
- It's a cloudy day

- It is raining (está lloviendo)
- It's a rainy day

- It is snowing (está nevando)
- It's a snowy day (hace nieve)

- It is drizzling (está lloviznando)
- It's a drizzly day

- It is windy (hace viento)
- It's a windy day (es un día ventoso)

- It is stormy (hay tormenta-tempestuoso)

- It's warm (es cálido)
- It's a warm day

Thus, the lesson continues with videos that reinforce the topic while promoting a fun way for students to understand and relate each weather condition to its representative images.

<https://www.youtube.com/watch?v=sn6GLgaTY0M>

<https://www.youtube.com/watch?v=QweyFFeqTgA>



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The teacher asks questions about the current weather to elicit responses from the students.

What's the weather like?

It is sunny!

It's hot today!

What's your favorite weather?






My favorite weather is a rainy day.

The teacher also introduces the students to some clothing vocabulary to wear in different weather conditions.










Later, the students discuss what the proper clothes are to wear during each type of weather.



	<p><i>Example:</i> <i>In hot days I put on a T-shirt, a cap, and shorts.</i></p> <p><i>Once they finish the previous activity, they receive a worksheet to complete some gaps in which they write the type of weather based on the image and finally color them.</i></p> <div><h3>How's the Weather?</h3><p>Complete the sentences with the type of weather on the picture.</p><div><div>It's a <input type="text"/> day.</div></div><div><div>It's a <input type="text"/> day.</div></div><div><div>It's a <input type="text"/> day.</div></div><div><div>It's a <input type="text"/> day.</div></div><div><div>It's a <input type="text"/> day.</div></div><p>WORKSHEETSGO</p></div>		
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Name _____			TeachersMag.com 
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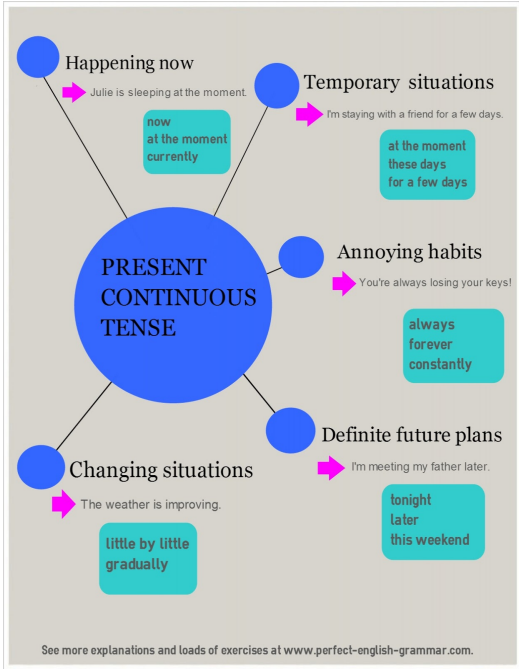
C. Finally, the teacher reviews the topic through some online games that reinforce the subject.

- [WEATHER - Cuestionario \(wordwall.net\)](https://wordwall.net/es/resource/54672628/ingl%c3%a9s/what-s-the-weather-like)
- [https://wordwall.net/es/resource/54672628/ingl%
c3%a9s/what-s-the-weather-like](https://wordwall.net/es/resource/54672628/ingl%c3%a9s/what-s-the-weather-like)
- [https://wordwall.net/es/resource/14840935/english/memotest-
weather](https://wordwall.net/es/resource/14840935/english/memotest-weather)



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4A: 4B :	<p>PRESENT PROGRESSIVE</p> <p>Aprende a emplear el presente progresivo en oraciones sencillas.</p>	<p>I. This lesson commences with a warm greeting and welcome to the students, then the whole class says a motivational phrase that embodies the 3rd term.</p> <p><i>"Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle."</i></p> <p>D. The teacher continues the class by performing an action and then asks the students, "What am I doing?" and they provide free answers.</p> <p>Subsequently, the teacher gives a brief and clear definition of what the present progressive is used for, also known as present continuous, emphasizing the verb to be as a supporting verb for this tense. The teacher also makes some examples to clarify the topic.</p>  <p>The diagram illustrates the uses of the Present Continuous Tense. At the center is a blue circle labeled 'PRESENT CONTINUOUS TENSE'. Five branches radiate from it to different categories, each with an example sentence and a list of time markers in a teal box:</p> <ul style="list-style-type: none">Happening now: 'Julie is sleeping at the moment.' (Markers: now, at the moment, currently)Temporary situations: 'I'm staying with a friend for a few days.' (Markers: at the moment, these days, for a few days)Annoying habits: 'You're always losing your keys!' (Markers: always, forever, constantly)Definite future plans: 'I'm meeting my father later.' (Markers: tonight, later, this weekend)Changing situations: 'The weather is improving.' (Markers: little by little, gradually) <p>See more explanations and loads of exercises at www.perfect-english-grammar.com.</p>	<p>School supplies Laptop PowerPoint presentation</p>	<p>Participación Concentración y atención en clase</p>
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		<p>Examples: <i>I am reading right now.</i> <i>She is traveling to Europe.</i> <i>They are tying their shoes.</i></p> <p>The whole class continues the lesson by watching some videos that promote a better understanding for the students.</p> <ul style="list-style-type: none">• https://youtu.be/bpQPQ2DurL4• https://youtu.be/uziG2bLDL88• https://youtu.be/bXJamxSzwXQ <p>Once they finish watching the videos, they receive the spelling rules for forming the present continuous and do an activity in which they put some common verbs into the present progressive following the instructions.</p>		
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		<div><p>PRESENT CONTINUOUS SPELLING RULES</p><p>General rule Most verbs just take -ing: watch - watching</p><div><p>#1 Verbs that end with -E</p><p>Remove -E, add +ing make - making write - writing</p></div><div><p>#2 Verbs that end with -y</p><p>No changes study - studying play - playing</p></div><div><p>#3 Verbs with short V + C</p><p>Double the consonant swim - swimming run - running</p></div><div><p>#4 Verbs that end with -ie</p><p>Remove -ie, add y+ing lie - lying tie - tying</p></div><div><p>#5 Verbs that end in -l</p><p>Double -l travel - travelling cancel - cancelling</p></div></div>		
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Besides that, the teacher proceeds and focuses on the basic structures:

Present Continuous Tense



Affirmative:
*I **am learning** English.*

Negative:
*I **am not learning** English.*

Interrogative:
***Am I learning** English?*

C. Finally, the students describe what some of their classmates are doing.



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