



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

educoop

ASIGNATURA: INGLES	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 4°
PERIODO: IV	FECHA: SEMANA DEL 15 SEPTIEMBRE AL 11 DE NOVIEMBRE	NÚMERO DE HORAS:

CLASE 40'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
4°A: 15-09-2025 4°B: 15-09-2025	FREQUENT ACTIONS AND QUESTIONS WITH WHO, WHEN, AND WHERE. Comprende el vocabulario que se emplea para describir acciones frecuentes. Pregunta y responde, de forma oral y escrita, interrogantes relacionados con quién, cuándo y dónde.	<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.</p> <p><i>Dream big, work hard, and finish strong!</i></p> <p><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 Warm up activity in which the teacher shows some images representing daily actions, like reading, eating, running, playing, and so on.</p> <p>Then, the students are asked: <i>What do you do every day?</i> And they must provide answers. Example: <i>-I go to school every day.</i> <i>-We go to a roller skating club after school.</i> <i>-I take a nap after classes.</i> <i>-I have lunch.</i></p> <p>The class continues with a brief and suitable definition of Frequent Actions and Questions with Who, Where, and When, along with a vocabulary list, also examples.</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.



WH- QUESTIONS

WHAT?

¿Qué? o ¿Cuál?

HOW?

¿Cómo?

WHERE?

¿Dónde?

WHO?

¿Quién?

WHEN?

¿Cuándo?

WHY?

¿Por qué?

WHICH?

¿Cuál?

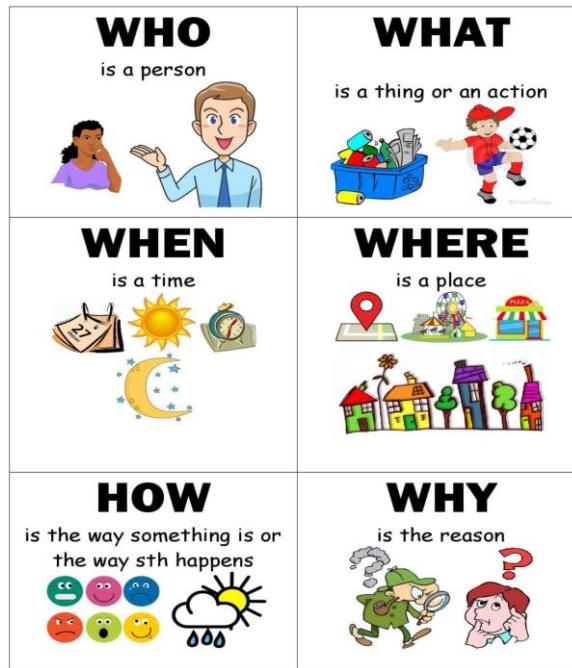


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Examples:

I jump with my rope in the backyard.

We swim in the swimming pool every day.

I drink water every morning.

After that, the teacher presents daily actions with visual aids. Then, some common actions are mentioned, and the students act out.

(Support video: <https://www.youtube.com/watch?v=JwGnClzLOpU>) –
Frequent or daily activities.

A guided practice, “Daily Routines Chain,” takes place to practice the lesson:

One student says, “I wake up at 7”.

The next adds: “I wake up at 7 and I brush my teeth.”

The chain continues until everyone participates by saying a daily action.



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	<p>Once the whole class participates, the class dives into a “Questions and Answers with Who, When, Where”</p> <p>Teacher models:</p> <p>Who do you play with? – <i>I play with my brother.</i></p> <p>When do you do homework? – <i>I do homework in the afternoon.</i></p> <p>Where do you go on Sunday? – <i>I go to the park.</i></p> <p>Therefore, students embark on a speaking Pair Activity where they must put into practice the vocabulary previously explained.</p> <p>Student A asks a question with (Who, When, Where) to spark a conversation and elicit responses.</p> <p>Student B answers with their routine.</p> <p>Example:</p> <p>A: <i>When do you brush your teeth?</i></p> <p>B: <i>I brush my teeth in the morning.</i></p> <p>Eventually, the teacher writes three questions on the board. Students answer orally or in writing.</p> <p><i>Who do you eat lunch with?</i></p> <p><i>When do you play soccer?</i></p> <p><i>Where do you do homework?</i></p>	
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		<p>The whole class does a Group Reflection: “<i>Why do we use Frequent Actions?</i>” → <i>To talk about what we usually do.</i></p> <p>“<i>Why do we use Who, When, Where?</i>” → <i>To ask about people, time, and places.</i></p> <p>Resources related to the lesson to practice: Who, Where, What Free Interactive Worksheets 1198285</p> <p>What-Where-When-Who - Quiz</p> <p>Who / What / When / Where - Quiz</p>		
4A: 4B:	<p>PLACES</p> <p>Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de interés.</p> <p>Compara características básicas de personas, objetos y lugares de su escuela y comunidad, a través de oraciones simples.</p>	<p>I. The class commences with a warm greeting and welcome. Then, students recite some motivational phrases that represent each school term, ending with the current one, 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>The class initiates with a guessing and interactive warm-up activity to check prior knowledge. Thus, the teacher shows flashcards/pictures of places and students shout the name: “<i>Park!</i>” - “<i>Library!</i>”, e.t.c.</p> <p>Then, he pops up some questions: <i>Do you like the park?</i> <i>Is your house near or far from school?</i></p>	<p>School supplies Laptop PowerPoint presentation.</p>	<p>Participación Concentración y atención en clase.</p>



D. The lesson continues by defining what a place is, providing examples of places, and including a list of adjectives to describe them.

Places in the City





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Places in the City



Support videos:

<https://www.youtube.com/watch?v=QjE0mE8-HxI>

<https://www.youtube.com/watch?v=30UFgJnuQpY>



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Adjectives to describe a country, a city, or a place

Ancient	Antiquo	Fabulous	Fabuloso	Tropical	Tropical	Harmonious	Armonioso
Historic	Histórico	Great	Grandioso	Amazing	Asombroso	Sunny	Soleado
Beautiful	Hermoso	Marvellous	Magnífico	Awesome	Impresionante	Windy	Ventoso
Attractive	Atractivo	Fascinating	Fascinante	Incredible	Increíble	Rainy	Lluvioso
Lovely	Precioso	Captivating	Cautivador	Mysterious	Misterioso	Noisy	Ruidoso
Boring	Aburrido	Interesting	Interesante	Perfect	Perfecto	Silent	Silencioso
Uninteresting	Poco interesante	Intriguing	Intrigante	Stormy	Tempestuoso	Quiet	Tranquilo
Bustling	Bullicioso	Huge	Enorme	Strange	Extraño	Terrific	Estupendo
Crowded	Lleno de gente	Big	Grande	Ugly	Feo	Unique	Único
Lively	Lleno de vida	Giant	Gigantesco	Unusual	Inusual	Wild	Salvaje
Hectic	Frenético	Large	Grande	Peaceful	Pacífico	Traditional	Tradicional
Charming	Encantador	Vast	Extenso	Tropical	Tropical	Harmonious	Armonioso
Nice	Agradable	Vibrant	Vibrante	Sensational	Sensacional	Romantic	Romántico
Pleasant	Placentero	Popular	Popular	Magical	Mágico	Mystical	Místico
Delightful	Atractivo	Picturesque	Pintoresco	Barren	Estéril	Sun drenched	Bañado por el sol



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Quaint	Pintoresco	Polluted	Contaminado	Meandering	Serpenteante	Breathtaking	Asombroso
Contemporary	Contemporáneo	Dirty	Sucio	Dusky	Oscuro	Lush	Exuberante
Modern	Moderno	Touristy	Turístico	Dead	Muerto	Alive	Vivo
Compact	Compacto	Calm	Calmado	Snowy	Nevado	Snow capped	Coronado de nieve
Small	Chico	Colorful	Colorido	Plunging	Muy bajo	Far	Lejos
Cosmopolitan	Cosmopolita	Creepy	Horripilante	Far flung	Lejano	Dense	Denso
Busy	Concurrido	Deserted	Abandonado	Abundant	Abundante	Cobbled	Adoquinado
Exciting	Emocionante	Different	Diferente	Undulating	Ondulado	Towering	ImpONENTE
Funny	Gracioso	Dry	Seco	Derelict	Abandonado	Wooded	Enselvado
Amused	Divertido	Enchanted	Encantado	Dready	Triste	Desolate	Desolado
Thrilling	Sensacional	Haunted	Embrujado	Blazing	Flamante	Demolished	Derruido
Expensive	Caro	Fresh	Fresco	Burned	Quemado	Hot	Caliente
Costly	Costoso	Cool	Fresco	Wonderful	Maravilloso	Sunny	Soleado
Cheap	Barato	Cold	Frio	Amazing	Asombroso	Windy	Ventoso
Famous	Famoso	Warm	Templado	Awesome	Impresionante	Terrific	Estupendo
Incredible	Increíble	Rainy	Lluvioso	Strange	Extraño	Unique	Único
Mysterious	Misterioso	Noisy	Ruidoso	Ugly	Feo	Wild	Salvaje
Perfect	Perfecto	Silent	Silencioso	Meandering	Serpenteante	Traditional	Tradicional
Stormy	Tempestuoso	Quiet	Tranquilo	Sensational	Sensacional	Mystical	Místico





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	<p>Examples: <i>The building is tall.</i> <i>The street is wide.</i> <i>The park is crowded.</i></p> <p>Once students note things in their notebooks, the lesson continues with a “Guess the Place” activity. The teacher describes places, and students try to guess which place it is.</p> <p>Examples: <i>This place has many books. It is sometimes quiet. → (Library)</i> <i>This place is crowded. Children play here. → (Amusement park)</i> <i>This place is near the school. Police work here. → (Police station)</i></p> <p>Students answer: <i>It's the library!</i></p> <p>Subsequently, students work in pairs to draw and describe their favorite place.</p> <ol style="list-style-type: none">1. Choose one place (park, road, building).2. Draw it quickly.3. Use at least two adjectives to describe it. <p>Example:</p>  <p><i>This is a park. It is big and crowded.</i></p>	
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4A: 4B:	<p>GLOBAL VILLAGE</p> <p>Comprende términos que se emplean para referirse al fenómeno de la aldea global.</p> <p>Eventually, the teacher goes over the lesson by asking questions such as: <i>Is the street tall or wide?</i> <i>Is the library empty or crowded?</i> <i>Is the police station near or far from your house?</i></p> <p>And finish with a reflection time: <i>Why are places important?</i> <i>-Because each place has a purpose: to play, to learn, to help, to live.</i></p> <p>Online games:</p> <p>https://wordwall.net/es/resource/18757271/adjectives-to-describe-places</p> <p>https://wordwall.net/es/resource/4931820/adjectives-to-describe-places</p> <p>https://wordwall.net/es/resource/28235740/ingl%C3%A9s/places-in-town</p> <p>https://wordwall.net/es/resource/60169028/places-in-a-city-descriptions</p> <p>https://wordwall.net/es/resource/7064854/places-in-the-city</p> <p>I. this class gets started with a warm greeting and welcome. After that, students recite motivational phrases that represent each school term, ending with the current one—the fourth school term—as</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.
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part of their routine.

***"Dream big, work hard, and finish strong!
The last term is here, let's end this year with joy and success!"***

D. To continue the class, the teacher proceeds with a warm up activity denominated "Where are we from"? therefore, he shows a big world map and asks: Where are we from? → "We are from Colombia!"

He also asks some more questions to elicit responses from students and point on the map.

Moreover, the teacher lets students know the objectives for the lesson, that's what they have to accomplish by the end.

Later, students take notes in their notebooks on what a Global Village is, as well as a key vocabulary list.





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	<p>Suitable video that fit the theme of Global Village: They help illustrate the idea of people from around the world being connected.</p> <p>Global Village: https://youtu.be/SykxSuR8Brl</p> <p>Cultures of the World A fun overview of the world cultures for kids. This video gives a fun overview of different cultures around the world for kids: https://youtu.be/RwSYrsjTiW4</p> <p>If the World Were a Village of 100 People: A Story About the World's People: https://www.youtube.com/watch?v=FtYjUv2x65g</p> <p>What is a Global Village: https://www.youtube.com/watch?v=XKdnTtCz97c</p> <p>Then, he shows an image of people from different countries connected by the internet and asks: Can we talk to people in other countries? Can we watch videos from other cultures?</p> <p>The teacher gives some examples that relate the subject: <i>We watch Korean videos.</i> <i>We eat Italian food.</i> <i>We play American games.</i></p> <p>A practice activity is conducted by the teacher in which students draw a simple chart with three columns, considering the following: Country – Food - Music</p>	
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	<p>Once they're done with the previous activity, in pairs or small groups, students act as people from different countries greeting each other (Global Village Role-play).</p> <p>Example:</p> <ul style="list-style-type: none">• A: <i>Hello! I'm from Brazil.</i>• B: <i>Hi! I'm from Japan.</i>• A: <i>I like your music!</i>• B: <i>Thank you! Let's be friends.</i> <p>C. Finally, the teacher, play or sing a simple global-themed song like “We Are the World” (Kids version) or “Hello to All the Children of the World.”</p> <p>Links of songs:</p> <p>We're the world: https://www.youtube.com/watch?v=21Da5YKZtOc&list=RD21Da5YKZtOc&start_radio=1</p> <p>Hello to all the children of the world: https://www.youtube.com/watch?v=Y2TYbYp0mwU&list=RDY2TYbYp0mwU&start_radio=1</p> <p>https://www.youtube.com/watch?v=UHjiQg4dmVo&list=RDY2TYbYp0mwU&index=2</p> <p>End the lesson by repeating: “We are different, but we live in one Global Village!”</p>	
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4A: 4B:	<p>QUANTITIES. CONNECTORS OF SEQUENCE AND ADDITION.</p> <p>Comprende los diferentes cuantificadores.</p> <p>Aprende el uso de los conectores de secuencia y adición.</p>	<p>I. The class begins with a warm greeting and welcome. Then, students recite motivational phrases that represent each school term, such as the current one, which is the fourth school term.</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. Then, the teacher shows a bag with some classroom objects (pens, apples, candies, erasers, etc.) and asks:</p> <p><i>Do I have many apples? Do I have some or any candies? How many pencils are there?</i></p> <p>Students answer guessing using quantifiers: <i>some, many, a few, a lot of...</i></p> <p><i>Example exchange:</i> <i>Do I have many apples? No, you have a few apples!</i></p> <p>This warm up helps activate vocabulary and contextualize the use of quantifiers.</p> <p>And then, they receive a suitable definition of Quantifiers, Connectors of Sequences, and Addition, to gain a clearer understanding of them along with a vocabulary list with examples.</p>	School supplies Laptop PowerPoint presentation.	Participación Concentración y atención en clase.
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		amigos.
much	mucho / mucha	She doesn't have much time. – Ella no tiene mucho tiempo.
some	algunos / algo de	There are some apples. – Hay algunas manzanas.
any	ningún / alguna / algo de	Do you have any milk? – ¿Tienes algo de leche?
no	ninguno / nada de	There is no water. – No hay nada de agua.
none	ninguno / ninguna	There are none left. – No queda ninguno .
a lot of	mucho / muchos	We have a lot of homework. – Tenemos muchos deberes.
lots of	mucho / muchos	There are lots of books. – Hay muchos libros.
little	poco / poca (para incontables)	There is little sugar. – Hay poca azúcar.
a little	un poco / una poca (incontables)	I have a little money. – Tengo un poco de dinero.
few	pocos / pocas (contables)	There are few students. – Hay pocos estudiantes.
a few	unos pocos / algunas	I have a few friends. – Tengo unos pocos amigos.

12 34 Connectors of Sequence (Conejadores de secuencia)

English	Spanish	Example
first	primero	First , I wake up. – Primero , me levanto.
next	después / luego	Next , I brush my teeth. – Luego , me cepillo los dientes.
then	luego / después	Then , I go to school. – Después , voy a la escuela.
after that	después de eso	After that , I eat breakfast. – Después de eso , desayuno.



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later	más tarde	Later, I do my homework. – Más tarde , hago mis deberes.
before	antes	Before dinner, I play. – Antes de cenar, juego.
finally	finalmente / por último	Finally , I go to bed. – Finalmente , me acuesto.

+ Connectors of Addition (Conectores de adición)

English	Spanish	Example
and	y	I like apples and bananas. – Me gustan las manzanas y los plátanos.
also	también	I play soccer. I also play tennis. – Juego fútbol. También juego tenis.
too	también	I like pizza, too . – A mí también me gusta la pizza.
besides	además	Besides , I study music. – Además , estudio música.
plus	más / además	I can sing plus dance. – Puedo cantar y además bailar.
in addition	además	In addition , we visited the zoo. – Además , visitamos el zoológico.
moreover	además / incluso	It's fun; moreover , it's easy. – Es divertido; además , es fácil.

Next, the teacher conducts a “Quantity Hunt” activity.
Students have to describe what they see around their classroom.

Examples:

There are many books.

There is a little water.

There are some apples.



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	<p>Later, the class moves forward to a “Sequence Race” in which students put in order a short paragraph provided by the teacher.</p> <p>Afterwards, the whole class dive into “Adding Ideas” activity, where some sentences are written on the board:</p> <p><i>I like pizza. I like pasta.</i></p> <p>The teacher asks the students to combine them like the examples below:</p> <p><i>I like pizza and pasta.</i> <i>I like pizza. I also like pasta.</i></p> <p>C. Lately, students write 4–6 short sentences using both quantifiers and connectors.</p> <p>Example: <i>First, I drink a little milk. Then, I eat some bread. I have many toys, and I play with my friends.</i></p> <p>🎨 Optional: Students illustrate their text with drawings.</p> <p>Extra Practice Idea: Students write short sentences mixing both topics:</p> <p><i>First, I eat breakfast.</i> <i>I have a few eggs and some milk.</i> <i>Then, I go to school with many friends.</i></p>	
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Links to practice:

<https://wordwall.net/es/resource/6440144/quantifiers-quiz>