



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"

"Cree en ti mismo, Dios está contigo"

PLANEACIÓN DIDÁCTICA DE CLASES 2026



4ASIGNATURA: INGLÉS	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 4°
PERIODO: I	FECHA: SEMANA DEL 19 DE ENERO AL 27 DE MARZO - 2026	NÚMERO DE HORAS: 24

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
<p>2 hora</p> <p>4°A: 19 - 01</p> <p>4°B: 19 - 01</p> <p>(1 hora)</p> <p>(Lunes 19,20-1,2 hora, dirección de grupo)</p> <p>1 hora</p> <p>4B: 20-01</p> <p>4A:22-01</p>		<p>I. The class will begin with a warm greeting to the students, followed by a prayer and subsequently welcoming everyone.</p>  <p>D. During this lesson, both the teacher and students establish classroom rules, the work methodology is explained, the conceptual references for the first term, and the learning objectives as well as, which students take notes. The teacher also tells students that they will recite some motivational quotes that will identify each school term, which they will be provided with.</p> <p>C. The class concludes by addressing each of the questions that arise.</p> <p>I. The class continues setting up rules and socializing the work methodologies of the subject, along with the components to be evaluated</p>	<p>School supplies</p> <p>Laptop</p> <p>PowerPoint presentation</p>	<p>Involvement</p> <p>Focus and attention in class</p> <p>Assignments</p>



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<p>2 hora 4°A: 4°B:</p>	<p>HEALTHY FOOD</p> <p>Comprende los vocablos que designan en inglés diferentes alimentos saludables.</p>	<p>every single class.</p> <p>Closing socialization of rules and components that will be part of every English class.</p> <p>I. The class begins with a greeting, prayer, and a motivational quote that they shout out every class: (I am smart, I am blessed, and I can do anything)</p> <p>Later, a warm-up activity is conducted by asking students what they had for breakfast or lunch recently and if it was healthy.</p> <p>D. The main topic and objective are provided along with a short and meaningful definition on the board. Then, a list of key vocabulary (e.g., fruits, vegetables, dairy, and meals) is presented with pronunciation and the students repeat it. Then, they take notes.</p>	<p>School supplies Power Point presentation Laptop Photocopies</p>	<p>Involvement Focus and attention in class Assignments</p>
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Additionally, a group activity is carried out with the students, using cards with images of different foods to classify them into two categories: healthy and unhealthy. Afterward, they share their answers and provide explanations for their choices.

Also, students create their own healthy plate (through a drawing) and explain to the class why it is healthy.

C. Students mention examples from each category (fruits, vegetables, etc.) to review the vocabulary learned.

Finally, we all reflect on the importance of eating healthily and how we can incorporate more healthy foods into our daily diet.

Link game to review. <https://wordwall.net/es/resource/22633607/match-with-the-correct-group>

2 hora 4°A: 4°B:	CLOTHINGS AND ACCESORIES Identifica y comprende palabras básicas y comunes relativas a	I. The class starts welcoming the students, then they recite a motivational phrase. (I am smart, I am blessed, and I can do anything) The class continues with a roll call, and a short discussion about clothing	School supplies Power Point presentation Laptop	Involvement Focus and attention in class Assignments
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<p>2 horas</p> <p>4°A:</p> <p>4°B:</p>	<p>las prendas de vestir y elementos asociados</p> <p>POSSESSIVE PRONOUNS</p> <p>Relaciona los pronombres posesivos con los pronombres personales.</p>	<p>through questions like <i>"What are you wearing? and How often do you wear it?"</i></p> <p>D. A list of key vocabulary is displayed pronouncing each word followed by the students, and they take notes.</p> <div data-bbox="1558 808 1884 1207" data-label="Image"> </div> <p>C. Students choose a couple to describe each other using the vocabulary previously learned. After all, thanks to the students for their participation and effort.</p> <p>I. This lesson commences warmly welcoming the students, subsequently, they say a motivational quote. (I am smart, I am blessed, and I can do anything)</p>	<p>School supplies Power Point presentation</p>	<p>Involvement Focus and attention in class Assignments</p>
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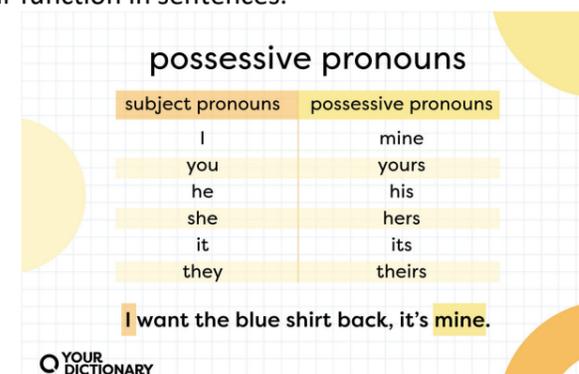


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And also review the previous lesson about clothing and accessories, asking the students to bring up some clothing items. Laptop

D. Briefly the students receive a definition of what possessive pronouns are and their function in sentences.



Afterward, they are provided with simple examples using clothing vocabulary. For example: "This hat is mine." / "That dress is hers."

C. Students are given a worksheet where they must complete sentences with the appropriate possessive pronoun.



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<p>2 horas</p> <p>4°A:</p> <p>4°B:</p>	<p>PRESENT SIMPLE</p> <p>Identifica las estructuras del presente simple.</p>	<p></p> <p>Link game to enhance the lesson. https://wordwall.net/es/resource/37028576/idioma-en-ingl%3a9s/possessive-pronouns</p> <p>I. This lesson kicks off greeting the whole class and taking attendance, the students also shout a motivational quote as a greed for each class: (I am smart, I am blessed, and I can do anything) The teacher proceeds to ask students about their daily activities. Example: "What do you do in the morning?" The responses are written on the board and the verbs they use are highlighted.</p> <p>D. A definition of the simple present is provided to the students, giving them a clear overview of the topic usage. The basic structure is presented, and the third person forms also.</p>	<p>School supplies Power Point presentation Laptop</p>	<p>Involvement Focus and attention in class Assignments</p>
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The basic structure: *subject + verb (in base form) + complement.*
Third-person forms (*he, she, it*) by adding "-s" or "-es" to the verb.

In the present simple third person singular (*he, she, it*) we add **s / es / ies** to the verb:

es	ies	s
We add es to verbs ending with ch, sh, ss, x, o	When the verb ends with consonant- y , we drop the y and add ies	We add s to all the other verbs
teach ⇒ teaches wash ⇒ washes kiss ⇒ kisses fix ⇒ fixes go ⇒ goes	fly ⇒ flies try ⇒ tries cry ⇒ cries study ⇒ studies carry ⇒ carries	walk ⇒ walks love ⇒ loves swim ⇒ swims play ⇒ plays sit ⇒ sits

Bearing in mind that there are other exceptions to share.

Therefore, some examples are made to obtain better students' understanding of the lesson, explaining when to use each form and highlighting the differences, so students take notes and practice pronunciation.

- I play soccer.
- She plays soccer.
- They watch TV.

An online activity is carried out to verify students' comprehension of the lesson.

<https://wordwall.net/es/resource/15049713/es/simple-present-wh-questions>

C. A worksheet with incomplete sentences is distributed where students must fill in the blanks with the correct form of the verb in simple present.

Example:

- He ____ (to eat) breakfast at 7 AM. (He eats breakfast at 7 AM.)



<p>1 4°A: 4°B:</p>	<p>HARMFUL FOODS Comprende la idea general y algunos detalles en un texto informativo corto y sencillo sobre temas conocidos y de</p>	<p></p> <p>The answers from the written exercise are reviewed as a group, clarifying any doubts about using the simple present.</p> <p>Link game to strengthen the topic. https://wordwall.net/es/resource/35947358/idioma-english/a9s/present-simple-1</p> <p>I. The class starts with a greeting, followed by a motivational quote. <i>(I am smart, I am blessed, and I can do anything)</i> Then, a brief conversation is sparked to activate students' prior knowledge about foods with questions such as</p>	<p>School supplies Power Point presentation</p>	<p>Involvement Focus and attention in class Assignments</p>
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2 horas	interés. CONNECTORS AND, BUT, BECAUSE. Comprende el significado de los conectores and, but, because.	<p><i>What are some foods that you think are healthy?</i> <i>And what are some foods that are not so good for your health?</i></p> <p>Afterwards, a set of images of food is displayed through a PowerPoint presentation to ask students to say whether they think they are healthy or unhealthy using common food items such as French fries, fruits, vegetables, sodas, etc.</p>  <p>D. The main topic is briefly explained through a definition of what harmful or unhealthy foods are and why it is important to avoid them in excess, and a list of vocabulary is presented. Also, connectors like <i>“and, but, because”</i> are provided along with their usage on how to use them to link ideas and sentences related to the topic.</p> <p>Examples: <i>French fries are not good for health because they have a lot of fat. They are delicious but not healthy.</i></p> <p>A checking knowledge activity is conducted where incomplete sentences are provided on the board, and students choose the correct connector to</p>	Laptop	
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		complete them. C. A short review is conducted on what was learned during the lesson through a reflection time, asking the question: What are three foods we should eat in moderation to stay healthy?		
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