

Lesson plan Learning experience

Topic: Smart Money
Choices: Analyzing
Needs vs. Wants and
Setting Saving Goals

Área	LENGUA EXTRANJERA	ESPECIALIDAD	IDIOMA INGLES
GRADE	THIRD GRADE	DIRECTORA	Mg Giovana Milagros Jiménez
LE	3 A,B,C,D,E,F,G,H	Date	June 15 to 19 /2026
UGEL	05 SJL	RED	07
HOOR	3	TEACHER	Yrene Cconojhuilca C

II.APRENDIZAJE ESPERADOS

Propósito del aprendizaje	. Today, students will read about EcoBanco, classify daily expenses into Needs and Wants, and express a personal saving goal in English to promote responsible spending and environmental care.		
Producto de la sesión	. Diálogo en parejas (Role-play) y tarjeta personal My EcoBanco Saving Goal Card.		
Situación significativa	En la Institución Educativa Antonia Moreno de Cáceres, se identifican diversas situaciones que afectan la construcción de la identidad institucional y el compromiso con el cuidado del entorno escolar. En ese sentido, se observa que, durante las formaciones, algunos estudiantes muestran desgano o poco interés al entonar el himno nacional y participar en actividades cívicas. Asimismo, en los recreos y al finalizar la jornada, es frecuente observar espacios con residuos, mobiliario deteriorado o áreas verdes descuidadas, lo que evidencia una limitada valoración del entorno escolar como un espacio común que merece valoración y cuidado. Frente a esta realidad, necesitamos abordar las siguientes interrogantes: ¿Cómo podemos construir nuestra identidad institucional? ¿De qué manera nuestras acciones cotidianas reflejan nuestro compromiso con la escuela? ¿Cómo influye el cuidado o descuido de los espacios escolares en la convivencia y el bienestar de todos? ¿Qué acciones responsables podemos proponer para fortalecer nuestra identidad institucional y mejorar el cuidado del entorno escolar? En tal sentido, se espera que en esta unidad logremos reconocer el valor de nuestra institución, asumir compromisos y participar en el cuidado del espacio escolar contribuyendo a construir un ambiente más limpio, ordenado, acogedor y que nos haga sentir orgullosos de pertenecer a él. Por tanto, desde el área de inglés, se desarrollará la elaboración y presentación de una entrevista sobre la importancia de la identidad institucional y el compromiso con el cuidado del entorno escolar, donde los estudiantes expresarán ideas, opiniones y propuestas utilizando recursos lingüísticos adecuados, a través del cual se evidenciarán los logros de aprendizaje vinculados al desarrollo de competencias del área.		
Competencia y capacidades	Desempeños precisados	Evidencia de aprendizaje	Instrumento de evaluación Criterio de evaluación
Se comunica oralmente en inglés como lengua extranjera Obtiene información de textos orales. Infiere e interpreta información. Adecúa, organiza y desarrolla las ideas de forma coherente y cohesionada. Interactúa estratégicamente con distintos interlocutores.	Intercambia información oral en inglés sobre necesidades (needs) y deseos (wants), justificando sus decisiones de consumo responsable y expresando metas de ahorro mediante frases sencillas.	Pair role-play about responsible spending and a completed My EcoBanco Saving Goal Card.	Check list Classifies needs and wants correctly. Uses financial vocabulary in English. Expresses and justifies a saving goal. Interacts with a partner using understandable English.
ENFOQUE TRANSVERSAL	VALORES:	ACTITUDES	SE DEMUESTRA CUANDO:

Environmental Approach - Excellence Approach:	Responsabilidad ambiental Superación personal	los estudiantes promueven el consumo responsable, reducen el uso de plásticos y proponen acciones para cuidar el ambiente. Los estudiantes establecen metas de ahorro y toman decisiones responsables para alcanzar sus objetivos.	los estudiantes reconocen la importancia de reducir los residuos plásticos y practican el consumo responsable. Los estudiantes establecen metas de ahorro, organizan sus gastos y buscan mejorar sus decisiones financieras.
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II SECUENCIA DIDÁCTICA

STEPS	DIDACTIC PORCESS	STRATEGY (Estrategia)	RESOURCES (recursos)	TIME
BEGINNING (inicio)	A.WARMING UP(animar) (Greetings ,motivation)	☐ Teacher greets to the students s “hi everyone dear ss ” ☐ T asks How do you feel today? Happy? Sad? Stressed? Bored? Angry? ☐ The teacher invites the students to stand in a comfortable place to realize brain gym in the classroom	blackboard Markers Radio	10
	Previous Knowledge (recojo de saberes previos)	☐ <u>Previous Knowledge</u> The teacher shows 2 pictures about topic   T asks questions what things do you see in these pictures? Ss write on the board according to the picture t asks question “If you have five soles, what do you need to buy for school? What do you want just for fun?” Ss try to answer the question orally Then ss classify the objects into two columns on the board NEEDS: Essential things. WANTS: Things we would like to have but do not necessarily need.		10
	-Cognitive conflict generation (Generacion de conflicto cognetivo) -Purpose (propósito) Organization	T Asks: “Can buying fewer snacks help us save money and reduce plastic waste?” Students share their opinions. Ss actively participate using brain storing (lluvia de ideas) T presents the lesson purpose and introduces EcoBanco. . Today, students will read about EcoBanco, classify daily expenses into Needs and Wants, and express a personal saving goal in English to promote responsible spending and environmental care. T explains about the criterial evaluation, competitions capability and performance(desempeño) T asks what classroom agreements do we need for today? Ss say some classroom agreements and teacher write on the board		10
DEVEL OPME	Learning building (Management and support of	PRE LISTENING B. Guided Reading and Vocabulary (Building Financial Literacy) T presents vocabulary English Spanish		35

skills development)
Construyendo aprendizajes (Gestión y apoyo al desarrollo de habilidades.)

Needs	Necesidades
Wants	Deseos
Savings	Ahorros
Budget	Presupuesto
Allowance	Dinero para gastos
Waste	Residuos / desperdicio
Impulsive spending	Gasto impulsivo

Activity

Markers

Saving goal Meta de ahorro
Ss practice the pronunciation
Students participate individually
DURING READING
T presents the title and asks what is ecoBanco
Ss give their opinions .
Ss read the following adapted text.
Classification and Calculation
Students classify school items as Needs or Wants and calculate EcoCredits. For example, 2 kg of recycled PET plastic earns 20 EC under the proposed classroom rule.

A. Classify the Items

Write **NEED** or **WANT** for each item.



1. A notebook

A notebook for school

☐ Need ☐ Want



2. Soda and chips

Extra snacks

☐ Need ☐ Want

B Calculate credit example

Recycled PET plastic	Calculation	Total
1 kg	1×10	10 EC
2 kg	2×10	20 EC

C. Solve the Problems

1. Maria recycles 2 kg of plastic. How many EC does she earn? 20

2. Pedro recycles 4 kg of plastic. How many EC does he earn? 40

3. Ana wants 30 EC to get school supplies. How many kilograms must she recycle? 3

D. Connect Needs, Wants and Saving

Complete the sentences in English:

1. My need is a _____.

2. My want is _____.

3. I can earn EcoCredits by _____.

4. I want to save _____ EC to buy _____.

Example:

My need is a notebook. My want is soda. I can earn EcoCredits by recycling plastic bottles. I want to save 20 EC to buy a notebook.

Output		Teacher's note: The EcoCredits are a proposed classroom exercise. The exchange rate is illustrative and does not represent an official school recycling program.		
	Application of learning	POST READING Activity 6: Writing My Saving Goal Card Each student completes a card using recycled paper.	notebook	10
	Evaluation	Pair Work – Role-play Students practise the dialogue in pairs.	Paper	10
	Metacognition	1. What did I learn today? I learned 2. What was easy or difficult for me? It was to classify and 3. How can I save money? I can spend 4. How can I help the environment? I can recycle 5. Why is EcoBanco important? EcoBanco helps us save..... and protect the environment. 6. What will I do differently from today? I will		5
	Closing and Reflection	Students answer orally: - What is the difference between a need and a want? - How can saving money help my family? - How can responsible consumption reduce plastic waste? - What saving habit will I practise this week?		

MATERIALES Y RECURSOS: ☐ Radio, audio, imágenes, fichas de aplicación, pizarra, plumones, papelógrafo, cuaderno, lapiceros, diccionario **ANEXOS:** Ficha de trabajo __ Instrumento de evaluación

A. Classify the Items

Write **NEED** or **WANT** for each item.



1. A notebook

A notebook for school

☐ Need ☐ Want



2. Soda and chips

Extra snacks

☐ Need ☐ Want



3. Water

Drinking water

☐ Need ☐ Want



4. A video game

Entertainment

☐ Need ☐ Want

B. Calculate the EcoCredits

Rule: 1 kg of recycled PET plastic = 10 EcoCredits (EC).

Recycled PET plastic	Calculation	Total
1 kg	1×10	10 EC
2 kg	2×10	20 EC
3 kg	3×10	30 EC
4 kg	4×10	40 EC
5 kg	5×10	50 EC

ECOBANCO: FROM WASTE TO FUTURE

Every day, students spend their allowance on snacks and soft drinks. This creates plastic waste and reduces their savings. EcoBanco encourages students to recycle and save. For every kilogram of PET plastic or organic waste collected, students earn 10 EcoCredits (EC). They can save their EcoCredits to support school needs. Don't waste your money on things you don't need. Save today for a better tomorrow!

Students complete a graphic organizer and answer comprehension questions:

1. What does EcoBanco encourage students to do?
2. How many EcoCredits can students earn for one kilogram of waste?
3. Is a notebook a need or a want?
4. How can saving money help students?

Student A: What is your main need for school?

Student B: My main need is an English dictionary.

Student A: What do you want to reduce?

Student B: I want to spend less money on soda.

Student A: How will you save money?

Student B: I will save five soles every week.

Student A: Great! Saving money is a smart choice!

Activity 6: Writing My Saving Goal Card (20 minutes)

Each student completes a card using recycled paper.

MY ECOBANCO SAVING GOAL CARD

Save money. Reduce waste. Protect our future!

Student Name: _____

Grade: _____

1. My want to reduce:

I will spend less money on _____.

2. My essential need:

I want to save money to buy _____.

3. My saving plan:

I will save _____ soles every week.

4. My environmental commitment:

I will recycle _____.

5. My slogan:

Small savings today, a better future tomorrow!

