

I. DATOS GENERALES

1.1. Institución educativa	: N° 1128 “San Luis”
1.2. Director	: Romel J. Ramírez Alán
1.3. Bimestre	: III Bimestre
1.4. Área	: Inglés
1.5. Año y sección	: 4°A-B-C-E
1.6. Docente	: Karen Rocío Castillo Prieto
1.7. Coordinador de Área	: Dante Chávez Gómez
1.8. Subdirector 1	: Sara Gómez Poma
1.9. Fecha:	

Grado y Sección	Fecha
4° A	Jueves 17 de setiembre del 2026
4° B	Viernes 18 de setiembre del 2026
4° C	Martes 22 de setiembre del 2026
4° E	Miércoles 16 de setiembre del 2026

II. PROPÓSITOS DE APRENDIZAJE

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COMPETENCIA	CAPACIDADES	CRITERIOS DE EVALUACIÓN Estándar/desempeño	EVIDENCIA	INSTRUMENTO DE EVALUACIÓN
Lee diversos tipos de textos escritos en inglés como lengua extranjera.	Obtiene información del texto escrito. Infiere e interpreta información del texto escrito. Reflexiona y evalúa la forma, el contenido y el contexto del texto escrito	Localiza datos explícitos sobre dinero, gastos y ahorro. Relaciona la información encontrada para distinguir needs y wants e interpretar cuáles son las prioridades del personaje. Analiza las decisiones financieras presentadas y relaciona la información con su propia realidad para establecer prioridades sencillas en su Financial Priorities Chart .	Lectura donde el estudiante encuentre información y organice prioridades financieras.	Lista de cotejo
ENFOQUE TRANSVERSAL		Enfoque de derechos. Enfoque de Igualdad de Género ***Enfoque de orientación al Bien Común		
VALORES	ACCIONES OBSERVABLES			
Respeto	✓ Cumple con las normas de convivencia de la IEE. ✓ Escucha las opiniones de sus compañeros de trabajo en equipo. ✓ Cuida el patrimonio Institucional. ✓ Es cortés en su trato.			
Responsabilidad	✓ Aplica normas de higiene en su presentación personal. ✓ Contribuye con la conservación de orden e higiene del aula. ✓ Llega a la hora indicada.			
Solidaridad	✓ Muestra disposición cooperativa y democrática.			

III. DESARROLLO/MOMENTOS/ SECUENCIA DIDÁCTICA

M	SECUENCIA DIDÁCTICA/PROCESOS PEDAGÓGICOS	RECURSOS	TIEMPO
INICIO	La docente ingresa al aula y saluda a los estudiantes diciendo Good morning/ Good afternoon según sea el caso. Se realiza 10' de actividad física. Retornando al aula de ser el caso, se entona la canción de saludo. La docente plantea una situación: Imagine that you receive S/. 100 for your personal expenses. You want to buy some things, eat snacks, pay for transportation and save money for something important. However, S/. 100 is not enough to buy everything you want. You need to decide: What is important? What can wait? How much money can you save? How can you organize your money? What are your financial priorities? Pregunta retadora: “How can we make smart financial choices in our daily lives?” docente recuerda: “No discriminamos por las posibilidades económicas.” Se realiza una breve reflexión oral. Why should we respect people even if they have less money to spend? Motivation: La docente proyecta o muestra una imagen de diferentes situaciones de compra propias de adolescentes: food, transportation, school supplies, snacks, video games, clothes y saving. Luego menciona: You have S/. 100. La docente pregunta: What do you buy?, Do you spend all your money?, Do you save money?, What is important for you? Los estudiantes responden de acuerdo a sus necesidades o gustos, la docente pregunta si son needs or wants. Activating prior knowledge: La docente presenta las palabras money-buy-spend-save-need-want-budget-income-expense y elicit: What words do you know? What is “money”?	Flashcards. Objetos reales. Juegos virtuales. Laptop Internet Limpiatipo Plumones. Lista de cotejo	20'

	What do you buy? What do you need? What do you want? Propósito To understand simple information from a text about planning money. We will identify needs, wants, expenses and saving to organize our financial priorities responsibly. Se comparte los criterios. Los estudiantes toman nota.		
DESARROLLO	Acompañamiento: La docente presenta el título: My Smart money plan acompañado de 3 palabras; food, game, save. Pregunta: What is the text about?, Does the person save money? Entrega la lectura; My Smart money plan y pregunta: Who is the character in the text?. La docente invita a leer el texto. Y a completar las ideas sobre needs, wants and saving. Solicita dibujar la meta de Alex. Posteriormente se solicita realizar Alex's budget considerando Category, amount, type, saving. Luego la docente solicita a los estudiantes a escribir y completar la información: Write the numbers: S/.100 → S/.40 → S/.20 → S/.10 → S/.30 → Find the information 1. Alex is ____ years old. 2. He gets S/. ____ every week. 3. He spends S/. ____ on food and transportation. 4. He spends S/. ____ on school supplies. 5. He spends S/. ____ on wants. 6. He saves S/. ____. 7. He needs to save for _____ to buy the _____ La docente solicita a los estudiantes a realizar su WEEKLY BUDGET siguiendo el modelo de la sesión anterior o la de Alex. Se invita a algunos estudiantes a exponerlo: I need, I want, I spend money on, I save S/. My priority is ____. Realizamos un challenge. ATENCIÓN A LA DIVERSIDAD (SAANEE) Se les apoya dando instrucciones cortas y visuales además de reforzar de manera positiva de manera inmediata, nos apoyamos con imágenes grandes y claras, además de apoyar de manera personalizada.		65'
CIERRE	Metacognición:*** La docente pregunta: Los estudiantes responden las siguientes preguntas: •What did we learn today? •How did you feel? •Is it useful for us? Why?	Pizarra Plumones Conversatorio	5'

IV. MATERIALES Y RECURSOS

PARA EL DOCENTE	PARA EL ESTUDIANTE
Ministerio de Educación (2016). <i>Currículo Nacional</i> . Lima: Recuperado de http://www.minedu.gob.pe/curriculo/pdf/curriculo-nacional-2016-2.pdf . https://www.youtube.com/watch?v=DPD_tBGs4i4&list=RDDPD_tBGs4i4&start_radio=1 Recursos digitales sugeridos	Realia Cuaderno Fotocopias

SARA GÓMEZ POMA
SUBDIRECTORA

DANTE CHÁVEZ GÓMEZ
COORDINADOR DE ÁREA

KAREN CASTILLO PRIETO
DOCENTE RESPONSABLE



@Alonso Ugaz Yabar



Imagen: Jaime Gutierrez



Imagine you have



- What do you **buy**?
- Do you **spend** all your money?
- Do you **save** money?
- What is important for you?



money-buy-

spend-save-need-

want-budget-

income-expenses

expensive - cheap

Date: Tuesday, September 22nd 2026

Let's plan our money!

(session number -> forty-nine - >49/U6-S1)

Competence:

- Read English text.

Expected learning:

To understand simple information from a text about planning money. We will identify needs, wants, expenses and saving to organize our financial priorities responsibly.

Evaluation criteria:

I can:	YES	ALMOST	NOT YET
identify information in a text			
differentiate needs and wants			
organize information			
set financial priorities in your own budget			

Full Name: _____

Date: _____



MY SMART MONEY PLAN

Plan today, reach tomorrow!



Hi! My name is Alex. I am 15 years old. Every week, I get S/. 100 from my family for my personal expenses. I make a simple budget.

First, I spend S/. 40 on food and transportation. These are my needs. I spend S/. 20 on school supplies because they are important for me.

I also like video games and snacks. I spend S/. 10 on these things. They are my wants.

I save S/. 30 every week. I want to save money for a new bicycle, it cost S/. 330.00. Saving is important for me.

My priorities are food, transportation, school supplies and saving for my bike. I enjoy my wants, but I don't spend too much money on them.

Complete the ideas:

are things I enjoy, but I don't need.

are necessary for daily life.

are important for my future.

helps me reach my goals.

Needs



Needs



Wants



Saving



MY WEEKLY BUDGET

Income: _____

E
x
p
e
n
s
e
s

Category	Amount (S/.)	Type
Total		

Savings: _____

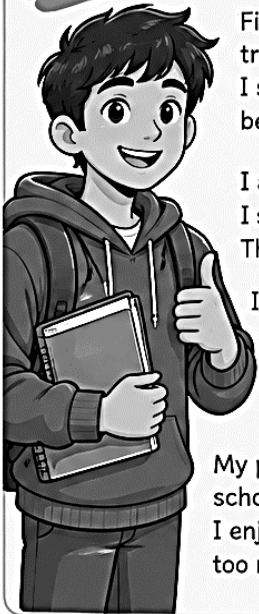
Full Name: _____

Date: _____



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Needs



Needs



Wants



Saving



Full Name: _____

Date: _____



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I save S/. 30 every week. I want to save money for a new bicycle, it cost S/. 330.00. Saving is important for me.

My priorities are food, transportation, school supplies and saving for my bike. I enjoy my wants, but I don't spend too much money on them.

Complete the ideas:

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are necessary for daily life.

are important for my future.

helps me reach my goals.

Needs



Needs



Wants



Saving



NUMBER CHALLENGE

Full name: _____

Date: _____



Write the prices in English, remember you have 7 minutes.

1. S/ 42.00 = _____

2. S/. 5.20 = _____

3. S/. 10.30 = _____

4. S/. 70.00 = _____

5. S/. 1.80 = _____

6. S/. 11.10 = _____

7. S/. 7. 60 = _____

8. S/. 40.00 = _____

9. S/. 5.10 = _____

10. S/. 2.90 = _____

NUMBER CHALLENGE

Full name: _____

Date: _____



Write the prices in English, remember you have 7 minutes.

1. S/ 42.00 = _____

2. S/. 5.20 = _____

3. S/. 10.30 = _____

4. S/. 70.00 = _____

5. S/. 1.80 = _____

6. S/. 11.10 = _____

7. S/. 7. 60 = _____

8. S/. 40.00 = _____

9. S/. 5.10 = _____

10. S/. 2.90 = _____

Write the numbers:

S/.100 →

S/.40 →

S/.20 →

S/.10 →

S/.30 →

S/.330 →

Find the information

1. Alex is ____ years old.
2. He gets S/. ____ every week.
3. He spends S/. ____ on food and transportation.
4. He spends S/. ____ on school supplies.
5. He spends S/. ____ on wants.
6. He saves S/. ____.
7. He needs to save the total amount of s/. _____ for _____ weeks to buy the _____

Evidences

My Money - Smart Life

My name is Julieth. I'm a student. Every day from Monday to Friday, my mom gives me \$/6 for my school expenses. I know that money is important, so I think before I spend it.

Every day, I spend \$/3 on breakfast, \$/1 on transportation and \$/1 on copies. These are my needs because they are important for me and my school. I save \$/1 every day because I want to have money for the future.

DAYS OF THE WEEK	INCOME	EXPENSES
Monday	\$/6	\$/3.00 Breakfast \$/1.00 Transportation \$/2.00 copies
TUESDAY	\$/6	\$/3.00 Breakfast \$/1.00 Transportation \$/2.00 copies
WEDNESDAY	\$/6	\$/3.00 Breakfast \$/1.00 Transportation \$/2.00 copies
THURSDAY	\$/6	\$/3.00 Breakfast \$/1.00 Transportation \$/2.00 copies
Friday	\$/6	\$/3.00 Breakfast \$/1.00 Transportation \$/2.00 copies
TOTAL	\$/30	\$/25

Tiara's Money

Hi! My name is Tiara. I am 15 years old. I go to school from Monday to Friday. Every Monday I receive ₦60 from my mother for my school expenses. I know that money is very important, so I think before I buy it.

First, I spend ₦30 on transportation and school supplies. These are my needs because they are important for me.

I also like snacks. I spend ₦5 on these things. They is my want.

On Weekend, I receive ₦20 from my uncle, I decide not to spend this money.

I save ₦45 every week. I want to save money for a new desk it cost ₦290. I need to save to buy it.

My priorities are my transportation and my school supplies and saving for my desk. I musn't buy things I dont need.

Budget

Income: ₦60

EXPENSES	Item	Amount	type
	transportation and school supplies	₦30	need
	snacks	₦5	want
	total	₦35	

INCOME	Item	Amount
	for my uncle	₦20
	total	₦20

Saving:

$$60 - 35 = 25$$

$$25 + 20 = 45$$

MY SMART MONEY PLAN^o

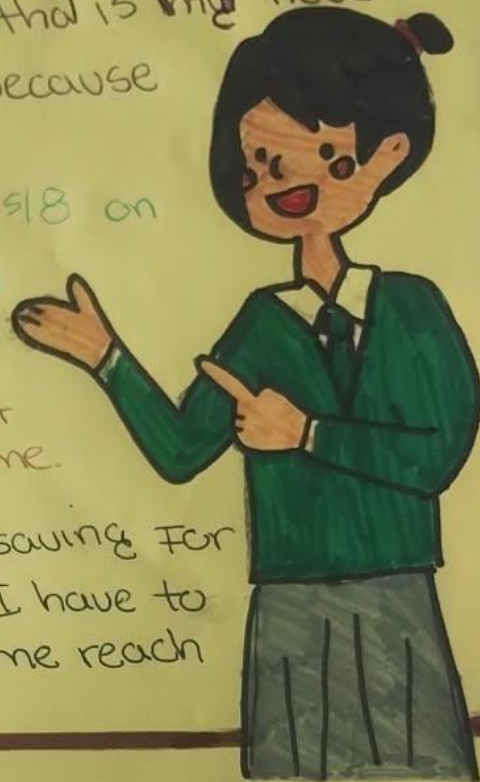
Hi! My name is Greysi. I am 14 years old. Every week, I get \$120.00 from my mom for my personal expenses. I will make a simple budget.

First, I spend \$15 on bottles of water, that is my need. I spend \$12.50 on ^{photo}copies for school because they are important to learn.

I also like fruits and snacks. I spend \$18 on these things. They are my wants. 😊

I save \$4.50 every week. I want to save money for a new cell phone that costs \$1000. Saving is important for me.

My priorities are drinks ^{photo}copies and saving for my cell phone. I enjoy my wants, but I have to think about my future, so saving help me reach my goals.



GREYSI'S BUDGET

INCOME: \$120 EXPENSES: \$15.50 SAVINGS: \$4.50

Item	Amount	Type
Bottles of water	\$15.00	Need ✓
^{photo} Copies for school	\$12.50	Need
Fruits and snack	\$18.00	Want
total	\$15.50	-

Murreros
4th C

savings = 12

Bernable Genesis 4th C