



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025





SUBJECT: ENGLISH		TEACHER: YUBER ARLEX BORJA OSORIO		GRADE: 6°
PERIOD: I		DATE: WEEK FROM JANUARY 20 TO JANUARY 31 DE 2025		NUMBER OF HOURS: 5
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
1 hour 6°B: 20 - 01 1 hour 6°A: 20 - 01 2 hours	<b>FAMILY MEMBERS</b>  Identify words to express family relationship.	<p>I. I will start the class greeting my students and and checking the attendance list. Then, the lesson will begin with being clear to the rules in the English class and some commands to be used during the class.</p> <p><b>1. ALWAYS respect others</b> <b>2. ALWAYS be on time to class</b> <b>3. Follow the instructions given by the teacher.</b> <b>4. Enter class quietly.</b> <b>5. ALWAYS do homework on time.</b> <b>6. Keep your desk organized...</b></p> <p><b>Commands:</b> <i>how do you say.....in eng or spa.</i> <i>how do you write.....in eng or spa.</i> <i>how do you pronounce.....in eng or spa.</i></p> <p>D. After that, I will encourage my students to try to speak en English using these words in case they need them.</p> <p><b>Activity.</b> Students will follow instructions using the commands.</p> <p><b>C. Checking the activities with the class.</b></p>	Notebooks Worksheets Pencils Websites Computer and TV	Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025







<div>2 hours</div> <div>6°A: 21 - 01</div> <div>1 hour</div>	<div><b>FAMILY MEMBERS</b></div> <div>Identify words to express family relationship.</div>	<div>I. I will start the class greeting my students and checking the attendance list.</div> <div>With the students help, we will write the family members on the board and practiced their pronunciation. Afterwards, I explained the verb to be and we practiced making sentences with said grammatical topic.</div> <div>D: Then I will have them compete men against women, practicing writing and pronouncing the complete sentence.</div> <div>-I will organize students into pairs and ask them to compare their answers. 1. Father, 2. Grandmother, 3. Son, 4. Mother, 5. Daughter</div> <div></div> <div>I will check answers as a class. I will ask students first to say the word and then to spell each one. I will write these on the board and then drill the pronunciation with the class.</div> <div>Activity 01.</div> <div></div> <div><table><tr><th>Female</th><th>Male</th><th>Plural</th></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table></div> <div>C. Checking the activities with the class.</div>	Female	Male	Plural										<div>Notebooks</div> <div>Worksheets</div> <div>Pencils</div> <div>Websites</div> <div>Computer and TV</div>	<div>Asking and answering questions.</div> <div>Oral and writing Participation on the board</div> <div>Solving exercises.</div> <div>(Listening, speaking, writing and Reading)</div> <div>Checking activities in the board</div>
Female	Male	Plural														



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025




<div>1 hours</div> <div>6°A: 24 - 02</div>	<div>FAMILY MEMBERS</div> <div>Identify words to express family relationship.</div>	<div>I. I will start the class greeting my students and checking the attendance list.</div> <div><b>Warm-up</b></div> <div>I will explain that I am going to say some family words, and that they must write the ‘partner’ word in their notebooks. For example, you say mother and they write father. Continue with the other words from exercises 1 and 2 (son – daughter; grandmother – grandfather; aunt – uncle; grandchildren – grandparents; husband – wife).</div> <div><b>D:</b> I will tell students to match the sentences to the pictures. I will tell students to look at the four pictures and to say how many people are in each one.</div> <div>Next, ask them to read the sentences and say what they think the words in bold mean. The Focus on Language section will look at possessive adjectives on the next page, so there is no need to analyze these sentences in a lot of detail at this stage.</div> <div>I will ask students to do the matching task. I will do the first one as an example. Students will work individually first of all and write their answers in their notebook before comparing their ideas with a partner. I will check that they understand the meaning of <b>only child</b> (a child with no brothers or sisters).</div> <div>Match the sentences a-d to the pictures 1-4.</div> <div><div><div>a. She’s <b>my</b> aunt. <b>Her</b> name’s Anna.</div><div>b. We’re from Venezuela. <b>Our</b> family is very big.</div></div><div><div>c. They’re Juanita, Luis and Pedro. <b>Their</b> parents are Lucía and Paul.</div><div>d. I’m an only child. <b>My</b> family is very small.</div></div></div> <div><div></div><div></div><div></div><div></div></div> <div><b>C: Check answers as a class.</b></div>	<div>Notebooks</div> <div>Worksheets</div> <div>Pencils</div> <div>Websites</div> <div>Computer and TV</div>	<div>Asking and answering questions.</div> <div>Oral and writing Participation on the board</div> <div>Solving exercises.</div> <div>(Listening, speaking, writing and Reading)</div> <div>Checking activities in the board.</div>
--	---	---	--	--



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



	<p><b>FAMILY MEMBERS</b></p> <p>Identify words to express family relationship.</p>	<p>I. I will start the class greeting my students and calling by the name list.</p> <p>I will ask students to read the sentences before they listen to the pronunciation. I will play audio Track and pause after each sentence to give students time to say each one.</p> <p><b>Listen and repeat the sentences.</b></p> <div><div>a. My family is small.</div><div>b. Your mother is from Austria.</div><div>c. Her name is Laura.</div><div>d. His name is Andrés.</div><div>e. The dog loves its ball.</div><div>f. Our names are Lala and Lily.</div><div>g. Their names are Sophie and Chris.</div></div>	<p>Notebooks</p> <p>Worksheets</p> <p>Pencils</p> <p>Websites</p> <p>Computer and TV</p>	<p>Asking and answering questions.</p> <p>Oral and writing Participation on the board</p> <p>Solving exercises.</p> <p>(Listening, speaking, writing and Reading)</p> <p>Checking activities in the board.</p>
		<p><b>D:</b> I will write the <b>possessive adjectives</b> from the sentences on the board.</p> <p>I will ask students to tell me which personal pronoun (<i>I, you, he, we, etc.</i>) they go with. I will Point out or elicit that possessive adjectives in English are the same for singular and plural nouns. For example, <b>our</b> mother and <b>our</b> parents (not ours parents).</p> <p>Next, I will tell students that complete the text with the correct possessive adjective. Before students complete the text, I will ask them to look at the picture, read the gapped text quickly and say who in the picture is describing their family (<b>the boy standing up</b>).</p> <p>I will tell students to write their answers in their notebook. Students complete the text individually.</p> <p>5. Complete the text with the correct possessive adjective.</p> <div><div>my</div><div>your</div><div>her</div><div>his</div><div>its</div><div>our</div><div>their</div></div> <div><p>This is a photo of my family. This is <u>my</u> sister. (1) _____ name is Rose. She's two years old. I have two brothers. They are twins! (2) _____ names are Pablo and Fabián. They're six years old. (3) _____ favourite colour is blue. (4) _____ parents are George and Lisa. (5) _____ father is 35 years old. (6) _____ favourite colour is green. (7) _____ mother is 30 years old. (8) _____ favourite colour is white. (9) _____ dog isn't in the picture. (10) _____ name is Picky. What about your family?</p></div>		



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025

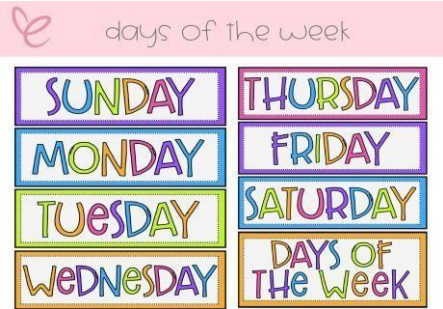


SUBJECT: ENGLISH		TEACHER: YUBER ARLEX BORJA OSORIO		GRADE: 6°
PERIOD: I		DATE: WEEK FROM FEBRUARY 03 <sup>RD</sup> TO FEBRUARY 28 <sup>TH</sup> DE 2025		NUMBER OF HOURS: 5
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
2 hours 6°A: 03 - 02	DAILY ROUTINE  Identify words that help you describe daily routines and personal care.	I. I will start the class greeting my students and calling by the name list. Then, the lesson will focus on vocabulary to talk about daily routines and using	Notebooks Worksheets	Asking and answering questions.
1 hours 6°B: 04- 02		the present simple in the first and third person. First, learners will review telling the time and days of the week. Language to describe daily routine activities will then be introduced, and learners will answer questions about their own daily routines as well as find out about their classmates' routines. Finally, learners will play a game to practice using the present simple in both the first and third person, and there are some additional suggestions for review and follow-up activities.	Pencils Websites Computer and TV	Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board
2 hours 6°A: 06- 02				
1 hours 6°B: 07- 02		D. Revise telling the time and days of the week. I will do this by using a clock where you can change the time. Set a time on the clock and ask learners, 'What time is it?' If they answer correctly, drill the answer. Then I will ask the learners to draw their own clocks (or use real clocks) to ask each other the time. I will monitor to check there are no problems.		

COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B”

“De la mano de Dios, marcamos la diferencia”

PLANEACIÓN DIDÁCTICA DE CLASES 2025

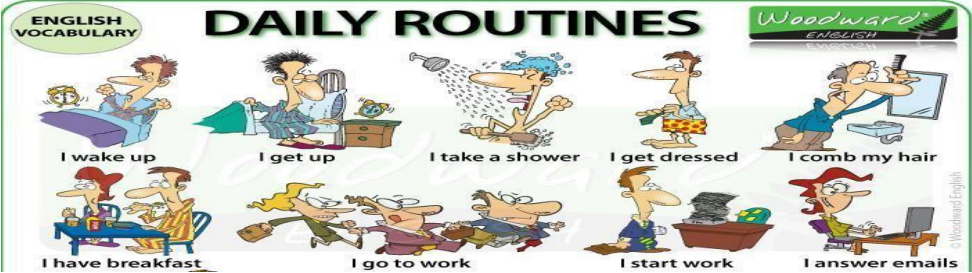






COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."  
"De la mano de Dios, marcamos la diferencia"  
PLANEACIÓN DIDÁCTICA DE CLASES 2025




<div>1 hours 6°B: 08- 02</div> <div>2 hours 6°A: 12- 02</div> <div>1 hours 6°B: 12- 02</div>	<div>DAILY ROUTINE</div> <div>Identify words that help you describe daily routines and personal care.</div>	<div>I will introduce daily routine vocabulary using flashcards.</div> <div><ul style="list-style-type: none"><li>• I will show learners the first flashcard, e.g. <b>'get up'</b>. I will mime the action. I will say, <b>'I get up at 7 o'clock.'</b></li><li>• I will encourage choral repetition, then individual repetition. I will need to say the model sentence a few times before getting them to repeat it.</li><li>• I will ask learners <b>'What about you? What time do you get up?'</b> I will Elicit answers from different children in the class. I will also ask, <b>'What time do you get up on Saturday and Sunday?'</b>, to get a variety of answers, and this often generates real interest from the learners about their classmates!</li><li>• I will present the other flashcards in the same way. Stick them on the board as you present each one. The children will now have exchanged quite a lot of information about their daily routines and they will have discovered each other's bedtimes as well as how late some of them get up on Sunday!</li></ul></div> <div></div> <div>C. I will check answers as a class by asking them to take turns reading out each sentence.</div>	<div>Notebooks</div> <div>Worksheets</div> <div>Pencils</div> <div>Websites</div> <div>Computer and TV</div>	<div>Asking and answering questions.</div> <div>Oral and writing Participation on the board</div> <div>Solving exercises.</div> <div>(Listening, speaking, writing and Reading)</div> <div>Checking activities in the board</div>
--	---	---	--	---



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



2 hours	<p><b>DAILY ROUTINE</b></p> <p>Identify words that help you describe daily routines and personal care.</p>	<p>I. I will start the class greeting my students and calling by the name list. Then, I will tell my students that today they will have a matching word cards and flashcards activity. This can be done on the board if the class needs a quiet activity or the cards can be handed out to different children if a more stirring activity is appropriate.</p> <p>D: • I will arrange the flashcards on the board in random order and hold up a word card, for example <i><b>‘have a shower’</b></i>, which I read and place next to the appropriate flashcard.</p> <p>I will hold up a second word card which I will present in the same way, and I will ask for a volunteer to come and place it next to the appropriate flashcard on the board. Continue until all the word cards are on the board. Next I will distribute the flashcards and word cards among the learners and write some different times on the board. Say, ‘I get up at quarter past seven’, and ask the two children with the matching cards to stand up and put the cards on the board next to the correct time. I will continue until all the cards are on the board.</p> 	<p>Notebooks Worksheets Pencils Websites Computer and TV</p>	<p>Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board.</p>
---------	--	--	--	--









COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025

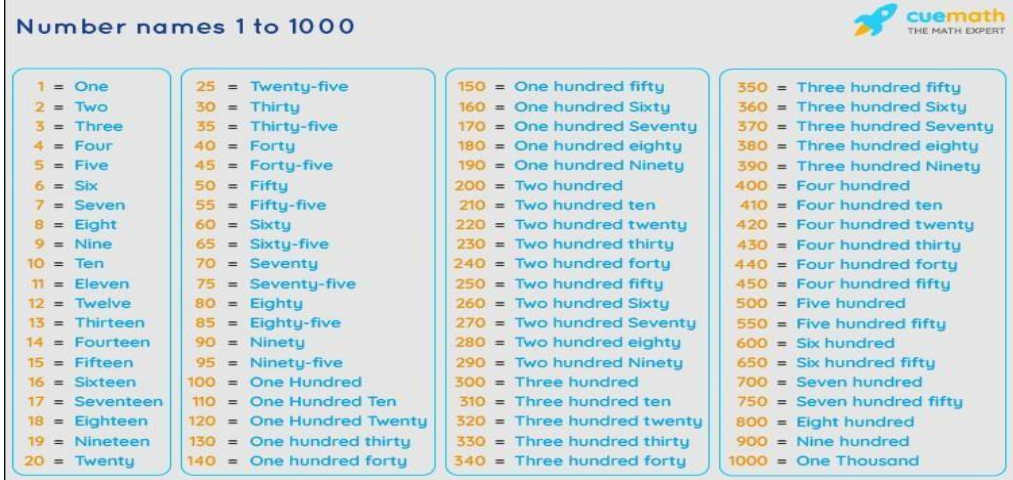


2 hours	<p><b>DAILY ROUTINE</b></p> <p>Identify words that help you describe daily routines and personal care.</p>	<p>Next, students will talk about other people’s daily routines.</p> <p>I will draw a grid on the board with five lines and two columns. In column one, write one of the learner’s names. Ask them what time he or she gets up. Stick the ‘get up’ flashcard on the board to remind the learners that this grid gives information about what time they get up.</p> <p>-On line 1, column two of the grid, next to the learner’s name, write the time he or she gets up. I will read the information out, e.g. ‘Alex gets up at half past seven.’ I will ask further learners, filling in the lines in the same way and eliciting full sentences from the class. If appropriate, I can write the sentence on the board, adding the’s’ for the third person singular in a different color.</p> <p><b>C. Checking the activities with the class.</b></p> <p>I. I will start the class greeting my students and calling by the name list.</p> <p>I will explain that they are going to play a memory review game</p> <p><b>D:</b> I will demonstrate the game with a group of six children first. The first player says, for example, ‘I watch TV at six o’clock.’ The second player repeats the information in the third person and then adds a sentence about themselves, e.g. ‘Anna watches TV at six o’clock. I watch TV at half past six.’ The third player repeats the information given by the first two and adds his own, and so on.</p> <ul style="list-style-type: none"><li>• If one of the players forgets any of the information, the game has to start again. This can be played by several groups at the same time if you have a large class, or you can monitor one group at a time, while the other children draw their daily routine in their notebook, for example.</li></ul> <p>Next, ask them to read the sentences and say what they think the words in bold mean. The Focus on Language section will look at possessive adjectives on the next page, so there is no need to analyze these sentences in a lot of detail at this stage.</p>	<p>Notebooks Worksheets Pencils Websites Computer and TV</p>	<p>Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board.</p>
---------	--	--	--	--



2 hours 6°A:	<p><b>DAILY ROUTINE</b></p> <p>Identify words that help you describe daily routines and personal care.</p>	<p><b>C: I will check answers as a class.</b></p> <p>I. I will start the class greeting my students and calling by the name list.</p> <p>D: I will ask students to use the all vocabulary learned and write their own daily routine, then, they have to tell their partners about it.</p> <div><p><b>My daily routine</b></p><div><p><b>In the morning first I get up</b></p></div><div><p><b>I wash my face</b></p></div><div><p><b>Then I put my school uniform on</b></p></div></div> <p>Quiz</p> <div></div> <div><div><input type="radio"/></div><div>She brushes her teet.</div></div> <div><input type="radio"/></div> <div>She teeth brushes.</div> <div><input type="radio"/></div> <div>She brushes her teeth.</div>
-----------------	--	---



SUBJECT: ENGLISH		TEACHER: YUBER ARLEX BORJA OSORIO		GRADE: 6°	
PERIOD: I		DATE: WEEK FROM FEBRUARY 28 <sup>TH</sup> TO MARCH 3 <sup>RD</sup> DE 2025		NUMBER OF HOURS: 5	
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS		RESOURCES	EVALUATION INSTRUMENTS
1 hour 6°A	NUMBERS FROM 01 TO 1.000 Identify words that appoint the number from 01 to 1.000 speaking and writing.	<p>I. I will start the class greeting my students and calling by the name list.</p> <p>Then, the lesson will begin with a <b>warm-up</b> in which students will work in groups to generate a list of the ways they use numbers in their everyday lives. <b>5 minutes.</b></p> <p>After about five minutes, I will begin asking the class by groups for one item on their list. I will write each group's suggestions on the board and I will conclude the <b>warm-up</b> by emphasizing the importance of learning numbers in order to function in society. <b>5-7 minutes.</b></p> <p>D. Next I will show a PowerPoint that reviews how to say the numbers from 1 to 100 in English. As a class, students will practice reciting the numbers from 1 to 20, 30, 40, 50, etc.</p> <p>I will then call on volunteers to say more complicated numbers, such as <b>13, 30, 23, 56, and 84.</b></p> 		<p>Notebooks</p> <p>Worksheets</p> <p>Pencils</p> <p>Websites</p> <p>Computer and TV</p>	<p>Asking and answering questions.</p> <p>Oral and writing</p> <p>Participation on the board</p> <p>Solving exercises.</p> <p>(Listening, speaking, writing and Reading)</p> <p>Checking activities in the board</p>
1 hora					



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



6°A: 06 - 03	<p><b>NUMBERS FROM 01 TO 1000</b></p> <p>Identify words that appoint the number from 01 to 1.000 speaking and writing.</p>	<p><b>Activity 1 (5 minutes)</b> Students are asked to walk around the room and ask ten other people what their phone number is. I will be a model this first by engaging in a sample exchange with a random student in the class, asking the student his/her phone number and then providing her own “<i>phone number</i>” (<i>students are encouraged to give an imaginary phonenumber if they would prefer not to give out their real number</i>). This activity also practices the construction (<i>What is your phonenumber?</i>) and (<i>My phonenumber is _____</i>). As the students engage in the activity, I will walk around, monitoring the activity.</p> <p><b>C: Checking activities with the class.</b></p> <p>I. I will start the class greeting and calling by the students name list.</p> <p><b>D. Activity 2: Group Bingo (15 minutes)</b></p> <p>Students will form groups of four. Each student will be given a piece of cardstock with a number on it from <b>1 to 100</b>. I will explain the rules for the activity. I will randomly call out numbers in Spanish. If a student is holding a number that was called, he or she stands up. Once all four group members are standing, they shout “<b>Bingo!</b>” and win the game. I will ask the students to look at their number and make sure they know how to say it in English. They are encouraged to ask their group members for help if they can’t remember the number. After allowing a minute or so for this, I am going to begin reading the numbers. Depending on the amount of time it takes for an entire group to be standing, two or three rounds of the game can be played. After each round, I can collect the numbers herself and redistribute them, or students can walk around the room and exchange cards with someone not in their group.</p>	<p>Notebooks Worksheets Pencils Websites Computer and TV</p>	<p>Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board - </p>
--------------	--	---	--	--



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



**C: Checking activities with the class.**

- I. I will start the class greeting and calling by the students name list.

**D: Activity:** Pattern Counting. All of the students will begin this game standing. I will begin the game by asking the first student (in the first row/column, or wherever the teacher wants to start the counting) to say “one” in English. The next person in the row or column continues the counting by saying “two” in English. The students continue counting, but I will tell everyone who says a number that is a multiple of four to sit down. After a while, students start to notice the pattern and anticipate who will need to sit down. In a class this large, the counting continues for another 7 or 8 minutes until there is only one person left standing who then wins the game. This activity gives each individual a chance to say several numbers in English out loud and also forces students to listen to other students in order to know what number they have to say. (10 minutes)

**Activity:** Ring a word (10 minutes) For this activity the class is divided into two teams which form two lines. The two Students at the front of the line each are holding a marker. The teacher explains that when she says a number, the two students have to race to the board to write the number. The student can get help from his/her teammates. If neither team knows the number, the teacher steps in and guides them to the correct answer and then does another round with the same students to determine which team gets the point.

**C: Checking activities with the class.**

Notebooks  
Worksheets  
Pencils  
Websites  
Computer and  
TV

Asking and answering questions.  
Oral and writing  
Participation on the board  
Solving exercises.  
(Listening, speaking, writing and Reading)  
Checking activities in the board



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025




1 hour  6°A:	<b>NUMBERS FROM 01 TO 1000</b>  Identify words that appoint the number from 01 to 1.000 speaking and writing.	<p>I: I will start the class greeting and calling by the students name list.</p> <p><b>D: ASSESSMENT:</b> <b>Formative</b> - I will use an exit slip at the end of the lesson to test students' understanding of the material taught. I only asked 10 questions.</p> <div><p>1. What number is it? 10</p><div><input type="radio"/> Eleven</div><div><input type="radio"/> Hundred</div><div><input type="radio"/> Thousand</div><div><input type="radio"/> Ten</div></div> <div><p>2. What number is it? 22</p><div><input type="radio"/> Thirty-two</div><div><input type="radio"/> Fourteen-one</div><div><input type="radio"/> Twenty-two</div><div><input type="radio"/> Forty-two</div></div>
--------------------	---	---





COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025

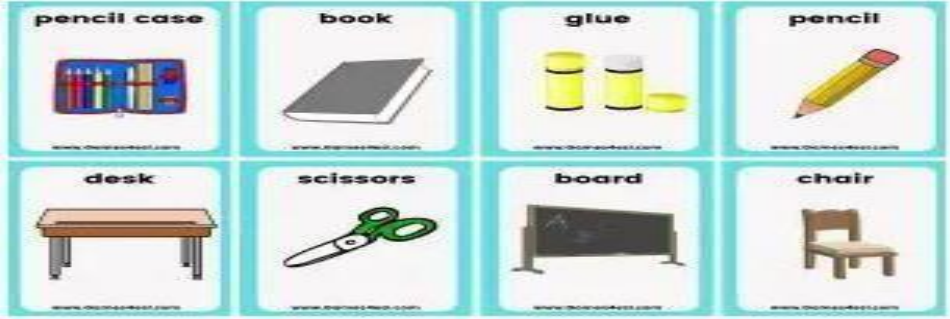


SUBJECT: ENGLISH		TEACHER: YUBER ARLEX BORJA OSORIO		GRADE: 6°
PERIOD: I		DATE: WEEK FROM MARCH 03 <sup>RD</sup> TO MARCH 18 <sup>TH</sup> DE 2025		NUMBER OF HOURS: 5
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
2 hours 6°A:	<b>OBJECTS OF THE CLASSROOM</b>  Identify words to express classroom objects.	<p>I. I will start the class greeting my students and calling by the name list.</p> <p>Then, I will Show the whole class a picture of a classroom, with the items you have chosen to teach. I will take a photo of the own classroom and project it if possible, or find a generic classroom image with some of the items I am teaching in it.</p> <p>I will find out which words they know by pointing to parts of the picture and asking what things are. I will say the names of the objects and get them to repeat the words they don't or have trouble saying and I will label them on the picture.</p> <p>After that, I will give them a worksheet with classroom objects so they will match the pictures with the words.</p>  <p><i>Next, I will write the words on the board over the projected image. You should get them to say the words before they see them written down, as it's easier for them to remember the correct pronunciation.</i></p> <p><i>I will check their answers as a class.</i></p>	Notebooks Worksheets Pencils Websites Computer and TV	Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025




2 hours 6°A:	<p><b>OBJECTS OF THE CLASSROOM</b></p> <p>Identify words to express classroom objects.</p>	<p>Later, I will give out the sticky labels to students and get them to go round the actual classroom and stick them on the correct objects.</p> <p>I will give this task to the better-behaved pupils. They love responsibility and this may inspire rowdy ones to be better behaved for the next time (The labels could stay there for the year).</p>  <p><b>D.</b> After that, I will ask so they are going to review the vocabulary with questions and integrate the prepositions of place.</p> <p>I will ask around the class; "Where's the pen?"</p> <p>They will point to the pen which is on your table.</p> <p>Say; "Good. Listen: It's on the table."</p> <p>I will show them I want them to speak with a sweeping hand gesture.</p> <p>"It's on the table." Get them all to repeat it a few times in chorus.</p> <p>I will continue this with the other vocabulary and prepositions.</p> <p>I will put the models of the sentences in speech bubbles up on the board.</p> <p>I will draw an object onto the picture (on the board not actually on the transparency) now they have to copy the object onto their pictures. Drill "It's on the table" etc. as you do this.</p> <p>I will get them to hold up their pictures and confirm for them that they have done this correctly.</p> <p><b>C. Checking the activities with the class.</b></p>	<p>Notebooks Worksheets Pencils Websites Computer and TV</p>	<p>Asking and answering questions.</p> <p>Oral and writing Participation on the board</p> <p>Solving exercises. (Listening, speaking, writing and Reading)</p> <p>Checking activities in the board</p>
-----------------	--	--	--	--



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



2 hours 6°A:	<p><b>OBJECTS OF THE CLASSROOM</b></p> <p>Identify words to express classroom objects.</p>	<p>I. I will start the class greeting my students and calling by the name list. Then, once students have practiced enough, I will play a fun flashcard game to practice these classroom object words. Choose one of the flashcards and hold it so that the students cannot see what it is. I will ask them to try to guess what flashcard you are holding. This activity is a great way to encourage students to try and remember the classroom object words they just learned. When a student guesses correctly, I will invite that student to the front of the class to choose the next card.</p>  <p>D: Now that students have learned some classroom object words, it's time for a fun activity. This activity is a fun classroom objects guessing game in which students must try to guess the word. There are 10 rounds and in each round students will see a picture of a classroom object hidden behind some colored shapes. As the shapes disappear, students should raise their hands and try to guess what classroom object it is. When students guess, encourage them to use the target expression from the lesson. For example, the teacher can ask “What is it?”, “What can you see?” and students can answer “It’s a chair.”, “I can see a book.”, etc. I will check answers as a class. I will ask students first to say the word and then to spell each one. I will write these on the board and then drill the pronunciation with the class.</p> <p>C. Checking the activities with the class.</p>	<p>Notebooks Worksheets Pencils Websites Computer and TV</p>	<p>Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board.</p>
-----------------	--	--	--	--



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



<div>2 hours</div> <div>6°A:</div>	<div><div>OBJECTS OF THE CLASSROOM</div><div>Identify words to express classroom objects.</div></div>	<div>I. I will start the class greeting my students and calling by the name list.</div> <div>D: Next, it's time for a fun classroom objects board game. To play, download and print this board game and give one to each pair of students. Each pair of students will also need one dice, and something small, such as an eraser, to act as their game piece. To begin, students should place their eraser on the start square and play Rock, Scissors, Paper to see who goes first. Then, one student should role the dice and move their eraser. If they land on a square with a classroom object picture, they should make a dialogue with their partner. For example, "What is it?", "It's a pencil."</div> <div></div> <div>C: Check answers as a class.</div>	<div>Notebooks</div> <div>Worksheets</div> <div>Pencils</div> <div>Websites</div> <div>Computer and TV</div>	<div>Asking and answering questions.</div> <div>Oral and writing Participation on the board</div> <div>Solving exercises.</div> <div>(Listening, speaking, writing and Reading)</div> <div>Checking activities in the board.</div>
------------------------------------	---	---	--	--



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



SUBJECT: ENGLISH		TEACHER: YUBER BORJA OSORIO		GRADE: 6°			
PERIOD: II		DATE: WEEK FROM MARCH 19 <sup>TH</sup> TO APRIL 22 <sup>ND</sup> DE 2025		NUMBER OF HOURS: 5			
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS			
2 hours 6°A:	<b>SIMPLE PRESENT OF TO BE</b>  Identify elements of simple present of verb to be.	<p>I. I will start the class greeting my students and calling by the name list. Then, I will do a short Warm-Up: I will review any adjectives or jobs students have already learned. <i>E.g. hot, cold, well, teacher, student, tall, fat, etc.</i> I will introduce any new vocabulary you plan to use in this lesson and students haven't learned them yet such as happy, sad, etc. Use flashcards to drill the vocabulary and worksheets for further vocabulary practice activities.</p> <p>D: I will make sentences such as "I am happy. You are happy. Jenny is happy." I will ensure that students understand how the subject and forms of the verb are paired. I will make three columns on the board, the first for the subjects, the second for the verb "to be" and the third for the adjectives. I will allow students to make sentences by choosing a subject, verb, and an adjective from the three columns on the board.</p> <table><tr><td>I – YOU – HE- SHE –IT – WE –THEY</td><td>AM – ARE – IS</td><td>HAPPY – SAD – WORRIED – BORED - SCARED</td></tr></table> <p>I will ask questions such as "Is he happy?", "Are you a student? They will understand what you are asking without introducing questions with the verb "To Be". Elicit the positive answers from the students. Have them answer by saying "Yes, he is happy", "Yes, I am a student" so that they practice saying the target structure.</p>	I – YOU – HE- SHE –IT – WE –THEY	AM – ARE – IS	HAPPY – SAD – WORRIED – BORED - SCARED	Notebooks Worksheets Pencils Websites Computer and TV	Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board
I – YOU – HE- SHE –IT – WE –THEY	AM – ARE – IS	HAPPY – SAD – WORRIED – BORED - SCARED					



<div>Hours</div> <div>6°A:</div>	<div><div><div>SIMPLE PRESENT OF VERB TO BE</div><div>Identify elements of simple present of verb to be.</div></div></div>	<div><div><div><div>Practice the Verb “To Be”:</div><div>Using worksheets, have students will fill in the blanks with “am, is, or are” to complete sentences to ensure that they understand which form of the verb agrees with certain subjects.</div><div><div>C. Complete with am, is, are.</div><div><div><div>1. Mark _____ a student.</div><div>2. Susan _____ an American student.</div><div>3. My pet dog _____ dark brown.</div><div>4. My friend and I _____ tall and thin.</div><div>5. Those monkeys _____ on the trees.</div><div>6. This bike _____ pink.</div><div>7. My parents _____ Brazilian.</div><div>8. My aunt _____ a doctor.</div><div>9. I _____ a Portuguese teacher.</div><div>10. You _____ my favourite actress.</div><div>11. Dogs _____ clever.</div></div></div></div></div><div><div>Next, I will tell them that work in pairs with a worksheet, students will match a phrase from the first row (E.g. I, He is, She, I am, you, etc.) with the suitable one from the second row (E.g. am happy, sad, are good, is pretty, a student, etc.)</div><div>C: Check answers as a class.</div></div></div></div>	<div><div>Notebooks</div><div>Worksheets</div><div>Pencils</div><div>Websites</div><div>Computer and TV</div></div>	<div><div>Asking and answering questions.</div><div>Oral and writing Participation on the board</div><div>Solving exercises.</div><div>(Listening, speaking, writing and Reading)</div><div>Checking activities in the board</div></div>
----------------------------------	--	---	---	--





COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



<div>2 hours</div> <div>6°A:</div>	<div><b>SIMPLE PRESENT OF TO BE</b></div> <div>Identify elements of simple present of verb to be.</div>	<div>I. I will start the class greeting my students and calling by the name list. <i>I will introduce the ques•tion that goes along with this target structure saying “Is she pretty? Are you good? Are you a student? “. Elicit only yes-answers for this lesson to have students practice saying the verb “To Be”</i> <i>I will focus on how to form the question.</i></div> <div>D. I will divide the students into pairs and encourage them to practice asking and answering questions using the target structure. Once the students are quite confident with making sentences using the singular you, I, he and she, you should introduce the plural we, they and you.</div> <div>Using worksheets, have students will fill in the blanks with “am, is, or are” to complete sen•tences to ensure that they understand which form of the verb agrees with certain subjects. Affirmative, questions and answer and negative form.</div> <div><div><div><b>Look at the pictures and answer the question</b></div><div><div>1. Is he a teacher? <u>No, he is not.</u></div><div>2. Is it an elephant? _____</div><div>3. Is it a pencil? _____</div><div>4. Are they twins? _____</div><div>5. Is he in the park? _____</div><div>6. Is he a painter? _____</div><div>7. Is Ricky in the living room? _____</div><div>8. Is mom in the kitchen? _____</div><div>9. Is your dad a postman? _____</div><div>10. Are the books on desk? _____</div><div>11. Are you Mrs. Perkins? _____</div><div>12. Is the broom behind the door? _____</div></div></div><div><div><div>1</div><div>2</div><div>3</div><div>4</div><div>5</div><div>6</div><div>7</div><div>8</div><div>9</div><div>10</div><div>11</div><div>12</div></div></div><div>C. Checking the activities with the class.</div></div>	<div>Notebooks</div> <div>Worksheets</div> <div>Pencils</div> <div>Websites</div> <div>Computer and TV</div>	<div>Asking and answering questions.</div> <div>Oral and writing Participation on the board</div> <div>Solving exercises. (Listening, speaking, writing and Reading)</div> <div>Checking activities in the board.</div>
------------------------------------	---	---	--	---



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



1 HOUR 6:A	<b>SIMPLE PRESENT OF TO BE</b>  Identify elements of simple present of verb to be.	<p>I. I will start the class greeting my students and calling by the name list. After that, I will tell students that today we are going to take a quiz with the verb to be.</p> <p><b>D:</b> Students will complete the questions with verb to be.</p> <ul style="list-style-type: none"><li>● Complete these sixteen questions to score your knowledge of <b>BE VERB</b>.</li></ul> <table><tr><td>1. <b>My brother knows how to fly an airplane. He ... a pilot.</b> a) is b) are c) am</td><td>9. <b>My friend and I ... both students at the same school.</b> a) is b) are c) am</td></tr><tr><td>2. <b>(A) Where is he? Is he at work?</b> <b>(B) No, he ....</b> a) isn't b) not c) is</td><td>10. <b>Oh, no! ... I late for the final history exam?</b> a) Am b) Are c) Is</td></tr><tr><td>3. <b>(A) Are you hungry?</b> <b>(B) Yes, I ....</b> a) are b) am c) is</td><td>11. <b>He is from Italy, she is from Spain, and Miko and Hiro ... from Japan.</b> a) aren't b) are c) is</td></tr></table> <hr/> <p>C. Checking the activities with the class.</p>	1. <b>My brother knows how to fly an airplane. He ... a pilot.</b> a) is b) are c) am	9. <b>My friend and I ... both students at the same school.</b> a) is b) are c) am	2. <b>(A) Where is he? Is he at work?</b> <b>(B) No, he ....</b> a) isn't b) not c) is	10. <b>Oh, no! ... I late for the final history exam?</b> a) Am b) Are c) Is	3. <b>(A) Are you hungry?</b> <b>(B) Yes, I ....</b> a) are b) am c) is	11. <b>He is from Italy, she is from Spain, and Miko and Hiro ... from Japan.</b> a) aren't b) are c) is	Notebooks Worksheets Pencils Websites Computer and TV	Questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board.
1. <b>My brother knows how to fly an airplane. He ... a pilot.</b> a) is b) are c) am	9. <b>My friend and I ... both students at the same school.</b> a) is b) are c) am									
2. <b>(A) Where is he? Is he at work?</b> <b>(B) No, he ....</b> a) isn't b) not c) is	10. <b>Oh, no! ... I late for the final history exam?</b> a) Am b) Are c) Is									
3. <b>(A) Are you hungry?</b> <b>(B) Yes, I ....</b> a) are b) am c) is	11. <b>He is from Italy, she is from Spain, and Miko and Hiro ... from Japan.</b> a) aren't b) are c) is									



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“De la mano de Dios, marcamos la diferencia”  
PLANEACIÓN DIDÁCTICA DE CLASES 2025



SUBJECT: ENGLISH		TEACHER: YUBER ARLEX BORJA OSORIO		GRADE: 6°																		
PERIOD: III		DATE: WEEK FROM JULY 10 TO JULY 14 DE 2025		NUMBER OF HOURS: 5																		
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS		RESOURCES																		
	<p><b>SIMPLE PRESENT AUXILIARIES</b></p> <p>Identify elements of simple present with auxiliaries.</p>	<p>I. I will start the class greeting my students and calling by the name list. Then, I will do a short Warm-Up:</p> <p>I will dividethe class in group of 04 students, I will give each student a question and an answer. (It can't answer his/herown answer) Students mustn't know the questions and answer students have. Each student make his/her question aloud and student who has the answer that questions must answer aloud.</p> <div><div>Do you speak English?</div><div>Yes, I do</div><div>Can you understand the teacher?</div><div>Yes, I can</div><div>Does Helen live in France?</div><div>No, she doesn't</div><div>Is this an English class?</div><div>Yes, it is</div></div> <p>D: I will make sentences using each auxiliaries in the questions and I will tell students that today we are going to talk about auxiliaries in simple present.</p> <table><tr><td>I <b>play</b> soccer every day.</td><td><b>AM – ARE – IS</b></td><td>I <b>can</b> play soccer</td></tr><tr><td>I <b>don't</b> play soccer every day.</td><td>He <b>is</b> a teacher</td><td><b>Can</b> you play soccer?</td></tr><tr><td>Do you play soccer every day?</td><td>You <b>are</b> a teacher</td><td>I <b>can't</b> play soccer</td></tr><tr><td>She <b>plays</b> soccer every day.</td><td><b>Are</b> you a teacher?</td><td></td></tr><tr><td><b>Does</b> she play soccer every day?</td><td>He <b>is not</b> a teacher</td><td></td></tr><tr><td>She <b>doesn't</b> play soccer...</td><td></td><td></td></tr></table>		I <b>play</b> soccer every day.	<b>AM – ARE – IS</b>	I <b>can</b> play soccer	I <b>don't</b> play soccer every day.	He <b>is</b> a teacher	<b>Can</b> you play soccer?	Do you play soccer every day?	You <b>are</b> a teacher	I <b>can't</b> play soccer	She <b>plays</b> soccer every day.	<b>Are</b> you a teacher?		<b>Does</b> she play soccer every day?	He <b>is not</b> a teacher		She <b>doesn't</b> play soccer...			Notebooks Worksheets Pencils Websites Computer and TV Papers
I <b>play</b> soccer every day.	<b>AM – ARE – IS</b>	I <b>can</b> play soccer																				
I <b>don't</b> play soccer every day.	He <b>is</b> a teacher	<b>Can</b> you play soccer?																				
Do you play soccer every day?	You <b>are</b> a teacher	I <b>can't</b> play soccer																				
She <b>plays</b> soccer every day.	<b>Are</b> you a teacher?																					
<b>Does</b> she play soccer every day?	He <b>is not</b> a teacher																					
She <b>doesn't</b> play soccer...																						
		<p>I will choose some students who will participate on the board doing some sentences for practicing.</p> <p><b>C: Check the exercises with students.</b></p>		Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board																		



Hours 01 6°A:	SIMPLE PRESENT AUXILIARIES  Identify elements of simple present with auxiliaries.	<p>I. I will start the class greeting my students and calling by the name list.</p> <p>D: I will tell students that today we are going to practice the last lesson about auxiliaries in simple present. In pairs, they will complete the information given in the worksheets.</p> <p><b>Simple present of be can: affirmative and negative and questions</b></p> <p><b>1</b> Escribe bien las frases.</p> <p>She can swim fast. She can swim fast.</p> <p>1 We can play the guitar.</p> <p>2 He can speak English.</p> <p>3 I can ride a horse.</p> <p>4 You can make a cake.</p> <p>5 They can drive a car.</p> <p>6 She can dance hip hop.</p>	Notebooks Worksheets Pencils Websites Computer and TV	Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board
		<p>C: Check answers as a class.</p> <p>I. I will start the class greeting my students and calling by the name list.</p> <p>D: I will tell students that today we are going to practice the last lesson about auxiliaries in simple present. In pairs, they will complete the information given in the worksheets.</p> <p><b>Simple present of be: affirmative and negative and questions</b></p> <p><b>1</b> Une las dos partes de cada frase y escríbelas. Luego escríbelas en negativa.</p> <p>I'm We're He's You're She's It's</p> <p>10 years old. brothers. her bag. at school. a doctor. my sister.</p> <p>I 'm a doctor.</p> <p>1 We 2 He 3 You 4 She 5 It</p>		

C: Check exercise with students.



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




2 hours 6°A:	<p><b>SIMPLE PRESENT AUXILIARIES</b></p> <p>Identify elements of simple present with auxiliaries.</p>	<p>I. I will start the class greeting my students and calling by the name list.</p> <p>D: I will tell students that today we are going to practice the last lesson about auxiliaries in simple present.</p> <p>In pairs, they will complete the information given in the worksheets.</p> <p><b>Simple present of the verbs: affirmative and negative and questions</b></p> <div><p><b>1</b> Une las dos partes de cada frase y escríbelas. Luego escríbelas en negativa.</p><div><div><p>I'm We're He's You're She's It's</p></div><div><p>10 years old. brothers. her bag. at school. a doctor. my sister.</p></div></div><p>I <u>'m a doctor.</u></p><p>1 We _____ 2 He _____ 3 You _____ 4 She _____ 5 It _____</p></div> <div><p><b>2</b> Completa las frases con 'm, 's o 're (✓), o 'm not, 's not o 're not (X).</p><p>They <u>'re</u> Spanish. ✓ They <u>aren't</u> English. X</p><p>1 He _____ funny. ✓ 2 You _____ at school. X 3 He _____ doctor. ✓ 4 I _____ from England. X 5 It _____ her pen. X 6 We _____ friends. ✓</p><p><b>3</b> Corrige los errores.</p><p><u>They're</u> from France. <u>They're</u></p><p>1 I <u>aren't</u> 20 years old.</p></div>
-----------------	---	---





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




	<p><b>Subsidiary aims:</b> By the end of this lesson, students will be able to ...</p> <ol style="list-style-type: none"><li>1. Recognize vocabulary referring to saving energy.</li><li>2. Use expressions and words orally related to activities for saving energy.</li></ol>	<p><b>Start:</b></p> <p>This lesson will provide a non-conventional way to work with students on a relevant topic as it is saving energy; it will also reveal diverse ways of assessing students' progress and understanding. In addition to the previous, it contains different moments which approach the diversity in the classrooms. The steps are given sequentially, so the different moments of the lesson are very clear and connected with the previous parts.</p> <p><b>Warm up:</b></p> <p>T proposes SS to play "Broken message" (the visual version of Chinese whisper). T divides the class into two teams and ask SS to make a line. T tells a visual message (body movements) to the first person in the line and asks to transfers the message until the last person. At the end, the two teams compare the message and share ideas of what they saw and did.</p> <div data-bbox="680 943 1659 1489"><p>While playing 'the broken telephone game', make everyone stand in a straight line.</p></div> <p><b>Development:</b></p>	<p>Bulb flashcard or printed version Video Projector or T.V Videos Worksheet with statements about saving energy Matching game (Flashcards or printed pictures) Cell phone</p>	<p>Questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board.</p>
--	---	---	--	---



COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B”

“De la mano de Dios, marcamos la diferencia”

PLANEACIÓN DIDÁCTICA DE CLASES 2025

		<p>T pastes a picture of a bulb on the board and asks students the ideas that come to their minds when seeing this object. T writes SS's contributions on the board.</p> <p>T provides some cues related to waste of energy</p> <p>T gives happy faces to participants.</p> <p>What is it</p> <p>What is it for</p> <p>Where can we find it at home and high school</p> <p>When do we use it</p> <p>When don't we need to use it.</p>		
				
		<p>T presents the modal should- shouldn't and use it to provide examples about positive and negative statements about wasting and saving energy.</p> <p>T shows the video “let's save energy song”</p> <p><a href="https://www.youtube.com/results?search_query=ESL+save+energy+song">https://www.youtube.com/results?search_query=ESL+save+energy+song</a>.</p> <p>T asks SS to identify the sentences of the song in a worksheet and check them (check list).</p> <p>T repeats the song as necessary.</p> <p>T asks SS if they have understood the instructions and the topic. To show understanding SS must raise thumb up or thumbs down.</p>		