



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."
 "Cree en ti mismo, Dios está contigo"
 PLANEACIÓN DIDÁCTICA DE CLASES 2026



ASIGNATURA: INGLÉS	PROFESOR (A): YUBER ARLEX BORJA OSORIO.	GRADO: 6°
PERIODO: I	FECHA: SEMANA DEL 20 DE ENERO AL 30 DE 2026	NÚMERO DE HORAS: 24

CLASE 50'	LOGRO Y TEMA	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
	<p>WHAT DO YOU USUALLY DO ON WEEKENDS?</p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will share the way the English classes will be performed as well as how the evaluation will be done. Then, students will be split into groups to design their commitments to carry out during this year. Each group must be socialized before the whole class to choose the final commitments.</p> <ol style="list-style-type: none"> 1. ALWAYS respect others 2. ALWAYS be on time to class 3. Follow the instructions given by the teacher. 4. Enter class quietly. 5. ALWAYS do homework on time. 6. Keep your desk organized... <p>D. Then after that, the teacher will illustrate the learning goals students are going to reach during the first half of this term:</p> <ul style="list-style-type: none"> • Yes / No questions • routines • Family members • Singular and plural nouns • Numbers 1 to 100 <p>Later on, the teacher will check the prior knowlegde related to "Daily</p>	<p>TV set Speakers Internet</p>	<p>Conversation: making Yes/No and Wh-questions written and orally.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>

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		Routines Actions". For this, the teacher will ask some students to mime		
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	<p>WHAT DO YOU USUALLY DO ON WEEKENDS?</p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>some daily activities so that the rest of the class will guess which action has been mimed. After checking the prior knowledge, the teacher will guide the students to get acquainted with the way Yes/No and WH-questions are made when using the auxiliaries DO-DOES.</p> <p>This stage will be illustrated with the following video:</p> <p>https://www.youtube.com/watch?v=x-X9sURtFB8</p> <p>Finally, students will make both Yes/No and Wh- questions to the teacher and among themselves to check word order and understanding.</p> <p>C. Socialization and checking of the previous activity as well as find out if the students academics performance fits the goals proposed. For further practice, students must log on:</p> <p><u>Present Simple and Plural Activities</u></p> <p>Grammar Present simple.</p> <p>I. After checking the attendance list, the teacher will set up a warm up activity called "Word Swatter" to improve vocabulary related to daily routines, family members as well as their spelling. The teacher will ask the students to make 4 groups.</p> <p>D. Then, the teacher will illustrate on the board the way YES/NO QUESTIONS with DO/DOES are made as shown below:</p>	<p>Flyswatter Worksheet</p>	<p>Conversation: making Yes/No and Wh-questions written and orally.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>
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DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?
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Next, the teacher will hand out the following worksheet as a guided practice to check the student's understanding. This must be done in pairs.

- *Fill in the blanks below to complete the sentences. Study the above boxes.*

1. Mr. Stevens works at a bank.

Question: Does Mr. Stevens work at a bank ?

Answer: Yes, he does.

Answer: No, he doesn't.

2. Mary gets up at six o'clock.

Question: _____ ?

Answer: Yes, _____.

Answer: No, _____.

3. It rains a lot in that country.

Question: _____ ?

Answer: Yes, _____.

Answer: No, _____.

4. Sam and Kelly live in Australia.

Question: _____ ?

Answer: Yes, _____.

Answer: No, _____.



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5. The bus leaves in an hour.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
6. His brother likes to swim at the beach.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
7. It snows in the winter.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
9. Michelle knows the answer.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.
10. David drives very carefully.
Question: _____?
Answer: Yes, _____.
Answer: No, _____.

C. Finally, each group must socialize the activity before the class and the teacher will make corrections if necessary by encouraging the students to participate actively. No matter if they get mistaken. Feed back will be given then after each group performing.



	<p>WHAT DO YOU USUALLY DO ON WEEKENDS?</p> <p>Interchange information about their and others routine by making Yes/No and Wh-questions.</p>	<p>I. After welcoming the students and giving them some tips about the way students must improve their English, the teacher will ask the students to unscramble the following questions to make sure if they are acquainted to the way wh-questions are made by using DO and DOES. This might be done in pairs and be socialized right after 5 minutes.</p> <p>UNSCRAMBLE THE FOLLOWING QUESTIONS:</p> <ul style="list-style-type: none"> • school / go to / time/ Luis/What/does/everyday? • often/your mother/dinner/cook/for/pasta/How? • soccer/Why/ you/play/do? • Where/ does/ your/ father /buy /groceries? • with/we/ English/Who/study/do? <p>D. Next, the teacher will illustrate on the board the right way to make Wh-Questions with DO/DOES by following the pattern given below</p> <table border="1" data-bbox="687 984 1649 1141"> <tr> <td data-bbox="687 984 824 1141">WH-WORD</td> <td data-bbox="824 984 981 1141">DO DOES</td> <td data-bbox="981 984 1098 1141"></td> <td data-bbox="1098 984 1236 1141">BASE FORM VERB</td> <td data-bbox="1236 984 1373 1141">OBJECT</td> <td data-bbox="1373 984 1510 1141">PLACE</td> <td data-bbox="1510 984 1649 1141">TIME?</td> </tr> </table> <p>Students will be illustrated again on the meaning and usage of the most common WH-WORDS as it is shown on the slide below. The teacher will also invite them to compare it to the YES/NO QUESTION pattern.</p> <p>Right after this, the teacher will provide a worksheet to make the student to take over this topic.</p>	WH-WORD	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?	<p>Worksheet</p>	<p>Grammar: making Yes/No and Wh-questions orally.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others ideas.</p> <p>Creativity.</p>
WH-WORD	DO DOES		BASE FORM VERB	OBJECT	PLACE	TIME?					



Wh Questions Words



What - use to ask about people, things and animals.

When - use to ask about time.

Why - use to ask about reason.

Which - use to ask about people and things when there's a choice to make.

Who - use to ask about people.

Where - use to ask about place.

Whose - use to ask about who the possessor of something is.

How - use to ask about condition, quality or the way things are done.

Wh-questions revision

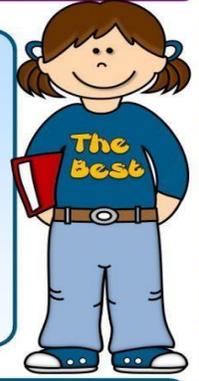
1. Match the question words to the correct use.

what who where when why how
 how long how often how much which
 how tall how many how far whose

- | | | |
|---------------------------------|---------------------------|-----------------------------|
| 1. asking about people | 6. asking about age | 11. asking about duration |
| 2. asking about possession | 7. asking about time | 12. asking about places |
| 3. asking about things | 8. asking about reason | 13. asking about choice |
| 4. asking about quantity, price | 9. asking about number | 14. asking about frequency |
| 5. asking about manner | 10. asking about distance | 15. asking about dimensions |

2. Write the correct question words.

- | | |
|--|----------------------|
| 1. did you go to Egypt? | To see the pyramids. |
| 2. is her favourite flower? | A daisy. |
| 3. flour do we need? | A kilo. |
| 4. does Nancy spend holidays? | In California. |
| 5. do you play the guitar? | Every day. |
| 6. is the post office from here? | Five minute walk. |
| 7. does Rosie sing? | Like an angel. |
| 8. is your coat? | The woollen one. |
| 9. can't do a handstand? | Nick and Ted. |
| 10. was your car when you sold it? | 10. |
| 11. people were invited to the party? | 15. |
| 12. is Thanksgiving celebrated in the US? | In November. |
| 13. is the Eiffel Tower? | 324 m. |
| 14. have they had their pet? | For three years. |
| 15. is that notebook? | Diana's. |



3. Ask about the underlined part.

- | | |
|--|---|
| 1. <u>Peter</u> is left-handed. | 4. Mr. Farris works in the <u>Town Hall</u> . |
| 2. We are baking a <u>cake</u> for Cindy. | 5. We need <u>five more</u> chairs for the party. |
| 3. I take my dog to the vet <u>once a year</u> . | 6. Pam speaks French <u>fluently</u> . |

C. At the of this session the teacher will spend some time checking and correcting mistakes the students might have when socializing this activity.



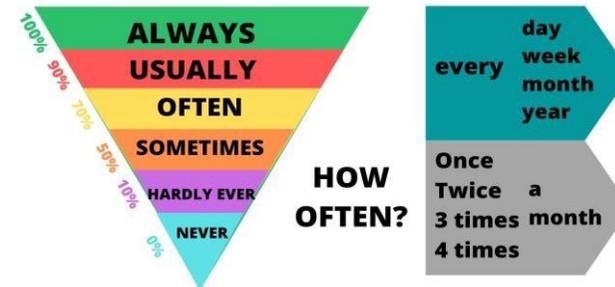
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	<p>HOW OFTEN DOES YOUR MOTHER RECYCLE?</p> <p>Say how frequency they do an activity or something happens as well as describe a process chronologically.</p>	<p>I. After welcoming the students, the teacher will ask them to classify the following words into the categories: Adverbs of Frequency and Adverbs of Sequency. To do so, students have to draw the chart below on their notebooks.</p> <ul style="list-style-type: none"> • Seldom Finally Rarely Second Then • Usually Next Later Hardly ever Before • When Often Scarcely Third While • Almost never Twice a day After Firstly Lastly Never <table border="1" data-bbox="690 686 1649 870"> <thead> <tr> <th>Frequency Adverbs</th> <th>Sequency Adverbs</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table> <p>D. Then, the teacher will illustrate how these parts of the speech work and their usages. For this, the teacher will support himself on the following videos:</p> <p>Adverbs of frequency: https://www.youtube.com/watch?v=VAWo65QwP2c</p> <p>Adverbs of sequency: https://www.youtube.com/watch?v=sFrHK7cHzkA</p> <p>After playing each video, the teacher will guide the students to get acquainted with the way adverbs of frequency must be used when</p>	Frequency Adverbs	Sequency Adverbs							<p>TV set Speakers Inernet Slides</p>	<p>Usage of the adverbs of frequency and sequency to describe both a process and how often it happens.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>
Frequency Adverbs	Sequency Adverbs											

describing permanent situations by taking into account the Wh-word: **HOW OFTEN**. For this, the teacher will support himself on the slide given below:

ADVERBS & EXPRESSIONS OF FREQUENCY



ADVERBS OF FREQUENCY

Answer the questions using the adverbs of frequency always, usually, often, sometimes, rarely and never.

- How often do you read a book?
- How often does Helen go to the cinema?
- How often does Joe go to bed late?
- How often do you do your homework?
- How often do your parents go on holiday?
- How often do *Anny* and *Fanny* meet after school?
- How often does your father wash the car?
- How often does your mother go shopping?
- How often do you play computer games?
- How often does Mr. Ronalds take the bus?

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	<p>HOW OFTEN DOES YOUR MOTHER RECYCLE?</p> <p>Say how frequency they do an activity or something happens as well as describe a process chronologically.</p>	<p>At this stage, students will be encouraged to propose their own situations. They must add at least 5 different situations. This might be done by pair to promote collaborative work.</p> <p>C. Finally, each group must socialize the activity before the class and the teacher will make corrections if necessary by encouraging the students not to pay attention for their mistakes.</p> <p>I. After welcoming the students, the teacher will encourage their students to get interested in studying English by showing them a Power Point Presentation on How to Study English. Students must be aware of each step so that they will design their own purposes on their English learning process.</p> <p>D. Then, the teacher will make a brief practice and review on how the Present Simple is used to talk about permanent situations such as routines and daily activities. For this, the teacher will show some pictures from which students have to create a story about somebody's daily activities.</p> <p>After socializing this activity, the teacher will again guide the students to go deeper with the way Yes/No and WH-questions are made when using the auxiliaries DO-DOES as well as AM, IS and ARE. This stage will be illustrated with the following video: https://www.youtube.com/watch?v=hCg6-pnno6w</p>	<p>TV set Speakers Video</p>	<p>Usage of the adverbs of frequency and sequency to describe both a process and how often it happens.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p>
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HOW OFTEN DOES YOUR MOTHER RECYCLE?

Say how frequency they do an activity or something happens as well as describe a process chronologically

C.Finally, students will make both Yes/No and Wh- questions to the teacher and among themselves to check word order and understanding. For further practice, students must log on:

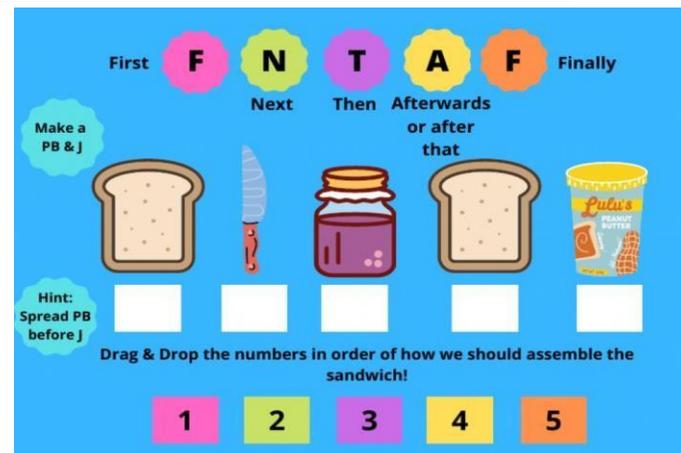
www.englishexercises.org

Grammar: Present simple and Verb to Be.

I. After checking the attendance list, the teacher will again set up a warm up activity called "Word Swatter" to review and reinforce the vocabulary related to environment issues as well as their spelling and meaning. The teacher will ask the students to make 4 groups.

D. Then after, the teacher will illustrate on the board the way sequencers are used to describe a process chronologically. For this, the teacher will support himself on the following video:

<https://www.youtube.com/watch?v=YGhkxmc5mpw>



Fly Swatter Slides

Usage of the adverbs of frequency and sequency to describe both a process and how often it happens.

Availability to take part actively in the class.

Being respectful to others ideas.

Writing: describe a process in a chronological order.



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Later on, the students will organize the process given above to check their understanding. This might be done by pair to promote collaborative work. Next, the students must describe a process chosen by their own. The process must have 10 steps at least. This must be performed by pairs.

Suggested processes:

- How to make a tuna sandwich
- How paper is made
- How to send an e-mail
- How to plant a tree
- How to study Maths /English
- How to drive a car
- How to play chess
- How a bike is ridden
- How a penalty is kicked
- How to play volleyball

C. Finally, the teacher will give some guidelines to the students to describe the chosen process during the class. Each group must socialize the activity before the class and the teacher will make corrections if necessary.



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SUBJECT: ENGLISH		TEACHER: YUBER ARLEX BORJA OSORIO		GRADE: 6°
PERIOD: I		DATE: WEEK FROM FEBRUARY 02ND TO FEBRUARY 20TH 2026		NUMBER OF HOURS: 24
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
	<p>FAMILY MEMBERS</p> <p>Students will be able to Identify words to express family relationship.</p>	<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>1. ALWAYS respect others 2. ALWAYS be on time to class 3. Follow the instructions given by the teacher. 4. Enter class quietly. 5. ALWAYS do homework on time. 6. Keep your desk organized...</p> <p>Commands: <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>Activity. Students will follow instructions using the commands.</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>



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FAMILY MEMBERS

Students will be able to identify words to express family relationship.

I. I will start the class greeting my students and checking the attendance list.
 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.

D: Then I will have them compete men against women, practicing writing and pronouncing the complete sentence.

-I will organize students into pairs and ask them to compare their answers.
 1. Father, 2. Grandmother, 3. Son, 4. Mother, 5. Daughter



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.

Activity 01.



Female	Male	Plural

C. Checking the 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



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	<p>FAMILY MEMBERS</p> <p>Students will be able to Identify words to express family relationship.</p>	<p>I. I will start the class greeting my students and checking the attendance list.</p> <p>Warm-up 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).</p> <p>D: 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. 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>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 only child (a child with no brothers or sisters).</p> <p>Match the sentences a-d to the pictures 1-4.</p> <p>a. She's my aunt. Her name's Anna. b. We're from Venezuela. Our family is very big. c. They're Juanita, Luis and Pedro. Their parents are Lucia and Paul. d. I'm an only child. My family is very small.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</p> </div> <div style="text-align: center;">  <p>3</p> </div> <div style="text-align: center;">  <p>4</p> </div> </div> <p>C: Check answers as a 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>
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FAMILY MEMBERS

Students will be able to identify words to express family relationship.

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

Listen and repeat the sentences.

- a. My family is small.
- b. Your mother is from Austria.
- c. Her name is Laura.
- d. His name is Andrés.
- e. The dog loves its ball.
- f. Our names are Lala and Lily.
- g. Their names are Sophie and Chris.

D: I will write the **possessive adjectives** from the sentences on the board. I will ask students to tell me which personal pronoun (*I, you, he, we, etc.*) they go with. I will point out or elicit that possessive adjectives in English are the same for singular and plural nouns. For example, **our** mother and **our** parents (not ours parents).

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 (**the boy standing up**).

I will tell students to write their answers in their notebook. Students complete the text individually.

5. Complete the text with the correct possessive adjective.

my your her his its our their

This is a photo of my family. This is *my* 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?



Extra activity.

Ask questions about the completed text. For example, **Who is Rose?** (his sister), **How old is Pablo?** (Six), **Who is George?** (His father), **Who is Picky?** (Their dog).

C: I will check answers as a class by asking them to take turns reading out each sentence.

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Asking and answering questions.
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Solving exercises.
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PERIOD: I		DATE: WEEK FROM FEBREURY 23RD TO MARCH 13TH 2026		NUMBER OF HOURS: 24
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
	<p>DAILY ROUTINE</p> <p>Students will be able to 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, the lesson will focuses on vocabulary to talk about daily routines and using 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.</p> <p>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.</p>	<p>Notebooks Worksheets</p> <p>Pencils Websites Computer and TV</p>	<p>Asking and answering questions.</p> <p>Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board</p>

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DAILY ROUTINE

Students will be able to identify words that help you describe daily routines and personal care.

I will introduce daily routine vocabulary using flashcards.

- I will show learners the first flashcard, e.g. **'get up'**. I will mime the action. I will say, **'I get up at 7 o'clock.'**
- 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.
- I will ask learners **'What about you? What time do you get up?'** I will Elicit answers from different children in the class. I will also ask, **'What time do you get up on Saturday and Sunday?'**, to get a variety of answers, and this often generates real interest from the learners about their classmates!
- 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!



C. I will check answers as a class by asking them to take turns reading out each sentence.

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DAILY ROUTINE

Students will be able to 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, 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.

D: • I will arrange the flashcards on the board in random order and hold up a word card, for example **'have a shower'**, which I read and place next to the appropriate flashcard.

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.

Daily Routines
Match the daily routine vocab with the picture showing that activity

1. Wake up
2. Get dressed
3. Eat breakfast
4. Brush my teeth
5. Go to school
6. Eat lunch
7. Go home
8. Do my homework
9. Eat dinner
10. Take a shower
11. Go to sleep

The graphic includes several small illustrations: a person waking up, a person brushing teeth, a person eating breakfast, a person eating lunch, a person going to school, a person going home, a person doing homework, a person eating dinner, a person taking a shower, and a person going to sleep.

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Pencils
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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.



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	<p>DAILY ROUTINE</p> <p>Students will be able to 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>C. Checking the activities with the class.</p> <p>I. I will start the class greeting my students and calling by the name list. I will explain that they are going to play a memory review game</p> <p>D: 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"> • 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. <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>
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DAILY ROUTINE

Students will be able to identify words that help you describe daily routines and personal care.

C: I will check answers as a class.

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

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.

Quiz



- She brushes her teet.
- She teeth brushes.
- She brushes her teeth.

C: I will check answers as a class.

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SUBJECT: ENGLISH		TEACHER: YUBER ARLEX BORJA OSORIO		GRADE: 6°																																																																																	
PERIOD: I		DATE: WEEK FROM MARCH 16 TO MARCH 27 2026		NUMBER OF HOURS: 24																																																																																	
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS		RESOURCES	EVALUATION INSTRUMENTS																																																																																
1 hora	<p>NUMBERS FROM 01 TO 1.000</p> <p>Students will be able to Identify words that appoint the number from 01 to 1.000 speaking and writing.</p>	<p>I. I will start the class greeting my students and calling by the name list. Then, the lesson will begin with a warm-up in which students will work in groups to generate a list of the ways they use numbers in their everyday lives. 5 minutes.</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 warm-up by emphasizing the importance of learning numbers in order to function in society. 5-7 minutes.</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 13, 30, 23, 56, and 84.</p> <div data-bbox="685 1015 1707 1502" data-label="Complex-Block"> <p style="text-align: center;">Number names 1 to 1000</p> <table border="1"> <tr> <td>1 = One</td> <td>25 = Twenty-five</td> <td>150 = One hundred fifty</td> <td>350 = Three hundred fifty</td> </tr> <tr> <td>2 = Two</td> <td>30 = Thirty</td> <td>160 = One hundred Sixty</td> <td>360 = Three hundred Sixty</td> </tr> <tr> <td>3 = Three</td> <td>35 = Thirty-five</td> <td>170 = One hundred Seventy</td> <td>370 = Three hundred Seventy</td> </tr> <tr> <td>4 = Four</td> <td>40 = Forty</td> <td>180 = One hundred eighty</td> <td>380 = Three hundred eighty</td> </tr> <tr> <td>5 = Five</td> <td>45 = Forty-five</td> <td>190 = One hundred Ninety</td> <td>390 = Three hundred Ninety</td> </tr> <tr> <td>6 = Six</td> <td>50 = Fifty</td> <td>200 = Two hundred</td> <td>400 = Four hundred</td> </tr> <tr> <td>7 = Seven</td> <td>55 = Fifty-five</td> <td>210 = Two hundred ten</td> <td>410 = Four hundred ten</td> </tr> <tr> <td>8 = Eight</td> <td>60 = Sixty</td> <td>220 = Two hundred twenty</td> <td>420 = Four hundred twenty</td> </tr> <tr> <td>9 = Nine</td> <td>65 = Sixty-five</td> <td>230 = Two hundred thirty</td> <td>430 = Four hundred thirty</td> </tr> <tr> <td>10 = Ten</td> <td>70 = Seventy</td> <td>240 = Two hundred forty</td> <td>440 = Four hundred forty</td> </tr> <tr> <td>11 = Eleven</td> <td>75 = Seventy-five</td> <td>250 = Two hundred fifty</td> <td>450 = Four hundred fifty</td> </tr> <tr> <td>12 = Twelve</td> <td>80 = Eighty</td> <td>260 = Two hundred Sixty</td> <td>500 = Five hundred</td> </tr> <tr> <td>13 = Thirteen</td> <td>85 = Eighty-five</td> <td>270 = Two hundred Seventy</td> <td>550 = Five hundred fifty</td> </tr> <tr> <td>14 = Fourteen</td> <td>90 = Ninety</td> <td>280 = Two hundred eighty</td> <td>600 = Six hundred</td> </tr> <tr> <td>15 = Fifteen</td> <td>95 = Ninety-five</td> <td>290 = Two hundred Ninety</td> <td>650 = Six hundred fifty</td> </tr> <tr> <td>16 = Sixteen</td> <td>100 = One Hundred</td> <td>300 = Three hundred</td> <td>700 = Seven hundred</td> </tr> <tr> <td>17 = Seventeen</td> <td>110 = One Hundred Ten</td> <td>310 = Three hundred ten</td> <td>750 = Seven hundred fifty</td> </tr> <tr> <td>18 = Eighteen</td> <td>120 = One Hundred Twenty</td> <td>320 = Three hundred twenty</td> <td>800 = Eight hundred</td> </tr> <tr> <td>19 = Nineteen</td> <td>130 = One hundred thirty</td> <td>330 = Three hundred thirty</td> <td>900 = Nine hundred</td> </tr> <tr> <td>20 = Twenty</td> <td>140 = One hundred forty</td> <td>340 = Three hundred forty</td> <td>1000 = One Thousand</td> </tr> </table> </div>		1 = One	25 = Twenty-five	150 = One hundred fifty	350 = Three hundred fifty	2 = Two	30 = Thirty	160 = One hundred Sixty	360 = Three hundred Sixty	3 = Three	35 = Thirty-five	170 = One hundred Seventy	370 = Three hundred Seventy	4 = Four	40 = Forty	180 = One hundred eighty	380 = Three hundred eighty	5 = Five	45 = Forty-five	190 = One hundred Ninety	390 = Three hundred Ninety	6 = Six	50 = Fifty	200 = Two hundred	400 = Four hundred	7 = Seven	55 = Fifty-five	210 = Two hundred ten	410 = Four hundred ten	8 = Eight	60 = Sixty	220 = Two hundred twenty	420 = Four hundred twenty	9 = Nine	65 = Sixty-five	230 = Two hundred thirty	430 = Four hundred thirty	10 = Ten	70 = Seventy	240 = Two hundred forty	440 = Four hundred forty	11 = Eleven	75 = Seventy-five	250 = Two hundred fifty	450 = Four hundred fifty	12 = Twelve	80 = Eighty	260 = Two hundred Sixty	500 = Five hundred	13 = Thirteen	85 = Eighty-five	270 = Two hundred Seventy	550 = Five hundred fifty	14 = Fourteen	90 = Ninety	280 = Two hundred eighty	600 = Six hundred	15 = Fifteen	95 = Ninety-five	290 = Two hundred Ninety	650 = Six hundred fifty	16 = Sixteen	100 = One Hundred	300 = Three hundred	700 = Seven hundred	17 = Seventeen	110 = One Hundred Ten	310 = Three hundred ten	750 = Seven hundred fifty	18 = Eighteen	120 = One Hundred Twenty	320 = Three hundred twenty	800 = Eight hundred	19 = Nineteen	130 = One hundred thirty	330 = Three hundred thirty	900 = Nine hundred	20 = Twenty	140 = One hundred forty	340 = Three hundred forty	1000 = One Thousand	<p>Notebooks Worksheets Pencils Websites Computer and TV</p>	<p>Asking and answering questions. 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	<p>NUMBERS FROM 01 TO 1000</p> <p>Students will be able to Identify words that appoint the number from 01 to 1.000 speaking and writing.</p>	<p>Activity 1 (5 minutes) 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 "phone number" (<i>students are encouraged to give an imaginary phone number if they would prefer not to give out their real number</i>). This activity also practices the construction (<i>What is your phone number?</i>) and (<i>My phone number is _____</i>). As the students engage in the activity, I will walk around, monitoring the activity.</p> <p>C: Checking activities with the class.</p> <p>I. I will start the class greeting and calling by the students name list.</p> <p>D. Activity 2: Group Bingo (15 minutes)</p> <p>Students will form groups of four. Each student will be given a piece of cardstock with a number on it from 1 to 100. 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 "Bingo!" 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>
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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.

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	<p>NUMBERS FROM 01 TO 1000</p> <p>Students will be able to Identify words that appoint the number from 01 to 1.000 speaking and writing.</p>	<p>I: I will start the class greeting and calling by the students name list.</p> <p>D: ASSESSMENT:</p> <p>Formative - 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> <p>1. What number is it? 10</p> <ul style="list-style-type: none"><input type="radio"/> Eleven<input type="radio"/> Hundred<input type="radio"/> Thousand<input type="radio"/> Ten <hr/> <p>2. What number is it? 22</p> <ul style="list-style-type: none"><input type="radio"/> Thirty-two<input type="radio"/> Fourteen-one<input type="radio"/> Twenty-two<input type="radio"/> Forty-two <hr/> <p>Print Quiz: Numbers 1 to 1000 (numeros - numbers - grammar) (educaplay.com)</p> <p>C: Checking 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>
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