



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

"Porque tus metas también son las nuestras"  
PLANEACIÓN DIDÁCTICA DE CLASES 2020

SUBJECT: ENGLISH		TEACHER: MARVIS LAGAREJO		GRADE: 6°
PERIOD: 4		DATE: WEEK FROM 18 TO OCTOBER 20		NÚMBER OF HOURS: 20
CLASE	ACHIEVEMENTS AND TOPICS	METHOD OF LEARNING	RESOURCES	INSTRUMENTS OF ASSESSMENT
1 hours  6°A: 18 - 10	<b>SEQUENCY CONNECTORS</b>  Identify connectors and, but, because, first, second and others and how they place in a sentence	<p>I. I Will start the class calling by the list name and writing the date and the lesson on the board.</p> <p>I will start the class Pre-teaching the new vocabulary in Exercise using mime as if I were on a cooking show. I will Explain to students that I am going to tell them how to make something. They have to listen to me and take notes on both the ingredients and the process. Weaker students may need to use some help to complete the task. I will write the ingredients on the board and then I will talk students through the process, demonstrating clearly all the new words using mime, e.g., chop, blend, pour, freezer. Students compare their ideas in pairs before looking at the recipe.</p> <p>Then, I will tell students that today we are going to learn how to write instructions.</p> <p>D: I will write the sequence words vocabulary on the board. <b><i>First, first of all, second, then, later, after, after that, besides, and, before, but and finally.</i></b> I will tell students read the recipe and find examples of first, then, after, later, and finally.</p>	<p>Web sites (British council)</p> <p>Worksheets</p> <p>Notebooks</p> <p>Markers and pens</p> <p>Board</p> <p>eBook (move it 1 )</p>	<p>Asking and answering questions</p> <p>Good participation</p> <p>Concentration and paying attention</p> <p>Solving exercises</p> <p>Checking activities and tests</p> <p>Presentation</p>

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After that, I will tell students that choose the sequence words from the next recipe.

**Banana and Raspberry Yogurt Smoothie**

**Ingredients**

- 1 banana
- 10–12 raspberries
- 5 tablespoons of raspberry yogurt
- 3 tablespoons of milk

**First**, chop the banana. Put the banana into a blender. Then add the raspberries, the yogurt and the milk. Blend for thirty seconds. Finally, pour the mixture into a glass and drink it! You can add sugar, but it's better without sugar.


You can also make frozen smoothies with this recipe. First, pour the drink into small paper cups. Then put a stick into each cup and put the cups in the freezer. Finally, wait two hours and then take a cup out of the freezer. Enjoy your frozen yogurt smoothie!

Next, Students will put the sentences into the correct order and link them using the sequence words.



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<p>2 hours</p> <p>6°A: 19 - 10</p>	<p><b>SECUENCY CONNECTORS</b></p> <p>Identify connectors and, but, because, first, second and others and how they place in a sentence.</p>	<p><b>How to make a cup of tea:</b>  <b>a</b> add hot water.  <b>b</b> drink your tea.  <b>c</b> put the teabag into the cup.</p> <hr/> <p><b>C:</b> I will check the activities with students.</p> <p><b>I:</b> I will start the class calling by the list name and writing the date and the next activity on the board.</p> <p>Now, students will read the recipe then they will answer the questions.</p> <ol style="list-style-type: none"> <li>1 How many bananas do you need? <b>one</b></li> <li>2 How much yogurt do you need?</li> <li>3 Is the recipe better with some sugar?</li> <li>4 Where do you put the paper cups?</li> </ol> <p>Then, I will tell students to create their own milkshake recipe. They will Choose two or three ingredients from the list below.</p> <div data-bbox="702 1122 1597 1484">  <p>ice cream banana raspberry strawberry mango pineapple cocoa</p> </div>	<p>Web sites (British council)</p> <p>Worksheets</p> <p>Notebooks</p> <p>Markers and pens</p> <p>Board</p> <p>eBook (move it 1)</p>	<p>Asking and answering questions</p> <p>Good participation</p> <p>Concentration and paying attention</p> <p>Solving exercises</p> <p>Checking activities and tests</p> <p>Presentation</p>
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2 hours 6°A: 19 - 10	<b>SECUENCY CONNECTORS</b>  Identify connectors and, but, because, first, second and others and how they place in a sentence.	I: I will start the class calling by the list name and writing the date and the next activity on the board.  <b>D: I will tell students to write their recipe. Use "My milkshake" and their ingredients from last Exercise.</b>	Web sites (British council) Worksheets Notebooks Markers and pens Board eBook (move it 1)	Asking and answering questions Good participation Concentration and paying attention Solving exercises Checking activities and tests Presentation



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		<div data-bbox="792 414 1510 792"><p><b>My milkshake</b></p><p>.... and .... Milkshake</p><p>Ingredients</p><ul style="list-style-type: none"><li>• 250 ml of milk</li><li>• 1 / 2 / 3 ...</li><li>• 2 / 3 tablespoons of ...</li></ul><p>First, ... / Then ... / Finally, ...</p><p>You can also make ...</p><p>Enjoy your ...</p></div> <div data-bbox="720 865 859 976"></div> <div data-bbox="936 813 1153 846"><p><b>Remember!</b></p></div> <div data-bbox="936 854 1457 995"><ul style="list-style-type: none"><li>• Use sequence words (<i>first, then, finally</i>).</li><li>• Use the vocabulary in this unit.</li><li>• Check your grammar, spelling and punctuation.</li></ul></div>		
		<p>C: I will check the activities with students.</p>		