



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

"Porque tus metas también son las nuestras"

PLANEACIÓN DIDÁCTICA DE CLASES 2023





SUBJECT: ENGLISH		TEACHER: MARVIS LAGAREJO		GRADE: 6°
PERIOD: I		DATE: <b>WEEK FROM JANUARY 23 TO JANUARY 27</b>		NUMBER OF HOURS: 20
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
2 hours 6°A: 23 - 01	<b>FAMILY MEMBERS</b>  Identify words to express family relationship.	<p>I. I will start the class greeting my students and calling by the name list. Then, the lesson will begin with being clear to the rules in the English class and some command for using during the class.</p> <p><b>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.....</b></p> <p><b>Commands: Good morning, Good afternoon, how are you? Fine thank you, Close the door, Turn to next page, Sit down, Work in pairs.....</b></p> <p><b>D.</b> 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



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<div>2 hours</div> <div>6°A: 23 - 01</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 calling by the name list.</div> <div>Ask students to bring pictures of their family to class before the lesson.</div> <div>They need their own pictures to do exercise.</div> <div>D: Then, I will write my family members on the board and students in their notebooks. The purpose of this activity is to discover the family vocabulary students already know.</div> <div>-I will ask students to look at the picture on the board of the family and to write the words in their notebooks. This should be done individually.</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> <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>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>
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2 hours 6°A: 23 - 01	<b>FAMILY MEMBERS</b>  Identify words to express family relationship.	<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> <table><tr><td>a. My family is small.</td><td>e. The dog loves its ball.</td></tr><tr><td>b. Your mother is from Austria.</td><td>f. Our names are Lala and Lily.</td></tr><tr><td>c. Her name is Laura.</td><td>g. Their names are Sophie and Chris.</td></tr><tr><td>d. His name is Andrés.</td><td></td></tr></table>	a. My family is small.	e. The dog loves its ball.	b. Your mother is from Austria.	f. Our names are Lala and Lily.	c. Her name is Laura.	g. Their names are Sophie and Chris.	d. His name is Andrés.		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><b>D:</b> I will write the <i>possessive adjectives</i> 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 (<i>the boy standing up</i>).</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   your   her   his   its   our   their</div></div> <p>This is a photo of my family. This is <i>my</i> 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> 										
		<p><b>Extra activity.</b></p> <p>Ask questions about the completed text. For example, <b>Who is Rose?</b> (his sister), <b>How old is Pablo?</b> (Six), <b>Who is George?</b> (His father), <b>Who is Picky?</b> (Their dog).</p> <p><b>C:</b> I will check answers as a class by asking them to take turns reading out each sentence.</p>										



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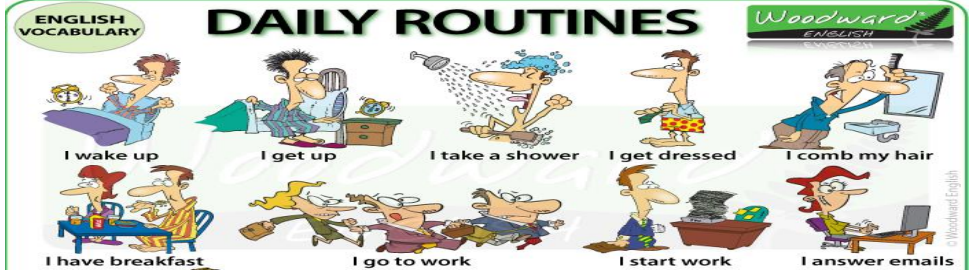


SUBJECT: ENGLISH		TEACHER: MARVIS LAGAREJO		GRADE: 6°
PERIOD: I		DATE: WEEK FROM JANUARY 30 TO FEBRUARY 03		NUMBER OF HOURS: 20
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
2 hours 6°A: 23 - 01	<b>DAILY ROUTINE</b>  Identify words that help you describe daily routines and personal care.	<p>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 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 (<b>or use real clocks</b>) to ask each other the time. I will monitor to check there are no problems.</p> <div></div>	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>2 hours 6°A: 23 - 01</p>	<p><b>DAILY ROUTINE</b></p> <p>Identify words that help you describe daily routines and personal care.</p>	<p>I will introduce daily routine vocabulary using flashcards.</p> <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> <p>C. I will check answers as a class by asking them to take turns reading out each sentence.</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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2 hours 6°A: 23 - 01	<b>DAILY ROUTINE</b>  Identify words that help you describe daily routines and personal care.	<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 <b>'have a shower'</b>, 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> 	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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2 hours 6°A:	<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><b>I.</b> 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><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>
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<p>2 hours 6°A:</p>	<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><b>I.</b> I will start the class greeting my students and calling by the name list.</p> <p><b>D:</b> 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><b>Quiz</b></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>
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SUBJECT: ENGLISH		TEACHER: MARVIS LAGAREJO	GRADE: 6°																																																																																	
PERIOD: I		DATE: WEEK FROM MARCH 06 TO MARCH 10	NUMBER OF HOURS: 20																																																																																	
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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.</p> <p><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> <div><p>Number names 1 to 1000</p><table><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	Notebooks Worksheets Pencils Websites Computer and TV	Asking and answering questions. 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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 "<b>phone number</b>" (<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><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>
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## COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"

"Porque tus metas también son las nuestras"

PLANEACIÓN DIDÁCTICA DE CLASES 2023



### 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



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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> <p>1. What number is it? 10</p> <p><input type="radio"/> Eleven <input type="radio"/> Hundred <input type="radio"/> Thousand <input type="radio"/> Ten</p> <hr/> <p>2. What number is it? 22</p> <p><input type="radio"/> Thirty-two <input type="radio"/> Fourteen-one <input type="radio"/> Twenty-two <input type="radio"/> Forty-two</p> <p><a href="#">Print Quiz: Numbers 1 to 1000 (numeros - numbers - grammar) (educaplay.com)</a></p> <p><b>C: Checking 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
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COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“Porque tus metas también son las nuestras”  
PLANEACIÓN DIDÁCTICA DE CLASES 2023



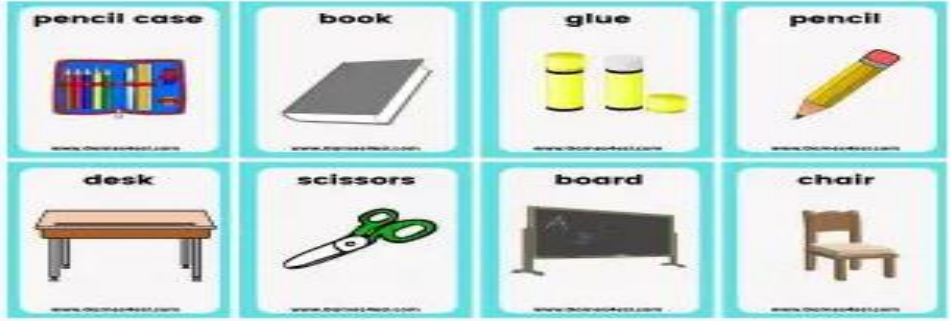
SUBJECT: ENGLISH		TEACHER: MARVIS LAGAREJO		GRADE: 6°
PERIOD: I		DATE: WEEK FROM MARCH 13 TO MARCH 17		NUMBER OF HOURS: 20
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS	RESOURCES	EVALUATION INSTRUMENTS
2 hours 6°A:	<b>OBJECTS OF THE CLASSROOM</b>  Identify words to express classroom objects.	<p>I. 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





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"Porque tus metas también son las nuestras"  
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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.</p> <p>(Listening, speaking, writing and Reading)</p> <p>Checking activities in the board</p>
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“Porque tus metas también son las nuestras”  
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<p>2 hours 6°A:</p>	<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>
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COLEGIO COOPERATIVO DE APARTADÓ “C.A.R.B.”  
“Porque tus metas también son las nuestras”  
PLANEACIÓN DIDÁCTICA DE CLASES 2023



<div>2 hours</div> <div>6°A:</div>	<div>OBJECTS OF THE CLASSROOM</div> <div>Identify words to express classroom objects.</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>
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# COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B."

"Porque tus metas también son las nuestras"  
PLANEACIÓN DIDÁCTICA DE CLASES 2023



SUBJECT: ENGLISH		TEACHER: MARVIS LAGAREJO		GRADE: 6°			
PERIOD: II		DATE: WEEK FROM APRIL 17 TO APRIL 21		NUMBER OF HOURS: 20			
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><b>I.</b> 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 stu-dents have already learned. <i>E.g. hot, cold, well, teacher, student, tall, fat, etc.</i> I will introduce any new vo-cabulary 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><b>D:</b> 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 all on students to make sentences by choosing a subject, verb, and an adjec-tive 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					



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<div>Hours</div> <div>6°A:</div>	<div><b>SIMPLE PRESENT OF VERB TO BE</b></div> <div>Identify elements of simple present of verb to be.</div>	<div><i>Practice the Verb "To Be":</i></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.</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><i>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.)</i></div><div>C: Check answers as a 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.</div> <div>(Listening, speaking, writing and Reading)</div> <div>Checking activities in the board</div>
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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. <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></p> <p>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.</p> <p>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.</p> <div><p><b>Look at the pictures and answer the question</b></p><ol style="list-style-type: none"><li>Is he a teacher? <u>No, he is not.</u></li><li>Is it an elephant? _____</li><li>Is it a pencil? _____</li><li>Are they twins? _____</li><li>Is he in the park? _____</li><li>Is he a painter? _____</li><li>Is Ricky in the living room? _____</li><li>Is mom in the kitchen? _____</li><li>Is your dad a postman? _____</li><li>Are the books on desk? _____</li><li>Are you Mrs. Perkins? _____</li><li>Is the broom behind the door? _____</li></ol></div> <p>C. Checking the activities with the class.</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.
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<b>1 HOUR</b> <b>6:A</b>	<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>D: 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><b>1. My brother knows how to fly an airplane. He ... a pilot.</b> a) is b) are c) am</td><td><b>9. My friend and I ... both students at the same school.</b> a) is b) are c) am</td></tr><tr><td><b>2. (A) Where is he? Is he at work? (B) No, he ....</b> a) isn't b) not c) is</td><td><b>10. Oh, no! ... I late for the final history exam?</b> a) Am b) Are c) Is</td></tr><tr><td><b>3. (A) Are you hungry? (B) Yes, I ....</b> a) are b) am c) is</td><td><b>11. 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>	<b>1. My brother knows how to fly an airplane. He ... a pilot.</b> a) is b) are c) am	<b>9. My friend and I ... both students at the same school.</b> a) is b) are c) am	<b>2. (A) Where is he? Is he at work? (B) No, he ....</b> a) isn't b) not c) is	<b>10. Oh, no! ... I late for the final history exam?</b> a) Am b) Are c) Is	<b>3. (A) Are you hungry? (B) Yes, I ....</b> a) are b) am c) is	<b>11. 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.
<b>1. My brother knows how to fly an airplane. He ... a pilot.</b> a) is b) are c) am	<b>9. My friend and I ... both students at the same school.</b> a) is b) are c) am									
<b>2. (A) Where is he? Is he at work? (B) No, he ....</b> a) isn't b) not c) is	<b>10. Oh, no! ... I late for the final history exam?</b> a) Am b) Are c) Is									
<b>3. (A) Are you hungry? (B) Yes, I ....</b> a) are b) am c) is	<b>11. He is from Italy, she is from Spain, and Miko and Hiro ... from Japan.</b> a) aren't b) are c) is									
		<b>C. Checking the activities with the class.</b>								



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PLANEACIÓN DIDÁCTICA DE CLASES 2023



SUBJECT: ENGLISH		TEACHER: MARVIS LAGAREJO		GRADE: 6°	
PERIOD: III		DATE: WEEK FROM JULY 10 TO JULY 14		NUMBER OF HOURS: 20	
CLASS 50'	GOAL AND TOPIC	STRATEGIES AND LEARNINGS		EVALUATION INSTRUMENTS	
2 hours 6°A:	SIMPLE PRESENT AUXILIARIES  Identify elements of simple present with auxiliaries.	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 divide the class in group of 04 students, I will give each student a question and an answer. (It can't answer his/her own 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. <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>		Notebooks Worksheets Pencils Websites Computer and TV Papers	Asking and answering questions. Oral and writing Participation on the board Solving exercises. (Listening, speaking, writing and Reading) Checking activities in the board
		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.			
		<div><div>I play soccer every day. I don't play soccer every day. Do you play soccer every day? She plays soccer every day. Does she play soccer every day? She doesn't play soccer...</div><div>AM – ARE – IS He is a teacher You are a teacher Are you a teacher? He is not a teacher</div><div>I can play soccer Can you play soccer? I can't play soccer</div></div>			
I will choose some students who will participate on the board doing some sentences for practicing. C: Check the exercises with students.					



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<p>Hours 01 6°A:</p>	<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 be can: affirmative and negative and questions</b></p> <p><b>1 Escribe bien las frases.</b></p> <p>She can swim fast. <u>She can swim fast.</u></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> <hr/> <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.</p> <p>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 Une las dos partes de cada frase y escríbelas. Luego escríbelas en negativa.</b></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 _____</p> <p>2 He _____</p> <p>3 You _____</p> <p>4 She _____</p> <p>5 It _____</p> <hr/> <p>C: Check exercise with students.</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>
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<p>2 hours 6°A:</p>	<p><b>SIMPLE PRESENT AUXILIARIES</b></p> <p>Identify elements of simple present with auxiliaries.</p>	<p><b>I.</b> I will start the class greeting my students and calling by the name list.</p> <p><b>D:</b> 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> <p><b>C: Check exercise with students.</b></p> <p><b>I.</b> I will start the class greeting my students and calling by the name list.</p> <p><b>D:</b> 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 practice some exercises online.</p> <p><a href="https://www.agendaweb.org">Be, can, do, have: exercises (agendaweb.org)</a></p> <p><a href="https://www.agendaweb.org">To be, do, have, can exercises - present simple (agendaweb.org)</a></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.</p> <p>(Listening, speaking, writing and Reading)</p> <p>Checking activities in the board.</p>
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