



COLEGIO COOPERATIVO DE APARTADÓ "C.A.R.B"
 "Cree en ti mismo, Dios está contigo"
 PLANEACIÓN DIDÁCTICA DE CLASES 2025



ASIGNATURA: INGLÉS	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 5°
PERIODO: I	FECHA: SEMANA DEL 19 DE ENERO AL 27 DE MARZO - 2026	NÚMERO DE HORAS: 24

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
1 hora 5°A: 21 - 01 5°B: 21 - 01 (1 hora) (lunes 20, 19, dirección de grupo)		<p>I. The lesson will initiate with a big shoutout for the students, followed by a prayer.</p>  <p>D. During this lesson, both the teacher and students establish the classroom rules, the work methodology is explained, the conceptual references for the first term, and the learning objectives as well as, which students take notes. The teacher also tells students that they will recite some motivational quotes that will identify each school term, which they will be provided with.</p> <p>C. The class concludes by addressing each of the questions that arise from the students.</p>	School supplies Laptop PowerPoint presentation	Involvement Focus and attention in class Assignments
1 hora				



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<p>5°A: 23 - 01 5°B: 23- 01 1 hora (Socialización manual)</p>		<p>The class continues setting up the rules and socializing the work methodologies of the subject along with the components to evaluate in every single class.</p>		
<p>2 hora 5°A: 27- 01 5°B: 26- 01 2 hora</p>	<p>NUMBERS Identifica las palabras en inglés que designan los números del 1 al 1000 por su expresión escrita y hablada en inglés.</p>	<p>I. The class starts by welcoming the students, then they recite a motivational phrase. (I am smart, I am blessed, and I can do anything) The lesson then proceeds to activate prior knowledge of the main topic by asking whether students know any numbers in English. (The numbers from 1 to 10 are written on the board to be pronounced by the students to check prior knowledge.) D. The class topic is written, and a brief explanation about the importance of numbers in daily life is provided. The numbers from 11 to 20 are presented using cards with images or a visual presentation.</p>	<p>School supplies Power Point presentation Laptop Photocopiers Board and makers</p>	<p>Involvement Focus and attention in class Assignments</p>



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Numbers 11 to 20

11 Eleven	12 Twelve	13 Thirteen	14 Fourteen
15 Fifteen	16 Sixteen	17 Seventeen	18 Eighteen
19 Nineteen	20 Twenty		

Then, it is shown how the tens (20, 30, ..., 90) are formed and how they combine with the numbers from 1 to 9 to form numbers like 21, 22, etc.. up to 100. After that, it is explained how hundreds (100, 200,..., 900) work providing examples up to one thousand (1000).

LARGE NUMBERS

© Woodward English

100 one hundred	1,000 one thousand
101 one hundred and one	2,000 two thousand
200 two hundred	10,000 ten thousand
300 three hundred	100,000 one hundred thousand
400 four hundred	1,000,000 one million
500 five hundred	10,000,000 ten million
600 six hundred	123,456,789
700 seven hundred	one hundred and twenty-three million,
800 eight hundred	four hundred and fifty-six thousand,
900 nine hundred	seven hundred and eight-nine.

The pronunciation of the numbers is provided, and the students take notes.

As an interactive activity, groups are formed and given cards with written numbers and others with their visual representation to match them correctly and share the answers with the class or, on the contrary, a bingo game is played by calling out the numbers in English.



		<p>C. A quick review of what has been learned is done by asking some students to say or write a few random numbers on the board. Then, it is asked if there are any questions or if anyone wants to share something about what they have learned.</p> <p>Link games to reinforce the lesson at home https://wordwall.net/es/resource/9648047/numbers-1-to-100 https://wordwall.net/es/resource/8626023/sam-numbers-100-to-1000</p>		
<p>5°A: 5°B:</p>	<p>THE BODY</p> <p>Identifica las partes del cuerpo a partir del vocabulario correspondiente en inglés</p>	<p>I. The students are given a warm greeting, followed by a prayer, roll call, a motivational quote they say: (I am smart, I am blessed, and I can do anything) And then, a brief review of the previous topic (numbers with simple questions and a short counting exercise aloud.</p> <p>After that, the students are asked how they are feeling, and a brief discussion is held about the importance of the body, asking: What parts of the body are important to us?</p> <p>D. Images or drawings representing body parts (head, shoulders, arms, legs, eyes, ears, nose, mouth) are shown. As each part is presented, the students practice their pronunciation, and gestures are used to associate the words with the corresponding parts of their body. Then, students take notes in their notebooks.</p> <div data-bbox="1555 1352 1902 1692" data-label="Image"> </div> <p>A song or video that includes the vocabulary is played to make the class</p>	<p>School supplies Power Point presentation Laptop Photocopiers</p>	<p>Involvement Focus and attention in class Assignments</p>



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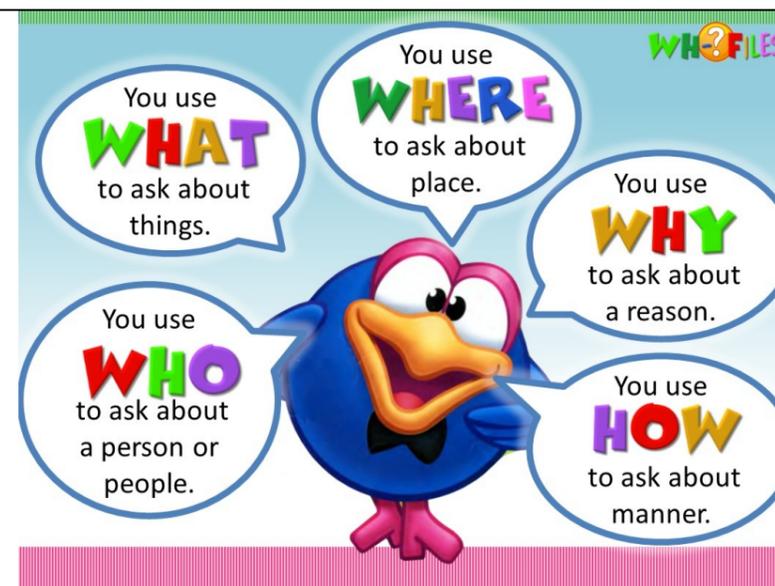
<p>5°A: 5°B:</p>	<p>WH QUESTIONS</p> <p>Produce un texto narrativo oral o escrito, corto y sencillo, que responda al ¿qué?, ¿quién?, ¿cuándo? y ¿dónde? de un evento o anécdota.</p>	<p>more dynamic, with the participation of the whole class. https://www.youtube.com/watch?v=O9oYqMKT8JE</p> <p>As a practical activity, the students write a 5-sentence paragraph describing the body parts they like the most and their functions, using questions as a guide.</p> <p>C. A quick review is done by asking the students about the different body parts with questions such as: "Where is your nose?" or "How do you say 'mano' in English?"</p> <p>I. The class agenda starts greeting the whole class, a roll call, a motivational quote: (I am smart, I am blessed, and I can do anything) and reviewing the previous topic about the body by playing a song to remember body vocabulary along with questions like "What part of the body is this?". https://www.youtube.com/watch?v=O9oYqMKT8JE Then, the main lesson is briefly introduced.</p> <p>D. The students receive a short explanation and definition of Wh questions. Then, the vocabulary is shared with the function of each. Pronunciation and examples are provided from start to end.</p>	<p>School supplies Power Point presentation Laptop Photocopiers Video song Board and markers</p>	<p>Involvement Focus and attention in class Assignments</p>
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After that, a practical activity takes place (Asking and answering questions) to assess students' lesson understanding and pronunciation.

Additionally, students do a listening and complete a fill-in-the-blank activity related to the lesson.

<https://www.youtube.com/watch?v=7isSwerYaQc>



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<p>5°A: 5°B:</p>	<p>DAILY ACTIVITIES</p> <p>Identifica actividades cotidianas a partir del vocabulario correspondiente en inglés.</p>	<p style="text-align: center;"> What? When? Who? Where? Why?  </p> <p style="text-align: center;">Choose the word above that fits best.</p> <p>1. _____ are you going?</p> <p>2. _____ is your best friend?</p> <p>3. _____ time do you get up?</p> <p>4. _____ is your birthday?</p> <p>5. _____ are you sad?</p> <p>6. _____ do you live?</p> <p>7. _____ is your favorite food?</p> <p>C. Positive feedback is provided to the students for their participation. Students also reflect on the importance of using Wh questions in English and how they relate to the previous topic (the body and others). Any doubts are clarified as well.</p> <p>I. The students are given a warm greeting, followed by a prayer, roll call, and the motivational phrase agreed, and the lesson gets going with the question "What are WH questions?" and give examples to quickly review the last lesson.</p> <p>D. The new topic is presented giving the student an overview of what</p>	<p>School supplies Power Point presentation Laptop Photocopies</p>	<p>Involvement Focus and attention in class Assignments</p>
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Daily activities are and a list of vocabulary is shared through a PPT (PowerPoint Presentation) or whiteboard with examples and pronunciation which students are asked to repeat, then take notes.

Board and markers



Students are guided on how to ask and answer questions about daily activities using WH questions.

Example:

What do you do after school? – "I go to a French conversation club".

Consequently, students describe their daily activities in a clear and logical manner, as a result, a role-play activity is conducted where students must ask questions about their descriptions using WH questions and provide answers.

C. Ask students what they liked most about today's activities and if they feel comfortable using the new vocabulary.



<p>5°A: 5°B:</p>	<p>TELLING THE TIME</p> <p>Conoce diferentes expresiones en inglés para preguntar y dar la hora.</p>	<p>https://wordwall.net/es/resource/10993617/daily-routines</p> <p>I. The class commences saying hello to the students, a motivational quote and then continues reviewing the previous lesson (<i>Daily activities</i>) popping up the students some questions such as "What do you usually do at 7:00 a.m.?" and "What time do you go to bed?" providing a complete answer.</p> <p>D. A big clock is presented along with the key vocabulary or expressions to tell the time and the structure to respond.</p> <div data-bbox="1484 1207 1973 1690"><p>Telling the time Woodward English</p><p>It's ... o'clock</p><p>It's five to ... It's five past ...</p><p>It's ten to ... It's ten past ...</p><p>It's (a) quarter to ... It's (a) quarter past ...</p><p>It's twenty to ... It's twenty past ...</p><p>It's twenty-five to ... It's twenty-five past ...</p><p>It's half past ...</p><table border="1"><tr><td>2:00 - It's two o'clock.</td><td>2:30 - It's half past two.</td></tr><tr><td>2:05 - It's five past two.</td><td>2:35 - It's twenty-five to three.</td></tr><tr><td>2:10 - It's ten past two.</td><td>2:40 - It's twenty to three.</td></tr><tr><td>2:15 - It's quarter past two.</td><td>2:45 - It's quarter to three.</td></tr><tr><td>2:20 - It's twenty past two.</td><td>2:50 - It's ten to three.</td></tr><tr><td>2:25 - It's twenty-five past two.</td><td>2:55 - It's five to three.</td></tr></table><p>We use AT + TIME when giving the time of a specific event. - The class starts at nine o'clock. - The flight leaves at ten to three.</p><p>We use IT IS or IT'S to answer a question that asks for the time right now. What time is it? - It is half past four. What's the time? - It's twenty to five.</p><p>www.grammar.cl www.woodwardenglish.com www.vocabulary.cl</p></div>	2:00 - It's two o'clock.	2:30 - It's half past two.	2:05 - It's five past two.	2:35 - It's twenty-five to three.	2:10 - It's ten past two.	2:40 - It's twenty to three.	2:15 - It's quarter past two.	2:45 - It's quarter to three.	2:20 - It's twenty past two.	2:50 - It's ten to three.	2:25 - It's twenty-five past two.	2:55 - It's five to three.	<p>School supplies Power Point presentation Laptop Photocopies Board and markers</p>	<p>Involvement Focus and attention in class Assignments</p>
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After that, key suggestions are given to the students for using expressions correctly, along with examples and their pronunciations.

Then, a reading comprehension activity is conducted in which the whole class participates, afterwards, the students write a brief description as the one below.

DAILY ROUTINES

Read the text and answer the questions

Hello. This is Sarah and she is 10 years old. She lives in Liverpool, a city in England. She gets up at seven o'clock. Then, she has breakfast at half past seven and she brushes her teeth. She goes to school at half past eight. She loves school. Her favourite subject is Science. She loves animals and plants. She finishes school at quarter to three. In the afternoon, she watches TV at four o'clock and she does her homework. She goes to karate at quarter to five. She has dinner at half past six and she goes to bed at nine o'clock. Goodbye

QUESTIONS

How old is Sarah? _____

Where does she live? _____

What time does she get up? _____

What time does she go to school? _____

What is her favourite subject? _____

What time does she finish school? _____

What does she do at four o'clock? _____

What does she do at nine o'clock? _____



C. Students play an online game about the time to review the topic learned.

[Routine and time - Parejas](https://wordwall.net/es/resource/57540976/esl-efl/quiz-time)

<https://wordwall.net/es/resource/57540976/esl-efl/quiz-time>



5°A: 5°B:	POSSESSIVE PRONOUNS Identifica los pronombres posesivos y los relaciona con los pronombres personales.	<p>I. This class starts by reviewing the previous lesson about clothing and accessories, asking the students to bring up some clothing items.</p> <p>D. Briefly, the students receive a definition of what possessive pronouns are and their function in sentences.</p> <div data-bbox="1436 909 2021 1291"><table border="1"><thead><tr><th>subject pronouns</th><th>possessive pronouns</th></tr></thead><tbody><tr><td>I</td><td>mine</td></tr><tr><td>you</td><td>yours</td></tr><tr><td>he</td><td>his</td></tr><tr><td>she</td><td>hers</td></tr><tr><td>it</td><td>its</td></tr><tr><td>they</td><td>theirs</td></tr></tbody></table><p>I want the blue shirt back, it's mine.</p><p>YOUR DICTIONARY</p></div> <p>Afterward, they are provided with simple examples using clothing vocabulary. For example: "This hat is mine." / "That dress is hers."</p> <p>C. Students are given a worksheet where they must complete sentences with the appropriate possessive pronoun.</p>	subject pronouns	possessive pronouns	I	mine	you	yours	he	his	she	hers	it	its	they	theirs	School supplies Power Point presentation Laptop Photocopies Board and markers	Involvement Focus and attention in class Assignments
subject pronouns	possessive pronouns																	
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Possessive Pronouns

Choose the right possessive pronoun. Match with the pictures

Mine yours his hers its ours theirs

1. I have a new book. It is _____.
2. She has a new cat. It is _____.
3. They have new pillows. It is _____.
4. We have new shoes. They are _____.
5. He has a new car. It is _____.
6. You have a new toy. _____.
7. The dog has a new bone. It is _____.
8. The chair belongs to Mary. It is _____.



LIVEWORKSHEETS

Link game to enhance the lesson.

[https://wordwall.net/es/resource/37028576/idioma-en-ingl%
c3%a9s/possessive-pronouns](https://wordwall.net/es/resource/37028576/idioma-en-ingl%c3%a9s/possessive-pronouns)



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5°A: 5°B:	ADJECTIVES, SYNONYMS, AND OPPOSITES Relaciona adjetivos con sus sinónimos o antónimos.	<p>I. This class will start as usual, with a greeting, a motivational quote, and proceed with a short conversation to engage students through questions like: <i>How are you today?</i> <i>Can you describe your mood?</i> <i>How do you feel?</i> Some of their answers are written on the board.</p> <p>D. Subsequently, a brief explanation of adjectives, synonyms, and opposites is given to the students along with examples for each.</p> <p>Adjective: The cat is <i>big</i> and <i>fluffy</i>. Synonyms: Happy – Joyful. Opposite or antonyms: Big – Small. Hot – Cold.</p> <p>Moreover, a list of adjectives, synonyms, and opposites is presented, and students write them down.</p>	School supplies Power Point presentation Laptop Photocopies Board and markers	Involvement Focus and attention in class Assignments
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Then, a few sentences are presented on the board. Students should identify the adjectives.

Example:

- The dog is very cute. (What's the adjective? – **cute**)
- My teacher is nice. (What's the adjective? – **nice**)

After that, a pairwork is conducted, and students receive a list of common adjectives, they should write down the synonyms and antonyms for each adjective.

Example:

- big → synonym: large, antonym: small
- happy → synonym: joyful, antonym: sad

Afterward, an activity "The Missing Adjective" is played where several sentences are on the board, leaving a blank space where the adjective



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		<p>should be. Students should guess what adjective is missing.</p> <p>Example: The sky is _____ (synonym of <i>blue</i>). (Answer: clear). The puppy is _____ (antonym of <i>lazy</i>). (Answer: active).</p> <p>C. Finally, Students are asked what they learned about adjectives, synonyms, and antonyms/opposites and they should give examples in their own words.</p> <p>Then, students write a short description of themselves using at least three different adjectives. In pairs, they should share their description, and their partner should identify the synonyms and antonyms of the adjectives.</p>		
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