



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

"Cree en ti, Dios está contigo"  
PLANEACIÓN DIDÁCTICA DE CLASES 2026



ASIGNATURA: INGLÉS	PROFESOR (A): SERGIO ANDRES SALAS MURILLO	GRADO: 3°
PERIODO: I	FECHA: SEMANA DEL 19 AL 27 DE MARZO - 2026	NÚMERO DE HORAS: 24

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
<p>1 hora</p> <p>3°A: 19 - 01</p> <p>3°B: 21 - 01</p> <p>(lunes 19 - M.20 dirección de grupo 1-2 hora)</p>		<p>I. The class will commence with a warm welcome to the students, followed by a prayer and subsequently the class continues with the agenda.</p>  <p>D. During this lesson, both the teacher and students establish 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.</p>	<p>School supplies</p> <p>Laptop</p> <p>PowerPoint presentation</p>	<p>Involvement</p> <p>Focus and attention in class</p> <p>Assignments</p>



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<p>1 hora 3°A: 20 - 01 3°B: 27 - 01</p>	<p><b>NUMBERS FROM 1 TO 100</b></p>	<p>The class continues setting up the rules and socializing the work methodologies of the subject, along with the components to be evaluated in every single class.</p>		
<p>1 hora 3°A: 24-25-01 3°B: 28-30-01 1 hora</p>	<p>Identifica las palabras con las que se nombran los números del 1 al 100.</p>	<p><b>I.</b> The class begins with a greeting, prayer, a motivational quote that they shout out every class <i><b>(I am smart, I am blessed, and I can do anything)</b></i> Then, continues with a roll call, and activation of prior knowledge on the topic <i>(the numbers from 1 to 10 are written on the board to be pronounced by the Sts to check prior knowledge).</i></p> <p><b>D.</b> 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 Photocopies</p>	<p>Involvement Focus and attention in class Assignments</p>



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		<p style="text-align: center;"><b>Numbers 11 to 20</b></p>  <p>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. The pronunciation of the numbers is provided, and consequently, the students take notes.</p> <p>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> <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 game to enhance the lesson  <a href="https://wordwall.net/es/resource/16985335/numbers-up-to-100">https://wordwall.net/es/resource/16985335/numbers-up-to-100</a>  <a href="https://wordwall.net/es/resource/3560982/english/numbers-10-100">https://wordwall.net/es/resource/3560982/english/numbers-10-100</a></p>		
<p>1 hora 3°A:</p>	<p><b>ADJECTIVES</b> Describe, de manera oral y escrita, objetos, lugares, personas y comunidades,</p>	<p>I. The class gets started by saying hello to the students, then they recite a motivational phrase.  <b><i>(I am smart, I am blessed, and I can do anything)</i></b>            Later on, the teacher asks students if they remember the numbers they</p>	<p>School supplies Power Point presentation</p>	<p>Involvement Focus and attention in class Assignments</p>



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<p>3°B: 1 hora</p>	<p>usando oraciones simples.</p>	<p>learned in the last class. To check students' previous knowledge a quick activity is conducted where they say the numbers aloud through flashcards with numbers and they hold them up as the numbers are mentioned. Or a PowerPoint presentation can be used instead. Students give examples of how they can use numbers in simple sentences, such as "I have three apples."</p> <p><b>D.</b> A brief explanation of adjectives is given to the students, and then, a vocabulary list of adjectives is provided on the board with their pronunciation, afterward, students take notes.</p> <div data-bbox="1457 951 1991 1356" data-label="Image"></div> <p>Some images of different objects are shown (e.g., a big dog, a small cat, a red apple), and students describe what they see using adjectives. After that, the class is divided into small groups to give each group an image of an object or animal and write three adjectives that describe it. Then, each group will present their image and descriptions to the rest of the class. Furthermore, a worksheet is handed out where students must complete sentences with appropriate adjectives. For example:</p>	<p>Laptop Photocopiers.</p>	
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<p>2 horas          3°A:          3°B:          2 horas</p>	<p><b>INDEFINITE ARTICLES A/AN</b></p> <p>Decide correctamente cuándo usar los artículos indefinidos según la escritura de la palabra que les sucede.</p>	<p style="text-align: center;"><b>ADJECTIVES</b></p> <p style="font-size: small;">An adjective is a word that describes an animal, person, thing, or thought. Adjectives include words that describe what something looks like and what it feels like to touch, taste, or smell. Adjectives can be colors or words that describe temperatures and sizes.</p> <p style="text-align: center;"><b>Fill in the blanks with the correct adjectives.</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div> <p><b>My cat is</b> _____. (<i>sad, red, fat, thin</i>)</p> </div> </div> <hr style="border-top: 1px dashed black;"/> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div> <p><b>The elephant is very</b> _____. (<i>short, big, small, green</i>)</p> </div> </div> <hr style="border-top: 1px dashed black;"/> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div> <p><b>This hamster is</b> _____. (<i>cute, strong, big, tall</i>)</p> </div> </div> <hr style="border-top: 1px dashed black;"/> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div> <p><b>This</b> _____ <b>snake lives in Africa.</b> (<i>red, smart, long, rich</i>)</p> </div> </div> <hr style="border-top: 1px dashed black;"/> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="text-align: center;">  </div> <div> <p><b>The lion is a very</b> _____ <b>animal.</b> (<i>slow, weak, small, strong</i>)</p> </div> </div> <p style="text-align: center; font-size: x-small;">www.EnglishForKidz.com</p> <p><b>C.</b> Ask students what they learned about adjectives and why they are important and conduct a small oral quiz where you say a noun and they must respond with an adjective.        Remind students again that adjectives are important for making their descriptions more interesting and clearer.</p> <p><b>I.</b> The lesson begins warmly welcoming the students, subsequently, they say a motivational quote.  <i><b>(I am smart, I am blessed, and I can do anything)</b></i>        After that, the teacher pops up questions about what they learned in the last session (<i>adjectives</i>) and writes responses on the board.</p>	<p>School supplies.          PowerPoint presentation.          Laptop.          Photocopies.</p>	<p>Involvement          Focus and attention in class          Assignments</p>
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Next, he conducts a brief game where he mentions a noun, and students must raise their hands and say an adjective that describes it.

**D.** The main topic is introduced by writing the key vocabulary and clarifying when to use each one providing examples.

Example:

The indefinite articles "a" and "an."

"a cat," "an apple."

**ARTICLES**

<b>A</b> • use before a <b>singular, countable</b> noun that begins with a <b>consonant sound</b> .	<b>AN</b> • use before a <b>singular, countable</b> noun that begins with a <b>vowel sound</b> .
 <b>A dog.</b>	 <b>An egg.</b>
 <b>A book.</b>	 <b>An apple.</b>

An interactive activity is conducted in small groups to provide cards with images of different objects and ask each group to sort the cards into two piles: one for "a" and one for "an."

Then, each group presents their classifications to the rest of the class.

Additionally, hand out a worksheet where students must complete



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sentences using "a" or "an."

Examples:

- "I see \_\_\_ (apple)."

- "There is \_\_\_ (dog) in the park."

### a or an?



.....  
**English teacher**



.....  
**hourglass**



.....  
**one-eyed pirate**



.....  
**umbrella**



.....  
**horse**



.....  
**ant**



.....  
**orange car**



.....  
**onion**



.....  
**uncle**



.....  
**small ant**



.....  
**fried egg**



.....  
**unicycle**

[www.englishforkidz.com](http://www.englishforkidz.com)

C. Ask students what they learned about the indefinite articles "a" and "an."

Afterward, conduct a brief oral activity where you say a noun, and they must respond with "a" or "an" before the correct noun.



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<p>2 horas</p> <p>3°A:</p> <p>3°B:</p>	<p><b>VERB TO BE IN THE PRESENT TENSE.</b></p> <p>Describe, de manera oral y escrita, objetos, lugares, personas y comunidades, usando oraciones simples.</p>	<p>Highlight the importance of using indefinite articles correctly to make sentences clearer.</p> <p>Link game to practice the class. <a href="https://wordwall.net/es/resource/3398526/article-a-an">https://wordwall.net/es/resource/3398526/article-a-an</a></p> <p><b>I.</b> The lesson commences greeting the students and then they shout a motivational quote. <i>(I am smart, I am blessed, and I can do anything)</i></p> <p>The class moves on to a brief activity where students classify words into two columns, one for "a" and another for "an" on the board is carried out to review the last lesson. For example: (apple, dog, car, orange, elephant, hour)</p> <p><b>- A:</b> Car, dog.</p> <p><b>- An:</b> apple elephant hour orange</p> <p><b>D.</b> Then, present the main lesson "Verb to be" explaining its use and present forms of the verb (<b>am, is, are</b>) with examples: <i>-I am happy.</i> <i>-She is a teacher.</i> <i>-They are friends.</i></p>	<p>School supplies. PowerPoint presentation. Laptop. Photocopies.</p>	<p>Involvement Focus and attention in class Assignments</p>
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Right after that, students are given a strong overview of when to use each form of the verb:

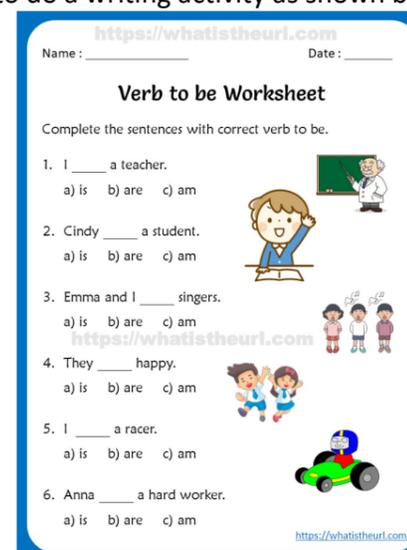
I **am** (yo soy/estoy)

He/She/It **is** (él/ella es/está)

We/You/They **are** (nosotros/ustedes/ellos son/están).

Additional examples are included, and students are encouraged to repeat and take notes.

Students proceed to do a writing activity as shown below.



In small groups, students receive cards with different subjects (I, you, he, she, we, they) to complete sentences using the correct form of the verb "to be" for each subject.

Example:

- I \_\_\_ a student. (**am**)



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<p>1 hora 3°A: 3°B: 1 hora</p>	<p><b>PARTS OF THE BODY</b></p> <p>Comprende y describe algunos detalles en textos cortos y sencillos sobre temas familiares, a partir de imágenes y frases conocidas.</p>	<p>- She ___ happy. (is)</p> <p><b>C.</b> Students draw a picture of themselves and write at least three or four sentences using the verb "to be" that includes the following (a greeting, name, adjective, indefinite article a/an, age) and present in front of the class.</p> <p>Example: "Hello! I <b>am</b> Carlos. [name]". "I <b>am tall</b>. [adjective]" and "I have <b>a</b> toy. [object]." "I <b>am 7</b> years old. [age]".</p> <p>Thank students for their participation and encourage them to practice at home.</p> <p>Link game to enhance the topic <a href="https://wordwall.net/es/resource/13368732/verb-to-be-affirmative">https://wordwall.net/es/resource/13368732/verb-to-be-affirmative</a></p> <p><b>I.</b> The students are given a warm greeting, recite the following quote <b>(I am smart, I am blessed, and I can do anything)</b> followed by a prayer, roll call, and a brief review of the previous topic with simple questions takes place.</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>School supplies. PowerPoint presentation. Laptop. Photocopies.</p>	<p>Involvement Focus and attention in class Assignments</p>
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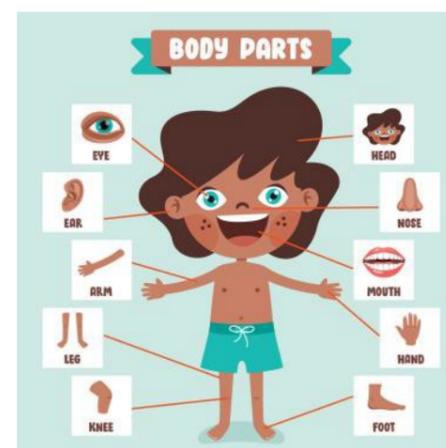


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**D.** Images or drawings representing body parts (head, shoulders, arms, legs, eyes, ears, nose, mouth) are shown. As each part is presented, the students practice their pronunciation, and gestures are used to associate the words with the corresponding parts of their body. Then, students take notes in their notebooks.



A song or video that includes the vocabulary is played to make the class more dynamic, with the participation of the whole class.

<https://www.youtube.com/watch?v=O9oYqMKT8JE>

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.

**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?"



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<p>2 hora 3°A: 3°B: 2 hora</p>	<p><b>TELLING THE TIME</b></p> <p>Identifica expresiones en el idioma inglés para decir la hora.</p>	<p>I. The class commences saying hello and reciting a motivational quote: <b><i>(I am smart, I am blessed, and I can do anything)</i></b></p> <p>Then, the teacher reviews the previous lesson (<i>Daily activities</i>) popping up the students with some questions such as "What do you usually do at 7:00 a.m.?" and "What time do you go to bed?" and provide 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="1448 886 2012 1453" data-label="Complex-Block"><p><b>Telling the time</b></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><a href="http://www.grammar.cl">www.grammar.cl</a> <a href="http://www.woodwardenglish.com">www.woodwardenglish.com</a> <a href="http://www.vocabulary.cl">www.vocabulary.cl</a></p></div> <p>After that, key suggestions are given to the students for using expressions correctly, along with examples and their pronunciations.</p> <p>Then, a reading comprehension activity is conducted in which the whole class participates, afterwards, the students write a brief description as the one below.</p>	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. PowerPoint presentation. Laptop. Photocopies.</p>	<p>Involvement Focus and attention in class Assignments Desarrollo de actividades.</p>
2:00 - It's two o'clock.	2:30 - It's half past two.															
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<p>2 hora 3°A: 3°B: 2 hora</p>	<p><b>PRESENT SIMPLE</b></p> <p>Responde, de manera oral o escrita, preguntas sencillas sobre textos cortos y alusivos a temas conocidos y de clase.</p>	<p><b>DAILY ROUTINES</b></p> <p>Read the text and answer the questions</p> <p>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.</p> <p>Goodbye</p> <p><b>QUESTIONS</b></p> <p>How old is Sarah? _____</p> <p>Where does she live? _____</p> <p>What time does she get up? _____</p> <p>What time does she go to school? _____</p> <p>What is her favourite subject? _____</p> <p>What time does she finish school? _____</p> <p>What does she do at four o'clock? _____</p> <p>What does she do at nine o'clock? _____</p> <p><b>C.</b> Students play an online game about the time to review the topic learned. <b>Routine and time - Parejas</b> <a href="https://wordwall.net/es/resource/57540976/esl-efl/quiz-time">https://wordwall.net/es/resource/57540976/esl-efl/quiz-time</a></p> <p><b>I.</b> This lesson begins warmly, welcoming the whole class and taking attendance, then students say a quote: <b><i>(I am smart, I am blessed, and I can do anything)</i></b></p>	<p>School supplies. PowerPoint presentation.</p>	<p>Involvement Focus and attention in class Assignments</p>
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Later on, the teacher asks the students about their daily activities.  
Example: "What do you do in the morning?"  
The responses are written on the board and the verbs they use are highlighted.

**D.** A definition of the simple present is provided to the students, giving them a clear overview of the topic usage. The basic structure is presented, and the third person forms also.

*The basic structure: subject + verb (in base form) + complement.*

*Third-person forms (he, she, it) by adding "-s" or "-es" to the verb.*

In the present simple third person singular (he, she, it) we add **s / es / ies** to the verb:

<b>es</b>	<b>ies</b>	<b>s</b>
We add <b>es</b> to verbs ending with <b>ch, sh, ss, x, o</b>	When the verb ends with consonant+y, we drop the y and add <b>ies</b>	We add <b>s</b> to all the other verbs
teach ⇒ teaches wash ⇒ washes kiss ⇒ kisses fix ⇒ fixes go ⇒ goes	fly ⇒ flies try ⇒ tries cry ⇒ cries study ⇒ studies carry ⇒ carries	walk ⇒ walks love ⇒ loves swim ⇒ swims play ⇒ plays sit ⇒ sits

Bearing in mind that there are other exceptions to share.

Therefore, some examples are made to obtain better students' understanding of the lesson explaining when to use each form and highlighting the differences, so students take notes and practice pronunciation.

- I play soccer.
- She plays soccer.
- They watch TV.

An online activity is carried out to verify students' comprehension of the lesson.

<https://wordwall.net/es/resource/15049713/esl/simple-present-wh->

Laptop.  
Photocopies.



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questions

C. A worksheet with incomplete sentences is distributed where students must fill in the blanks with the correct form of the verb in simple present.

Example:

- He \_\_\_\_ (to eat) breakfast at 7 AM. (He eats breakfast at 7 AM.)



The answers from the written exercise are reviewed as a group, clarifying any doubts about using the simple present.

Link game to strengthen the topic.

<https://wordwall.net/es/resource/>



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