



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



"Cree en ti mismo, Dios está contigo"

PLANEACIÓN DIDACTICA DE CLASES 2026

ASIGNATURA: INGLÉS	PROFESOR (A): EDILBERTO ESPITIA GALVIS	GRADO: 9°
PERIODO: I	FECHA: SEMANA DEL 2 DE FEBRERO AL 13 DE FEBRERO	NÚMERO DE HORAS: 60

CLASE 50'	EVIDENCIAS Y REFERENTE CONCEPTUAL	ESTRATEGIAS DE ENSEÑANZA Y APRENDIZAJE	RECURSOS	INSTRUMENTOS DE EVALUACIÓN
<p>2 HOURS</p> <p>February 2nd and 3rd</p>	<p>SIMPLE PRESENT: SPEAKING SKILLS</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 give his students the final tips and advice to perform their dialogue which has been getting done since last week. Students will be reminded the importance of listening their peers carefully and respectfully. This will be highly taken into account during their performance.</p> <p>D. Then, the teacher will again illustrate on the board the requirements needed for the dialogue as well as giving individual feedback after each group performing.</p> <ul style="list-style-type: none"> • Pair work • Yes/No and Wh-questions with DO-DOES • 5 minutes length • No Reading will be allowed • Creativity <p>C. After giving the general feedback, the teacher will guide the students to autoevluate their performing so that they will improve their speaking abilities with a topic previously prepared. Besides, students will be given the chance to provide the teacher with other ways to enlarge this skill.</p>	<p>Scripts</p>	<p>Conversation: usage of DO-DOES (Present simple) to describe permanent situations.</p> <p>Availability to take part actively in the class.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Creativity.</p>



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<p>2 HOURS</p> <p>January 3rd and 5th</p>	<p>FREQUENCY AND SEQUENCY ADVERBS</p> <p>Students will say how often something happens as well as describe a process by giving a chronological order</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will remind the students those leads students must accomplish during socializing the usage of frequency and sequency adverbs. These leads will be written on the board.</p> <p>D. Then, the teacher will ask the student to organize the classroom in a round table way. Right after this, the teacher will ask for volunteers to present the task. If there any, groups will be chosen randomly. This activity was given the week before.</p> <p>C. Each group will be given feedback by encouraging them to improve both their knowledge about the topic and behaviorism when socializing a task before the whole class.</p>	<p>Notebook Pens / pencils Markers Board Scripts</p>	<p>Commitment and responsibility.</p> <p>The usage of frequency and sequency adverbs properly.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Conversation.</p>
<p>2 HOURS</p> <p>February 6th</p>	<p>THE HUMAN BODY</p> <p>Students will able to recognize both the internal and external parts of the body as well as to have a well-being mental state.</p>	<p>I. After welcoming the students, the teacher will make them aware as well as check the vocabulary related to the External and Internal Parts of the Human Body shared during the previous class. The teacher will emphasize on those words the students must have added. This activity must be performed individually.</p> <p>D. Right after this, the teacher will the teacher will hand out a reading comprehension activity related to The Human Body Care so that students will get more acquainted about those aspects have to be taken into</p>	<p>Worksheet Slide</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Vocabulary quiz</p>



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		<p>account to be physically and mentally healthy. Students will also underline those words they meet for the first time to make their own glossary. Then after, these words have to be used in different contexts so that students will able to master them. Students work in pairs.</p>		
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The Human Body

The principal parts of the **human body** are: the **head**, the **trunk** and the **limbs**. We have **hair** on the **head**. Inside the head, we have the **brain**. We think with our brain. Between the **forehead** and the **eyes** we find the **eyebrows**. We **see** with our eyes. The **principal** parts of the eyes are: the **eyelids** and the **eyelashes**. Between the eyes and the **mouth**, we see the **nose**. We **smell** with our nose. The mouth has **lips**, **teeth** and **tongue**. We eat talk, drink and **smile** with our mouth. We **kiss** with our lips and **chew** with our teeth. Between the **chin** and the eyes, we **find** the **cheeks**. On **both sides** of the head, we find the **ears** we **hear** with our ears. The **neck** joins the head to the **trunk**.





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<p>2 HOURS</p> <p>February 9th and 10th</p>	<p>NARRATIVE TEXTS.</p> <p>Students will be able to identify the beginning, knot and outcome of a story based on a movie.</p>	<p>In our trunk, we have the chest. Inside the chest, we find the heart and the lungs. The abdomen separates the chest from the waist. In the back, there is the backbone.</p> <p>We have four limbs: two arms and two legs. The principal parts of the arm are: the shoulder, the elbow, the wrist and the hand. The hand has five fingers: the thumb, the fore finger, the middle finger, the ring finger, and the little finger, the fingers have nails. The principal parts of the leg are: the thigh, the knee, the shin, the calf, the ankle, the foot and the toes. We have five senses: sight, hearing, taste, smell, and touch.</p> <p>C. These reading comprehension tasks must be socialize before the whole class. The teacher will encourage students to take care of their body to be mentally and physically healthy. Finally, the teacher will make students aware of an infographic they must start planning about this given topic.</p>	<p>Slides Worksheets</p>	<p>Matching parts of the body with their definition.</p>
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<p>2 HOURS</p> <p>January 10th and 12th</p>	<p>PRACTICE AND REVIEW Present Simple</p> <p>Students will be aware of the topics that are going to be evaluated by practicing and reviewing them written and orally.</p>	<p>I. After welcoming the students and checking the attendance list, the teacher will remind the students those leads they must accomplish during watching a movie.</p> <p>D. Then, the teacher will ASK the student to watch a movie called "The Gray man" at home. From this movie, they have to write down a review by taking into account the following steps:</p> <p style="text-align: center;">MOVIE REVIEW</p> <ol style="list-style-type: none"> 1. Describe the main characters physically and their personality. 2. Describe the best place for you. 3. What the plot of the movie. Narrative text in simple past. 4. Would you change the end of the movie? If so what ending would you propose? If not, tell us why. 5. What's the moral of the movie for you? what did you learn from the movie? <p>C. Students will be given feedback by encouraging them to improve both their knowledge about writing a narrative text and their behaviorism when watching a movie.</p>	<p>Internet Speakers TV set Movie</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Write and narrate a short story</p>
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<p>2 HOURS February 13th</p>	<p>PRACTICE AND REVIEW Present Simple</p> <p>Students will be aware of the topics that are going to be evaluated by practicing and reviewing them written and orally.</p>	<p>I. Right after welcoming the students, the teacher will remind and encourage the students about being ready for the next Instruimos Test.</p> <p>D. Before working on this general review, the teacher will hand out a worksheet including grammar, reading comprehension and image interpretation so that students will get more acquainted about those topics previously discussed: present simple, frequency and sequency adverbs as well as narrative texts' organization. Students will underline those words they meet for the first time to make their own glossary. Then after, these words have to be used in different contexts so that students will able to master them. Students work in pairs.</p> <div data-bbox="685 776 1647 1500" style="border: 2px solid purple; padding: 10px;"> <p style="text-align: center; color: red; font-size: 1.2em; font-weight: bold;">Sophie's daily routine</p>  <p>Sophie is eleven years old and she lives in Brighton, England.</p> <p>She usually gets up at a quarter to eight, she has a shower, gets dressed and then she brushes her teeth. After that, she goes downstairs and has breakfast. For breakfast she usually has milk, toast and orange juice. Then she brushes her teeth again because she likes them white and healthy!</p> <p>Then she grabs her school bag and goes to the bus stop to catch the school bus. Classes start at half past eight and finish at half past four. She usually has lunch at the school canteen with her schoolmates at about 12 o'clock. Her best friend is Amy and Sophie always sits next to her at lunch.</p> <p>After school she returns home and does her homework. She is a very hard-working pupil and she never misses a school task! After homework, she usually listens to music and watches television a bit.</p> <p>At half past seven it is time for dinner. Then she usually reads a book or chats with her parents for a while.</p> <p>Finally, she goes to bed at about ten o'clock, but before that she brushes her teeth. Sophie is a happy little girl!</p> </div>	<p>Reading worksheet</p>	<p>Commitment and responsibility.</p> <p>Being respectful to others opinion and take turn when participating.</p> <p>Intensive reading comprehension.</p>
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- A**
- Answer the questions about the text.**
1. What time does Sophie get up?
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 2. Does she usually have a shower?
.....
 3. What does she eat for breakfast?
.....
 4. What does she drink for breakfast?
.....
 5. What does she do after breakfast?
.....
 6. Does she go to school on foot?
.....
 7. What time does school start?
.....
 8. What time does it finish?
.....
 9. Where does Sophie usually have lunch?
.....
 10. Who is Sophie's best friend?
.....
 11. What does Sophie do when she returns home?
.....
 12. How many times a day does she brush her teeth?
.....
 13. Is she a happy girl?
.....

- B**
- Order Sophie's daily routine.**
- She goes to bed at about ten o'clock.
- She gets dressed.
- She catches the bus to school.
- She has lunch at the school canteen.
- She listens to music.
- She gets up.
- She does her homework.
- She has a shower.
- She has dinner.

- C**
- Write the sentences in the interrogative and negative forms.**
1. Sophie brushes her teeth three times a day.
NEG -----
INT -----
 2. She goes to school by bus.
NEG -----
INT -----
 3. She listens to music.
NEG -----
INT -----
 4. She chats with her parents for a while.
NEG -----
INT -----

C. Finally, this worksheet must be socialized before the whole class. The teacher will encourage students to keep on mastering the given topics by logging on the website given in this blog as well as watching the chosen videos for this purpose.