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| **2020-2021 EĞİTİM-ÖĞRETİM YILI ………………………… İLKOKULU 3. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **SEPTEMBER** | 21-25 |  | **1- Greeting** | **Greeting and saluting**Hi!Hello!Good evening!Good night!Good bye!Bye!Have a good/nice……day.…weekend.See you (soon).Take care.**Introducing oneself**My name is/This is…I am …… Emine/Mehmet.… a student.… eight years old.Spell your name, please.— B-u-r-c-u.**Introduction to Alphabet****Naming numbers**Numbers from 1 to 20. | **Listening****E3.1.L1.** Students will be able to recognize the basic expressions of greeting and saluting.**E3.1.L2.** Students will be able to recognize the alphabet.**E3.1.L3.** Students will be able to recognize the numbers from 1 to 20.**Speaking****E3.1.S1.** Students will be able to greet each other in a simple way.**E3.1.S2.** Students will be able to introduce themselves in a simple way.**E3.1.S3.** Students will be able to spell their names.**E3.1.S4.** Students will be able to say the numbers from 1 to 20. | **Contexts**CaptionsCartoonsConversationsIllustrationsRhymesSignsSongsVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringMaking puppetsQuestions and AnswersReordering **Assignments**• Students prepare a visual dictionary to show the words they know in English. |
| 28-02 OCT |  |
| **OCTOBER** | 05-09 |  |
| 12-16 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **OCTOBER** | 19-23 |  | **2- My Family** | **Asking about and introducing family members**Who is s/he?— S/he’s my ...Who is this/that?— This/that is my ...aunt, -sbrother, -scousin, -sdaughter, -sfamilyfather, -sgrandfather, sgrandmother,-smother, -ssister , -sson , -suncle, -s | **Listening****E3.2.L1.** Students will be able to recognize kinship terms (names for family members).**E3.2.L2.** Students will be able to follow short and simple oral instructions.**Speaking****E3.2.S1.** Students will be able to ask about and state the relationships of their family members.**E3.2.S2.** Students will be able to introduce their family members in a simple way. | **Contexts**CaptionsCartoonsConversationsIllustrationsRhymesSignsSongs Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringLabelingMaking PuppetsMatchingQuestions and Answers **Assignments**• Students bring in family photos or draw the pictures of their family members. Then they prepare a poster to introduce their family members. |
| 26-30 |  |
| **NOVEMBER** | 02-06 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **NOVEMBER** | 09-13 | **3- People I love** | **Describing characters/people**Are you young?—Yes, I am.—No, I am not. Is s/he strong?—Yes, s/he is.—No, s/he isn’t.**Expressing ability and inability**Can s/he run fast?—Yes, s/he can.—No, s/he can’t.big/smallfast/slowfat/slimold/youngstrong/weaktall/short | **Listening****E3.3.L1.** Students will be able to recognize the physical qualities of individuals.**E3.3.L2.** Students will be able to follow short and simple oral instructions.**Speaking****E3.3.S1.** Students will be able to talk about physical qualities of individuals.**E3.3.S2.** Students will be able to talk about abilities. | **Contexts** CartoonsConversationsIllustrationsListsPodcastsPostersSongsTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringLabelingMatchingMaking puppetsQuestions and Answers Reordering **Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students prepare a poster to show/write what super heroes can and/or cannot do. |
| 23-27 |
| **16 Kasım – 20 Kasım (ARA TATİL)** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **DECEMBER** | 30-04 |  | **4- Feelings** | **Expressing feelings**I am happy.I feel good.**Making simple suggestions**Let’s… … cook… dance… drink… eat… go… play… read… run… swim… sleep… study… walk… watchangryenergetic/tiredgood/badhappy/unhappyhungryokaysadsurprisedthirsty | **Listening****E3.4.L1.** Students will be able to recognize the names of emotions/feelings.**E3.4.L2.** Students will be able to recognize simple suggestions.**Speaking****E3.4.S1.** Students will be able to talk about personal emotions/feelings.**E3.4.S2.** Students will be able to make simple suggestions. | **Contexts** CaptionsCartoonsConversationsIllustrationsPodcastsPoemsPostersSignsSongsStoriesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringLabelingMatchingMaking PuppetsQuestions and Answers**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students prepare posters to display different state of feelings and hang the posters on the classroom walls. |
| 07-11 |  |
| 14-18 |  |
| 21-25 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **DECEMBER** | 28-01 January |  | **5- Toys and Games** | **Expressing quantity**How many kites are there?— Three.— There are three balls.**Naming colors**My ball is green.It’s a yellow kite.**Talking about possessions**Have you got a teddy bear?— Yes, I have.— No, I have not.— Yes. I have got a teddy bear.ball, -sblock, -sbutton, -schesscomputer game, -splaying card, -sdoll, -skite, -steddy bear, -stoy, -s | **Listening****E3.5.L1**. Students will be able to recognize the names of toys.**E3.5.L2.** Students will be able to follow short and simple dialogues about possessions.**Speaking****E3.5.S1**. Students will be able to talk about the quantity of things.**E3.5.S2.** Students will be able to tell the colors and quantity of the toys they have. | **Contexts**ChartsConversationsCouponsFairy talesIllustrationsInstructionsListsPoemsPostersProbes/RealiaSongsTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking PuppetsMatchingQuestions and Answers **Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students bring their favorite toys to classroom and introduce them to their friends in English. |
| **JANUARY** |  4 -8 |  |
| 11-15 |  |
| 18-22 |  |
| **25 Ocak – 5 Şubat Yarıyıl Tatili** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **FEBRUARY** | 8-12 |  | **6- My House** | **Describing sizes and shapes**Is it big?— Yes, it is.— No. It is small.Is it round?— Yes, it is.— No. It is square.**Talking about locations of things**Where is ...?— It’s in the bathroom.— It’s on the bed.— It’s under the table.— It’s over here/ over there.— It’s right here/ right there.**Talking about possessions**Has s/he got shampoo in the bathroom?— Yes, s/he has.— No, s/he has not.— Yes. S/he has got shampoo.bathroombedroomgaragehouse/homekitchenliving roomplayroombed, -schair, -scup, -skettle, -sshampoo/soapsofa, -s | **Listening****E3.6.L1.** Students will be able to recognize the characteristics of shapes.**E3.6.L2.** Students will be able to recognize the names of the parts of a house.**E3.6.L3.** Students will be able to follow short and simple oral instructions about size and shapes.**Speaking****E3.6.S1.** Students will be able to talk about the shapes of things.**E3.6.S2.** Students will be able to ask about and say the parts of a house.**E3.6.S3.** Students will be able to ask about and tell the location of things in a house.**E3.6.S4.** Students will be able to talk about possessions. | **Contexts** AdvertisementsConversationsIllustrationsPostersProbes/RealiaSongsTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking PuppetsMatchingQuestions and Answers **Assignments**• Students prepare a model house and describe it to their friends.• Students bring in advertisement cutouts and describe the rooms to their peers. |
| 15-19 |  |
| 22-26 |  |
| **MARCH** | 01-05 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **MARCH** | 2-6 |  | **7- In My City** | **Apologizing**Sorry.So sorry.Sorry about that.I’m sorry.I’m so sorry.**Talking about locations of things and people (Making simple inquiries)**Where are you now?— At the museum.— In the classroom. Where is the zoo/park?— Over there.— I’m sorry. I don’t know.Where is Stella now?— She’s in İzmir.Where is the cat?— In the park.bankcity/town/villagehospitallibrarymarketmosquemuseumschoolshopping centerzoo | **Listening****E3.7.L1.** Students will be able to recognize the types of buildings and parts of a city.**E3.7.L2.** Students will be able to follow short and simple oral instructions about the types of buildings and parts of a city.**Speaking****E3.7.S1.** Students will be able to talk about where buildings and other places are on a city map.**E3.7.S2.** Students will be able to talk about where people are.**E3.7.S3.** Students will be able to express apologies. | **Contexts**Advertisements Illustrations ,Lists , Maps,Notes and Messages,Posters ,Notices,Sings, Songs - Tables – Videos**Tasks/Activities**Arts and Crafts Chants and Songs Drama (Role Play, Simulation, Pantomime) Drawing and Coloring ,Games Labeling, Matching Making Puppets Questions and Answers **Assignments**• Students prepare a map of their city/town/village and describe it in groups. |
| 8-12 |  |
| 15-19 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **MARCH** | 22-26 |  | **8- Transportation** | **Talking about locations of things****(Making simple inquiries)**Where is the boat?— (It’s) on the sea.— It’s here/there.**Asking and giving information about transportation**How can I go/get to Istanbul?— You (can) go by plane/train/ boat/bus/...— You (can) take a/the plane/ train/boat/bus/…bikeboatbuscarhelicoptermotorcycleplaneshiptrain | **Listening****E3.8.L1.** Students will be able to recognize the types of vehicles.**E3.8.L2.** Students will be able to understand simple and short oral texts about transportation.**E3.8.L3.** Students will be able to follow short and simple oral instructions about transportation.**Speaking****E3.8.S1.** Students will be able to talk about where vehicles are.**E3.8.S2.** Students will be able to talk about the using of transportation vehicles. | **Contexts**Advertisements / CaptionsCartoons / ConversationsIllustrationsMaps / SignsSongs / StoriesTables / Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking PuppetsMatchingQuestions and Answers**Assignments**• Students keep expanding their visual dictionary by including new vocabulary items.• Students prepare a poster of transportation vehicles and hang them on the classroom. |
| **APRIL** | 29 March – 2 April |  |
| 05-09 |  |
| **12 April – 16 April (ARA TATİL)** |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **APRIL** | 19-23 |  | **9- Weather** | **Describing the weather**How is the weather?— It is rainy/snowy.Is it rainy in deserts?— No. It is hot and sunny.How is the weather in Ankara?— Ankara/It is cold/sunny, etc.— It is cold in Ankara.coldcloudyfreezinghotnicerainysnowysunnywarmwetwindy | **Listening****E3.9.L1.** Students will be able to identify various weather conditions.**Speaking****E3.9.S1.** Students will be able to talk about the weather conditions. | **Contexts**AdvertisementsCaptionsCartoonsConversationsIllustrationsMapsSignsSongsStoriesTablesVideos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMaking PuppetsMatchingQuestions and Answers **Assignments**• Students keep expanding their visual dictionary by including new vocabulary items. |
| 26-30 |
| **MAY** | 03-07 |  |
| 10-14 |  |
| 17-21 |  |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** |
| **MAY** | 24-28 |  | **10- Nature** | **Expressing likes and dislikes**I like/love dolphins, but I dislike sharks.**Making simple inquiries**Are there four dolphins?— Yes, there are four dolphins.— No. There is one dolphin.— There are four dolphins/ trees in the sea/forestT**alking about nature and animals**This/That/It is a frog. It’s big and green.Is the whale red?— Yes, it is.— No, it isn’t.— This whale/It is blue.bee, -sbear, -sdolphin,-sforest, -sfrog, -sladybird,-smountain, -spigeon, -sseashark, -swhale, -s | **Listening****E3.10.L1.** Students will be able to recognize nature and the names of animals.**E3.10.L2.** Students will be able to follow short and simple oral instructions about nature and animals.**Speaking****E3.10.S1.** Students will be able to talk about nature and animals.**E3.10.S2.** Students will be able to talk about the animals they like or dislike and the nature. | **Contexts**Advertisements / BlogsCaptions / CartoonsConversations / IllustrationsMaps / SignsSongs / StoriesTables / Videos**Tasks/Activities**Arts and CraftsChants and SongsDrama (Role Play, Simulation, Pantomime)Drawing and ColoringGamesLabelingMatchingMaking PuppetsQuestions and AnswersReordering**Assignments**• Students complete and reflect on their visual dictionaries.• In groups, students prepare animal masks and color them. |
| **JUNE** | 31-04 |  |
| 07-11 |  |
| 14-18 |  |
| **2020 -2021 Eğitim Öğretim Yılı Dönem Sonu** |

**UYGUNDUR**

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