|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2022-2023 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** | 12-16 | 2 | **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**  Captions  Cartoons  Conversations  Illustrations  Rhymes  Signs  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Making puppets  Questions and Answers  Reordering    **Assignments**  • Students prepare a visual dictionary to show the words they know in English. | |
| 19-23 | 2 |
| 26-30 | 2 |
| **OCTOBER** | 03-07 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **OCTOBER** | 10-14 | 2 | **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, -s  brother, -s  cousin, -s  daughter, -s  family  father, -s  grandfather, s  grandmother,-s  mother, -s  sister , -s  son , -s  uncle, -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**  Captions  Cartoons  Conversations  Illustrations  Rhymes  Signs  Songs  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Labeling  Making Puppets  Matching  Questions 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. | |
| 17-21 | 2 |
| 24-28 | 2 |
| 31 Oct – 04 November |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **NOVEMBER** | 07-11 | 2 | **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/small  fast/slow  fat/slim  old/young  strong/weak  tall/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**  Cartoons  Conversations  Illustrations  Lists  Podcasts  Posters  Songs  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Labeling  Matching  Making puppets  Questions 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. | |
|  | |
| 21-25 | 2 |
| 28 Nov – 02 December | 2 |
| **14 Kasım – 18 Kasım (ARA TATİL)** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **DECEMBER** | 05-09 | 2 | **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  … watch  angry  energetic/tired  good/bad  happy/unhappy  hungry  okay  sad  surprised  thirsty | **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**  Captions  Cartoons  Conversations  Illustrations  Podcasts  Poems  Posters  Signs  Songs  Stories  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Labeling  Matching  Making Puppets  Questions 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. | |
| 12-16 | 2 |
| 19-23 | 2 |
| 26-30 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **JANUARY** | 02-06 | 2 | **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, -s  block, -s  button, -s  chess  computer game, -s  playing card, -s  doll, -s  kite, -s  teddy bear, -s  toy, -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**  Charts  Conversations  Coupons  Fairy tales  Illustrations  Instructions  Lists  Poems  Posters  Probes/Realia  Songs  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making Puppets  Matching  Questions 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. | |
| 09-13 | 2 |
| 16-20 | 2 |
|  |
| **23 Ocak – 3 Şubat Yarıyıl Tatili** | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **FEBRUARY** | 06-10 | 2 | **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.  bathroom  bedroom  garage  house/home  kitchen  living room  playroom  bed, -s  chair, -s  cup, -s  kettle, -s  shampoo/soap  sofa, -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**  Advertisements  Conversations  Illustrations  Posters  Probes/Realia  Songs  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making Puppets  Matching  Questions 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. | |
| 13-17 | 2 |
| 20-24 | 2 |
| 27 Feb – 03 March | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **MARCH** | 06-10 | 2 | **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.  bank  city/town/village  hospital  library  market  mosque  museum  school  shopping center  zoo | | **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. | |
| 13-17 | 2 |
| 20-24 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **MARCH** | 23-31 | 2 | **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/…  bike  boat  bus  car  helicopter  motorcycle  plane  ship  train | | **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 / Captions  Cartoons / Conversations  Illustrations  Maps / Signs  Songs / Stories  Tables / Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making Puppets  Matching  Questions and Answers | |
| **APRIL** | 03-07 | 2 |
| 10-14 | 2 |  | **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. | |
| 24-28 | 2 |
| **17 Nisan – 21 Nisan (ARA TATİL)** | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **MAY** | 01-05 | 2 | **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.  cold  cloudy  freezing  hot  nice  rainy  snowy  sunny  warm  wet  windy | | **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**  Advertisements  Captions  Cartoons  Conversations  Illustrations  Maps  Signs  Songs  Stories  Tables  Videos  **Tasks/Activities**  Arts and Crafts  Chants and Songs  Drama (Role Play, Simulation, Pantomime)  Drawing and Coloring  Games  Labeling  Making Puppets  Matching  Questions and Answers  **Assignments**  • Students keep expanding their visual dictionary by including new vocabulary items. | |
| 08-12 | 2 |
| 15-19 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **Functions and Useful Language** | | **Language Skills and Learning Outcomes** | | **Suggested Contexts, Tasks and Assignments** | |
| **MAY** | 22-26 | 2 | **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/forest  T**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, -s  bear, -s  dolphin,-s  forest, -s  frog, -s  ladybird,-s  mountain, -s  pigeon, -s  sea  shark, -s  whale, -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 / Blogs  Captions / Cartoons  Conversations / Illustrations  Maps / Signs  Songs / Stories  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  Reordering  **Assignments**  • Students complete and reflect on their visual dictionaries.  • In groups, students prepare animal masks and color them. | |
| **JUNE** | 29 May – 02 June | 2 |
| 05-09 | 2 |
| 12-16 | 2 |

|  |
| --- |
| **2022 -2023 Eğitim Öğretim Yılı Dönem Sonu** |

**UYGUNDUR**

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

**…………………… ………………….**

**İngilizce Öğretmeni Okul Müdürü**