**.......................OKULU İNGİLİZCE DERSİ ...... SINIFI
ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI**

| **AY** | **HAFTA** | **SAAT** | **THEME** | **FUNCTİONS AND USEFUL LANGUAGE** | **LANGUAGE SKİLLS AND LEARNİNG OUTCOMES** | **CONTEXTS, TASKS AND ASSİGNMENTS** | **DEĞERLENDİRME** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| EYLÜL | 1.HAFTA(08-14) | 2 SAAT | Unit: 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. |  |
| EYLÜL | 2.HAFTA(15-21) | 2 SAAT | Unit: 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. |  |
| EYLÜL | 3.HAFTA(22-28) | 2 SAAT | Unit: 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. |  |
| EKİM | 4.HAFTA(29-05) | 2 SAAT | Unit: 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. |  |
| EKİM | 5.HAFTA(06-12) | 2 SAAT | Unit: 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. |  |
| EKİM | 6.HAFTA(13-19) | 2 SAAT | Unit: 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. |  |
| EKİM | 7.HAFTA(20-26) | 2 SAAT | Unit: 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. |  |
| EKİM-KASIM | 8.HAFTA(27-02) | 2 SAAT | Unit: 3 People I loveUnit: 3 People I loveUnit: 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/shortDescribing 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/shortDescribing 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.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.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.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.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. | **Cumhuriyet Bayramı** |
| KASIM | 9.HAFTA(03-09) | 2 SAAT | Unit: 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. | **Kızılay Haftası** |
| KASIM | 10.HAFTA(17-23) | 2 SAAT | Unit: 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. | **Dünya Çocuk Hakları Günü** |
| KASIM | 11.HAFTA(24-30) | 2 SAAT | Unit: 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. | **Öğretmenler Günü** |
| ARALIK | 12.HAFTA(01-07) | 2 SAAT |  | 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. | **Dünya Engelliler Günü** |
| ARALIK | 13.HAFTA(08-14) | 2 SAAT |  | 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. |  |
| ARALIK | 14.HAFTA(15-21) | 2 SAAT |  | 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. |  |
| ARALIK | 15.HAFTA(22-28) | 2 SAAT | Unit: 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 Advertisements 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. |  |
| ARALIK-OCAK | 16.HAFTA(29-04) | 2 SAAT | Unit: 5 Toys and GamesUnit: 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, -sExpressing 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.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 Advertisements 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.Contexts Advertisements 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. | **Yılbaşı Tatili** |
| OCAK | 17.HAFTA(05-11) | 2 SAAT | Unit: 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 Advertisements 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. |  |
| OCAK | 18.HAFTA(12-18) | 2 SAAT | Unit: 5 Toys and GamesUnit: 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, -sExpressing 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.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 Advertisements 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.Contexts Advertisements 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. | **Birinci Dönemin Sona Ermesi** |
| ŞUBAT | 19.HAFTA(02-08) | 2 SAAT | Unit: 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. | **İkinci Yarıyıl Başlangıcı** |
| ŞUBAT | 20.HAFTA(09-15) | 2 SAAT |  | 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. |  |
| ŞUBAT | 21.HAFTA(16-22) | 2 SAAT |  | 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. |  |
| ŞUBAT-MART | 22.HAFTA(23-01) | 2 SAAT |  | 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. |  |
| MART | 23.HAFTA(02-08) | 2 SAAT | Unit: 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 Notices Posters Signs 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 map of their city/town/village and describe it in groups. |  |
| MART | 24.HAFTA(09-15) | 2 SAAT |  | 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 Notices Posters Signs 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 map of their city/town/village and describe it in groups. |  |
| MART | 25.HAFTA(23-29) | 2 SAAT |  | 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 Notices Posters Signs 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 map of their city/town/village and describe it in groups. | **SINAV HAFTASI** |
| MART-NİSAN | 26.HAFTA(30-05) | 2 SAAT | Unit: 8 Transportation | Talking about locations of things (Making simple inquiries) Where is the boat? — (It’s) on the sea. — It’s here/there. | 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 transportati | 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) |  |
| NİSAN | 27.HAFTA(06-12) | 2 SAAT | Unit: 8 Transportation | Talking about locations of things (Making simple inquiries) Where is the boat? — (It’s) on the sea. — It’s here/there. | 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 transportati | 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) |  |
| NİSAN | 28.HAFTA(13-19) | 2 SAAT | Unit: 8 Transportation | 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 | 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. | Drawing and Coloring Games Labeling Making Puppets Matching Questions 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 walls. |  |
| NİSAN | 29.HAFTA(20-26) | 2 SAAT |  | 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 | 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. | Drawing and Coloring Games Labeling Making Puppets Matching Questions 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 walls. | **23 Nisan Ulusal Egemenlik ve Çocuk Bayramı** |
| NİSAN-MAYIS | 30.HAFTA(27-03) | 2 SAAT | Unit: 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. | **1 Mayıs İşçi Bayramı** |
| MAYIS | 31.HAFTA(04-10) | 2 SAAT | Unit: 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. |  |
| MAYIS | 32.HAFTA(11-17) | 2 SAAT | Unit: 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. |  |
| MAYIS | 33.HAFTA(18-24) | 2 SAAT | Unit: 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. | **19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı** |
| HAZİRAN | 34.HAFTA(01-07) | 2 SAAT | Unit: 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. Talking 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 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. |  |
| HAZİRAN | 35.HAFTA(08-14) | 2 SAAT | Unit: 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. Talking 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 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. | **SINAV HAFTASI** |
| HAZİRAN | 36.HAFTA(15-21) | 2 SAAT | Unit: 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. Talking 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 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. |  |
| HAZİRAN | 37.HAFTA(22-28) | 2 SAAT | Unit: 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. Talking 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 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. | **Ders Yılının Sona ermesi** |

**Bu yıllık plan T.C. Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığının yayınladığı öğretim programı esas alınarak yapılmıstır. Bu yıllık planda toplam eğitim öğretim haftası 36 haftadır.**