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| **2017-2018 EĞİTİM-ÖĞRETİM YILI ……………………. İLKOKULU 3. SINIFLAR İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK DERS PLANI** | | | | | | | | | |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **SEPTEMBER** | 18-22 | 2 | **UNIT 1: WHEEL OF FORTUNE** | Asking for permission  Giving and responding to simple instructions  Making simple requests  Naming numbers  Telling someone what to do | **Listening**  • Students will be able to recognize verbs related to  playing a game.  • Students will be able to recognize the numbers 11-20.  • Students will be able to understand instructions and  follow short, simple directions to complete a game.  **Speaking**  • Students will be able to say the numbers 11 through 20.  • Students will be able to ask and answer questions using their previous knowledge and lexis.  • Students will be able to tell someone what to do during a game.  Compensation Strategy  • Students will be able to ask for clarification by asking  the speaker to repeat what has been said | **Texts**  Captions  Conversations  Illustrations  Instructions  Rhymes  Signs  Songs  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Listening  Questions and Answers  Real-life Tasks  Reordering  Synonyms and Antonyms  TPR | answer  ask  letter  look  spell  spin  start  stop  wait  wheel, -s  win  Numbers 11-20  Are you ready?  — Yes, I am.  Spin the wheel.  Can I say it?  Can I answer?  It’s ...  Say that again, please.  Say it again. | **Project**  • Students prepare  a wheel of fortune  as an arts and crafts  activity and play the  game with friends.  **Dossier**  • Students start filling in the European  Language Portfolio.  Ask students to bring  in their portfolios  from last year. |  |
| 25-29 | 2 |
| **OCTOBER** | 02-06 | 2 |
| 09-13 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **OCTOBER** | 16-20 | 2 | **UNIT 2: MY FAMILIY** | Describing characters/people  Making simple inquiries  Talking about possessions  **29th October**  **Atatürk, the founder of Turkish Republic**  (29 Ekim Cumhuriyet Bayramı) | **Listening**  • Students will be able to recognize kinship terms  (names for family members).  • Students will be able to follow short, simple, spoken  instructions, especially if they include pictures, by  pointing and stating the relationships of their family  members.  **Speaking**  • Students will be able to ask about and state the relationships of their family members.  • Students will be able to introduce their family members by pointing to them in a photograph or drawing. | **Texts**  Advertisements  Cartoons  Charts  Illustrations  Picture Dictionaries  Posters  Products  Songs  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  Reordering | aunt, -s  brother, -s  cousin, -s  family  father, -s  grandfather, -s  grandmother, -s  mother, -s  sister, -s  uncle, -s  Who is s/he?  — S/he’s my ...  Who is this?  — This is my ... | **Projects**  • Students bring in  family photos or  draw pictures and  introduce their families by preparing a  small poster.  • Students prepare a  family tree.  • Students record  their voices while  talking about their  families. |  |
| 23-27 | 2 |
| **NOVEMBER** | 30-03 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **NOVEMBER** | 06-10 | 2 | **UNIT 3: PEOPLE I LOVE** | **10th November,**  **The anniversary of Atatürk’s passing away**  (10 Kasım Atatürk’ü Anma Günü ve Atatürk Haftası)  Describing characters/people  Expressing ability and inability  Making simple inquiries | **Listening**  • Students will be able to recognize the personal and  physical qualities of individuals.  • Students will be able to follow short, simple spoken  instructions, especially if they include pictures, by  pointing and explaining the personal and physical qualities of individuals.  **Speaking**  • Students will be able to ask and answer questions  about personal and physical qualities of individuals.  • Students will be able to ask and answer questions  about what people can and cannot do. | **Texts**  Cartoons  Conversations  Lists  Picture Dictionaries  Posters  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  Reordering  TPR | big/small  fast/slow  heavy/thin  old/young  strong/weak  tall/short  Is he strong?  — Yes, he is.  — No, he isn’t.  Can she run fast?  — Yes, he can.  — No, he can’t. | **Project**  • Students use their  family photo or tree  to report to their  friends what their  family members can  and cannot do.  • Students prepare a  poster to show/ write  what super heroes,  animals or family  members can and/or  cannot do. |  |
| 13-17 | 2 |
| 20-24 | 2 |
| 27-01 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **DECEMBER** | 04-08 | 2 | **UNIT 4: FEELINGS** | Describing what people are doing now  Expressing feelings  Making simple inquiries | **Listening**  • Students will be able to recognize the names of emotions/feelings.  • Students will be able to follow short, simple, spoken  instructions, especially if they include pictures, by  pointing and describing what people are doing at the  moment.  **Speaking**  • Students will be able to ask and answer questions  about personal details such as how someone feels.  • Students will be able to ask and answer questions  about what someone is doing at the moment. | **Texts**  Advertisements  Captions  Cartoons  Conversations  Fables  Illustrations  Notices  Picture Dictionaries  Poems  Posters  Signs  Songs  Stories  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Puppets  Questions and Answers  Real-life Tasks  TPR | angry  energetic/tired  good/bad  happy/unhappy  okay  sad  surprised  I am happy.  I feel good.  What is Stella doing?  — She is ...  ... cooking.  ... crying.  ... dancing.  ... eating.  ... playing.  ... singing.  ... studying.  ... swimming. | **Projects**  Students prepare  colorful poster to  show and write about  what people are doing in the school yard  or around the city:  Ali is dancing, Yesim  is singing, Gülten is  eating, etc.  Students bring  in photographs of  themselves or newspaper/advertisement  cut-outs and describe  what they are doing: “This is me. I’m  swimming” or “This  is my brother. He’s  studying.” |  |
| 11-15 | 2 |
| 18-22 | 2 |
| 25-29 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **JANUARY** | 02-05 | 2 | **UNIT 5: TOYS AND GAMES** | Describing sizes and shapes  Expressing quantity  Making simple inquiries  Naming colors  Talking about possessions  Telling people what we know | **Listening**  • Students will be able to recognize the names of  shapes.  • Students will be able to recognize the names of toys.  • Students will be able to follow short, simple, spoken  instructions, especially if they include pictures, by  pointing and naming the shapes of things.  **Speaking**  • Students will be able to ask and answer questions  about the shapes of things.  • Students will be able to ask and answer questions  about the quantity of things.  • Students will be able to tell the kinds and quantity of  the toys they have. | **Texts**  Advertisements  Charts  Conversations  Coupons  Fairy tales  Illustrations  Instructions  Lists  Picture Dictionaries  Poems  Posters  Products  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  TPR | ball, -s  block, -s  board game, -s  button, -s  playing card, -s  doll, -s  kite, -s  teddy bear, -s  toy, -s  round  square  Is it round?  — Yes, it is.  — No. It’s square.  It’s yellow and round.  It’s square.  My ball is green.  It’s a yellow kite.  How many kites are there?  — Three.  — There are three balls.  Do you have a doll?  — Yes, I do.  — No, I don’t.  I have two kites and three balls | **Projects**  • Students prepare a  colorful visual dictionary to show and  write the words for:  a) a black ball, a red  kite, a brown teddy  bear, etc.  b) a round kite, a  square card, etc.  • Students bring  their favorite toys to  class and show them  to their friends. |  |
| 08-12 | 2 |
| 15-19 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **FEBRUARY** | 05-09 | 2 | **UNIT 6: MY HOUSE** | Describing sizes and shapes  Making simple inquiries  Talking about locations of things | **Listening**  • Students will be able to recognize the names of the  rooms in a flat/house.  • Students will be able to follow short, simple, spoken  instructions, especially if they include pictures, by  pointing and saying the names of the rooms in an apartment/house.  **Speaking**  • Students will be able to ask about and tell the names  of the rooms in an apartment/house.  • Students will be able to ask about and tell the location  of things in the rooms in an apartment/house. | **Texts**  Advertisements  Conversations  Illustrations  Picture Dictionaries  Posters  Products  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  TPR | bathroom  bedroom  garage  home  kitchen  living room  playroom  bed, -s  chair, -s  cup, -s  computer game, -s  kettle, -s  shampoo  soap  sofa, -s  Is it big or small?  — It’s big (small).  — It’s a big (small) room.  Where is ...?  — It’s in the bathroom.  — It’s on the bed.  — It’s under the table. | **Projects**  • Students prepare  a model house and  describe it to their  friends.  • Students bring in  advertisement cutouts and describe  the rooms shown in  them. |  |
| 12-16 | 2 |
| 19-23 | 2 |
| 26-02 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **MARCH** | 05-09 | 2 | **UNIT 7: IN MY CITY** | Apologizing  Describing places  Making simple inquiries  Talking about locations of things | **Listening**  • Students will be able to recognize the names of buildings and parts of a city.  • Students will be able to follow short, simple, spoken  instructions, especially if they include pictures, by  pointing and saying the names of buildings and parts of  a city.  **Speaking**  • Students will be able to ask about and tell where buildings and other places are in a city by pointing to a map.  • Students will be able to tell where people are at the  moment.  Compensation Strategy  • Students will be able to say when they don’t know the  answer to a question. | **Texts**  Advertisements  Illustrations  Lists  Notes and Messages  Notices  Picture Dictionaries  Posters  Signs  Songs  Tables  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  Role-Play  TPR | bank  campus  carnival  hospital  museum  park  school  shopping center  zoo  Where are you now?  — At the museum.  — In the classroom.  Where is Stella now?  She’s in Izmir  Where is Poko?  — At the park.  Where is the zoo/park?  — Over there.  — I’m sorry. I don’t know.  I’m really sorry.  I don’t know that. | **Project**  • Students prepare  a model town or  draw a map of their  city and describe it  by pointing to some  major buildings and  places |  |
| 12-16 | 2 |
| 19-23 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **MARCH** | 26-30 | 2 | **UNIT 8: TRANSPORTATION** | Making simple inquiries  Talking about locations of things  Telling people what we know | **Listening**  • Students will be able to recognize the names of vehicles.  • Students will be able to follow short, simple, spoken  instructions, especially if they include pictures, pointing and saying the names of some vehicles.  • Students will be able to follow directions that lead  them to a certain place.  **Speaking**  • Students will be able to ask and answer questions  about where vehicles are right now.  • Students will be able to ask and answer questions  about how one can get to a certain place by taking certain vehicles. | **Texts**  Advertisements  Captions  Cartoons  Conversations  Illustrations  Instructions  Maps  Picture Dictionaries  Poems  Signs  Songs  Stories  Tables  **Activities**  Arts and Crafts  Chants and Songs  Cognates  Communicative  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Real-life Tasks  Reordering  Role-Play  TPR | bike, -s  boat, -s  bus, -es  car, -s  helicopter, -s  motorcycle, -s  plane, -s  ship,-s  train, -s  city  Where is the boat?  — (It’s) on the sea.  — It’s here/there.  How can I get to Istanbul?  — You (can) ...  ... take a/the  ... plane/train/boat/bus.  ... go by  ... plane/train/boat/bus. | **Projects**  • Students prepare  a model country or  draw a map and report how one can get  from one place (city)  to another.  • Students prepare  advertisement cutouts: name and  describe the vehicles  they see by using  their prior knowledge. |  |
| **APRIL** | 02-06 | 2 |
| 09-13 | 2 |
| 16-20 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **APRIL** | 24-27 | 2 | **UNIT 9: WEATHER** | **23rd April**  **National Sovereignty and Children’s Day**  (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı)  Describing places  Describing the weather  Describing what people are doing now  Making simple inquiries  Talking about locations of things 19th May **Youth and Sports Day**  (19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı) | **Listening**  • Students will be able to identify various weather conditions.  • Students will be able to understand what people are  doing at the moment.  **Speaking**  • Students will be able to ask and answer questions  about the weather conditions specific to a geographic  area.  • Students will be able to ask and answer questions  about what people are doing at the moment. | **Texts**  Conversations  Illustrations  Lists  Songs  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Questions and Answers  Reordering  TPR | cold  hot  nice  rain (rainy/raining)  snow (snowy/snowing)  sunny  warm  Poko is in Ankara.  How is the weather in Ankara?  — Ankara/It is cold/sunny, etc.  — It’s cold in Ankara.  What is Poko doing there?  — He is walking.  — He is swimming.  How is the weather?  — It’s rainy/snowy.  “Is it rainy in the desert?”  — No, it’s hot and sunny. | **Projects**  • Students prepare a  model city or draw  a map and tell what  people are doing  at the moment by  pointing at them.  • Students prepare  a visual dictionary  to show the weather  conditions and actions learned. |  |
| **MAY** | 30-04 | 2 |
| 07-11 | 2 |
| 14-18 | 2 |
| **MONTH** | **DAYS** | **HOURS** | **UNIT** | **FUNCTIONS** | **LANGUAGE TASKS AND STUDY SKILLS / METHODS** | **TEXTS AND ACTIVITY TYPES** | **SUGGESTED LEXIS LANGUAGE USE** | **ASSESSMENT** | **EXAMS** |
| **MAY** | 21-25 | 2 | **UNIT 10: NATURE** | Describing places  Expressing ability and inability  Expressing likes and dislikes  Expressing quantity  Making simple inquiries  Naming colors | **Listening**  • Students will be able to recognize the names of animals.  • Students will be able to follow short, simple, spoken  instructions, especially if they include pictures, by  pointing and saying the names of animals and their  quantity and colors.  **Speaking**  • Students will be able to ask and answer questions  about the animals they like and don’t like.  • Students will be able to ask and answer questions  about the quantity of the animals they see.  • Students will be able to ask and answer questions  about the colors of animals. | **Texts**  Cartoons  Conversations  Illustrations  Instructions  Picture Dictionaries  Posters  Songs  **Activities**  Arts and Crafts  Chants and Songs  Communicative Tasks  Drama/Miming  Drawing and Coloring  Flashcards  Games  Labeling  Listening  Matching  Puppets  Questions and Answers  Real-life Tasks  Reordering  Synonyms and Antonyms  TPR | bee, -s  dolphin, -s  frog, -s  ladybird,-s  pigeon, -s  seagull, -s  seahorse,-s  sharks, -s  whale, -s  This is a picture of a frog. It’s big  and green.  I like/love dolphins, but I don’t like  sharks.  Are there three dolphins?  — No, there is one dolphin.  — Yes, there are three dolphins.  This whale/It is blue.  Is the whale red?  — Yes, it is.  — No, it isn’t. | **Projects**  • Students record  their voices while  having a dialogue  about the animals  they see.  • Students prepare a  visual dictionary to  show the names and  pictures/drawings of  the animals learned.  Dossier  • Students complete  and hand in the  European Language  Portfolio. Keep the  portfolio at school  or instruct students  to bring it back the  following year. |  |
| 28-01 | 2 |
| **JUNE** | 04-08 | 2 |

Bu plan; Milli Eğitim Bakanlığı Talim ve Terbiye Kurulu Başkanlığı’nın 01.02.2013 tarih ve 6 sayılı kararıyla kabul edilen İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programına göre hazırlanmıştır.

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| **................................**  **İNGİLİZCE ÖĞRETMENİ** |  |  | **UYGUNDUR**  **18/09/2017** |
|  |  |  | **.....................................**  **OKUL MÜDÜRÜ** |