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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 permissionGiving and responding to simple instructionsMaking simple requestsNaming numbersTelling someone what to do | **Listening**• Students will be able to recognize verbs related toplaying a game.• Students will be able to recognize the numbers 11-20.• Students will be able to understand instructions andfollow 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 askingthe speaker to repeat what has been said | **Texts**CaptionsConversationsIllustrationsInstructionsRhymesSignsSongs**Activities**Arts and CraftsChants and SongsCognatesCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesListeningQuestions and AnswersReal-life TasksReorderingSynonyms and AntonymsTPR | answeraskletterlookspellspinstartstopwaitwheel, -swinNumbers 11-20Are 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 preparea wheel of fortuneas an arts and craftsactivity and play thegame with friends.**Dossier**• Students start filling in the EuropeanLanguage Portfolio.Ask students to bringin their portfoliosfrom 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/peopleMaking simple inquiriesTalking 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, spokeninstructions, especially if they include pictures, bypointing and stating the relationships of their familymembers.**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**AdvertisementsCartoonsChartsIllustrationsPicture DictionariesPostersProductsSongs**Activities**Arts and CraftsChants and SongsCognatesDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksReordering | aunt, -sbrother, -scousin, -sfamilyfather, -sgrandfather, -sgrandmother, -smother, -ssister, -suncle, -sWho is s/he?— S/he’s my ...Who is this?— This is my ... | **Projects**• Students bring infamily photos ordraw pictures andintroduce their families by preparing asmall poster.• Students prepare afamily tree.• Students recordtheir voices whiletalking about theirfamilies. |  |
| 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/peopleExpressing ability and inabilityMaking simple inquiries | **Listening**• Students will be able to recognize the personal andphysical qualities of individuals.• Students will be able to follow short, simple spokeninstructions, especially if they include pictures, bypointing and explaining the personal and physical qualities of individuals.**Speaking**• Students will be able to ask and answer questionsabout personal and physical qualities of individuals.• Students will be able to ask and answer questionsabout what people can and cannot do. | **Texts**CartoonsConversationsListsPicture DictionariesPostersSongsTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksReorderingTPR | big/smallfast/slowheavy/thinold/youngstrong/weaktall/shortIs he strong?— Yes, he is.— No, he isn’t.Can she run fast?— Yes, he can.— No, he can’t. | **Project**• Students use theirfamily photo or treeto report to theirfriends what theirfamily members canand cannot do.• Students prepare aposter to show/ writewhat super heroes,animals or familymembers can and/orcannot 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 nowExpressing feelingsMaking simple inquiries | **Listening**• Students will be able to recognize the names of emotions/feelings.• Students will be able to follow short, simple, spokeninstructions, especially if they include pictures, bypointing and describing what people are doing at themoment.**Speaking**• Students will be able to ask and answer questionsabout personal details such as how someone feels.• Students will be able to ask and answer questionsabout what someone is doing at the moment. | **Texts**AdvertisementsCaptionsCartoonsConversationsFablesIllustrationsNoticesPicture DictionariesPoemsPostersSignsSongsStories**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingPuppetsQuestions and AnswersReal-life TasksTPR | angryenergetic/tiredgood/badhappy/unhappyokaysadsurprisedI am happy.I feel good.What is Stella doing?— She is ...... cooking.... crying.... dancing.... eating.... playing.... singing.... studying.... swimming. | **Projects**Students preparecolorful poster toshow and write aboutwhat people are doing in the school yardor around the city:Ali is dancing, Yesimis singing, Gülten iseating, etc.Students bringin photographs ofthemselves or newspaper/advertisementcut-outs and describewhat they are doing: “This is me. I’mswimming” or “Thisis my brother. He’sstudying.” |  |
| 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 shapesExpressing quantityMaking simple inquiriesNaming colorsTalking about possessionsTelling people what we know | **Listening**• Students will be able to recognize the names ofshapes.• Students will be able to recognize the names of toys.• Students will be able to follow short, simple, spokeninstructions, especially if they include pictures, bypointing and naming the shapes of things.**Speaking**• Students will be able to ask and answer questionsabout the shapes of things.• Students will be able to ask and answer questionsabout the quantity of things.• Students will be able to tell the kinds and quantity ofthe toys they have. | **Texts**AdvertisementsChartsConversationsCouponsFairy talesIllustrationsInstructionsListsPicture DictionariesPoemsPostersProductsSongsTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksTPR | ball, -sblock, -sboard game, -sbutton, -splaying card, -sdoll, -skite, -steddy bear, -stoy, -sroundsquareIs 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 acolorful visual dictionary to show andwrite the words for:a) a black ball, a redkite, a brown teddybear, etc.b) a round kite, asquare card, etc.• Students bringtheir favorite toys toclass and show themto 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 shapesMaking simple inquiriesTalking about locations of things | **Listening**• Students will be able to recognize the names of therooms in a flat/house.• Students will be able to follow short, simple, spokeninstructions, especially if they include pictures, bypointing and saying the names of the rooms in an apartment/house.**Speaking**• Students will be able to ask about and tell the namesof the rooms in an apartment/house.• Students will be able to ask about and tell the locationof things in the rooms in an apartment/house. | **Texts**AdvertisementsConversationsIllustrationsPicture DictionariesPostersProductsSongsTables**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksTPR | bathroombedroomgaragehomekitchenliving roomplayroombed, -schair, -scup, -scomputer game, -skettle, -sshampoosoapsofa, -sIs 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 preparea model house anddescribe it to theirfriends.• Students bring inadvertisement cutouts and describethe rooms shown inthem. |  |
| 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** | ApologizingDescribing placesMaking simple inquiriesTalking 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, spokeninstructions, especially if they include pictures, bypointing and saying the names of buildings and parts ofa 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 themoment.Compensation Strategy• Students will be able to say when they don’t know theanswer to a question. | **Texts**AdvertisementsIllustrationsListsNotes and MessagesNoticesPicture DictionariesPostersSignsSongsTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksRole-PlayTPR | bankcampuscarnivalhospitalmuseumparkschoolshopping centerzooWhere are you now?— At the museum.— In the classroom.Where is Stella now?She’s in IzmirWhere 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 preparea model town ordraw a map of theircity and describe itby pointing to somemajor buildings andplaces |  |
| 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 inquiriesTalking about locations of thingsTelling people what we know | **Listening**• Students will be able to recognize the names of vehicles.• Students will be able to follow short, simple, spokeninstructions, especially if they include pictures, pointing and saying the names of some vehicles.• Students will be able to follow directions that leadthem to a certain place.**Speaking**• Students will be able to ask and answer questionsabout where vehicles are right now.• Students will be able to ask and answer questionsabout how one can get to a certain place by taking certain vehicles. | **Texts**AdvertisementsCaptionsCartoonsConversationsIllustrationsInstructionsMapsPicture DictionariesPoemsSignsSongsStoriesTables**Activities**Arts and CraftsChants and SongsCognatesCommunicative Drama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReal-life TasksReorderingRole-PlayTPR | bike, -sboat, -sbus, -escar, -shelicopter, -smotorcycle, -splane, -sship,-strain, -scityWhere 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 preparea model country ordraw a map and report how one can getfrom one place (city)to another.• Students prepareadvertisement cutouts: name anddescribe the vehiclesthey see by usingtheir 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 placesDescribing the weatherDescribing what people are doing nowMaking simple inquiriesTalking about locations of things19th 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 aredoing at the moment.**Speaking**• Students will be able to ask and answer questionsabout the weather conditions specific to a geographicarea.• Students will be able to ask and answer questionsabout what people are doing at the moment. | **Texts**ConversationsIllustrationsListsSongs**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingQuestions and AnswersReorderingTPR | coldhotnicerain (rainy/raining)snow (snowy/snowing)sunnywarmPoko 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 amodel city or drawa map and tell whatpeople are doingat the moment bypointing at them.• Students preparea visual dictionaryto show the weatherconditions 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 placesExpressing ability and inabilityExpressing likes and dislikesExpressing quantityMaking simple inquiriesNaming colors | **Listening**• Students will be able to recognize the names of animals.• Students will be able to follow short, simple, spokeninstructions, especially if they include pictures, bypointing and saying the names of animals and theirquantity and colors.**Speaking**• Students will be able to ask and answer questionsabout the animals they like and don’t like.• Students will be able to ask and answer questionsabout the quantity of the animals they see.• Students will be able to ask and answer questionsabout the colors of animals. | **Texts**CartoonsConversationsIllustrationsInstructionsPicture DictionariesPostersSongs**Activities**Arts and CraftsChants and SongsCommunicative TasksDrama/MimingDrawing and ColoringFlashcardsGamesLabelingListeningMatchingPuppetsQuestions and AnswersReal-life TasksReorderingSynonyms and AntonymsTPR | bee, -sdolphin, -sfrog, -sladybird,-spigeon, -sseagull, -sseahorse,-ssharks, -swhale, -sThis is a picture of a frog. It’s bigand green.I like/love dolphins, but I don’t likesharks.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 recordtheir voices whilehaving a dialogueabout the animalsthey see.• Students prepare avisual dictionary toshow the names andpictures/drawings ofthe animals learned.Dossier• Students completeand hand in theEuropean LanguagePortfolio. Keep theportfolio at schoolor instruct studentsto bring it back thefollowing 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** |