2024-2025 EĞİTİM-ÖĞRETİM YILI … İLKOKULU 3. SINIF İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK PLANI

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Date** | **Hours** | **Theme** | **Functions and Useful Language** | **Language Skills and Learning Outcomes** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **1. Hafta**  **08-12 Eylül** | 2 saat | 1- Greeting | 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 | **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.** | 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. | 15 Temmuz Demokrasi ve Millî Birlik Günü |
| **2. Hafta**  **15-19 Eylül** | 2 saat | 1- Greeting | 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 | **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.** | 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. | <https://www.ingilizceciyiz.com/> |
| **3. Hafta**  **22-26 Eylül** | 2 saat | 1- Greeting | 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 | **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.** | 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. | İlköğretim Haftası (Eylül ayının 3. Haftası) |
| **4. Hafta**  **29 Eylül-03 Ekim** | 2 saat | 1- Greeting | 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 | **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.** | 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. | Hayvanları Koruma Günü (4 Ekim) |
| **5. Hafta**  **06-10 EKİM** | 2 saat | 2- My Family | 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 Ass | **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.** | 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 |  |
| **6. Hafta**  **13-17 Ekim** | 2 saat | 2- My Family | 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 Ass | **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.** | 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 | <https://www.ingilizceciyiz.com/> |
| **7. Hafta**  **20-24 Ekim** | 2 saat | 2- My Family | 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 Ass | **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.** | 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 |  |
| **8. Hafta**  **27-31 EKİM** | 2 saat | 2- My Family | 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 Ass | **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.** | 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 | 29 Ekim Cumhuriyet Bayramı  Kızılay Haftası(29 Ekim-4 Kasım) |
| **9. Hafta**  **03-07 KASIM** | 2 saat | 3- People I love | 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 Answer | **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.** | 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 | 10 Kasım Atatürk'ü Anma Günü |
| **10-14 Kasım** |  |  |  | **ARA TATİL** |  |  |
| **10. Hafta**  **17-21 Kasım** | 2 saat | 3- People I love | 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 Answer | **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.** | 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 | 24 Kasım Öğretmenler Günü |
| **11. Hafta**  **24-28 Kasım** | 2 saat | 3- People I love | 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 Answer | **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.** | 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 |  |
| **12. Hafta**  **01-05 Aralık** | 2 saat | 4- Feelings | 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 Ques | **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.** | 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 | Dünya Engelliler Günü (3 Aralık) |
| **13. Hafta**  **08-12 Aralık** | 2 saat | 4- Feelings | 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 Ques | **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.** | 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 | İnsan Hakları ve Demokrasi Haftası (10 Aralık gününü içine alan Hafta) |
| **14. Hafta**  **15-19 Aralık** | 2 saat | 4- Feelings | 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 Ques | **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.** | 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 | Tutum, Yatırım ve Türk Malları Haftası (12-18 Aralık) |
| **15. Hafta**  **22-26 Aralık** | 2 saat | 4- Feelings | 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 Ques | **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.** | 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 |  |
| **16. Hafta**  **29 ARALIK - 02 OCAK** | 2 saat | 5- Toys and Games | 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 Labeli | **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.** | 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 |  |
| **17. Hafta**  **065-09 OCAK** | 2 saat | 5- Toys and Games | 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 Labeli | **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.** | 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 |  |
| **18. Hafta**  **12-16 OCAK** | 2 saat | 5- Toys and Games | 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 Labeli | **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.** | 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 |  |
| **20 Ocak-24 Ocak** |  |  |  | **YARIYIL TATİLİ** | <https://www.ingilizceciyiz.com/> |  |
| **27-31 Ocak** |  |  |  | **YARIYIL TATİLİ** |  |  |
| **19. Hafta**  **02-06 Şubat** | 2 saat | 6- My House | 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 | **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.** | 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 |  |
| **20. Hafta**  **09-13 Şubat** | 2 saat | 6- My House | 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 | **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.** | 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 |  |
| **21. Hafta**  **16-20 Şubat** | 2 saat | 6- My House | 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 | **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.** | 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 |  |
| **22. Hafta**  **23-27 Şubat** | 2 saat | 6- My House | 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 | **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.** | 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 | Yeşilay Haftası (1 Mart gününü içine alan Hafta) |
| **23. Hafta**  **02-06 Mart** | 2 saat | 6- My House | 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 | **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.** | 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 |  |
| **24. Hafta**  **09-13 Mart** | 2 saat | 6- My House | 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 | **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.** | 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 | İstiklâl Marşı’nın Kabulü ve Mehmet Akif Ersoy’u Anma Günü (12 Mart) |
| **16-20 MART** |  |  |  | **ARA TATİL** |  |  |
| **25. Hafta**  **23-27 Mart** | 2 saat | 7- In My City | 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, | **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.** | 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 |  |
| **26. Hafta**  **23-27 MART** | 2 saat | 7- In My City | 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, | **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.** | 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 |  |
| **27. Hafta**  **06-10 Nisan** | 2 saat | 7- In My City | 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, | **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.** | 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 |  |
| **28. Hafta**  **14-18 Nisan** | 2 saat | 8- Transportation | 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 Pu | **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.** | 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/… |  |
| **29. Hafta**  **20-24 Nisan** | 2 saat | 8- Transportation | 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 Pu | **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.** | 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/… | 23 Nisan Ulusal Egemenlik ve Çocuk Bayramı |
| **30. Hafta**  **27 NİSAN - 01 MAYIS** | 2 saat | 8- Transportation | 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 Pu | **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.** | 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/… |  |
| **31. Hafta**  **04-08 Mayıs** | 2 saat | 9- Weather | 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 Matc | **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.** | 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 |  |
| **32. Hafta**  **11-15 Mayıs** | 2 saat | 9- Weather | 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 Matc | **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.** | 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 | Engelliler Haftası (10-16 Mayıs) |
| **33. Hafta**  **18-22 Mayıs** | 2 saat | 9- Weather | 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 Matc | **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.** | 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 | 19 Mayıs Atatürk'ü Anma Gençlik ve Spor Bayramı |
| **34. Hafta**  **25-26 Mayıs** | 2 saat | 10- 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 M | **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.** | 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 |  |
| **35. Hafta**  **01-05 Haziran** | 2 saat | 10- 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 M | **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.** | 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 |  |
| **36. Hafta**  **08-12 Haziran** | 2 saat | 10- 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 M | **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.** | 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 | <https://evraksepeti.com/> |
| **37. Hafta**  **15-19 Haziran** | 2 saat | 10- 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 M | **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.** | 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 |  |
| **37. Hafta**  **15-19 Haziran** | 2 saat | YIL SONU FAALİYET HAFTASI | | | | |

hNOT: Bu dosya https://www.ingilizceciyiz.com/ sitesinden indirilmiş ve 2025-2026 eğitim öğretim yılına uyarlanmıştır. Haftalık ders defteri doldurma çizelgemiz ve günlük planlarımız bu plana uygun hazırlanmıştır. [www.mustafakabul.com](http://www.mustafakabul.com/)

Okan GÜLTEKİN  
ingilizce Öğretmeni

<https://evraksepeti.com/>

UYGUNDUR

04/09/2025

…………………..

OKUL MÜDÜRÜ

**DİKKAT!!! İNGİLİZCE ÖĞRETMENİSİN VE HALA YILLIK PLAN KAZANIM UYGULAMAMIZI İNDİRMEDİN Mİ?**

**SADECE İNGİLİZCECİLERE ÖZEL YILLIK PLAN KAZANIM UYGULAMAMIZ APPSTORE VE PLAYSTORE’DA YAYINDA…**

**AYRICA BEP YAZILILARINA VE DİĞER PAROLALI DOSYALARA UYGULAMAMIZDAN ULAŞABİLECEKSİNİZ.**

**APPSTORE VEYA GOOGLE PLAYSTORE’A GİREREK ARAMA KISMINA “İNGİLİZCECİYİZ” YAZIN, UYGULAMAMIZI İNDİRİN!  
PEKİ NE İŞE YARIYOR?  
HAFTALIK DERS PROGRAMINIZI BİR KEZ UYGULAMAYA TANIMLAYIN VE SINIFA GİRİP PROGRAMI AÇTIĞINIZDA DERSİNİZİN OLDUĞU SINIFIN KAZANIMLARINI GÖRÜN, SINIF DEFTERİNİ KOLAYCA DOLDURUN…**