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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **11-15 EYLÜL** | 1 | 2 | **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. | **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 Games  Making Puppets  Reordering  Questions and Answers    **Assignments**  • Students prepare a visual dictionary to show the  words they know in English. |  |
| **18-22 EYLÜL** | 2 | 2 |
| **25-29 EYLÜL** | 3 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit / Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **02-06 EKİM** | 4 | 2 | **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. | **2**  **My family** | **Contexts**  Captions  Cartoons  Conversations  Rhymes,  Illustrations  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. |  |
| **09-13 EKİM** | 5 | 2 |
| **16-20 EKİM** | 6 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **23-27 EKİM** | 7 | 2 | **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. | **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)  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. | **29th October**  **Atatürk, the founder of Turkish Republic**  (29 Ekim Cumhuriyet Bayramı)  **10th November,**  **The anniversary of Atatürk’s passing away**  (10 KasımAtatürk’ü Anma Günü ve Atatürk Haftası) |
| **30 EKİM-03 KSIM** | 8 | 2 |
| **06-10 KASIM** | 9 | 2 |
| **20-24 KASIM** | 11 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **27 KASIM-1 ARALIK** | 12 | 2 | **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. | **4**  **Feelings** | **Contexts** Captions , Cartoons, Conversations, Illustrations, Podcasts,Poems,Posters, Sings,Songs, Stories, 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 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. |  |
| **04-08 ARALIK** | 13 | 2 |
| **11-15 ARALIK** | 14 | 2 |
| **18-22 ARALIK** | 15 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **25-29 ARALIK** | 16 | 2 | **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. | **5**  **Toys and Games** | **Contexts**  Advertisements - Charts -Conversations -Fairy tales-Coupons- 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. |  |
| **01-05 OCAK** | 17 | 2 |
| **08-12 OCAK** | 18 | 2 |
| **15-19 OCAK** | 19 | 2 |

YARIYIL TATİLİ: 19 JANUARY- 2 FEBRUARY

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **05-09 ŞUBAT** | 22 | 2 | **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 | **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. | **6**  **My House** | **Contexts**  Advertisements, Conversations , Illustrations , Posters , Probes/Realia,,  Songs , Tables ,Video  **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. |  |
| **12-16 ŞUBAT** | 23 | 2 |
| **19-23 ŞUBAT** | 24 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **26 ŞUBAT 1 MART** | 25 | 2 | **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  18th March The Remembrance of Çanakkale Martyrs (18 Mart Şehitleri Anma Günü ve Çanakkale Zaferi) | **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. | **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, Matching  Making Puppets  Questions and Answers  **Assignments**  • Students prepare a map of their city/town/village  and describe it in groups. |  |
| **04-08 MART** | 26 | 2 |
| **11-15 MRT** | 27 | 2 |
| **18-22 MART** | 28 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **25-29 MART** | 29 | 2 | **Talking about locations of things (Making simple inquiries)**  Where is the boat?  — (It’s) on the sea.   * It’s here/there.   **Asking and giving information about transportation**  How can I go/get to Istanbul?  — You (can) go by plane/train/ boat/bus/...  — You (can) take a/the plane/ train/boat/bus/…  bike-boat-bus-car-helicopter-  motorcycle-plane-ship-train | **Listening**  **E3.8.L1.** Students will be able to recognize the  types of vehicles.  **E3.8.L2.** Students will be able to understand  simple and short oral texts about transportation.  **E3.8.L3.** Students will be able to follow short and  simple oral instructions about transportation.  **Speaking**  **E3.8.S1.** Students will be able to talk about where  vehicles are.  **E3.8.S2.** Students will be able to talk about the  using of transportation vehicles. | **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 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 |  |
| **01-05 NİSAN** | 30 | 2 |
| **15-19 NİSAN** | 32 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluatıon** |
| **Month** | **Week** | **Hour** |
| **22-26 NİSAN** | 33 | 2 | 23rd April National Sovereignty and Children’s Day  (23 Nisan Ulusal Egemenlik ve Çocuk Bayramı)  **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. | **9**  **Weather** | **Contexts**  Advertisements ,Captions,  Cartoons , Conversations ,  Illustrations ,Maps, Sings, 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. |  |
| **29 NİSAN 03 MYIS** | 34 | 2 |
| **06-10 MAYIS** | 35 | 2 |
| **13-17 MAYIS** | 36 | 2 |

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| **TIME** | | | **Functions & Useful Language** | **Language Skills and Learning Outcomes** | **Unit /**  **Theme** | **Suggested Contexts, Tasks and Assignments** | **Evaluation** |
| **Month** | **Week** | **Hour** |
| **20-24 MAYIS** | 37 | 2 | 19th May Youth and Sports Day  (19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı)  **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. | **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 ,Matching , Making Puppets,  Questions and Answers Reordering  **Assignments** | 19th May Youth and Sports Day  (19 Mayıs Atatürk’ü Anma Gençlik ve Spor Bayramı) |
| **27-31 MAYIS** | 38 | 2 |
| **03-07 HAZİRAN** | 39 | 2 |
| **10-14 HAZİRAN** | 40 | 2 |

**UYGUNDUR**

**…./09/2023**

**Okul Müdürü**

1. Yıllık plan ve sınıf defteri doldurma programı öğretim programındaki kazanımlar ve kazanım süreleri ile uyumludur.

2.Ara tatil ve yarı yıl tatili hafta olarak sayılmıştır. (Normalde 36 hafta olup tatillerle birlikte 40 hafta olarak planlanmıştır.)

3.Hafta içine denk gelen resmî tatillerde haftalık ders programı değişiklik göstereceği için kazanım eklenmiştir.

4.Sınavlar için ders süresi ayrılmamıştır.

