2026-2027 Eğitim-Öğretim Yılı · İngilizce 4. sınıf Çerçeve Yıllık Planı

Haftalık 2 ders saati · 37 hafta

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
1	14–18 Eylül	2	1 Classroom Rules	Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please., Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off	**E4.1.L1** Students will be able to understand short and clear utterances about requests. **E4.1.L2** Students will be able to understand short and clear utterances about permission. **E4.1.L3** Students will be able to recognize simple classroom instructions. **E4.1.L4** Students will be able to recognize numbers from one to fifty. **E4.1.S1** Students will be able to interact with their classmates through asking for and giving permission in short utterances. **E4.1.S2** Students will be able to make requests by using simple utterances. **E4.1.S3** Students will be able to give and respond to simple instructions verbally. **E4.1.S4** Students will be able to count up to fifty.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 15 July, Democracy and National Unity Day Primary Education Week
2	21–25 Eylül	2	1 Classroom Rules	Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please.	**E4.1.L1** Students will be able to understand short and clear utterances about requests. **E4.1.L2** Students will be able to understand short and clear utterances about permission. **E4.1.L3** Students will be able to recognize simple classroom instructions. **E4.1.L4** Students will be able to recognize numbers from one to fifty. **E4.1.S1** Students will be able to interact with their classmates through asking for and giving permission in short utterances. **E4.1.S2** Students will be able to make requests by using simple utterances. **E4.1.S3** Students will be able to give and respond to simple instructions verbally. **E4.1.S4** Students will be able to count up to fifty.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic

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				— Sure/Of course. — Here you are. — Say that again, please., Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off		content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 26 September, Turkish Language Day
3	28 Eylül – 2 Ekim	2	1 Classroom Rules	Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please., Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please.	**E4.1.L1** Students will be able to understand short and clear utterances about requests. **E4.1.L2** Students will be able to understand short and clear utterances about permission. **E4.1.L3** Students will be able to recognize simple classroom instructions. **E4.1.L4** Students will be able to recognize numbers from one to fifty. **E4.1.S1** Students will be able to interact with their classmates through asking for and giving permission in short utterances. **E4.1.S2** Students will be able to make requests by using simple utterances. **E4.1.S3** Students will be able to give and respond to simple instructions verbally. **E4.1.S4** Students will be able to count up to fifty.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their

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				Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s stay take turn on/off		education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
4	5–9 Ekim	2	1 Classroom Rules	Asking for permission Can/May I come in/go out? — Yes, you can. — Sure/Of course. — Sorry, not right now. Making simple requests Give me the book, please. — Sure/Of course. — Here you are. — Say that again, please., Telling someone what to do Be quiet, please. Clean/Look at the board, please. Go back your place, please. Open the window, please. Open/close the door, please. Please come in. The pencil, please. Naming numbers Numbers from 1 to 50. eraser,-s join leave pencil case, -s pencil sharpener, -s ruler, -s	**E4.1.L1** Students will be able to understand short and clear utterances about requests. **E4.1.L2** Students will be able to understand short and clear utterances about permission. **E4.1.L3** Students will be able to recognize simple classroom instructions. **E4.1.L4** Students will be able to recognize numbers from one to fifty. **E4.1.S1** Students will be able to interact with their classmates through asking for and giving permission in short utterances. **E4.1.S2** Students will be able to make requests by using simple utterances. **E4.1.S3** Students will be able to give and respond to simple instructions verbally. **E4.1.S4** Students will be able to count up to fifty.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

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				stay take turn on/off		
5	12–16 Ekim	2	2 Nationality	Identifying countries and nationalities Is s/he from Japan? — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn't. — I think so. Talking about locations of cities (Making simple inquiries) Where is Samsun? — It's in the north. Where is Antalya? — It's in the south. Where is Van? — It's in the east. Where is İzmir? — It's in the west. America/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west	**E4.2.L1** Students will be able to recognize information about other people. **E4.2.L2** Students will be able to identify different people's nationalities. **E4.2.S1** Students will be able to talk about nations and nationalities. **E4.2.S2** Students will be able to talk about locations of cities.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
6	19–23 Ekim	2	2 Nationality	Identifying countries and nationalities Is s/he from Japan? — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian?	**E4.2.L1** Students will be able to recognize information about other people. **E4.2.L2** Students will be able to identify different people's nationalities. **E4.2.S1** Students will be able to talk about nations and nationalities. **E4.2.S2** Students will be able to talk about locations of cities.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation

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				— Yes, s/he is. — No, s/he isn't. — I think so. Talking about locations of cities (Making simple inquiries) Where is Samsun? — It's in the north. Where is Antalya? — It's in the south. Where is Van? — It's in the east. Where is İzmir? — It's in the west. America/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west		practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
7	26–30 Ekim	2	2 Nationality	Identifying countries and nationalities Is s/he from Japan? — Maybe. Is s/he from Germany? — I think so. Where are you from? — I am from Turkey. Where is she from? — S/he is from Pakistan. Are you British? — No, I am not. Is s/he Russian? — Yes, s/he is. — No, s/he isn't. — I think so. Talking about locations of cities (Making simple inquiries) Where is Samsun? — It's in the north. Where is Antalya? — It's in the south. Where is Van? — It's in the east. Where is İzmir? — It's in the west.	**E4.2.L1** Students will be able to recognize information about other people. **E4.2.L2** Students will be able to identify different people's nationalities. **E4.2.S1** Students will be able to talk about nations and nationalities. **E4.2.S2** Students will be able to talk about locations of cities.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

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				America/American Britain/British Germany/German Iran/Iranian Iraq/Iraqi Japan/Japanese Pakistan/Pakistani Russia/Russian Turkey/Turkish north/south/east/west		29 October, Republic Day
8	2–6 Kasım	2	3 Cartoon Characters	Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can't. S/he can swim. I can read books in English. My hero can/can't ... Your cartoon character can/can't ... Talking about possessions (Making simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your ...? Are these his/her/my/your ...? Whose bike is this? This is my/his/Ahmet's bike. carry catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures	**E4.3.L1** Students will be able to get the main idea of a simple oral text about the abilities of the self and others. **E4.3.L2** Students will be able to recognize possessions of others in a clear, short and slow oral text. **E4.3.S1** Students will be able to talk about their own and others' possessions. **E4.3.S2** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

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9	9–13 Kasım	2	3 Cartoon Characters	Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can't. S/he can swim. I can read books in English. My hero can/can't ... Your cartoon character can/can't ... Talking about possessions (Making simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your ...? Are these his/her/my/your ...? Whose bike is this? This is my/his/Ahmet's bike. carry catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures	**E4.3.L1** Students will be able to get the main idea of a simple oral text about the abilities of the self and others. **E4.3.L2** Students will be able to recognize possessions of others in a clear, short and slow oral text. **E4.3.S1** Students will be able to talk about their own and others' possessions. **E4.3.S2** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 10 November, Atatürk Memorial Day
	16–20 Kasım		**1. dönem ara tatili**			
10	23–27 Kasım	2	3 Cartoon Characters	Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't. Can you speak English? —Yes, I can. S/he can ride a bike, but	**E4.3.L1** Students will be able to get the main idea of a simple oral text about the abilities of the self and others. **E4.3.L2** Students will be able to recognize possessions of others in a clear, short and slow oral text. **E4.3.S1** Students will be able to talk about their own and others' possessions. **E4.3.S2** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the

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				I cannot/can't. S/he can swim. I can read books in English. My hero can/can't ... Your cartoon character can/can't ... Talking about possessions (Making simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your ...? Are these his/her/my/your ...? Whose bike is this? This is my/his/Ahmet's bike. carry catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures		learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 20 November, Children's Rights Day 24 November, Teachers' Day
11	30 Kasım – 4 Aralık	2	3 Cartoon Characters	Expressing ability and inability Can you play the piano? Can s/he jump? —Yes, s/he can./No, s/he can't. Can you speak English? —Yes, I can. S/he can ride a bike, but I cannot/can't. S/he can swim. I can read books in English. My hero can/can't ... Your cartoon character can/can't ... Talking about possessions (Making	**E4.3.L1** Students will be able to get the main idea of a simple oral text about the abilities of the self and others. **E4.3.L2** Students will be able to recognize possessions of others in a clear, short and slow oral text. **E4.3.S1** Students will be able to talk about their own and others' possessions. **E4.3.S2** Students will be able to deliver a simple, brief speech about abilities with an initial preparation.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important

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				simple inquiries) This is her/his/my/your guitar. These are his/her/my/your books. Is this his/her/my/your …? Are these his/her/my/your …? Whose bike is this? This is my/his/Ahmet's bike. carry catch climb a tree dive do puzzles drive jump fly play ... ... the guitar/the piano, etc. ride a horse speak take pictures		for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 3 December, International Day of Persons with Disabilities
12	7–11 Aralık	2	4 Free Time	Expressing likes and dislikes I like reading/swimming. I dislike playing chess/singing. Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't. Asking for clarification Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis …football reading comics	**E4.4.L1** Students will be able to understand the general information in an oral text about likes and dislikes. **E4.4.S1** Students will be able to talk about their likes and dislikes. **E4.4.S2** Students will be able to engage in simple conversations about likes and dislikes. **E4.4.S3** Students will be able to ask for clarification in conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

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				riding a bike watching cartoons swimming learning English		
13	14–18 Aralık	2	4 Free Time	Expressing likes and dislikes I like reading/swimming. I dislike playing chess/ singing. Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't. Asking for clarification Can you say that again, please? Pardon me? Say that again, please. Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis …football reading comics riding a bike watching cartoons swimming learning English	**E4.4.L1** Students will be able to understand the general information in an oral text about likes and dislikes. **E4.4.S1** Students will be able to talk about their likes and dislikes. **E4.4.S2** Students will be able to engage in simple conversations about likes and dislikes. **E4.4.S3** Students will be able to ask for clarification in conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
14	21–25 Aralık	2	4 Free Time	Expressing likes and dislikes I like reading/swimming. I dislike playing chess/ singing. Making simple inquiries Do you like dancing? — Yes, I do. Do you like watching cartoons? — No, I don't. Asking for clarification Can you say that again, please? Pardon me? Say that again, please.	**E4.4.L1** Students will be able to understand the general information in an oral text about likes and dislikes. **E4.4.S1** Students will be able to talk about their likes and dislikes. **E4.4.S2** Students will be able to engage in simple conversations about likes and dislikes. **E4.4.S3** Students will be able to ask for clarification in conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned

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				Slowly, please. coloring book, -s drawing flying a kite playing ... ... with marbles ... chess ... table tennis …football reading comics riding a bike watching cartoons swimming learning English		throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
15	28 Aralık – 1 Ocak	2	5 My Day	Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/	**E4.5.L1** Students will be able to understand the general and specific information in a short, oral text about daily routines. **E4.5.L2** Students will be able to recognize the time in a short oral text. **E4.5.S1** Students will be able to talk about their daily routines. **E4.5.S2** Students will be able to talk about the time.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 1 January, New Year

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				dinner meet friends wake up wash		
16	4–8 Ocak	2	5 My Day	Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/ dinner meet friends wake up wash	**E4.5.L1** Students will be able to understand the general and specific information in a short, oral text about daily routines. **E4.5.L2** Students will be able to recognize the time in a short oral text. **E4.5.S1** Students will be able to talk about their daily routines. **E4.5.S2** Students will be able to talk about the time.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
17	11–15 Ocak	2	5 My Day	Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at	**E4.5.L1** Students will be able to understand the general and specific information in a short, oral text about daily routines. **E4.5.L2** Students will be able to recognize the time in a short oral text. **E4.5.S1** Students will be able to talk about their daily routines. **E4.5.S2** Students will be able to talk about the time.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school. What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/ dinner meet friends wake up wash		evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
18	18–22 Ocak	2	5 My Day	Talking about daily routines I wake up in the morning. I have breakfast with my mother and brother on Sundays. I meet my friends at school. I go to the playground in the afternoon. I go shopping with my mom on Saturdays. I do my homework. I go to bed at night. Making simple inquiries What do you do at noon? —I have lunch at school.	**E4.5.L1** Students will be able to understand the general and specific information in a short, oral text about daily routines. **E4.5.L2** Students will be able to recognize the time in a short oral text. **E4.5.S1** Students will be able to talk about their daily routines. **E4.5.S2** Students will be able to talk about the time.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				What do you do in the afternoon? —I watch TV at home. Telling the time and days What time is it? days of the week at noon/night in the morning/afternoon —It's 7 o'clock/12 o'clock/3 o'clock. do homework get dressed go ... ... shopping ... to the playground ... to bed … to school have ... ... a shower ... breakfast/lunch/ dinner meet friends wake up wash		throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
	25 Ocak – 5 Şubat		**Yarıyıl tatili**			
19	8–12 Şubat	2	6 Fun with Science	Giving and responding to simple instructions Plant it. Water it. Cut the paper. Don't cut it now! Fold it. Mix black and white, and you get gray. Making simple inquiries What is "science" in Turkish? What is "cover"? What is in the cup? Talking about locations Where is the brush? —It's in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s	**E4.6.L1** Students will be able to understand and follow simple instructions. **E4.6.L2** Students will be able to recognize phrases/descriptions about locations. **E4.6.S1** Students will be able to give short and basic instructions. **E4.6.S2** Students will be able to talk about locations of objects. **E4.6.S3** Students will be able to ask and answer simple clarification questions.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water		the basis in measurement and evaluation.
20	15–19 Şubat	2	6 Fun with Science	Giving and responding to simple instructions Plant it. Water it. Cut the paper. Don't cut it now! Fold it. Mix black and white, and you get gray. Making simple inquiries What is "science" in Turkish? What is "cover"? What is in the cup? Talking about locations Where is the brush? —It's in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water	**E4.6.L1** Students will be able to understand and follow simple instructions. **E4.6.L2** Students will be able to recognize phrases/descriptions about locations. **E4.6.S1** Students will be able to give short and basic instructions. **E4.6.S2** Students will be able to talk about locations of objects. **E4.6.S3** Students will be able to ask and answer simple clarification questions.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
21	22–26 Şubat	2	6 Fun with Science	Giving and responding to simple instructions Plant it. Water it. Cut the paper. Don't cut it now!	**E4.6.L1** Students will be able to understand and follow simple instructions. **E4.6.L2** Students will be able to recognize phrases/descriptions about locations. **E4.6.S1** Students will be able to give short and basic instructions. **E4.6.S2** Students will be able to talk about locations of objects. **E4.6.S3** Students will be able to ask and answer simple clarification questions.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Fold it. Mix black and white, and you get gray. Making simple inquiries What is “science” in Turkish? What is “cover”? What is in the cup? Talking about locations Where is the brush? —It’s in front of the bottle. —Behind the box. —Near that glass. box, -es brush, -es cover, -s cup, -s cut, experiment, -s fold freeze melt mix plant, science scientist, -s shake water		(alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
22	1–5 Mart	2	7 Jobs	Describing what people do and expressing what people like What is your job? —I’m a doctor. I work at a hospital. —I’m a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She’s a teacher, and she likes teaching children. Making inquiries Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s	**E4.7.L1** Students will be able to identify other people’s jobs and likes in a short, simple oral text. **E4.7.S1** Students will be able to talk about other people’s jobs and likes in simple conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				dancer, -s doctor, -s farmer, -s fıreman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s		For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
	8–12 Mart		**2. dönem ara tatili**			
23	15–19 Mart	2	7 Jobs	Describing what people do and expressing what people like What is your job? —I'm a doctor. I work at a hospital. —I'm a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She's a teacher, and she likes teaching children. Making inquiries Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fıreman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s	**E4.7.L1** Students will be able to identify other people's jobs and likes in a short, simple oral text. **E4.7.S1** Students will be able to talk about other people's jobs and likes in simple conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 12 March, The Adoption of the Turkish National Anthem and Commemoration Day of Mehmet Akif Ersoy 18 March, Çanakkale Victory and Martyrs' Day 16-22 March, Turkic World and Communities Week

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
24	22–26 Mart	2	7 Jobs	Describing what people do and expressing what people like What is your job? —I'm a doctor. I work at a hospital. —I'm a farmer. I like animals and I work on a farm. What does s/he do? What does s/he like? —She's a teacher, and she likes teaching children. Making inquiries Where does s/he work? —at the post office. —at the police station. actor, -s /actress, -es businessman, -men chef, -s dancer, -s doctor, -s farmer, -s fireman, -men nurse, -s pilot, -s policeman, -men policewoman, -women singer, -s teacher, -s vet, -s waiter, -s writer, -s	**E4.7.L1** Students will be able to identify other people's jobs and likes in a short, simple oral text. **E4.7.S1** Students will be able to talk about other people's jobs and likes in simple conversations.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
25	29 Mart – 2 Nisan	2	8 My Clothes	Describing the weather (Expressing basic needs) What's the weather like? —It's rainy today. I need my umbrella. —It's windy. Put on/wear your coat. What's the weather like in Ankara in winter? —It's cold and snowy. Put on/wear your gloves. Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it's broken. Naming the seasons of	**E4.8.L1** Students will be able to understand short oral texts about weather conditions and clothing. **E4.8.L2** Students will be able to recognize the names of the seasons and clothes in short oral texts. **E4.8.S1** Students will be able to describe the weather conditions. **E4.8.S2** Students will be able to name the seasons. **E4.8.S3** Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. **E4.8.S4** Students will be able to make simple request about borrowing.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				the year It is … autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear		for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. Library Week
26	5–9 Nisan	2	8 My Clothes	Describing the weather (Expressing basic needs) What's the weather like? —It's rainy today. I need my umbrella. —It's windy. Put on/wear your coat. What's the weather like in Ankara in winter? —It's cold and snowy. Put on/wear your gloves. Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it's broken. Naming the seasons of the year It is … autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses	**E4.8.L1** Students will be able to understand short oral texts about weather conditions and clothing. **E4.8.L2** Students will be able to recognize the names of the seasons and clothes in short oral texts. **E4.8.S1** Students will be able to describe the weather conditions. **E4.8.S2** Students will be able to name the seasons. **E4.8.S3** Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. **E4.8.S4** Students will be able to make simple request about borrowing.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				trousers borrow put on wear		
27	12–16 Nisan	2	8 My Clothes	Describing the weather (Expressing basic needs) What's the weather like? —It's rainy today. I need my umbrella. —It's windy. Put on/wear your coat. What's the weather like in Ankara in winter? —It's cold and snowy. Put on/wear your gloves. Making simple requests Can I borrow your umbrella? —Here you are. —No. Sorry, it's broken. Naming the seasons of the year It is … autumn/fall spring summer winter boot, -s dress, -es glove, -s hat, -s jeans shoe, -s skirt, -s sock, -s sunglasses trousers borrow put on wear	**E4.8.L1** Students will be able to understand short oral texts about weather conditions and clothing. **E4.8.L2** Students will be able to recognize the names of the seasons and clothes in short oral texts. **E4.8.S1** Students will be able to describe the weather conditions. **E4.8.S2** Students will be able to name the seasons. **E4.8.S3** Students will be able to ask and answer simple questions about weather conditions and clothing items in simple conversations. **E4.8.S4** Students will be able to make simple request about borrowing.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
28	19–23 Nisan	2	9 My Friends	Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf.	**E4.9.L1** Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). **E4.9.L2** Students will be able to understand short, oral texts about possessions. **E4.9.S1** Students will be able to describe their friends and other people (family members, teachers, etc.). **E4.9.S2** Students will be able to ask and answer questions about other people's physical characteristics. **E4.9.S3** Students will be able to talk about possessions.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content.

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long. bald beard beautiful blonde curly/dark/straight/ wavy/short/long hair handsome headscarf moustache short/tall slim thin young/middle aged/old		In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 23 April, National Sovereignity and Children's Day
29	26–30 Nisan	2	9 My Friends	Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf. Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long. bald beard beautiful blonde curly/dark/straight/ wavy/short/long hair handsome headscarf moustache short/tall slim thin	**E4.9.L1** Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). **E4.9.L2** Students will be able to understand short, oral texts about possessions. **E4.9.S1** Students will be able to describe their friends and other people (family members, teachers, etc.). **E4.9.S2** Students will be able to ask and answer questions about other people's physical characteristics. **E4.9.S3** Students will be able to talk about possessions.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 29 April, Kût'ül Amâre Victory

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				young/middle aged/old		1 May, Labour Day
30	3–7 Mayıs	2	9 My Friends	Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf. Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very long. bald beard beautiful blonde curly/dark/straight/ wavy/short/long hair handsome headscarf moustache short/tall slim thin young/middle aged/old	**E4.9.L1** Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). **E4.9.L2** Students will be able to understand short, oral texts about possessions. **E4.9.S1** Students will be able to describe their friends and other people (family members, teachers, etc.). **E4.9.S2** Students will be able to ask and answer questions about other people's physical characteristics. **E4.9.S3** Students will be able to talk about possessions.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
31	10–14 Mayıs	2	9 My Friends	Describing people (Making simple inquiries) Does s/he have blonde hair? What does s/he look like? She is tall and slim. He is young and thin. He has dark hair. She is short and has a blue headscarf. Talking about possessions I have brown hair. S/he has brown eyes. He has curly hair and a moustache. My/your hair is short. Her/his legs are very	**E4.9.L1** Students will be able to understand the main point in short, clear, simple messages and announcements (e.g., describing people and their features). **E4.9.L2** Students will be able to understand short, oral texts about possessions. **E4.9.S1** Students will be able to describe their friends and other people (family members, teachers, etc.). **E4.9.S2** Students will be able to ask and answer questions about other people's physical characteristics. **E4.9.S3** Students will be able to talk about possessions.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				long. bald beard beautiful blonde curly/dark/straight/ wavy/short/long hair handsome headscarf moustache short/tall slim thin young/middle aged/old		possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
32	17–21 Mayıs	2	10 Food and Drinks	Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't. bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad	**E4.10.L1** Students will be able to recognize simple words and phrases about food and drinks. **E4.10.L2** Students will be able to understand the offers about their basic needs. **E4.10.L3** Students will be able to identify others' needs and feelings in simple oral texts. **E4.10.S1** Students will be able to talk about their basic needs and feelings. **E4.10.S2** Students will be able to express others' feelings and their needs.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 19 May, Commemoration of Atatürk, Youth and Sports Day

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				soup tea yoghurt now/later		
33	24–28 Mayıs	2	10 Food and Drinks	Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't. bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later	**E4.10.L1** Students will be able to recognize simple words and phrases about food and drinks. **E4.10.L2** Students will be able to understand the offers about their basic needs. **E4.10.L3** Students will be able to identify others' needs and feelings in simple oral texts. **E4.10.S1** Students will be able to talk about their basic needs and feelings. **E4.10.S2** Students will be able to express others' feelings and their needs.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation. 29 May, Conquest of İstanbul
34	31 Mayıs – 4 Haziran	2	10 Food and Drinks	Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich?	**E4.10.L1** Students will be able to recognize simple words and phrases about food and drinks. **E4.10.L2** Students will be able to understand the offers about their basic needs. **E4.10.L3** Students will be able to identify others' needs and feelings in simple oral texts. **E4.10.S1** Students will be able to talk about their basic needs and feelings. **E4.10.S2** Students will be able to express others' feelings and their needs.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				—No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't. bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later		(alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
35	7–11 Haziran	2	10 Food and Drinks	Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple	**E4.10.L1** Students will be able to recognize simple words and phrases about food and drinks. **E4.10.L2** Students will be able to understand the offers about their basic needs. **E4.10.L3** Students will be able to identify others' needs and feelings in simple oral texts. **E4.10.S1** Students will be able to talk about their basic needs and feelings. **E4.10.S2** Students will be able to express others' feelings and their needs.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at

Hafta	Tarih	Saat	Tema / Ünite	Konu	Öğrenme çıktıları	Ölçme · Belirli gün
				inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty? —Yes, s/he is. / No, s/he isn't. bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later		process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized Education Program (IEP) is taken as the basis in measurement and evaluation.
36	14–18 Haziran	2	10 Food and Drinks	Making offers Do you want a sandwich? Want a sandwich? Would you like a sandwich? —No, thanks. I'm full. —Yes, please. What/How about an apple? —Not now, thanks. —No, thanks, maybe later. Expressing basic needs and feelings (Making simple inquiries) I want some milk, please. Are you hungry? —Yes, I am, and I want some ..., please. —No, I'm not hungry. —Yes, I feel hungry. Is s/he thirsty?	**E4.10.L1** Students will be able to recognize simple words and phrases about food and drinks. **E4.10.L2** Students will be able to understand the offers about their basic needs. **E4.10.L3** Students will be able to identify others' needs and feelings in simple oral texts. **E4.10.S1** Students will be able to talk about their basic needs and feelings. **E4.10.S2** Students will be able to express others' feelings and their needs.	Measurement and evaluation methods should be planned by considering the level of the learning outcome and the content of the topic. To ensure a holistic evaluation of the student, both traditional and complementary (alternative) measurement and evaluation methods should be used together, in accordance with the learning outcome and the topic content. In measurement and evaluation practices, assessment should not be limited to outcome-oriented evaluation only; measurement activities aimed at process evaluation should also be planned. The evaluations planned throughout the process are important for identifying and addressing possible deficiencies in teaching and learning. For students who continue their education through inclusion/ integration, the Individualized

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				—Yes, s/he is. / No, s/he isn’t. bread butter cheese coffee cupcake, -s fish and chips honey lemonade marmalade milk olive, -s pasta salad soup tea yoghurt now/later		Education Program (IEP) is taken as the basis in measurement and evaluation.
37	21–25 Haziran	SOCIAL ACTIVITIES	(Sosyal etkinlik)			

Kaynak: MEB İNGİLİZCE (2-8. SINIF) TASLAK YILLIK ÇERÇEVE PLAN.xlsx (4.Sınıf) · https://tymm.meb.gov.tr/assets/file/ingilizce-dersi-yillik-planlar_20260902_114918_045.zip · Kontrol: 2026-11-20. Maarif Rehberi tarafından düzenlenmiştir; resmî metin için kaynağa bakınız.