

БӨЛІМ: АҒЫЛШЫН ТІЛІ

Children games 2

ЖАРИЯЛАНДЫ
29.10.2020СІЛТЕМЕ
<https://bilimger.kz/83948/>

Unit 1: Kazakhstan in the world of sport School: Ulenty

Date: Teacher name: Shaku Aktolkyn

Class: 4 Number present absent

Lesson title Children games 2

Learning objectives (s) that this lesson is contributing to (link to the the Subject programme)

4.2.4.1 respond to questions on an increasing range of general range and some curricular topics;

4.5.8.1 imperative forms [positive and negative] to give short instructions on a growing range of familiar;

Lesson objectives Learners will be able to:

— Answer the questions on a familiar topic

— Apply imperative forms to given short instructions on familiar topics

Assessment criteria Give answer the questions on familiar topics

Demonstrate an ability to use imperative forms

Give short instruction

Value links The Patriotic Act “Mangilik Yel” (is a community of History, Culture and language)

Cross — curricular links History

Previous learning Students know the name of games

Plan

Planned timings Planned activities (replace the notes below with your planned activities)

Resources

Start CLASS ROUTINE

Teacher greets students, students greet the teacher.

(W) Greeting and I am say the poem “Good morning”, then students tell this poem

Good morning, good morning

Good morning to you!

Good morning, good morning

I am glad to see you!

STARTER

Student's open your book. Read, circle the odd one out.

- 1 play tennis loves racket ball
- 2 skiing skis bat poles
- 3 ice hockey stick puck ball
- 4 play football helmet boots shin pads

Interaction pattern: S - T

Descriptor: A learner

- Finds a correct words game related
- Read right answer

(f) Oral assessment: not bad, good, excellent

INTRODUCTION

Warm - up " FUNNY BALL"

Students stand in a circle and throw a ball to each other and tell each other what they imagine when they see the "FUNNY BALL"

Then teacher introduces the lesson objectives. Dear friends, you will be at the lesson today :

- Answer the questions on a familiar topic
- Apply imperative forms to given short instructions on familiar topics

Good morning, good morning

Good morning to you!

Good morning, good morning

We are glad to see you!

Pupil's book

Ball

Middle DEVELOPMENT

(W) Answer the questions: "I am the FASTEST!!"

What is the name of the game in the first picture?

What do you know about bowling?

Which game needs two people to play?

What do you do in your free time?

What game does he play with his friends?

Descriptor:

- Learners used pictures answer the questions
- Matches questions with pictures

(f) Self assessment (for each other correct answer is given 1 star) 1 right answer 1 star

Differentiation:

— less able learners by teacher support match pictures with questions

Find true answer and then match.

- 1 You need two people to do this. a juggle
- 2 You need a ball and two teams to do this. b video games
- 3 You need a TV to do this. c play chess
- 4 Clowns often do this. d football

Descriptor:

— Defines and matches words

(f) Self assessment (for each other correct answer is given 1 star) 1 right answer 1 star

(W) Listen and read an interesting information. DID YOU KNOW?

While listening new information

1. It is bad luck to wear clothes when you play tennis.
2. 1951 was the year when the Medeu Sports Centre near Almaty opened. It is the highest ice skating rink in the world!

Learners read the information and answer comprehension questions.

1. What colour clothes don't wear tennis player?
2. Why they don't wear yellow clothes?
3. When was opened the Medeu Sports Centre of Almaty?
4. How is the name the highest ice skating rink on the world?

Learners listen the to the answers of each other and tell True or False.

Answer key:

1. The tennis player don't wear yellow clothes.
2. Because is bad luck to wear clothes.
4. In 1951 years.
5. The Medeu Sports Centre.

Interaction partners: Ss – Ss

Descriptor: A learner

— Answer the questions

— Present True or False

Assessment each other's student:

— If the answer is correct students clap twice

Differentiation:

— less able learners complete the sentences.

(W) "I am the best PLAYER!"

Students are divided into pairs. Teacher include music, and stand in the centre, all students

dancing whole teaching and when stop music should be stand to the right side and left side of teacher. Then teacher read task. The first group that answer correctly is playing this game.

Task:

In this game children choose one student to start the game and this child catches up with any student and the first child who touches his hands catches up with the others and so on in order.

What is the name of this game?

(PW)Students are divided in pair and make up dialogues.

Example:

— Hello!

— Hi! How are you?

— I'm fine thanks. And you?

— I'm great! What do you do in your free time?

— I'm playing football, basketball, chess, bowling, video games, hopscotch, leap frog, tag. And you?

— I'm play board games, hide-and-see, volleyball, blind man's buff.

— How to play your favourite game?

— Get up here! I'll show you! Close your eyes and count to twenty! I will hide then you must find me!

Descriptor:

— Find to right answer

— Make up sentences use imperative forms and plays game

(f) Evalute of teacher at criteria:

The correct name of game 1 star

Make up sentences 1 star

Use imperative forms 1 star

Right to play game 1 star

Differentiation:

— less able learners listen to teacher and repeat name's of game then underline needs words using prepared dialogue

(W) "Hot seating" strategy

One student goes to and sitting on the chair other students are called names of games in Kazakh and Russian language

Example:

Секірме ойнау

Играть в догонялки

Student's book

Images

Images “star”

1 true answer 1 star

Images “star”

<https://go.mail.ru/>

<https://dostop.ru/>

Clap your hands

Paper with task

The group who guessed correctly go to the board and show game

<https://ru.stegmax.com/>

Work in pairs

Students who can't compose a dialogue are given this example dialogue and they only underline the name of the games

Red chair

Answer

Play leap frog

Play tag

End PLENARY

(IW) Students fill in this table using the tick (✓) or cross (x).

Active I can I can't

I like playing football.

I usually play video games every evening.

I go bowling on Saturdays.

I always play hide-and-seek with my friends.

I like playing handball.

I play chess very well.

CLASS ROUTINE

Thanks a lot of at the lesson today, good - bye, dear boys and girls!

Good - bye song

Additional information

Differentiation - how do you plan to give more support? How do you plan to challenge the more able learners? Assessment - how are you planning to check learner's learning?

Health and safety check

Teacher differentiation:

- by group skills;
- by difficulty of task;
- learners prepares dialogues on familiar topic;
- less able learners by teacher support using pictures match the pictures to the information correctly;
- less able learners listen to teacher and repeat name's of game then underline needs words using prepared dialogue

The teacher observe throughout the lesson for student (how they work in groups, performing individual tasks, using familiar topic words when formulation a dialogue). Knowledge and understanding of students checked with these formative assessment:

- Oral assessment;
- Self assessment (using stars) ;
- Assessment each other's student praising (clap your hands twice);
- Evaluate of teacher at criteria (knowing of words, making sentences, using imperative forms, use of rules);
- Using the tick (✓) or cross (×) for plenary.

Using these methods when evaluating students help me define the levels of my learners "knowledge" and correctly evaluate them in class. Cross — curricular links with history students to know their stories

Using games and music in the classroom to teach children a healthy and active way of life

Teacher when explaining and completing tasks using of images develop visual comprehension and learners are help quickly remember words

Value links: The Patriotic Act "Mangilik Yel" (is a community of History, Culture and language)

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