

# IT'S RED

# K1-U1-L6

**WORD**

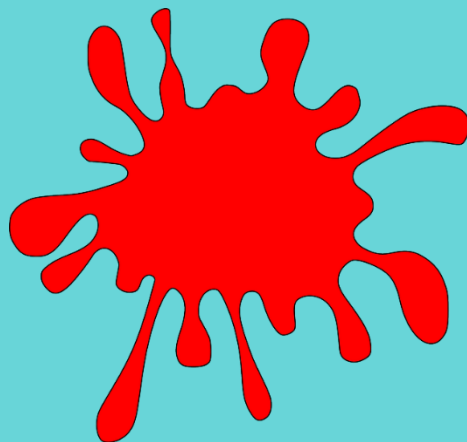
**color**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. ( 1 min )

**WORD**

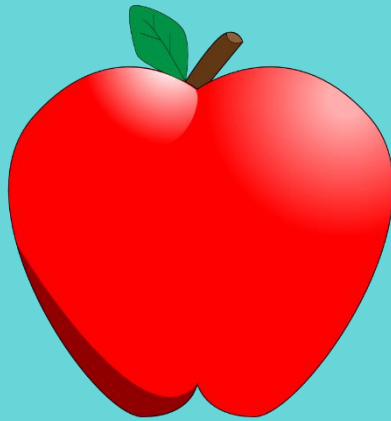
**red**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. ( 1 min )

**WORD**

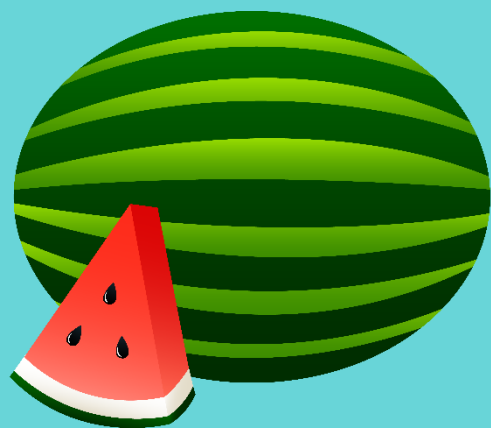
**apple**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. ( 1 min )

**WORD**

**watermelon**



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. ( 1 min )



# SENTENCE



**What is it?**

**It is an apple.**

**Is it red?**

**Yes, it is.**

**What color is it?**

**It is red.**



Tips: 1. Guide the students to read the sentences twice. 2. Pay attention to the pronunciation of the students. 3. There will be a pause between two sentences.(1 min)

# SENTENCE



01



**What color is it?**

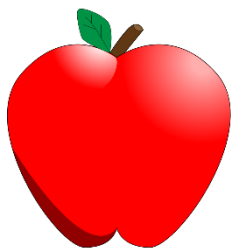
**It is red.**



Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

02



**What is it?**

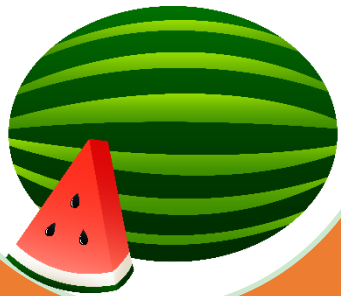
**It is an apple.**

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)



# SENTENCE

03



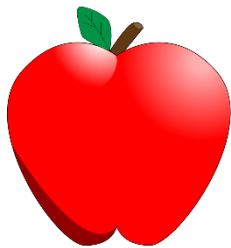
**What is it?**

**It is a watermelon .**

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE

04

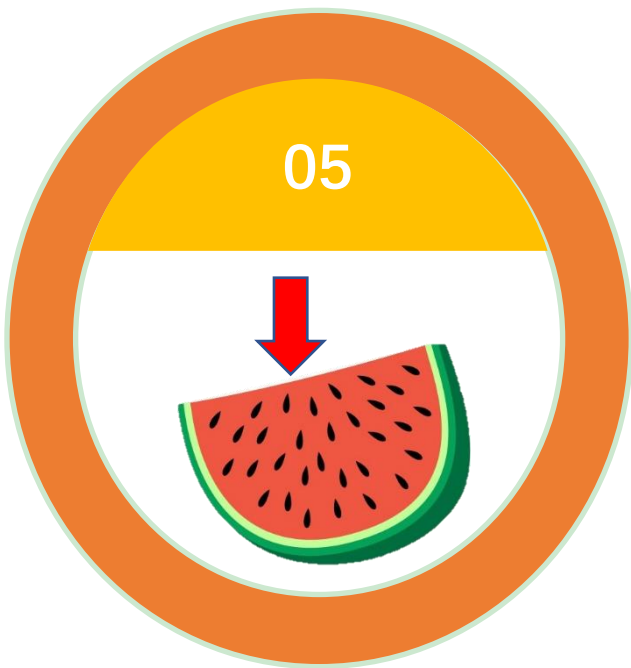


What color is it?

It is red.

Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# SENTENCE



**What color is it?**

**It is red.**

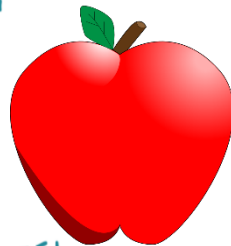


Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

# DIALOGUE

What is it?

It is an apple.

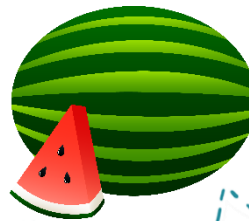


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

What is it?

It is a watermelon.



Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

What color is it?

It is red.



Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

What is it?

It is an apple.

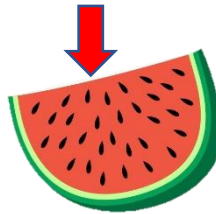


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

Is it red?

Yes, it is.



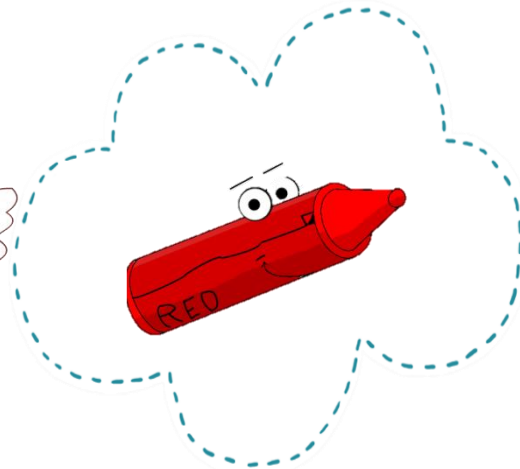
Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)



# DIALOGUE

Is it red?

Yes, it is.

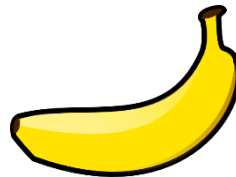


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

# DIALOGUE

Is it red?

No, it isn't.

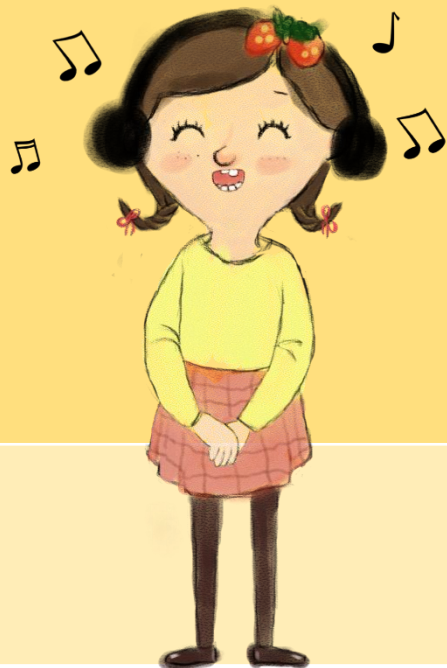


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the mistakes of the pronunciation.  
PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)



# CHANT

## It's Red



What color is it?

It is red.

Red, red, red.

What is it?

It is an apple.

A red apple, red apple, red apple.

And what is it?

It is a watermelon.

Is it a red watermelon?

Yes, it is. It is a red watermelon.

Red watermelon, red watermelon, red watermelon.

I like red watermelon.

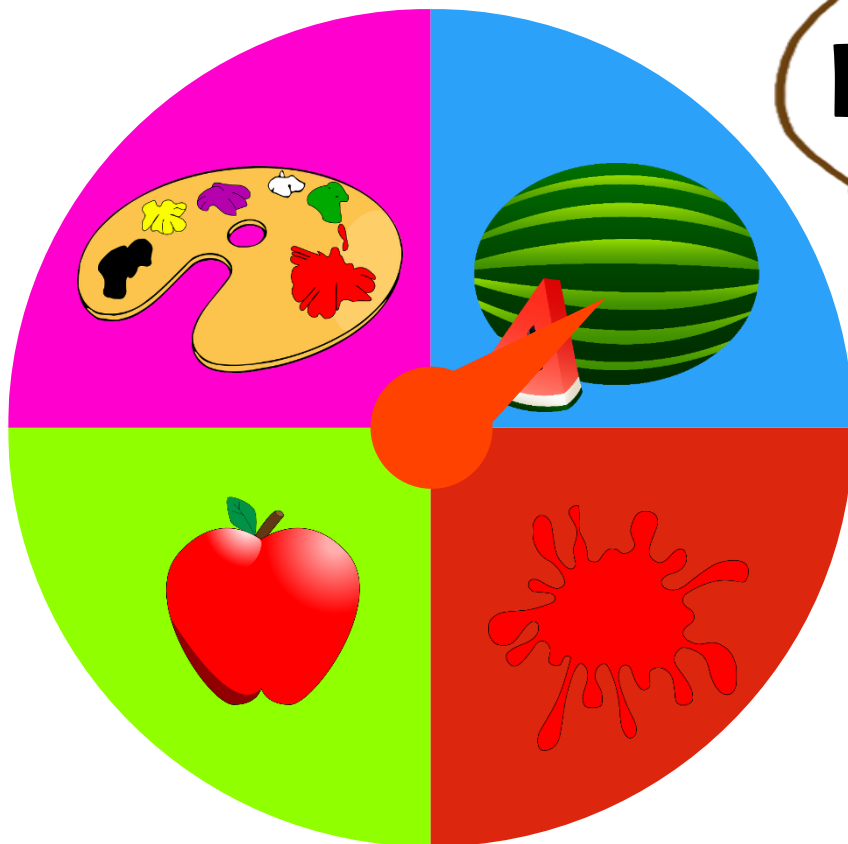
I like red apple.



Tips: 1. Guide the students to sing the song. 2. Pay attention to the words we've learned. 3. Correct the mistakes. (1 min)

# GAME

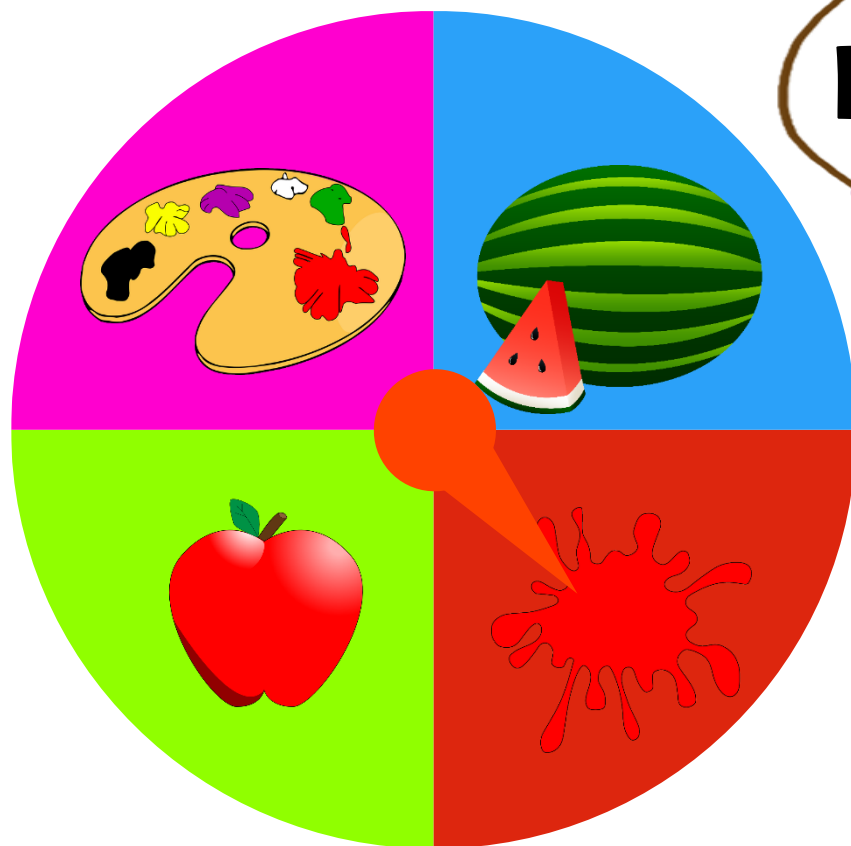
## Play the Turntable



Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)

# GAME

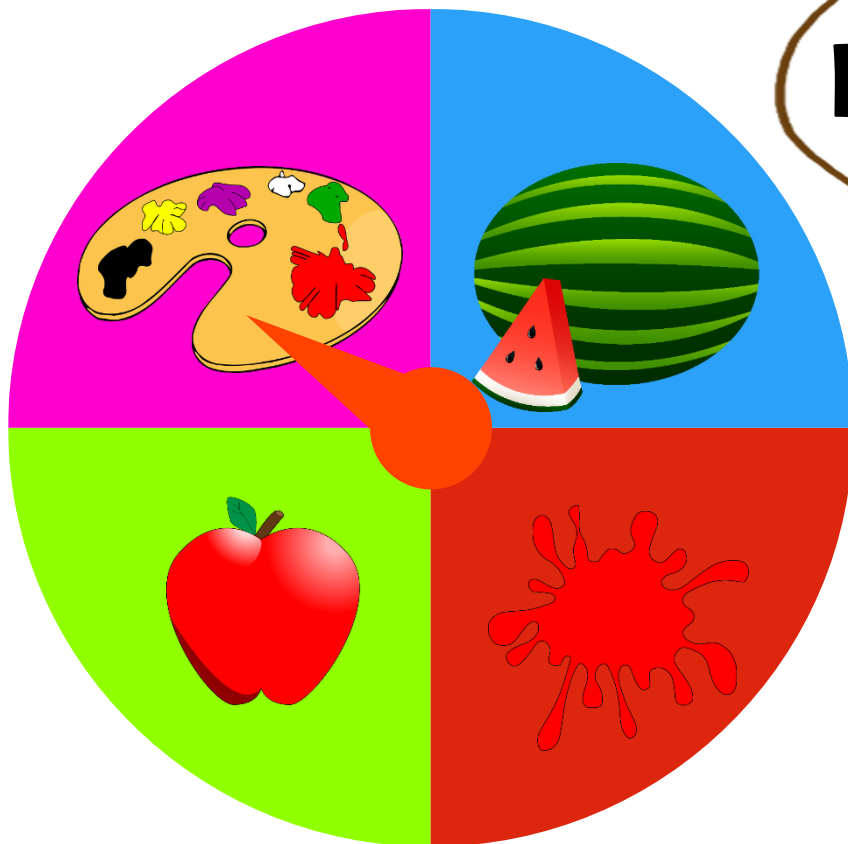
**Play the Turntable**



Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)

# GAME

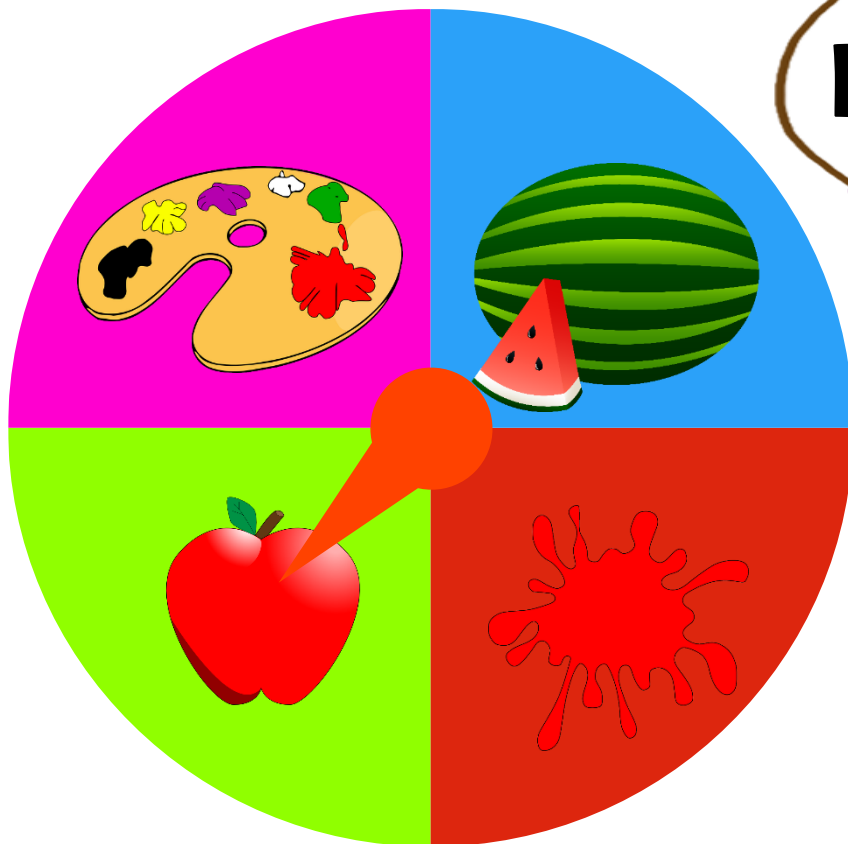
**Play the Turntable**



Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)

# GAME

**Play the Turntable**



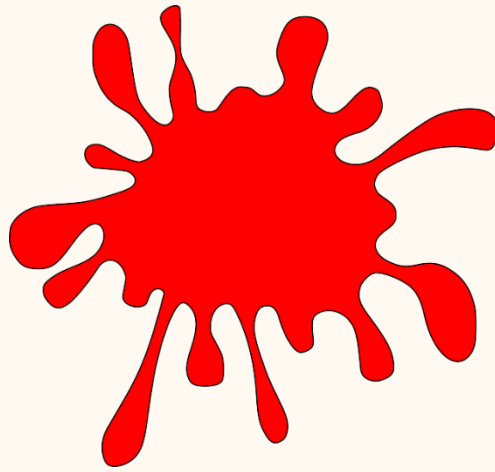
Tips: 1. Click the turntable, the pointer will point in one direction. 2. Let the students read these words loudly. 3. Correct student's pronunciation.(2 min)





**Magic Flower.**

What color is it?



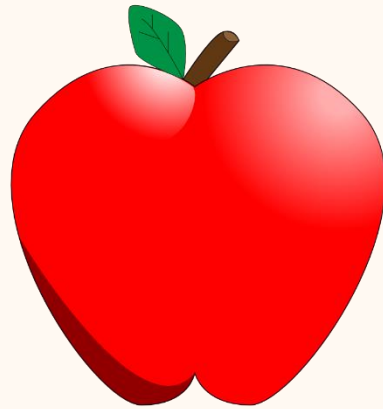
Tips: 1. Point to the word and let the students tell the word. 2. Guide the students to answer the question. 3. Ask the students to read the sentences twice. (2 min)





**Magic Flower.**

What color is it?

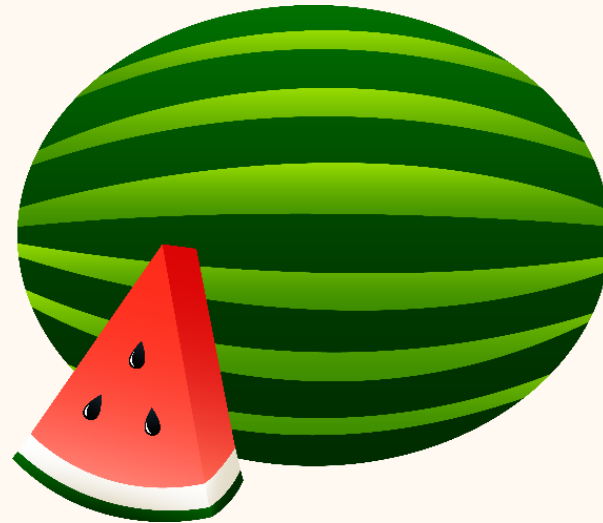


Tips: 1. Point to the word and let the students tell the word. 2. Guide the students to answer the question. 3. Ask the students to read the sentences twice. (2 min)

# PRACTICE

**Magic Flower.**

What color is it?

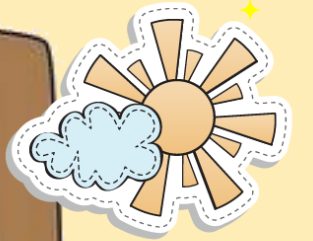


Tips: 1. Point to the word and let the students tell the word. 2. Guide the students to answer the question. 3. Ask the students to read the sentences twice. (2 min)

# CONCLUSION

## Words

color, red, apple,  
watermelon



Tips: Firstly, teacher reads words one by one. Then, students read after teacher. There will be a pause between two words.(1 min)

# CONCLUSION

## Sentences

What is it?

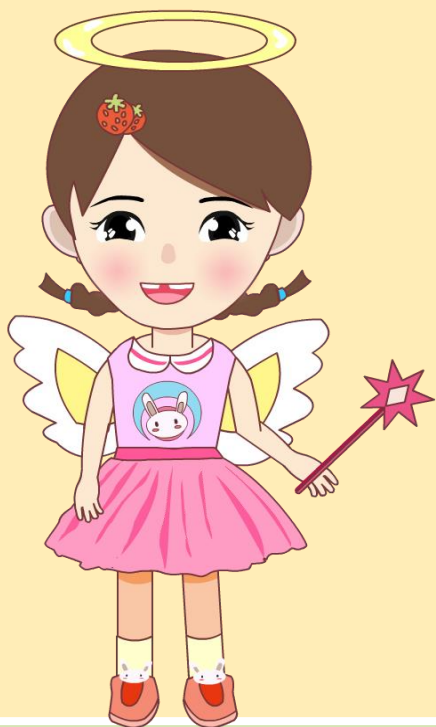
It is an apple.

Is it red?

Yes, it is.

What color is it?

It is red.



Tips: Firstly, teacher reads sentences one by one. Then, students read after teacher. There will be a pause between two sentences.(1 min)

SEE YOU!



B U L A

