



**SHE IS IN THE
KITCHEN**



BULA



K3-U3-L3

WORD

kitchen



Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. Teacher is responsible for correcting the pronunciation. (1 min)

WORD

living room



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

bedroom



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

bathroom



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

dining room



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

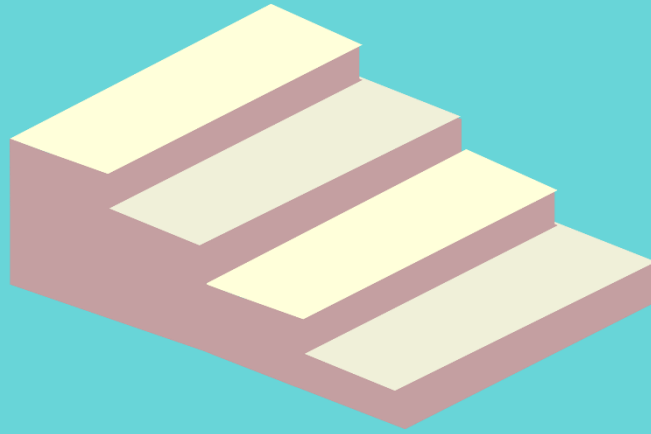
hallway



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

stairs



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

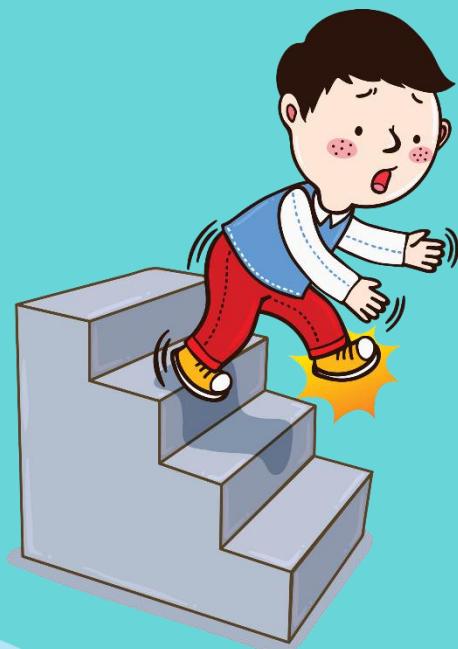
upstairs



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

downstairs



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



Where is she?
She is in the kitchen.
Where are they?
They are in the dining room.



Tips: 1. Teacher reads sentences and lets students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)

SENTENCE

01



Where is she?

She is in the kitchen.

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



Where is she?

She is in the living room.



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



Where is he?

He is in the bedroom.

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



Where is he?

He is in the bathroom.

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

05



Where are they?

**They are in the
dining room.**

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

06



Where is she?

She is in the hallway.

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

07



Where is she?

She is on the stairs.

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

Where is she?

She is in the kitchen.



Tips: Teacher reads 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. (30min)

DIALOGUE

Where is she?

She is in the living room.



Tips: Teacher reads 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. (30min)

DIALOGUE

Where is he?

He is in the
bedroom.



Tips: Teacher reads 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. (30min)

DIALOGUE

Where is he?

He is in the bathroom.



Tips: Teacher reads 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. (30min)

DIALOGUE

Where are they?

They are in the dining room.

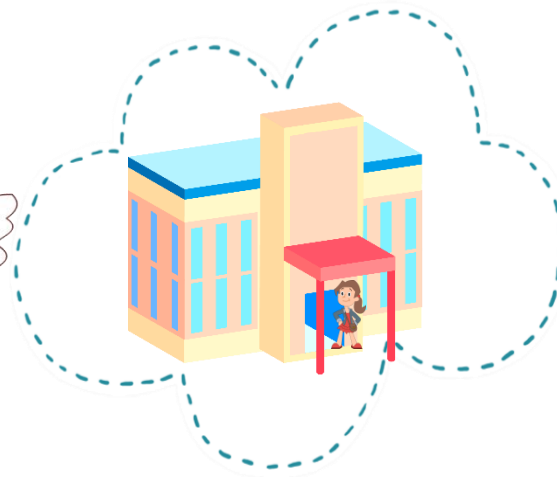


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30min)

DIALOGUE

Where is she?

She is in the
hallway.



Tips: Teacher reads 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. (30min)



CHANT

Where is she?



Where is my mom?
She is in the kitchen.
That is the kitchen.

Where is my dad?
He is in the living room.
That is the living room.

Where is my cat?
It is in the bedroom.
It is under the bed.

Where is my grandma?
She is in the dining room.
That is the dining room.



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



CHANT

Where is she?

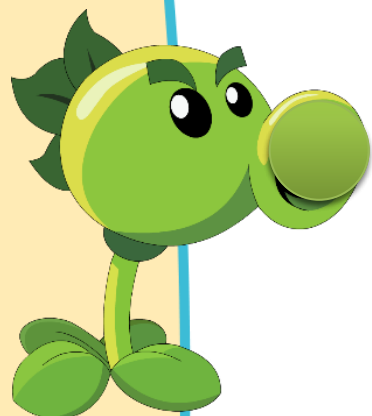


Where is my grandpa's dog?
I can't find it.
I gotta go find it.
Let's go downstairs to find it.
Look at the dog.
It is in the hallway.
I love my family.
I love my home.

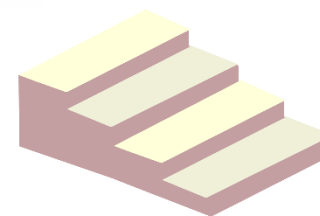
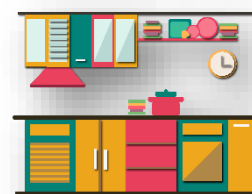


Tips: 1. Guide the students to sing the song. 2. Pay attention to the words we've learned. 3. Correct the mistakes. (1 min.)

GAME

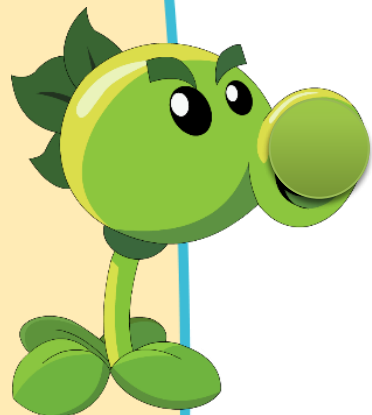


Shooting

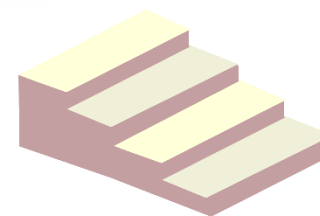


Tips: Tips: The teacher guides students to give the right answer. Firstly, teacher clicks one of the pictures. There will be a bullet hitting the picture if it is today's words we are learning. If it isn't what we've learned, it will be a forbidden icon popped near the sprinkling can.(1 min)

GAME



Shooting

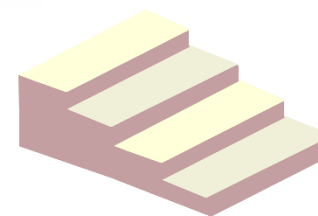


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GAME



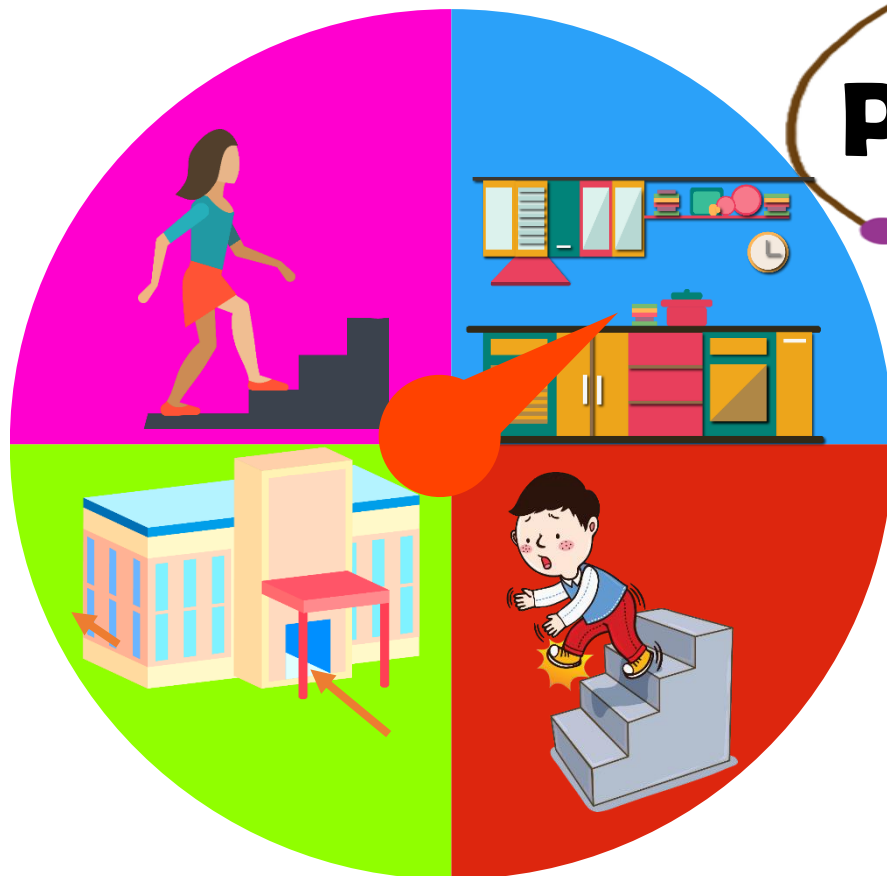
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GAME

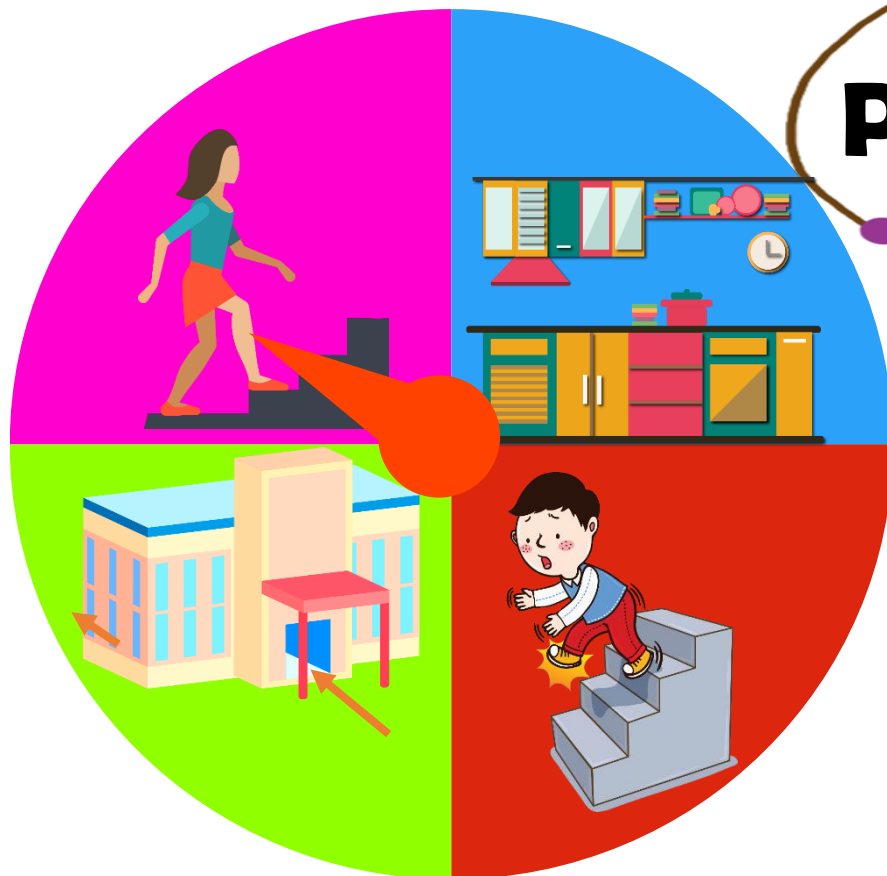
Play the Turntable



Tips: Click the turntable, the pointer will refer to an action, then the teacher can let the students read it loudly. At last, the teacher can use props to show students what words are in real life. At last, teacher can correct student's pronunciations.

GAME

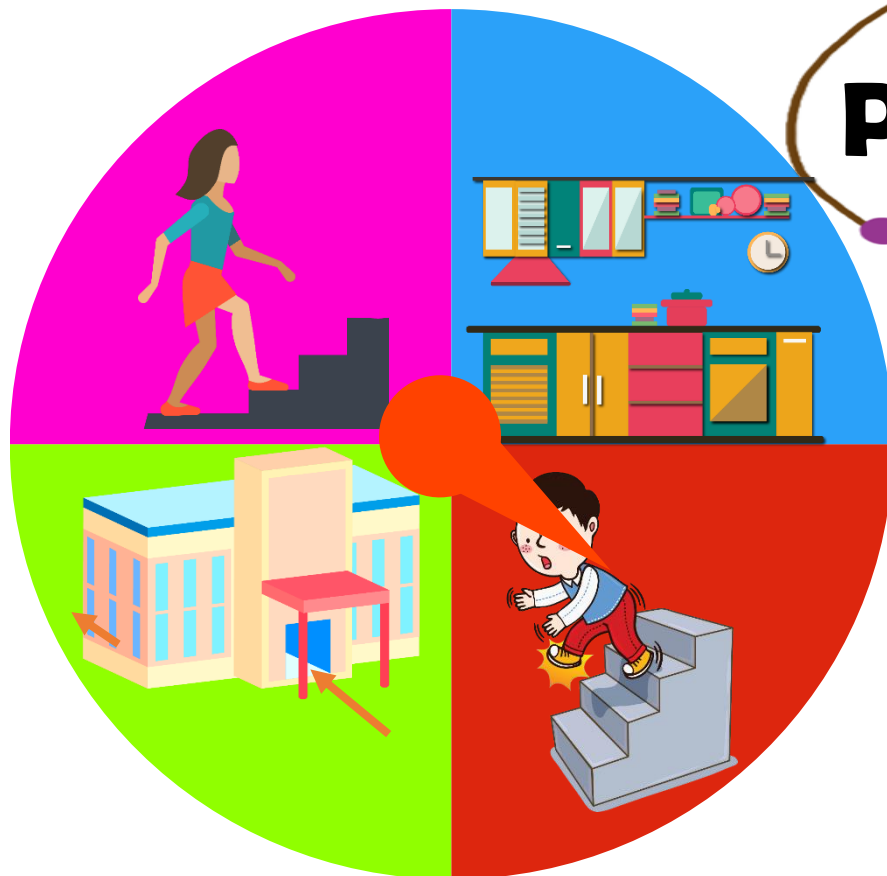
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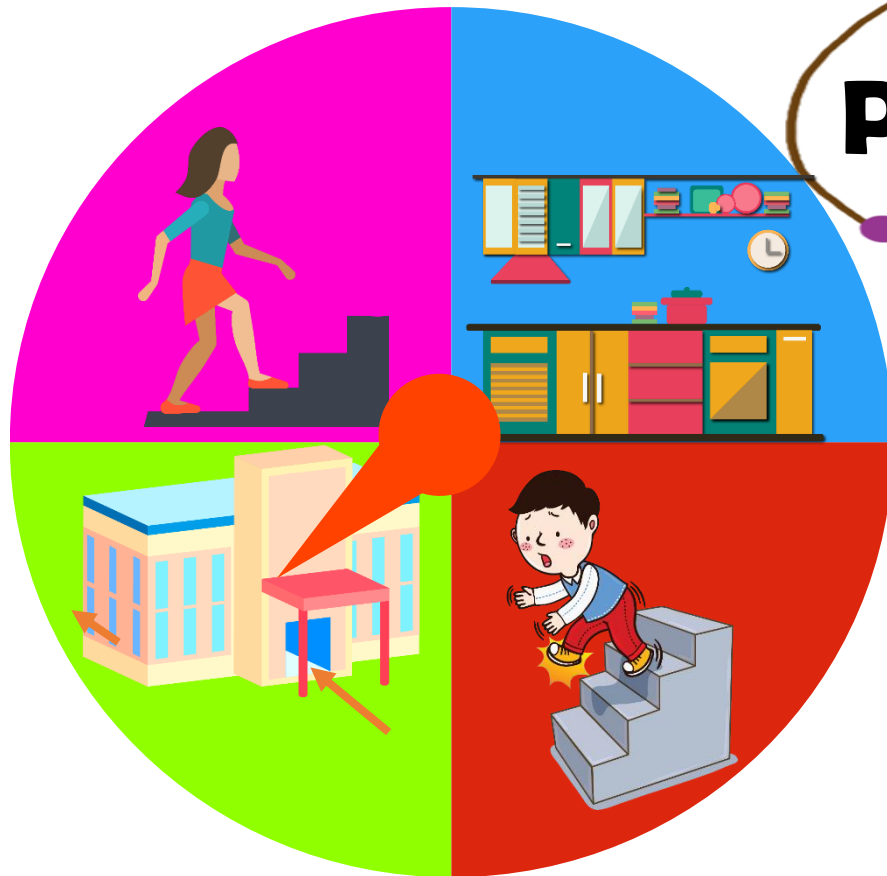
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GAME

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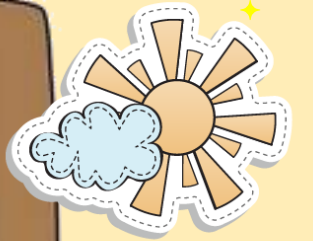


Tips: Click the turntable, the pointer will refer to an action, then the teacher can let the students read it loudly. At last, the teacher can use props to show students what words are in real life. At last, teacher can correct student's pronunciations.

CONCLUSION

Words

kitchen, living room, bedroom,
bathroom, dining room,
hallway, stairs, upstairs,
downstairs



Tips: Firstly, teacher reads words one by one. Then, students read after teacher. There will be a pause between two words. (30s)

CONCLUSION

Sentences

Where is she?

She is in the kitchen.

Where are they?

They are in the dining room.



Tips: Firstly, teacher reads sentences one by one. Then, students read after teacher. There will be a pause between two sentences.(30s)

SEE YOU!



B U L A

