



SELF-PROTECTION



BULIA

K3-U6-L10



WORD

frog



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

snail

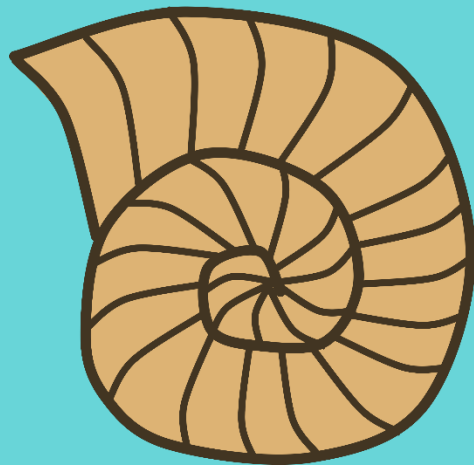


Tips: Firstly, teacher reads the word three times loudly. Then, teacher guides students to read the word loudly twice or three times. (1 min)



WORD

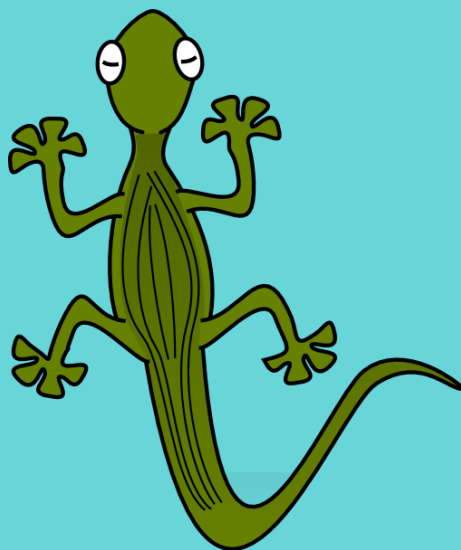
shell



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

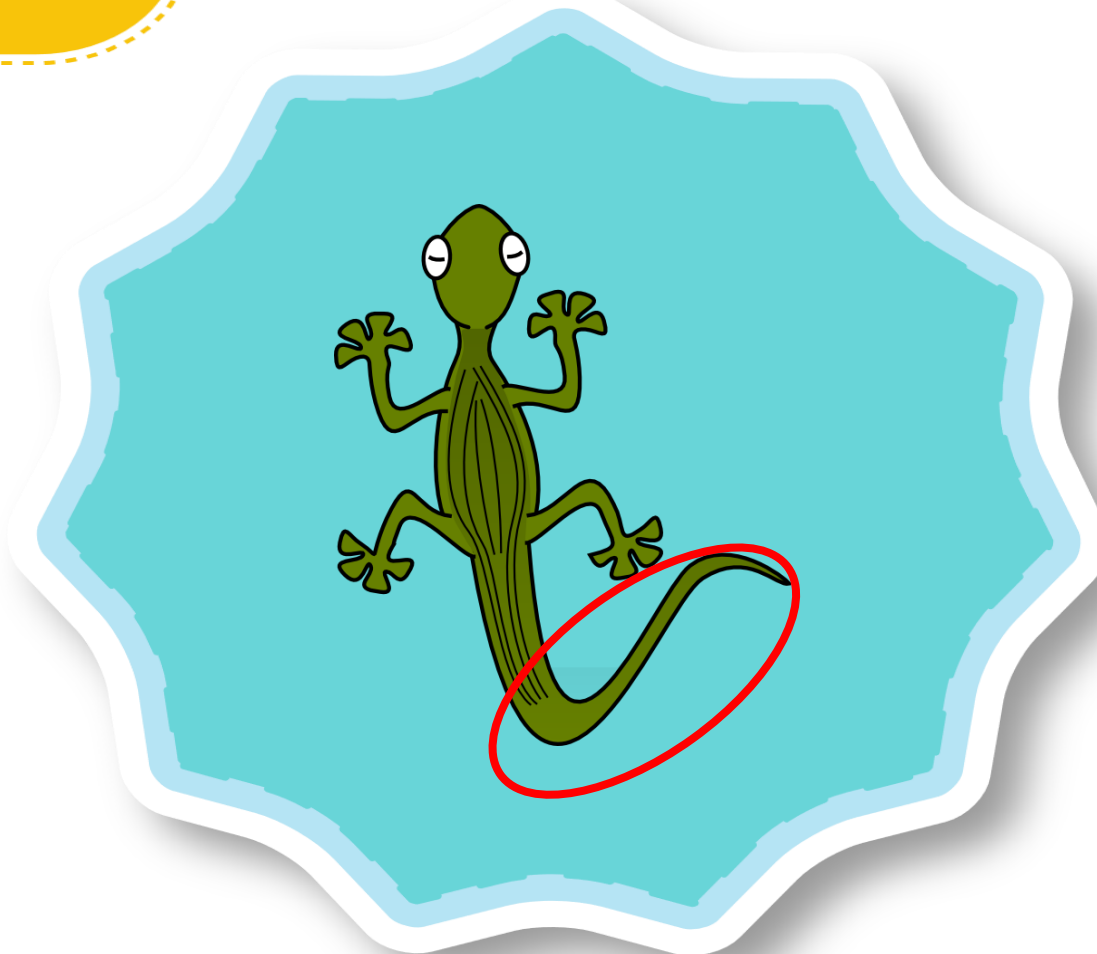
lizard



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



tail



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

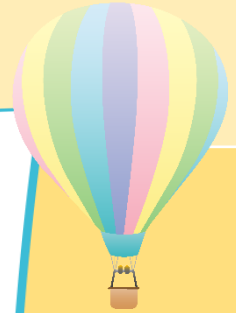


What do you see?

I see a snail.

How does a snail protect itself?

It has a shell.

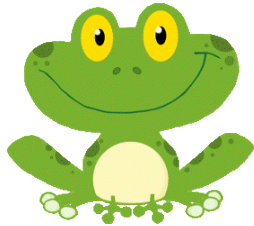


Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

SENTENCE



01



What do you see?

I see a frog.



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 do you see?

I see a snail.

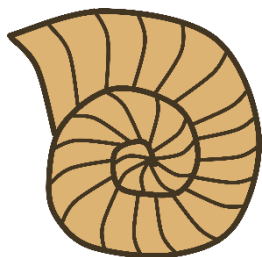


Tips: Firstly, teacher guides students to answer what the picture is. Then, teacher reads the sentence. Thirdly, teacher guides students to answer the underlined part, or guides students to read sentences. (1 min)

SENTENCE



03



What do you see ?

I see a shell.



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



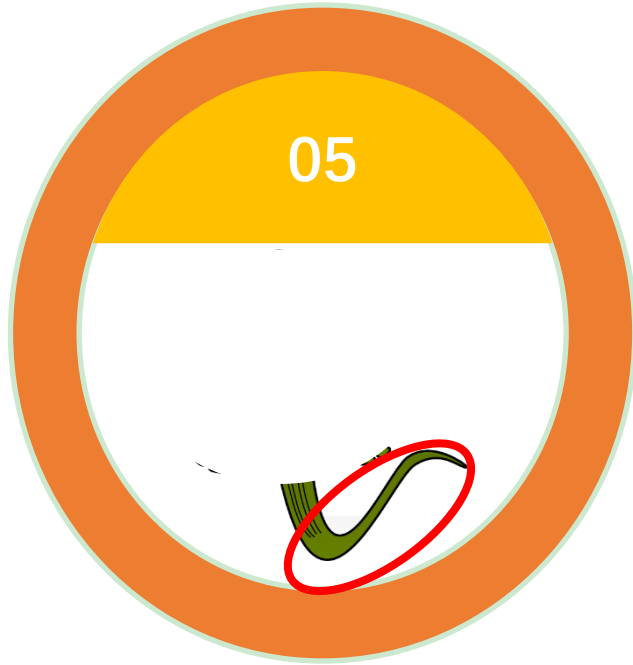
What do you see?

I see a lizard.



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 do you see?

I see a tail .



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



How does a snail protect itself?

It has a shell.

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



How does a lizard protect itself?

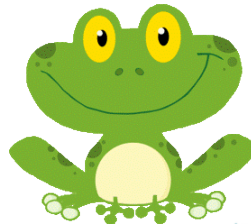
It has a tail.

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 do you see?

I see a frog.



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

What do you see?

I see a snail.

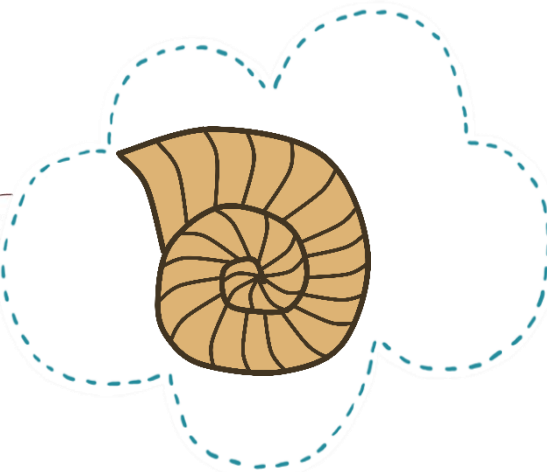


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30min)

DIALOGUE

What do you see?

I see a shell.



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

What do you see?

I see a lizard.

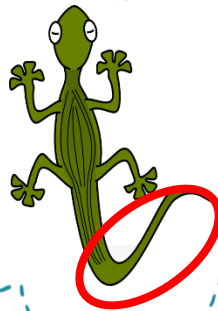


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30min)

DIALOGUE

How does a lizard protect itself?

It has a tail.

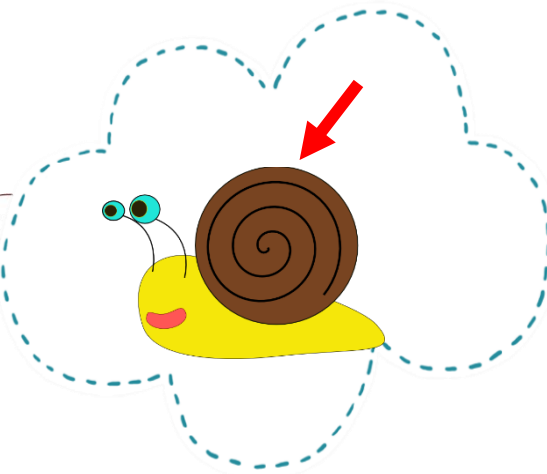


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30min)

DIALOGUE

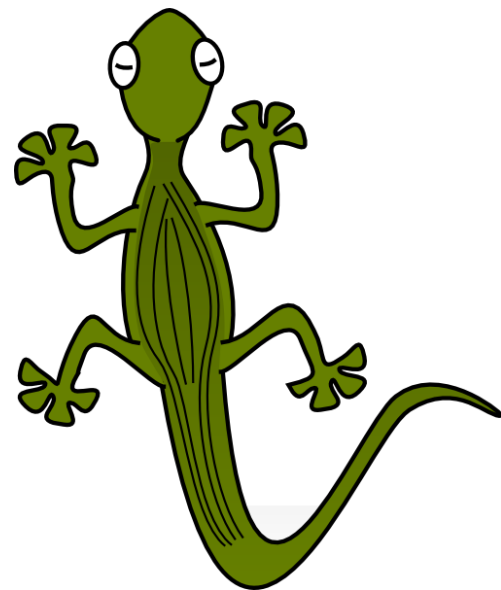
How does a snail protect itself?

It has a shell.



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)

GAME



lizard



DRAW



Tips: Teacher clicks the “Draw” button firstly. Then, there will be a cartoon picture. Teacher guides students to give the right answer. There will be the right answer popped up if teacher clicks the “Draw” button again. There are totally 3 words in this slide. (2 min)



GAME



frog



DRAW



Tips: Teacher clicks the “Draw” button firstly. Then, there will be a cartoon picture. Teacher guides students to give the right answer. There will be the right answer popped up if teacher clicks the “Draw” button again. There are totally 3 words in this slide. (2 min)



GAME



snail



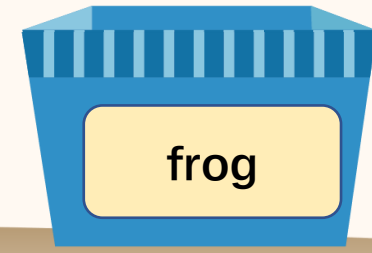
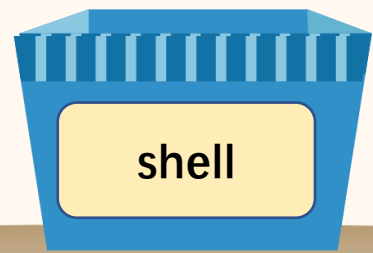
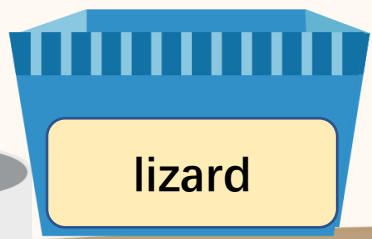
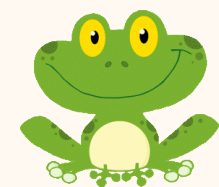
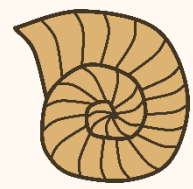
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PRACTICE

Guess Box.



Tips: 1. Teacher asks students what pictures are above the box. 2. Find the right words of the pictures and then match them. 3. Pay attention to the pronunciation of the students. (1 min)

CONCLUSION

Words

frog, snail, shell, lizard, tail



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

CONCLUSION

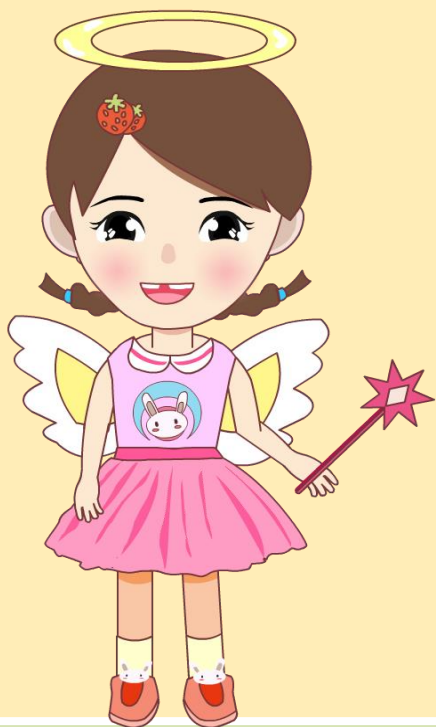
Sentences

What do you see?

I see a snail.

How does a snail protect itself?

It has a shell.



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

