



**IT'S PLAYTIME**



**BULA**



**G1-U8-L4**

**WORD**

**shelf**



Tips: 1. Read the word and let the students follow. 2. Let the students read the word three times. 3. Correct the mistakes. 4. Ask some questions about the word.(50 sec.)

**WORD**

**skateboard**



Tips: 1. Read the word and let the students follow. 2. Let the students read the word three times. 3. Correct the mistakes. 4. Ask some questions about the word.(50 sec.)

**WORD**

**helmet**



Tips: 1. Read the word and let the students follow. 2. Let the students read the word three times. 3. Correct the mistakes. 4. Ask some questions about the word.(50 sec.)



# SENTENCE



**Where is my ...?**

**It's ...**

**It's playtime.**

**You can play with your friends.**



Tips: 1. Read sentences loudly and let the students follow.

2. Let the students read sentences twice.

3. Correct the mistakes. (50 sec.)



# SENTENCE



**Tom: Mom, it's playtime.**



**Mom: Yes. You can play with your friends.**



Tips: 1. Read the dialogue and let the students follow. 2. Practices in roles. 3. Correct the mistakes(50 sec.)

# SENTENCE



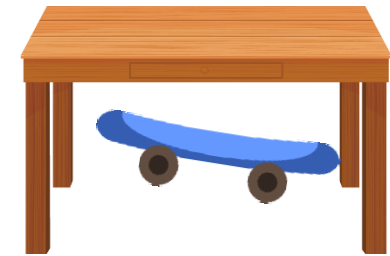
**Mom: What do you want to play?**



**Tom: I want to play skateboard.  
Where is my skateboard, mom?**



**Mom: It's under the desk.**



Tips: 1. Read the dialogue and let the students follow. 2. Practices in roles. 3. Correct the mistakes(50 sec.)

# SENTENCE



**Tom: Thanks. Where is my helmet?**



**Mom: It's on the shelf.**



Tips: 1. Read the dialogue and let the students follow. 2. Practices in roles. 3. Correct the mistakes(50 sec.)



# PRACTICE

Choose the correct picture.



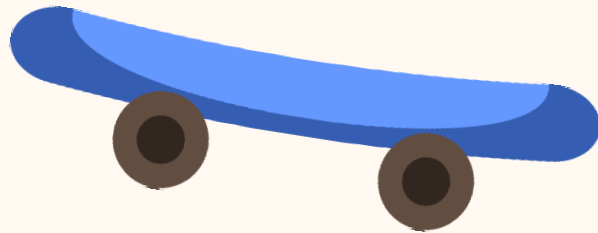
**shelf**



Tips: 1. Let the students read the word and choose. 2. Say something about their shelf. 3. Correct the mistakes.(30 sec.)

# PRACTICE

Choose the correct picture.



**skateboard**



Tips: 1. Let the students read the word and choose. 2. Correct the mistakes.(30 sec.)

# PRACTICE

Fill in the blanks.



\_\_he\_\_f



he\_\_m\_\_t



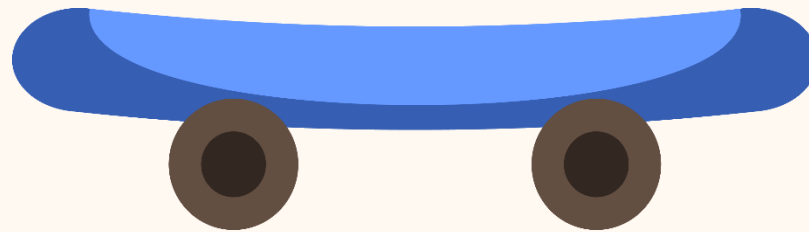
sk\_\_teb\_\_ard



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students fill in the blanks. 3. Correct the mistakes.(30 sec.)



Make a word.



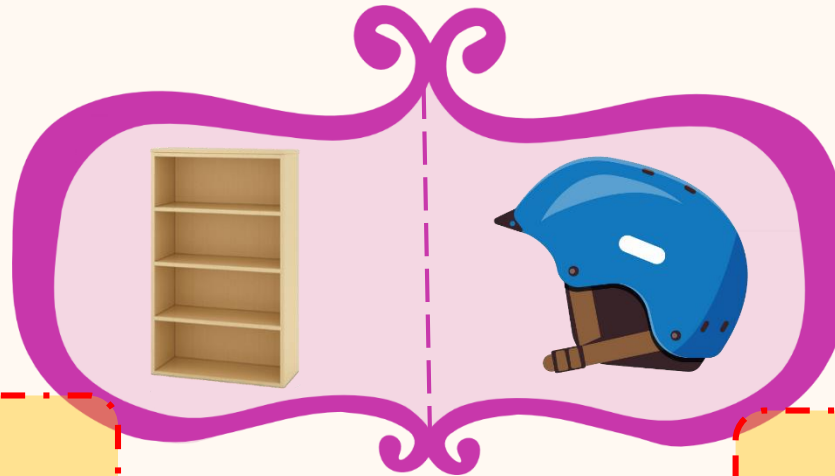
t s k e a b o r d a



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students make a word. 3. Correct the mistakes.(50 sec.)

# PRACTICE

Fill in the blanks.



Tips: 1. Point to the picture and let the students tell the word. 2. Let the students write the word. 3. Correct the mistakes. 4. Say something about the word.(50 sec.)

# PRACTICE

Fill in the blanks.

**Tom: Mom, it's \_\_\_\_\_.**

**Mom: Yes. You can play with  
your \_\_\_\_\_.**



Tips: 1. Let the students read the sentences and fill in the blanks. 2. Let the students read the whole sentences twice. 3. Correct the mistakes.(50 sec.)

# PRACTICE

Fill in the blanks.

**Mom: \_\_\_\_\_ do you want to play?**

**Tom: I want to play skateboard.  
\_\_\_\_\_ is my skateboard, mom?**

**Mom: It's \_\_\_\_\_ the desk.**



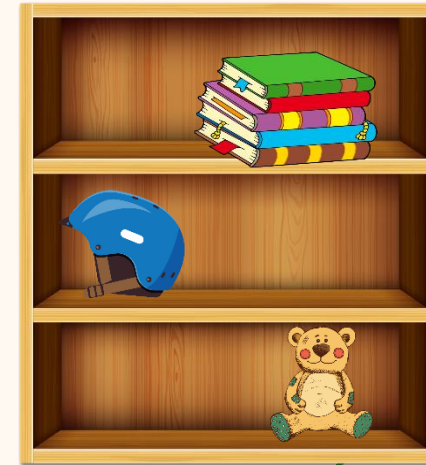
Tips: 1. Let the students read the sentences and fill in the blanks. 2. Let the students read the whole sentences twice. 3. Correct the mistakes.(50 sec.)

# PRACTICE

Fill in the blanks.

**Tom: Thanks. Where is my  
\_\_\_\_\_?**

**Mom: It's on the \_\_\_\_\_.**



Tips: 1. Let the students read the sentences and fill in the blanks. 2. Let the students read the whole sentences twice. 3. Correct the mistakes.(50 sec.)





Make a sentence.

skateboard where my is  
\_\_\_\_\_?

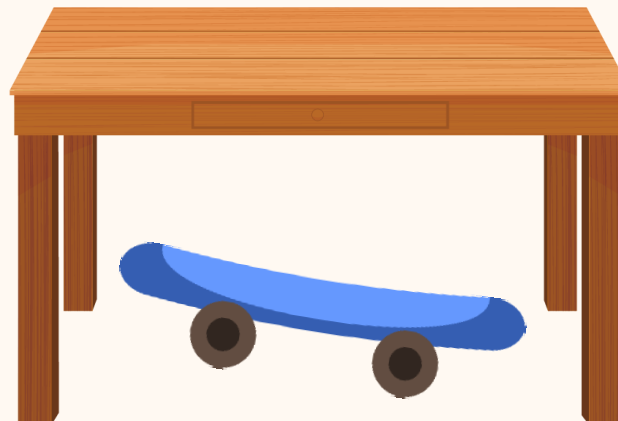
playtime it is  
\_\_\_\_\_.



Tips: 1. Let the students read the words and make a sentences. 2. Correct the mistakes. 3. Let the students read the whole sentence twice.(50 sec.)



Answer the question.



**1. Where is the skateboard?**



Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes.(50 sec.)



Answer the question.



**2. Where is the helmet?**



Tips: 1. Ask the question and let the student answer. 2. Correct the mistakes.(50 sec.)

# PRACTICE

Write *in*, *on* or *under*.



1. The cat is \_\_\_\_\_ the box.



Tips: 1. Let the students read the sentences and choose. 2. Practice in roles. 3. Correct the mistakes.(40 sec.)



Write *in*, *on* or *under*.



**2. The stuffed animals are  
\_\_\_\_\_ the table.**



Tips: 1. Let the students read the sentences and choose. 2. Practice in roles. 3. Correct the mistakes.(40 sec.)

# PRACTICE

Write *in*, *on* or *under*.



**3. The train is \_\_\_\_\_ the table.**



Tips: 1. Let the students read the sentences and choose. 2. Practice in roles. 3. Correct the mistakes.(40 sec.)

# PRACTICE

Write *in*, *on* or *under*.



4. The puppet is \_\_\_\_\_ the sofa.



Tips: 1. Let the students read the sentences and choose. 2. Practice in roles. 3. Correct the mistakes.(40 sec.)

# PRACTICE

Write *in*, *on* or *under*.



**5. The strawberries are \_\_\_\_\_  
the cup.**



Tips: 1. Let the students read the sentences and choose. 2. Practice in roles. 3. Correct the mistakes.(40 sec.)





Choose the correct sentence.



**1. It's under the table.** ☐

**2. It's on the table.** ☐



Tips: 1. Read the words and sentences and let the students choose. 2. Correct the mistakes.(50 sec.)

# PRACTICE

Choose the correct sentence.



**1. They are in the washing machine.** ☐

**2. They are on the washing machine.** ☐





Choose the correct sentence.



1. It's under the shelf. ☐

2. It's on the shelf. ☐



Tips: 1. Read the sentences and let the students choose. 2. Correct the mistakes.(50 sec.)

# CONCLUSION



## Word

shelf, skateboard, helmet

## Sentences

Where is/are my ...?

It's/They're ...

It's playtime.

You can play with your friends.

SEE YOU!



BUIA