



SOUNDS OF THE LETTER B AND O



BULIA

K3-U4-L8





WORD



bear

Tips: 1. Teacher reads it twice and lets students follow. 2. Pay attention to the sound of the letter B. 3. Correct the mistakes.(1 min)

WORD

ball



Tips: 1. Teacher reads it twice and lets students follow. 2. Pay attention to the sound of the letter B. 3. Correct the mistakes.(1 min)

WORD

ostrich



Tips: 1. Teacher reads it twice and lets students follow. 2. Pay attention to the sound of the letter O. 3. Correct the mistakes.(1 min)

WORD

orange



Tips: 1. Teacher reads it twice and lets students follow. 2. Pay attention to the sound of the letter O. 3. Correct the mistakes.(1 min)



SENTENCE



What do you see?
I see a bear.
Ball starts with the /b/ sound.



SENTENCE

01



What do you see?

I see a bear.

Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

SENTENCE

02



What do you see?

I see a ball.

Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

SENTENCE



03



What do you see?

I see an orange.



Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

SENTENCE

04



What do you see?

I see an ostrich.

Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

SENTENCE

05



Bear starts with the
/b/ sound.

Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

SENTENCE

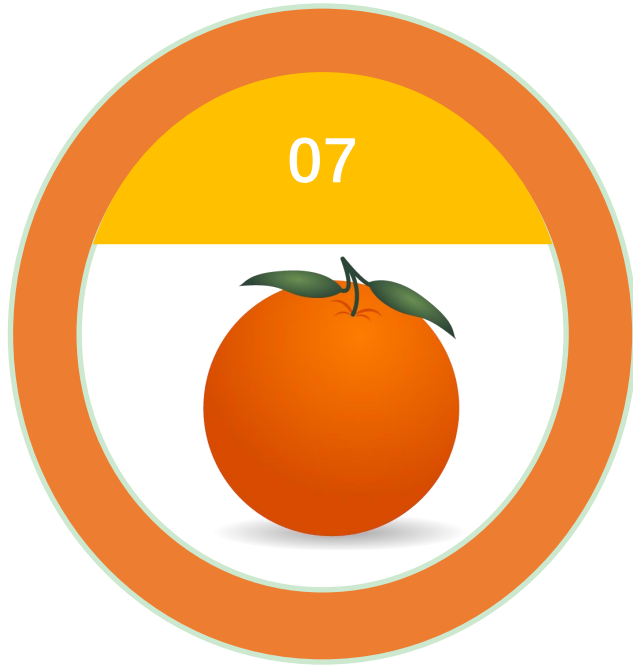


Ball starts with the
/b/ sound.



Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

SENTENCE



Orange starts with the
/ɒ/ sound.



Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

SENTENCE



08



Ostrich starts with the
/ɒ/ sound.



Tips: 1. Point to the picture and let the students tell the word. 2. Pay attention to the initial sound. 3. Let the students read after the teacher. 4. Correct the mistakes.(1 min)

PRACTICE

_____ starts with the
/b/ sound.



- A.** Ostrich
- B.** Bear



Tips: 1. Guide the students to understand the meaning of the sentence. 2. Pay attention to the initial sound. 3. Let the students choose the right answer. 4. Correct the mistakes.(1 min)

PRACTICE

_____ starts with the
/b/ sound.



- A. Orange
- B. Ball**

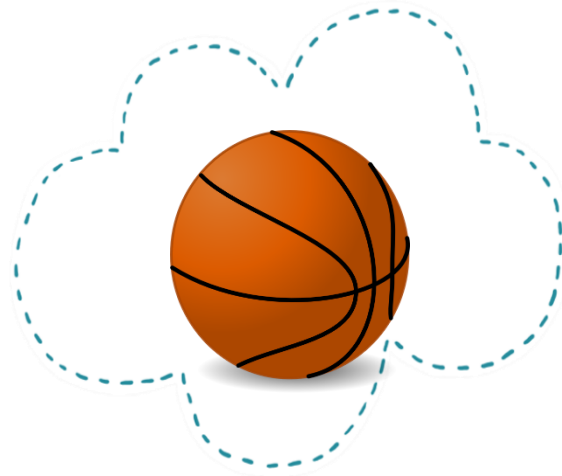


Tips: 1. Guide the students to understand the meaning of the sentence. 2. Pay attention to the initial sound. 3. Let the students choose the right answer. 4. Correct the mistakes.(1 min)

DIALOGUE

What do you see?

I see a ball.



Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. 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 sec.)

DIALOGUE

What do you see?

I see a bear.

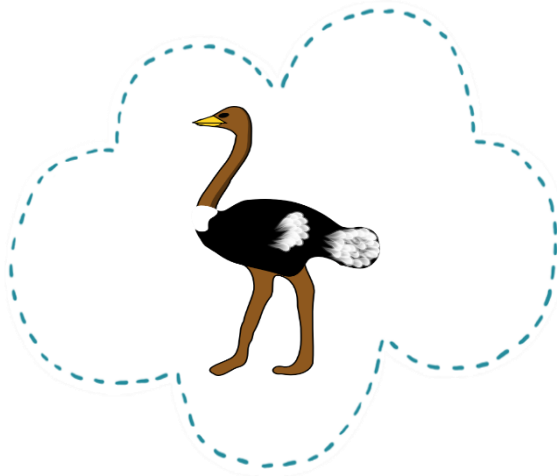


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

DIALOGUE

What do you see?

I see an ostrich.

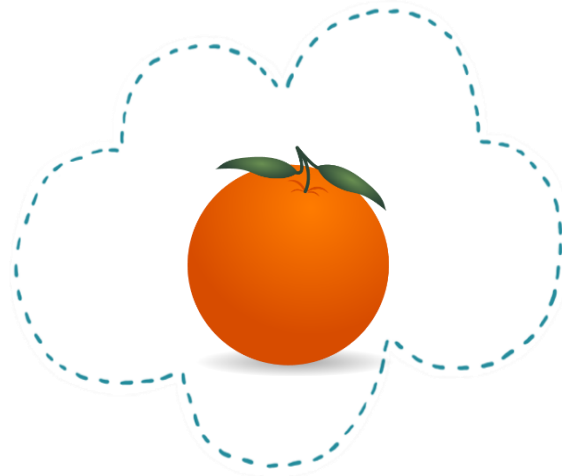


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

DIALOGUE

What do you see?

I see an orange.



Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. 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 sec.)

PRACTICE

What do you see?



Tips: 1. Let the students to choose and click one of the windows. 2. Guide the students to answer the question. 3. Correct the mistakes. (30 sec.)

PRACTICE

What do you see?



Tips: 1. Let the students to choose and click one of the windows. 2. Guide the students to answer the question. 3. Correct the mistakes. (30 sec.)

PRACTICE

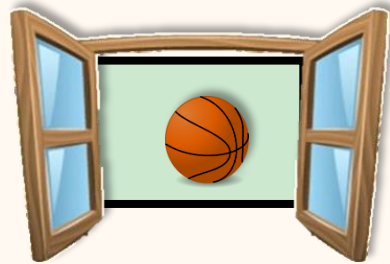
What do you see?



Tips: 1. Let the students to choose and click one of the windows. 2. Guide the students to answer the question. 3. Correct the mistakes. (30 sec.)

PRACTICE

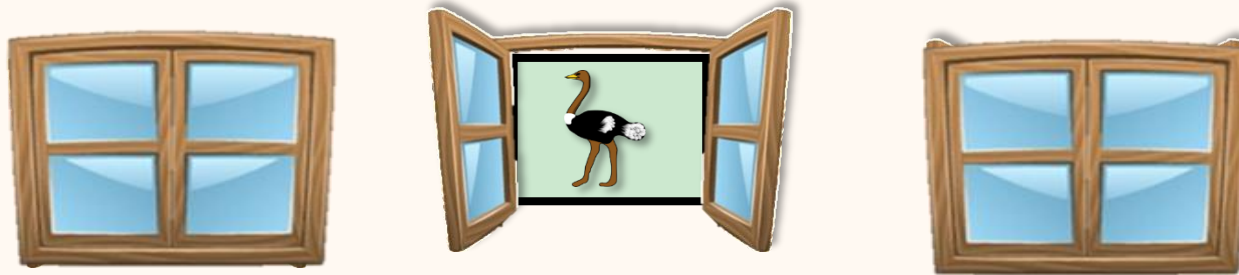
What do you see?



Tips: 1. Let the students to choose and click one of the windows. 2. Guide the students to answer the question. 3. Correct the mistakes. (30 sec.)

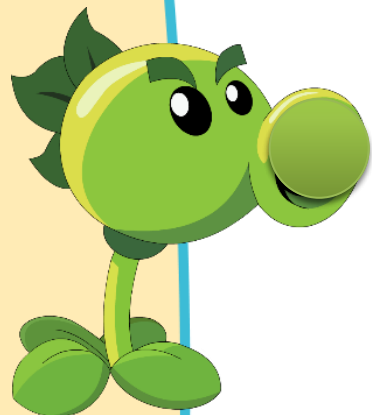
PRACTICE

What do you see?



Tips: 1. Let the students to choose and click one of the windows. 2. Guide the students to answer the question. 3. Correct the mistakes. (30 sec.)

GAME

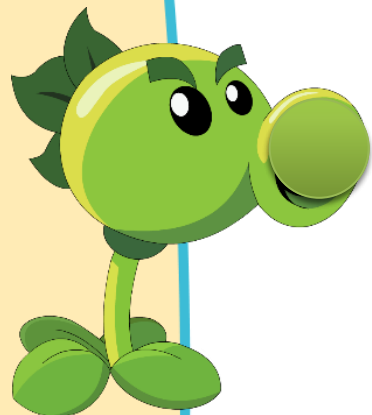


Plants VS

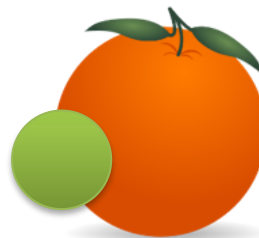


Tips: 1. Teacher guides the students to answer what the pictures are. 2. Pay attention to the pronunciations of the students. 3. Let the students know the gameplay.(2 min)

GAME

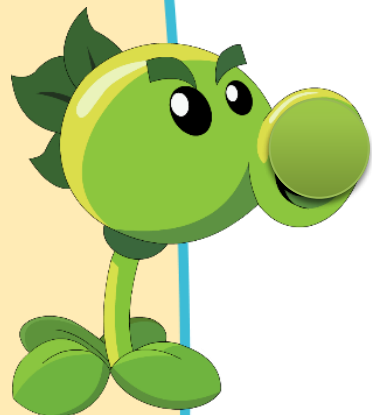


Plants VS



Tips: 1. Teacher guides the students to answer what the pictures are. 2. Pay attention to the pronunciations of the students. 3. Let the students know the gameplay.(2 min)

GAME



Plants VS

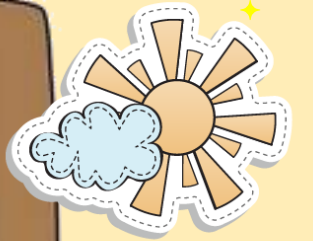


Tips: 1. Teacher guides the students to answer what the pictures are. 2. Pay attention to the pronunciations of the students. 3. Let the students know the gameplay.(2 min)

CONCLUSION

Words

bear, ball, ostrich, orange



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

CONCLUSION

Sentences

What do you see?

I see a bear.

Ball starts with the /b/ sound.



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

SEE YOU!



B U L A

