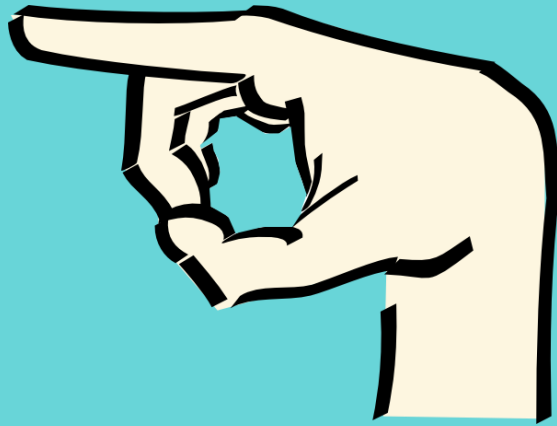


INITIAL SOUND /F/

K2-U3-L7

WORD

finger



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

WORD

fish



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

WORD

father



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.

WORD

five



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



SENTENCE



What is it? It is a fish.

What are these?

They are my fingers.

Is it the number five? Yes, it is.

Who is he? He is my father.



Tips: Firstly, teacher reads sentences loudly. Then, teacher guides students to read sentences loudly twice. (30 sec.)

SENTENCE

01



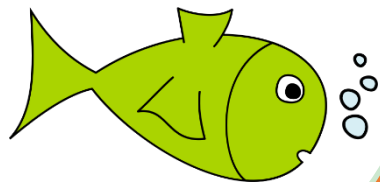
What are these?

They are my fingers.

Tips: Firstly, teacher guides the 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 a fish.



Tips: Firstly, teacher guides the 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



Is it the number five?

Yes, it is.



Tips: Firstly, teacher guides the 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



Who is he?

He is my father .

Tips: Firstly, teacher guides the 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 are these?

They are my fingers.



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 fish.



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 a cat?

No, it isn't. It
is a fish.

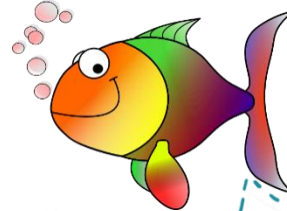


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

DIALOGUE

Is it a fish?

Yes, it is. It
is a fish.

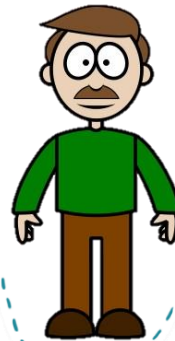


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

DIALOGUE

Who is he?

He is my father.



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 the number five.



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 the number
six?

No, it isn't. It is
the number five.



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 the number
five?

Yes, it is. It is the
number five.

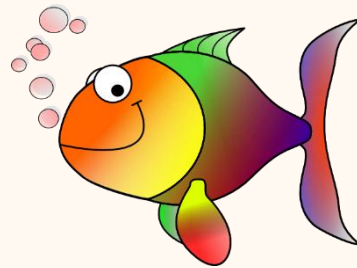


Tips: Teacher reads the dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 seconds)

♡♡ PRACTICE ♡♡

Magic Flower.

What are they?

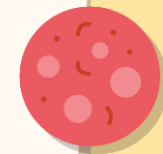


Tips: Teacher click the flower firstly. When stars appear, teacher asks students “Who is ...?” Then, students answer “This is ...” (2 min)

PRACTICE



Mole Attack.

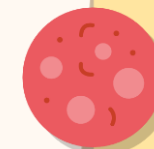


Tips: 1. There will be a picture popped up firstly. 2. Ask students what it is. 3. Click the picture, there will be another picture popped up. Ask some question about it. (2 min)

PRACTICE



Mole Attack.

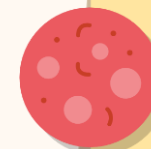
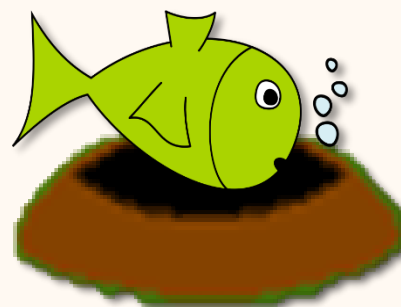


Tips: 1. There will be a picture popped up firstly. 2. Ask students what it is. 3. Click the picture, there will be another picture popped up. Ask some question about it. (2 min)

PRACTICE



Mole Attack.



Tips: 1. There will be a picture popped up firstly. 2. Ask students what it is. 3. Click the picture, there will be another picture popped up. Ask some question about it. (2 min)

PRACTICE



Mole Attack.



Tips: 1. There will be a picture popped up firstly. 2. Ask students what it is. 3. Click the picture, there will be another picture popped up. Ask some question about it. (2 min)

CONCLUSION

Words

father, fish, finger, five



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 is it? It is a fish.

What are these?

They are my fingers.

Is it the number five? Yes, it is.

Who is he? He is my father.



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

