



**WHAT IS THREE  
PLUS FOUR?**



**BULA**

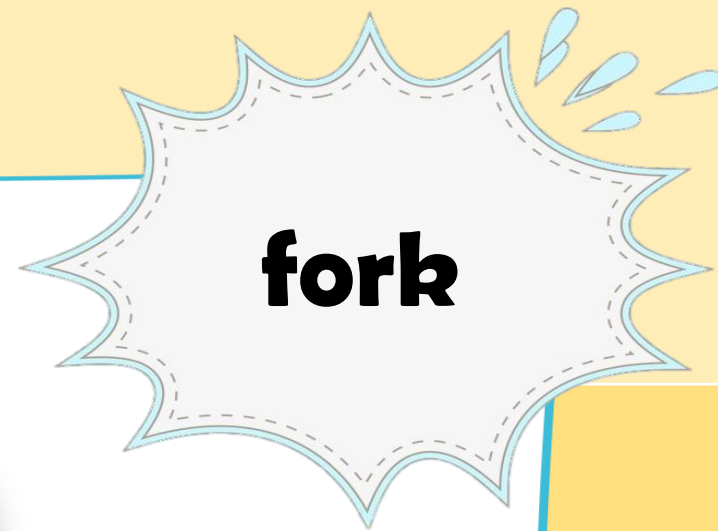


**K3-U3-L7**



**WORD**

**fork**



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**

**spoon**



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**

**knife**



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**

**bowl**



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**

**seven**



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**

**eight**



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**

**nine**



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**

**ten**

**10**



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



**How many spoons do we have?**  
**We have five spoons.**  
**What is three plus four?**  
**It is seven.**



Tips: Guide the students read the sentences twice.

Pay attention to the pronunciation of the students.

Make sentences with some simple words.(1 min)

# SENTENCE



**How many forks do we have?**

**We have three forks.**



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



How many spoons do we have?

We have five spoons.



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



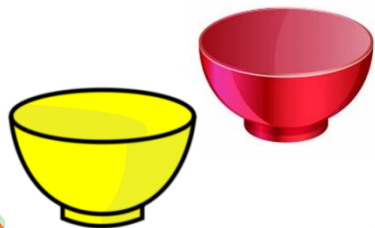
**How many knives do we have?**

**We have one knife .**

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



**How many bowls do we have?**

**We have two bowls .**

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

$$3 + 4 = ?$$

**What is three plus four?**

**It is seven.**



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

$$2 + 6 = ?$$

**What is two plus six?**

**It is eight.**



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

$$4 + 5 = ?$$

**What is four plus five?**

**It is nine.**



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

08

$$4 + 6 = ?$$

**What is four plus six?**

**It is ten.**

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

How many forks  
do we have?

We have three  
forks.

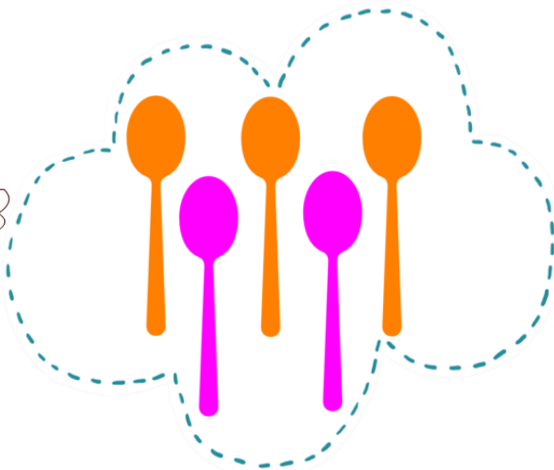


Tips: Teacher reads dialogue firstly. Then, teacher guides students to repeat the dialogue. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

# DIALOGUE

How many spoons  
do we have?

We have five  
spoons.



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. (30 sec.)

# DIALOGUE

How many knives  
do we have?

We have one  
knife.



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. (30 sec.)

# DIALOGUE

How many bowls  
do we have?

We have two  
bowls.



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. (30 sec.)



# DIALOGUE

What is two plus five?

It is seven.



$$2+5=?$$



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. (30 sec.)

# DIALOGUE

What is four plus four?

It is eight.



$$4 + 4 = ?$$



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. (30 sec.)

# DIALOGUE

What is three plus six?

It is nine.



$$3 + 6 = ?$$



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. (30 sec.)

# DIALOGUE

What is one plus nine?

It is ten.



$$1+9=?$$



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. (30 sec.)

# GAME

$$2+5=?$$

**What is two  
plus five?**



Tips: 1. Guide the students to click the rocket. 2. Answer the question according to the picture. 3. Click the rocket again to go on the game. (2 min)

# GAME

$$2+5=?$$

$$4+6=?$$

**What is four plus six?**



Tips: 1. Guide the students to click the rocket. 2. Answer the question according to the picture. 3. Click the rocket again to go on the game. (2 min)

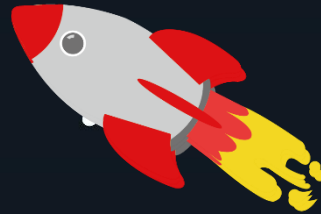


# GAME

$$2+5=?$$

$$4+6=?$$

**How many  
knives do we  
have?**



Tips: 1. Guide the students to click the rocket. 2. Answer the question according to the picture. 3. Click the rocket again to go on the game. (2 min)



# GAME

$$2+5=?$$

$$4+6=?$$

**How many  
spoons do we  
have?**



Tips: 1. Guide the students to click the rocket. 2. Answer the question according to the picture. 3. Click the rocket again to go on the game. (2 min)

# GAME

7, 8

**Find the items**

**fork**

**spoon**

**bowl**

Tips: Teacher guides students to play the game. If the right picture is clicked, it will fly into the white box. If the wrong picture is clicked, the prohibition hint will be popped up.(3 min)

# GAME

7, 8

**Find the items**



**spoon**

**bowl**



Tips: Teacher guides students to play the game. If the right picture is clicked, it will fly into the white box. If the wrong picture is clicked, the prohibition hint will be popped up.(3 min)

# GAME

7, 8

**Find the items**



**bowl**



Tips: Teacher guides students to play the game. If the right picture is clicked, it will fly into the white box. If the wrong picture is clicked, the prohibition hint will be popped up.(3 min)

# GAME

7, 8

**Find the items**



Tips: Teacher guides students to play the game. If the right picture is clicked, it will fly into the white box. If the wrong picture is clicked, the prohibition hint will be popped up.(3 min)



# REVIEW

**Words**  
one, two, three, four,  
five, six

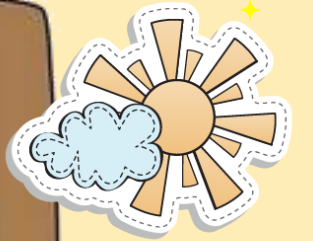


Tips: Firstly, teacher reads words one by one. Then, students read after teacher. There will be a pause between two words. (30 sec.)

# CONCLUSION

## Words

fork, spoon, knife, bowl,  
seven, eight, nine, ten



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

**How many spoons do we have?**

**We have five spoons.**

**What is three plus four?**

**It is seven.**



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

