

TWO KITES

K1-U6-L8

WORD

two

2



Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)



WORD

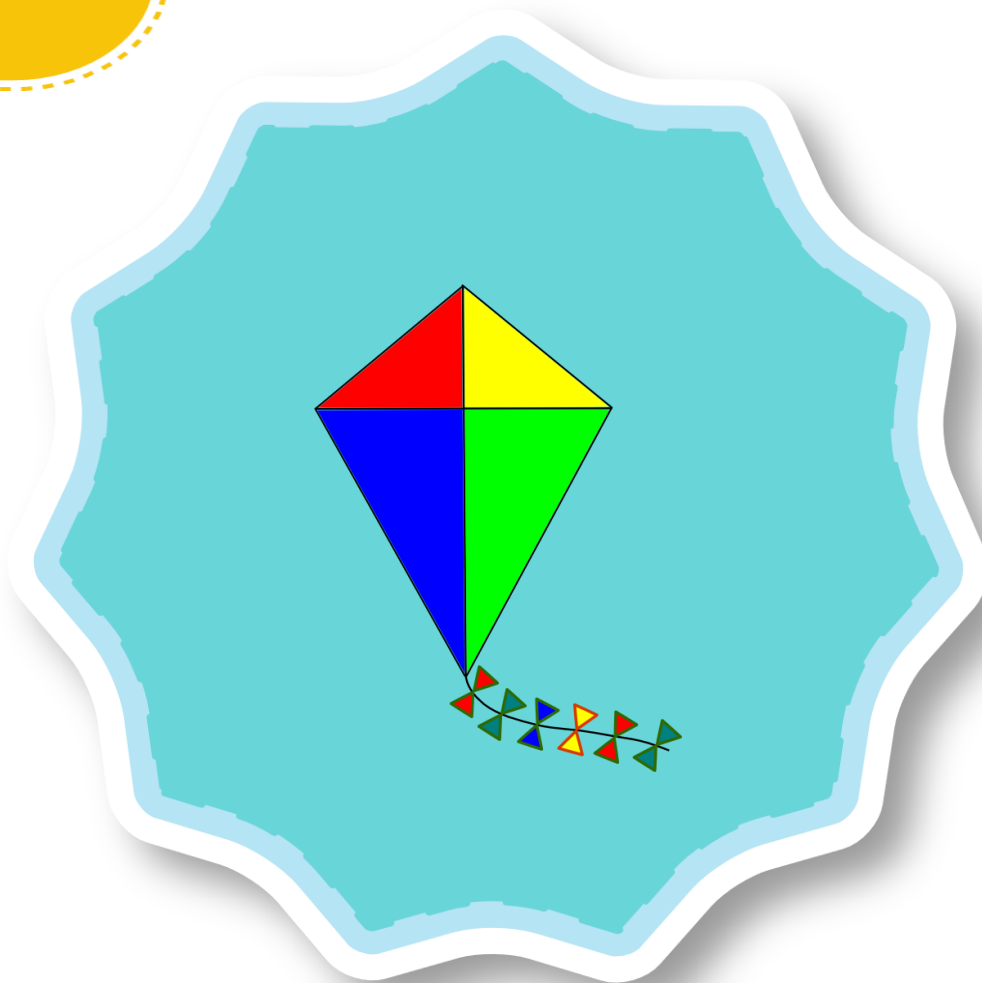


three

Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)



WORD



kite

Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)

WORD

coat



Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)

WORD

mirror



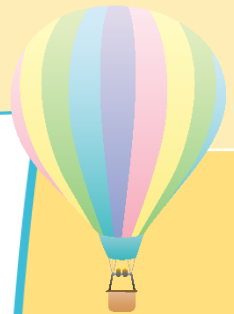
Tips: 1. Teacher reads the word twice and lets the students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)



SENTENCE



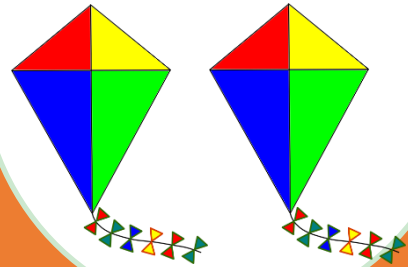
Let's count. Two kites!
What do you see?
I see two mirrors.



Tips: 1. Teacher reads sentences and lets students follow. 2. Teacher is responsible for correcting the pronunciation. (1 min)

SENTENCE

01



Let's count. Two kites.

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

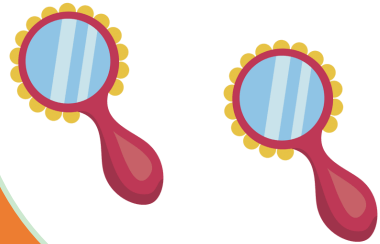


Let's count. Three coats.

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

03

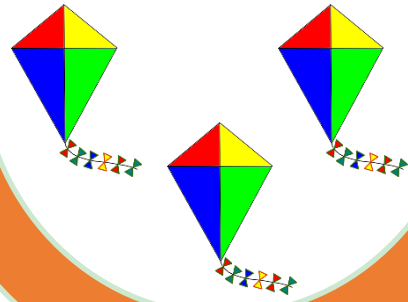


Let's count. Two mirrors.

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



What do you see?

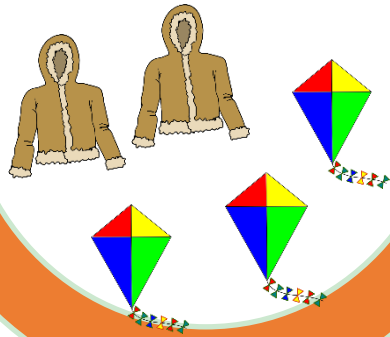
I see three kites.



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

05



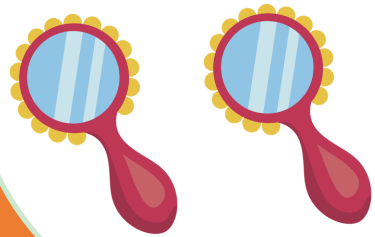
What do you see?

I see two coats.

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

06

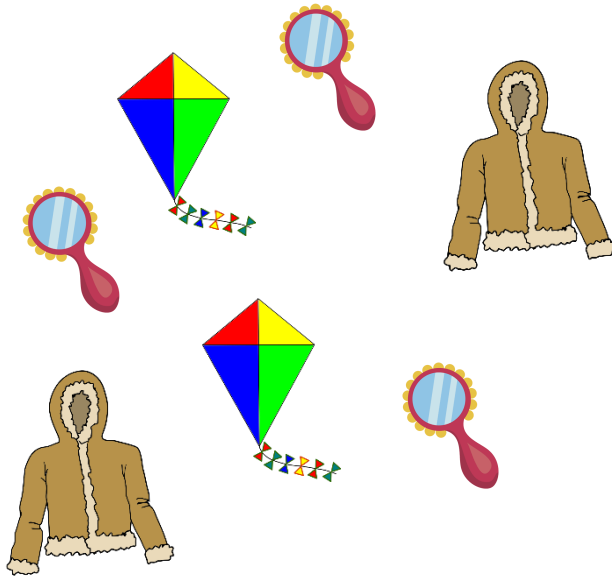


What do you see?

I see two mirrors.

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)

PRACTICE



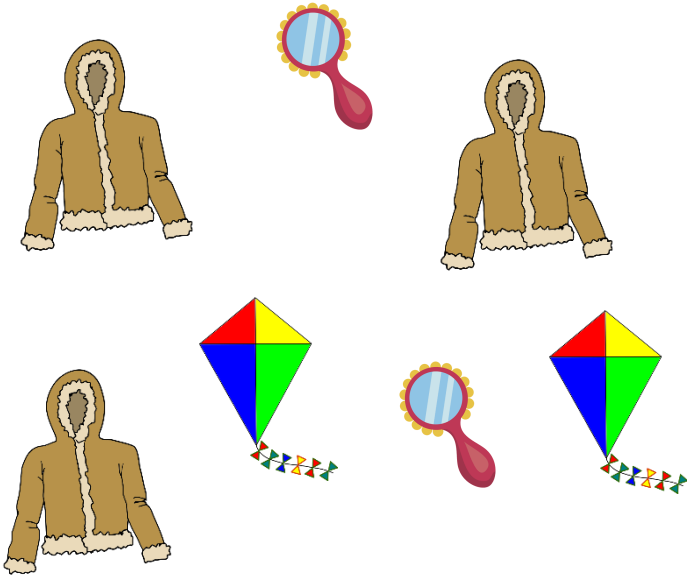
I see three _____.

- A. kites**
- B. mirrors**
- C. coats**

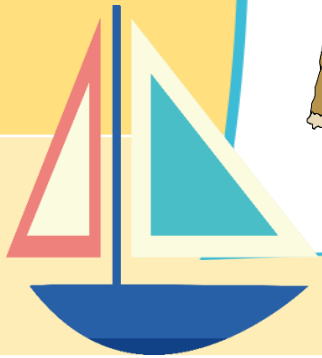
PRACTICE



Let's count. _____ kites.



- A. Two**
- B. Three**
- C. One**

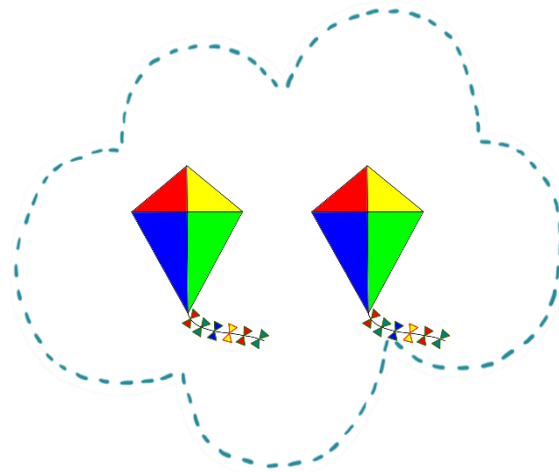


Tips: 1. Point to the picture and let the students to tell the words. 2. Choose the answer and read it loudly. 3. Correct the mistakes. (1 min)

DIALOGUE

What do you see?

I see two kites.

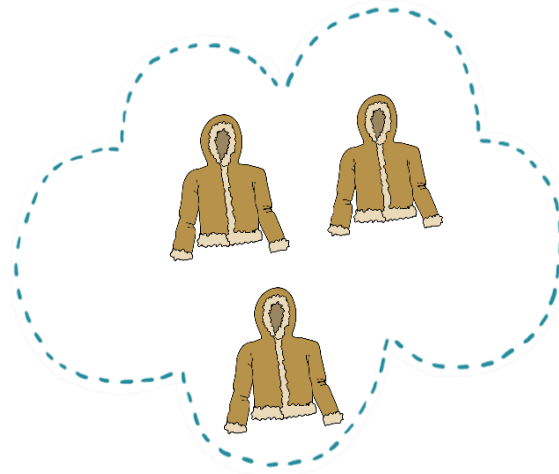


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

DIALOGUE

What do you see?

I see three coats.

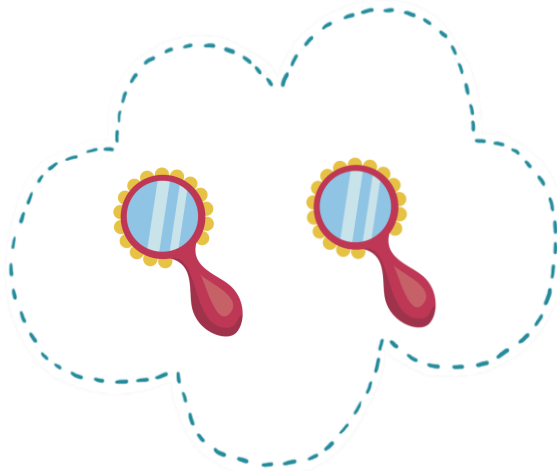


Tips: 1. Teacher reads the dialogue. 2. Teacher guides students to repeat the dialogue. 3. Teacher is responsible for correcting the pronunciations. PS: Dialogue is not an important teaching part. Students do not need to acquire knowledge of this part. Reading aloud is given priority to. (30 sec.)

DIALOGUE

What do you see?

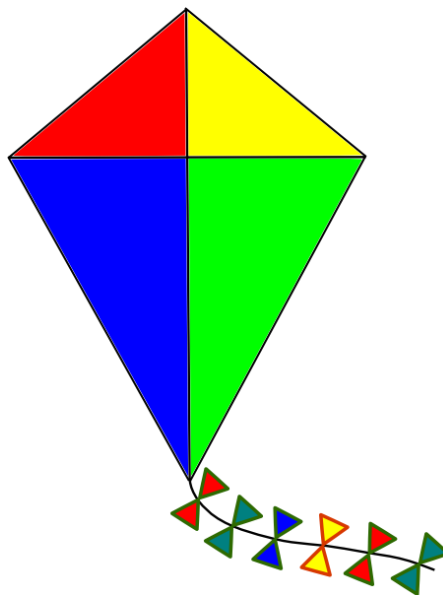
I see two mirrors.



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.)

GAME

kite



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

coat



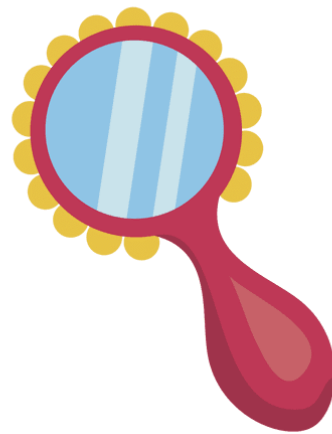
DRAW



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

mirror



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)

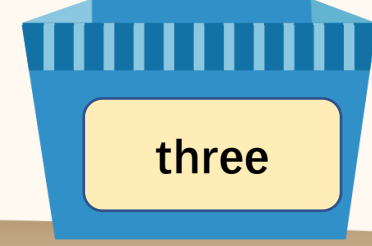
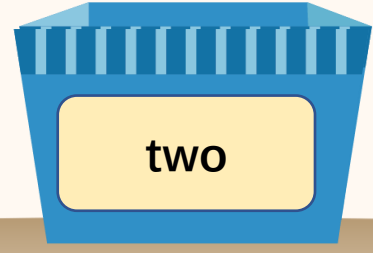
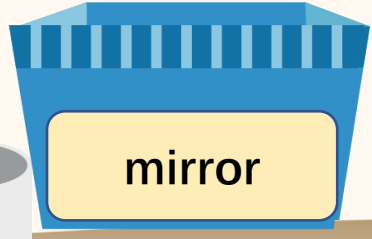
PRACTICE

Guess Box.

2



3



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

two, three, kite, coat, mirror



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

Let's count. Two kites!
What do you see?
I see two mirrors.



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

