**We Learn Reading**

 Hello! I’m *Irina Petrovna Polyatykina*. I am a teacher of English and work at school 1242. Today I am going to teach you reading.

 **Sound letter S**

Listen, point and say – *snake, sun, sock, - sun, sock, snake*…

I ask “What’s this?” and say (because they are not native speakers), “It's a sock”, “It's the sun"...

 (Give the command, "three-four"). Point to the pictures and ask the children to point to the pictures in their flash cards.

 “What’s this?” – “It’s the **s-s-s-s-s**-un.”

“What’s this?” – “It’s a **s-s-s-s-s**-ock.”

"What's this?" - "It's a **s-s-s-s-s**-nake." Repeat several times.

***Today's sound***

 Ask the children, "What sound do the words begin with?"

………………………………………………………………..

And you say, "Very good, yes. And ***today's sound*** is "s-s-s".

# “Now let’s learn how to write this sound (– show them the way of writing the letter).

# Then I say,” Let’s do it together” and trace the letter and pronounce the letter sound. Do it several times and have your pupils do the same (several times)

#  Let's do "Make a pattern" - big and smal

#  http://becti.net/uploads/posts/2009-04/becti_net_r862064d24t160055n15.jpg

#  sun sock

# http://urf.podelise.ru/tw_files2/urls_3/169/d-168508/img23.jpg

# snake

#

# Sound letter A (a short vowel sound / æ/)

-Listen, point and say - an apple, an alligator, an ant;

 - an apple, an alligator, an ant ... Good!

(And I continue)

“What’s this?” and I say, “An ant” “What’s this?” – “It’s an apple.”

“What’s this?” – “It’s an alligator”...

What’s this?”

 “An ant”

 “What’s this?”

 “It’s an apple.”

What is **today’s sound**?”

 I say “/ æ/”. Children say “/ æ/”.

” Good! It’s “/ æ/”.

# “Now let’s learn how to write this sound. And it goes like these ...(– show them the way of writing the letter).

# Then I say ,”Let’s do it together” and trace the letter.

# Let's do "Make a pattern" - big and small.

   **ANT**

 

 **Sound letter T**

Listen, point and say – tiger, ten, train... Good!

And continue,

“What’s this?” and say, “the tiger”/ t-t-t-t-t-iger.

 “What’s this?” – “It’s t-t-t-ten.”

“What’s this?” – “It’s a t-t-t-rain”...

When the children master to say the words we ask them “What sound do the words begin with? What is **today’s sound**?”

 They say “/ t/”.

And I say,” Good! It’s “/ t/”.

# “Yes. Today’s sound is / t/.

# “Now let’s learn how to write this sound. And it goes like these (– show them the way of writing the letter).

# Then I say,”Let’s do it together” and trace the letter and pronounce the letter sound. Do it several times and have your pupils do the same.

# Let's find the letter in your Activity sheets. Let's do it together.

# Let's do "Make a pattern" - big and small.

Look at the pictures and repeat after me.

  **TEN**

 

 **Sound letter P.**

Listen, point and say – pig, penguin... Good!

And I continue,

 “What’s this?” and say, “pig / p-p-p-p-pig/…pen /p-p-p-en/ ….penguin /p-p-p-p-enguin/.

“What’s this?” – “It’s a pig”….

Repeat.

What is **today’s sound**?”

And I say,” Good! It’s “/ p/”.

# “Yes. Today’s sound is / p/.

# “Now let’s learn how to write this sound. And it goes like these ... (– show them the way of writing the letter).

# Let's do "Make a pattern" - big and small.

   **pen**  

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**Sound letter I.**

Listen, point and say – iguana, igloo... Good!

And continue,

 “What’s this?” – “It’s an i-i-i-iguana”.

“What’s this?” – “It’s i-i-i-i-gloo.”

What is **today’s sound**?”

And I say,” Good! It’s “/ i/”.

# “Yes. Today’s sound is / i/.

# “Now let’s learn how to write this sound.

# Let's do "Make a pattern" - big and small.

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**Sound letter N.**

Look at the pictures, point and repeat after me – nine, nurse... Good!

And I continue,

 “What’s this?” and say, “nine / n-n-n-n-nine/.

“What’s this?” – “It’s a nurse” /n-n-n-n-urse/.

“What’s this?” and say, “nine / n-n-n-n-nine/.

“What’s this?” – “It’s a nurse” /n-n-n-n-urse/.

“What’s this?” and say, “nine / n-n-n-n-nine/.

“What’s this?” – “It’s a nurse” /n-n-n-n-urse/.

What is **today’s sound**?”

And I say,” Good! It’s “/ p/”.

# “Yes. Today’s sound is / p/.

# “Now let’s learn how to write this sound. And it goes like these ... (– show them the way of writing the letter).

# Let's do "Make a pattern" - big and small.

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**Sound letter C.**

Look at the pictures, point and repeat after me – cat, cookie... Good!

And I continue,

 “What’s this?” and say, “cat’ /c-c-cat/

“What’s this?” – “It’s cookie /c-c-c-cookie/.

“What’s this?” and say, “cat’ /c-c-cat/

“What’s this?” – “It’s cookie /c-c-c-cookie/.

“What’s this?” and say, “cat’ /c-c-cat/

“What’s this?” – “It’s cookie /c-c-c-cookie/.

What is **today’s sound**?”

And I say,” Good! It’s “/ k/”.

# “Yes. Today’s sound is / k/.

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**Sound letter R**

Look at the pictures, point and repeat after me – rat, rain... Good!

And I continue,

 “What’s this?” and say, “rat” /r-r-r-at/

“What’s this?” – “It’s rain /r-r-r-r-ain/.

“What’s this?” and say, “rat” /r-r-r-at/

“What’s this?” – “It’s rain /r-r-r-r-ain/.

“What’s this?” and say, “rat” /r-r-r-at/

“What’s this?” – “It’s rain /r-r-r-r-ain/.

What is **today’s sound**?”

And I say,” Good! It’s “/ r/”.

# “Yes. Today’s sound is / r/.

# “Now let’s learn how to write this sound. And it goes like these ... (– show them the way of writing the letter).

Let's do "Make a pattern" - big and small.

 

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**Sounds**

|  |  |  |
| --- | --- | --- |
| **s** | **i** | **t** |

**Reading**

**i---t i - -t i-t it**

**s it sit sits**

**It sits.**

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**Sounds**  

 **ant Pat**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **s** | **a** | **t** | **p** | **i** | **n** |

**Reading**

* **Let’s read together: a, an, ant,**

 **a, an, ant,**

 **at, at, at**

 **Pat, Pat, Pat**

* Well done! And now let’s do more:

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 **I sit.**

**I tap Pat**

 **“Pat, sit!”** 

 **Pat sits.**

* Bravo!
* **Let’s chant together:**



**at, at, at**

**cat, cat, cat,**

**rat, rat, rat**

**A cat and a rat.**

**A cat and a rat!**

**The cat chases the rat!**

**At, at, at**

**A cat and a rat.**

**The cat chases the rat.**

**Perfect! You are good chanters!**

**Bye!**