Sample Reproducible Letter Sound Stories

Lively Letters™

Program created in 1990 by Nancy Alemian Telian, MS, CCC-SLP
Revised by Nancy Alemian Telian and Penny Alemian Castagnozzi
Reproducible Dialogue Boxes for Presenting the Lively Letters™ Lowercase Characters

Photocopy, cut, and adhere the dialogue boxes to the back of the Lively Letter picture cards.

**t – Quiet Tongue Dancing Sound**

“What are you doing when you make this sound? ‘t.’ Can you make that sound? ‘t.’ That’s right! You’re using your tongue! What is your tongue doing? (Make quiet tapping sounds with tongue to imitate tap dancing sound, ‘T-t-t-t-t-t,’ while lightly tapping fingernails on the desktop.) It sounds like your tongue is tapping, dancing up there, behind your teeth, doesn’t it? We can call this the tongue dancing sound. Let’s see if our voices are on or off. ‘T.’ Oh, our voices are off, so this is the quiet tongue dancing sound! (Introduce picture.) This tongue is quietly dancing, on the top of the mouth behind the teeth. Tap your fingers quietly on the table while you make that sound. He has sneakers on, so he won’t make much noise. He keeps his arms out for balance while he quietly dances. You can hold your arms out like that too while you make that sound. ‘T.’” (Students may enjoy acting out this letter, putting their arms out and tap dancing while making the sound.)

**Hand cue:** Tap fingers or fingernails quietly on the table.

Pronounced as in “ten”

**d – Noisy Tongue Dancing Sound**

“Did you know that the quiet tongue dancing sound ‘t’ has a noisy partner? You’re still going to tap your tongue up there, but this time, put your voice on. What sound does it make? ‘d.’ Can you make that sound? ‘d.’ (Show picture.) This is our noisy tongue dancing sound. Tap the table loudly while you make that sound. ‘d.’ (Tap on table noisily.) He’s still a tongue that’s tapping up there, but he likes to make a lot of noise! (Tap your fingers noisily on the table.) The first thing you see when you look at him is his very big tummy. He likes to tap on it like it’s a noisy drum – ‘d-d-d-d!’ You can tap on your stomach too if you’d like when you make that sound, ‘d.’ We can tell that this is not the lip puffing sound, because that letter had the line first. This one has the circle first. Tap on the circle like it’s a noisy drum. ‘d.’”

**Hand cue:** Tap fingers loudly on the table as if bang¬ing on a drum.

Pronounced as in “dog”
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m – Nose Sound, Lips Closed

“How do we make this sound? ‘mmmm.’ Can you make that sound? ‘mmm.’ We put our lips together when we make this sound. But, if our lips stay closed, where is that sound coming from? ‘m’

Let’s see if you can make this sound while you pinch your nose closed. (Pinch your nose closed.) ‘m’ (produced quickly) You can’t! This sound’s coming from your nose! This is a nose sound with closed lips. Touch your nose and see if you can feel it turn on when you say ‘mmmm.’ (Hold bridge of nose to feel the vibrations.) (Show picture.) Look at the mouth on this letter. Do you see how the lips are closed? Look at that big nose, too. He can smell cookies baking. (Rub your stomach, like something is delicious.) He rubs his tummy, because those cookies smell delicious. Can you try rubbing your stomach too, when you make this sound? ‘mmmm.’”

Hand cue: Pinch your nose with your index finger and thumb of one hand, or rub your tummy as if smelling something delicious.

Pronounced as in “mop”

n – Nose Sound, Lips Open

“This sound is a little bit like the ‘m’ sound we learned about. Say, ‘nnnn.’ Try to say ‘nnnn’ while you pinch your nose closed again. ‘n.’ (Produced quickly) Oh, we can’t do it! This is another nose sound, but this time what are our lips doing? ‘nnnn’ Are they closed or are they open? ‘n.’ On this nose sound, our lips stay open and our tongues go up in the front. This is our nose sound with lips open. Touch your nose and see if you can feel it turn on when you say this sound. ‘n.’ (Feel the bridge of your nose and direct children to do the same.) (Show picture.) See how this mouth is open? She’s kind of nosy and she’s always getting into everyone’s things. One day her mother saw a lot of toys on the floor, and said, ‘Did you make that mess on the floor?’ She shook her head and said, ‘n-n-n-no.’ Can you shake your head, from side to side, like you’re saying, ‘No?’ Say, ‘n’ while you’re doing that.”

Hand cue: Pinch your nose and shake your head back and forth as if saying, “No.”

Pronounced as in “nut”
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I – Tongue Up in Front Sound

“What are we doing when we make this sound? ‘llll.’ (Prolong the I sound.) Can you make that sound? ‘I.’ Right, your tongue is going up in the front of your mouth. This is the tongue up in front sound. (Show picture.) This is a famous singer who walks up to the front of the stage, puts her tongue up in the front of her mouth, and warms up her lovely voice, ‘I-I-I-I.’ (Point and wave index fingers up in front as a music conductor would.) She’s the lead singer and she’s showing everyone else how to sing like her. Hold both your arms out to the side and wave your pointer fingers like you’re leading the rest of the singers. ‘I-I-I-I.’"

Hand cue: Hold both arms up to the side, and with extended index fingers, move hands back and forth as if conducting a choir of singers.

Pronounced as in “log”

r – Tongue Up in Back Sound

“When you made the ‘I’ sound, your tongue was up in the front. Now I want you to take your tongue and, this time, try to raise it way up in the back of your mouth! What sound does it make now? ‘r’ (produced very quickly) Can you make that sound? ‘r.’ That’s the tongue up in back sound. (produced very quickly). This is a scruffy old dog. (Show picture.) See how his fur is all ruffled up on his back and under his chin? Right now, two of his paws are out in front of him. He’s not really growling right now, because he’s happy. (Put your hands up in front with hands and fingers bent, to resemble the two paws of a dog.) He just sticks out his lips a little, lifts his tongue up in the back, and makes that short ‘r’ sound. You can put your hands up like paws if you want when you make that sound. ‘r.’ Later on we’ll see what really makes him growl. Right now, just try making that short sound with me. ‘r!’”

Hand cue: Put hands up in front with hands and fingers bent, to resemble the two paws of a dog.

Pronounced as in “rat”
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s – Quiet, Small Air Sound

“What happens with our mouths when we make this sound? ‘ssssss.’ Say, ‘ssssss.’ We look like we’re smiling. Is any air coming out? See if there’s a lot of air gushing out, or just a little bit of air coming out. ‘s.’ Oh, it’s small air coming out. (Pretend to be pulling a small string of air out of your smiling mouth with your index finger and thumb.) This is a small air sound. Let’s check to see if our voices are on or off when we make this sound. ‘s.’ Oh, they’re off. This is our quiet, small air sound. (Show picture.) This is a small, skinny snake. Let’s smile, and use our finger and thumb to pull a small snake of air out of our mouths while we make that sound. ‘s’ We smile at that small snake so it won’t think we’re scared of it when we make that sound. ‘s.’ Make sure you keep your tongue behind your teeth when you make this sound. ‘ssssss.’ Can you make that small air sound again? ‘s.’”

Hand cue: Pretend to be pulling a small string of air out of your smiling mouth with your index finger and thumb.

Pronounced as in “sun”

z – Noisy, Small Air Sound

“That quiet, small air sound, ‘s,’ has a noisy partner! Let’s put our voices on while we make that small air sound. ‘zzzzzz’ Can you make that sound? ‘zzzz’ This is our noisy, small air sound. We still smile when we make the small air come out. This time, though, we turn on our voices to make it noisy, like a noisy zipper. ‘zzzz’ (Show picture.) Do you see this zipper? Let’s smile and make that sound while we zip that zipper up! ‘zzzzzz.’ Smile, and pretend to zip up.) Remember to keep your tongue behind your teeth when you make this sound. Let’s say it again. ‘z.’”

Hand cue: Pretend to be pulling up a zipper, and smile.

Pronounced as in “zoo”
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Short vowel a – The Apple

“The vowels are the Super Stars, because if you didn’t have any vowels, you couldn’t make any words! The vowels know how important they are and they like to make their sounds louder and longer than everybody else in the word! This is our first Super Star vowel. (Show picture.) What kind of fruit does this look like? Yes, it’s an apple. Let’s pretend to hold a big apple in our hands. (Pretend to do this.) If you were going to eat an apple, would you take tiny bites like this? (Make tiny nibbling sounds.) Or a huge bite? That’s right, a huge bite! (Agree to huge.) Let’s pretend to hold that apple again. Open your mouth wide to take a huge bite while you start to say ‘apple.’ Ready? ‘aaaaa’ — STOP! (Hold your hand up to say, “STOP!”) That’s it! That’s the sound the apple makes! ‘a.’ Can you make that sound with me? ‘a.’ The mouth on the apple is open wide, too. ‘aaaaaa!”

Hand cue: Pretend to be holding an apple, getting ready to bite it with a wide-open mouth, then hold your hand up to say, “STOP!”

Pronounced as in “at”

short vowel i – Basketball Player

(Show picture.) “Here’s another superstar vowel! This is a very famous basketball player. He believes that when he puts a big smile on his face, he can get that ball i-i-in! (Repeating, not prolonging, that ‘i’ sound) That’s his sound! ‘i.’ Right now he’s dribbling the ball, bouncing it down by his feet, thinking, ‘I want to get that ball i-i-in!’ Put your hand over your head and point your pointer finger down a couple of times while you say, ‘i-i-in.’ ‘i-i-in.’ He’s in the middle of a big game. The score is tied, 40 to 40! If he gets this basket in, his team will win the game! The crowd is going wild! They want him to get it in! They all stand up, they have huge smiles on their faces, and they all do the same cheer. ‘Get it i-i-in! Get it i-i-in!’ (During the cheer, use hand motion over your head, thrusting your index finger downward with each ‘i.’) Let’s try that cheer again, with big smiles on. ‘Get it i-i-in! Get it i-i-in!’ Now, let’s just make his sound. ‘i.’”

Hand cue: Put hand over head with index finger pointing down, and thrust downward each time you say “i” in the cheer, “Get it i-i-in!”

Pronounced as in “it”
King Ed – (final ‘e’ rule)

“The vowels are the super stars, but King Ed is the king of all the vowels! This is King Ed, he’s very important! Whenever King Ed sees a vowel in front of him in a word, he snaps his fingers, points to that vowel, and says, ‘Who’s that vowel that dares to stand in front of me? Tell me your name!’ The vowel yells out its name, not its regular vowel sound. Once King Ed hears the vowel’s name, he’s happy and he doesn’t make a sound. He’s silent. You’ll find King Ed at the end of a word, and he can only reach around one consonant to make that vowel say its name. Once in a while you’ll find him right after that vowel. So, if the a is in front of King Ed, King Ed says King Ed. King Ed says, ‘Who’s that vowel in front of me? Tell me your name!’ The a yells out its name, ‘a!’ It doesn’t yell out its regular sound. Let’s try it! Make believe you’re King Ed. Snap your fingers, and point to the a and say, who’s that vowel in front of me? Tell me your name? ‘What’s that vowel going to say? ‘a!’ That’s right!”

Hand cue: While putting on a mean face, snap your fingers and point quickly to that vowel that comes before King Ed.