

# Letter Learning Phrases and Actions

Key - Actions are performed when saying the sound. Letters indicated between lines represent the letter sound. For example /a/ is the short sound for the letter "a", /aaaa/. Letters with a line after them are sustained sounds, for example: /a\_/, /m\_/, etc. Letters with a dot after them are sounds that are "bounced" In order to produce a pure sound, for example: /b./, /t./, etc. Sustaining instead of "bouncing" these letter sounds would result in the sound for "b" becoming: buuuuuuuuh, instead of /b, b, b, b/. Once all students can produce the pure sound through bouncing the sound, it can be said or bounced fewer and fewer times during review. All letter sounds first introduced are the short vowel sounds and the soft consonant sounds. These short vowel and soft consonant sounds tie directly into the letter sound presented in the picture clue.

## Phrases:

## Actions:

- |  |   |
|--|---|
| a, apple, /a_/   | picking an <u>apple</u> - arm moves out like picking an <u>apple</u> , hand forms the sign language for "a" (hand up in a fist, fingers closed pointing down, thumb along side first finger pointing up)  |
| b, basketball, /b./  | bouncing a <u>basketball</u> - hand out, palm side down, moving up and down, like dribbling a <u>basketball</u> for each bounced sound  |
| c, cookie, /c./  | eating a <u>cookie</u> - hand shaped like the letter "c", up to mouth like eating a <u>cookie</u> , rocking hand quickly towards and away from mouth with each bounced sound  |
| d, doll, /d./  | rocking a <u>doll</u> - arms together in front like a cradle rocking or hugging a <u>doll</u> , rocking arms from side to side as you bounce the sound  |
| e, egg, /e_/   | eating an <u>egg</u> - thumb and forefinger separated, holding an <u>egg</u> (place sideways at edges of mouth, so that thumb and forefinger act as guides for moving mouth edges back to produce the pure sound)   |
| <b><u>NEW, change to echo, because the vowel is followed by a "stop consonant", /k/, which helps the children better distinguish the beginning sound</u></b> |   |
| e, echo, /e_/  | hand up towards mouth like shouting out an echo from a mountain   |
| f, fingers, /f_/   | moving <u>fingers</u> - hand held up and wiggling <u>fingers</u> as sound is produced   |
| g, glass, /g./   | drinking from a <u>glass</u> - hand formed like holding a <u>glass</u> , bringing it up to the mouth to drink and tipping head back, while making the bounced sound for "g" in throat like a drinking/gulping sound (you may want to have them put their hand on their throat as they make the sound at first so that they can feel to make sure they are making the sound correctly) |

- h, hot-dog, /h\_/ eating a hot-dog - fan hand in front of open mouth to wave off the heat from taking a bite of the steaming *hot-dog*
- i, insect, /i\_/ seeing an icky insect - nose pinched up, upper lip raised, and flinching back a tiny bit (make sure they are producing the short "i" sound, not saying the word "ick")
- NEW, change to itchy, because the vowel is followed by a "stop consonant", /t/, which helps the children better distinguish the beginning sound**
- i, itchy, /i\_/ one hand out in front, itching other hand**
- j, jump rope, /j./ jumping jump rope - first two fingers pointing down on knee like legs of a person, jumping fingers up and down on knee to jump *jump rope* while bouncing the sound
- k, karate, /k./ karate chops - hands out in front making quick *karate* chops for each bounced sound
- l, lollipop, /l\_/ licking a lollipop - hand out in front like holding a *lollipop*, bringing it up to the mouth and down to lick it (just the tip of the tongue should show, the whole tongue should not be sticking out)
- m, muffins, /m\_/ eating yummy muffins - hand rubbing in a circular motion in front of stomach, saying "mmm"
- n, nose, /n\_/ touch your nose - finger points to and touches own *nose*
- o, octopus, /o\_/ an octopus' open mouth - mouth open wide, tracing the letter "o" in the air around open mouth
- p, popcorn, /p./ popcorn popping - hands out in front, making repeated popping motions (alternating open/close fists) like popping *popcorn* as the sound is produced and bounced
- q, quack, /q./ a duck quacking - hand out in front with fingers together, thumb underneath like a duck's mouth, opening and closing the ducks mouth like a *quack* as the sound is bounced (make sure they are producing the "q" sound, not saying the word "quack")

Tell the students that this can be a hard sound to produce. Have them produce each of the two sounds (/k/ and /w/) separately and then put them together (/kw/).

During later lessons you can teach students that "q" is a very shy little letter and never goes anywhere with out its friend, letter "u". You may even want to get a marker and add the letter "u" in a different color and/or with dotted lines so that they will always put those two letters together.

- r, race car, /r\_/ driving a race car - hands out in front like grasping the steering wheel of a race car, turning back and forth slightly as they race around the track
- s, snake, /s\_/ slithering snake- hand out with fingers together, moving arm away from body with a back and forth motion like a slithering snake
- t, teeth, /t\_/ lightly touching teeth - finger in front of mouth with lips open to show teeth, as they pretend to tap them softly while bouncing the sound
- u, umbrella, /u\_/ an umbrella up above them- pointer finger making a pointing upwards motion
- v, vacuum, /v\_/ vacuuming - hand out in front like holding a vacuum handle, moving forward and back like they are vacuuming (make sure they have their teeth on their bottom lip to make this tickly sound)
- w, window, /w\_/ window watching – hand up to forehead to shield eyes as they look out the window, head moving side to side to look around, being “wowed” at what they see as they bounce the sound
- x, fox, /x\_/ fox’s tail - make a fox’s tail by pointing pointer finger up and then contracting it down to form an “x” in sign language, repeating as the sound is bounced (this is the only letter that is represented at the end of a word, tell students this and remind them frequently)
- Tell the students that this can be a hard sound to produce. Have them produce each of the two sounds (/k/ and /s/) separately and then put them together (/ks/).
- y, yackity-yack, /y\_/ yackity-yacking on the phone - point pinky finger and thumb out horizontally with the rest of the fingers curled down like the Hawaii “hang-loose” symbol and place up to ear and mouth to resemble a telephone, bouncing the sound like someone is yackity-yacking (talking and talking and talking...) on the phone
- z, zebra, /z\_/ making zebra stripes - pointer finger zigzagging back and forth in front of body like zebra stripes

Notes and Ideas: