



**Art & Craft
Academy**



Different Heroes Series

Layla

and the Dancing Letters



Written by

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To every child who sees the letters
dancing before their eyes,
and to every patient grown-up
who helped them learn the steps.

Layla and the Dancing Letters



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1

This is Layla. She loves colors, and she draws everything she sees: cats, clouds, and houses with colorful windows.

At night, she tells her little brother stories from her imagination, and he laughs until he falls asleep.



2

But Layla has a little secret...

When she opens a book, the letters start to dance!
The **b** flips around and turns into a **d**. Then the **d**
flips back into a **b**. One letter hides behind another.
Hop! Hop! The letters dance, and they never wait
for Layla.



3

In reading class, Miss Mona said, **“Please read the sentence, Layla.”**

Layla looked at the words... and read very slowly:
“The... bog... sat... on the... deb.”

Some children laughed. Layla’s face turned red. She closed the book and whispered to herself, “The letters don’t like me.”



4

At recess, Yousef sat next to her. **“My bee didn’t listen to me either,”** he said. **“But Miss Mona helped me.”**

Then Miss Mona came and said gently, **“Layla, your brain works like an artist’s brain. It loves shapes and colors. Come, let’s teach the letters to stand still.”**



5

Miss Mona took out the clay. She rolled a tall blue stick and put a red ball next to it. **“This is b. First the bat, then the ball.”**

Then she made another one: a red ball first, then the blue stick. **“And this is d. First the drum, then the stick.”**

Layla laughed. **“Bat and ball... b! Drum and stick... d!”**



6

At home, Layla's mom made her a small tray of soft sand.

Every day, Layla drew a letter in the sand with her finger and said its sound out loud: "b... b... b." Then she made it from clay.

Some days were hard, and Layla got tired. Her mom would say, **"One small step every day is enough."**



7

Then Miss Mona announced, **“Thursday is Story Day. Everyone will read a short story to the kindergarten children.”**

Layla was very scared. But she thought for a moment... then took out her crayons.

She drew her story in beautiful pictures, wrote a few words under each one, and practiced every day.



8

Story Day came. Layla stood in front of the little ones, her hands shaking.

She put her finger on the page and remembered the bat and the ball...

She read slowly: "Once... upon... a... time..."

She made one mistake, stopped, looked carefully at the letters, and then read the word correctly.



9

The little ones clapped, and one of them shouted, **“Read it again!”** Karim said, **“Your drawings are the best in the class!”** and Yousef gave her a thumbs-up.

That night, Layla made clay letters and taught her little brother: **“This is b. First the bat, then the ball. And this is d. First the drum, then the stick.”**

Then she smiled and said, **“The letters still dance sometimes... but now I know their steps.”**

The End

Let's Talk About the Story

1. How did Layla feel when some children laughed? What did Yousef do?
2. How did the clay and the sand help Layla remember the letters?
3. What is something you love and are good at? What is something you need to practice, step by step?

For Parents and Teachers

Some children find reading hard even though they are smart and understand well when we tell them stories. This difficulty has nothing to do with intelligence or laziness, and it is usually not an eyesight problem. It is about quickly linking letters to their sounds.

Signs we may notice

- Mixing up letters that look alike, such as b and d or p and q, or letters with similar sounds.
- Reading very slowly despite practice, and guessing words from the first letter.
- Getting tired of reading and writing, or avoiding them.

Good to know: Many young children mix up b and d while they are learning to read. This is normal, especially before age 7 or 8, and on its own it does not mean dyslexia. It is worth a closer look when the difficulty continues over time, together with other signs.

What helps?

- Learning with more than one sense: clay, sand, and colors, while saying the letter's sound.
- Short daily practice is better than one long session a week.
- Reading aloud to the child and listening to audiobooks, so they keep loving stories.
- Not forcing them to read aloud in front of the class before they are ready, and giving them extra time.
- Praising the effort and correcting gently: "I liked how you stopped and looked carefully at the letter."

If the difficulty continues, it is best to check hearing and vision first, then talk to a specialist in learning difficulties. They can assess whether it may be dyslexia and how best to support your child. Early support makes a big difference.

Let's Make Clay Letters

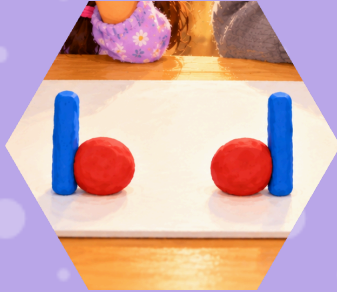
You will need

Blue and red clay, a small tray of soft sand or salt, and cards with the letters b and d.

Steps

1. Roll a tall blue stick and a round red ball. Agree together: the stick is always blue, and the ball is always red.
2. Make **b**: first the bat, then the ball. Then make **d**: first the drum, then the stick.
3. With each letter, say its sound out loud: /b/, /d/.
4. Draw the letter in the sand with your finger while saying its sound.
5. Game: mix the cards. Pick one and make its letter from clay.
6. Bonus: make the word **bed**. Look, the b and the d are the two ends of a bed!

Just 10 to 15 minutes a day is enough. Stop before your child gets tired.



Layla draws the most beautiful pictures
and tells the best stories,
but the letters dance every time she opens a book!

Will Layla learn the steps of the dance?

A warm story about letters that look alike, about patience, and about
different ways of learning.

Different Heroes Series

Ages 5 to 8

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