

Letters and Sounds



and Picture Cards



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the Language Lady

About “Letters and Sounds ABC Picture Cards”

Welcome to the first of many products in the “Letters and Sounds” series! This first product contains three sets of alphabet cards (though all of the sets contain the same letters and pictures). The cards have all thirty-three letters (see “What Makes Letters and Sounds Products Unique” below) and two “clue pictures” per letter. The product also includes instructions in various uses of the cards.

These three sets include

- (1) **Two-sided cards with ABC’s on one side and clue word pictures on the back**—these cards have all thirty-three letters on the fronts of the cards with the coordinating “clue” pictures on the back of each card. (Aa has a picture of an ax and a picture of an apple on the back of it). The front color matches the back color on these cards. These are made to be printed in a two-sided manner and cut out to be used for flash cards and other learning activities.
- (2) **One-sided cards with ABC’s**—these cards are several pages of all thirty-three letters only. The “backs” are intended to be blank. (You will print one sided only for these.) These can be used alone for printed letter recognition or with the one-sided picture clue cards (next) for matching letters and sounds activities and games. (These are the same as the “fronts” of the two-sided cards.)

- (3) **One-sided cards with clue word pictures**—these cards are several pages of clue word pictures for the thirty-three sounds with various colors on them (so that children do not rely on matching colors when using the letter cards and the clue word cards for letter-sound recognition activities). These are created to be cut out separately so that they can be used for letter-sound matching games and activities. (These are the same as the “back” two-sided cards but with different background colors.)

What Makes “Letters and Sounds ABC Picture Cards” Unique

I developed the entire “Letters and Sounds Program” when working one-on-one with a special needs student at the pre-school level, based on my experience in my reading specialist master’s work as well as on my experience as a curriculum author for fifteen years (sixty books and forty thousand pages!). Thus, I do not take lightly the exact breakdown of curriculum development and its usability and effectiveness. Giving students every chance to succeed is what curriculum creation is all about.

Here are some things that are unique about the entire “Letters and Sounds” program and specifically about these ABC/picture cards:

- 1) There are thirty-three cards, not the typical twenty-six. Why?

- a. I think it is important when teaching beginning letter sounds that the short and long vowels not be put on the same card/taught at the same time. Thus, the first twenty-six letters are in ABC order with the vowels beginning with the short vowel sounds. The remaining five vowels are at the end of the cards and begin with the long vowel sounds. (In other words, one A card does not have Apple and Acorn both on the same card...way too confusing for young learners.)
 - b. Also, the hard and soft sounds of C and G are separated. The first time through (in the first twenty-six cards), the hard C and G sounds are used (the most common in primer and pre-primer readers). At the end, two additional cards are included with the soft C and G sounds (less common). You may choose not to use the soft sound cards, depending on how the reading program that you will be using handles these.
 - c. The short vowels are given first because they are the more common sound of each vowel (especially in one syllable words that begin with the vowel as found in beginning readers). If you desire to teach the long vowel sounds first, simply use the vowel cards at the end of each set first (long ones). There are definitely pros and cons to both methods/orders.
- 2) Each of the letter cards has the upper case letter and the lower case letter on it. The concept of recognizing both of these is very challenging for young learners. The

more that the student sees these two together, the better the connection will be between the upper and lower case letters.

3) The letters are Primary With Lines. These means that the REAL a is used (not a typewriter a)–the a that the student will learn to write. It also means that the letters are on the penmanship lines so that the student continually sees the orientation of the letters to the page–the height of the upper case to the lower case, etc.

4) All of the Letters and Sounds products have the exact same clue pictures. The clue pictures are the most important pictures in all of the Letters and Sounds products, and great care was taken in choosing them. Here are some tips:

- a. Do not change clue pictures or clue words when teaching the beginning sounds. The letter A should always be associated with AX and APPLE. The letter B should always be associated with BED and BIKE. (Obviously, worksheets with multiple pictures to practice finding pictures with a beginning sound will contain other pictures, but clue word pictures should remain constant.)

- b. The clue picture words for the consonant sounds are primarily from beginning Dolch words lists and Fry word lists (mostly nouns). When these words did not work, the words were taken from a children's dictionary. They are the most common words that a student will encounter when he or she begins reading. Thus, they will already have been exposed to "first words" over and over again in the Letters and Sounds products (as opposed to random choosing of clue pictures).
- c. The clue pictures for the consonant sounds have a short vowel picture (BED) first then a long vowel picture (BIKE). While students are not learning to read yet (just learning beginning sounds and letters), they are continually exposed to both short and vowel sounds with the twenty-one consonants (as opposed to r-controlled, diphthongs, etc., which are used in other Letters and Sounds products as needed to create rhymes, etc.).
- d. Whenever possible, the clue words are one syllable words so that the beginning sound can be isolated more easily. There are instances in which two syllable words (and occasionally three syllable words) were used, but only when necessary and only when the beginning sound is clearly heard (like APPLE....even though it is two syllables, the short A sound is heard more clearly than, say, in ANT, which

is one syllable, but is more n-controlled and the short A sound is not as discernible).

- e. Whenever possible (excluding difficult ones like X-tra), noun picture clues were used. It is important in sound-picture recognition activities that the pictures be common ones and that they are clear, non-ambiguous pictures. Verbs were used only when nouns were not clear enough or not available (QUACK for Q, for example). I tried not to use DOVE, for example, because students tend to think that is a BIRD.
- f. Blends were not used for beginning letter pictures unless the consonant sound was clearer in a blend word than common non-blend nouns.

Tips for Using the ABC Letters Posters

In the very front of the "Letters and Sounds ABC Picture Cards," you will find three 8.5 x 11 "posters" of the alphabet. This is provided for singing the ABC song with the student. It has the alphabet lined up in the way that the song is sung. There is one page of upper case, one of lower case, and one of mixed letters (upper and lower). Here are some other "ABC" tips:

- 1) I recommend still reviewing the ABC song with students even if they already know it. Here are some tips for doing so:
 - a. Lay the ABC's out on a poster in the order shown on the next page (the way the song is sung)—not as a

long string of letters. (You may use the ABC pages given here as 8.5 x 11's or enlarge them for more "poster" sizes.) You want the break in the letter line to fall in the same place on paper as it does in the song.

- b. Students love to sing the ABC song fast. This is not conducive to letter-sound recognition. (They may be able to sing the song super fast but are not able to see a B and know it is a B because they do not correlate the "sung" letter with the written letter.) Because of this, I recommend that you sing the ABC song with your students painfully slow while pointing to each letter on the song-letter chart. Do not let them speed up or run away with it. Then go through it again a tiny bit faster (but still slowly and still pointing to the letters). Keep going through it, letting them speed up each time until they are doing their "crazy-fast-can't-point-to-the-letters" (or learn anything!) speed just for fun. If they know that they will get to do the "fun and fast" way later, they will be more patient and more attentive during the "slow and point" time.

Tips for Using the “Letters and Sounds ABC Picture Cards”

- 1) You may desire to use the cards in a different order than ABC order. This is up for debate, but I know many teachers choose to teach beginning sounds in the order of frequency (think “Wheel of Fortune”) as opposed to ABC order. I waffle on this because on one hand, students usually already know the ABC’s in ABC order from the alphabet song. Thus, it seems there is a “learning hook” already in place to learn the letters in ABC order. On the other hand, learning the consonants by themselves then the vowels by themselves can be somewhat easier—and it is especially helpful not to have “b” and “d” so close to each other in the visual learning sequence (and the sound of short a, short e, and short i very close to each other in the sound learning sequence). Obviously, once you cut the cards out, the order of use is up to each teacher.
- 2) If you are using the product for one-on-one teaching, pay close attention to the student’s rate of learning and base your speed through the product on that. Some programs recommend a letter a week if you have that option and that amount of time to spend on each letter. Of course, you will want to do other activities to help cement the letter-sound learning (watch this spot for additional “Letters and Sounds” products, including our “Letters and Sounds Song,” a fun way to learn the sounds of each letter that really does work!).
- 3) A complete picture word list is included in this document following this opening information.

4) The two-sided cards can be used in the following ways
(though you will likely think of many more!)

- a. As flash cards—either for letter recognition on the front or for sound recognition on the back.
- b. As flash cards to try to remember the clue pictures on back. Once all of the cards/sounds/letters have been introduced, you may want to hold up the card with the letter facing the student and have him try to guess the clue pictures on the back. (It is possible for the student to just remember “B says BUH,” but he is more likely to remember the sound if he says “B like in BED” or “B like in BIKE.” The “B says BUH” will probably come after the clue word memorizing—though not always.)
- c. As flash cards to try to remember the letter that the clue pictures begin with. Again, once all of the cards/sounds/letters have been introduced, you may want to hold up the card with the pictures facing the student and have him try to guess what letter the pictures begin with.

4) The one-sided cards may be used for matching activities, such as the following:

- a. Lay the letter cards out in front of the student in ABC order. Have the student draw a picture card and try to match it with the letter card that corresponds to it.
- b. Play “Memory” with the cards.

Future Letters and Sounds Products

Thank-you for purchasing this learning product! I hope that it helps you to meet your teaching and educational goals. Please comment and/or give feedback and tell your friends about Language Lady/Character Ink products!

Check out my stores often! I have several more Letters and Sounds products coming soon. I am also working on getting my forty thousand pages of English, Language Arts, and composition (writing) curricula up in various formats including worksheets, mnemonic posters, anchor charts, and more.

Letters and Pictures

Aa - ax, apple
Bb - bed, bike
Cc - cat, cake
Dd - dog, deer
Ee - egg,
Ff - fox, fire
Gg - gum, goat
Hh - hat, house
Ii - inn, igloo
Jj - jam, jeep
Kk - kid, kite
Ll - lock, lake
Mm - map, meat
Nn - nut, name
Oo - ox, otter
Pp - pig, plane
Qq - quack, queen

Rr - rug, rope
Ss - sun, seeds
Tt - top, train
Uu - umbrella, umpire
Vv - vest, vase
Ww - web, whale
Xx - x-ray, extra
Yy - yak, yo-yo
Zz - zipper, zebra

Long Vowels

Aa - ape, acorn
Ee - eel, eagle
Ii - ivy, ice skate
Oo - oatmeal, ocean
Uu - unicorn, ukulele

Other

Cc (s) - city, cereal
Gg (j) - giraffe, giant

A B C D

E F G

H I J K

L M N O P

Q R S

T U V

W

X Y Z

a b c d

e f g

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w

x y z

Aa Bb Cc Dd

Ee Ff Gg

Hh Ii Jj Kk

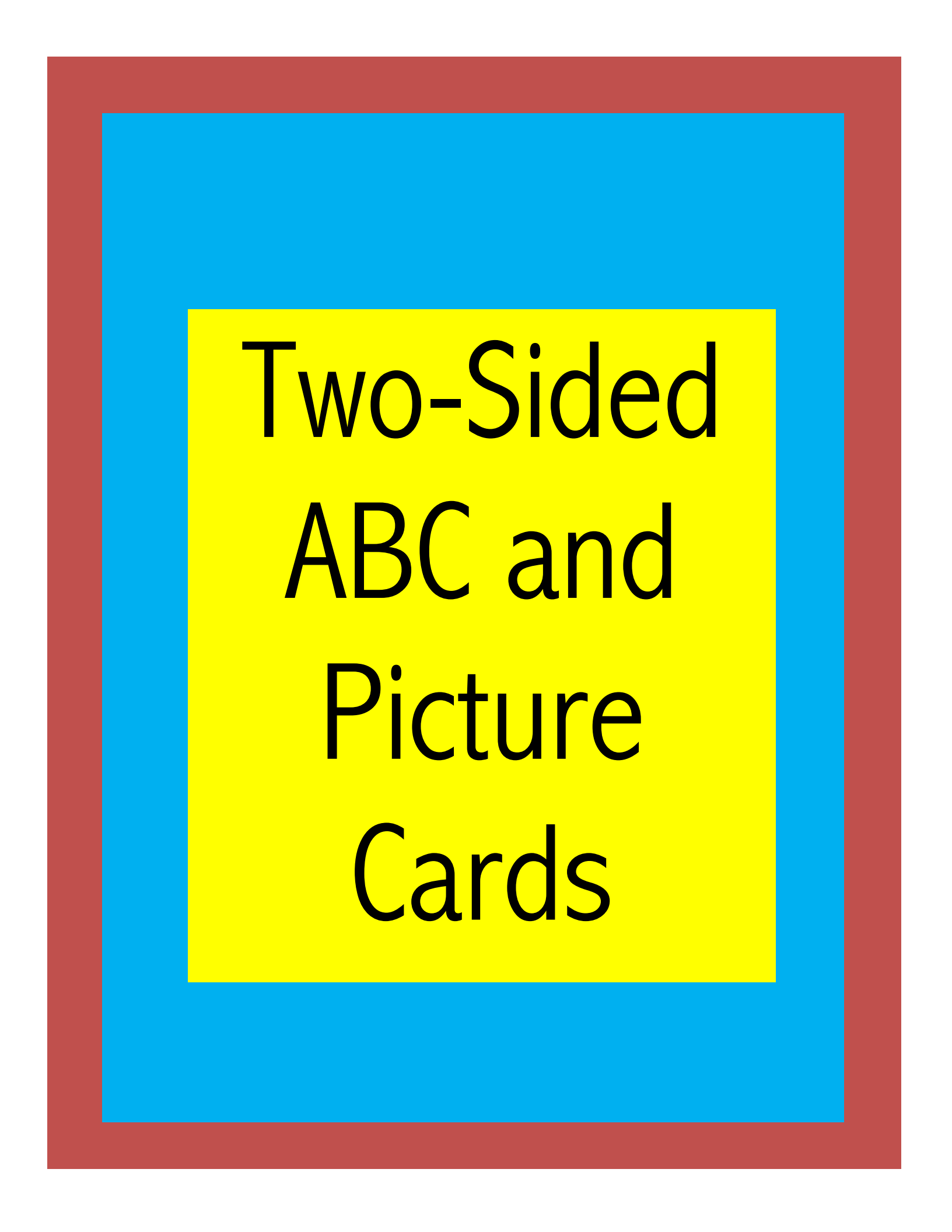
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Qq Rr Ss

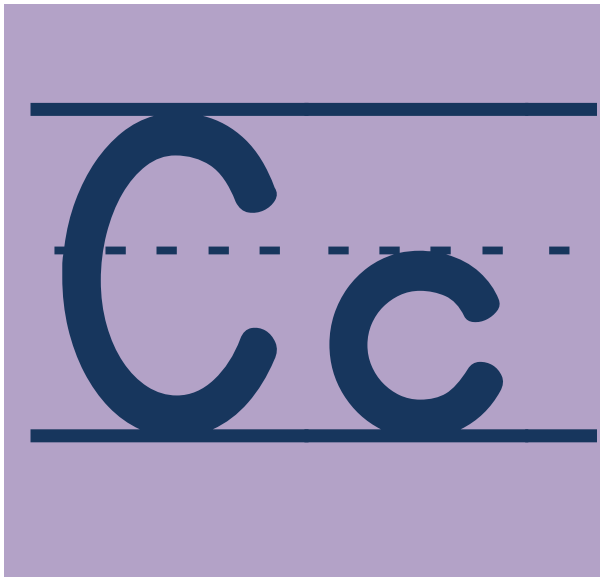
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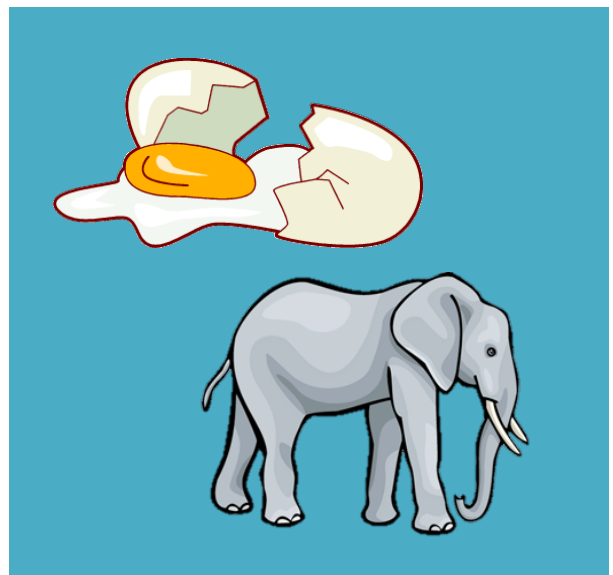
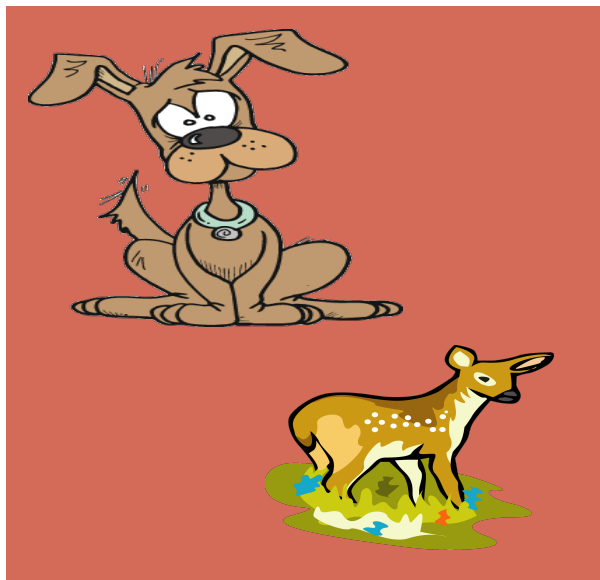
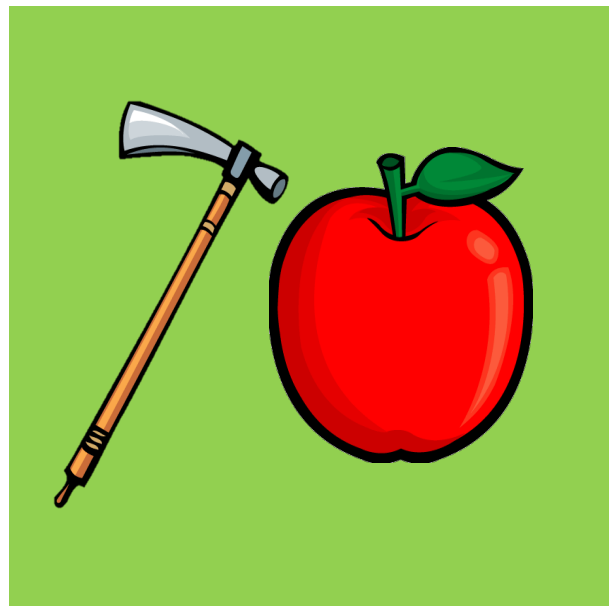
Ww

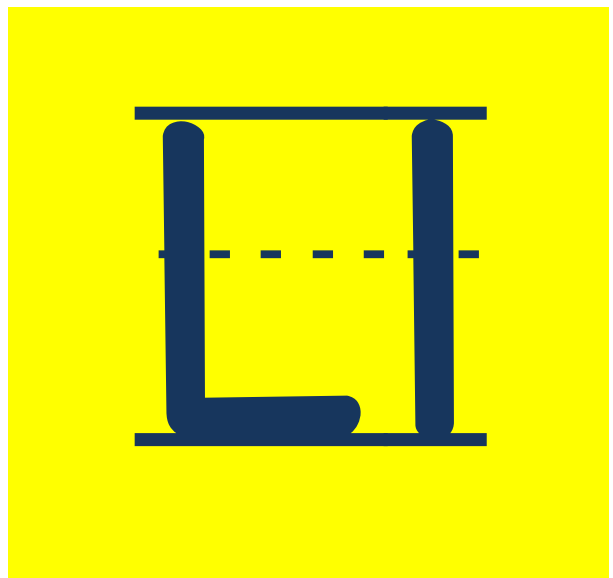
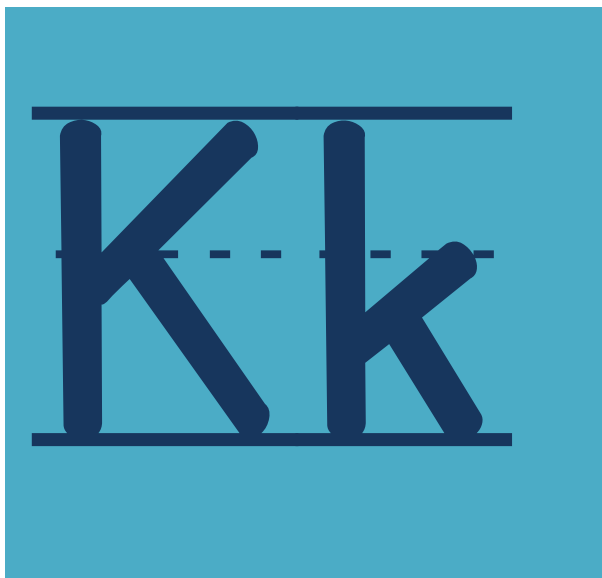
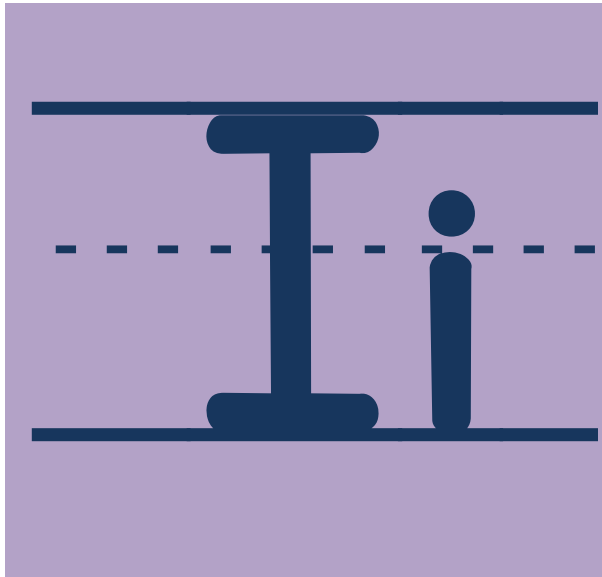
Xx Yy Zz

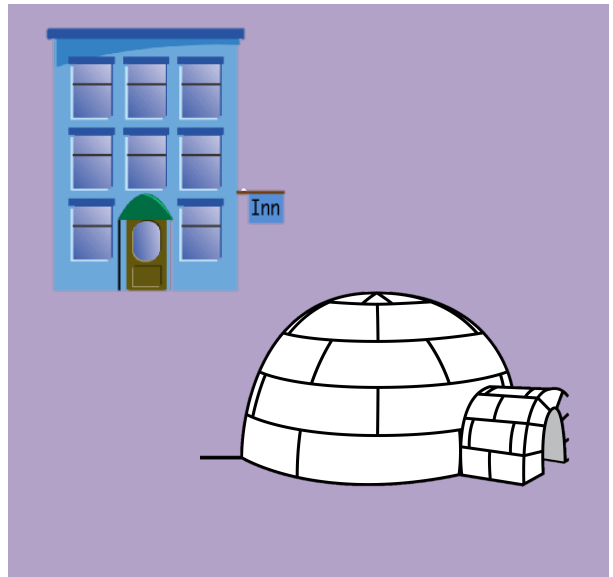
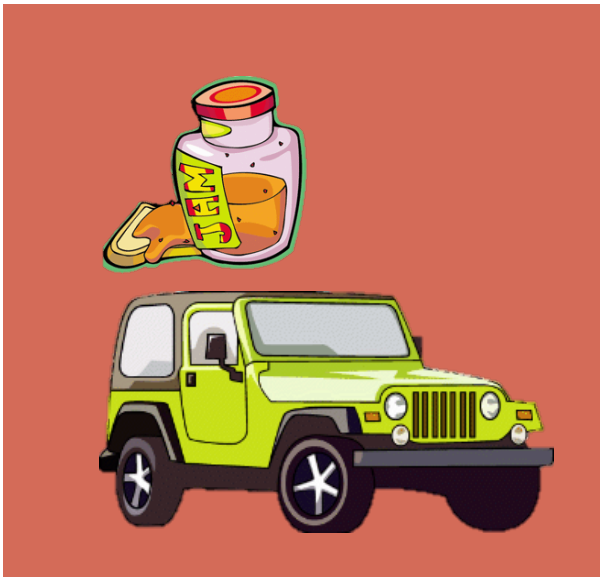
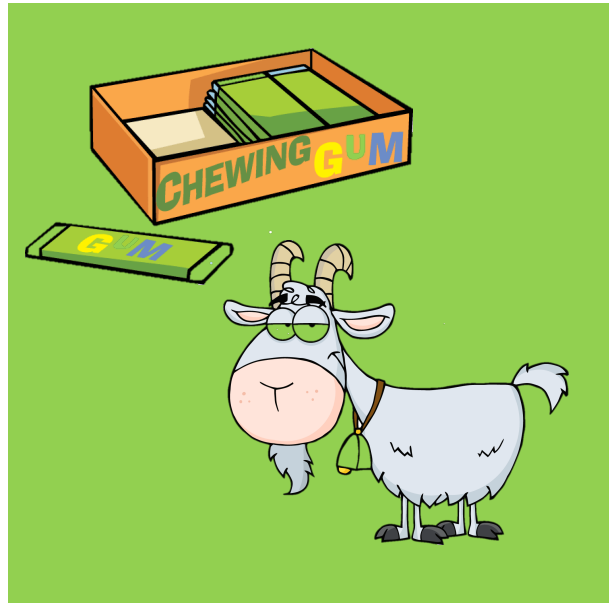


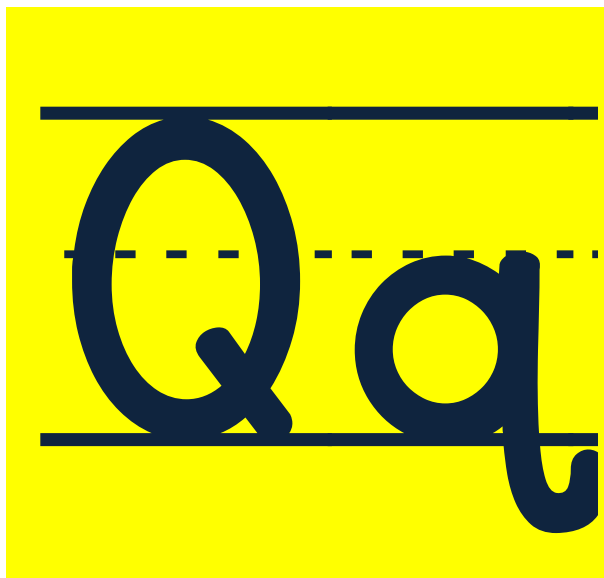
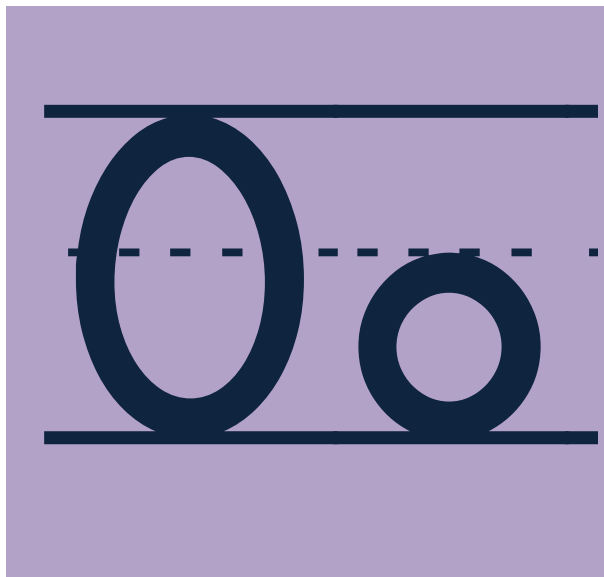
Two-Sided ABC and Picture Cards

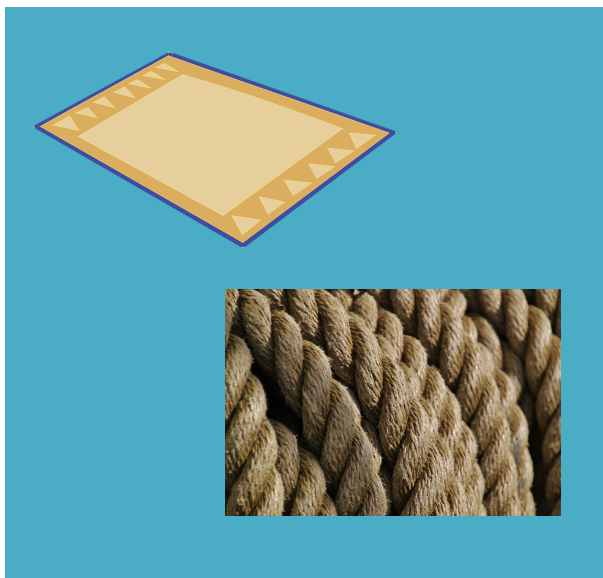
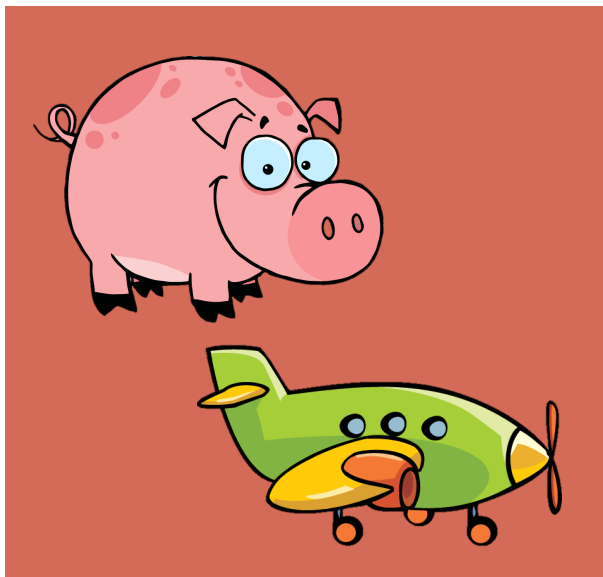
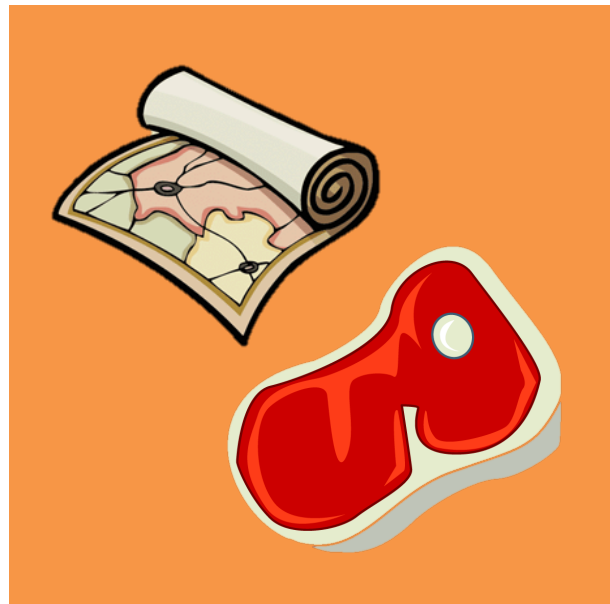


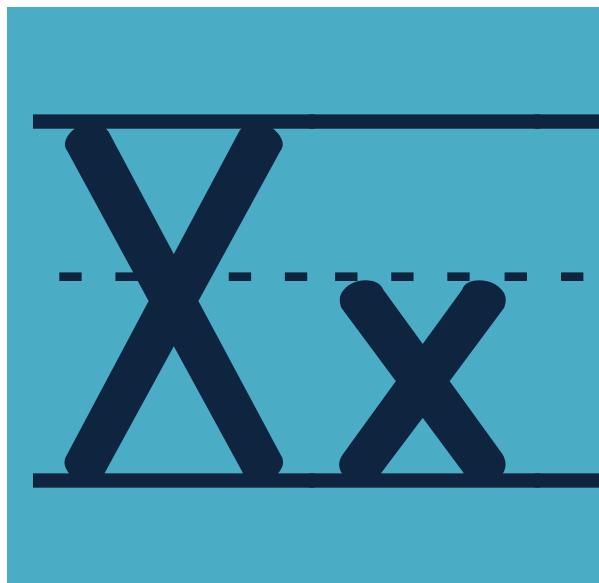
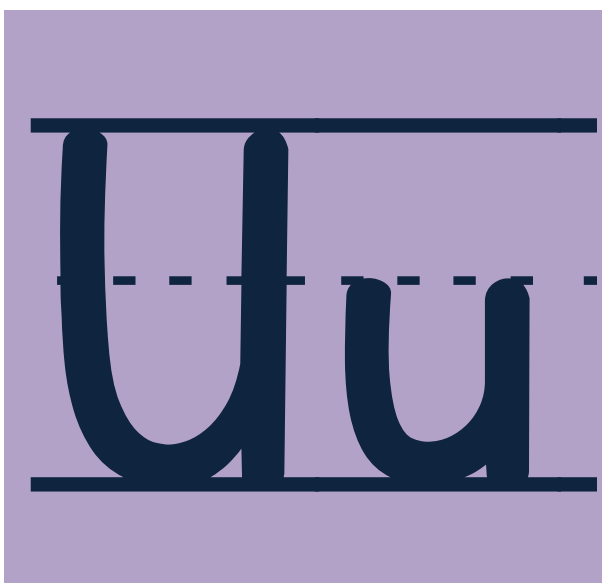
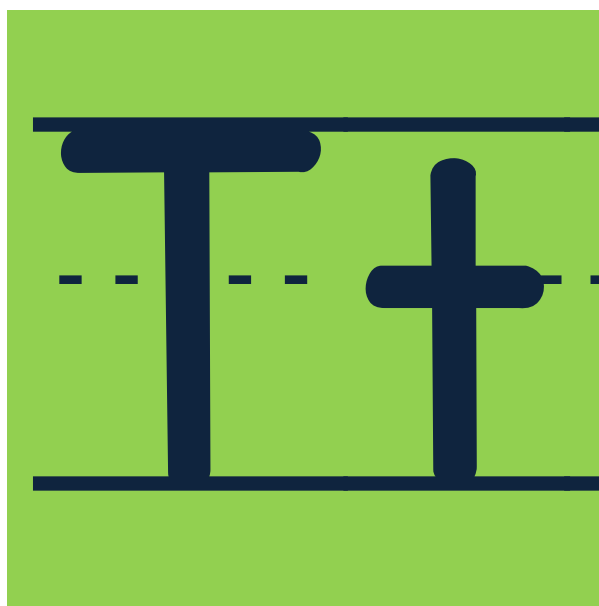


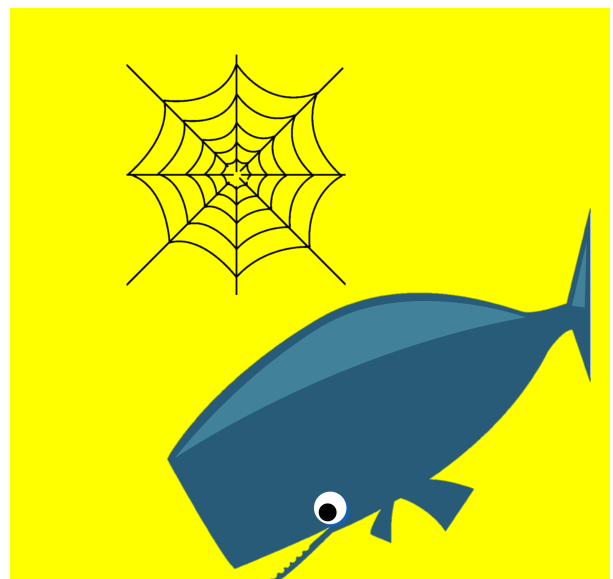
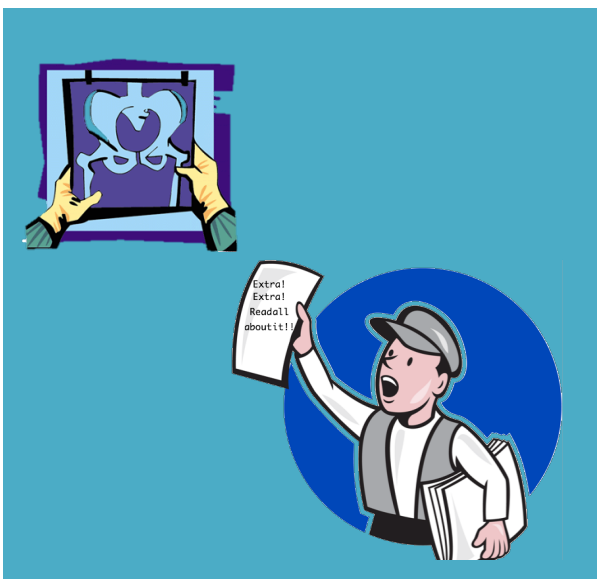


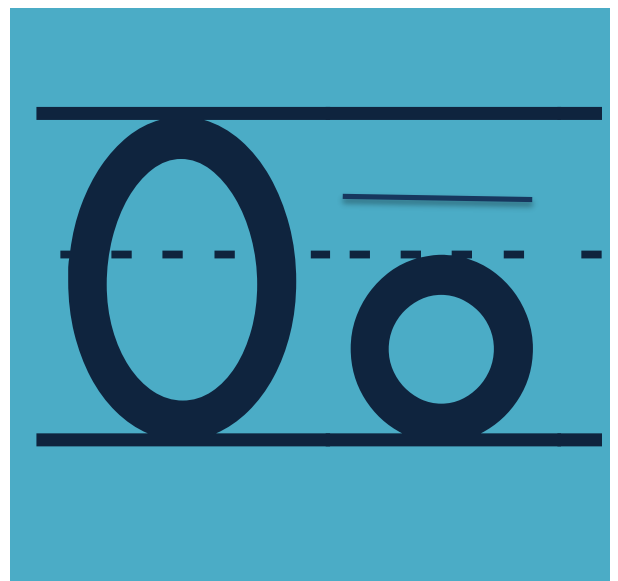
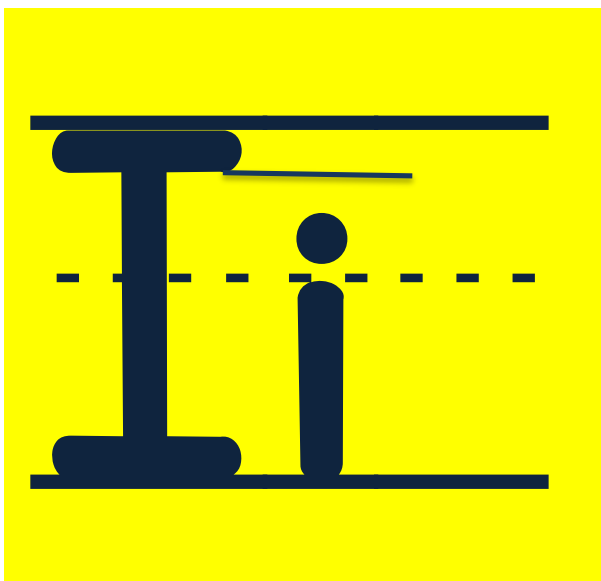
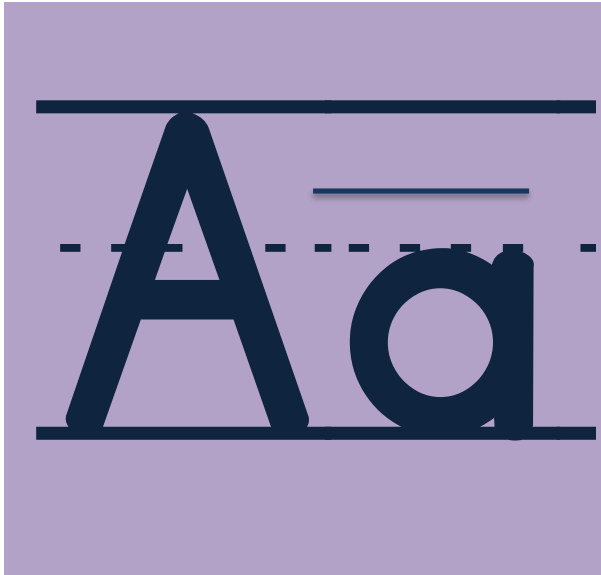


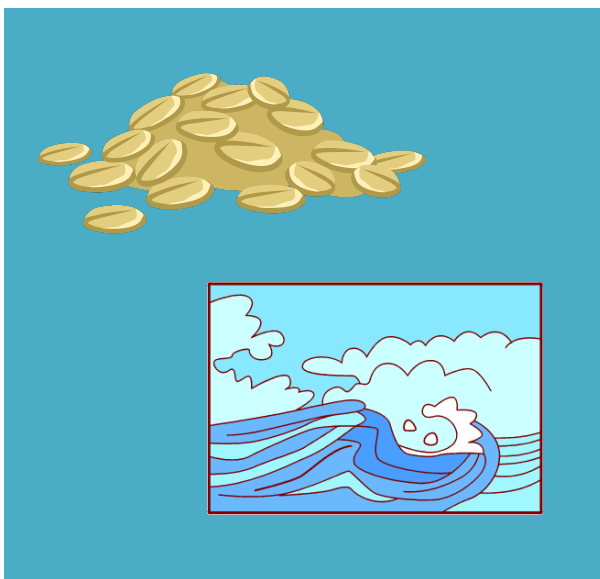
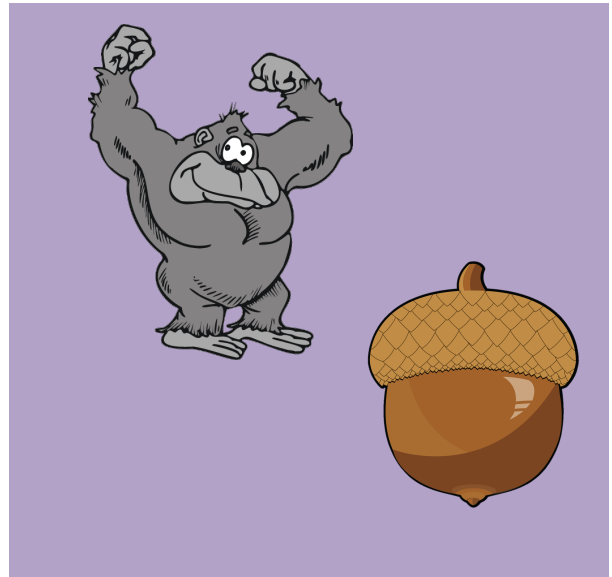
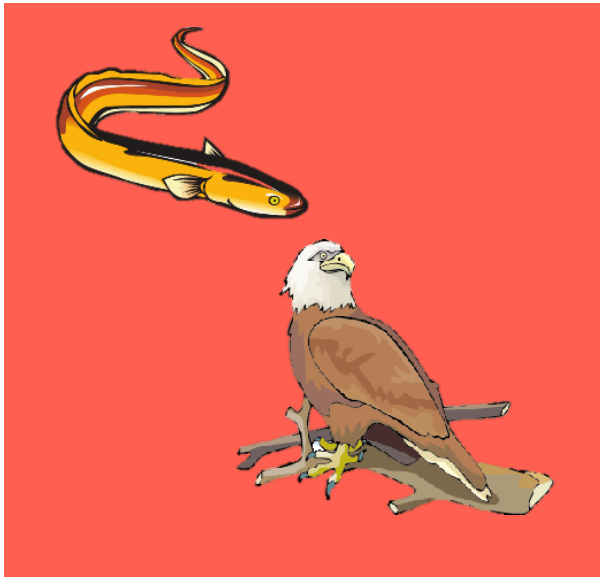
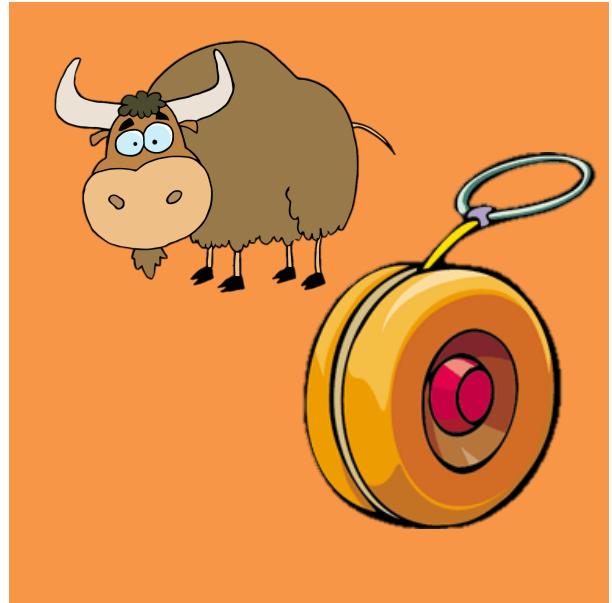


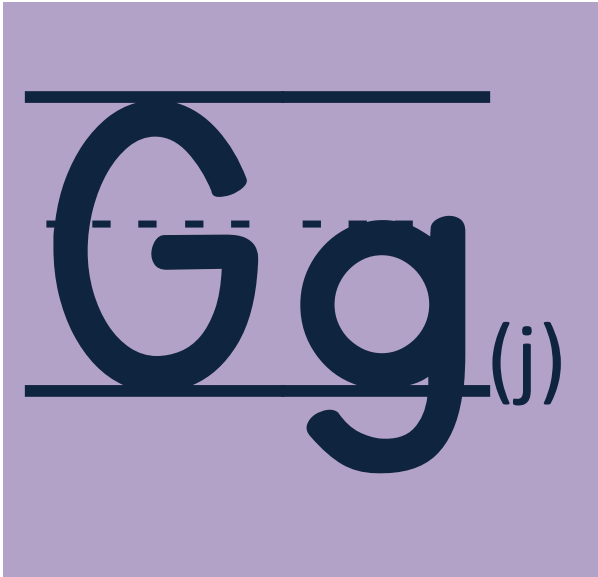
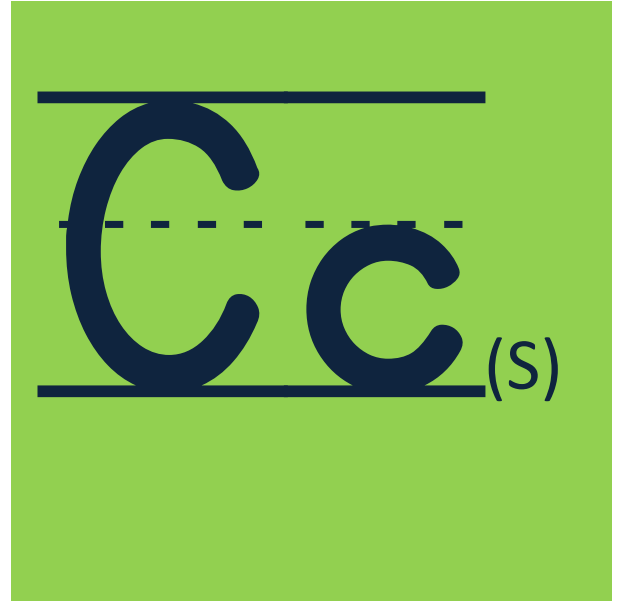


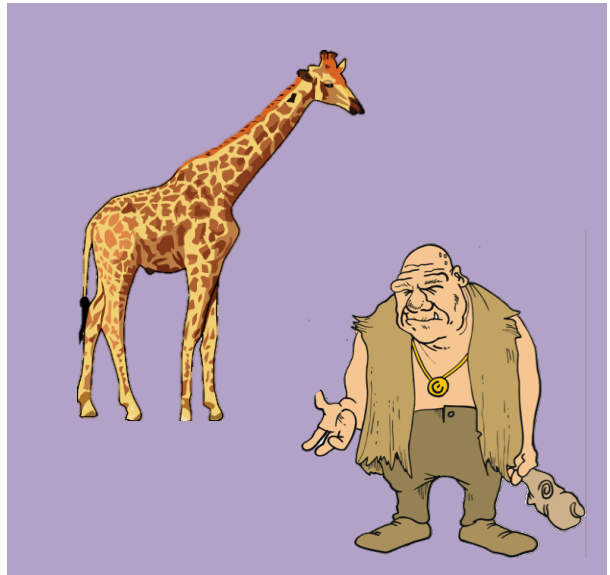




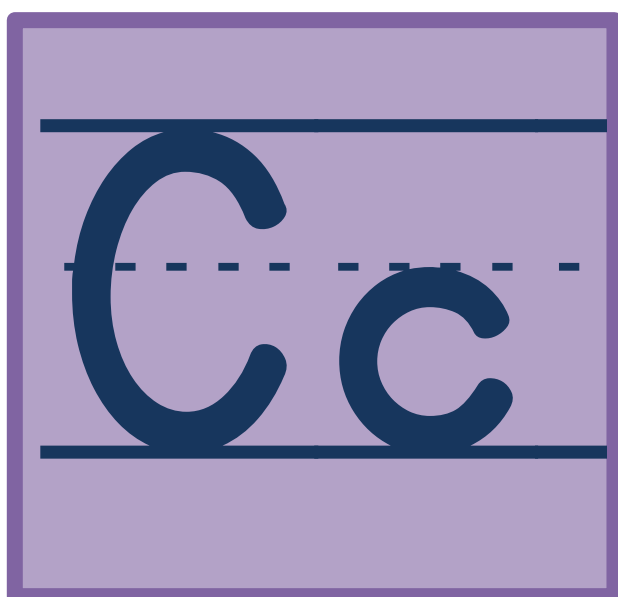


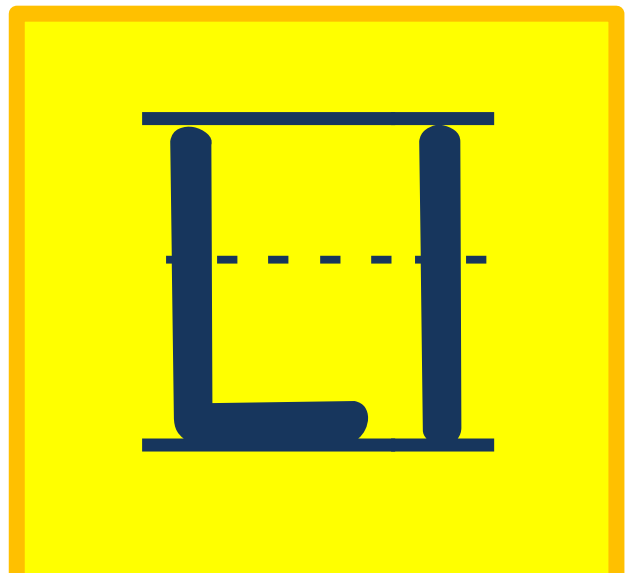
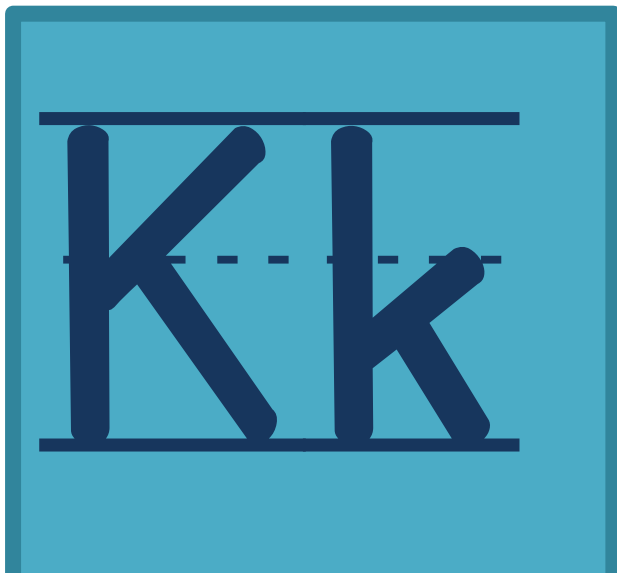
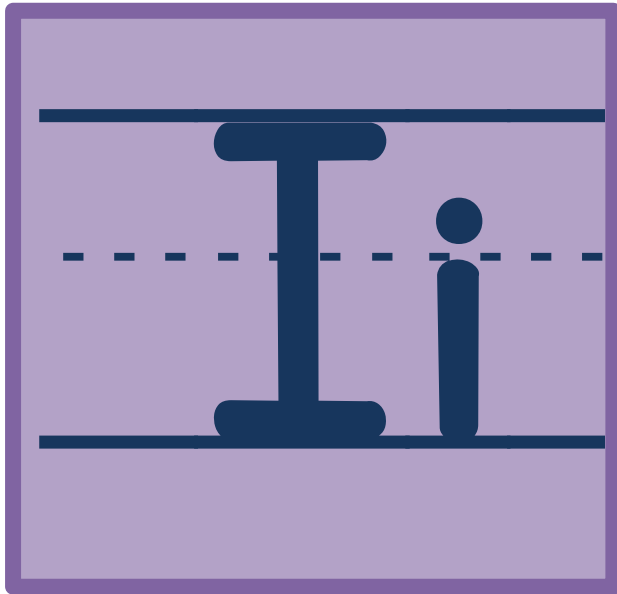


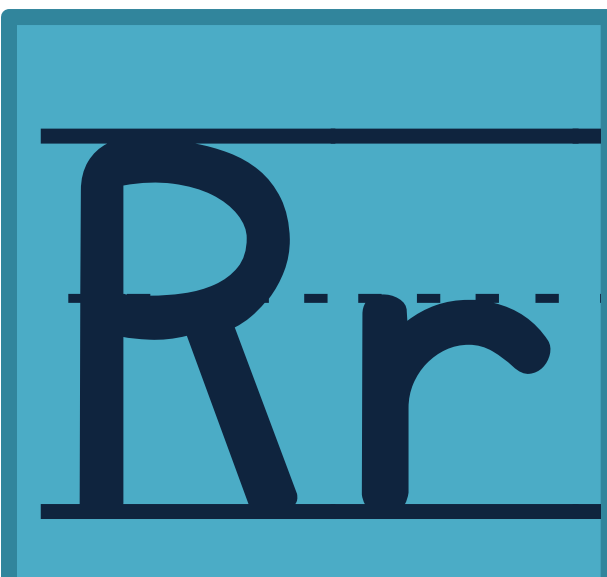
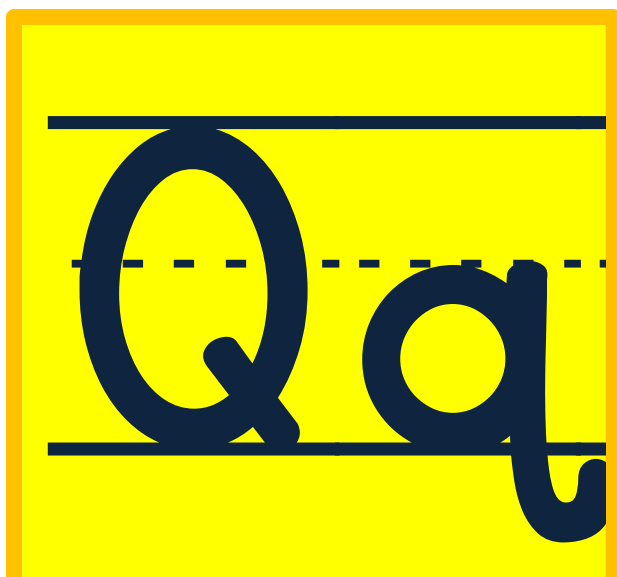
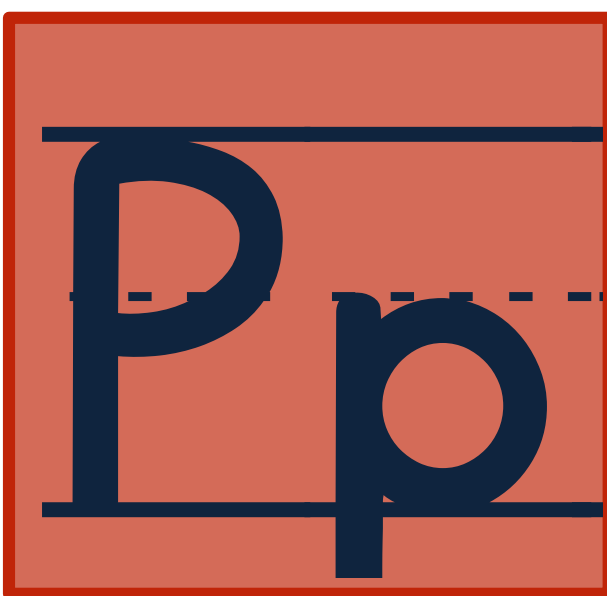
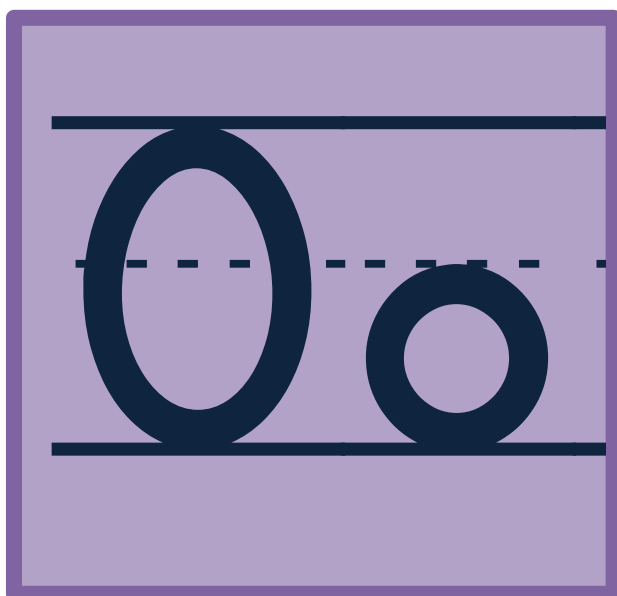


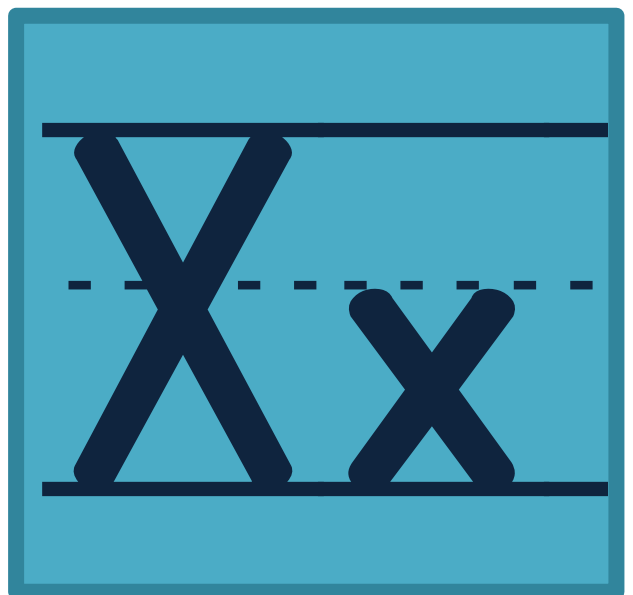
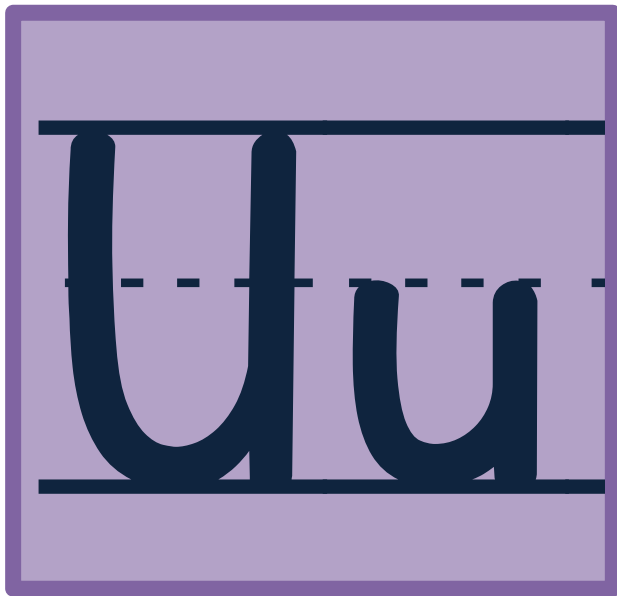
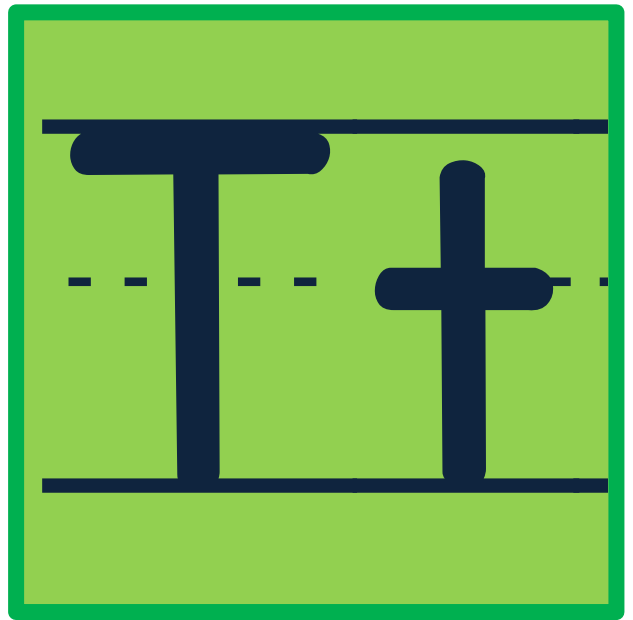


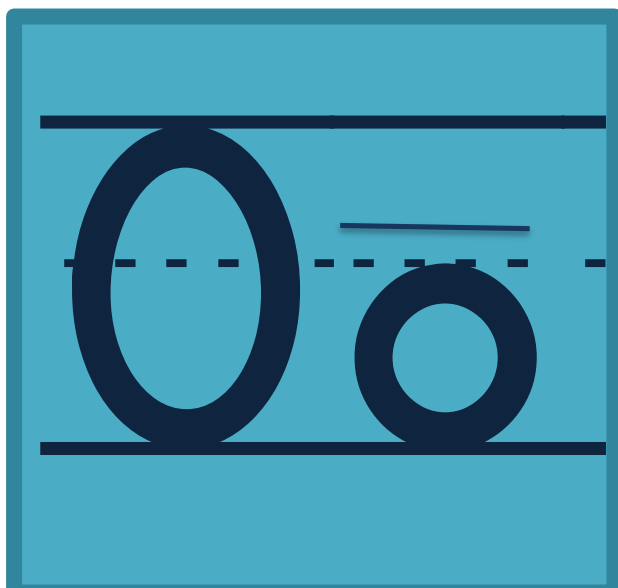
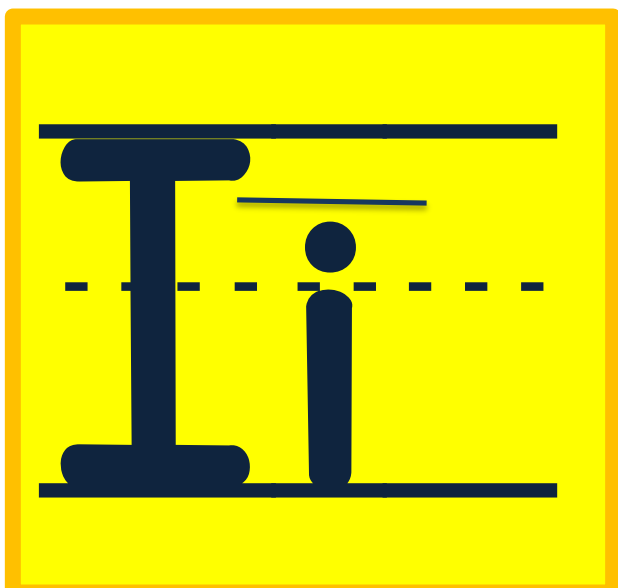
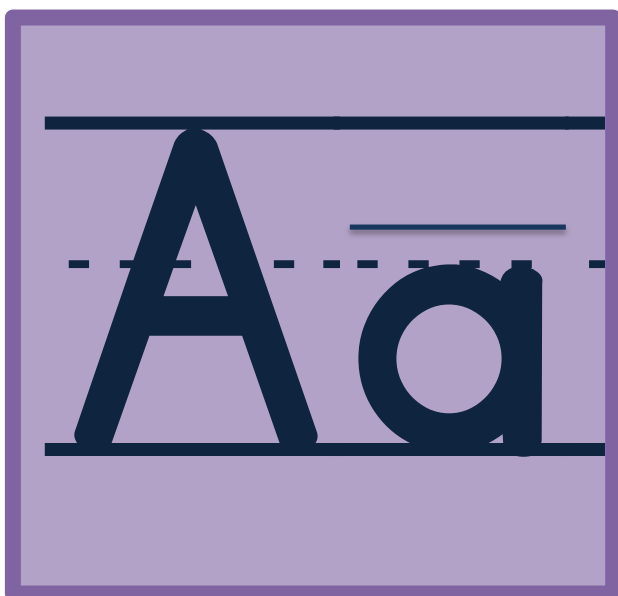
One-Sided ABC Letter Cards

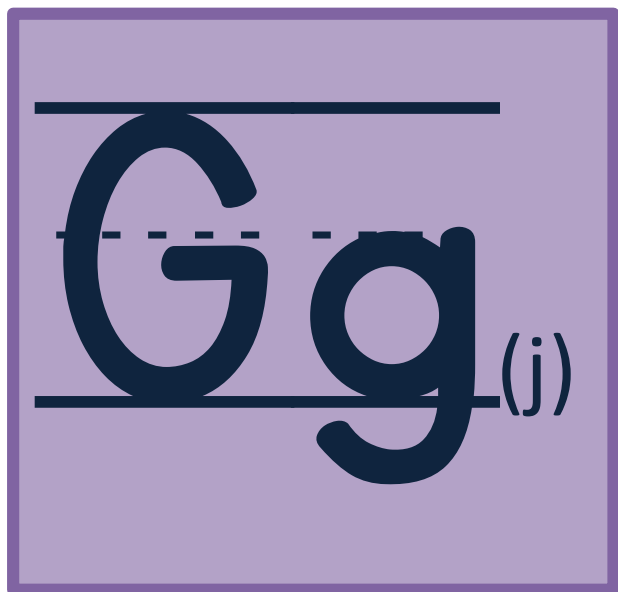
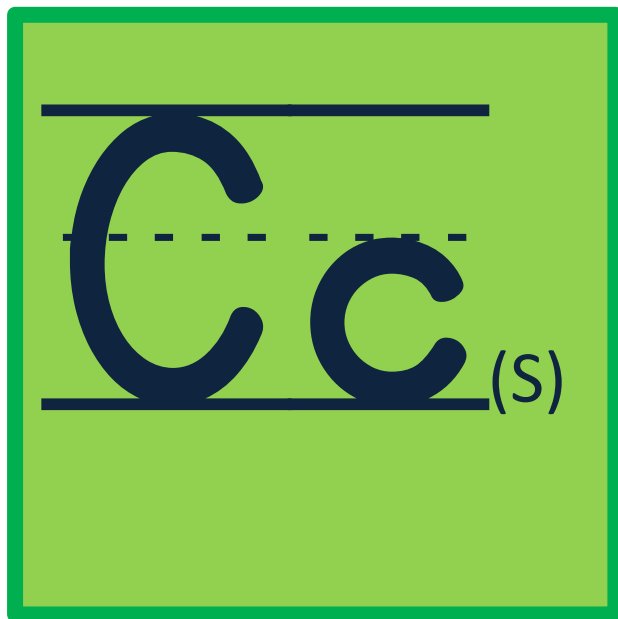




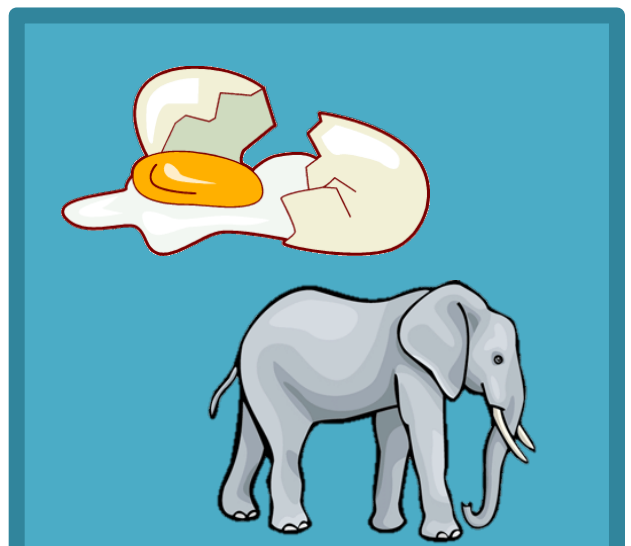
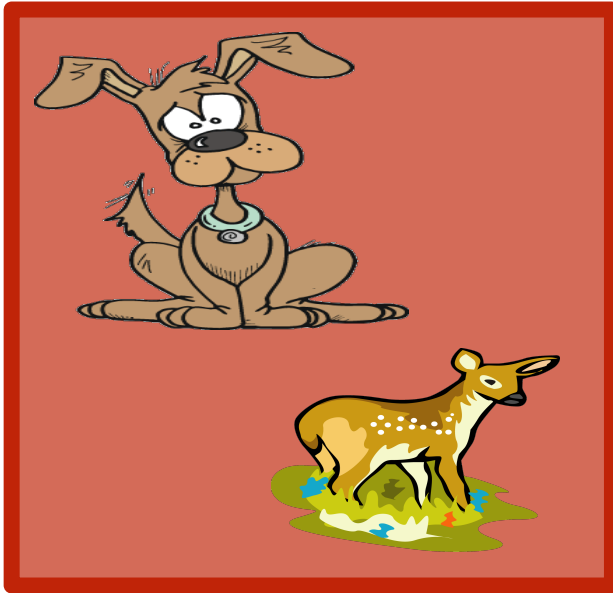


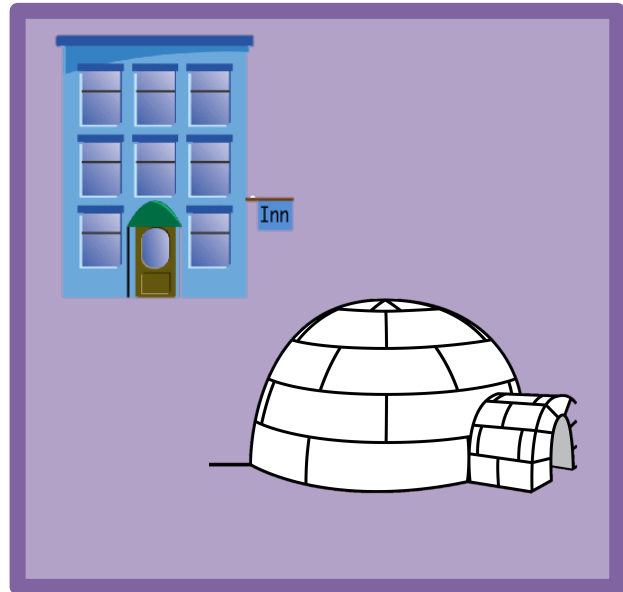
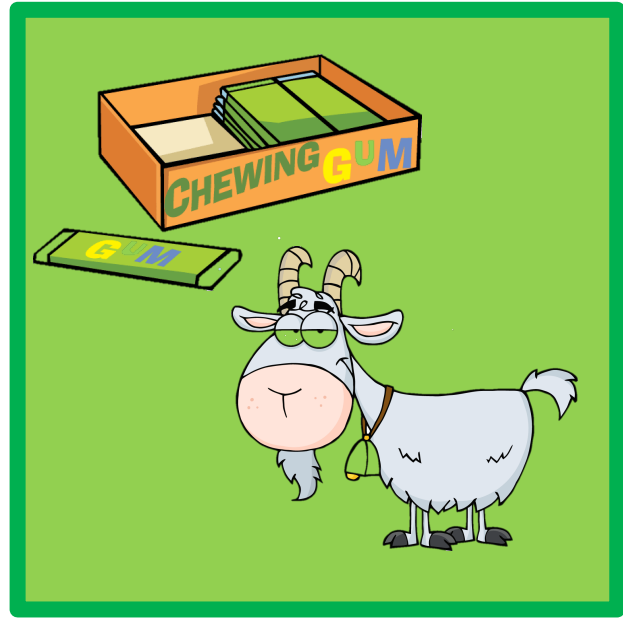






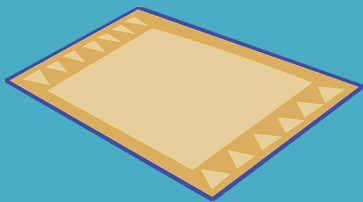
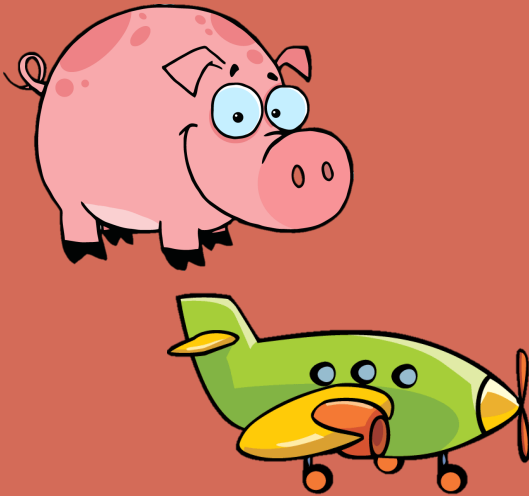
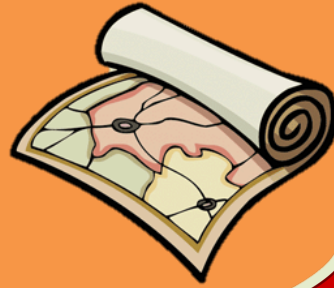
One-Sided Picture Cards

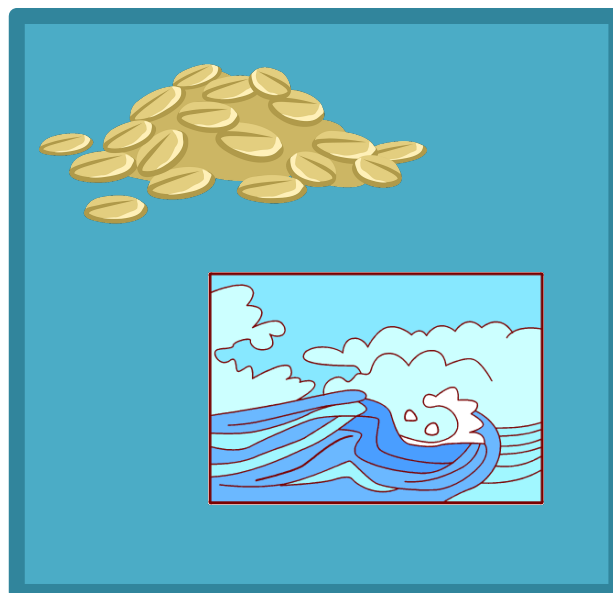
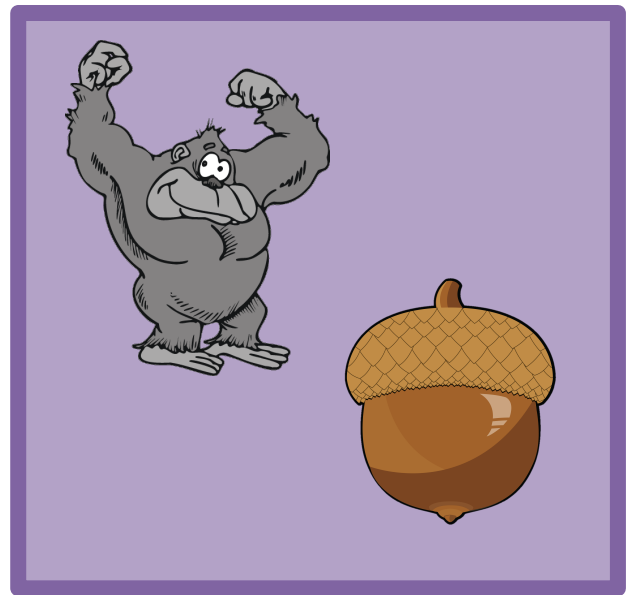
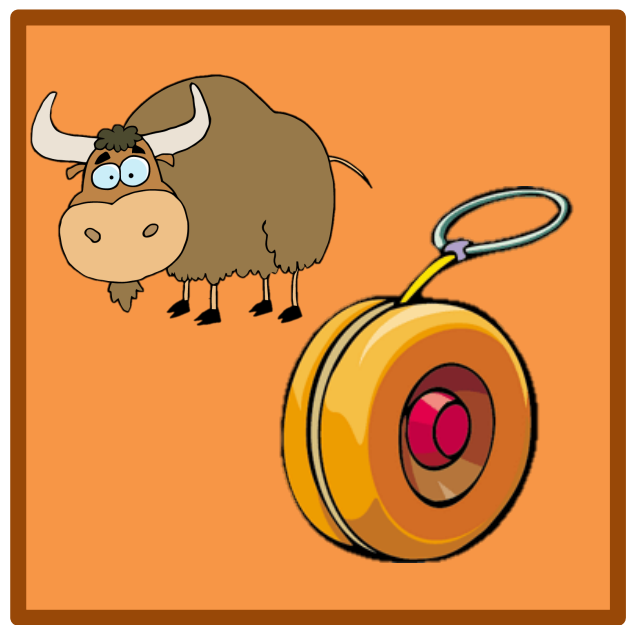


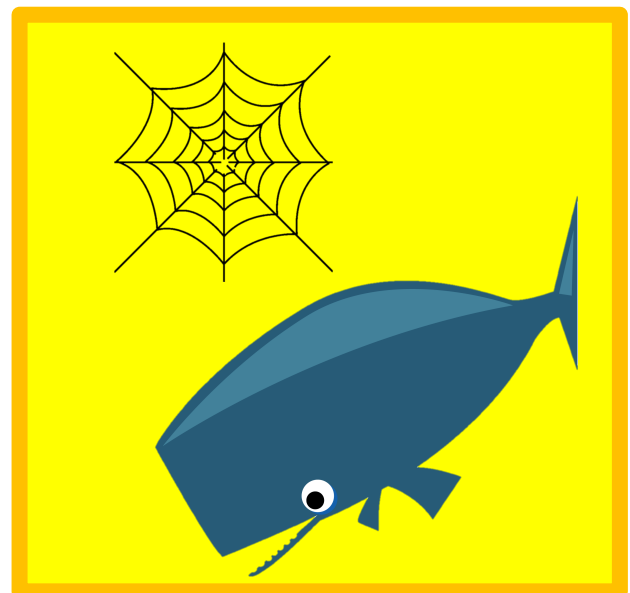
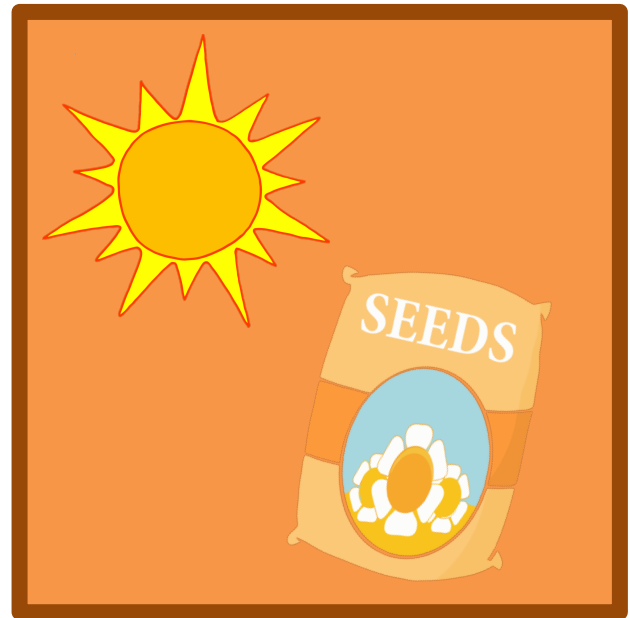


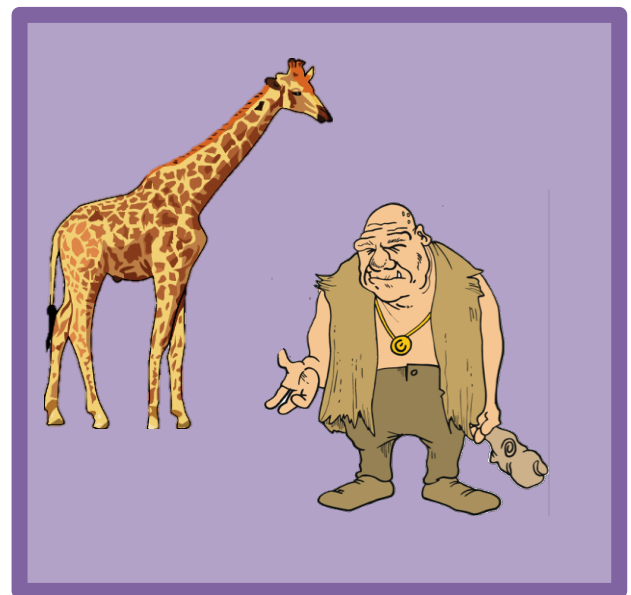


Hello my name
is:









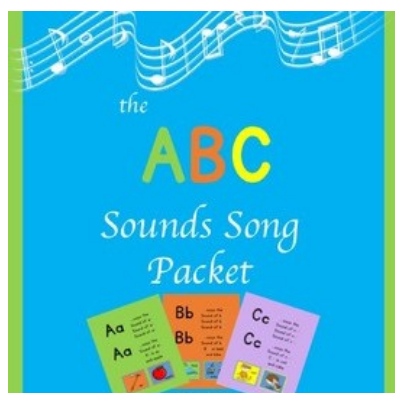
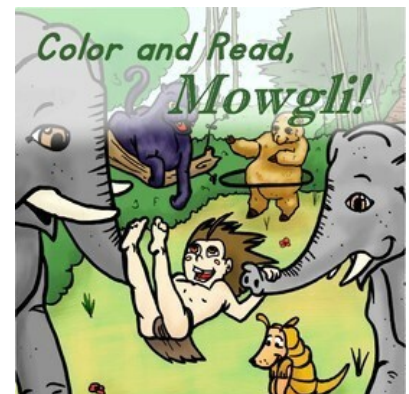
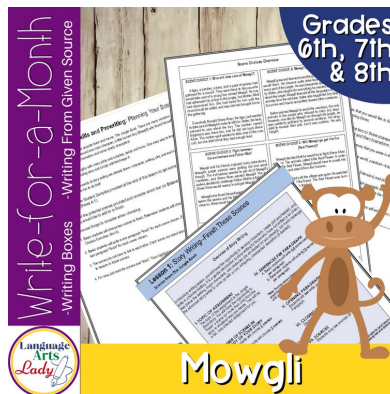
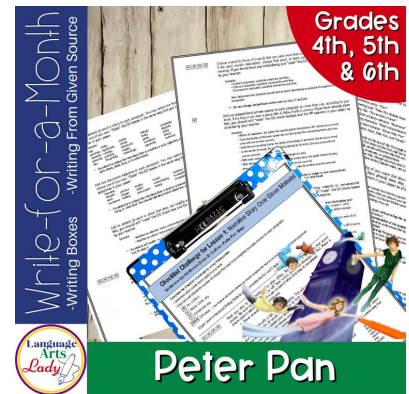
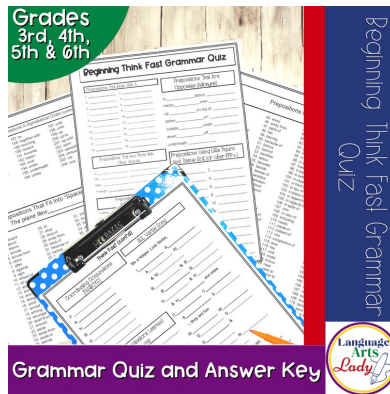
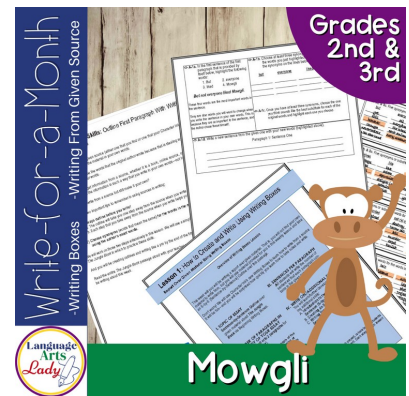
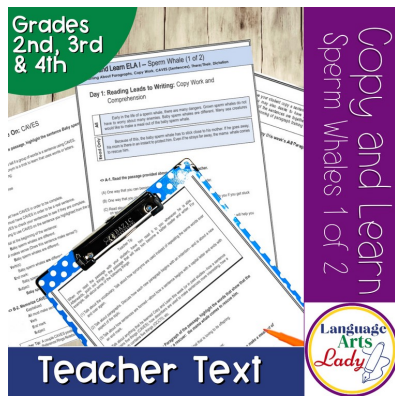
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Donna Reish, mother of seven grown children and thirty-two year homeschool veteran, is a prolific curriculum writer, blogger, and teacher from Indiana. She graduated from Ball State University with a degree in Elementary Education and did master's work in Reading Specialist following that. Donna began writing curriculum for a publisher out of Chicago specifically for homeschoolers twenty years ago. Following the completion of those thirty books

over ten years, she and her husband started a small press publishing company writing materials for homeschools and Christian schools. With the surge of digital products, Donna now writes curriculum books that are digital downloads (both secular and faith-based products), bringing her total curriculum products to 120 books of 50,000+ pages. Donna tests all of her books with 50-80 in-person students each year locally before they are published--and this is her real love: Seeing the faces of students who achieve language arts goals that they never thought were possible using her creative, incremental approaches and materials. Donna teaches parents, teachers, and teacher parents, about grammar, language arts, writing, reading, learning, and more at her teaching website, *Language Arts Lady Blog*, and through her videocasts/podcasts, *How I Teach*.

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