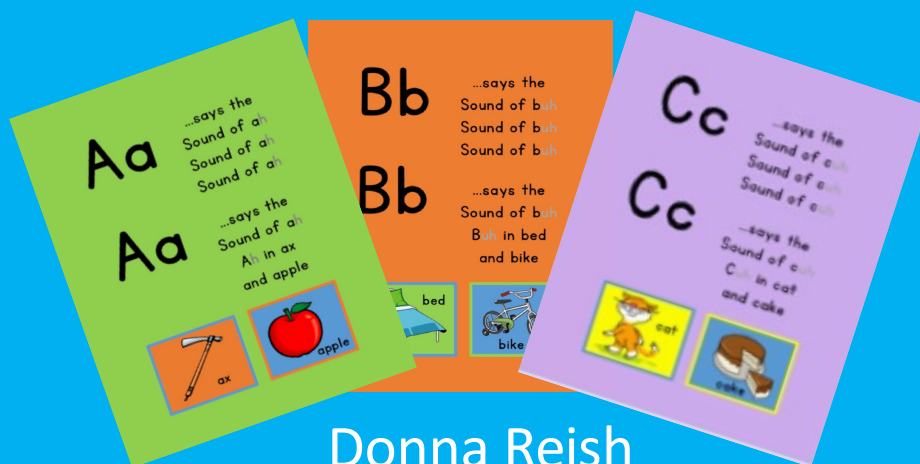




the

ABC

Sounds Song Packet



Donna Reish
the Language Lady

About “The ABC Sounds Song” Packet

Your teaching of beginning letter sounds is about to get much easier! Yay!

Children remember words of songs. They remember rhymes and mnemonics. They remember jingles and ditties. Thus, a natural way for littles to learn their beginning letter sounds is through one of these means. Enter “The ABC Sounds Song Packet.”

In a nutshell, this packet contains 8.5 x 11 inch colored “posters” of each of the twenty-six letters of the alphabet (plus five additional ones) in song to the tune of “Mary Had a Little Lamb.” (It actually includes thirty-three posters; see below.)

Each song is the same (same wording, phrasing, and line breaks) as the other. The only differences among the song sheets are in the letter and the words/picture clues that begin with that letter.

Here is what you get:

1. Three ABC posters with the alphabet laid out in the order and with the line breaks in the same manner it is sung in the “original” ABC song. (See “Tips for Using the ABC Sound Songs” below.)
2. Twenty-six “regular” letter posters--the “regular” twenty-six letters of the alphabet, one on each poster, with each letter’s own “song” with the beginning sound. (See “What Makes This Packet Unique” below!)
3. Five “additional” letter posters—the five long vowels (the original five vowels in the first twenty-six letters contain the short vowel sounds) and the soft sounds of c (suh) and g (juh).

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 letter/picture songs:

- 1) There are thirty-three song posters, not the typical twenty-six letters only. Why?
 - a. I think it is important when teaching beginning letter sounds that the short and long vowels not be put on the same poster/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 posters 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 songs), the hard C and G sounds are used (the most common in primer and pre-primer readers). At the end, two additional songs 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 vowel sound is given first because it is 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 start with the vowel song posters at the end of the original twenty-six. There are definitely pros and cons to both methods/orders.
- 2) Each of the letter song posters 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. This means that the REAL a is used (not a typewriter a)—the a that the student will learn to write is used (circle and line lower case a).

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. A should always be associated with AX and APPLE. 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 Dolch words lists and Fry word lists. 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, and this is too ambiguous.
- 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 Sound Song Posters”

- 1) In terms of upper and lower case letters, I personally have students call them CAPITAL and BIG for upper case and LITTLE for lower case. You may choose to have students call them upper and lower case, but the key is to be consistent in what they call them—and be sure that you use the same wording all the time as well.
- 2) You may desire to use the songs 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, the order for the sound songs is completely up to the teacher.
- 3) I recommend still reviewing the “original” ABC song with students even if they already know it. Here are some tips for doing so:
 - a. Use one of the ABC posters provided on the next pages (with the letters in the order 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 “original” 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 “original” 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” way.

4) 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 "Little ABC Rhyming Books," which students love!).

5) What to call the consonant sounds: All of the "Letters and Sounds" products have the consonant sounds indicated with buh (or whatever consonant plus uh--with the uh in a lighter color). This is easier for the teacher than having a key that is confusing (such as /b/ or "b" always refers to the sound, but B refers to the letter, etc.). However, you really do not want your student to say "B says BUH." You really want your student to say a quick B sound. Thus, be careful that you are not stretching out the BUH (which is why the UH is written in light font). There are two methods for ensuring that your student does not say BUHHHHHH:

i. One method for teaching the beginning consonant sounds is to have the student whisper the sound (buh). He will be less likely to drag out the UH if he does this.

ii. The second method is to have him say the sound with his lips closed or just open ever-so-slightly as much as possible (just when saying the isolated consonant sound). In this way, he will likely say bbb not BUH. (This method might not be desired for students in speech therapy since the advice may be the opposite of what the therapist is giving.)

6) What to call the vowel sounds: All of the "Letters and Sounds" products have the short vowels written like this Ah, Eh, etc. (with the exception of o since the combination oh is actually a long vowel word—too confusing!). This tells you that you are working on short A, but again, you don't want your student to say AHHHH like he is getting his tonsils checked. The h is in light font and is there to remind you that it is short A. Sometimes it is better to say "A says ah like in AX" than it is to say Ah by itself.

The Songs

The songs are all laid out with the same breaks as "Mary Had a Little Lamb." It should be easy for children to catch on to the songs. The song purposely has the following components in it:

1. Letter name (D says the sound of...)
2. Sound (sound of duh)
3. Two clue words (as described earlier in this forward)

The pictures of the clue words at the bottom of each song are in the same order that they fall in the song. Thus, even if your student does not know "sound of duh, sound of duh," when you get to the end of the song, and you point to the dog and the deer, he should be able to recognize and sing those easily. The song is repetitive enough that children learn it very quickly.

Using the Packet

It is debated as to whether it is more beneficial to learn to recognize the letters by themselves before embarking on sound learning or if it should be done jointly. Hopefully, your student has had a lot of exposure to letters and has done puzzles, coloring pages, etc., with letters as well as had fun experiences with letters on signs and in his environment. This makes the transition to letter recognition and beginning sound learning much easier.

If your student does not recognize letters, it might be a little bit difficult to jump right into the sounds. In my upcoming book (*Letters and Sounds: Patterns, Posters, and Pages*), I begin with letter recognition entirely—and matching upper case and lower case letters before beginning with sounds.

Whenever we ask students to learn two or three things at one time with no “learning hook” to hook the new material on, learning becomes challenging—like in the case of very little letter exposure followed by learning (1) Upper case letter recognition; (2) Lower case letter recognition; (3) Beginning sound; (4) Clue words. That is a lot to learn at one time.

For this reason, I recommend that you work on letter recognition first by itself (using the letter portion of my “Letters and Sounds ABC and Picture Cards”). Once the letter recognition is mastered, your student is ready to move into sound-letter correlation. (I know this is debated, and each teacher has her own way. Some programs even recommend not doing letter recognition at all but simply sound recognition of that letter (this letter {B} says buh as in bed without saying the letter’s name). That is not how I would handle it because that is not natural—how the child has been introduced to letters at home, at the library, in preschool, etc.—usually.

Email me to let me know how this product helps you. Feel free to send me questions. I answer questions about parenting, homeschooling, language arts, marriage, family living, organization, and teaching in my WonderingWednesday podcast episodes. I would be happy to answer your questions there or via email or Facebook. Check out my products and blog posts at LanguageLadyBlog.com. Thanks for buying Language Lady products!

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

h i j k

l m n o p

q r s

t u v

w

x y z

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Ll Mm Nn Oo Pp

Qq Rr Ss

Tt Uu Vv

Ww

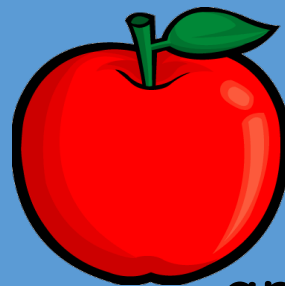
Xx Yy Zz

Aa

...says the
Sound of ah
Sound of ah
Sound of ah

Aa

...says the
Sound of ah
Ah in ax
and apple



Bb

...says the
Sound of buh
Sound of buh
Sound of buh

Bb

...says the
Sound of buh
Buh in bed
and bike

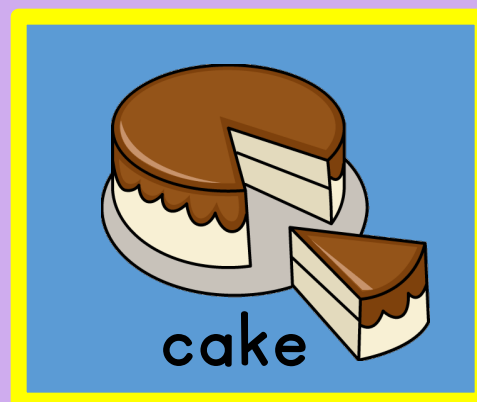
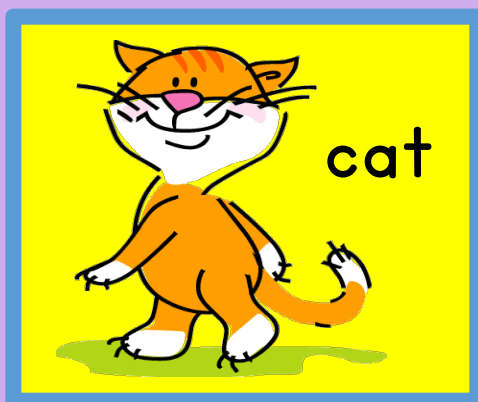


Cc

...says the
Sound of **cuh**
Sound of **cuh**
Sound of **cuh**

Cc

...says the
Sound of **cuh**
Cuh in cat
and cake



Dd

...says the
Sound of duh
Sound of duh
Sound of duh

Dd

...says the
Sound of duh
Duh in dog
and deer

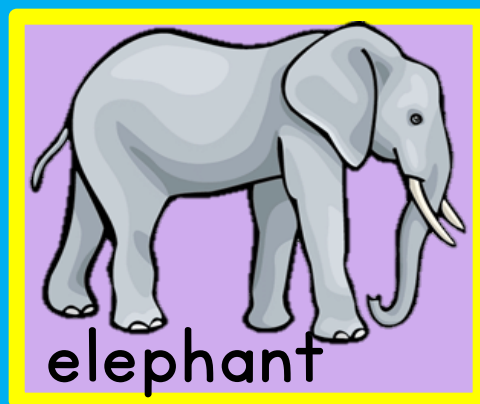
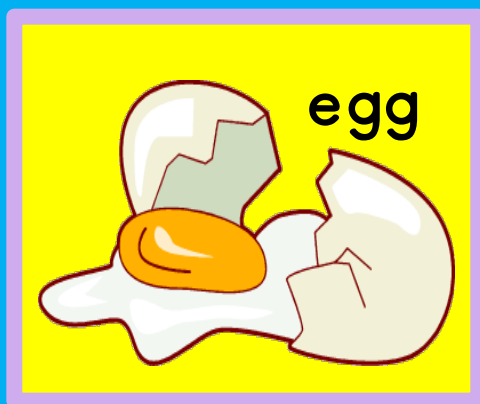


Ee

...says the
Sound of eh
Sound of eh
Sound of eh

Ee

...says the
Sound of eh
Eh in egg
and elephant



Ff

...says the
Sound of fuh
Sound of fuh
Sound of fuh

Ff

...says the
Sound of fuh
Fuh in fox
and fire

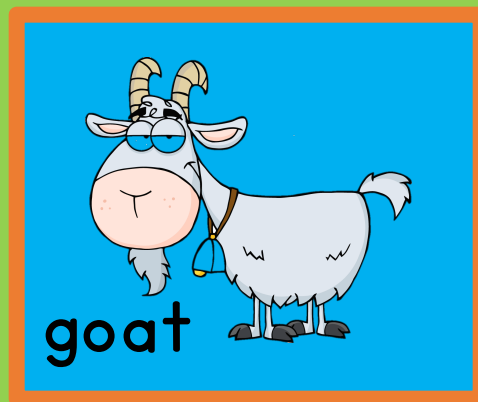


Gg

...says the
Sound of guh
Sound of guh
Sound of guh

Gg

...says the
Sound of guh
Guh in gum
and goat



Hh

...says the
Sound of huh
Sound of huh
Sound of huh

Hh

...says the
Sound of huh
Huh in hat
and home

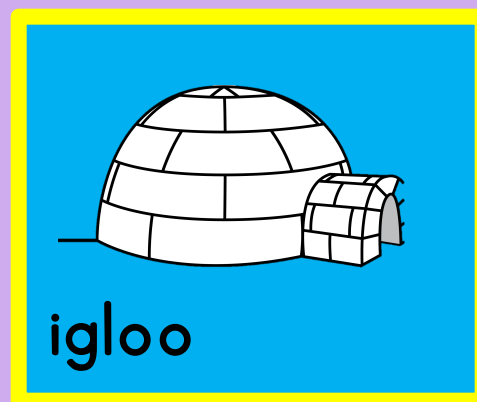


Ii

...says the
Sound of ih
Sound of ih
Sound of ih

Ii

...says the
Sound of ih
Ih in inn
and igloo

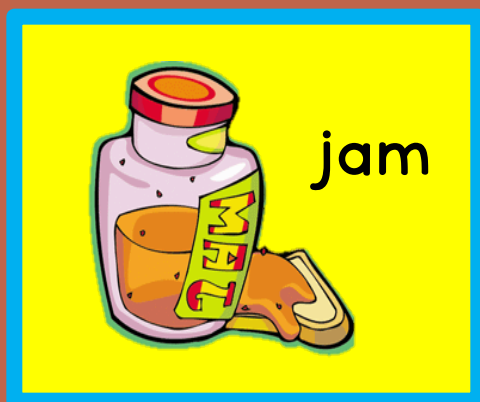


Jj

...says the
Sound of juh
Sound of juh
Sound of juh

Jj

...says the
Sound of juh
Juh in jam
and jeep

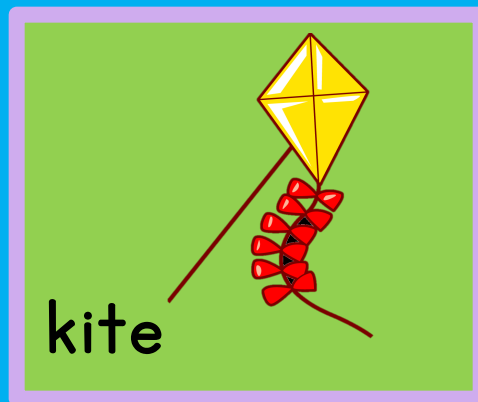


Kk

...says the
Sound of kuh
Sound of kuh
Sound of kuh

Kk

...says the
Sound of kuh
Kuh in kid
and kite



L l

...says the
Sound of luh
Sound of luh
Sound of luh

L l

...says the
Sound of luh
Luh in lock
and lake

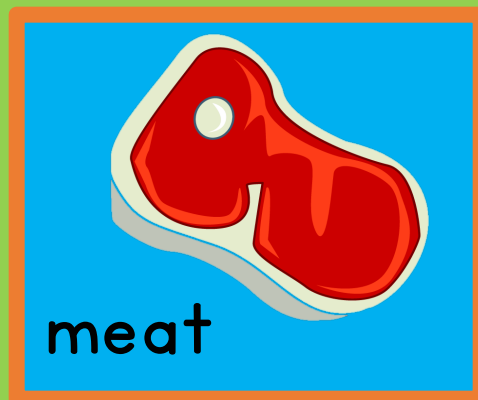
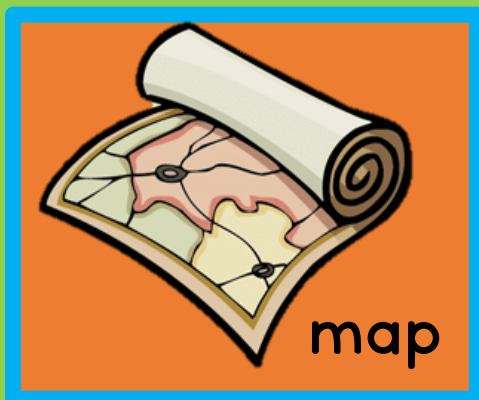


Mm

...says the
Sound of muh
Sound of muh
Sound of muh

Mm

...says the
Sound of muh
Muh in map
and meat

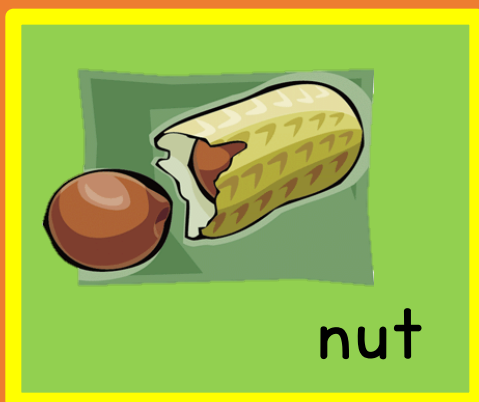


Nn

...says the
Sound of nuh
Sound of nuh
Sound of nuh

Nn

...says the
Sound of nuh
Nuh in nut
and name



O o

...says the
Sound of o
Sound of o
Sound of o

O o

...says the
Sound of o
O in ox
and otter

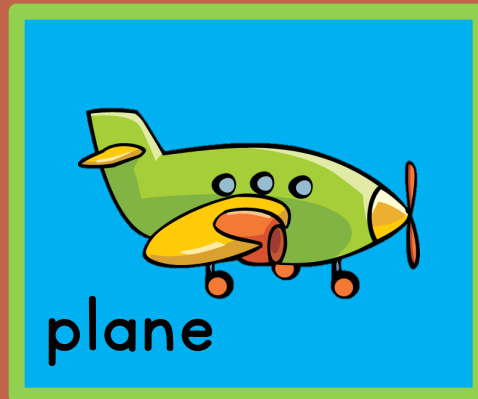
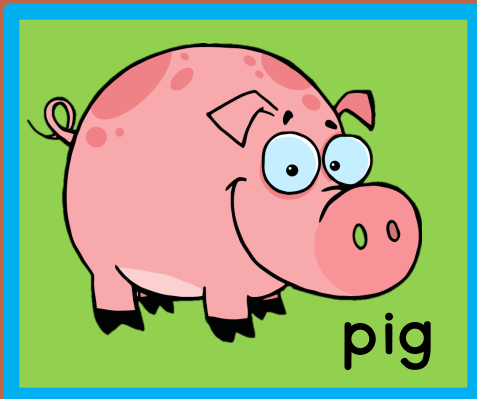


Pp

...says the
Sound of puh
Sound of puh
Sound of puh

Pp

...says the
Sound of puh
Puh in pig
and plane

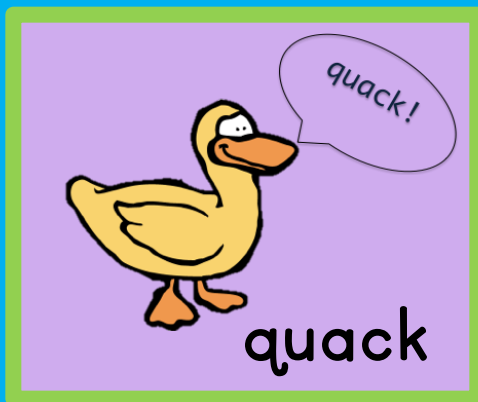


Q q

...says the
Sound of qu
Sound of qu
Sound of qu

Q q

...says the
Sound of qu
Qu in quack
and queen

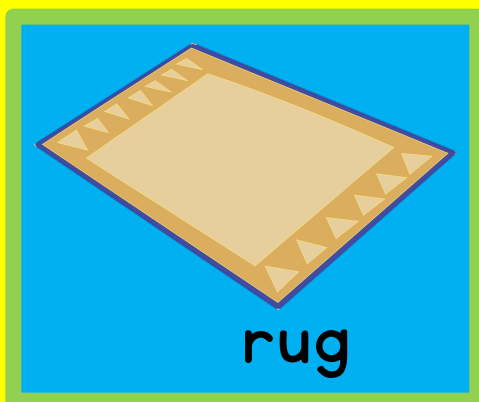


Rr

...says the
Sound of ruh
Sound of ruh
Sound of ruh

Rr

...says the
Sound of ruh
Ruh in rug
and rope

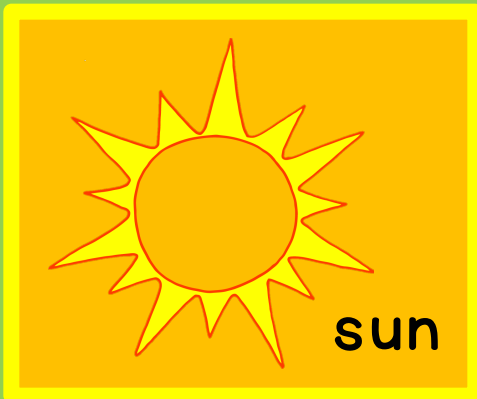


Ss

...says the
Sound of **suh**
Sound of **suh**
Sound of **suh**

Ss

...says the
Sound of **suh**
Suh in sun
and seeds



T t

...says the
Sound of tuh
Sound of tuh
Sound of tuh

T t

...says the
Sound of tuh
Tuh in top
and train

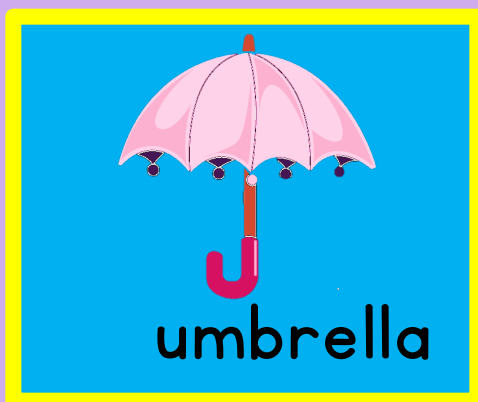


Uu

...says the
Sound of uh
Sound of uh
Sound of uh

Uu

...says the
Sound of uh
Uh in umbrella
and umpire



Vv

...says the
Sound of vuh
Sound of vuh
Sound of vuh

Vv

...says the
Sound of vuh
Vuh in vest
and vase

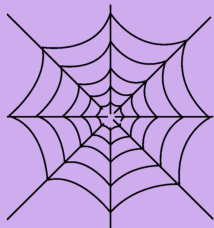


Ww

...says the
Sound of wuh
Sound of wuh
Sound of wuh

Ww

...says the
Sound of wuh
Wuh in web
and whale



web



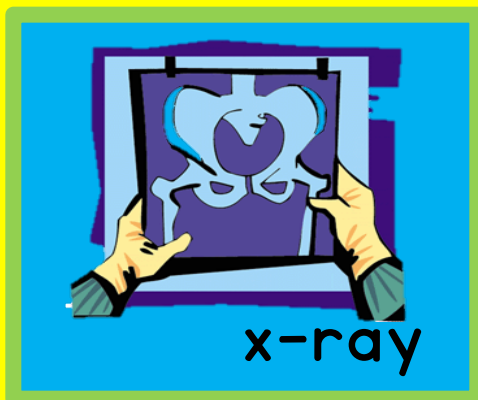
whale

X x

...says the
Sound of ecks
Sound of ecks
Sound of ecks

X x

...says the
Sound of ecks
Excks in x-ray
and extra

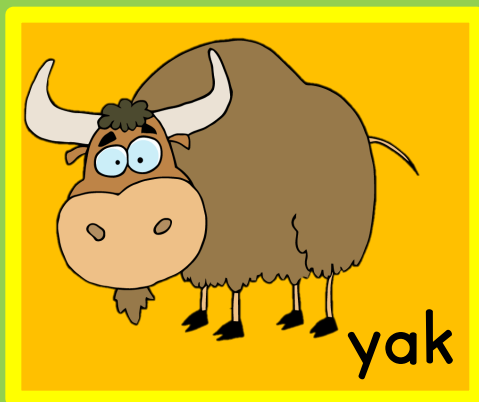


Yy

...says the
Sound of yuh
Sound of yuh
Sound of yuh

Yy

...says the
Sound of yuh
Yuh in yak
and yo-yo

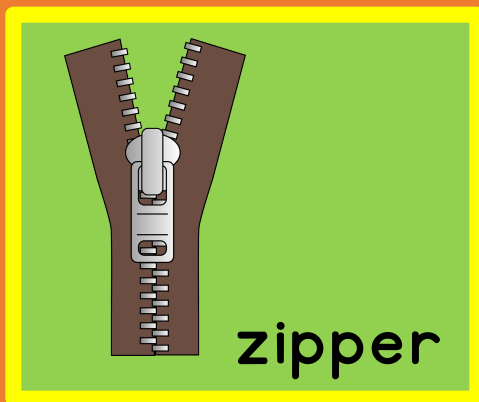


Zz

...says the
Sound of **zuh**
Sound of **zuh**
Sound of **zuh**

Zz

...says the
Sound of **zuh**
Zuh in zipper
and zebra

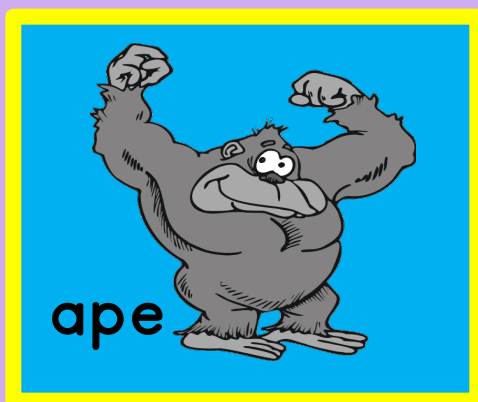


A ā

...says the
Sound of ay
Sound of ay
Sound of ay

A ā

...says the
Sound of ay
Ay in ape
and acorn



E e

...says the
Sound of ee
Sound of ee
Sound of ee

E e

...says the
Sound of ee
Ee in eel
and eagle



Ii

...says the
Sound of i
Sound of i
Sound of i

Ii

...says the
Sound of i
I in ivy
and ice skates



ivy



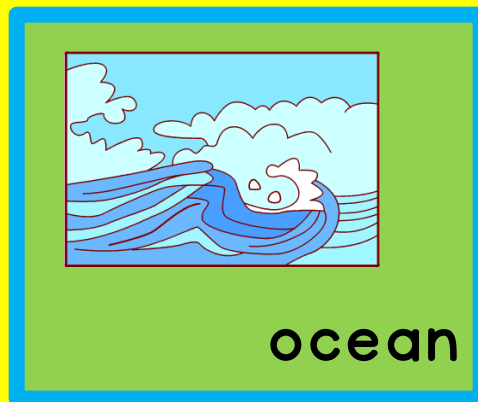
ice skates

O o

...says the
Sound of oh
Sound of oh
Sound of oh

O o

...says the
Sound of oh
Oh in oats
and ocean

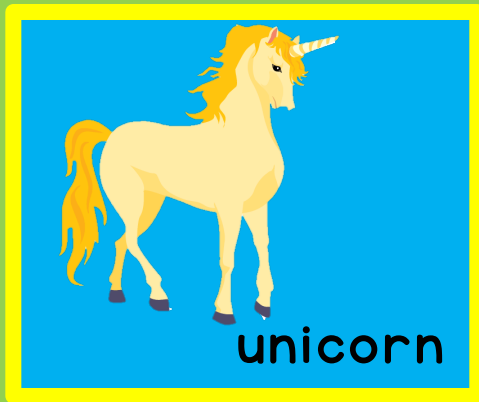


U u

...says the
Sound of u
Sound of u
Sound of u

U u

...says the
Sound of u
U in unicorn
and ukulele



Cc

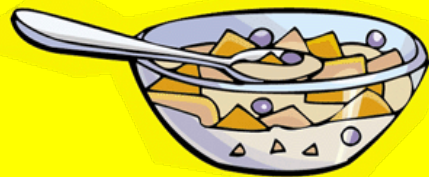
...says the
Sound of **suh**
Sound of **suh**
Sound of **suh**

Cc

...says the
Sound of **suh**
Suh in city
and cereal



city



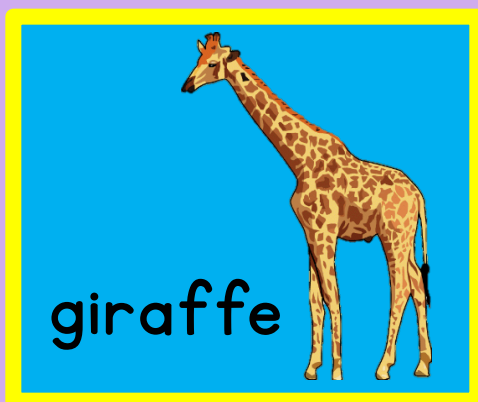
cereal

Gg

...says the
Sound of juh
Sound of juh
Sound of juh

Gg

...says the
Sound of juh
Juh in giraffe
and giant



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Write-for-a-Month - Writing From Given Source

Grades 6th, 7th & 8th

Mowgli

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Color and Read, Mowgli!

the ABC Sounds Song Packet

Baby Shark Plays by Donna Reish

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Teaching Services



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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