Start with letters and sounds

Alphabet & Beginning Sounds | Parent and teacher guide

1. Introduce 2-4 letters, not all 26 at once.

2. Name each picture clearly before asking the child to sort.

3. Say the whole word and draw attention to its beginning sound.

4. Match pictures to lowercase letters; then connect uppercase forms.

5. End with a short game and revisit the same set another day.

A ten-minute session: 2 minutes naming, 3 matching, 3 sorting, 2 review.

The online recordings say letter names and example words.

They are not recordings of isolated phonemes.

Say consonants cleanly: avoid adding an extra "uh" after a stop sound.

Use picture-only cards for listening; labeled cards for print connections.

Suggested early sets: m/s/a/t, then p/i/n, then c/o/d.

These are alphabet and sound resources, not a CVC-only word list.

Teaching notes and exceptions

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Vowels: apple, egg, insect, octopus and umbrella introduce short vowels.

C: cat uses /k/. G: gum uses /g/. Other words can use different sounds.

C and K share /k/. Avoid using them together in sound-only sorts.

Q: queen begins with /k/ + /w/, usually written qu. Teach the pair.

X: fox ends with /k/ + /s/. Do not put X in a beginning-sound sort.

X appears in the alphabet cards and poster, with fox as its example.

Y: yak begins with the consonant sound /j/, not the letter name.

J: jug begins with /dzh/ (the sound at the start of jam).

Short o varies by accent. Use a consistent pronunciation model.

Kite, queen, octopus and umbrella need adult naming support.

Check learning by asking for the sound and matching, not by guessing art.

Print at 100%. Use A4 or US Letter files matching your paper.

Home/classroom use allowed. Link to the site; do not resell the files.

Original AI-generated artwork; some illustrations reused from our cards.