

# alphabet FLASH CARDS

SoR ALIGNED

Mouth Formations • Spelling Rules • SoR-Based Phonics Instruction

Aa



**Aa**

**Primary Sound**

- /ā/ as in *am, add, act, ant, at*  
Mouth cue: Open your mouth wide like you're biting into an apple. Use your voice. The sound is short and quick.

**Additional Sounds**

- /ā/ as in *acorn, apron, cake*  
Mouth cue: Open your mouth wide. Keep your tongue low and flat. Use your voice. The sound is long and steady.
- /ə/ as in *about, ago, away*  
Mouth cue: Relax your mouth and say a soft /uh/.

**Reading & Spelling Rules**

- /ā/ is most common in closed syllables (ends in a consonant): *cat, map, sand*
- /ā/ appears in:
  - Open syllables: *acorn, apron*
  - Closed syllables in longer words: *about, sofa, again*

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Bb



Dd



Ee



Ee



Cc



**Cc**

**Primary Sound**

- /k/ as in *can, cat, cot, cup, cut*  
Mouth cue: Open your mouth slightly. Raise the back of your tongue. Let out a quick puff of air. Don't use your voice.

**Additional Sounds**

- /s/ as in *cent, city, cycle*  
Mouth cue: Smile slightly. Place your tongue close to the roof of your mouth, just behind your teeth. Blow out air gently. Don't use your voice. The sound is soft and whispery.

**Reading & Spelling Rules**

- /k/ is the most common sound for **c**, especially before **a, o, or u**: *cat, cot, cup*
- /s/ occurs when **c** is followed by **e, i, or y**: *cent, city, cycle*
- Use **k** instead of **c** to keep the /k/ sound before suffixes beginning with **e, i, or y**: *bake → baking, bike → biker, flake → flaky*

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Lavinia

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**PRINTING TIP** This resource has been designed for printing on Letter-sized paper. If you are printing on a different size, select "shrink to printable area" or "print to fit page" (or a similar option) in order for the contents of this unit to print correctly.

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# How to Use This Resource

## What's Included

This resource contains a complete set of Science of Reading-aligned alphabet flashcards, designed to support foundational phonics instruction.

### Flashcards (Primary Sound Only – 26 cards)

- *Front:* Uppercase and lowercase letter with a visual mouth formation for the most common sound
- *Back:*
  - Primary sound with word examples
  - Mouth formation description
  - Spelling and reading rules

### Extended Flashcards (A, C, E, G, I, O, S, U, X, Y)

- *Front:* Same letter with multiple mouth formations shown
- *Back:*
  - Additional sounds with word examples
  - Mouth formation for each sound
  - Reading and spelling rules for when each is used

## How to Use This Resource

These flashcards are designed to be versatile tools for whole-class, small group, intervention, or 1:1 instruction.

1. **Introduce the letter:** Show the front of the card and name the letter. Point to the mouth formation and model the sound.
2. **Practice the sound:** Say the sound together. Have students watch your mouth and then practice with theirs. Use the mouth formation description on the back to guide your modeling.
3. **Connect to words:** Read aloud the example words. Ask students to listen for where they hear the sound.
4. **Apply the rule:** Use the spelling and reading rules to explain when that letter makes each sound (e.g., "C says /s/ before e, i, or y").
5. **Use in centers or review:** Display in your sound wall, add to a literacy center, or review during morning meeting or transitions.

## **Educational Benefits**

- Builds sound-symbol correspondence through clear visuals and explicit instruction
- Supports orthographic mapping by linking letters to sounds and spelling patterns
- Reinforces mouth formation awareness, helping students self-monitor and produce sounds accurately
- Encourages metacognitive reading strategies by showing when and why sounds change
- Ideal for differentiation: use primary sound cards with beginning readers and extended versions for advanced learners

## **Aligned with Science of Reading Best Practices**

This resource supports SoR-aligned instruction by:

- Emphasizing explicit and systematic phonics
- Incorporating visual and auditory cues for sound production
- Teaching decodable patterns first, then layering on irregular or advanced variations
- Reinforcing phoneme-grapheme mapping
- Avoiding rote memorization and promoting meaningful connections between sounds, spellings, and usage

Happy Teaching :)

# Mouth Cue Option 1

Aa



## Aa

### Primary Sound

- /ă/ as in *am, add, act, ant, at*

Mouth cue: Open your mouth wide like you're biting into an apple. Use your voice. The sound is short and quick.

### Additional Sounds

- /ā/ as in *acorn, apron, cake*

Mouth cue: Open your mouth wide. Keep your tongue low and flat. Use your voice. The sound is long and steady.

- /ə/ as in *about, ago, away*

Mouth cue: Relax your mouth and say a soft /uh/.

### Reading & Spelling Rules

- /ă/ is most common in closed syllables (ends in a consonant): *cat, map, sand*
- /ā/ appears in:
  - Open syllables: *acorn, apron*
  - Silent e words: *cake, make*
- /ə/ appears in unstressed syllables in longer words: *about, sofa, again*

## Mouth Cue Option 2

Aa



### Aa

#### Primary Sound

- /ă/ as in *am, add, act, ant, at*

Mouth cue: Open your mouth wide like you're biting into an apple. Use your voice. The sound is short and quick.

#### Additional Sounds

- /ā/ as in *acorn, apron, cake*

Mouth cue: Open your mouth wide. Keep your tongue low and flat. Use your voice. The sound is long and steady.

- /ə/ as in *about, ago, away*

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  - Silent e words: *cake, make*
- /ə/ appears in unstressed syllables in longer words: *about, sofa, again*



Bb

## **Bb**

### **Primary Sound**

- **/b/** as in *bat, bed, big, box, bus*

Mouth cue: Press your lips together and release with your voice. It's a quick, voiced sound.

### **Additional Sounds**

None. The letter b consistently represents the /b/ sound.

# Mouth Cue Option 1

Cc



**Cc**

## Primary Sound

- /k/ as in *can, cat, cot, cup, cut*

Mouth cue: Open your mouth slightly. Raise the back of your tongue and let out a quick puff of air. Don't use your voice.

## Additional Sounds

- /s/ as in *cent, city, cycle*

Mouth cue: Smile slightly. Place your tongue close to the roof of your mouth, just behind your teeth. Blow out air gently. Don't use your voice. The sound is soft and whispery.

## Reading & Spelling Rules

- /k/ is the most common sound for **c**, especially before **a**, **o**, or **u**: *cat, cot, cup*
- /s/ occurs when **c** is followed by **e**, **i**, or **y**: *cent, city, cycle*
- Use **k** instead of **c** to keep the /k/ sound before suffixes beginning with **e**, **i**, or **y**: *bake → baking, bike → biker, flake → flaky*

## Mouth Cue Option 2

Cc



**Cc**

### Primary Sound

- /k/ as in *can, cat, cot, cup, cut*

Mouth cue: Open your mouth slightly. Raise the back of your tongue and let out a quick puff of air. Don't use your voice.

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Dd



## Dd

### Primary Sound

- /d/ as in *dad, den, did, dog, dug*

Mouth cue: Place the tip of your tongue just behind your top teeth.  
Release quickly with your voice.

### Additional Sounds

None. The letter d consistently represents the /d/ sound.