

These Alphabet Sound-to-Letter Slides are designed to establish strong connections between phonemes (sounds) and graphemes (letters) through explicit, systematic instruction. Rather than beginning with letter-name memorization, students first connect a familiar sound-icon image to its initial sound before associating that sound with its written representation. A sound-first approach prioritizes the knowledge students need for decoding and encoding. While letter-name knowledge remains an important component of alphabet instruction, students must understand that graphemes represent speech sounds to successfully read and spell words. Each letter includes 10 carefully sequenced slides that progress from sound recognition to letter-sound correspondence, letter naming, and handwriting connections. The following instructional sequence uses the letter *a* as an example:

Slide 1: Sound Recognition: Students identify the sound-icon image and articulate its initial sound. Example: "apple, /ă/, /ă/, /ă/."

Slide 2: Sound-to-Grapheme Connection: Students associate the familiar sound with its lowercase grapheme while maintaining a sound-level focus. Example: "apple, /ă/, /ă/."

Slide 3: Grapheme-to-Sound Connection: Students practice retrieving the sound associated with the grapheme: "/ă/, /ă/."

Slide 4: Letter-Name Connection: Students connect the letter name to its corresponding sound. Example: "A, /ă/."

Slides 5–8: Repeated Practice: Students revisit the previously introduced connections to strengthen accuracy and retrieval.

Slide 9: Handwriting Connection: Students connect the grapheme to its written formation through handwriting practice.

Slide 10: Cumulative Review: Students complete connection between the sound-icon image, phoneme, and letter name.

Understanding the Ear Icons: Each ear icon represents one production of the target sound.

The Importance of Cumulative Review: Alphabet instruction should be cumulative rather than taught as isolated letter lessons. Previously introduced graphemes should be revisited frequently to strengthen retention and promote automatic sound retrieval. For example, when introducing the letter *m*, begin by reviewing the previously taught *a* slides before progressing to the new letter. As additional letters are introduced, continue incorporating previously learned graphemes into daily review. You may gradually reduce the number of review slides as students demonstrate proficiency. The goal is automatic recognition of letter-sound correspondences, including when graphemes are presented in mixed order rather than their original instructional sequence.

Instructional Recommendations

- Introduce letters according to your phonics scope and sequence rather than alphabetical order.
- Prioritize lowercase graphemes during initial instruction.
- Model phonemes accurately, avoiding the addition of a schwa to consonant sounds.
- Provide explicit modeling before transitioning to guided and independent responses.
- Incorporate cumulative review into daily phonics instruction to support long-term retention.

Instructional Goal: These slides are intended to move students beyond letter-name memorization toward an understanding of the alphabetic principle: written graphemes represent spoken phonemes. Through systematic instruction and cumulative practice, students develop the foundational letter-sound knowledge necessary for successful decoding and encoding.





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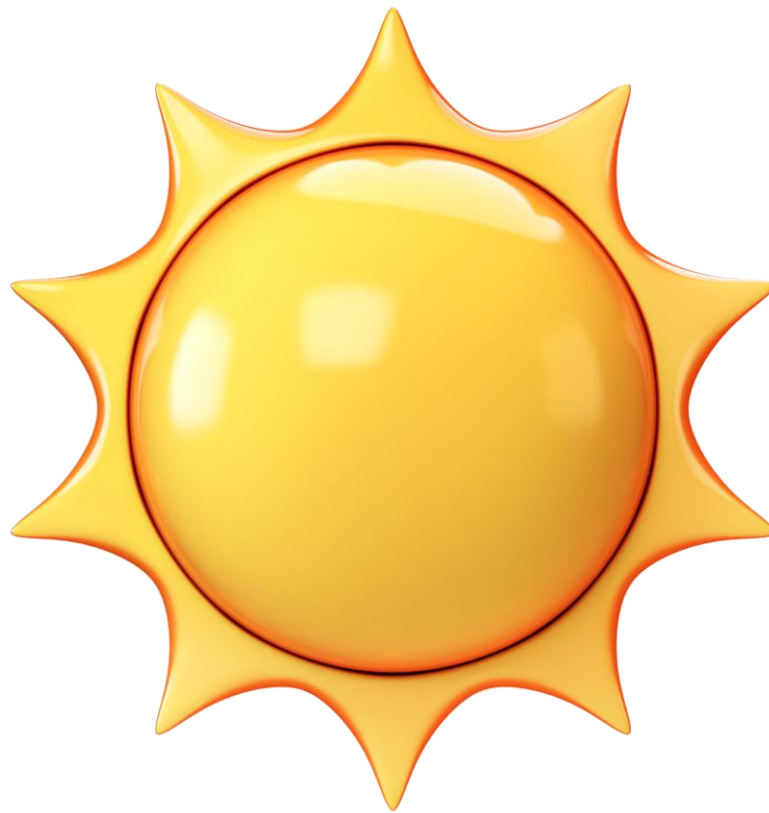
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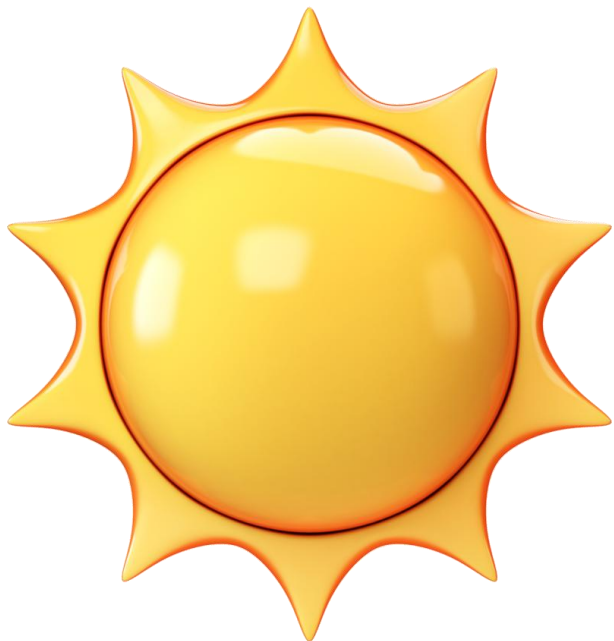


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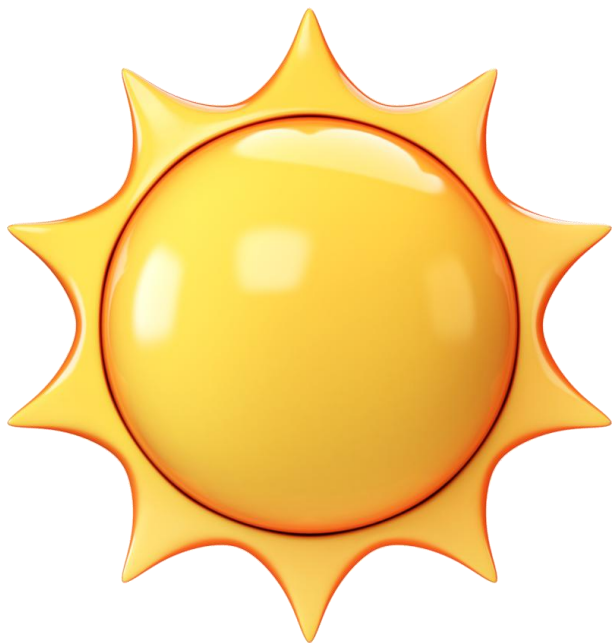
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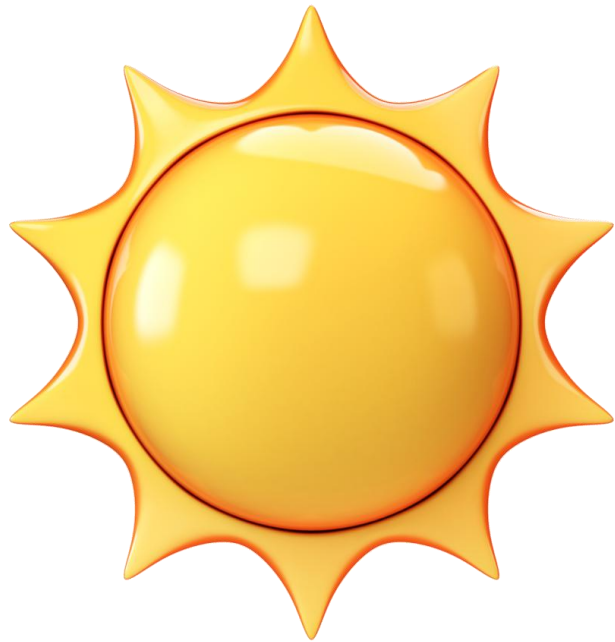
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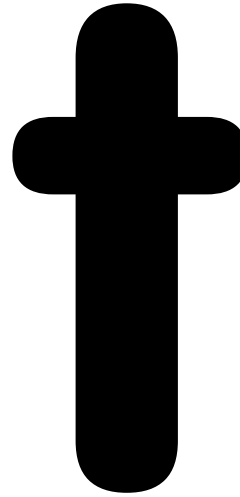


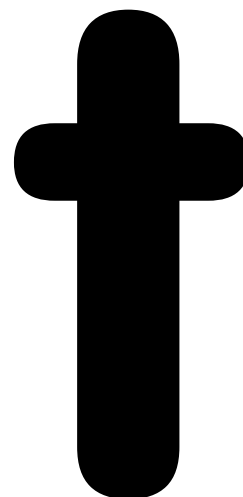
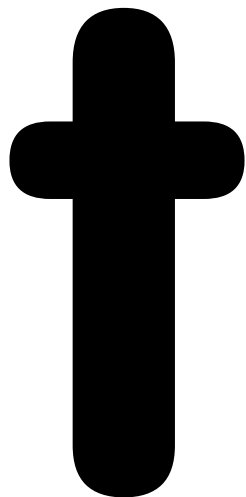
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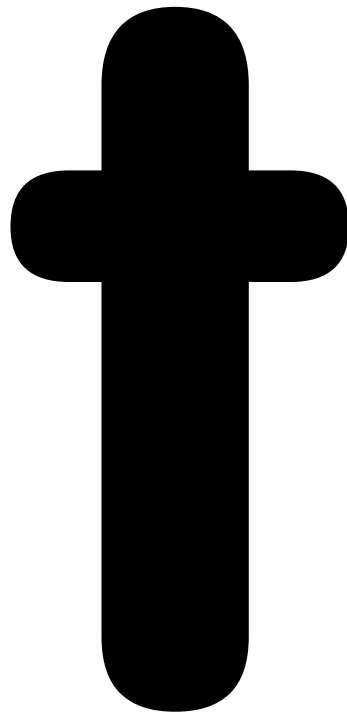


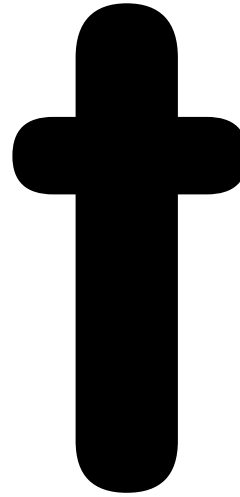
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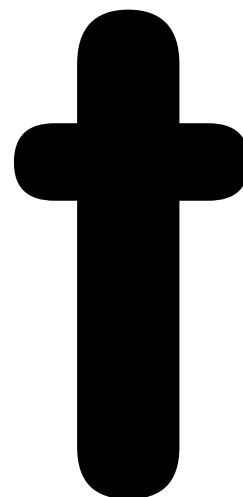
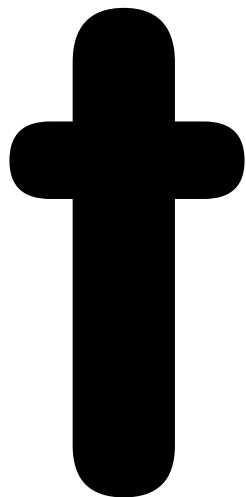


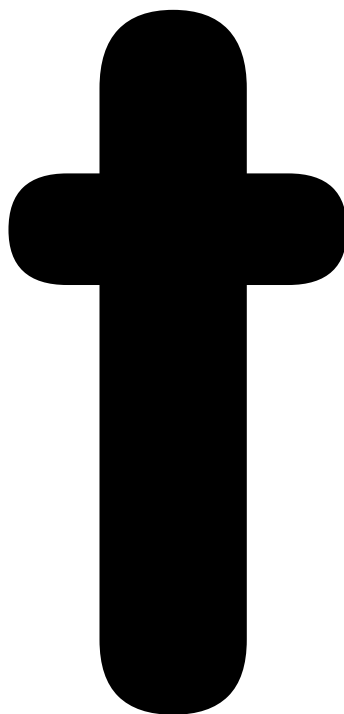


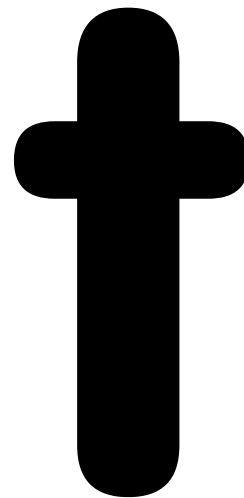
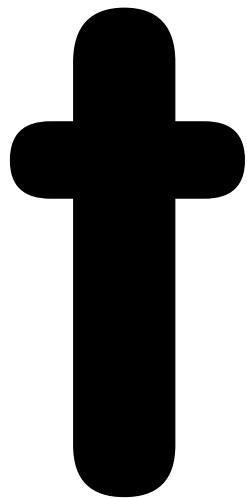


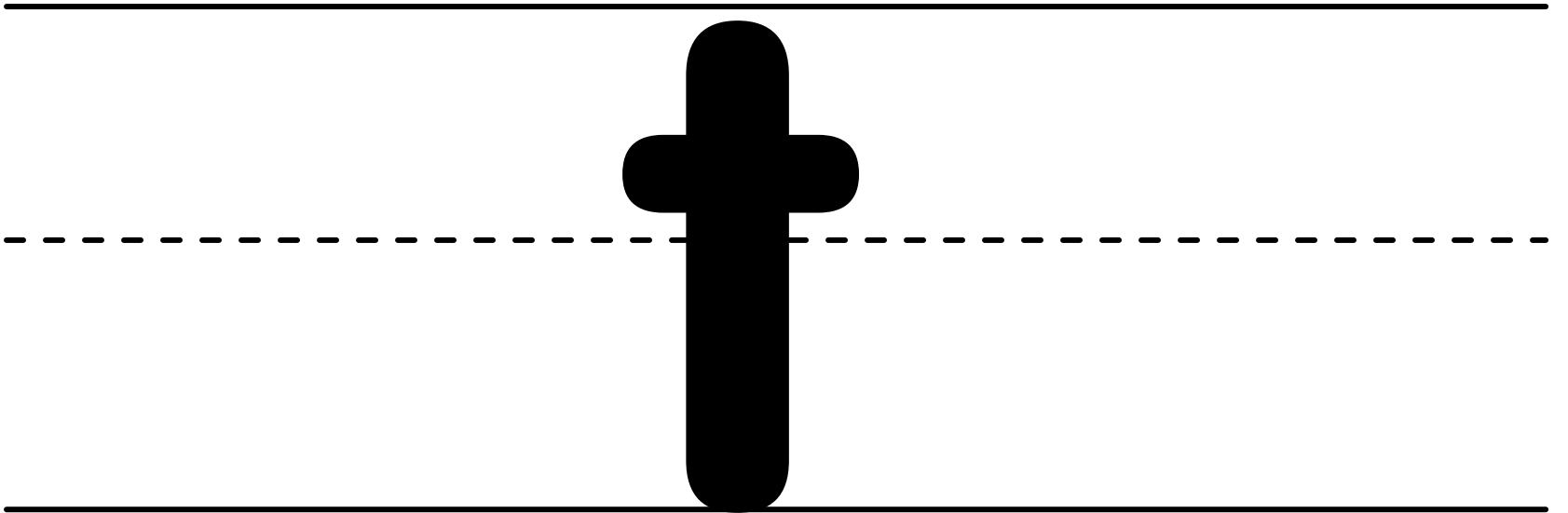






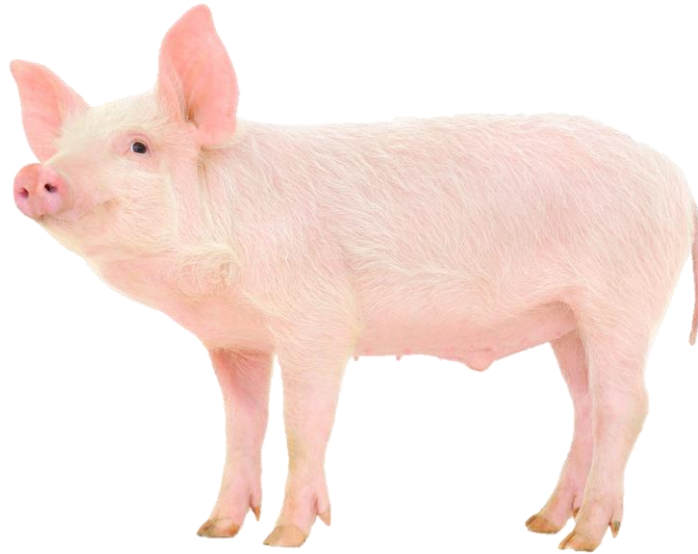


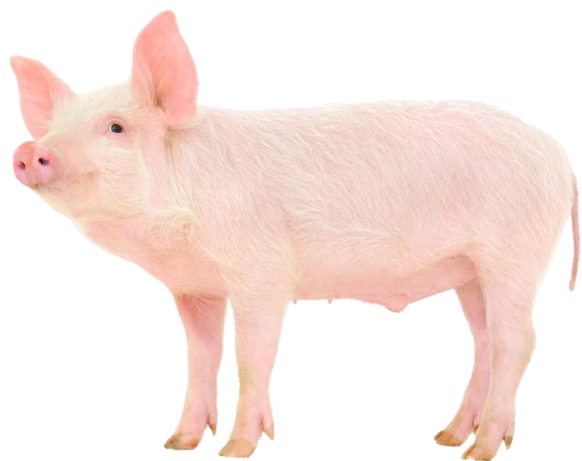






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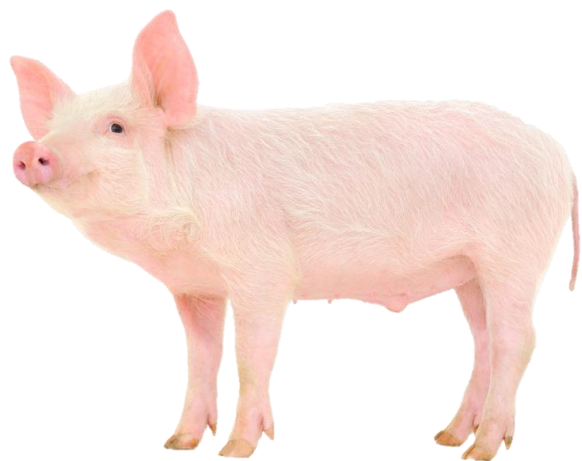
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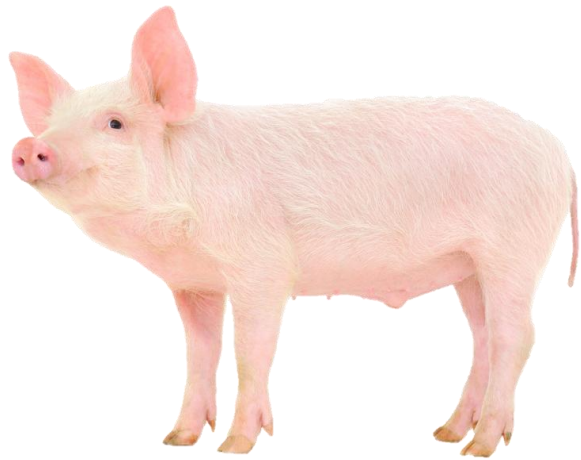
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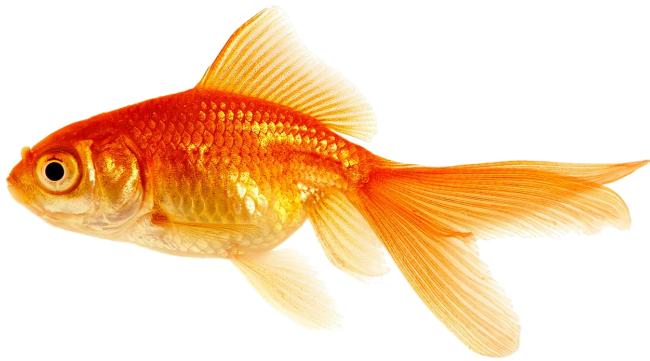


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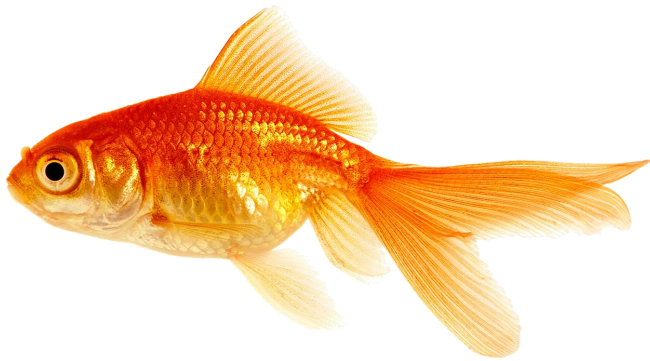
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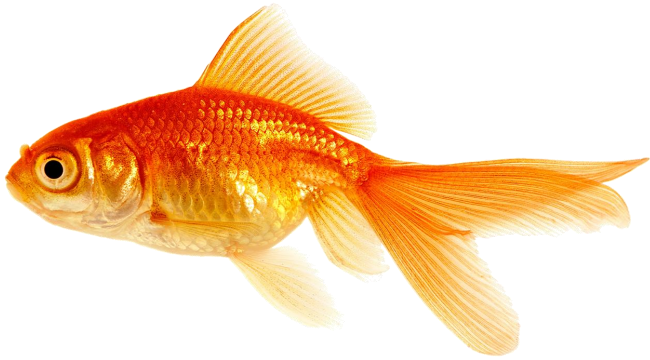
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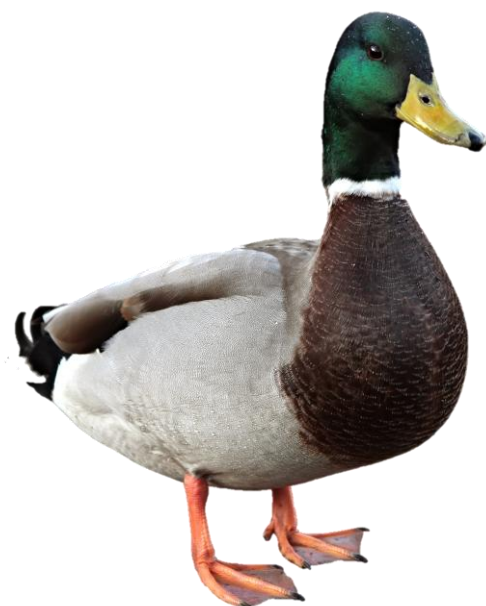
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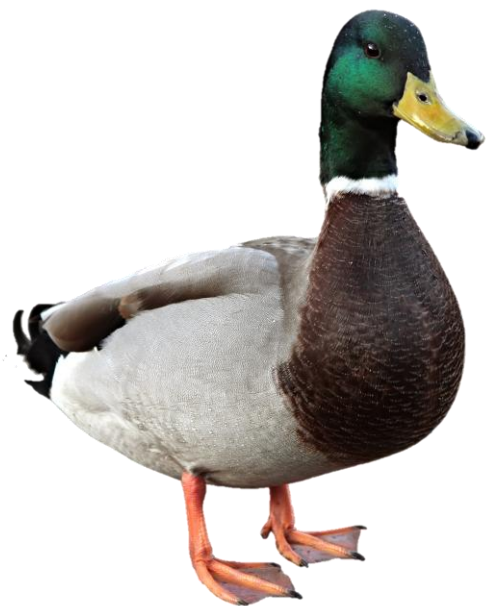


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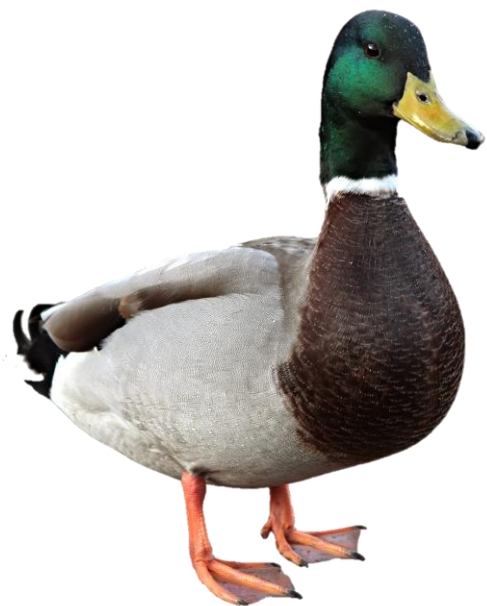
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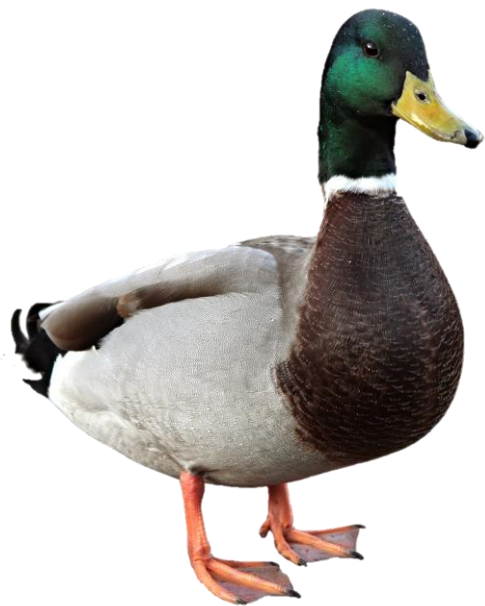
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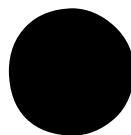
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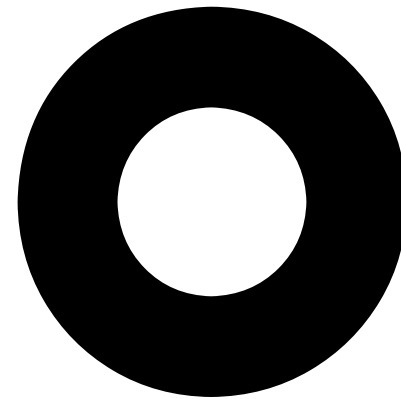


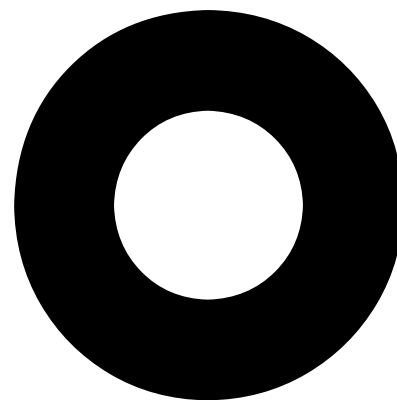
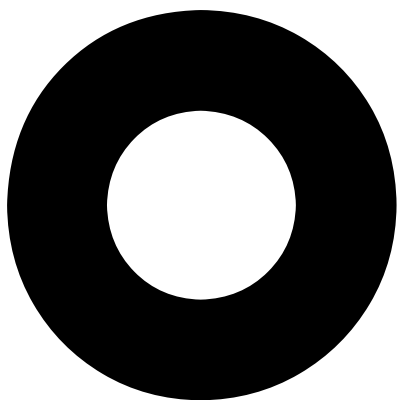
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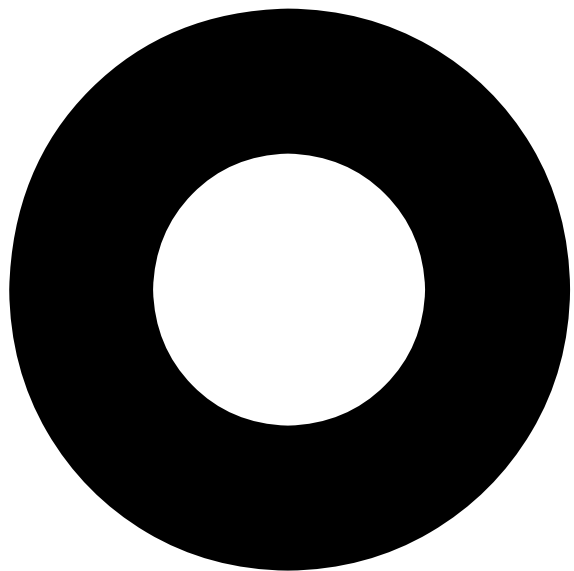


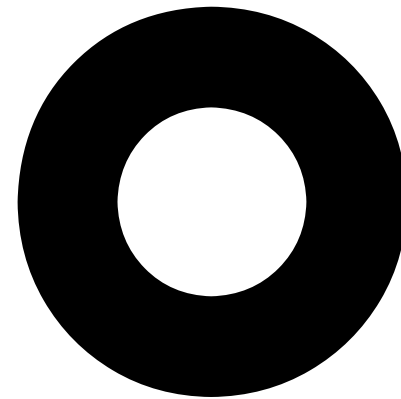
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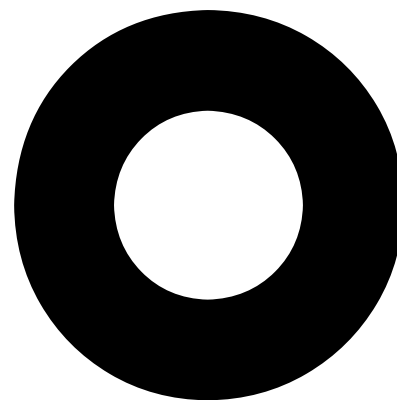
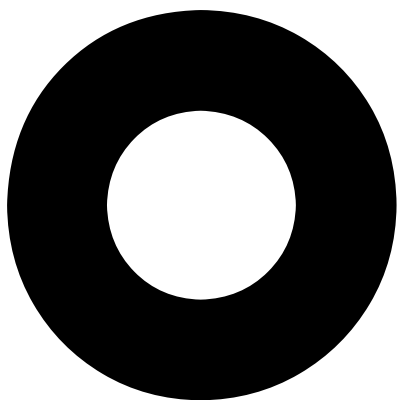


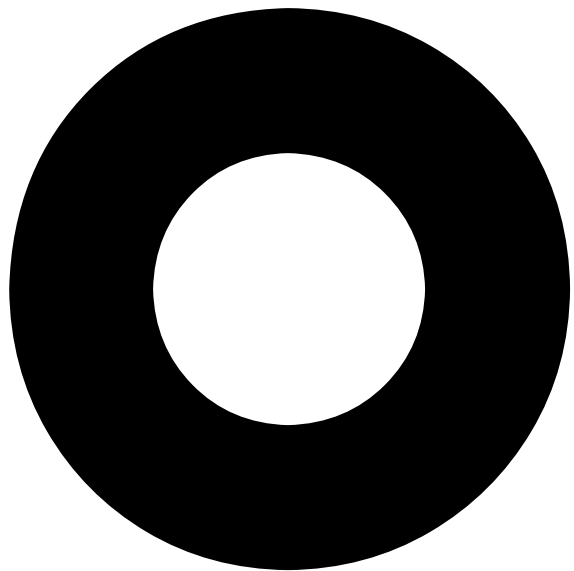


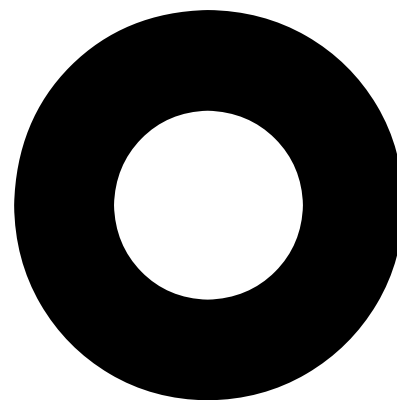
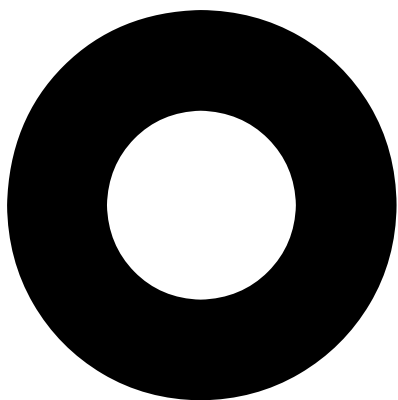


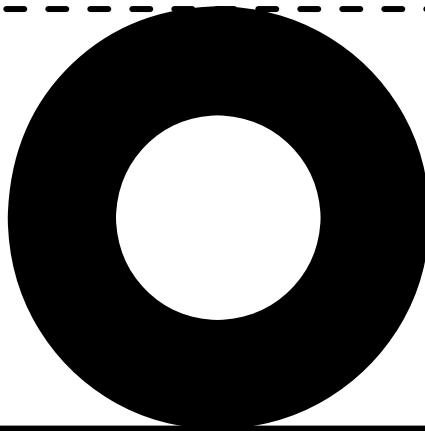


















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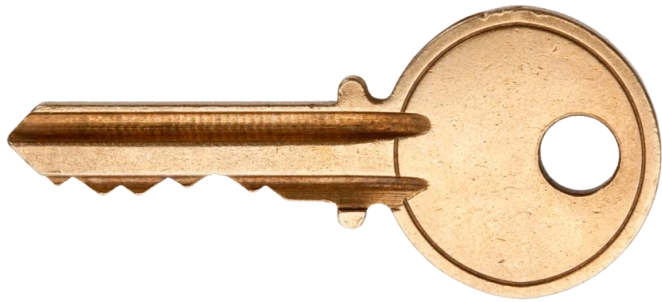
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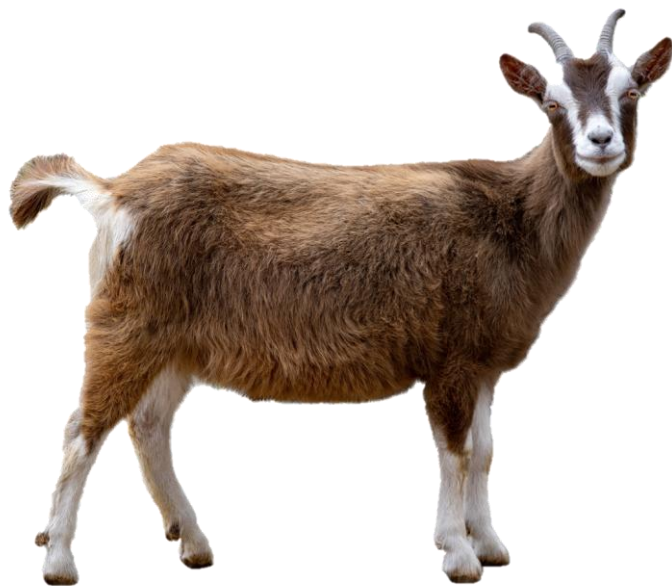
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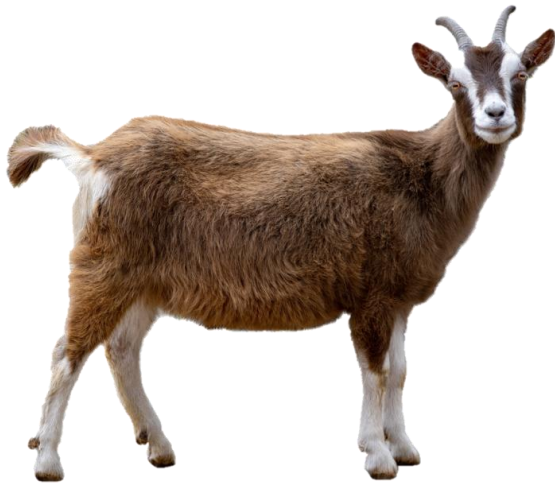


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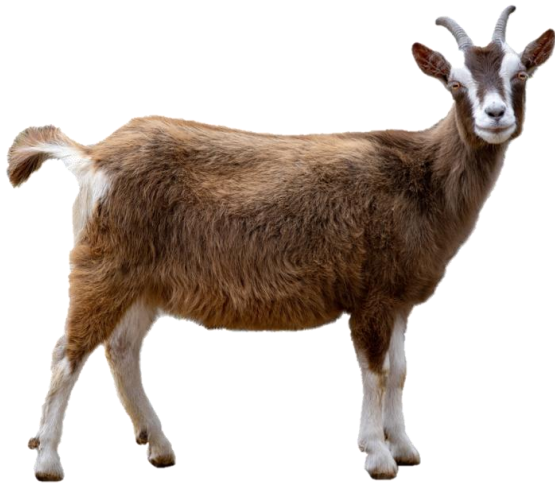
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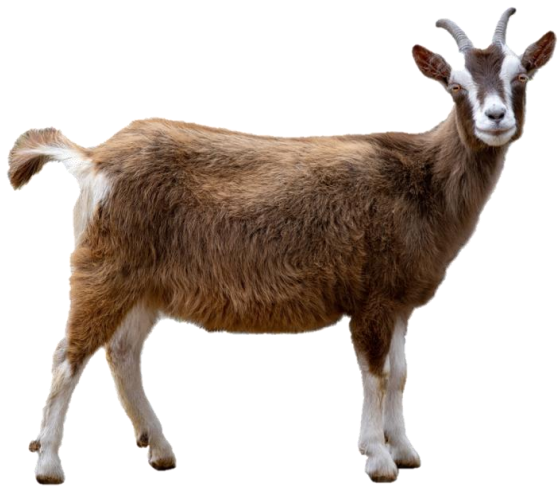
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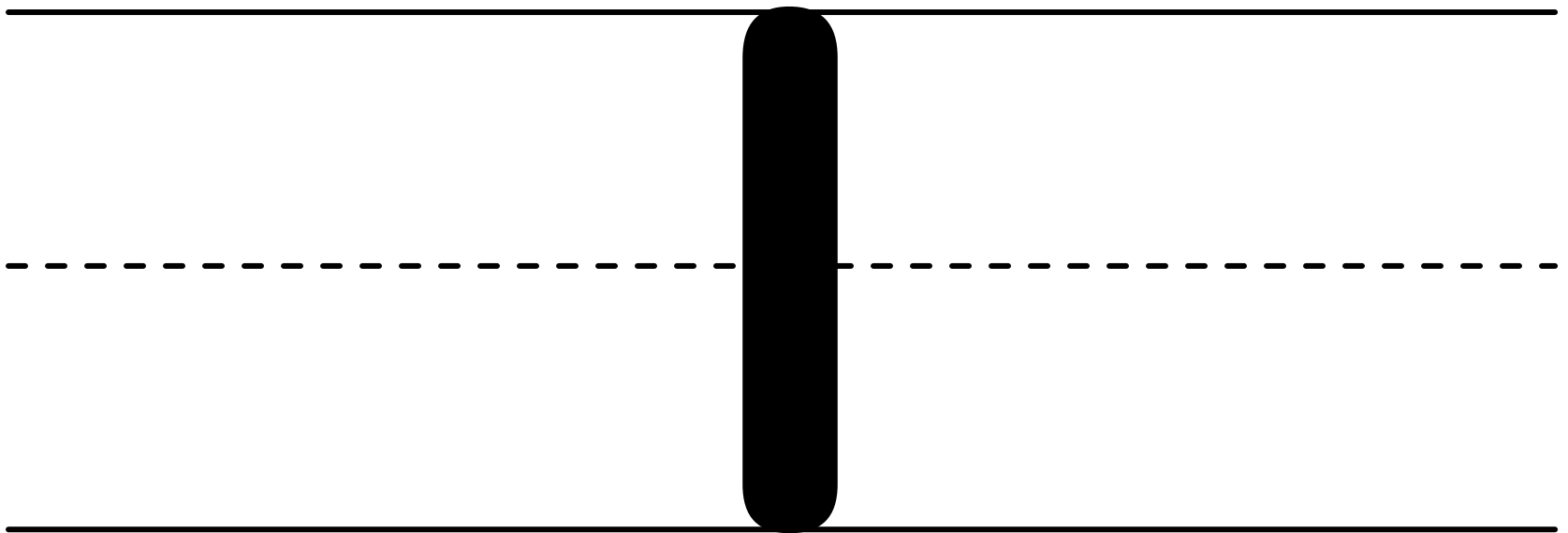














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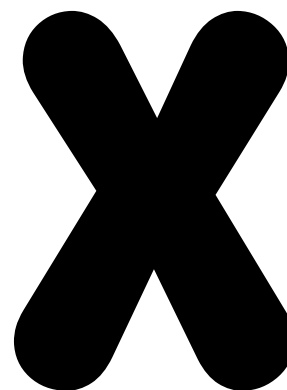


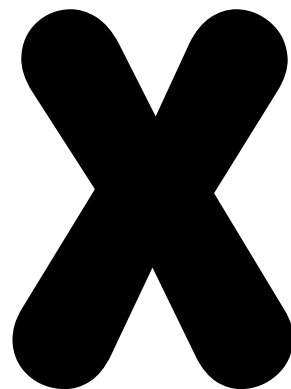
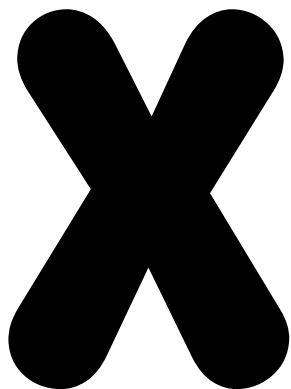
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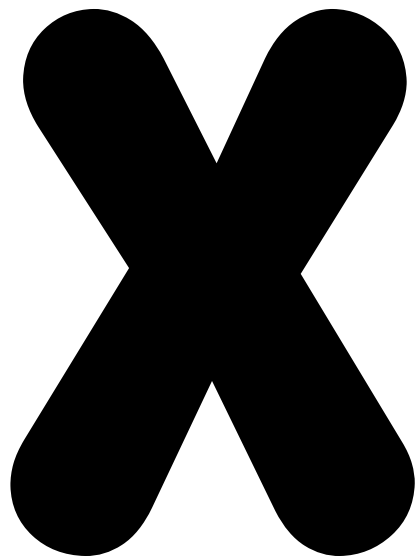


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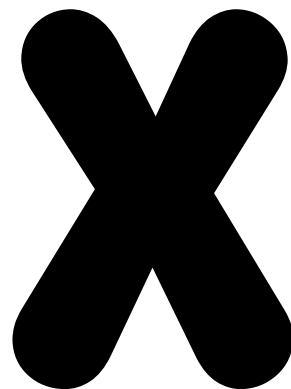
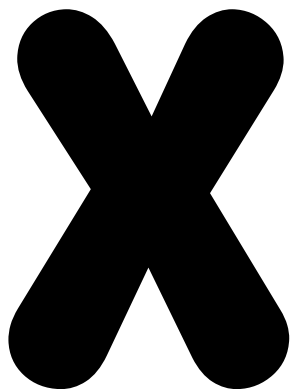


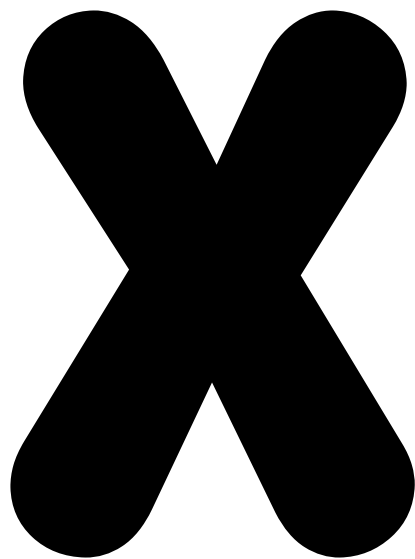


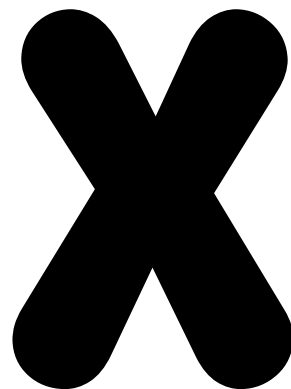
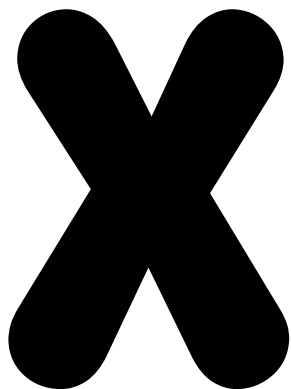












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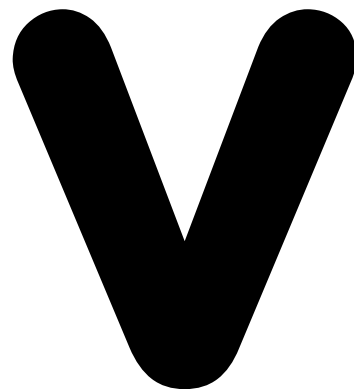
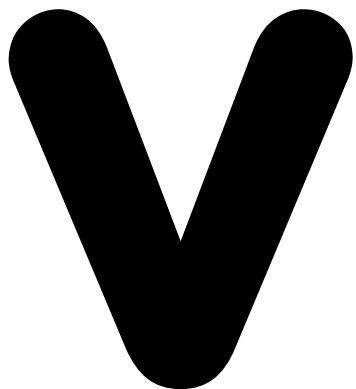
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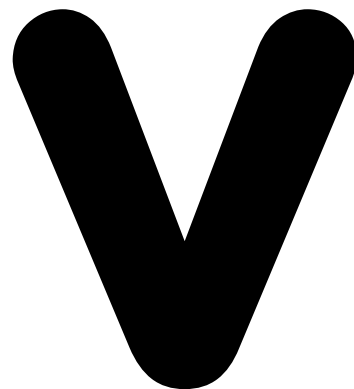
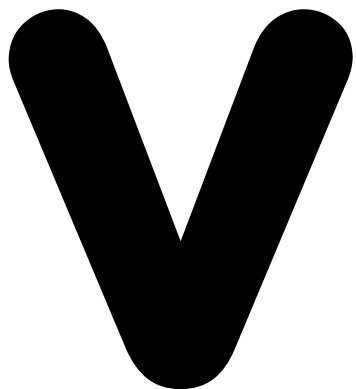


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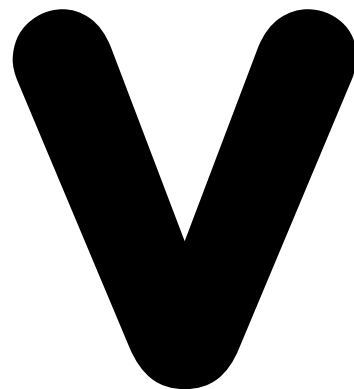
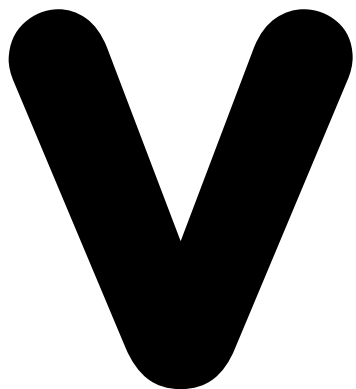


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