

# BEGINNING SOUNDS PICTURE WORKSHEETS

One page for every letter, A to Z: pictures to circle or color for the sound, then a trace line and a write line. A tracker, a class grid, a team note and a home page. Print, or type the names and tracker. PDF.

**BEGINNING SOUNDS LETTER AA**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**Aa** Circle or color every picture that starts with the letter Aa.

TRACE IT  
Aa Aa Aa

WRITE IT ON YOUR OWN

ONE MORE ROUND

Circle every picture below that starts with the letter Aa too.

**BEGINNING SOUNDS LETTER BB**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**Bb** Circle or color every picture that starts with the letter Bb.

TRACE IT  
Bb Bb Bb

WRITE IT ON YOUR OWN

ONE MORE ROUND

Circle every picture below that starts with the letter Bb too.

**BEGINNING SOUNDS LETTER II**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

**Ii** Circle or color every picture that starts with the letter Ii.

TRACE IT  
Ii Ii Ii

WRITE IT ON YOUR OWN

ONE MORE ROUND

Circle every picture below that starts with the letter Ii too.

**CONTENTS THE A-Z INDEX**

Every letter has one page, in this order. Target words are the ones a picture on that page is CORRECT for; every page also carries two rounds of distractor pictures from a different letter, one pair per round (page 4).

| LETTER | TARGET WORDS            | TARGETS | PAGE | LETTER | TARGET WORDS                | TARGETS | PAGE |
|--------|-------------------------|---------|------|--------|-----------------------------|---------|------|
| Aa     | apple, ant, airplane    | 3       | 6    | Nn     | nest, notebook              | 2       | 19   |
| Bb     | balloon, banana, bear   | 3       | 7    | Oo     | owl, octopus, onion         | 3       | 20   |
| Cc     | cat, cake, carrot       | 3       | 8    | Pp     | pig, pizza, pumpkin         | 3       | 21   |
| Dd     | dog, duck, door         | 3       | 9    | Qq     | question mark               | 1       | 22   |
| Ee     | egg, elephant, envelope | 3       | 10   | Rr     | rocket, rainbow, rabbit     | 3       | 23   |
| Ff     | fish, fox, flower       | 3       | 11   | Ss     | sun, star, snake            | 3       | 24   |
| Gg     | goat, gift, guitar      | 3       | 12   | Tt     | turtle, tiger, tree         | 3       | 25   |
| Hh     | hat, house, helicopter  | 3       | 13   | Uu     | umbrella, unicorn           | 2       | 26   |
| Ii     | ice cream               | 1       | 14   | Vv     | violin, volcano, volleyball | 3       | 27   |
| Jj     | jar, jellyfish, jeans   | 3       | 15   | Ww     | whale, watermelon, worm     | 3       | 28   |
| Kk     | key, kite, kangaroo     | 3       | 16   | Xx     | x-ray                       | 1       | 29   |
| Ll     | lion, leaf, ladybug     | 3       | 17   | Yy     | yo-yo, yam                  | 2       | 30   |
| Mm     | moon, mushroom, monkey  | 3       | 18   | Zz     | zebra                       | 1       | 31   |

Also in this file  
Letter tracker, page 32 • class roll-up grid, page 33 • team note page, page 34 • home-practice page, page 35 • filled example, page 36 • phrase bank, page 37 • binder cover and tabs, page 38.

At a glance  
Using the index

**BEGINNING SOUNDS TRACKER — ONE STUDENT**

STUDENT \_\_\_\_\_ TEACHER \_\_\_\_\_ YEAR \_\_\_\_\_

| LETTER | CIRCLED IT (DATE) | TRACED IT (DATE) | WROTE IT (DATE) | NOTES |
|--------|-------------------|------------------|-----------------|-------|
| Aa     |                   |                  |                 |       |
| Bb     |                   |                  |                 |       |
| Cc     |                   |                  |                 |       |
| Dd     |                   |                  |                 |       |
| Ee     |                   |                  |                 |       |
| Ff     |                   |                  |                 |       |
| Gg     |                   |                  |                 |       |
| Hh     |                   |                  |                 |       |
| Ii     |                   |                  |                 |       |
| Jj     |                   |                  |                 |       |
| Kk     |                   |                  |                 |       |
| Ll     |                   |                  |                 |       |
| Mm     |                   |                  |                 |       |
| Nn     |                   |                  |                 |       |
| Oo     |                   |                  |                 |       |
| Pp     |                   |                  |                 |       |
| Qq     |                   |                  |                 |       |
| Rr     |                   |                  |                 |       |
| Ss     |                   |                  |                 |       |
| Tt     |                   |                  |                 |       |
| Uu     |                   |                  |                 |       |
| Vv     |                   |                  |                 |       |

**FILLED EXAMPLE MICAH'S TRACKER, INVENTED**

Micah is invented; nothing on this page describes a real student. The blank tracker is on page 32.

STUDENT **Micah R. (an invented student)** TEACHER **Mr. Alvarez (invented)** YEAR **This year**

| LETTER | DATE | CIRCLED CORRECTLY | TRACED | WROTE ALONE | NOTES                                                  |
|--------|------|-------------------|--------|-------------|--------------------------------------------------------|
| Aa     | 9/2  | 3 of 3            | Y      | Y           | Named all three before circling                        |
| Bb     | 9/4  | 2 of 3            | Y      | Y           | Circled the balloon and the bear; missed the banana    |
| Cc     | 9/8  | 3 of 3            | Y      | Y           | -                                                      |
| Dd     | 9/10 | 3 of 3            | Y      | N           | Traced on the line; not yet asked to write alone       |
| Ee     | 9/12 | 2 of 3            | Y      | N           | Circled egg and elephant; needed the envelope repeated |
| Ff     | 9/16 | 3 of 3            | Y      | Y           | -                                                      |
| Gg     | 9/18 | 2 of 3            | N      | N           | Circled correctly; trace not attempted this session    |
| Hh     | 9/20 | 3 of 3            | Y      | Y           | All three named correctly before circling              |

**How to read it:**  
8 letters so far (A, B, C, D, E, F, G, H). Traced on 7 of 8, wrote independently on 5 of 8. Every target picture was circled correctly on 5 of 8 letters (A, C, D, F, H); the rest had one picture missed or the trace not yet attempted. Next letter: I. Every number here comes from the table above.

**Two things the notes column is for**  
 • What you saw, in plain words: named the picture first, missed one target, needed a repeat. Every row above is that kind of note.  
 • What you did about it: repeated the picture, held off on independent writing. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.



One complete kit for beginning sounds: a picture page for every letter, two rounds of circling with a trace line and write lines after each one, and the record-keeping around it.

### THREE STEPS

- 1 Pick the letter**  
Every letter A to Z has one page, in order. The index on page 5 gives every page number and how many pictures are on it.
- 2 Circle, trace, write, then do it again**  
The child circles or colors every picture that starts with the letter, traces the light letters on the line, and writes the letter once more on the blank line underneath. A second, independent round follows with a fresh pair of distractor pictures so the child is listening for the sound again, not remembering a position, then two blank lines for writing more words that start with the letter. The name and date line, the tracker, the class grid and the home page are type-in fields in any PDF reader; the circling, tracing and writing are always pencil work.
- 3 Record it, send it home**  
Date the page on the tracker (page 32), roll the class up on page 33, and send a home-practice page (page 35). A filled example is on page 36.

#### Everything inside (39 pages)

- **26 practice pages**, one letter per page, A to Z — every one has a picture set to circle, a trace line, a write line, a second round with a fresh picture set, and 2 more write lines
- **67 target pictures** across the alphabet, each checked against two independent icon sets, plus **two rounds** of distractor pictures on every page (four in all: two different pairs, each a word that starts with a different letter)
- Most letters carry three target pictures; a handful of letters (I, N, Q, U, X, Y, Z) carry fewer, because that is honestly how many unambiguous pictures exist for that sound in this store's two open-license icon sets — see page 4
- **1 tracker** (one student) and **1 class roll-up grid**, type-in or print
- **1 team note page** and **1 home-practice page**
- **1 filled example, 1 phrase bank, 1 binder cover with six tabs**

#### How to read a page

Page 4 shows the parts of a practice page and explains why some letters carry fewer pictures than others. No page prints the word next to the picture — the child names the picture, not the print.



## THE PARTS OF A PRACTICE PAGE

-  **The picture set**  
Three, two or one target picture (the sound this page teaches), plus two pictures that start with a different letter. Circle or color only the ones that match the letter.
-  **Write it on your own**  
A blank ruled line under the trace row, no model — the last check that the letter is learned, not just copied.
-  **Write 2 more words**  
Two blank ruled lines, no example word printed — the child or an adult supplies real words from memory, a step up from tracing the model letter.
-  **Trace it**  
The letter printed light, three times, on a ruled line. The child traces over the light print.
-  **One more round**  
The same task again, with a SECOND, different pair of distractor pictures, so the child cannot just remember which position was circled the first time — the sound has to be heard again.

**Why some letters have fewer pictures**

A picture only earns a place on a page if it names ONE thing, the same way every time — a wrong picture is a wrong answer key. That standard leaves very few honest, unambiguous pictures for a handful of letters (as few as one, for I, Q, X and Z). Rather than use a picture that could plausibly be a different word, or a picture whose printed word is really a compound phrase, those pages simply show fewer pictures, drawn bigger so the page is never mostly blank. The index on page 5 lists exactly how many pictures are on every letter's page.

**Where the distractor pictures on every page come from**

Every page carries two rounds, and each round adds its own pair of pictures that start with a DIFFERENT letter (four distractor pictures in all, two different pairs), so the task is really “which ones match”, not “how many pictures are here” or “which position was circled last time”. None of those pictures are invented for the page: every one is the same picture used as the TARGET on its own letter's page elsewhere in this file.

**Printing and the type-in fields**

Every page prints clean in black and white. In any PDF reader, click a name line, a tracker cell or a home-page box to type into it, then save; the circling, tracing and writing are always pencil work. This is a PDF, not a slideshow or a word-processor file.

**No word is printed on a practice page**

The task is naming the picture and listening for the sound, so the word itself is never printed beside a picture on a practice page — only on this page and the contents page, where the words are listed for you.

**Adjusting the page, without changing the answer key**

Fewer pictures at once: cover the second round with a sticky note and come back to it later. More support to start: say the letter's sound out loud before the child scans the pictures, then fade the prompt over the week. Writing not ready yet: skip the write-it-alone line and the two extra words for now — circling and tracing still count as the page being done.



Every letter has one page, in this order. Target words are the ones a picture on that page is CORRECT for; every page also carries two rounds of distractor pictures from a different letter, one pair per round (page 4).

| LETTER | TARGET WORDS            | TARGETS | PAGE |
|--------|-------------------------|---------|------|
| Aa     | apple, ant, airplane    | 3       | 6    |
| Bb     | balloon, banana, bear   | 3       | 7    |
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| Dd     | dog, duck, door         | 3       | 9    |
| Ee     | egg, elephant, envelope | 3       | 10   |
| Ff     | fish, fox, flower       | 3       | 11   |
| Gg     | goat, gift, guitar      | 3       | 12   |
| Hh     | hat, house, helicopter  | 3       | 13   |
| Ii     | ice cream               | 1       | 14   |
| Jj     | jar, jellyfish, jeans   | 3       | 15   |
| Kk     | key, kite, kangaroo     | 3       | 16   |
| Ll     | lion, leaf, ladybug     | 3       | 17   |
| Mm     | moon, mushroom, monkey  | 3       | 18   |

| LETTER | TARGET WORDS                | TARGETS | PAGE |
|--------|-----------------------------|---------|------|
| Nn     | nest, notebook              | 2       | 19   |
| Oo     | owl, octopus, onion         | 3       | 20   |
| Pp     | pig, pizza, pumpkin         | 3       | 21   |
| Qq     | question mark               | 1       | 22   |
| Rr     | rocket, rainbow, rabbit     | 3       | 23   |
| Ss     | sun, star, snake            | 3       | 24   |
| Tt     | turtle, tiger, tree         | 3       | 25   |
| Uu     | umbrella, unicorn           | 2       | 26   |
| Vv     | violin, volcano, volleyball | 3       | 27   |
| Ww     | whale, watermelon, worm     | 3       | 28   |
| Xx     | x-ray                       | 1       | 29   |
| Yy     | yo-yo, yarn                 | 2       | 30   |
| Zz     | zebra                       | 1       | 31   |

### Also in this file

Letter tracker, page 32 · class roll-up grid, page 33 · team note page, page 34 · home-practice page, page 35 · filled example, page 36 · phrase bank, page 37 · binder cover and tabs, page 38.

### At a glance

26 letters, 39 pages in all, 67 target pictures across the alphabet — every one checked in two icon sets and looked at rendered before it was placed (see page 4 for why a few letters carry fewer pictures than the rest).

### Using the index

Working through the alphabet in order is the default, but nothing requires it: a group screening or an IEP goal might call for I, Q, X and Z first (page 4 shows why those carry only one target picture) so the harder pages are not saved for last, or for going straight to the letters a student's goal names. The tracker on page 32 has no fixed order printed into it either way.





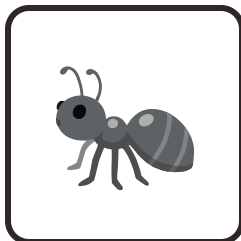
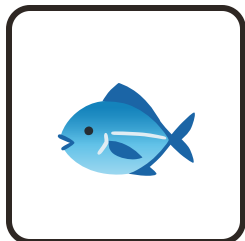
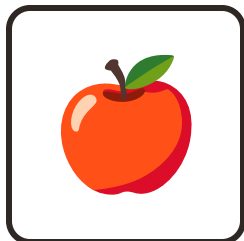
NAME .....

DATE .....

Aa



Circle or color every picture that starts with the letter Aa.



TRACE IT

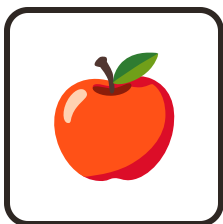
Aa Aa Aa

WRITE IT ON YOUR OWN

ONE MORE ROUND



Circle every picture below that starts with the letter Aa too.



WRITE 2 MORE WORDS THAT START WITH THE LETTER AA



NAME .....

DATE .....

ii

» Circle or color every picture that starts with the letter Ii.



TRACE IT

ii ii ii

WRITE IT ON YOUR OWN

ONE MORE ROUND

» Circle every picture below that starts with the letter Ii too.



WRITE 2 MORE WORDS THAT START WITH THE LETTER II



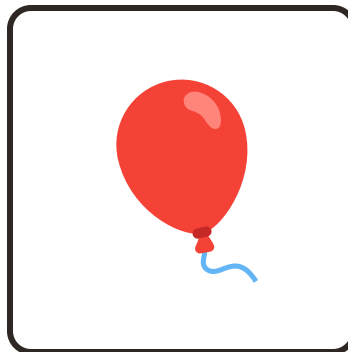
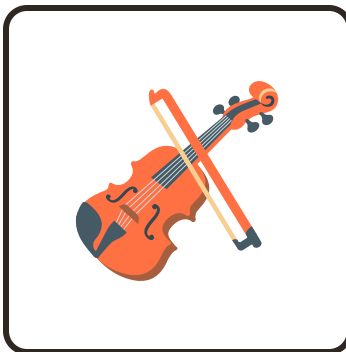
NAME .....

DATE .....

Qq



Circle or color every picture that starts with the letter Qq.



TRACE IT

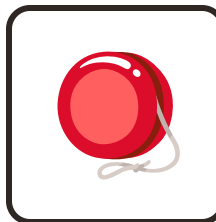
Qq Qq Qq

WRITE IT ON YOUR OWN

ONE MORE ROUND



Circle every picture below that starts with the letter Qq too.



WRITE 2 MORE WORDS THAT START WITH THE LETTER QQ



# BEGINNING SOUNDS TRACKER

## — ONE STUDENT



STUDENT

TEACHER

YEAR

| LETTER | CIRCLED IT (DATE) | TRACED IT (DATE) | WROTE IT (DATE) | NOTES |
|--------|-------------------|------------------|-----------------|-------|
| Aa     |                   |                  |                 |       |
| Bb     |                   |                  |                 |       |
| Cc     |                   |                  |                 |       |
| Dd     |                   |                  |                 |       |
| Ee     |                   |                  |                 |       |
| Ff     |                   |                  |                 |       |
| Gg     |                   |                  |                 |       |
| Hh     |                   |                  |                 |       |
| Ii     |                   |                  |                 |       |
| Jj     |                   |                  |                 |       |
| Kk     |                   |                  |                 |       |
| Ll     |                   |                  |                 |       |
| Mm     |                   |                  |                 |       |
| Nn     |                   |                  |                 |       |
| Oo     |                   |                  |                 |       |
| Pp     |                   |                  |                 |       |
| Qq     |                   |                  |                 |       |
| Rr     |                   |                  |                 |       |
| Ss     |                   |                  |                 |       |
| Tt     |                   |                  |                 |       |
| Uu     |                   |                  |                 |       |
| Vv     |                   |                  |                 |       |
| Ww     |                   |                  |                 |       |
| Xx     |                   |                  |                 |       |
| Yy     |                   |                  |                 |       |
| Zz     |                   |                  |                 |       |

Date the page the day it is done. A letter can sit half-finished (circled but not yet written independently) on different days; date each column as it happens. Filled example: page 36.





STUDENT

WEEK OF

THIS WEEK'S LETTER

**How to help at home, in three steps**

- Say a few objects around the house out loud together. Ask, “does that start like \_\_\_\_ (the letter)?”
- Point to the letter and say its sound before your child answers, if they need it. Say the sound, not the letter name (“mmm”, not “em”).
- One letter is enough for one sitting. Trace it together once, then stop while it is still going well.

PRACTICE THIS WEEK'S LETTER

OBJECTS WE FOUND THAT START WITH IT

DAYS WE PRACTICED THIS WEEK

NOTE FROM THE TEACHER

NOTE FROM HOME

**More ways to hear the sound, no worksheet needed**

- In the car or on a walk: take turns naming things you see that start with the sound.
- At snack or dinner: sort the foods on the table by whether they start with the sound or not.
- In a book you already own: pause on a page and find one picture that starts with the sound.
- Getting dressed or packing a bag: name each item out loud and ask whether it starts with this week's sound.

**If a session does not go well**

Skip it and try again tomorrow — one short sitting a day beats one long one. If the same letter is still hard after a few tries, write it in the note below rather than repeating it again on your own; the teacher can decide whether to slow down, add a picture, or move on and circle back later.





Micah is invented; nothing on this page describes a real student. The blank tracker is on page 32.

STUDENT

TEACHER

YEAR

Micah R. (an invented student)

Mr. Alvarez (invented)

This year

| LETTER | DATE | CIRCLED CORRECTLY | TRACED | WROTE ALONE | NOTES                                                  |
|--------|------|-------------------|--------|-------------|--------------------------------------------------------|
| Aa     | 9/2  | 3 of 3            | Y      | Y           | Named all three before circling                        |
| Bb     | 9/4  | 2 of 3            | Y      | Y           | Circled the balloon and the bear; missed the banana    |
| Cc     | 9/8  | 3 of 3            | Y      | Y           | –                                                      |
| Dd     | 9/10 | 3 of 3            | Y      | N           | Traced on the line; not yet asked to write alone       |
| Ee     | 9/12 | 2 of 3            | Y      | N           | Circled egg and elephant; needed the envelope repeated |
| Ff     | 9/16 | 3 of 3            | Y      | Y           | –                                                      |
| Gg     | 9/18 | 2 of 3            | N      | N           | Circled correctly; trace not attempted this session    |
| Hh     | 9/20 | 3 of 3            | Y      | Y           | All three named correctly before circling              |

### How to read it

8 letters so far (A, B, C, D, E, F, G, H). Traced on 7 of 8, wrote independently on 5 of 8. Every target picture was circled correctly on 5 of 8 letters (A, C, D, F, H); the rest had one picture missed or the trace not yet attempted. Next letter: **I**. Every number here comes from the table above.

### Two things the notes column is for

- What you saw, in plain words: named the picture first, missed one target, needed a repeat. Every row above is that kind of note.
- What you did about it: repeated the picture, held off on independent writing. Never a conclusion about the student — that is the meeting's job, with the whole record in front of it.

### What the row for letter D shows

D, 9/10: circled all 3 target pictures correctly, traced the letter, but was not yet asked to write it alone that session — the note says so instead of leaving the “wrote alone” column looking like a missed step. A blank column on this tracker always means “not attempted yet”, never “got it wrong”.





# THANK YOU FOR USING THIS RESOURCE

Everything here was built for the teacher who has thirty minutes of planning time and a table of students who each need a different amount of support to hear the same sound. If it saved you an hour, it worked. If this helped, leaving feedback on TPT helps other teachers find it.

## Leave a review and earn credits

Go to **My Purchases** on TPT and click **Provide Feedback**. You earn credits toward future purchases, and honest feedback tells me exactly what to build next. If something is missing or wrong, please use the **Ask a Question** tab first — I will fix it and send you the update free.

## WHAT'S NEXT FROM THIS STORE

**K-1ST PHONICS - SEGMENTING** **3 FORMATS**

### SOUND BOXES SEGMENTING CVC WORDS

Six short-vowel sets (a, e, i, o, u, and mixed), three pages each: dots and a picture, sound boxes with the same picture, and sound boxes with the word alone. A tracker, a class grid, a team role and a home page. Print, or type the names and tracker. PDF.



#### Sound Boxes Segmenting CVC Words Worksheets

The next step after the sound is heard: pulling a whole word apart into its three sounds.

**SPECIAL EDUCATION - HANDWRITING** **3 LEVELS**

### LETTER FORMATION TRACING A-Z

Every letter, three pages: a guided trace with numbered start dots and arrows, a fading trace, then writing from a picture cue. Formation charts to post, alphabet review, a tracker, a class grid and a family page. Print, or type the names and tracker. PDF.



#### Letter Formation Handwriting Tracing Practice A-Z

Every letter with start dots and arrows for real stroke-order formation practice.

**SPECIAL EDUCATION - READING** **SENTENCES + PICTURES**

### DECODABLE SENTENCES CVC PICTURE MATCH

Sixteen decodable sentences built only from CVC words and Fry-100 sight words, each paired with the one picture it actually describes. Read and Match, Cut and Paste, Illustrate It and a Decoding Check — four formats, one sentence bank. Print, or type the tracker and family page. PDF.



#### Decodable Sentences CVC Sentence-Picture Match

Once single sounds are solid: matching a whole decodable sentence to its picture.

**K-1ST GRADE - MATH** **COUNT, FRAME, ADD**

### COUNTING AND SIMPLE MATH

Counting to 10 and 20, ten frames, picture addition and subtraction, and a cut-and-match set — every counter a plain vector dot, star or square, never a repeated licensed icon. A tracker, a snapshot graph, a class grid and a family update. Print, or type the names and trackers. PDF.



#### Counting and Simple Math Worksheets with Pictures

The same picture-and-write shape, built around counting and ten frames instead.

Part of the K-2 Phonics and Word Study collection — new products in this collection are added regularly. Click **Follow** on the store page and TPT will email you when they go up.

Pictures: Google Noto Emoji, Apache License 2.0, checked against Microsoft Fluent Emoji High Contrast, MIT License, so a printer with only one set installed still has an honest picture for every word. Type: Andika, Fredoka and Patrick Hand, SIL Open Font License.

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