

| Card 1-4 Blumenfeld's Alpha-Phonics www.donpotter.net | Card 1-5 Blumenfeld's Alpha-Phonics www.donpotter.net |
| :---: | :---: |
| Card 1-6 Blumenfeld's Alpha-Phonics. www.donpotter.net | Card 1-7 Blumenfeld's Alpha-Phonics www.donpotter.net |


| Card 1-8 Blumenfeld's Alpha-Phonics www.donpotter.net | Card 1-9 Blumenfeld's Alpha-Phonics www.donpotter.net |
| :---: | :---: |
| Card 1-10 Blumenfeld's Alpha-Phonics. www.donpotter.net | Card 1-11 Blumenfeld's Alpha-Phonics www.donpotter.net |

Fan





| Card 1-32 Blumenfeld's Alpha-Phonics www.donpotter.net | Card 1-33 Blumenfeld's Alpha-Phonics www.donpotter.net |
| :---: | :---: |
| Card 1-34 Blumenfeld's Alpha-Phonics. www.donpotter.net | Card 1-35 Blumenfeld's Alpha-Phonics www.donpotter.net |


| ck <br> back Jack sack <br> qu <br> quack <br> Card 1-36 Blumenfeld's Alpha-Phonics www.donpotter.net | Note from Internet Publisher: Donald L. Potter <br> October 10, 2010 (Revised Nov. 19, 2010) <br> Dr. Samuel L. Blumenfeld wrote these Phonics Practice Cards in 1997 for his Blumenfeld AlphaPhonics Kit. They were designed to be used by student learning to read, spell using the Blumenfeld Alpha-Phonics Primer for Beginning <br> Readers: Workbook. The Kit also contained a set of eleven decodable readers (First Readers) and seven audio cassettes coordinated with the Workbook and First Readers. <br> I have reproduced these Phonics Practice Cards to use with my Blumenfeld Alpha-Phonics tutoring students at the Odessa Christian School in Odessa, TX. <br> Scanned copies of Blumenfeld's Alpha-Phonics Workbook and Instruction Manual are available for free download on the following Internet page. <br> http://donpotter.net/reading_clinic.html |
| :---: | :---: |
| Blumenfeld's Alpha-Phonics <br> Deck 2 <br> Lessons 15-28: Cards 1-36 <br> First Reader 2 <br> Short vowels: ă, ě, 1, ŏ, ŭ, ph, th | bat <br> bet <br> bit <br> but <br> Card 2-1 Blumenfeld's Alpha-Phonics www.donpotter.net |


| bug <br> Card 2-2 Blumenfeld's Alpha-Phonics. www.donpotter.net | cap <br> cop <br> cup <br> Card 2-3 Blumenfeld's Alpha-Phonics www.donpotter.net |
| :---: | :---: |
| dad <br> did <br> dud <br> Card 2-4 Blumenfeld's Alpha-Phonics www.donpotter.net | dell <br> dill <br> doll <br> dull <br> Card 2-5 Blumenfeld's Alpha-Phonics www.donpotter.net |



| ham | hat |
| :---: | :---: |
| hen | hit |
| him | hot |
| his | hut |
|  |  |
| if |  |
| ill |  |
| in |  |
| is |  |
| it |  |
| jill |  |
| jot |  |
| cat |  |


| kid <br> Kim Kit <br> Card 2-14 Blumenfeld's Alpha-Phonics. www.donpotter.net | let <br> lit <br> lot <br> Card 2-15 Blumenfeld's Alpha-Phonics www.donpotter.net |
| :---: | :---: |
| mad <br> mid <br> mud <br> Card 2-16 Blumenfeld's Alpha-Phonics www.donpotter.net | man <br> men <br> mug <br> Card 2-17 Blumenfeld's Alpha-Phonics www.donpotter.net |


| Nat <br> net <br> nit <br> not <br> nut | odd <br> of <br> off <br> on |
| :---: | :---: |
| Pat pet pit pot | pack <br> peck <br> pick <br> quick <br> quack |


| ran <br> Ron <br> run <br> Card 2-22 Blumenfeld's Alpha-Phonics. www.donpotter.net | sat <br> set <br> sit <br> Card 2-23 Blumenfeld's Alpha-Phonics www.donpotter.net |
| :---: | :---: |
| $\tan$ <br> ten <br> tin <br> Card 2-24 Blumenfeld's Alpha-Phonics www.donpotter.net | tap <br> Card 2-25 Blumenfeld's Alpha-Phonics www.donpotter.net |



| $\begin{aligned} & \text { zap } \\ & \text { zip } \end{aligned}$ | beginning ph <br> Phil <br> Philip |
| :---: | :---: |
| beginning th <br> that <br> than <br> the <br> this <br> thin | ending th <br> bath <br> math <br> Beth <br> with |



|  |  |  |
| :---: | :---: | :---: |


| gosh <br> gush <br> rush <br> wash <br> bush <br> push | beginning sh <br> shack <br> shed <br> shell <br> ship <br> shop <br> shut |
| :---: | :---: |
| beginning ch <br> chat <br> check <br> chess <br> chick <br> chill <br> chop <br> chum | ending ch <br> rich <br> much <br> such |


| wh <br> when <br> whim <br> which <br> whip <br> what | I <br> you <br> he <br> she <br> we <br> they |
| :---: | :---: |
| I am you are we are they are he is she is | I have you have we have they have <br> he has she has |


| I had you had he had she had we had they had | I was he was she was you were we were they were |
| :---: | :---: |
| contraction $\boldsymbol{t} \boldsymbol{s}$ <br> it's <br> let's | contraction n't <br> isn't <br> hasn't <br> can't <br> didn't |


| Review <br> Jack deck sick rock luck quick quit quiz | Review <br> than thin <br> then thick <br> they path <br> this Beth <br> what when which whip |
| :---: | :---: |
| Review  <br> shack fish <br> shop wish <br> shut cash <br> ship rush <br> shell dish <br> let's  <br> it's  | Review <br> such chop rich chum much chill hasn't didn't isn't |




| $\begin{aligned} & \text { mag-ic } \\ & \text { mim-ic } \\ & \text { traf-fic } \\ & \text { pub-lic } \\ & \text { pic-nic } \\ & \text { at-tic } \end{aligned}$ | rap-id <br> viv-id <br> can-did <br> li-quid |
| :---: | :---: |
| $\begin{gathered} \text { civ-il } \\ \text { pen-cil } \\ \text { un-til } \end{gathered}$ | $\begin{gathered} \text { cab-in } \\ \text { Kev-in } \\ \text { sat-in } \\ \text { gob-lin } \\ \text { Cal-vin } \\ \text { nap-kin } \end{gathered}$ |



| jack-et |
| :---: | :---: | :---: |
| rack-et |
| tick-et |
| lock-et |
| pock-et |
| rock-et |$\quad$| lem-on |
| :--- |
| com-bat |
| bob-cat |
| tom-cat |
| mas-cot |
|  |
| Phil-ip |
| cat-nip |
| kid-nap |
| gal-lop |



| ng <br> bang <br> rang <br> ring <br> sing <br> song <br> sung | ding-dong Hong-Kong sing-song ping-pong |
| :---: | :---: |
| packing <br> picking <br> singing <br> ringing <br> wishing <br> rushing | napping getting kidding digging running shopping |


| nd <br> bend <br> lend <br> send <br> bond <br> pond <br> fund | nt <br> ant <br> went <br> cent <br> tent <br> hunt <br> want |
| :---: | :---: |
| $\begin{gathered} \underline{\text { er }} \\ \text { lender } \\ \text { sender } \\ \text { tender } \\ \text { winter } \\ \text { sister } \\ \text { hunter } \end{gathered}$ | bigger <br> chatter better letter butter summer |






| Blumenfeld's Alpha-Phonics <br> Deck 6 <br> Lessons 58-71: Cards 1-12 <br> First Reader 6 <br> Initial Consonant Blend | bl black <br> blend <br> blink <br> block <br> br brand bridge bring brush |
| :---: | :---: |
| cl class <br> click <br> clock <br> club <br> cr crab <br> crest <br> crisp crutch | dr draft <br> dredge <br> drop drum <br> dw dwell dwelt |




| thr thresh <br> throb | Note from Internet Publisher: Donald L. Potter October 10, 2010 |  |
| :---: | :---: | :---: |
| throng |  |  |
| thrush |  |  |
| tw twig twist |  |  |
| twelve <br> twitch | Scanned copies of Blumenfeld's Alpha-PhonicsWorkbook and Instruction Manual are available |  |
| Blumenfeld's Alpha-Phonics | $\underline{\text { a }}$ | $\underline{\bar{a}}$ |
|  | at | ate |
|  | mat | mate |
| Deck 7 | Al | ale |
|  | Sal | sale |
| Lessons 72-86: Cards 1-18 | gal | gale |
| First Reader 7 | mad | made |
| Longà spellings, auav, ar | Jan | Jane |
|  | cap | cape |


| Long a $a s$ a-e <br> Abe <br> face <br> page <br> pale <br> cape <br> date <br> fade <br> cake | make <br> game <br> plane <br> share <br> case <br> safe <br> brave <br> maze |
| :---: | :---: |
| Long a as ai <br> maid <br> paid <br> mail <br> sail <br> trail <br> fair <br> chair <br> said | main <br> rain <br> Spain <br> train <br> bait <br> wait <br> again <br> against |


| Long a $a s$ ay <br> bay <br> day <br> may <br> pay <br> way <br> play <br> sway <br> stray | Long a as ey <br> hey <br> grey <br> they <br> obey |
| :---: | :---: |
| Long $\underline{\text { a }}$ as $\underline{\text { ei }}$ <br> rein <br> vein <br> veil <br> heir <br> their <br> beige | Long a $a s$ eigh <br> weigh <br> sleigh <br> eight <br> eighth <br> weight <br> freight |


| $\underline{\text { au }}$ <br> haul <br> Paul <br> haunt <br> jaunt <br> launch <br> cause <br> pause <br> aunt | aw jaw paw draw straw crawl dawn lawn drawn |
| :---: | :---: |
| $\underline{\mathbf{a}}$ as in $\underline{\mathbf{m a}}$ <br> and car <br> ma <br> pa <br> father <br> haha <br> car <br> far | jar <br> star <br> card <br> lard <br> yard <br> bark <br> dark <br> lark <br> Mark |


| dart | Review |  |
| :---: | :---: | :---: |
| start | made | same |
| smart | cake | grade |
| rm | late | grape |
| farm | plane | stage |
| barn | paid | rain |
| yarn | mail | Spain |
| war | wait | sail |
|  | aim | laid |
| Review |  | view |
| bay way | heir | weigh |
| day play | beige | eight |
| hay sway | veil | eighth |
| say stray | haul | saw |
| they | Paul | law |
| grey | cause | straw |
| obey |  | flaw |
| hey |  |  |


| Review | Note from Internet Publisher: |
| :---: | :---: |
| mama father | October 12,20 |
| pa papa |  |
| ma haha |  |
|  |  |
| far dark |  |
| car start |  |
| Clark farm |  |
| hard barn |  |
|  | not |
|  |  |
|  | Long e $a s$ e |
| Blumenfeld's <br> Alpha-Phonics | bee |
|  | see |
|  | tree |
| Deck 8 | three |
|  | feel |
| Lessons 87-10: Cards 1-18 | wheel |
| First Reader 8 |  |
| Longe e L Long ispllings, | feed |
|  | need |


| deep <br> keep <br> sleep <br> deer <br> cheer <br> meet <br> sweet <br> street | seek <br> seem <br> seen <br> queen <br> breeze <br> cheese <br> been |
| :---: | :---: |
| be <br> he <br> me <br> we <br> she | Long $\underline{\mathbf{e}}$ as ea <br> sea <br> flea <br> bead <br> beach <br> teach <br> eat <br> heat <br> speak |


| dear <br> year <br> east <br> feast <br> tease <br> please <br> cream <br> stream | Long $\underline{\mathrm{e}}$ as $\underline{\underline{e}-\boldsymbol{e}}$ <br> scene <br> mere <br> Steve <br> these <br> there <br> where <br> eye |
| :---: | :---: |
| Long $\underline{\mathbf{e}} a s \underline{\mathbf{i e}}$ <br> niece <br> piece <br> chief <br> Lassie <br> tier <br> field <br> siege <br> friend | Long $\underline{\mathbf{e}} a s \underline{\mathbf{y}}$ <br> baby <br> daddy <br> study <br> daffy <br> baggy <br> Billy <br> silly |


| bunny carry hurry messy easy lazy candy happy | ies  <br> baby babies <br> berry berries <br> city cities <br> puppy puppies <br> penny pennies <br> cherry cherries <br> bunny bunnies <br> candy candies <br> study studies |
| :---: | :---: |
| Long í $a s$ i-e <br> nice <br> price <br> twice <br> bike <br> ride <br> dime <br> time <br> twine | mile <br> smile <br> fire <br> drive <br> wife <br> stripe <br> wise <br> prize |


| Long $\underline{i}$ as $\underline{\mathbf{i}}$ <br> lie <br> pie <br> tie <br> die | Long $\underline{\underline{i}}$ as <br> by <br> my <br> why <br> cry <br> try <br> spy <br> fly <br> fry |
| :---: | :---: |
| Long $\underline{i}$ as $\mathbf{i g h}$ <br> high <br> sigh <br> might <br> right <br> night <br> bright <br> fright <br> flight | Review <br> bee sea <br> three teach <br> keep east <br> scene <br> these <br> chief baby <br> Lassie study <br> field messy |


| $\underline{\text { Review }}$ |  | Note from Internet Publisher <br> Donald L. Potter <br> October 12, 2010 |
| :---: | :---: | :---: |
| pie | by |  |
|  | why |  |
| lie | try |  |
| die | fly |  |
| nice | high | I have reproduced these Phonics Practice Cards touse with my Blumenfeld Alpha-Phonics tutoringstudents at the Odessa Christian School in Odessa,TX. |
| bike | right |  |
| dime | might |  |
| time | light |  |
|  |  |  |
| Blumenfeld's Alpha-Phonics |  | ough |
|  |  |  |
|  |  | ought |
|  |  | bought |
|  |  |  |
| Lessons 101-117: Cards 1-18 |  | fought |
|  |  |  |
| First Reader 9 |  | thought |
| ough, $\mathrm{gh}=\mathrm{f}$, Long $\overline{\mathrm{o}}$, long and short oo <br> ow, ou, oy/oi, Long |  | though |
|  |  |  |


| augh <br> caught <br> taught <br> daughter | $\underline{\mathbf{f}} a s \mathbf{g h}$ <br> rough <br> tough <br> laugh <br> laughing <br> laughter |
| :---: | :---: |
| Long $\underline{0}$ as $\underline{0-\mathrm{e}}$ <br> robe <br> rode <br> broke <br> pole <br> home <br> phone <br> prose <br> drove | rose <br> doze <br> more <br> store <br> note <br> hope <br> quote <br> chose |



| $\underline{\mathbf{0 0}}$ as in food <br> boo <br> mood <br> soon <br> broom <br> stoop <br> pool <br> school <br> boot | $\underline{\mathbf{0 0}}$ as in good <br> wood <br> stood <br> foot <br> book <br> look <br> brook <br> cookie <br> door floor |
| :---: | :---: |
| ould | OW as in cow |
| could would should | how <br> now <br> bow <br> growl |
| could not couldn't would not wouldn't should not shouldn't | power <br> crowd |




| words ending in le <br> able wiggle <br> table wriggle | silent $\mathbf{t}$ <br> hustle <br> bustle <br> wrestle |
| :---: | :---: |
| eagle bottle pebble turtle riddle juggle raffle simple drizzle candle | $\underline{\mathbf{f}}$ as $\mathbf{~ p h}$ <br> phone photo physical graph photographic |
| $\underline{\mathbf{s h}}$ spelled as $\underline{\mathbf{i}}$ <br> nation <br> station <br> motion <br> notion <br> patient <br> patience <br> action <br> fraction | sh spelled as ssi, $\underline{\mathbf{c i}}$ and $\underline{\mathbf{c e}}$ fission mission facial racial special crucial musician ocean |


| sh spelled as $\underline{\mathbf{c i}}, \underline{\mathbf{s c i}}$, and $\underline{\mathbf{x i}}$ | sh spelled as $\underline{\text { su }}$ and $\underline{\text { ssu }}$ |
| :---: | :---: |
| atrocious ferocious conscience conscious obnoxious | sure insure assure fissure issue tissue |
| Zh spelled as $\underline{\mathbf{s i}}$ and $\underline{\mathbf{s u}}$ fusion confusion illusion measure pleasure treasure leisure. | ch spelled as <br> $\underline{\mathbf{t u}}$ and $\underline{\mathbf{t}}$ <br> fracture picture capture gesture question suggestion |



| $\underline{\mathbf{r}}$ as $\underline{\mathbf{w r}}$ write writer writing wrote written wreck wrong wrought | $\underline{\mathbf{s}} a s \underline{\mathbf{s t}}$ <br> castle <br> listen <br> listener <br> nestle <br> wrestle <br> wrestled <br> wrestler <br> wrestling |
| :---: | :---: |
| $\underline{\mathbf{f}} a s \underline{\mathbf{f t}}$ <br> often <br> soften <br> softener | $\underline{\mathbf{k}} a s \underline{\mathbf{c h}}$ <br> character chorus chord |
| $\underline{\mathbf{S}} a s \underline{\mathbf{p S}}$ <br> psyche <br> psychic | chemistry chronicle chlorine |

## $\mathbf{y}$ as short $\underline{i}$

## hymn

 rhythm syrup mystery typical mystical gym gymnast
## Note from Internet Publisher: <br> Donald L. Potter

October 13, 2010
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Readers: Workbook. The Kit also contained a set of eleven decodable readers (First Readers) and seven audio cassettes coordinated with the Workbook and First Readers.

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## Blumenfeld's Alpha-Phonics Practice Cards

The Correlation Between Blumenfeld's Alpha-Phonics' Workbook, Practice Cards, First Readers, and Phonics Skills 2010 Revision of Deck Numbering: One-Sided Cards

By Donald L. Potter
September 22, 2010
Alphabet Deck: Alphabet 30 Cards. Individual letters + uppercase and lowercase "Alphabet Poems."

Deck 1: Cards 1 - 36 , Lessons $1-14$, First Reader 1.
Phonics Skills: short ă, single letter consonants, ck, qu
Deck 2: Cards 1 - 36: Lessons $15-28$, First Reader 2.
Phonics Skills: ă, ě, 1, ŏ, ǔ, ph, th
Deck 3: Cards 1 - 18, Lessons 29 - 37; First Reader 3.
Phonics Skills: Consonant digraphs: sh, ch wh; to be to have, contractions

Deck 4: Cards 1-18, Lessons 38-39; First Reader 4.
Phonics Skills: Two-Syllable, short vowel words.
Deck 5: Cards 1 - 18, Lessons 40 - 57, First Reader 5.
Phonics Skills: al, all, Consonant blends: ng, ing, Final Consonant Blends; 2-Syllable words w/ending consonant blends;

Deck 6: Cards 1-18, Lessons 58 -71, First Reader 6. Phonics Skills: Initial Consonant Blends

Deck 7: Cards $1-18$, Lessons $72-86$, First Reader 7.
Phonics Skills: Long à spellings, au/aw, ar.
Deck 8: Cards 1 - 18, Lessons 87 - 100, First Reader 8.
Phonics Skills: Long vowels ē \& ī spellings Sentences
Deck 9: Cards 1 - 18, Lessons 101 - 117, First Reader 9.
Phonics Skills: ough, gh=f, Long vowel ō spellings, long and short oo, ow, ou; oy, oi; Long vowel $\bar{u}$ spellings.

Deck 10: Cards 1-18, Lessons 118-128, First Reader 10 \& First Reader 11. Phonics Skills: er/ir/or/ur/ear, -le, ph-f, ci/ti/etc, mb, silent h, wr, st-s/ft-f, ch-k/ps-s, y = í

# Contents of the Blumenfeld's Alpha-Phonics Practice Cards 

Prepared by Donald L. Potter<br>September 16, 2010

The cards are designed to firm up the students' phonics reflex, making it automatic and accurate. This is the basis for fluent reading (automatic decoding without guessing) outstanding comprehension (meaning getting), and correct spelling. See the correlation study for the skills levels and Blumenfeld Alpha-Phonics lessons covered on the cards.

Alphabet Deck: Alphabet: Individual upper- and lower-case letters in print and cursive.
Alphabet Poem in upper case and lower-case print and cursive.
Deck 1: 1. ad; 2, am; 3. an; 4. as; 5. at; 6, ax; 7. Dad, had; 8. mad, sad;9. ham, jam; 10. Pam, Sam; 11. can, fan; 12. tan, van; 13. gas, has; 14. [was]; 15. bat, cat; 16. fat, mat; 17. fax, Max; 18. tax, wax; 19. bad, bag; 20. cab, can; 21. dab, Dan; 22. gab, bap, 23. Hal, hat; 24. jab, jazz; 25. lad, lass; 26. mad, map; 27. nag, Nat; 28. pal, pass; 29. rag, ran; 30. sag, sat; 31. tab, tap; 32. Val, vat; 33. yak, yap; 34. zap; 35. nd band, land, a a cat, a hat; 36. ck back, Jack, sack. qu quack.

Deck 2: 1. bat, bet, bit, but; 2. bag, beg, big, bug; 3. cap, cop, cup; 4. Dad, did, dud; 5. dell, dill, doll, dull; 6. ebb, Ed, egg, el; 7. fan, fen, fin, fun; 8. fax, fix, fox; 9. get, got, gut; 10. ham, hem, him, his; 11. hay, hit, hot, hut; 12. if, ill, in, is, it; 13. jet, Jill, jot; 14. keg, Ken, kid, Kim, kit; 15. let, lit, lot; 16. mad, mid, mud; 17. man, men, Meg, mug; 18. Nat, net, nit, not, nut; 19. odd, of, off, on; 20. Pat, pet, pit, pot; 21. pack, peck, pick, - quick, quack; 22. ran, Ron, run; 23. sat, set, sit; 24. tan, ten, tin; 25. tap, tip, top; 26. up, us; 27. van, vet, vim; 28. wax, wet, wig, will; 29. yam, yap, yell, yes, yet; 30. zap, zip; 31. ph Phil, Philip; 32. th that, than, the, this, - thin; 33. ending th. bath, math, Beth, with; 34. plural s, cats, dogs, pets, wigs, pots, hands; 35. plural es taxes, boxes, kisses, foxes; 36. possessive 's Dad's, Don's, Jack's, Jill's.

Deck 3: 1. ending sh ash, cash, rash, mesh, dish, fish; 2. gosh, gush, rush [wash] [bush, push]; 3. beginning $\underline{\operatorname{sh}}$ shack, shed, shell, ship, shop, shut; 4. beginning ch chat, check, chess, chick, chill, chop, chum; 5. ending ch rich, much, such; 6. wh whim, whim, which, ship, [what]; 7. I, you, he, she, we, they; 8. I am, you are, we, are, they are, - he is, she is; 9. I have, you have, we, have, they have - he has, she has; 10. I had, you had, he had, she had, we had, they had; 11. I was, he was, she was - you were, we were, they were; 12. contraction $\underline{\mathbf{t} \mathbf{s} \mathbf{s}}$ it's, let's; 13. contraction $\underline{\mathbf{n}} \mathbf{t}$ isn't, hasn't, can't, didn't; 14. Review Jack, deck, sick, sock, luck - quick, quit, quiz. 15. Review than, then, them, they, this - thin, thick, math, path, Beth - what, which - when, whip. 16. Review shack, shop, shut, ship, shell - fish, wish, cash, rush, dish - let's, it's. 17. Review such, rich, much - chip, chum, chill - hasn't, can't didn't isn't. 18. Review I, you, he, she, we, they am, are, is, was, were, are - have, has, had;

Deck 4: 1. med-al, ras-cal, sig-nal, den-tal; 2. Ja-pan, sun-tan; 3. cam-el, chap-el, pan-el, tun-nel; 4. Kar-en, lin-en, hid-den, sud-den; 5. com-et, bas-ket, tab-let, hel-met, tab-let, bon-net, vel-vet; 6. mag-ic, mim-ic, traf-fic, pub-lic, pic-nic, at-tic; 7. rap-id, viv-id, can-did, li-quid; 8. civ-il, pencil un-til; 9. cab-in, Kev-in, sat-in, gob-lin, Cal-vin, nap-kin; 10. ex-it, hab-it, vis-it, tid-bit, rabbit, un-fit; 11. lem-on, wag-on, rib-bon, gal-lon, les-son; 12. rad-ish, rel-ish, van-ish, ten-nis, cactus; 13. pup-pet, up-set, sun-set; 14. jack-et, rack-et, tick-ket, lock-et. pock-ket, rock-et; 15. combat, bob-cat, tom-cat, mas-cot; 16. Phil-ip, cat-nip, gal-lop; 17. hat-rack, Pat-rick, pad-lock; 18. hat-box, box-top, hot-dog, bash-ful, hus-band, ex-am.

Deck 5: 1. $\underline{\mathbf{a}}$ as in all ball, call, fall, mall, tall, wall; 2. ng bang, rang, ring, sing, song, sung; 3. ding-dong, Hong-Kong, sing-song, ping-pong; 4. packing, picking, singing, ringing, wishing, rushing; 5. napping, getting, kidding, digging, running, shopping; 6. nd bend, lend, send, bond, pond, fund; 7. nt ant, went, cent, hunt, [want]. 8. er lender, sender, tender, winter, sister, hunter; 9. bigger, chatter, better, letter, butter, summer; 10. nk Hank, rank, pink, sink, honk, bunk; 11. nc
 raft, left, gift, lift; $\mathbf{p t}$ apt - $\underline{\mathbf{x t}}$ next, text; 16. sk ask, mask, task, desk, risk, dusk; 17. $\mathbf{s p}$ asp, lisp, gasp, cusp; 18. st fast, last, best, rest, list, must; 19. 티 bulb, ld held, meld, weld; $\underline{\mathbf{l}}$ self, golf, gulf; 20. $\underline{\mathbf{k}}$ milk, silk, bulk, sulk, $\underline{\mathbf{m}}$ elm, helm, film; 21. $\mathbf{\underline { p }}$ help, yelp, gulp, pulp; $\underline{\mathbf{t}}$ belt, felt, melt; 22. mp camp, lamp, limp, lump, romp, dump, pump, sump; 232. tch match, pitck, hutch, dge badge, ridge, fudge, nge binge, singe; 24. nce dance, fence, since, mince, nse dense, sense, tense, rinse.

Deck 6: 1. 히 black, blend, blink, block, $\underline{\mathbf{b r}}$ brand, bridge, bring, brush; 2. $\underline{\mathbf{c l}}$ class, click, clock, club, $\mathbf{\text { cr }}$ crab, crest, crisp, crutch; 3. $\underline{\mathbf{d r}}$ draft, dredge, drink, drop, drum, $\underline{\mathbf{d w}}$ dwell, dwelt; 4. $\underline{\mathbf{f l}}$ flag, flip, flop, flush, fr France, fresh, frill, frog; 5. gl glad, glib, glum, gr grand, grin, grudge; gw Gwen; 6. pl plan, plum, pr prance, prince, prompt, $\underline{\mathbf{s l}}$ slap, slick, slung; 7. shr shrank, shrimp, shrug, sm small, smog, smug, $\underline{\text { sn }}$ snap, snip; 8. $\underline{\mathbf{s p}}$ spend, spot, $\underline{\text { spl }}$ splash, split, spr spring, sprang, sprung; 9. st stand, step, stick, stomp, str strand, string, strut; 10. sw swam, swift, switch, sc scalp, scant, sk skill, skunk; 11. scr scrub, scrod, scrunch, $\underline{\mathbf{r}}$ track, trance, trend, trudge, trust; 12. thr thresh, throb, throng, thrush, tw twig, twist, twelve, twitch.

Deck 7: 1. $\underline{\text { an }}$ at, mat, Al, Sal, gal, mad, Jan, cap, $\underline{\text { ä }}$ ate, mate, ale, sale, gale, made, Jane, cape; 2. Long a as a-e Abe, face, page, pale, cape, date, cake; 3. make, game, plane, share, case, safe, brave, maze; 4. Long a as ai maid, paid, mail, sail, trail, fair, chair [said]; 5. main, rain, Spain, train, bait, wait, [again, against]; 6. Long a as ay bay, day, may, pay, way, play, sway, stray; 7. Long a as ey hey, grey, they, obey; Long a as ei rein, vein, veil, heir, their, beige; Long a $a s$ eigh weigh, sleigh, eight, weight, freight; 10. au haul, Paul, haunt, jaunt, launch, cause, pause, [aunt]; 11. aw jaw, paw, draw, straw, crawl, dawn, lawn, drawn; 12. a as in ma and car ma, pa, father, haha - car, far; 13. jar, star, card, lard, yard, bark, dark, lark, Mark; 14. dart, start, smart, arm, farm, barn, yarn, [war]; 15. Review made, cake, late, plane, same, grade, grape - paid, mail, wait, aim, rain, Spain, sail, laid. 16. Review bay, day, hay, say, way, play, sway, stray - they, grey, obey, hey; 17. Review heir, beige, veil, their - weigh, eight, eighth, weight - haul, Paul, cause pause - saw, law, straw, flaw. 18. Review mama, pa, ma, father, papa, haha - far, car, Clark, hard, dark, start, farm, barn.

Deck 8: 1. Long e $a s$ ee bee, see, tree, three, feel, wheel, feed, need; 2. deep, keep, sleep, deer, cheer, meet, sweet, street; 3. seek, seem, seen, queen, breeze, cheese [ been]; 4. [be, he, me we, she]; 5. Long e as ea sea, flea, bead, beach, teach, eat, heat, speak; 6. dear, year, east, feast, tease, please, cream, stream; 7. Long e as e-e scene, mere, Steve, these, [there, where], [eye]; 8. Long $\underline{\mathbf{e}}$ as ie niece, piece, chief, Lassie, tier, field, siege, [friend]; 9. Long $\underline{\mathbf{e}}$ as $\mathbf{y}$ baby, daddy, study, daffy, baggy, Billy, silly, mommy; 10. bunny, carry, hurry, messy, easy, lazy, candy, happy; 11. ies baby-babies, berry-berries, city-cities, puppy-puppies, penny-pennies, cherrycherries, bunny-bunnies, candy-candies, study-studies; 12. Long $\underline{i}$ as $\underline{\mathbf{i}-e}$ nice, price, twice, bike, ride, dime, time, twine; 13. mile, smile, fire, drive, wife, stripe, wise, prize; 14. Long $\underline{i}$ as $\underline{\text { ie }}$ lie, pie, tie, die; 15. Long $\underline{\mathbf{i}}$ as $\mathbf{y}$ by, my, why, cry, try, spy, fly, fry; 16. Long $\underline{\mathbf{i}}$ as $\mathbf{i g h}$ high, sigh, might, right, night, bright, fright, flight; 17. Review bee, three, keep - sea, teach, east - scene, these - chief, Lassie, field - baby, study, messy; 18. Review pie, tie, lie, die - by, why, try, fly nice, bike, dime, time - high, right, night, light.

Deck 9: 1. ough ought, bought, brought fought, thought, [though]; 2. augh caught, taught, daughter; 3. $\underline{\mathbf{f}}$ as $\mathbf{g h}$ rough, tough, laugh, laughing, laughter; 4. Long $\underline{0}$ as $\underline{\mathbf{o - e}}$ robe, rode, broke, pole, home, phone, prose, drove; 5. rose, doze, more, store, note, hope, quote, chose; Long $\boldsymbol{o}$ as oa boat, coat, goat, soap, load, roam, coast, toast; 7. Long $\underline{\mathbf{0}}$ as ow row, bow, bowl, know, show, grow, blown, shown; 8. Long $\underline{\mathbf{o}}$ as in old old, cold, fold - most, post, host, [cost, lost] [oh, no, go, so]; 9. [do, to, too, two, who, you, youth] [ young]; 10. $\mathbf{0 0}$ as in food boo, mood, soon, broo, stoop, pool, school, boot; $\mathbf{0 0}$ as in good wood, stood, foot, book, look, brook, cookie, [door, floor]; 12. ould could would should [could not - couldn't, would not - wouldn't, should not shouldn't]. 13. $\mathbf{\text { ow }}$ as in cow how, now, bow, growl, brown, power, crowd; 14. ou as in ouch couch, cloud, shout, bounce, found, count, our; 15. ㅇy boy, joy, toy, coy, Roy, Joyce - $\underline{\mathbf{i}}$ oil, boil, soil, coin, point, pose, most, choice; 16. Long u as u-e use, fuse, huge, juke, mule, cure, pure, mute, Bruce, lube, crude, duke, Luke, rule, [ sure]; 17. Long u as in ue and ui cue, blue, hue, queue, blue, clue, glue, Sue - juice, bruise, fruit, cruise; 18. Long $\underline{\mathbf{u}}$ as $\underline{\mathbf{e w}}$ and $\underline{\mathbf{e u}}$ dew, fue, new, news, blew, chew, drew, threw - feud, deuce, [sew];

Deck 10: 1. $\underline{\text { er, }} \underline{\underline{\mathbf{i r}}, \underline{\mathbf{o r}} \text { her, serve, bird, girl, firm, dirt, work, word - ur, ear fur, turn, nurse, earth, }}$ learn, search; 2. words ending in le able, table, stable, eagle, pebble, riddle, raffle, drizzle, wiggle, wriggle, battle, bottle, turtle, juggle, simple, candle; 3. silent $\underline{\mathbf{t}}$ hustle, bustle, wrestle - $\underline{\mathbf{f}}$ as $\mathbf{~ h h}$ phone, physical, photo, graph, photograph; 4. sh spelled as ti nation, station, motion, notion, patient, patience, action, fraction; 5. sh spelled as ssi, ci, and ce fission, mission, facial, racial, special, crucial, musician, ocean; 6. $\underline{\mathbf{s h}}$ spelled as $\underline{\mathbf{c i}}$, $\underline{\mathbf{s c i}}$, and $\underline{\mathbf{x i}}$ atrocious, ferocious, conscience, conscious, obnoxious; 7. sh spelled as su and ssu sure, insure, assure, fissure, issue, tissue; 8. $\underline{\mathbf{z h}}$ spelled as $\underline{\mathbf{s} \mathbf{i}}$ and $\underline{\text { su }}$ fission, confusion, illusion, measure, pleasure, treasure, leisure; 9. $\underline{\mathbf{c h}}$ spelled as $\underline{\mathbf{u}}$ and $\underline{\mathbf{i}}$ fracture, picture, gesture, question, suggestion; 10. $\underline{\mathbf{n}}$ as $\underline{\mathbf{k n}}$ knack, knee, kneel, knelt, knit, knock, knob, know; 11. kneeling, knitting, knickers, knowing, knowledge; 12. $\underline{\mathbf{m}}$ as mb lamb, thumb, climbed, climbing, combed, combing, plumber, plumbing; 13. $\underline{\mathbf{t}}$ as $\underline{\mathbf{b t}}$ debt, doubt - silent $\underline{\mathbf{h}}$ hour, honor, ghost, ghastly; 14. $\underline{\mathbf{r}}$ as $\underline{\mathbf{w r}}$ write, writer, writing, wrote, written - wreck, wrong, wrought; $15 . \underline{\mathbf{s}}$ as $\underline{\mathbf{s t}}$ castle, listen, listener, nestle, wrestle, wrestled, wrestling, wrestled, wrestler, wrestling; 16. $\underline{\mathbf{s}}$ as $\underline{\mathbf{f t}}$ often, soften, softener - $\underline{\mathbf{s}}$ as $\mathbf{p s}$ psyche, psychic; 17. $\underline{\mathbf{k}}$ as $\underline{\text { ch }}$ character, chorus, chord, chemistry, chronicle, chlorine; 18. $\mathbf{y}$ as short $\underline{i}$ hymn, rhythm, syrup, mystery, typical, mystical, gym, gymnast.

# Note from Internet Publisher: Donald L. Potter 

October 23, 2010
This document explains the organization and contents of the Blumenfeld's Alpha-Phonics Practice Card Decks. These cards are not flash cards in the traditional sense of the word. They are designed to help automate the student's phonetic word identification reflex. They are NOT designed to develop a wholeword sight recognition vocabulary. This is a program that teaches reading from the "sounds" the letters represent and not from the "meaning" of the words. Even the irregular words are not taught by wholeword memorization, rather they are taught with spelling in their appropriate spelling-families: as, has, gas, was.

The greatest flaw of most modern reading methods is that they teach English as if it were a hieroglyphic writing system instead of an alphabetic writing system. Teaching English as a hieroglyphic language where the shapes of the words represent meaning - while skipping the sounds of the letters - leads to cognitive confusions because it violates the alphabetic nature of written English - and is the major source of low reading achievement.

In Blumenfeld's Alpha-Phonics, all external clues such as pictures are eliminated so the students can totally focus on mastering our alphabetic system of reading. This eliminates confusion and assures steady progress toward high reading achievement.

Reading skills are taught sequentially and reviewed in a spiraling fashion for total mastery and an absolute minimum of frustration. By the end of the program, students will achieve full automaticity, reading orally and silently as rapidly and with equal comprehension as when listening to a story being read or instructions being given.

## The Blumenfeld's Alpha-Phonics System Consists of the Following Components.

1. Blumenfeld's Alpha-Phonics Workbook. This is the heart of the program containing both the Teacher's Manual and the Reading/Spelling lesssons. Order from www.chalcedon.edu.
2. Blumenfeld's Alpha-Phonics Practice Card Decks. These Cards correspond with the sequential skills being taught from the Blumenfeld's Alpha-Phonics Workbook.
3. Blumenfeld's Alpha-Phonics First Readers. The First Readers is a set of decodable texts designed specifically to be used with the Blumenfeld's Alpha-Phonics Workbook and Practice Cards. The students practice their phonics skills with real stories. This is a major step to fluency and independent reading. There are no pictures in the readers since we consider pictures to be a distraction from the core skills of automatic
4. Handwriting Paper. This can be purchased at any office supply. Since Blumenfeld's Alpha-Phonics is taught with cursive handwriting from a chalk or whiteboard, the students will need lots of paper to write all the words and sentences in the Workbook. It is important to make sure the students can spell the words orally and in writing as well as they can read them so they can attain to "total linguistic function," the true goal of any legitimate reading program.
5. Blumenfeld's Audio Instruction. For parents and teachers who have not had instruction in the sounds the letter represent and how to teach them, this audio CD will be of tremendous help. The audio is now available for free from Campconstitution.
6. Blumenfeld's Alpha-Phonics Self-Tutor. This edition of Blumenfeld's Alpha-Phonics has been reformatted from unnumbered columns to numbered rows to make it easier for the students to follow the audio instruction by Mr. Potter. Available at: $\mathrm{http}: / /$ donpotter.net/don-potter-tutoring.html

# Practice Chart for the Blumenfeld's Alpha-Phonics First Readers 

| Student: |  | Teacher: |  |  |
| :---: | :---: | :---: | :---: | :---: |
| First Reader | Lesson Completed | Skills Practiced | Cards | Date |
| Book 1 | Lesson 1-14 | Short ă <br> Single Letter Consonants, ck, qu | Deck 1 |  |
| Book 2 | Lessons 15-28 |  | Deck 2 |  |
| Book 3 | Lesson $29-37$ | Consonant digraphs: sh, ch, wh; to be, to have; contractions. | Deck 3 |  |
| Book 4 | Lesson 38-39 | Two-Syllable, short vowel words. | Deck 4 |  |
| Book 5 | Lessons 40-57 | al, all: ng, ing, Final Consonant Blends; 2-Syllable words w/ending consonant blends. | Deck 5 |  |
| Book 6 | Lessons 58-71 | Initial Consonant Blends | Deck 6 |  |
| Book 7 | Lessons 72-86 | Long ā spellings, au/aw, ar. | Deck 7 |  |
| Book 8 | Lessons $87-100$ | Long Vowel è \& ì Spellings | Deck 8 |  |
| Book 9 | Lesson 101 - 117 | ough, augh, $g h=f$, <br> Long Vowel ō spellings, Long ō, Short ō; ow, ou; oy, oi; Long Vowel ū Spellings. | Deck 9 |  |
| Book 10 | Lessons 118-128 | The rest of the Blumenfeld's Alpha-Phonics Spelling Patterns, /er/, Silent Letters, etc. | Deck 10 |  |
| Book 11 | Poetry | Literary Appreciation \& Character | Bldg. |  |

Chart prepared on May 18, 2009 by Donald L. Potter. www.donpotter.net. Revised 9/23/10.
All Cards and Charts combined in one document on October 28, 2010. I began making the vowels red for this special edition on 9/13/13. This document was last updated on August 27, 2021.

