# Alpha-Phonics Cursive Phonogram Cards 



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a: $\underline{a} t, \underline{a t e}$, father, ball. "Downcurve, undercurve, Slant, undercurve"
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m: $\underline{m} \underline{m}$ "overcurve, slant, overcurve, slant, overcurve, slant, undercurve"
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n: noon "Overcurve, slant, Overcurve, slant, Undercurve"
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s: sat, as. "Undercurve, Retrace, curve down and back, Undercurve"
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t: tot "Undercurve, Slant, undercurve, (lift), slide right"
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x: ax. (ks) "Overcurve, Slant, undercurve, (lift), Slant" Alpha-Phonics Cursive Phonogram Card 1-6. Copyright © 2009 by Donald Potter www.donpotter.net

h: hat "Undercurve, loop back, slant, Overcurve, slant, undercurve."
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d: dad "Downcurve, undercurve, Slant undercurve."
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w: wax. "Undercurve, Slant, undercurve, Slant, undercurve, Checkstroke"
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1: lap, pal. "Undercurve, loop back, slant, undercurve."
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b: Bob "Undercurve, loop back, slant, undercurve, Checkstroke"
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c: cat, çity. C says /s/ with e, i and y. "Downcurve, undercurve"
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g: gum, gem. "Downcurve, undercurve, Slant, loop back. overcurve.
G usually says /j/ with $e, i$, and $y$.
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j: jet. "Undercurve, Slant, loop back, overcurve, (lift), Dot.
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f: fan, cliff. "Undercurve, loop back, slant, loop forward, Undercurve" Alpha-Phonics Cursive Phonogram Card 1-15. Copyright © 2009 by Donald Potter www.donpotter.net

p: pop. "Undercurve, Slant, loop back, overcurve, curve back, Undercurve"
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r: roar. "Undercurve, Slant right, Slant, undercurve."
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v: van, have. "Overcurve, slant, undercurve, Checkstroke."
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y: yes, gym, baby, by. "Overcurve, slant undercurve, Slant, loop back, overcurve."
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z: zebra. "Overcurve, slant, Overcurve, curve down, loop, overcurve."
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ck: back. Stroke for k: "Undercurve, loop back, slant, Overcurve, curve forward, curve under,
Slant right, undercurve" Used only after a vowel that says ă, ě, í, ǒ, ŭ.
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qu: quack. Strokes for q: "Downcurve, undercurve, Slant, loop forward, Undercurve."
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k: kid. k: "Undercurve, loop back, slant, Overcurve, curve forward, curve under, Slant right, undercurve"
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e: pet, he. "Undercurve, loop back, slant, undercurve" E is usually silent at the end of English words. Alpha-Phonics Cursive Phonogram Card 2-24. Copyright © 2009 by Donald Potter www.donpotter.net

e: it, I, taxi. "Undercurve, slant, undercurve, (lift), Dot" I cannot be used at the end of English words. Alpha-Phonics Cursive Phonogram Card 2-25. Copyright © 2009 by Donald Potter www.donpotter.net

o: pot, go, love, do. "Downcurve, undercurve, Checkstroke."
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w: cut, $\underline{u s e}$, music, put. "Undercurve, Slant, undercurve, Slant, undercurve."
U cannot be used at the end of English words.
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th: the, thin. Consonant digraph.
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sh: ship, push. Consonant digraph that we use at the beginning and end of words.
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ch: church, school, machine. Consonant digraph. (Anglo-Saxon, Latin, and French sounds)
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ng: sang, sing, song, sung.
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dge: edge. Three letter /j/. Used only after a vowel that says ă, ě, ě, ĭ, ŭ. (short vowels)
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ai: day. Two-letter ā that we do use at the end of words.
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ai: mail. Two-letter ā that we do not use at the end of words because English words do not end with i.
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ey: key, they.
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au: haul. Two-letter /au/ that we do not use at the end of word because English words do not end with u. Alpha-Phonics Cursive Phonogram Card 7-42. Copyright © 2009 by Donald Potter www.donpotter.net
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aw: paw. Two-letter /au/ that we do use at the end of English words.
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ar: car. R-Controlled Vowel.
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ee: bee. Double e always says ē. (Exception been)
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ea: bēad, hĕad, beār.
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ie: field, pie.
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ough: ought, though, through.
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gh: /f/ of rough.
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oa: The / $\overline{\mathrm{o}} /$ of boat.
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ow: cow, snow.
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oo: food, good, door, blood.
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ou: loud our, soup, should.
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oy: toy. Two-letter /oi/ that we do use at the end of words.
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oi: Two-letter /oi/ that we do not use at the end of words because English words do not end with i. Alpha-Phonics Cursive Phonogram Card 9-57. Copyright © 2009 by Donald Potter www.donpotter.net

ue: glue. Two-letter $/ \overline{\mathrm{u}} /$ that we do use at the end of words.
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ui: fruit. Two-letter $/ \overline{\mathrm{u}} /$ that we do not use at the end of words because English words do not end with i. Alpha-Phonics Cursive Phonogram Card 9-59. Copyright © 2009 by Donald Potter www.donpotter.net



wor: The /er/ of work. R-Controlled Vowel.
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ear: The /er/ of early.
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our: The /er/ of courage.
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sc: conscience.
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ci: special. Ti, si, ci say $/ \mathrm{sh} /$ when they are together for the sound.
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si: mission, vision Ti, si, ci say/sh/ when they are together for the sound.
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ti: nation. Ti , si, ci say $/ \mathrm{sh} /$ when they are together for the sound.
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xi: anxious. Two-letter /sh/.
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kn : knee. Two letter $/ \mathrm{n} /$ that is only used at the beginning of words.
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mb: Two-letter $/ \mathrm{m} /$.
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wr: Two-letter $/ \mathrm{r} /$ that is only used at the beginning of words.
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st: listen, whistle. Two-letter /s/. Word ending in -sten and - stle.
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## Internet Publisher Note: Donald L. Potter

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The purpose of these "Alpha-Phonics Cursive Phonograms" is to couple the power of Samuel T. Orton's Symbol-to-Sound (Grapheme-to-Phoneme) Correspondences (called "Phonograms" by Dr. Orton's student Romalda Spalding in her 1957 The Writing Road to Reading) with the proven effectiveness Samuel L. Blumenfeld's (2005) Blumenfeld's Alpha-Phonics Primer intensive phonics literacy system. The first number is the Level and the second the Card Number. 1-1 = level one, first card. The levels correspond with the Blumenfeld's Alpha-Phonics First Readers. Last corrected 4/29/13.

Mr. Potter organized and taught these phonograms to his second grade bilingual class at the Murry Fly Elementary School in Odessa, TX in the $1999-2000$ school year. They proved very valuable in helping the students achieve high levels of English reading and spelling. At that time the cards were handmade. These cursive cards were created using the excellent Zaner-Bloser Fonts Online program.

I call my program the Cursive Road to Reading and Spelling. First I teach my student the to write the Cursive Alphabet fluently. Then I write all the words and sentences from Dr. Blumenfeld's Alpha-Phonics on the chalkboard for the students to copy on handwriting paper. The cursive handwriting enables the students to write very quickly all the words and learn to read and spell them in cursive. The cursive has the advantage of helping the students develop the ability to spell and write as well as they can read. Writing becomes an effective instrument of thought. The method also prevents to prevent the development of dyslexia in students who otherwise might be prone to that condition. It is, also, a powerful tool in teaching student to focus and pay attention. It is an effective form of therapy for students with ADD and ADHD. The GOAL is "total linguistic function."

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