

Supplemental Materials

Teaching “Total Recall of the Alphabet”

for

Students Learning to Read, Write, and Spell

with

Blumenfeld’s Alpha-Phonics

Prepared by Donald L. Potter

Odessa, TX

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TAP THE ALPHABET
MANUSCRIPT LOWERCASE

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x y z

TAP THE ALPHABET
MANUSCRIPT UPPERCASE

A B C D

E F G

H I J K

L M N O P

Q R S

T U V

W X Y Z

Cursive Alphabet

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x y z

Cursive Alphabet

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Alphabet Mastery Exercises

a b c b b c c a b b c a c b a c c a

c a c c b c d e f e f d f e d f e f f

e d f f d e e f f d f g h i g g i i g

k i g h h h i h i g g g i g i h h g g

j k l j j k l l j l k l l j k k j j j k l

k l j m n o m o m o n n n o m n m

o o m o o o n o n m p q r r p q q q

p q p q r r p r p r p r p p s t u

s u s t s u t u t t s s s t s u t s u u

u s v w x y z z v w x x w w y z x

w y w y z x y z v v y z y x v x z x

y x w w z x y v.

Alphabet Mastery Exercises

A B C B B C C A B B C A C B A C C A
C A C C B C D E F E F D F E D F E F F
E D F F D E E F F D F G H I G G I I G
K I G H H H I H I G G G I G I H H G G
J K L J J K L L J L K L L J K K J J J K
L K L J M N O M O M O N N N O M N
M O O M O O O N O N M P Q R R P Q
Q Q P Q P Q R R P R P R P R P P S
T U S U S T S U T U T T S S S T S U T
S U U U S V W X Y Z Z V W X X W W
Y Z X W Y W Y Z X Y Z V V Y Z Y X
V X Z X Y X W W Z X Y V.

Alphabet Flashcards for *Blumenfeld's Alpha-Phonics*

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These Flashcards are designed to help teachers and parents teach the youth of today the high-level reading skills of an effective phonics-first method.

There are only two basic ways to teach reading: from the “sounds” or from the “meaning.” A student that learns to read from the “sounds” using phonics-first, with no admixture of sight-words or whole word guessing, develops high level, dyslexia-free reading abilities. *Blumenfeld's Alpha-Phonics* is a pure phonics-first method for teaching high levels of reading achievement “from the sounds.”

The **first step in reading** is to know the alphabet well.

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A B C D

E F G

H I J K

L M N O P

Q R S

T U V

W X Y Z

a b c d

e f g

h i j k

l m n o p

q r s

t u v

w x y z

A a A a

Card 1: a

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B b B b

Card 2: be

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C c

C c

Card 3: *ce*

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D d

D d

Card 4: *de*

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E e

E e

Card 5: *e*

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F f

F f

Card 6: *ef*

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G g



Card 7: *ge*

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H h



Card 8: *aych*

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I i

I i

Card 9: i

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J j

J j

Card 10: ja

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K k

K k

Card 11: *ka*

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L l

L l

Card 12: *el*

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M m

M m

Card 13: *em*

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N n

N n

Card 14: *en*

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O o

O o

Card 15: o

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P p

P p

Card 16: pe

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Q q 2 q

Card 17: cu

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R r R r

Card 18: ar

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S s



Card 19: es

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T t



Card 20: te

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U u

U u

Card 21: u

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V v

V v

Card 22: ve

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W w

W w

Card 23: double u

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X x

X x

Card 24: eks

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Y y

Y y

Card 25: wi

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Z z

Z z

Card 26: ze

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These materials will enable students to develop fluency with the alphabet very quickly. It is well known that early alphabet identification and writing fluency is a very excellent predictor of student reading and spelling ability.

The use of these materials is very simple, especially when used in conjunction with my *Blumenfeld's Alpha-Phonics*. Here are the steps.

Clarence Barnhart, the dictionary expert and co-author of the *Leonard Bloomfield Let's Read* reading system wrote, "Under no circumstance should you start to teach your child to read until he has the necessary muscular skills to see the small distinctions between letters of the alphabet. You can tell he has the necessary muscular coordination when you notice that he can button his clothes or see and pick up a pin on the floor." (3)

June Brown in her 1981 *Guide to let's read*, says, "Every child I worked with learned to read providing he or she could see a pin on the floor and pick it up, could button clothes, and *had total recall of the alphabet*. No one can read an alphabet language without total recall of the alphabet. "Total recall" means that the student can recite the letters in alphabetical order, can identify them when they are presented in random order, and can print any word when it is pronounced and spelled. These three goals must be met with absolute perfection before the student can become a good reader. Unfortunately, many schools do not insist on total recall. They teach children to recite the letters in alphabetical order, and sometimes they teach them to identify the letters in random order. However, very few schools teach children to print any word when it is pronounced and spelled. The foundation of reading success is total recall of the alphabet." (7)

Concerning dyslexia, June Brown had some interesting comments, "Let's get the facts straight! There is no such thing as dyslexia among children who know the alphabet. Any child who can learn the alphabet is not dyslexic. Therefore, if your child knows the alphabet, can see normally, can button clothes, your child can and will learn to read. "Dyslexia" is a very confusing term. Many educators no longer use it because no one is quite sure what it means. Generally, it means that a child can only read with great difficulty, but sometimes it means a child cannot read at all. I have seen many children labeled dyslexia. But every one of them who knew the alphabet learned to read." (12)

Bob Rose in his book *Forget the Bell Curve* maintains that there is strong evidence that kindergarten students who are taught to write the letters of the alphabet at a rate of 40 letter per minute will have no problem learning to read.

When I teach *Blumenfeld's Alpha-Phonics*, I always make sure my students have "total recall" of the alphabet and can write it fluently in cursive. The entire program of 3,033 different words and 600 sentences is taught via sounding-out and directed cursive handwriting and oral spelling. I have taught the program to first and second grades in as little as a single semester.

Blumenfeld's Alpha-Phonics is available in free pdf at http://donpotter.net/reading_clinic.html

Alpha-Phonics: http://donpotter.net/pdf/alpha_phonics.pdf

Instruction Manual: http://donpotter.net/pdf/alpha-phonics_im.pdf Last updated on 1/29/22.