

Don Potter's Alphabet
Writing and Identification
Fluency Materials

*The Precursor to
Accurate and Fluent
Reading and Spelling*

Teaching “Total Recall of the Alphabet”

Prepared by Donald L. Potter
Odessa, TX

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Alphabet Poem

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 POEM

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

abcd

efg

hijk

lmnop

qrs

tuv

wxyz

Cursive Alphabet

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 Vowel Test

 b c d

 f g

h j k

l m n p

q r s

t v

w x z

Alphabet Consonant Test

a

— — —

e

— —

i

— — —

o

— — — —

— — —

u

— —

— — — —

Alphabet Test

— — — —

— — — —

— — — —

— — — — —

— — — —

— — — —

— — — —

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 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.

Don Potter's Alphabet Flashcards for *Developing Instant Recall of the Alphabet*

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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. Visit www.blendphonics.org and www.donptter.net for phonics programs to use with these flashcards.

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

These flashcards are presented to you free from Donald L. Potter's www.donpotter.net web site. These cards may be reproduced and used freely for non-commercial educational purposes. (Revised 9/2/08, 11/12/10, 8/12/11)

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

Cursive

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

A a

A a

Card 1: a: Apple, alligator. The vowel a says *ă* and sometimes *ā*.

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B b 

Card 2: *be*: Boy, bat, dab

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C c 

Card 3: *ce*: cat, cow. The consonant *c* says *k* and sometimes *s*.

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D d

D d

Card 4: *de*: dog, dragon bad

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E e

E e

Card 5: *e*: echo, Ed, bed The vowel *e* says *ě* and sometimes *ē*.

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F f



Card 6: *ef*: fan, fun, off

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G g



Card 7: *ge*: goat, garden, gate, dog. Consonant *g* says *g* and sometimes *j*.

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H h

H h

Card 8: *aych*: horse, house

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I i

I i

Card 9: *i*: igloo, Indian. Vowel *i* says *ĩ* and sometimes *ĩ*.

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J j



Card 10: *ja*: jet, jug

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K k



Card 11: *ka*: kite, kiss

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L l *L l*

Card 12: *el*: leaf, lid, ball

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M m *M m*

Card 13: *em*: man, moon

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N n

N n

Card 14: en: net, nut

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O o

O o

Card 15: o: ostrich, octopus Vowel o says ō and sometimes ō̄.

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P p

Cursive uppercase 'P' and lowercase 'p' written on a horizontal baseline. The 'P' has a loop at the top and a vertical stem. The 'p' has a loop at the top and a stem that descends below the baseline.

Card 16: *pe*, pen, pin, cap

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Q q

Cursive uppercase 'Q' and lowercase 'q' written on a horizontal baseline. The 'Q' has a large loop at the top and a tail that curves to the right. The 'q' has a loop at the top and a stem that descends below the baseline.

Card 17: *cu*: quack, quiz

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R r

Cursive uppercase 'R' and lowercase 'r' written on a horizontal baseline. The 'R' has a large loop at the top and a vertical stem. The 'r' has a smaller loop at the top and a vertical stem that ends in a small tail.

Card 18: *ar*: rat, road

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S s

Cursive uppercase 'S' and lowercase 's' written on a horizontal baseline. The 'S' is a large, continuous loop. The 's' is a smaller, continuous loop.

Card 19: *es*: sun, sack, gas. Consonant *s* says *s* and sometimes *z*.

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T t

T t

Card 20: *te*: tack, toad, bat

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U u

U u

Card 21: *u*: umbrella, up. Vowel *u* says *ū* and sometimes *ū̄*.

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V v

V v

Card 22: *ve*: van, video

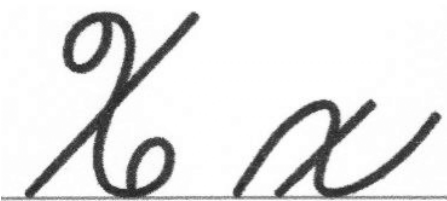
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W w

W w


Card 23: *double u*: window, wax

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X x 

Card 24: *eks*: ax, tax

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Y y 

Card 25: *wi*: you, yellow, by. baby. Consonant *y* says *y*; vowel *y* says *ī* or *ē*.

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Z z Z z

Card 26: ze: zoo, zebra

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Alphabet Letter Recognition Test

Name: _____ Date: _____ Age _____ Grade _____

School _____ Uppercase LPM _____ Lowercase LPM _____

Upper Case Manuscript

I E A Z W S O K G C X

T P L H D U Q M Y V R

N J F B

Lower Case Manuscript

u p m y v r n j f b x t p i

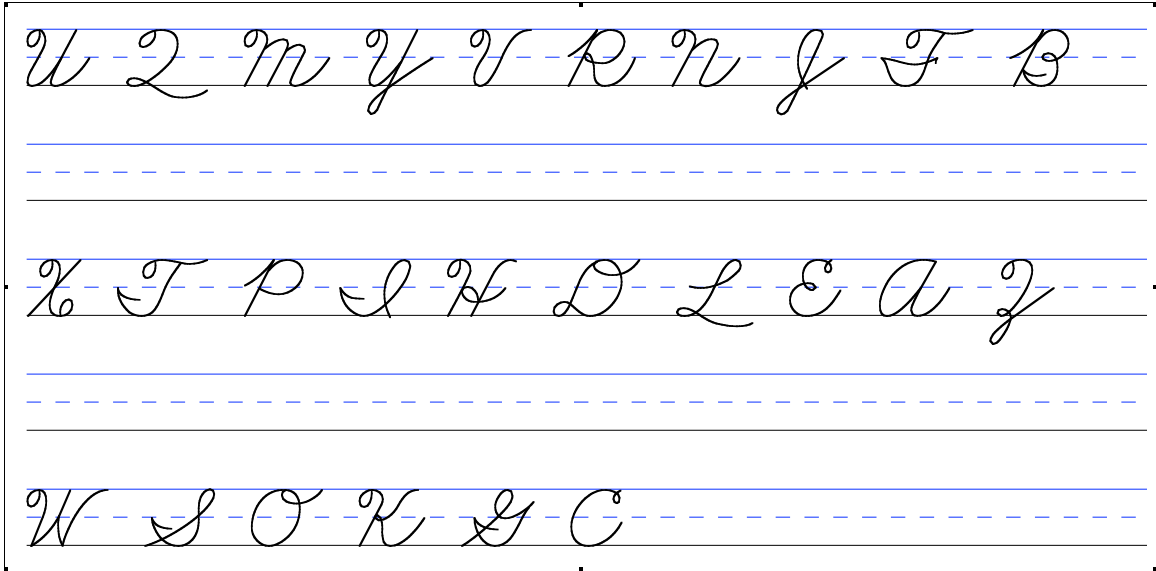
h d l e a z w s o k g c

Alphabet Letter Recognition Test

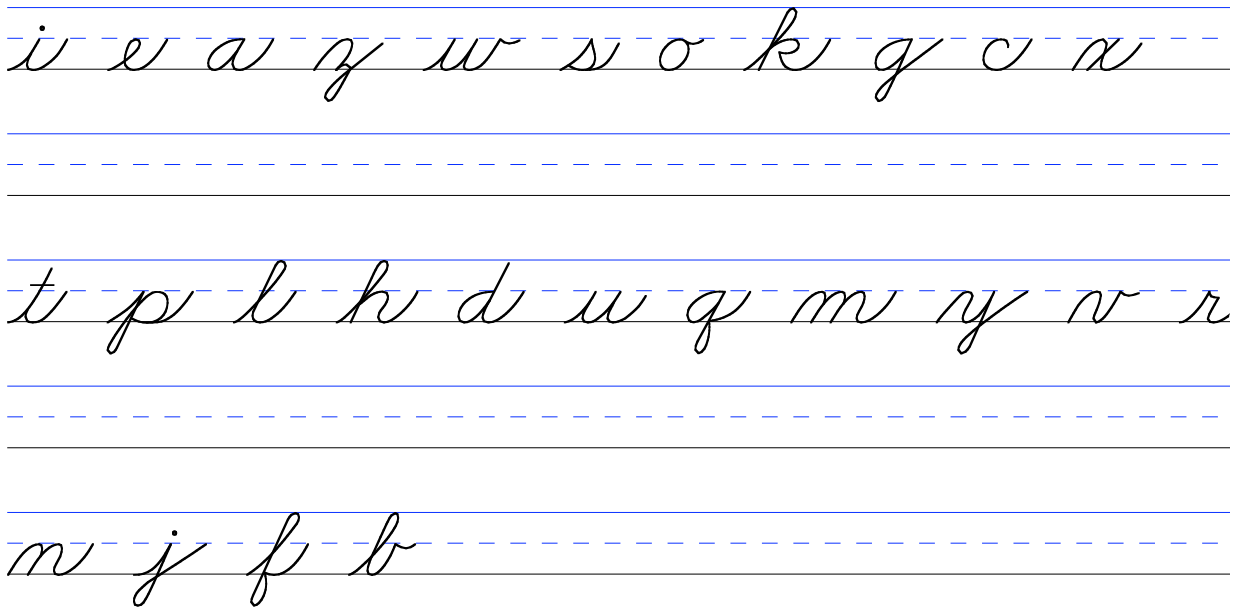
Name: _____ Date: _____ Age _____ Grade _____

School _____ Uppercase LPM _____ Lowercase LPM _____

Upper Case Cursive



Lower Case Cursive



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

The use of these materials is very simple, especially when used in conjunction with my Hazel Loring's highly effective 1980 *Reading Made Easy for First Grade with Blend 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 he 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.

My recommendation for developing fluency is simply have the student write the alphabet from a to z everyday until they reach the desired fluency as measured by letters for minute. My preference for timing the students is simply to time how long it takes them to write the alphabet from a to z and divide 1560 by the results in seconds (LPM = 1560/Seconds). The Flashcards are excellent for developing fast letter identification responses and for practice in alphabetization.

Students should learn the names of the letters of the alphabet as they learn to write the alphabet. The names of most of the letters have elements (hints) of the sound represented by the letter, which are of great assistance to children beginning their first steps in reading. The underlined letters contain at least one of the sounds of the letter in the name: 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.

The following have the sound value at the **beginning** of the letter name:

a /ā/, b /b/, c /s/, d /d/, e /ē/, g /j/, i /ī/, j /j/, k /k/, o /ō/, p /p/, r /r/, s /s/, t /t/, z /z/.

The following letters have the sound value at the **end** of the name.

f /f/, l /l/, m /m/, n /n/, s /s/.

This leaves only h, q, w, and y to be learned by associations other than the letter name.

Noah Webster's spelling for the names for the letters are very helpful, yet little known today:

a (ā), b (bē), c (cē), d (dē), e (ē), f (ěf), g (gē), h (aytch), i (ī), j (jā), k (kā), l (ěl), m (ěm), n (ěn), o (ō), p (pē), q (cū), r (ar), s (ěs), t (tē), u (ū), v (vē), w (double ū), x (ěks), y (wī), z (zē).

You can download *Blend Phonics* free from www.blendphonics.org or my website, www.donpotter.net.

This document last revised 12/2/11 by Donald L. Potter.