

Alpha-Phonics Lesson Plans: A Model for Excellence

1999 – 2000 School Year

As Taught by Mr. Donald L. Potter
To His Second-Grade Bilingual Class

Students copied each lesson from the overhead into an *Alpha-Phonics Spiral*. The lessons were sent home for the students to read to their parents and copy again in cursive for homework.

Week One

- Day 1: Lesson 1 (a, m, n, s, t, x)
Spelling: *am, an, as, at, ax, man, has, sat, tan, dad, [was]*
Day 2: Lesson 2 (h)
Day 3 Lesson 3 & 4 (d, w)

Week Two

- Day 4: Lesson 5 [was]
Spelling: *and, band, cat, can, Sam, gas, jam, fan, lad, Nat, tag, ran*
Day 5: Lesson 6, Sentences
Day 6: Lesson 7 (l)
Day 7: Lesson 8 (l, b, c, g, j, f, l, n)
Day 8 Lesson 9 (p, t, r, v, w, y z)

Week Three

- Day 9: Review
Spelling: *sad, pal, bag, cab, ham, fan, cap, rat, a, back, sack, tack*
Day 10: Lesson 10a (short a spelling families)
Day 11: Lesson 10b (short a spelling families)
Day 12: Lesson 10c (short a spelling families)
Day 13: Lesson 11 & 12 (ck, qu, a)

Week Four

- Day 14: Lesson 13 (Lessons 14 & 15 – Nonsense syllables & intro short vowels, wrote short vowel page, but not nonsense syllables – orally only)
Spelling: *neck, bell, sell, tell, leg, pen, end, send, get, wet, yes, egg*
Day 15: Lesson 16a (short e spelling families)
(Lessons 14 & 15 all short vowels- review this page daily)
Day 16: Lesson 16b (short 3 spelling families) (Lessons 14 & 15 orally)
Day 17: Lesson 17 (short e sentences)
Day 18: Lesson 18 (read short e nonsense syllables)

Week Five

- Day 19: Lesson 19a (short i spelling family)
Spelling: *if, in, win, is, his, it, fill, fib, sick, kid, pig, rip*
- Day 20: Lesson 19b (short i spelling family)
- Day 21: Lesson 19c (short i spelling family)
- Day 22: Lesson 20 (short i sentences)
- Day 23: Pre-teach Lesson 21: (th) (All *Pre-teach Lessons* are read orally in class, but not copied into the Spirals. There is no homework for Friday evenings.)

Week Six

- Day 24: Lesson 21 (th)
Spelling: *the, that, with, rock, sock, God, of, off, dog, mom, cop, not*
- Day 25: Lesson 22 (th sentences)
- Day 26: Lesson 23a (short o spelling family)
- Day 27: Lesson 23b (short o spelling family)
- Day 28: Lesson 24 (short o sentences)

Week Seven

- Day 29: Lesson 25 (s possessive and plurals, also es)
Spelling: *pans, boxes, cub, mud, bug, hug, full, sun, run, dish, wish, ship*
- Day 30: Lesson 26 (sentences with plurals)
- Day 31: Lesson 27 (short u spelling families)
- Day 32: Lesson 28 (short u sentences)
- Day 33: Lesson 29 (sh) Pre-teach Lesson 82: (ve, v-e; at ate)

Important Note: Now we will begin our *Parallel Presentation Phase* of our *Alpha-Phonics* instruction. The students will do two lessons per day: one involving reading consonant blend and digraph lessons and copying them into their *Alpha-Phonics Spiral*; the second lesson will involve reading the long vowel lessons from the overhead, but not copying them. These lessons, which do not require copying from the overhead, are called *Pre-teach Lessons* (long vowels).

When the consonant blend and digraphs lessons are completed, we will go back to doing one lesson per day with reading from the overhead and writing into the *Alpha-Phonics Spiral*.

The *Parallel Presentation Method* will allow the students an extra opportunity to fully master the complicated long vowel spellings. It will, also, allow them to begin using more advanced phonics knowledge to read library books earlier in the year.

Week Eight

- Day 34: Lesson 30 & 31: (ch, wh) Pre-teach Lesson 73: (p. 82 a-e)
Spelling: *chin, chat, chip, rich [have] when, [what], you, [are], he, we, they*
- Day 35: Lesson 35: (ch, sh, wh words) Pre-teach Lesson 73: (p.83 a-e)
- Day 36: Lesson 33: (sentences with ch, sh, wh) Pre-teach Lesson 73: (p, 84 a-e)
- Day 37: Lesson 34: (Irregular words: are, have) Pre-teach Lesson 74: (long a sentences)
- Day 38: Pre-teach Lesson 35 (sentences) Pre-teach Lesson 75: (ai)

Week Nine

- Day 39: Lesson 35 (Sentences) Pre-teach Lesson 76: (ai sentences)
Spelling: *isn't, can't, hotdog, lesson, basket, magic, picnic, rabbit, pencil, sunset, rocket, lemon*
Day 40: Lesson 36 & 37 (contractions & sentences) Pre-teach Lesson 77 & 78 (ay, ey & sentences)
Day 41: Lesson 38a (2 syllable words) Pre-teach 79: (ei, eigh)
Day 42: Lesson 38b (2 syllable words) Pre-teach 80 & 81: (mixed long a words)
Day 43: Pre-teach Lesson 39 (sentences, 2 syllable words) Pre-teach Lesson 82: (2 syllable long a words)

Week Ten

- Day 44: Lesson 39 (2 syllable words, sentences) Pre-teach 83 (au, aw)
Spelling: *Al, all, Cal, call, Hal, hall, ball, fall, sang, ring, getting, running*
Day 45: Lesson 40 (the a of all) Pre-teach Lesson 85 (the a of car)
Day 46: Lesson 41a (ng words) Pre-teach Lesson 86 (sentences)
Day 47: Lesson 41b (ing words) Pre-teach Lesson 87 (ee)
Day 48: Lesson 42 (sentences) Pre-teach Lesson 88 (ee sentences)

Week Eleven

- Day 49: Lesson 42 (sentences all, ng) Pre-teach Lesson 89: (ea)
Spelling: *band, sand, pond, (sent, cent), hung, rent, went, letter, bigger, winter*
Day 50: Lesson 43 (nd, nt, [want]) Pre-teach Lesson 90 (ea sentences)
Day 51: Lesson 44 (sentences) Pre-teach Lesson 91 (e-a & sentences)
Day 52: Lesson 45 (er & sentences) Pre-teach Lesson 92: (ie & sentences)
Day 53: Pre-teach Lessons 46 & 47 (nk nc, nch, & sentences) Pre-teach Lesson 93 long e as y)

Week Twelve

- Monday: No School
Spelling: *bank, pink, inch, ranch, lunch, fact, left, next, ask, desk, last, fast*
Day 54: Lessons 46 & 47 nk, nc, nch, & sentences) Pre-teach Lesson 94: (sentences)
Day 55: Lessons 48 (ct, ft, pt, xt, & sentences) Pre-teach Lesson 95 & 96: (long e spellings)
Day 56: Lesson 49 (final blends sk, sp, st) Pre-teach Lesson 97 (long e sentences)
Day 57: Lesson 50 & 51 (lb, ld, lf, lk, lm, lp, lt) Pre-teach Lesson 98a (long i spelled as i-e, y, ie)

Week Thirteen

- Day 58: Lesson 50 & 51 (lb, ld, lf, lk, lm, lp, lt) Pre-teach Lesson 98a (long i spelled as i-e, y, ie)
Spelling: *camp, jump, catch, witch, [watch], fudge, fence, finish, after, sandwich, lost, edge*
Day 59: Lesson 52 & 53 (mp, tch, sentences) Pre-teach Lesson 100 (igh, sentences)
Day 60: Lesson 54 & 55 (dge, nce, nse) Pre-teach Lesson 101 & 102 (ough, augh, gh=f)
Day 61: Lesson 56 (words – final consonant blends) Pre-teach Lesson 103 (o-e)
Day 62: Pre-teach Lesson 57 (2 syllable words) Pre-teach Lesson 104 (o-e sentences)

Week Fourteen

- Day 63: Lesson 57 (2 syllable words) Pre-teach Lesson 105 (oa & sentences)
Spelling: *black, blank, brand, bring, clap, class, clock, crib, drink, drug, flag, flat*
Day 64: Lesson 58 (bl, br) Pre-teach Lesson 106 (ow & sentences)
Day 65: Lesson 59 (cl, cr) Pre-teach Lesson 107 (old & sentences)
Day 66: Lessons 60 & 61a (clr, dw, fl) Pre-teach Lesson 108 (to, do, two, who & sentences)
Day 67: Lessons 61b, 62 (fr, gl, gr, gw) Pre-teach Lesson 109 (too)

Week Fifteen

- Day 68: Lesson 61 & 62 (fr, gl, gr, gw) Pre-teach 110 (oo sentences)
Spelling: *frog, glass, grass, plan, print, sled, stop, small, skin, spell, swim, string*
Day 69: Lesson 63 & 64 (pl, pr, sl) Pre-teach Lesson 111 (ould)
Day 70: Lesson 65 & 66 (shr, sm, sn, sp, spr) Pre-teach Lesson 112 (ow, ou)
Day 71: Lesson 67 & 68 (st, str, sw, sc, sk, scr) Pre-teach Lesson 113 (ow, ou, sentences)
Day 72: DEAR Day Pre-teach Lesson 114 (oy, oi, sentences)

Week Sixteen

- Day 73: Lesson 69 (tr, thr, tw) Pre-teach 115 (u-e sentences)
Spelling: *truck, twelve, twin, trip, mad, made, at, ate, cap, cape, pal, pale*
Day 74: Lesson 70 (consonant blend words) Pre-teach Lesson 116 (ue, ui, sentences)
Day 75: Lesson 71 (consonant blend sentences) Pre-teach Lesson 117 (ew, eu sentences)
Day 76: Lesson 72 (a-e, first long vowel Lesson) Pre-teach Lesson 118 (er, ir, [w]or, ear)
Day 77: Pre-teach Lesson 73a (a-e spelling family)

Week Seventeen

- Day 78: Lesson 73a (a-e word family) Pre-teach Lesson 119 (le, sentences)
Spelling: *cake, face, safe, name, date, Jane, late, [are], space, whale, take*
Day 79: Lesson 73 b (a-e word family) Pre-teach 120 (ph, ce, sc, ci, si ti, xi, tu)
Day 80: Lesson 73c (a-e word family) Pre-teach 121, 122, 123, 124 (kn, mb, bt)
Day 81: Lesson 74 (a-e sentences) Pre-teach 125, 126, 127 (wr, st, ft, ch=k, ps)
Day 82: Pre-teach Lesson 75 (ai) Pre-teach 128 (y = short i)

Note: The first phase of our *Parallel Presentation* is complete. All of the *Alpha-Phonics* lessons have been *Pre-taught* orally from the overhead. Everything now is review and consolidation. Continue to drill the Alpha-Phonics Phonograms. From now on, *all* lessons will be copied into the *Alpha-Phonics Spirals*, and sent home for homework.

Week Eighteen

- Day 83: Lesson 75 (ai) spelling family
Spelling: *[said], mail, chair, wait, rain, brain, play, may, day, pay, obey, they*
Day 84: Lesson 76 (ai, ey words & sentences)
Day 85: Lesson 77 & 78 (ay, ey, words & sentences)
Day 86: Pre-teach Lesson 79 (ei, eigh)
Friday: No school. End of First Semester

Week Nineteen

- Day 87: Lesson 79 (ei, eigh & sentences)
Spelling: *away, airplane, mailman, eight, ate, their, grade, chair, tail, jaw, Paul, saw*
Day 88: Lesson 80 & 81 (long a words, mixed families)
Day 89: Lesson 82 (2 syllable long a words)
Day 90: Lesson 83 & 84 (au, aw & sentences)
Day 91: Pre-teach Lesson 85 (a as in ma and car)

Week Twenty

- Day 92: Lesson 85 (a as in ma and car)
Spelling: *car, hard, shark, far, feel, see, sleep, weed, feet, be, bee*
Day 93: Lesson 86 (ar sentences)
Day 94: Lesson 87a (ee spelling family)
Day 95: Lesson 87b (ee spelling family)
Day 96: Pre-teach Lesson 88 (ee sentences)

Week Twenty-One

- Monday – No school
Day 97: Lesson 88 (ee sentences)
Spelling: *sea, read, hear, dear, year, meal, clean, bean, team [head, bread]*
Day 98: Lesson 89a (ea spelling family)
Day 99: Lesson 89b (ea spelling family)
Day 100: Pre-teach Lesson 90 (ea sentences)

Week Twenty-Two

- Day 101: Lesson 90 (ea sentences)
Spelling: *[eye, were, there], here, these, [friend, receive], thief, field, piece, chief, dream*
Day 102: Lesson 91 (e-e sentences)
Day 103: Lesson 92a (long e as ie, words only)
Day 104: Lesson 92b (long e as ie, sentences)
Day 105: Pre-teach Lesson 93 (long e as y)

Week Twenty-Three

- Day 106: Lesson 93a (long e as y)
Spelling: *puppy-puppies, happy, study, city, candy, very, funny, bunny-bunnies, easy, pretty*
Day 107: Lesson 93b (long e as y)
Day 108: Lesson 94 (long e as y sentences)
Day 109: Lesson 95 (plural y – baby – babies)
Day 110: Lesson 96 (mixed long e words)

Week Twenty-Four

- Day 111: Lesson 97 (long e sentences)
Spelling: *by, my, why, try, pie, tie, mice, prince, hide, time, line*
Day 112: Pre-teach Lesson 98a (long i as i, i-e, y, ie) [no homework today]
Day 113: Lesson 98a (long i as i, i-e, y, ie)
Day 114: Lesson 98b (i-e spelling family)
Day 115: Lesson 99 (long i sentences)

Week Twenty-Five

- Monday: No school – Valentine's Day
Spelling: *smile, tire, fire, wife, size, kite, sign, right, light, night, [give]*
Day 116: Lesson 98c (i-e spelling family p. 106)
Day 117: Lesson 99 (long i sentences)
Day 118: Lesson 100 (igh, sentences)
Day 119: Lesson 101 (ough, augh)

Week Twenty-Six

- Day 120: Lesson 101 (ough, augh)
Spelling: *ought, daughter, laugh, note, rope, phone, home, rose, cone, more, smoke, coke*
Day 121: Lesson 102 (gh = f, sentences)
Day 122: Lesson 103 (o-e spelling family)
Day 123: Lesson 104 (o-e sentences)
Day 124: Pre-teach Lesson 105 (oa)

Week Twenty-Seven

- Day 125: Lesson 105a (oa words family)
Spelling: *boat, goat, soap, road, blow, grow, snow, old, cold, hold, go, yo-yo*
Day 126: Lesson 105b (oa sentences)
Day 127: Lesson 106 (ow, sentences)
Day 128: Lesson 107 (-old spelling family)
Day 129: Pre-teach 108 (too, do, to, two, who, you, youth, young, sentences)

Week Twenty-Eight

- Day 130: Lesson 108 (too, do, to, two, who, you, youth, young, sentences)
Spelling: *two, too, to, who, you, food, moon, school, room, foot, door*
Day 131: Lesson 109 (oo as in food)
Day 132: Lesson 109 (oo as good, oo as door)
Day 133: Lesson Pre-teach 110 (oo sentences)
Friday: No School

Week Twenty-Nine

- Day 134: Lesson 110 (oo sentences)
Spelling: *shouldn't, cow, down, power, town, owl, our, hour, out, house, mouse, flower*
Day 135: Lesson 111 (ould, sentences)
Day 136: Lesson 112a (ow)
Day 137: Lesson 112b (ou)
Day 138: Pre-teach Lesson 113 (ow, ou – sentences)

Week Thirty

- Day 139: Lesson 113 (ow, ou - sentences)
Spelling: *boy, joy, toy, oil, coin, point, noise, use, mule, June, pure, flute*
Day 140: Lesson 114 (oy, oi - sentences)
Day 141: Lesson 115a (u-e spelling family)
Day 142: Lesson 115b (u-e sentences)
Day 143: Pre-teach Lesson 116 (ue, ui - sentences)

Week Thirty-One

- Day 144: Lesson 116 (ue, ui - sentences)
Spelling: *title, able, table, bottle, little, simple, phonics, telephone, nation, station, treasure*
Day 145: Lesson 117 (ew, eu - sentences)
Day 146: Lesson 118a (er, ir, ur)
Day 147: Lesson 118b (ear [w]or - sentences)
Day 148: Pre-teach 119 (le, silent t – sentences)

Week Thirty-Two

- Day 149: Lesson 119a (le spelling family)
Spelling: *knee, know, knight, climb, thumb, comb, hour, honest, ghost, write, wreck*
- Day 150: Lesson 119b (silent t – sentences)
- Day 151: Lesson 120 (ph)
- Day 152: Lesson 121 (ce, sc, ci, si, ti, xi, su, tu)
- Day 153: Pre-teach 122 (kn)

Week Thirty-Three

- Day 154: Lesson 122, 123, 124 (kn, mb, silent h)
Spelling: *listen, Christ, Christian, castle, often, school, gym, system, scholar, called, visited, kicked*
- Day 155: Lesson 125, 126 (wr, st, ft)
- Day 156: Lesson 127 & 128 (ch as k, ps as s)
- Day 157: Lesson 129 (y as short i)

Week Thirty-Four

- Day 158: We have finished Alpha-Phonics. The spelling words here are to fill out the year.
Spelling: *body, trouble, cereal, animal, special, ring, canyon, dove, heart, funny, ankle, mesa*
- Day 159:
- Day 160:
- Day 161:

Week Thirty-Five

- Day 162:
Spelling: *along, apart, especially, basketball, candle, probably, helmet, twenty, cupboard, backward, birthday, please*
- Day 163:
- Day 164:
- Day 165:

Mr. Potter's Observations

February 14, 2005

Our *Alpha-Phonics Celebration* took place on Friday, April 28, 2000. The students demonstrated their high level literacy skills by reciting the phonograms, reading select *Alpha-Phonics* lessons from the overhead, and reading passages from their favorite stories in our second-grade Riverside basal readers to their parents and guest educators. The students took home their *Alpha-Phonics Spirals* in which they had written all 3,500 words and 600 sentences from *Alpha-Phonics*. Each child received a beautiful *Alpha-Phonics Certificate of Completion* from his or her instructor, Mr. Donald L. Potter.

End of school reading assessments (STAR, 1987 Riverside IRI, and the Texas' Proficiency Reading Inventory) indicated that the students had made very significant gains in their English reading skills. Three years later, at the end of their fifth-grade year, I was able to test most of these students with the *Miller Word Identification Assessment II (MWIA II)*. The children were virtually free of whole-word dyslexia. A free copy of the MWIA I & II can be downloaded from the www.donpotter.net website.

I was a fifteen-year veteran of the Ector County Independent School District when I implemented these detailed *Lesson Plans* for teaching *Alpha-Phonics* to a second-grade bilingual class in Room W-34 at the *Murry Fly Elementary School* in Odessa, Texas. I still have all the homework sheets in my files. I had previously taught *Alpha-Phonics* in small groups to students on all elementary grades in a bilingual resource room at *Burnet Elementary* in Odessa

Heartfelt thanks goes to Dr. Sam Blumenfeld the author of our textbook, *Blumenfeld's Alpha-Phonics'* reading primer.

Use was made of the *PhonicsTutor*, a computer program by my friends David and Janelle Hickerson of *4:20 Communications*. This is an interactive phonics reading and spelling program based on the *Alpha-Phonics* lessons.

These *Alpha-Phonics Lesson Plans* are **indisputable proof** that Mr. Blumenfeld's program can be successfully taught to a large class of students in a single year. It is important to note that all of my students were native Spanish speakers, most of whom had little or no previous experience reading English. It is obvious that it would be even easier to implement with a class of native English speakers. I made it point to translate all the words and sentences into Spanish so even the students new to English were able to master the program.

Since retiring from public education in 2005, I have been teaching *Blumenfeld's Alpha-Phonics* in my remedial reading class the Odessa Christian School, Odessa, TX.

For more information on *Alpha-Phonics* and other phonics-first programs, visit Mr. Potter's Education page at www.donpotter.net. Visit the *Samuel L. Blumenfeld Reading Clinic* page on my website for more practical information on Mr. Blumenfeld's incomparable phonics-first reading method.

It wasn't till three years later that I learned - from discussions with Mr. Randy Nelson of Peterson Directed Handwriting - that the dynamic information the students gained from writing the words and sentences in fluent cursive explains much of their superb ability to read and spell. The failure to teach cursive and intensive phonics is a major reason for the decline in literacy in America today.

This document was extensively revised and corrected by Mr. Potter on February 14, 2005. More Corrections were made on 10/03/05. On 9/13/2014, I added the spelling for 9, 10 & 11 that I had inadvertently left off. I still have all the original homework pages that I sent home with the students. Spelling List and Certificate added on 9/14/2014. Last revision July 21, 2015

Comprehensive *Alpha-Phonics* Spelling List

Mr. Potter's Second Grade Bilingual Class
Murry Fly Elementary
1999-2000

August. 11: am an as at ax man has sat tax dad [was]
August 16: and band cat can Sam gas jam fan lad Nat tag ran
August 23: sad pal bag cab ham fan cap rat a back sack tack
August 30: neck bell sell tell leg pen end send get wet yes egg
September 6: if in win is his it fill fib sick kid pig rip
September 13: the that with rock sock God of off dog mom cop not
September 20: pans boxes cub mud bug hug full sun run dish wish ship
September: 27: chin chat chip rich [have] when [what] you [are] he we they
October 4: isn't can't hotdog lesson basket magic picnic rabbit pencil sunset rocket lemon
October 11: Al all Cal call Hal hall ball fall sang ring getting running
October 18: band sand pond (sent cent) hunt rent went letter bigger winter
October 26: bank pink inch ranch lunch fact next ask desk last fast
November 1: camp jump catch witch [watch] fudge fence famish after sandwich lost edge
November 8: black blend brand bring clap class clock crib drink drug flag flat
November: 15: frog glass grass plan print sled stop small spell swim string
November 29: truck twelve twin trip mad made at ate cap cape pal pale
December 6: cake face safe name date Jane late [are] [have] space whale take
December 13: [said] mail chair wait rain brain play may day pay obey they
January 3: away airplane mailman (eight ate) their grade chair (tail tale) jaw Paul saw
January 10: car hard shark farm feel see sleep weed feet tree be bee
January 18: sea read dear year meal clean bean teach team [head bread]
January 24: [eye were there] here these [friend receive] thief field piece chief dream
January 31: puppy puppies happy study city candy very funny bunny bunnies easy pretty
February 7: by my why try pie tie mice prince like hide time line
February 15: smile tire fire wife five kite sign right light night [give]
February 21: ought daughter laugh note rope phone home rose cone more smoke coke
February 28: boat goat soap road blow snow old cold hold go yo-yo
March 6: (too two to) who you food moon school room foot book door
March 20: shouldn't cow down power town owl our hour out house mouse flower
April 3: blue true glue juice new chew her girl bird nurse learn work
April 10: title able table apple bottle little simple phonics telephone nation station treasure
April 17: knee know knight climb thumb comb hour honest ghost write wrong wreck
April 24: listen Christ Christian castle often school gym system scholar called visited kicked

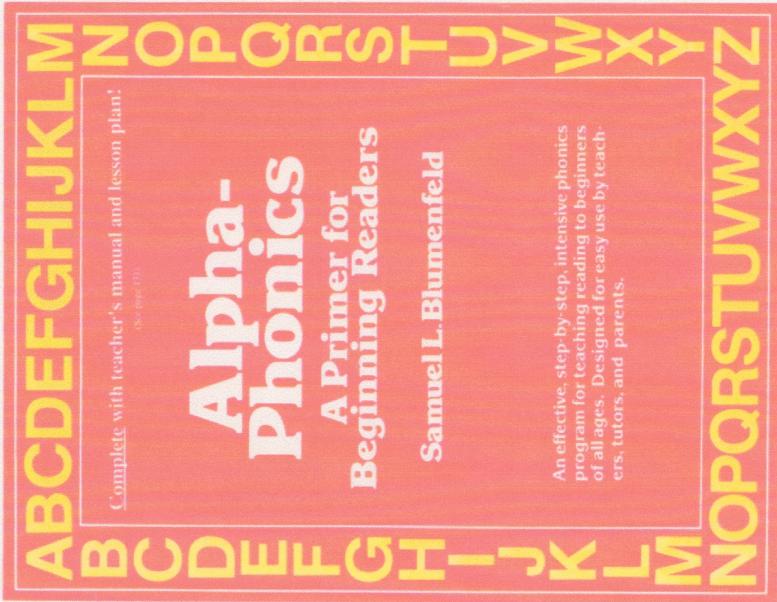
This spelling list represents all of the phonics taught with *Alpha-Phonics*. It would be good to review these words with the children over the summer to review the phonics and to be sure that they can spell all these words in written compositions.

Certificate of Completion

Has successfully
completed the Alpha-Phonics reading
program by reading and writing 3,500
words and 600 sentences in the
program.

Teacher _____

Muny July Elementary



An effective, step-by-step, intensive phonics
program for teaching reading to beginners
of all ages. Designed for easy use by teach-
ers, tutors, and parents.