

# SAMUEL L. BLUMENFELD

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Eryn Kline  
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Educators Publishing Service Inc  
31 Smith Place  
Cambridge, MA 02138-1089

Dear Ms. Kline,

Thanks for the opportunity to present my proposal to your acquisitions board. My proposal is to create a set of little books that combine reading instruction with a story book in one unit so that the student can immediately apply what has been learned and can experience the joy of reading for pleasure. The set of books teach the child our entire alphabetic system in easily digestible segments, thus making reading instruction easy and delightful.

The size and configuration of the books and the box holding them should be subject to marketing analysis. However, for the purposes of this proposal, I am using the format of the Little Readers that were used in my Alpha-Phonics Kit. EPS may decide on a different format.

An outline of what each little book will teach is in the attached Teacher's Manual. I am also attaching several sample little books to give your acquisitions board a concrete idea of my proposal.

The benefits of this idea are many: It makes it easy and fun for the child to learn to read in this unique way. It provides the child with immediate achievement and satisfaction. It enhances the child's self-esteem by making continued success a reality. It provides a tremendous incentive for moving forward, for the child will measure his success by how rapidly he advances from one book to the next. Teachers will love it because it makes it easy to track the progress of their students.

I have spent over thirty years studying and analyzing our alphabetic system and have been able to break it down into 20 easily learnable units. The Teacher's Manual describes what is taught in each little book. The 20 books will make a handsome set that schools can purchase for their primary reading program or as a remedial supplement to whatever other program they are using.

There are many marketing schemes for selling these books. For example, a first-grade teacher may wish to purchase one complete set and 30 copies of Books One through Five or Ten, depending on how far the children will go in that class. A disposable writing book can be made for each learning unit, thus enhancing the learning scope of the set.

This format will give the classroom teacher great flexibility and control over what is taught. It will enhance individualized learning by providing books for students at different levels of learning. One student may be working on Book One. Another, on Book Two, and so on. It will be easy for the teacher to determine the reading level of the student by having him or her read the little book aloud. Children who master the instruction quickly will be eager to move on to the next book, and the teacher will be able to track their progress just as easily. Thus, the brighter student will not have to wait for the other students to catch up.

In other words, this format not only makes learning to read easy, but provides teachers with a format that simplifies their job of overseeing the progress of their pupils.

By also providing disposable writing books to accompany each learning segment, teachers will be able to give the students much needed writing practice, which is essential in developing full literacy.

Sincerely yours,

Samuel L. Blumenfeld

*Junior's*  
**A L P H A B E T I C**  
**Readers**

*An Easy Way to Learn to Read*

**Project Proposal**

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# Introducing

## A New Idea in Reading Instruction

The concept of *Junior's Alphabetic Readers* is that of a set of sequential little books designed to make learning to read easy and enjoyable. The books will teach the child our entire alphabetic system in an easy-to-learn way by combining instruction with a reading text.

Our alphabetic system consists of 26 letters that represent 44 sounds. Although we have only five vowel letters, we have 20 vowel sounds in English with a great variety of spelling forms. It is these anomalies that can cause problems for the learner, unless the teaching method provides an easy and simple way to teach the entire system. That's what these Alphabetic readers are designed to do.

The author has studied and analyzed our English alphabetic system and has been able to break it down into 20 easily learnable units. The number of units can be expanded or reduced depending on marketing or production-cost considerations.

Each unit or book will be composed of two parts: a teaching or instruction half, and a reading half. In other words, once the child has mastered the instruction half, he or she is rewarded with a delightful reader incorporating everything the pupil has just learned. Thus, the learner experiences an initial sense of achievement, which greatly enhances his or her self-esteem.

In the **first** little book the child learns the alphabet and is then introduced to the short a and five consonants which make five two-letter words. The two-letter words are then expanded into three-letter words. When the learner masters all of that, he or she then has a little book to read which incorporates everything that has just been learned.

In the **second** little book the child is introduced to the rest of the short vowels, and is provided with a reader that incorporates everything that has been learned in the front half of the book.

The **third** little reader teaches consonant digraphs: sh, ch, th, wh, and the use of apostrophes. The story book incorporates all that has been learned.

The **fourth** little reader teaches two-syllable short-vowel words. The story book provides a greatly enriched reading text.

The **fifth** little reader teaches *a* as in *all*, ing, final consonant blends: nd, nt, nk, nch, nc, ct, ft, pt, xt, sk, sp, st and er. The story book incorporates all of this.

The **sixth** reader introduces some easy to learn long vowels: long I, first person singular, and double ee as in see, bee, and single e as in be, he, me, she, we. Also introduced: oi, oy as in boy, toy and oil, coin, join. The story book incorporates all of this.

The **seventh** little reader introduces initial consonant blends.

The **eighth** reader introduces the long e as spelled ea.

The **ninth** reader introduces all other long e spelling forms.

The **tenth** reader introduces the common long a spelling form: a-consonant-e.

The **eleventh** reader introduces the long a as spelling ai.

The **twelfth** reader introduces the rest of the long a spelling forms: ay, ey, *eɪ*

The **thirteenth** reader introduces the long i spelling forms: i, i-consonant-e, y, ie, ye, etc.

The **fourteenth** reader introduces the long o spelling forms: o, oa, o-consonant-e, ow.

The **fifteenth** introduces the ou and ow spelling forms as in loud and now.

The **sixteenth** reader introduces the long u spelling forms: u, ui, u-consonant-e.

The **seventeenth** reader introduces the double oo spelling form standing for two sounds as in good food.

The **eighteenth** reader introduces irregular spellings: tough, rough, though, thought, could, should, would.

The **nineteenth** reader introduces tion (nation), tious (fictitious), sion (pension), sure (liesure). Also, y as short i, as in hymn, sympathy, gym.

The **twentieth** reader introduces the learner to the beauties of poetry so that the pupil can enter the world of great literature.

At the completion of this program, the student will be a fluent phonetic reader, able to read any text with ease.

There is little need for pictures in this program, except perhaps for decorative purposes. Pictures in text are a distraction. You really can't learn to read a phonetic system of writing by looking at pictures. In fact, pictures can be an obstacle and a hindrance to teaching a child to read phonetically. Our alphabetic system is a phonetic system. All of

the letters and spelling forms stand for sounds. And a child must develop a “phonetic reflex” in order to become a good, fluent reader.

What is a phonetic reflex? It is the automatic ability to see the phonetic structure of our printed words and translate letters and groups of letters, or phonetic units we call syllables, into the spoken language. The key to fluency is automaticity, which is what a reflex is.

And so, in order to create that automaticity, we teach the alphabetic system from the very simple and regular to the more complex and irregular.

Thus, in **Book One**, the child is taught the 26 letters of the alphabet. Children often learn to recite the alphabet before they can recognize the letters at random. However, you don’t have to wait until the child knows the alphabet letter perfect before teaching the sounds. In this first book we teach the sounds of short a and six consonant letters (d, m, n, s, t, x). These letters were chosen because we can show the child how these few letters can be made into two-letter and three-letter words with only the short a.

The child learns a great deal in this first book: the alphabet, the sounds of one vowel letter and six consonants, and the beginnings of a reading vocabulary. And there is much easy drill to create automaticity.

The second half of the book is the Little Reader with sentences composed of only short a words. Thus the child feels a tremendous sense of accomplishment by being able to read a whole book so quickly.

In **Book Two**, the child is taught the rest of the short vowels (e, i, o, u). The child is drilled in the various three-letter combinations, and thus expands his or her reading vocabulary quite rapidly. The second half of the book is the Second Reader with sentences composed of only short letter words. The child achieves easy success in being able to read this little book.

In **Book Three** the child is taught the consonant digraphs th, sh, wh, ch, and the apostrophe for possessives and contractions. In the Third Reader the sentences become more interesting.

In **Book Four** the child is taught to read two-syllable short-vowel words. Together with everything that has been learned thus far, the pupil has developed a very rich reading vocabulary.

In **Book Five** the pupil is taught the sound of *a* as in *all*, the *ing* spelling form, and final consonant blends: nd, nt, nk, nch, nc, ct, ft, pt, xt, sk, sp, st, and er. The Fifth Reader represents a considerable advance in reading. The pupil advances through the rest of the readers until completing book 20. By then the pupil will have become a fluent reader, ready to enter the world of literature.

The size and configuration of the books and the box holding the set should be subject to marketing analysis. The attached mock-ups of the first five little books should provide an idea of the contents of each book. EPS may decide on a different size or configuration or in a smaller number of books. I am open to all suggestions.

This new method of teaching children to read is quite unique. I don't know of any existing program that combines instruction with a reading text. The benefits of this method of teaching are many. It makes it easy and fun for the pupil to learn to read in this creative way. It provides the child with immediate achievement and satisfaction. It enhances the child's self-esteem by making continued success a reality. It provides a tremendous incentive for moving forward, for the child will measure his success by how rapidly he advances from one book to the next. Teachers will love it because it makes it easy to track the progress of each student.

The 20 books will make a handsome set that schools can purchase for their primary reading program or as a remedial supplement to whatever other program is being used. A Teacher's Manual will accompany each set, providing the teacher with a practical guide on how to use the program.

There are many possible marketing schemes for selling these books. For example, a first-grade teacher may want to purchase one complete set and 20 or 30 copies of Books One through Five or Ten, depending on how far the children are expected to go in that class. A disposable writing book can be produced for each learning unit, thus enhancing the learning scope of the set.

This unique format will give the classroom teacher great flexibility and control over what is taught. It will facilitate individualized learning by providing books for students at different levels of learning. One pupil may be working on Book One. Another, on Book Two, and so on. It will be easy for the teacher to determine the reading level of each student by having him or her simply read the little book aloud. Children who master the instruction quickly will be eager to move on to the next book, and the teacher will be able to track the student's progress just as easily. Thus, the brighter student will not have to wait for the others to catch up.

In other words, this format will not only make learning to read easy and enjoyable, but it will provide teachers with a format that simplifies their job of overseeing the progress of their pupils.

By also providing disposable writing books to accompany each learning segment, teachers will be able to keep the students busy with much-needed writing practice, which is essential in developing full literacy.

I will be glad to answer any questions the acquisitions board may have.

Samuel L. Blumenfeld

**Sam, Pam and Ham**

**Pam's Pet Pig**

**Fun on a Big Ship**

**Tomcats and Hotdogs**

**A Summer Picnic**