

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

Alphabet

abcd

efg

hijk

lmnop

qrs

tuv

wxyz

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

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Notes from Internet Publisher: Donald L. Potter

March 18, 2013

This order of lessons was first used by Mr. Potter during the 1999 – 2000 school year with a class of second-grade bilingual Spanish speaking students at the Murry Fly Elementary School in Odessa, TX. Later that year, Mr. Potter taught the course to a group of English speaking fourth graders, with assistance from his experienced second graders. The results were very satisfactory.

Years of teaching Mr. Blumenfeld's excellent, but bare-bones cursive program, indicates that more information on connecting strokes would be very beneficial. Mr. Potter has taken Mr. Blumenfeld's excellent sequence for teaching cursive and expanded it to make the program even more effective and easier to teach. The lessons follow the beginning phonics lessons in Mr. *Blumenfeld's Alpha-Phonics* reading program.

It is expected that the handwriting practice will continue as the students write all the words and sentences in Mr. Blumenfeld's reading program. This makes the program a comprehensive beginning reading, cursive handwriting, and spelling program, a multi-sensory learning system. The goal is what Mr. Raymond Laurita aptly call **Total Linguistic Function** in speaking, reading, writing, and spelling.

This method of coupling cursive handwriting with reading and spelling instruction has proven a great help for student with ADHD and dyslexia.

Mr. Potter is preparing an instructional video that he plans to publish on his Samuel L. Blumenfeld Reading Clinic page on his website. Teacher and parents will find the video very helpful. The videos will be complete enough that a student will be able to teach themselves to write fluent cursive from the videos.

The *a*, *c*, *d*, *g*, and *q* can begin from the baseline with an under-curve or an over-curve, or in an abbreviated format as I generally teach it, with a down-curve from the midline. Mr. Blumenfeld taught these letters with a down-curve from the midline. I generally used the down-curve because I am helping student at my school learn the A Beka letter forms. While most programs start the aforementioned letters with an under-curve, I prefer an over-curve for starting the letters from the baseline because it seems to me to be a more fluent stroke. I prefer NOT to put a loop on the *o*, but allow student to decide which they prefer. The *p*, like the *g* and *q*, uses a loop below the base-line. When I was a student, learned to retrace the line, instead of using the loop. I now use and teach the looped form, but either is acceptable. (Programs that make the loop on the lowercase *o* go to the baseline are doing the students a disservice. The *a* not the *o* reaches the baseline!). The letter *y* can begin with either an overcurve or an undercurve. I generally use the undercurve since that is how I was taught in 1953, and the A Beka cursive program begins *y* with the undercurve. Either form is acceptable.

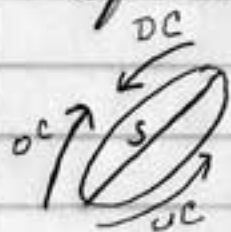
Following this typed outline are two handwritten documents illustrating the strokes for letter formation.

Last updated: 3/24/13, www.donpotter.net

Blumenfeld's Alpha-Phonics Cursive
by Donald L. Potter 3/21/13

Introduction to basic strokes.

Oral terminology: Language
of movement.



UC = under-curve OC = over-curve

DC = down-curve S = slant

LB = loop-back LF = loop-forward

CS = connect-stroke

Lesson 1: a DC, UC, S, UC. a aa aaaa

Lesson 2: m OC, S, OC, S, OC, S, UC.
m, mm, mmm

Lesson 3: am

Lesson 4: n OC, S, OC, S, UC
n, nn, nnn

Lesson 5: an, am

Lesson 6: am, an, man

Lesson 7: s UC, curve-Down, connect, UC.
s ss ssss.

Lesson 8: as, sass, mass

Lesson 9: t UC, s, UC, cross t tt ttt

Lesson 10: at

Lesson 11: as, at, am, an,
mat, tan, tam, ant

Lesson 12: x OC, s, UC, cross
x xx xxxx

Lesson 13: ax

Lesson 14: tax, sax, tan, mat.
sat

Lesson 15: h UC, LB, UC, s, UC.
h, hh, hhhh

Lesson 16: hat, ham, has.

Lesson 17: S

Lesson 18: Sam sat. Sam sat?

Lesson 19: d DC, UC, S, UC
d dd dddd dad, add, had

Lesson 20: and, sand, hand

Lesson 21: l UC, LB, S, UC
l ll lll lad, land, lass

Lesson 22: w UC, S, UC, S, US, CS
w, ww, www, wax, wk

Lesson 23: b UC, LB, S, UC, CS
b, bb, bbbb, bad, bat, bam
ban, bl

Lesson 24: c DC, UC C, CC, cccc.
cat, can, cab

Lesson 25: f UC, LB, S, LF, UC
f ff ffff fat, fan, fad, fl,

Lesson 26: g DC, UC, S, LB, OC
 g, gg, gggg, gag, gab,
 gas, gl.

Lesson 27: j. UC, S, LB, OC
 j, jj, jjjj, jab, jam

Lesson 28: r, UC, slant-right, S, UC
 r, rr, rrrr, rag, ran, rat,
 br, fr, gr, wr, cr, tr, dr.

Lesson 29: v OC, S, UC, CS v vv
 vvvv, vam, van, vat, vo.

Lesson 30: p UC, S, LB, OC, loop-around, UC
 p pp pppp, pat, pan,
 lap, pal, pl, pr.

Lesson 31: y OC, S, UC, S, LB, OC
 y yy, yyy, yam, yap.

Lesson 32: z OC, S, OC, S, LB, OC
 z zz zzzz, zag

Lesson 33: l UC, LB, S, uc
 l, llll, egg bed, fed, leg
 wed, wet, vet, bet, let, met.

Lesson 34: i UC, S, uc, Dot i, ii, iii
 in, is, it, if, ill, bit, wit, rim.

Lesson 35: o DC, uc, cs o, oo, oooo,
 of, on, ox, dog, hot, pot, jog
 job, bog, oi, ol, oh, ow, won,
 wo, boss,

Lesson 36: u UC, S, uc, S, uc u, us, up
 tub, rug, jut, gut, hut, rut
 bun, bug, ui, ue, ou

Lesson 37: q DC, uc, S, LF, OC
 q, qu, ququ, quit, quill.

Lesson 38: k UC, LB, S, OC, loop-around
 Slant-Right, uc
 k, kk, kkkk, kicks
 kid, kiss, kit, kin, keg.
 key, quack, quick, luck,
 back.

Lesson 39: A Ann, Anna, Al

Lesson 40: B Ben, Bill, Bob

Lesson 41: C Cal, Carl, Carol

Lesson 42: D Dan, Don, Dennis

Lesson 43: E Ed, Elisa, Elijah

Lesson 44: F Fred, Frank, France (F)

Lesson 45: G Gury, Gail, God

Lesson 46: H Hal, Helen, Henry

Lesson 47: I Ida, Inez

Lesson 48: J Jean, John, Jim

Lesson 49: K Ken, Kathy, Kit

Lesson 50: L Len, Lucy, Lil, Lucky.

Lesson 51: M Max, Mike, Millie

Lesson 52: N Nat, Nick, Neal

Lesson 53: O Otto, Olga, Oscar, Orson

Lesson 54: P Pete, Peg, Polly

Lesson 55: Q Quentin, Queen Quirm (Q)

Lesson 56: R Ron, Rex, Ricky

Lesson 57: T Tom, Tim, Tony (T)

Lesson 58: U United States, U.S.A.

Lesson 59: V Vince Vicky Vivian

Lesson 60: W Wilma, Walter

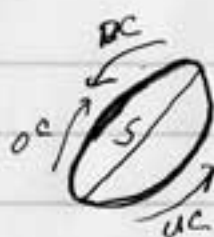
Lesson 61: X Xray, Xavier

Lesson 62: Y Yetta, York, Yuma

Lesson 63: Z Zeke Zoe, Zachary

3/23/13

Oral Terminology: Language of Movement



<u>Strokes</u>		
<u>Under-Curve</u>	↗	UC
<u>Down-Curve</u>	↘	DC
<u>Over-Curve</u>	↖	OC
<u>Slant</u>	↙	S
<u>Connect-Stroke</u>	↪	CS
<u>Loop Back</u>	↺	LB
<u>Loop Forward</u>	↻	LF

Breakdown of Strokes in the Blumenfeld Alpha-Phonics Order of Presentation

A ↓ + ↗ + ↓ + ↗ = A
DC UC S UC

MU ↗ ↓ ↗ ↓ ↗ ↓ ↗ = MU
OC S OC S OC S UC

N ↗ ↓ ↗ ↓ ↗ = N
OC S OC S UC

V ↗ ↘ ↗ = V
UC curve-down + connect UC

t ↗ ↘ ↗ - = t

uc S uc cross

K ↗ ↘ ↗ / = K

oc S uc cross

h ↗ ↘ ↗ ↘ ↗ h

uc S oc S uc

d ↘ ↗ ↘ ↗ = d

DC uc S uc.

b ↗ ↘ ↗ ↘ = b

uc LB S uc

W ↗ ↘ ↗ ↘ ↗ ∪ = W

uc S uc S uc CS

b ↗ ↘ ↗ ↘ ∪ = b

uc LB S uc CS

$$C \quad \downarrow \quad \nearrow = C$$

DC UC

$$f \quad \nearrow \quad \swarrow \quad \searrow \quad \nearrow = f$$

UC LB S LF UC

$$g \quad \downarrow \quad \nearrow \quad \downarrow \quad \nearrow = g$$

DC UC S LB OC

$$j \quad \nearrow \quad \downarrow \quad \nearrow = j$$

UC S LB OC

$$v \quad \nearrow \quad \downarrow \quad \nearrow = v$$


UC Slant Right S UC

$$w \quad \nearrow \quad \downarrow \quad \nearrow \quad \smile = w$$


OC S UC CS

$$p \quad \nearrow \quad \downarrow \quad \nearrow \quad \smile \quad \nearrow \quad \searrow \quad \nearrow = p$$

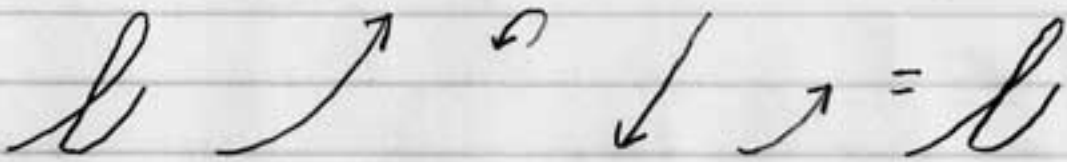
UC S LB OC Loop-around UC



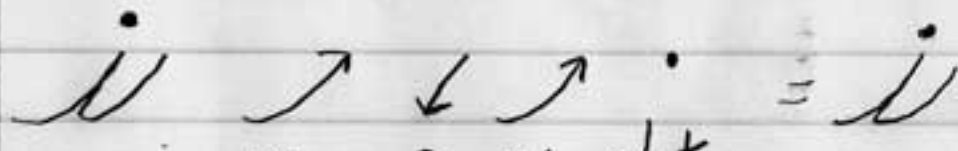
 uc S uc S LB OC



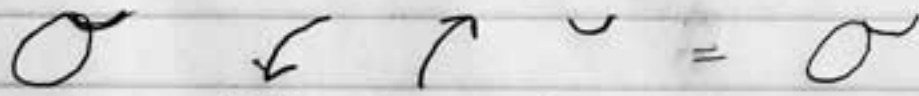
 OC S OC S LB OC




 uc LB S uc



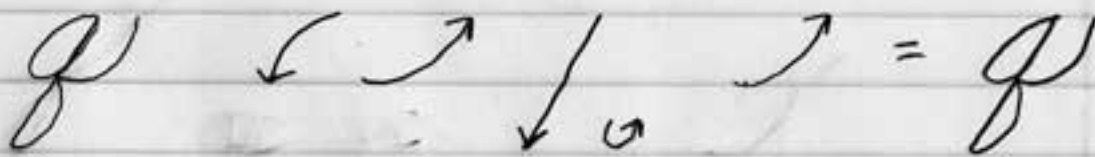
 uc S uc dot



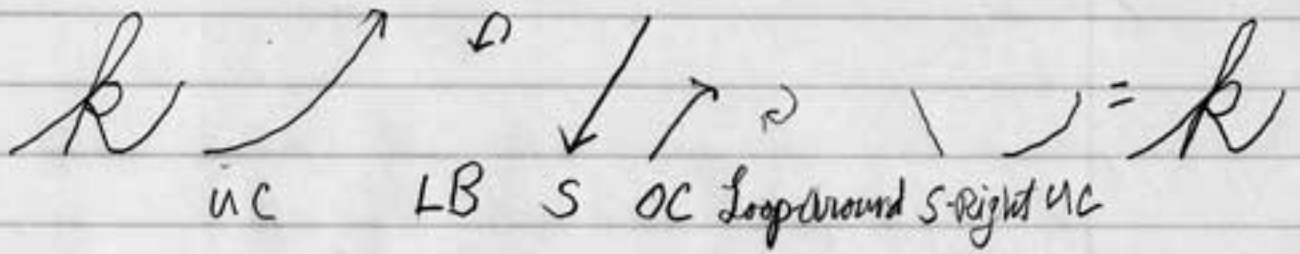
 DC OC CS



 uc S uc S uc



 DC uc S LF uc



alternate Forms

a a c c d d

g g o o p p

y y

Connections Requiring Special Attention

$a + a = aa \text{ } a \text{ } aa \text{ } aa$

Note reversal of direction after ac of second a , requiring the student to stop and reverse direction.

$ac \text{ } a \text{ } ac$

$ba \text{ } b \text{ } bc \text{ } ba$

$bo \text{ } b \text{ } bc \text{ } bo$

$ot \text{ } ob \text{ } oi \text{ } ow \text{ } om \text{ } om$

$wa \text{ } wo \text{ } we \text{ } wh$

$ag \text{ } a \text{ } ac \text{ } ag$

$ag \text{ } a \text{ } ac \text{ } ag$