

# Cardinal Montessori School

Blue Team

Spelling and Memory Work

2017-2018

Gallegos/Lower Elementary

**PLEASE READ CAREFULLY (there have been changes):**

- This is your only school copy issued. Any additional copies by the school will come with a \$25.00 charge (parents may get additional copies from the school's web-site).
- Spelling homework (definitions only) has to be turned in on Monday prior to 9:00 a.m.
- Sentences for bold printed spelling words will be completed in class and not at home.
- Students that do not complete definitions by Monday morning will not be able to take the spelling test on Friday morning (students can only a "book dictionary" and not the internet).
- The bolded printed words are definition words. Definition word has to have 1 definition from a book dictionary. **Definitions must include: spelling word, part of speech (verb, noun, etc.), and definition (see below).**

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van: n. a usually closed wagon or truck for moving goods or animals

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seed: vb. to produce or shed seeds

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- Spelling Test is every scheduled Friday (see list).
- Spelling Test Notebook must be at school on Friday, for students to take Friday's spelling test.
- Students' Memory Work does not have to be known verbatim (word for word), but the concept has to be generally understood.
- Students will need to write the week's memory rule on the weekly spelling test (parents will need to spend time with student and help him/her with these simple rules). Good Luck.

**Book Reading:**

Book tests are about every two weeks and given on Mondays (see class calendar). Parents must ensure that their student has completely read the entire book before the day of the test. Some students will read the books by themselves and other students will need more parental help.

You are helping them with the comprehension and assisting them to develop a picture in their head of what the story is telling them. A cheat-sheet may be provided to parents prior to the book test, but is not always a given. The cheat-sheet, sent to parents, may have more information from the book than test questions on the test.

Remember, the book test can be very challenging for some students, but the tests are not made to fail students. Instead, the main objective of the book test is for students to get used to reading chapter books, finishing books in a given time period, and helping students write and answer essay questions. This will need to be a team-effort by parent and student if we plan to have success.

#	Blue Team (not necessarily in this order)
1.	Treasure Island
2.	Black Beauty
3.	Knights of the Round Table
4.	Oliver Twist
5.	Little Women
6.	20,000 Leagues Under the Sea
7.	Secret Garden
8.	Little Women
9.	The Three Musketeers
10.	Teddy Roosevelt

	<b>Week 1</b> 10 Sentences Memory 1 Alphabetize	<b>Week 2</b> 10 Sentences Memory 2 Alphabetize	<b>Week 3</b> 10 Sentences Memory 3 Alphabetize	<b>Week 4</b> 10 Sentences Memory 4 Alphabetize	<b>Week 5</b> 5 Sentences Memory 5 Alphabetize	<b>Week 6</b> 5 Sentences Memory 5 * Alphabetize	<b>Week 7</b> 5 Sentences Memory 6 Alphabetize	<b>Week 8</b> 5 Sentences Memory 6* Alphabetize
1	<b>top</b>	1 <b>seed</b>	1 <b>bead</b>	1 <b>cry</b>	1 <b>runt</b>	1 <b>trap</b>	1 <b>chap</b>	1 <b>trash</b>
2	<b>van</b>	2 <b>tune</b>	2 <b>heap</b>	2 <b>fly</b>	2 <b>prone</b>	2 <b>probe</b>	2 <b>thin</b>	2 <b>shine</b>
3	<b>bet</b>	3 <b>bake</b>	3 <b>leap</b>	3 <b>sky</b>	3 <b>plot</b>	3 <b>drop</b>	3 <b>choke</b>	3 <b>wheel</b>
4	<b>win</b>	4 <b>raze</b>	4 <b>feat</b>	4 <b>try</b>	4 <b>strap</b>	4 <b>drum</b>	4 <b>dash</b>	4 <b>chase</b>
5	<b>pen</b>	5 <b>note</b>	5 <b>neat</b>	5 <b>dry</b>	5 <b>crab</b>	5 <b>strut</b>	5 <b>cheap</b>	5 <b>shade</b>
6	<b>lad</b>	6 <b>bone</b>	6 <b>wean</b>	6 <b>shy</b>	6 vast	6 scrub	6 sash	6 chime
7	<b>dog</b>	7 <b>mute</b>	7 <b>team</b>	7 <b>bye</b>	7 brim	7 stone	7 mash	7 phone
8	<b>map</b>	8 <b>feed</b>	8 <b>weak</b>	8 <b>lye</b>	8 speed	8 slope	8 whip	8 whine
9	<b>vex</b>	9 <b>meet</b>	9 <b>read</b>	9 <b>dye</b>	9 drug	9 flip	9 bath	9 teeth
10	<b>hut</b>	10 <b>ride</b>	10 <b>zeal</b>	10 <b>rye</b>	10 fleet	10 plan	10 rich	10 shave
11	January	11 Delaware	11 Arkansas	11 Montana	11 Vermont	11 Alaska	11 Vermont	11 California
12	April	12 Florida	12 Georgia	12 Idaho	12 Nevada	12 Wisconsin	12 California	12 February
13	Friday	13 June	13 Carolina	13 Michigan	13 Ohio	13 Tennessee	13 Maryland	13 October
14	Saturday	14 May	14 February	14 Louisiana	14 north	14 Massachusetts	14 Michigan	14 Wisconsin
15	Tuesday	15 Maine	15 Alabama	15 Nebraska	15 Texas	15 Louisiana	15 Tennessee	15 Louisiana
16	August	16 Dakota	16 September	16 Kentucky	16 Oregon	16 Pennsylvania	16 Wednesday	16 November
17	Monday	17 March	17 Colorado	17 Georgia	17 Utah	17 Wednesday	17 Massachusetts	17 Massachusetts
18	Thursday	18 October	18 California	18 Maryland	18 Virginia	18 Missouri	18 Pennsylvania	18 Pennsylvania
19	December	19 July	19 Delaware	19 Florida	19 Mexico	19 Washington	19 Oklahoma	19 Tennessee
20	Sunday	20 south	20 Arizona	20 November	20 Wednesday	20 Mississippi	20 Mississippi	20 January

<b>Week 9</b> 5 Sentences Memory 7 Alphabetize	<b>Week 10</b> 5 Sentences Memory 8 Alphabetize	<b>Week 11</b> 5 Sentences Memory 9 Alphabetize	<b>Week 12</b> 5 Sentences Memory 10 Alphabetize	<b>Week 13</b> 5 sentences Memory 11 Alphabetize	<b>Week 14</b> 5 Sentences Memory 12 Alphabetize	<b>Week 15</b> 5 Sentences Memory 13 Alphabetize	<b>Week 16</b> 5 Sentences Memory 14 Alphabetize
1 <b>circle</b>	1 <b>stage</b>	1 <b>deck</b>	1 <b>Gulch</b>	1 <b>pry</b>	1 <b>zany</b>	1 <b>carp</b>	1 <b>tore</b>
2 <b>space</b>	2 <b>gain</b>	2 <b>peek</b>	2 <b>Hatch</b>	2 <b>copy</b>	2 <b>gritty</b>	2 <b>term</b>	2 <b>gear</b>
3 <b>camp</b>	3 <b>genius</b>	3 <b>hick</b>	3 <b>Pitch</b>	3 <b>yap</b>	3 <b>choppy</b>	3 <b>wary</b>	3 <b>peer</b>
4 <b>pacify</b>	4 <b>degrees</b>	4 <b>bilk</b>	4 <b>Catch</b>	4 <b>shoddy</b>	4 <b>hazy</b>	4 <b>harsh</b>	4 <b>hare</b>
5 <b>juice</b>	5 <b>rage</b>	5 <b>kick</b>	5 <b>Fetch</b>	5 <b>pantry</b>	5 <b>scurry</b>	5 <b>inert</b>	5 <b>wear</b>
6 brace	6 gentle	6 rack	6 teach	6 envy	6 dressy	6 fern	6 pure
7 coast	7 gage	7 keep	7 coach	7 terrify	7 funny	7 burst	7 here
8 scum	8 magic	8 king	8 peach	8 yacht	8 speedy	8 shark	8 steer
9 voice	9 guilt	9 kernel	9 bunch	9 yeoman	9 lazy	9 perch	9 year
10 cycle	10 geese	10 khaki	10 beach	10 youth	10 soapy	10 stern	10 poor
11 triangle	11 radius	11 multiply	11 ordered	11 parallel	11 percent	11 algebra	11 aircraft
12 rhombus	12 area	12 quadrilateral	12 identity	12 divide	12 decimals	12 ratio	12 dovetail
13 square	13 parallel	13 addition	13 properties	13 bisect	13 plane	13 positive	13 bathroom
14 rectangle	14 diameter	14 subtraction	14 circumference	14 binary	14 surface	14 negative	14 download
15 parallel	15 decimals	15 equivalent	15 protractor	15 element	15 point	15 reciprocal	15 turncoat
16 isosceles	16 estimating	16 perimeter	16 exponent	16 diagonal	16 vertex	16 disjoint	16 doorway
17 obtuse	17 squares	17 numerator	17 factoring	17 square	17 prime	17 addends	17 handshake
18 angle	18 fractions	18 denominator	18 common	18 rectangle	18 equation	18 universal	18 campfire
19 perimeter	19 denominator	19 associative	19 denominator	19 polygon	19 profit	19 equation	19 headway
20 degrees	20 numerator	20 parallelogram	20 integers	20 least	20 unit	20 area	20 blockhead

	<b>Week 17</b> 5 sentences Memory 15 Alphabetize	<b>Week 18</b> 5 Sentences Memory 15 * Alphabetize	<b>Week 19</b> 5 Sentences Memory 16 Alphabetize	<b>Week 20</b> 5 Sentences Memory 16 * Alphabetize	<b>Week 21</b> 5 Sentences Memory 17 Alphabetize	<b>Week 22*</b> 5 Sentences Memory 18 Alphabetize	<b>Week 23*</b> 5 Sentences Memory 19 Alphabetize	<b>Week 24*</b> 10 Sentences Memory 20 Dictionary
1	<b>foul</b>	1 <b>stall</b>	1 <b>hives</b>	1 <b>axes</b>	1 <b>obeys</b>	1 <b>potted</b>	1 <b>hooves</b>	1 <b>ended</b>
2	<b>haul</b>	2 <b>soil</b>	2 <b>peaks</b>	2 <b>bosses</b>	2 <b>sways</b>	2 <b>ruled</b>	2 <b>knives</b>	2 <b>locked</b>
3	<b>claw</b>	3 <b>scowl</b>	3 <b>fumes</b>	3 <b>boxes</b>	3 <b>berries</b>	3 <b>fading</b>	3 <b>wives</b>	3 <b>cuffed</b>
4	<b>coy</b>	4 <b>aunt</b>	4 <b>beans</b>	4 <b>buzzes</b>	4 <b>trays</b>	4 <b>piped</b>	4 <b>leaves</b>	4 <b>mixed</b>
5	<b>scout</b>	5 <b>shout</b>	5 <b>tubes</b>	5 <b>classes</b>	5 <b>parties</b>	5 <b>rating</b>	5 <b>thieves</b>	5 <b>peeked</b>
6	tool	6 wool	6 eggs	6 crosses	6 boys	6 wiper	6 selves	6 <b>blended</b>
7	cool	7 foil	7 coats	7 dishes	7 days	7 hoping	7 wolves	7 <b>weeded</b>
8	toy	8 boy	8 birds	8 foxes	8 tries	8 hopping	8 dwarves	8 <b>sanded</b>
9	boil	9 loud	9 weeds	9 inches	9 ladies	9 hottest	9 calves	9 <b>yelled</b>
10	bald	10 talk	10 tacks	10 kisses	10 turkeys	10 running	10 lives	10 <b>stopped</b>
11	flounder	11 drenched	11 endorse	11 dread	11 shackle	11 construct	11 captain	11 central
12	aqueducts	12 encroach	12 carp	12 aghast	12 wrenching	12 philosophy	12 champion	12 fungus
13	goaded	13 horizontal	13 afloat	13 harsh	13 detain	13 tolerate	13 athlete	13 minus
14	abduct	14 allude	14 craven	14 adjacent	14 frugal	14 separate	14 chaplain	14 chorus
15	cultured	15 fleet	15 whimsical	15 transpire	15 garbled	15 inflame	15 religion	15 campus
16	inhabit	16 vertical	16 scamper	16 famine	16 impale	16 educate	16 imagine	16 virus
17	elegant	17 expunged	17 fervor	17 shoddy	17 miniscule	17 navigate	17 curtain	17 pardon
18	guerrilla	18 parallel	18 prevail	18 swelter	18 throttle	18 succumb	18 genuine	18 raisin
19	fertile	19 scrutinize	19 succor	19 petulant	19 robust	19 allocate	19 bargain	19 ribbon
20	buffoon	20 dilemma	20 refrain	20 obsolete	20 expedite	20 assimilate	20 certain	20 engine

<b>Week 25*</b> 10 sentences Memory 21 Dictionary	<b>Week 26*</b> 10 sentences memory 22 Dictionary	<b>Week 27*</b> 10 sentences Memory 23 Dictionary	<b>Week 28*</b> 10 sentences Memory 24 Dictionary	<b>Week 29*</b> 10 sentences Memory 25 Dictionary	<b>Week 30*</b> 10 sentences Memory 25* Dictionary	<b>Week 31*</b> 10 sentences Memory 26 Dictionary
1 <b>quip</b>	1 <b>eyelash</b>	1 <b>stuff</b>	1 <b>break</b>	1 <b>fable</b>	1 <b>fuzzy</b>	1 <b>can't</b>
2 <b>quack</b>	2 <b>handball</b>	2 <b>shell</b>	2 <b>eight</b>	2 <b>dabble</b>	2 <b>hopping</b>	2 <b>couldn't</b>
3 <b>quay</b>	3 <b>doormat</b>	3 <b>bluff</b>	3 <b>neigh</b>	3 <b>little</b>	3 <b>supper</b>	3 <b>he's</b>
4 <b>queue</b>	4 <b>outcry</b>	4 <b>dwell</b>	4 <b>rein</b>	4 <b>rattle</b>	4 <b>tapping</b>	4 <b>she's</b>
5 <b>qualm</b>	5 <b>airmail</b>	5 <b>scuff</b>	5 <b>great</b>	5 <b>throttle</b>	5 <b>spotted</b>	5 <b>I'm</b>
6 <b>quiet</b>	6 <b>doorstep</b>	6 <b>gruff</b>	6 <b>veil</b>	6 <b>cable</b>	6 <b>robber</b>	6 <b>we're</b>
7 <b>quake</b>	7 <b>firefly</b>	7 <b>thrill</b>	7 <b>clay</b>	7 <b>nibble</b>	7 <b>fitted</b>	7 <b>they're</b>
8 <b>quail</b>	8 <b>bookcase</b>	8 <b>gloss</b>	8 <b>prey</b>	8 <b>waddle</b>	8 <b>flipped</b>	8 <b>wouldn't</b>
9 <b>quote</b>	9 <b>birdbath</b>	9 <b>brass</b>	9 <b>stay</b>	9 <b>maple</b>	9 <b>trapped</b>	9 <b>won't</b>
10 <b>quart</b>	10 <b>headwind</b>	10 <b>chill</b>	10 <b>steak</b>	10 <b>bugle</b>	10 <b>muddy</b>	10 <b>they'll</b>
11 <b>playmate</b>	11 <b>tunnel</b>	11 <b>argue</b>	11 <b>biome</b>	11 <b>horsefly</b>	11 <b>aggravate</b>	11 <b>magnified</b>
12 <b>rainfall</b>	12 <b>blister</b>	12 <b>value</b>	12 <b>chronic</b>	12 <b>sawhorse</b>	12 <b>affluent</b>	12 <b>expectation</b>
13 <b>overview</b>	13 <b>nickel</b>	13 <b>rescue</b>	13 <b>hydrant</b>	13 <b>hatchback</b>	13 <b>supplant</b>	13 <b>uniform</b>
14 <b>windfall</b>	14 <b>chatter</b>	14 <b>fruit</b>	14 <b>analogy</b>	14 <b>firsthand</b>	14 <b>illogical</b>	14 <b>portfolio</b>
15 <b>outcry</b>	15 <b>hunger</b>	15 <b>juice</b>	15 <b>symmetry</b>	15 <b>handcuffs</b>	15 <b>efferent</b>	15 <b>tractor</b>
16 <b>hairpin</b>	16 <b>slender</b>	16 <b>cruise</b>	16 <b>monotone</b>	16 <b>fireside</b>	16 <b>lunar</b>	16 <b>dictionary</b>
17 <b>barefoot</b>	17 <b>lender</b>	17 <b>suit</b>	17 <b>homophone</b>	17 <b>shuteye</b>	17 <b>panacea</b>	17 <b>attractive</b>
18 <b>eyeball</b>	18 <b>radiate</b>	18 <b>juicy</b>	18 <b>thermal</b>	18 <b>thunder</b>	18 <b>aurora</b>	18 <b>conductor</b>
19 <b>lifeboat</b>	19 <b>defiant</b>	19 <b>bruise</b>	19 <b>logic</b>	19 <b>bunnies</b>	19 <b>solar</b>	19 <b>credit</b>
20 <b>outfox</b>	20 <b>arrogant</b>	20 <b>glider</b>	20 <b>digraph</b>	20 <b>bushel</b>	20 <b>cyclone</b>	20 <b>atlas</b>

\*Dictionary Test Time

<b>Week 32*</b>	<b>Week 33*</b>	<b>Week 34*</b>	<b>Week 35*</b>	<b>Week 36*</b>	<b>Week 37*</b>	<b>Week 38*</b>
10 sentences Memory 21 Dictionary	10 sentences memory 22 Dictionary	10 sentences Memory 23 Dictionary	10 sentences Memory 24 Dictionary	10 sentences Memory 25 Dictionary	10 sentences Memory 25* Dictionary	10 sentences Memory 26 Dictionary
1 <b>picnic</b>	1 <b>rapid</b>	1 <b>trial</b>	1 <b>can't</b>	1 <b>break</b>	1 <b>blue</b>	1 <b>vacuum</b>
2 <b>napkin</b>	2 <b>limit</b>	2 <b>giant</b>	2 <b>couldn't</b>	2 <b>eight</b>	2 <b>love</b>	2 <b>warriors</b>
3 <b>basket</b>	3 <b>Visit</b>	3 <b>ruin</b>	3 <b>he's</b>	3 <b>neigh</b>	3 <b>sigh</b>	3 <b>yacht</b>
4 <b>sandal</b>	4 <b>model</b>	4 <b>trio</b>	4 <b>she's</b>	4 <b>rein</b>	4 <b>groove</b>	4 <b>address</b>
5 <b>winter</b>	5 <b>solid</b>	5 <b>duet</b>	5 <b>I'm</b>	5 <b>great</b>	5 <b>clue</b>	5 <b>beggar</b>
6 <b>orbit</b>	6 <b>lemon</b>	6 <b>poet</b>	6 <b>we're</b>	6 <b>veil</b>	6 <b>argue</b>	6 <b>choose</b>
7 <b>goblin</b>	7 <b>cider</b>	7 <b>fuel</b>	7 <b>they're</b>	7 <b>clay</b>	7 <b>value</b>	7 <b>describe</b>
8 <b>welfare</b>	8 <b>tulip</b>	8 <b>neon</b>	8 <b>wouldn't</b>	8 <b>prey</b>	8 <b>nerve</b>	8 <b>eighth</b>
9 <b>doctor</b>	9 <b>donate</b>	9 <b>video</b>	9 <b>won't</b>	9 <b>stay</b>	9 <b>curve</b>	9 <b>forfeit</b>
10 <b>canvas</b>	10 <b>locate</b>	10 <b>radio</b>	10 <b>they'll</b>	10 <b>steak</b>	10 <b>cry</b>	10 <b>general</b>
11 <b>signal</b>	11 <b>cedar</b>	11 <b>pliers</b>	11 <b>don't</b>	11 <b>grey</b>	11 <b>through</b>	11 <b>heroes</b>
12 <b>parcel</b>	12 <b>flavor</b>	12 <b>diet</b>	12 <b>you're</b>	12 <b>slay</b>	12 <b>magazine</b>	12 <b>independent</b>
13 <b>campus</b>	13 <b>robot</b>	13 <b>riot</b>	13 <b>shouldn't</b>	13 <b>tray</b>	13 <b>necessary</b>	13 <b>knowledge</b>
14 <b>border</b>	14 <b>basic</b>	14 <b>create</b>	14 <b>we've</b>	14 <b>stain</b>	14 <b>obedience</b>	14 <b>laid</b>
15 <b>vandal</b>	15 <b>female</b>	15 <b>minuet</b>	15 <b>they've</b>	15 <b>freight</b>	15 <b>parallel</b>	15 <b>maintain</b>
16 <b>Monday</b>	16 <b>Saturday</b>	16 <b>January</b>	16 <b>eight</b>	16 <b>sixth</b>	16 <b>quizzes</b>	16 <b>necessity</b>
17 <b>Saturday</b>	17 <b>Friday</b>	17 <b>February</b>	17 <b>nine</b>	17 <b>seventh</b>	17 <b>realistically</b>	17 <b>obstacle</b>
18 <b>Wednesday</b>	18 <b>Tuesday</b>	18 <b>April</b>	18 <b>eleven</b>	18 <b>eighth</b>	18 <b>safety</b>	18 <b>peculiar</b>
19 <b>Thursday</b>	19 <b>Wednesday</b>	19 <b>August</b>	19 <b>twelve</b>	19 <b>ninth</b>	19 <b>themselves</b>	19 <b>receipt</b>
20 <b>Friday</b>	20 <b>Sunday</b>	20 <b>October</b>	20 <b>thirteen</b>	20 <b>twelfth</b>	20 <b>unanimous</b>	20 <b>salary</b>

\*Dictionary Test Time

<b>Spelling Test</b>	<b>#</b>	<b>Memory Work does not have to be known verbatim (word for word), but the concept has to be generally understood. It is important that you spend the time with your child and help him/her with these simple rules. Good Luck.</b>
Week 1	1	If a word or syllable has only one vowel and it comes at the beginning or between two consonants, the vowel is usually short (am, is, bag, fox).
Week 2	2	When you add a “ <b>silent e</b> ” to a short vowel ( <b>a, e, i, o, u</b> ) you make the first vowel long. A single consonant is usually placed between the vowel and the “ <b>silent e</b> ” to make it long (long “ <b>e</b> ” usually has the silent vowel next to the letter “ <b>e</b> ”)
Week 3	3	When making a long “ <b>e</b> ,” it <b>usually</b> has the silent vowel next to the letter and can be made long by adding an “ <b>e</b> ” or “ <b>a</b> ” (steal, tree).
Week 4	4	If a word or syllable has one vowel and it comes at the end of the word or syllable, the vowel is usually long (we, go, pony).
Week 5 and 6	5	<b>Consonant Blends</b> are two consonants put together where you can hear both sounds (black, brat, crust, drug, and place).
Week 7 and 8	6	The <b>Consonant Digraph</b> is a sound formed by combining two consonants to form a new sound. The digraphs are ch, <b>gh, ph, sh, th, wh,</b> and ng and they are never divided. Parent Note: A mnemonic for the digraphs is <b>The Tough Witch Whacked the Fish King. Consonant Digraphs</b> are never divided.
Week 9	7	The letter “ <b>c</b> ” has no sound on its own and is either the sound of “ <b>s</b> ” or the sound of “ <b>k</b> .” If <b>e, i, y</b> follow the letter “ <b>c</b> ” than it will have an “ <b>s</b> ” sound (city, cent, cigar).
Week 10	8	If “ <b>e</b> ,” “ <b>i</b> ,” “ <b>y</b> ” follow the letter “ <b>g</b> ,” then “ <b>g</b> ” can be soft and sound like “ <b>j</b> ”. If another letter follows “ <b>g</b> ” or there is no letter after “ <b>g</b> ” then “ <b>g</b> ” sounds like a “ <b>ghuh</b> ” (wage, gym, pig, and bug). This rule does not always work.
Week 11	9	There are three ways to represent the “ <b>k</b> ” sound”: <b>k,” “c,” “ck.”</b> If you want a “ <b>k</b> ” sound at the beginning of a word and the first vowel sounds are “ <b>e</b> ,” “ <b>i</b> ,” “ <b>y</b> ,” then you have to usually use the letter “ <b>k</b> ” (kiss,keg,kick). If a word has, a “k” sound at the end of the word and the vowel is short then “ck” is used at the end of the word. If the word has a long vowel sound then a “k” is used (rack, rake, tick, tike).
Week 12	10	The final “ <b>ch</b> ” of a word follows a short vowel, a “ <b>t</b> ” or an “ <b>n</b> ” is <b>often</b> inserted so the vowel will sound short ( <b>catch, munch</b> ). Some speaker pronounce this “ <b>t</b> ,” “ <b>l</b> ,” or “ <b>n</b> ,” others do not. Both pronunciations are easily understood.
Week 13	11	If “ <b>y</b> ” is the last and only vowel in the word, then the “ <b>y</b> ” will have a long “ <b>i</b> ” sound. If “ <b>y</b> ” is the last and second vowel, then “ <b>y</b> ” will have a long “ <b>e</b> ” sound (fly, silly, yell). If the “ <b>y</b> ” is in front of a word than it is a consonant.
Week 14	12	If a syllable has a short vowel and ends with the letter “ <b>y</b> ” then the last consonant between the short vowel and the “ <b>y</b> ” has to be doubled (penny, chilly). If the syllable has a long vowel sound, do not double the consonant (hazy, baby).



Week 15	13	When the vowels <b>"e", "i", "u"</b> have the letter <b>"r"</b> after them they all sound like <b>"er"</b> . When <b>"r"</b> is with the letter <b>"a"</b> it sounds like <b>"ar"</b> in <b>"car,"</b> and when it is with <b>"o"</b> is sounds like <b>"or"</b> as in <b>"for."</b>
Week 16	14	When the vowels in <b>"er," "ir," "ur," "or," "ar"</b> are long they have different sounds. Long <b>"ar"</b> sounds like <b>"are"</b> or <b>"air."</b> Long <b>"er"</b> sounds like <b>"air"</b> or <b>"ear."</b> Long <b>"ir"</b> sounds like <b>"ire."</b> Long <b>"ur"</b> sounds like <b>"ur"</b> or <b>"yur"</b> (pure, sure) and <b>"or"</b> sounds like <b>"or"</b> (four, for, their, chair, bear, peer, fire, etc.).
Week 17 and 18	15	There are five main <b>diphthongs</b> : <b>oi(oy), au(aw,al), ei(ey), ou(ow),</b> and <b>oo(ew),</b> and they only count for one vowel sound, even though there is a slight break in the sound. The vowel diphthongs <b>"oi"</b> and <b>"oy"</b> sound the same, but <b>"oi"</b> is usually in the middle of the word and <b>"oy"</b> is used at the end of the word (boil/boy). The letter <b>L</b> and <b>N</b> will sometimes let <b>ow</b> and <b>aw</b> in the middle of the word (lawn, crawl, etc). The vowel diphthongs <b>"aw," "au,"</b> and <b>"al"</b> have the sound you hear in <b>"saw"</b> and <b>"caught."</b>
Week 19 and 20	16	To make a word plural add <b>"s"</b> (cats, kites, dogs). If the word ends in <b>x, z, ss, sh, ch</b> add <b>"es"</b> to make it plural (foxes, dresses, peaches).
Week 21	17	If a word ends in <b>"y"</b> preceded by a consonant, change the <b>"y"</b> to <b>"i"</b> and add <b>"es"</b> (flies, fairies, babies). If there is a vowel before the <b>"y"</b> just add the letter <b>"s"</b> to make it plural.
Week 22	18	If you need to keep the last vowel short and you are adding <b>"ing," "ed," "er,"</b> and <b>"y"</b> to a word, you must double the final the final consonant to keep the last vowel short (hop—hop-ping). To add suffixes when a word ends in silent <b>"e,"</b> drop the <b>"e"</b> <b>before</b> adding a suffix that begins with a vowel (baking, taped, latest).
Week 23	19	If a word ends in <b>"f"</b> or <b>"fe,"</b> change the <b>"f" or "fe"</b> to <b>"v" before</b> adding <b>"es"</b> (leaf-leaves).
Week 24	20	When <b>"ed"</b> is added to a base word ending in <b>"d"</b> or <b>"t,"</b> <b>"ed"</b> will sound like itself. If <b>"ed"</b> is added to words that end in "unvoiced consonants" ( <b>f, k, p, t, s</b> ), then it will sound like <b>"t."</b> All other <b>"ed"</b> endings sound like <b>"d."</b>
Week 25	21	<b>"Q"</b> is always followed by <b>"u"</b> in English words (quilt).
Week 26	22	Divide a <b>compound word</b> between the words that make up the compound word ( <b>in/to, sun/shine</b> ). When necessary, divide the smaller words into syllables (un/der/ground). <b>A syllable can only have one vowel sound.</b>
Week 27	23	If a single syllable word ends with <b>"l, f, or s"</b> and has one vowel, you double <b>"l, f, or s"</b> at the end of the word ( <b>cuffs, mess, bell</b> ).
Week 28	24	Vowel combinations <b>"ea," "ei," "ai," "ey,"</b> and <b>"ay"</b> also make the long <b>"a"</b> sound. Combinations <b>"ey"</b> and <b>"ay"</b> is usually used at the end of a word to make the long <b>"a"</b> sound (rain, ray)
Week 29	25	The <b>"le"</b> ending does not cause the final consonant before it to be doubled if that consonant is the second of two consonants (d <u>an</u> gle), but if you need to keep the last vowel short, you need to double the final consonant (bubble).
Week 30	26	<b>Divide a word between double consonants,</b> each syllable gets a consonant and the vowel in the first syllable is short ( <b>hop-ping, fib-ber, tap-ping</b> ).

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Week 31	27	A <b>contraction</b> is a short way of writing two words. It is formed by putting two words together and leaving out one or more letters. Use an apostrophe (') to show where something is left out ( <b>I am/I'm, did not/didn't</b> )
FYI		When two or more consonants come between two vowels in a word, the word is usually divided between the first two consonants (al/most, doc/tor). A syllable can only have one vowel sound. Words with two or more vowel sound have more than one syllable.
FYI		When a <b>single consonant</b> comes between two vowels in a word, the word is usually divided after the consonant if the first vowel is short ( <b>drag/on</b> ). If the vowel is long, then the word is divided after the long vowel ( <b>pi-lot</b> ).
FYI		When <b>two vowels</b> come together in a word and are sounded separately, <b>divide</b> the word between the two vowels ( <b>gi/ant, sci/ence</b> ). Digraphs and Consonant Blends are never divided.
FYI		Most English words do not end in "i" , "u" , "v"
FYI		When a <b>word has a suffix</b> with a vowel sound in it, divide the word between the base word and the suffix. If it has a prefix, divide the word between the prefix and the base word.
FYI		If word ends in "o" just add an "s" to make it plural, but some "o" words need "es" (tomato-tomatoes)
FYI		<b>Homonyms/Homophones</b> (same-sound) are words that sound alike, but are spelled differently and have different meaning (red-read, lye-lie)
FYI		The "i" and the "o" may say their names if they are followed by two consonants (child,old)
FY		Sometimes "ea" has a short "e" sound, as in <b>head</b> , or a long "a" sound, as in <b>break</b> .

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**Memory Work does not have to be known verbatim (word for word), but the concept has to be generally understood. It is important that you spend the time with your child and help him/her with these simple rules. Good Luck.**

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