

Cardinal Montessori School
Green Team Spelling and Memory Work
2019-2020
Gallegos/Brown - Lower Elementary

Please Read Carefully:

- Parents are responsible to ensure that their student does weekly spelling work and have it ready every Monday.
- Spelling words need to be written 3 times (3 columns) neatly each week and are due on Monday morning by 9:00 am. Students that do not complete assignment by Monday morning will not be able to take the spelling test on Friday morning.

	In spelling book...			Bill Smart Week 4 10/XX/2019
1.	bet	bet	bet	
2.	dog	dog	dog	
3.	fed	fed	fed	
4.	gap	gap	gap	
5.	hut	hut	hut	
6.	lad	lad	lad	

- 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. It is important that you spend the time with your child and help him/her with these simple rules. Good Luck.

Week 1 In Class Memory #1	Week 2 Alphabetize Memory #2	Week 3 Alphabetize Memory #3	Week 4 Alphabetize Memory #4	Week 5 Alphabetize Memory #5	Week 6 Alphabetize Memory #5 *	Week 7 Alphabetize Memory #6	Week 8 Alphabetize Memory #6
1 bet	1 cope	1 bead	1 we	1 bled	1 blame	1 pith	1 these
2 dog	2 dune	2 dean	2 by	2 skit	2 drive	2 whip	2 white
3 fed	3 feed	3 feat	3 cry	3 blot	3 flute	3 chat	3 shine
4 gap	4 hate	4 heap	4 fly	4 trap	4 prude	4 dash	4 wheel
5 hut	5 keen	5 lean	5 go	5 drop	5 globe	5 dish	5 chase
6 lad	6 lake	6 leap	6 he	6 brag	6 speed	6 chap	6 shade
7 map	7 mute	7 meat	7 me	7 strap	7 stone	7 then	7 theme
8 not	8 nice	8 neat	8 no	8 crab	8 bleed	8 thin	8 teeth
9 pen	9 pike	9 peak	9 she	9 stub	9 slope	9 hush	9 cheek
10 rob	10 ride	10 reap	10 sky	10 flag	10 plume	10 whit	10 chute
11 sub	11 same	11 seat	11 sly	11 brim	11 brave	11 bush	11 sheet
12 top	12 tube	12 team	12 so	12 frog	12 drone	12 fish	12 whine
13 van	13 vote	13 weak	13 try	13 drug	13 flake	13 that	13 phone
14 win	14 weed	14 jeep	14 be	14 fleet	14 grape	14 ship	14 cheap
15 zip	15 zone	15 seen	15 wry	15 plot	15 price	15 chin	15 shape

***Repeat Memory Verse**

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Week 9 Alphabetize Memory #7	Week 10 Alphabetize Memory #8	Week 11 Alphabetize Memory #9	Week 12 Alphabetize Memory #10	Week 13 Alphabetize Memory #11	Week 14 Alphabetize Memory #12	Week 15 Alphabetize Memory #13	Week 16 Alphabetize Memory #14
1 trace	1 stage	1 back	1 catch	1 cry	1 penny	1 corn	1 more
2 crop	2 gate	2 cake	2 ditch	2 yew	2 dressy	2 port	2 pure
3 price	3 page	3 deck	3 lunch	3 city	3 choppy	3 turn	3 here
4 scale	4 grape	4 kiss	4 hatch	4 sky	4 floppy	4 bird	4 peer
5 face	5 gage	5 meek	5 match	5 yes	5 funny	5 burn	5 hare
6 brace	6 drug	6 hick	6 teach	6 dry	6 gritty	6 girl	6 wear
7 dice	7 gulp	7 keg	7 coach	7 baby	7 hobby	7 star	7 tore
8 scum	8 frog	8 jack	8 peach	8 yet	8 cherry	8 barn	8 cure
9 place	9 gym	9 beak	9 fetch	9 pry	9 crazy	9 curd	9 wire
10 spice	10 gem	10 kick	10 bunch	10 pony	10 lazy	10 horn	10 tire
11 creep	11 huge	11 make	11 hunch	11 yap	11 snowy	11 park	11 wore
12 twice	12 gin	12 nick	12 gulch	12 try	12 soapy	12 herd	12 gear
13 cent	13 gag	13 rack	13 drench	13 yell	13 speedy	13 fern	13 hair
14 lice	14 plug	14 take	14 pitch	14 copy	14 silly	14 term	14 year
15 crime	15 wage	15 lake	15 beach	15 body	15 hazy	15 herb	15 poor

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Week 17 Alphabetize Memory #15	Week 18 Alphabetize Memory #15	Week 19 Alphabetize Memory #16	Week 20 Alphabetize Memory #16	Week 21 Alphabetize Memory #17	Week 22 Alphabetize Memory #18	Week 23 Alphabetize Memory #19	Week 24 Alphabetize Memory #20
1 bald	1 stall	1 hives	1 axes	1 trays	1 potted	1 wife	1 petted
2 haul	2 talk	2 gates	2 bosses	2 boys	2 ruled	2 life	2 landed
3 claw	3 aunt	3 tubes	3 boxes	3 days	3 hottest	3 calf	3 blended
4 draw	4 raw	4 weeds	4 buzzes	4 tries	4 running	4 leaf	4 weeded
5 blew	5 knew	5 tacks	5 classes	5 parties	5 mopping	5 self	5 sanded
6 tool	6 fool	6 eggs	6 crosses	6 ladies	6 piped	6 thief	6 locked
7 cool	7 wool	7 coats	7 dishes	7 obeys	7 baked	7 hooves	7 stopped
8 toy	8 foil	8 birds	8 foxes	8 sways	8 rating	8 knives	8 cuffed
9 boil	9 boy	9 fumes	9 inches	9 buys	9 dining	9 wives	9 peeked
10 join	10 loud	10 girls	10 kisses	10 ponies	10 fading	10 lives	10 seated
11 coy	11 soil	11 ticks	11 lashes	11 babies	11 wiping	11 leaves	11 mixed
12 scout	12 out	12 chips	12 mixes	12 flies	12 naming	12 selves	12 ended
13 foul	13 shout	13 fires	13 pushes	13 berries	13 hoping	13 thieves	13 filled
14 bow	14 joy	14 beans	14 taxes	14 turkeys	14 wiper	14 wolves	14 yelled
15 rout	15 root	15 peaks	15 losses	15 bunnies	15 petting	15 dwarves	15 asked

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Green Team (First Grade) 2019-2020

Week 25 Alphabetize Memory #21		Week 26 Alphabetize Memory #22		Week 27 Alphabetize Memory #23		Week 28 Alphabetize Memory #24		Week 29 Alphabetize Memory #25		Week 30 Alphabetize Memory #26		Week 31 Alphabetize Memory #27	
1	quip	1	eyelash	1	stuff	1	break	1	fable	1	supper	1	can't
2	qualm	2	handball	2	shell	2	eight	2	dabble	2	hopping	2	couldn't
3	quad	3	anyone	3	bluff	3	neigh	3	little	3	bigger	3	he's
4	quail	4	outcry	4	dwel	4	rein	4	rattle	4	patter	4	she's
5	acquit	5	airmail	5	chill	5	great	5	settle	5	copper	5	I'm
6	Quit	6	doorstep	6	glass	6	veil	6	cattle	6	robber	6	we're
7	quake	7	firefly	7	thrill	7	clay	7	nibble	7	fitted	7	they're
8	Quay	8	bookcase	8	scuff	8	prey	8	table	8	spotted	8	wouldn't
9	quote	9	birdbath	9	brass	9	stay	9	maple	9	flipper	9	won't
10	quart	10	headwind	10	still	10	steak	10	title	10	winner	10	they'll
11	quick	11	sandbox	11	boss	11	grey	11	noble	11	fuzzy	11	don't
12	Quiet	12	doormat	12	gloss	12	slay	12	saddle	12	penny	12	you're
13	queen	13	fireman	13	gruff	13	tray	13	cable	13	puppy	13	shouldn't
14	Quilt	14	hotbed	14	glass	14	stain	14	cradle	14	muddy	14	we've
15	queue	15	barefoot	15	tell	15	freight	15	bugle	15	tapping	15	they've

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Green Team (First Grade) 2019-2020

Week 32 Alphabetize	Week 33 Alphabetize	Week 34 Alphabetize	Week 35 Alphabetize	Week 36 Alphabetize	Week 37 Alphabetize	Week 38 Alphabetize
1 leisure	1 queue	1 amateur	1 dilemma	1 sonorous	1 occasional	1 feign
2 perceive	2 vehicle	2 liaison	2 supersede	2 languish	2 truculent	2 license
3 millennium	3 pledge	3 parliament	3 publicly	3 erudite	3 mirage	3 nepotism
4 personnel	4 because	4 noticeable	4 hygiene	4 quarantine	4 precede	4 gazebo
5 prophecy	5 hierarchy	5 kernel	5 lesion	5 extreme	5 disappoint	5 successful
6 consciences	6 vicious	6 conscious	6 omission	6 annually	6 swelter	6 forage
7 yacht	7 laid	7 miniscule	7 ambiance	7 awful	7 milieu	7 upholstery
8 address	8 badger	8 warriors	8 original	8 pastime	8 describe	8 fascinating
9 beggar	9 column	9 vacuum	9 potatoes	9 stupefy	9 eighth	9 necessary
10 choose	10 believe	10 proof	10 humorous	10 histrionics	10 forfeit	10 occurred
11 exceed	11 college	11 gauge	11 martyr	11 lexicon	11 general	11 embellish
12 skillful	12 caught	12 equipment	12 presence	12 vacuum	12 heroes	12 coterie
13 concede	13 welfare	13 camouflage	13 exhilarate	13 rhythm	13 efface	13 guidance
14 library	14 maintain	14 underrate	14 intelligence	14 tyranny	14 knowledge	14 aghast
15 restaurant	15 judgement	15 repletion	15 beginning	15 doldrums	15 dormant	15 harass

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<i>Spelling Test</i>	<i>#</i>	<i>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.</i>
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 “ silent e ” to a short vowel (a, e, i, o, u) you make the first vowel long. A single consonant is usually placed between the vowel and the “ silent e ” to make it long (long “e” usually has the silent vowel next to the letter “e”)
Week 3	3	When making a long “e,” it usually has the silent vowel next to the letter and can be made long by adding an “ e ” or “ a ” (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	<u>Consonant Blends</u> are two consonants put together where you can hear both sounds (black, brat, crust, drug, and place).
Week 7 and 8	6	The <u>Consonant Digraph</u> is a sound formed by combining two consonants to form a new sound. The digraphs are ch, gh, ph, sh, th, wh , and ng and they are never divided. Parent Note: A mnemonic for the digraphs is The Tough Witch Whacked the Fish King. Consonant Digraphs are never divided.
Week 9	7	The letter “ c ” has no sound on its own and is either the sound of “ s ” or the sound of “ k .” If e, i, y follow the letter “ c ” than it will have an “ s ” sound (city, cent, cigar).
Week 10	8	If “ e ”, “ i ”, “ y ” follow the letter “ g ”, then “ g ” can be soft and sound like “ j ”. If another letter follows “ g ” or there is no letter after “ g ” then “ g ” sounds like a “ ghuh ” (wage, gym, pig, and bug). This rule does not always work.
Week 11	9	There are three ways to represent the “ k ” sound”: k, “ c ,” “ ck .” If you want a “ k ” sound at the beginning of a word and the first vowel sounds are “ e ”, “ i ”, “ y ”, then you have to usually use the letter “ k ” (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).

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Week 12	10	The final “ ch ” of a word follows a short vowel, a “ t ” or an “ n ” is <u>often</u> inserted so the vowel will sound short (catch, munch). Some speaker pronounce this “ t ,” “ l ,” or “ n ,” others do not. Both pronunciations are easily understood.
Week 13	11	If “ y ” is the last and only vowel in the word, then the “ y ” will have a long “ i ” sound. If “ y ” is the last and second vowel, then “ y ” will have a long “ e ” sound (fly, silly, yell). If the “ y ” 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 “ y ” then the last consonant between the short vowel and the “ y ” 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 “ e ,” “ i ,” “ u ” have the letter “ r ” after them they all sound like “ er ”. When “ r ” is with the letter “ a ” it sounds like “ ar ” in “ car ,” and when it is with “ o ” is sounds like “ or ” as in “ for .”
Week 16	14	When the vowels in “ er ,” “ ir ,” “ ur ,” “ or ,” “ ar ” are long they have different sounds. Long “ ar ” sounds like “ are ” or “ air .” Long “ er ” sounds like “ air ” or “ ear .” Long “ ir ” sounds like “ ire .” Long “ ur ” sounds like “ ur ” or “ ur ” (pure, sure) and “ or ” sounds like “ or ” (four, for, their, chair, bear, peer, fire, etc.).
Week 17 and 18	15	There are five main diphthongs : oi(oy) , au(aw,al) , ei(ey) , ou(ow) , and oo(ew) , and they only count for one vowel sound, even though there is a slight break in the sound. The vowel diphthongs “oi” and “oy” sound the same, but “oi” is usually in the middle of the word and “oy” is used at the end of the word (boil/boy). The letter L and N will sometimes let ow and aw in the middle of the word (lawn, crawl, etc). The vowel diphthongs “aw,” “au,” and “al” have the sound you hear in “saw” and “caught.”
Week 19 and 20	16	To make a word plural add “ s ” (cats, kites, dogs). If the word ends in x, z, ss, sh, ch add “ es ” to make it plural (foxes, dresses, peaches).
Week 21	17	If a word ends in “ y ” preceded by a consonant, change the “ y ” to “ i ” and add “ es ” (flies, fairies, babies). If there is a vowel before the “ y ” just add the letter “ s ” to make it plural.
Week 22	18	If you need to keep the last vowel short and you are adding: “ing”, “ed”, “er”, and “y” 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 “ e ,” drop the “ e ” before adding a suffix that begins with a vowel (baking, taped, latest).
Week 23	19	If a word ends in “ f ” or “ fe ,” change the “ f ” or “ fe ” to “ v ” before adding “ es ” (leaf-leaves).

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Week 24	20	When "ed" is added to a base word ending in "d" or "t," "ed" will sound like itself. If "ed" is added to words that end in "unvoiced consonants" (f, k, p, t, s), then it will sound like "t." All other "ed" endings sound like "d."
Week 25	21	"Q" is always followed by "u" in English words (quilt).
Week 26	22	Divide a compound word between the words that make up the compound word (in/to, sun/shine). When necessary, divide the smaller words into syllables (un/der/ground). A syllable can only have one vowel sound.
Week 27	23	If a single syllable word ends with "l, f, or s" and has one vowel, you double "l, f, or s" at the end of the word (cuffs, mess, bell).
Week 28	24	Vowel combinations "ea," "ei," "ai," "ey," and "ay" also make the long "a" sound. Combinations "ey" and "ay" is usually used at the end of a word to make the long "a" sound (rain, ray)
Week 29	25	The "le" 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 (bub <u>bl</u> e).
Week 30	26	Divide a word between double consonants , each syllable gets a consonant and the vowel in the first syllable is short (hop-ping, fib-ber, tap-ping).
Week 31	27	A contraction 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 (I am/I'm, did not/didn't)
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 single consonant comes between two vowels in a word, the word is usually divided after the consonant if the first vowel is short (drag/on). If the vowel is long, then the word is divided after the long vowel (pi-lot).
FYI		When two vowels come together in a word and are sounded separately, divide the word between the two vowels (gi/ant, sci/ence). Digraphs and Consonant Blends are never divided.
FYI		Most English words do not end in "i" , "u" , "v"

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FYI When a **word has a suffix** 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 **Homonyms/Homophones** (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)

FYI Sometimes **"ea"** has a short **"e"** sound, as in **head**, or a long **"a"** sound, as in **break**.

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