

Cardinal Montessori School

Memory 2007-2008

Memory Work does not have to be known verbatim (known by heart), 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.

- 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).
- 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, but long **"e"** usually has the silent vowel next to the letter **"e."**
- 3** The letter **"e"** can be made long by adding either an **"e"**, **"a"**, **"i"** (steal,tree). Long **"e"** usually has the silent vowel next to the letter **"e"** .
- 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).
- 5** **Consonant blends** are two consonants put together where you can hear both sounds (black,brat,crust,drug,place).
- 6** The **Consonant Digraph** 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.**
- 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"** then it will have a **"s"** sound (city, cent, cigar).
- 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,bug). This rule does not always work.

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- 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).
- 10** 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).
- 11** The final "ch" of a word follows a short vowel, a "t" or a "n" is often inserted so the vowel will sound short (**catch, munch**). Some speaker pronounce this "t" or "n", others do not. Both pronunciations are easily understood.
- 12** Vowel combinations "ai" and "ay" also make the letter "a" long. "ai" is usually used in the middle of a word and "ay" is usually used at the end of a word to make the long "a" sound (rain, ray).
- 13** 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.
- 14** 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).
- 15** 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".
- 16** 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 letter **L** and **N** will sometimes let **ow** and **aw** in the middle of the word.
- 17** The **vowel diphthongs** "aw" and "au" and "al" have the sound you hear in "saw" and "caught."

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- 18** Sometimes **"ea"** has a short **"e"** sound, as in **head**.
- 19** 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**).
- 20** 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).
- 21** 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.
- 22** 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).
- 23** 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).
- 24** If a word ends in **"f"** or **"fe"**, change the **"f"** or **"fe"** to **"v"** before adding **"es"** (leaf-leaves).
- 25** If word ends in **"o"** just add a **"s"** to make it plural, but some **"o"** words need **"es"** (tomato-tomatoes), .
- 26** The **"le"** ending does not cause the final consonant before it to be doubled if that consonant is the second of two consonants (dangle), but if you need to keep the last vowel short you need to double the final consonant (bubble).

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- 27** If the letter **"s"** follows: **f, k, p,** and **t** it has a soft sound of **"s"**, if it follows any other letters it has a **"z"** sound (cuffs, racks, bumps, hats).
- 28** 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"**.
- 29** 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**).
- 30** **"q"** is always followed by **"u"** in English words (quilt).
- 31** 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**).
- 32** The **"i"** and the **"o"** may say their names if they are followed by two consonants (child, old).
- 33** **Homonyms/Homophones** (same-sound) are words that sound alike, but are spelled differently and have different meanings (red-read, lie-lie).
- 34** 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.**
- 35** **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**).

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- 36** 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.
- 37** 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**).
- 38** When **two vowels** come together in a word and are sounded separately, **divided the word between the two vowels (gi/ant, sci/ence)**. Digraphs and Consonant Blends are never divided.
- 39** 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.**
- 40** Most English words do not end in "i" , "u" , "v".