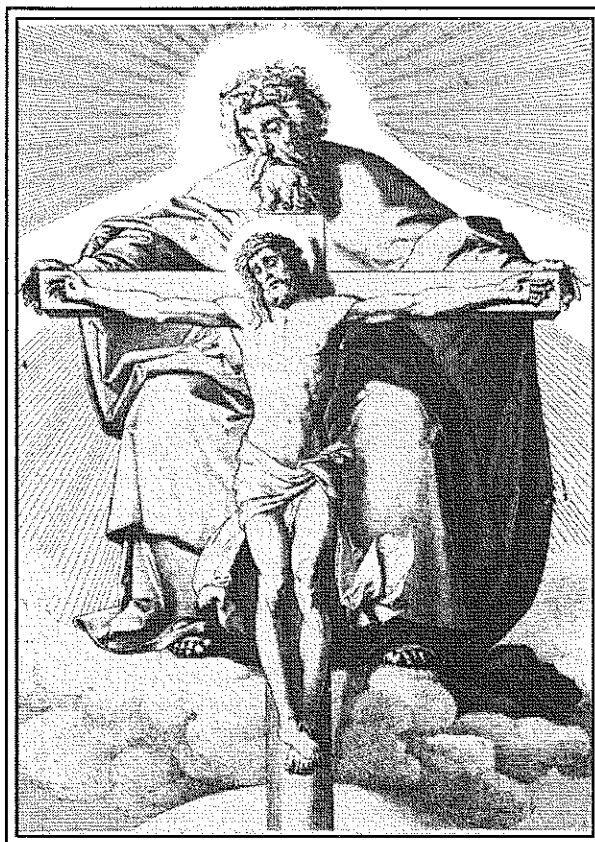


# *Our Lady of Victory School*

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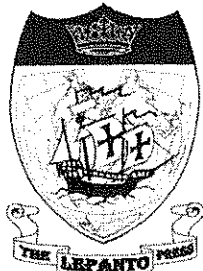


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## Spelling Course

Students are required to learn the spelling of all words in each lesson and the definitions of ten (10) words per week. Be sure to include the 5 religious words given at the end of each spelling list, and you may choose five other words from your spelling list to define. Make sure that their handwriting is neat and legible. If you wish, and if the test is not a send to school item, the test may be answered orally. The test should be on the spelling of all words and religious definitions. The additional lines at the bottom of each penmanship page are provided for long word practice, and as additional penmanship practice space when needed.

**GRADING:** Five (5) points will be given for each correct spelling and five (5) points for each correct definition. If all spelling and definitions are both correct, the perfect score is 100 points ( $5 \times 15 = 75$  and  $5 \times 5 = 25$ ), 100 points = 100%. There is no need for a daily grade for spelling, just the scores for the final test on Friday. (Example -1/15 words = 70 points; -1/5 definitions = 20 points;  $70 + 20 = 90$  points out of a possible 100 points = 90%) The E-Z Grader makes finding the correct percentage very simple. If you have any questions, please send a note with your lesson plans to the tutor.

Definitions for religious words taken from The Concise Catholic Dictionary,  
Imprimatur: Oct. 16, 1943 by Moses E. Kiley, Arch Bishop of Milwaukee.

# Workbook Instructions

## Objectives

1. This workbook has been designed to continue with spelling development and cursive handwriting practice for the eighth year level.
2. Students will learn from repetitious practice the proper spelling of words and formation of cursive letters. Both the upper and lower case letters will be covered.
3. The workbook will also be used in conjunction with the handwriting components of our program, and will help to improve the student's penmanship while providing additional practice for each week's spelling lesson.
4. At the eighth grade level, cursive handwriting is required for students continuing their O.L.V.S. education. Lessons and tests will only be accepted for full credit in cursive handwriting. Special exceptions may be obtained from O.L.V.S to deviate from this standard.

## Method

**SPELLING** – The suggested method of learning the spelling words is as follows:

- Monday: read over the list of words, religious words and definitions of religious words;
- Tuesday: complete "Matching Exercise" and memorize spelling of words and definitions;
- Wednesday: complete the other Lesson exercise ("Similar & Opposite", "Word Association", etc...depending on which week you are in) and review words and definitions, as needed;
- Thursday: complete "Penmanship Page" and review, as needed;
- Friday: final test on words and definitions.

The weekly tests are to be graded by the parent, then submit graded test to OLVS for review.

On the Lesson Plan form itself, in the blank provided for spelling, write the number wrong over total number, e.g. -2/20 or -0/20. Five points for each correct word and five points for each correct definition. Do this automatically each week unless a review is assigned or other requests are made.

*If the student memorizes definitions of all the words, not just the religious words, please let the tutor know.*

## General Handwriting Instructions

The handwriting pages have been designed as a tool to help the student to learn the proper spelling of each word by means of repetitious writing, as well as to reinforce proper writing techniques previously taught in the "Writing Can Help".

Be sure the child sits properly, holds the pencil correctly and slants the writing paper. The paper should be placed directly in front, slanted at the same angle as the writing arm. The arm should slide easily across the paper. The pencil should point toward the shoulder of the hand holding the pencil. The child should grasp the pencil between the thumb and index finger, letting it rest lightly on the middle finger. Tutor should demonstrate this often, as well as monitor the student's performance throughout the year.

A left-handed student should slant the paper in the opposite direction of a right-handed student. The student should not be allowed to "hook" by bending the wrist with the hand above the writing line. The slant in either case should match the slant in this book and in the "Writing Can Help" handwriting book. ("Writing Can Help" is also available through Our Lady of Victory School.)

# ALPHABET REFERENCE GUIDE

## Cursive Style

A a B b C c D d E e F f  
G g H h I i J j K k L l  
M m N n O o P p Q q R r  
S s T t U u V v W w  
X x Y y Z z ! ? & ; : ' " ( )  
0 1 2 3 4 5 6 7 8 9

## Manuscript Style

Aa Bb Cc Dd Ee Ff Gg Hh Ii  
Jj Kk Ll Mm Nn Oo Pp Qq Rr  
Ss Tt Uu Vv Ww Xx Yy Zz  
! ? & - ; : ' " ( )  
1 2 3 4 5 6 7 8 9 0

# Spelling / Workbook

## Section

### GUIDES FOR CORRECT SPELLING

1. I before E

Except after C

Or when sounded like “A”

As in neighbor or weigh.

*receipt, reprieve, quotient, brief, reign, feign, friend, etc.*

Exceptions: *seize, weird, either, species, heifer, height, etc.*

2. In adding a suffix to a word ending in silent “e” retain the “e” if the suffix begins with a consonant; but drop the “e” if the suffix begins with a vowel:

<i>love</i>	<i>loving</i>	<i>lovely</i>
<i>care</i>	<i>caring</i>	<i>careless</i>
<i>hope</i>	<i>hoped</i>	<i>hopeless</i>

3. In words of one syllable ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

*ship, shipped; brag, bragging; rob, robber; etc.*

But: *cramp, cramped; jump, jumping; hope, hoped; etc.*

4. In words of more than one syllable ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel if the syllable preceding the suffix is accented.

*refer, referring; forbid, forbidden; begin, beginning.*

But: *counsel, counseled; kidnap, kidnapped; etc.*

5. Final “y” preceded by a consonant changes to “ie” before an “s”:

*mercy, mercies; country, countries; family, families;*

But: *turkey, turkeys; monkey, monkeys; play, plays, etc.*

### HOW TO STUDY FOR YOUR SPELLING TESTS

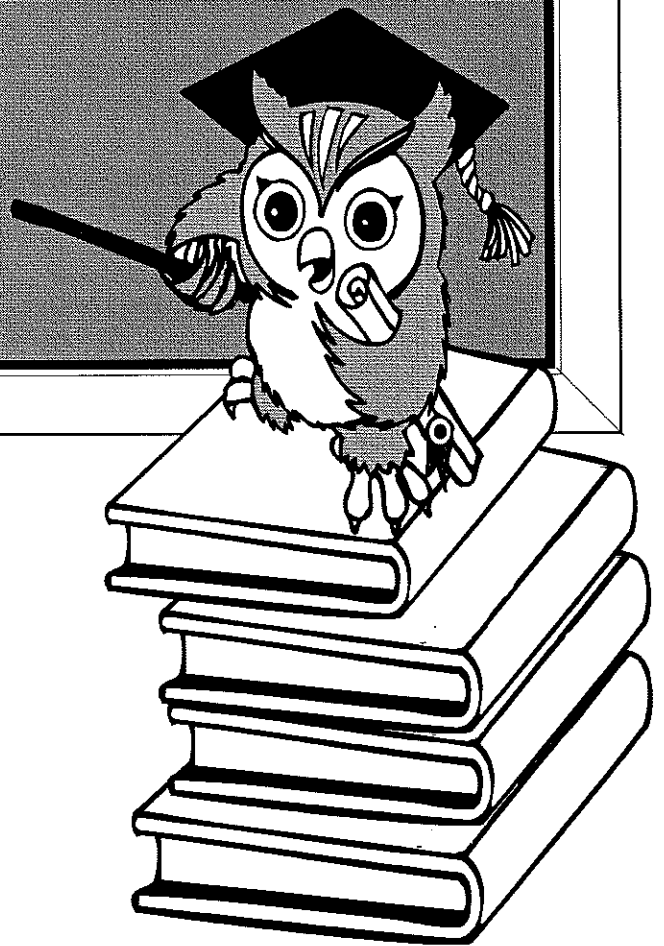
1. Find the correct spelling lesson for the current week’s studies.
2. Review the word list.
3. Say each word aloud.
4. Say each letter in the word.
5. Close your eyes and say each letter again.
6. Look at the word again.
7. Write the word on a piece of paper without looking at it in your spelling book.
8. Check your word against the word in your spelling book. See if you wrote it correctly.
9. Cover the word on your paper, and write it again.
10. Study each word this way until you can spell them all correctly.

## Remember:

Keep a dictionary handy at your study desk at all times. It will be especially useful in completing your Matching Exercises ....

.... And if you do not know the meaning of a word,

Look it up!!



# Lesson 1

- |                |               |
|----------------|---------------|
| 1. abridgment  | 6. affluence  |
| 2. accommodate | 7. agreeable  |
| 3. acknowledge | 8. allow      |
| 4. advantage   | 9. altogether |
| 5. advice      | 10. answer    |

11. ablution the wine and water with which the celebrating priest washes remaining particles of the communion hosts from his thumb and index finger after communion in the Mass.
12. acolyte a Mass-server or assistant of a priest at any ritualistic ceremony. The name given to the highest of four minor orders; a sacramental.
13. adoration the act of divine worship directed to God.
14. Agnus Dei the prayer in the Mass, shortly before Communion, beginning with these words, in English, "Lamb of God".
15. aliturgical the term applied to those days of the year on which the celebration of Mass is forbidden; now only Good Friday.

## MATCHING EXERCISE

Using words 1 through 10, match them to the definitions below. Place the number from above in the blank space before each definition.

- \_\_\_ A. To admit to be true or as stated. To recognize the authority or claims of.
- \_\_\_ B. A reply to a question, argument, letter, etc. Any response or solution to a problem.
- \_\_\_ C. An opinion given as to what to do or how to do it. Counsel.
- \_\_\_ D. A more favorable or superior position or circumstance. To be a benefit or aid to.
- \_\_\_ E. Wholly or completely. Everything being considered.
- \_\_\_ F. To flow to. To have in abundance. Riches; wealth; opulence.
- \_\_\_ G. To make fit; adjust; adapt; reconcile. To supply or help by supplying.
- \_\_\_ H. To reduce or shorten; a curtailment, as of rights, to condense in form, as of a book.
- \_\_\_ I. Pleasing; pleasant; charming. Willing or ready to comply. Comfortable.
- \_\_\_ J. To permit or let. To admit; acknowledge as true or valid.

## SIMILAR & OPPOSITE

From the word lists below, match the spelling words in the left column to the correct synonyms or antonyms in the right column. Place the letter from the right column in the blank before the corresponding number in the left column.

(Note: synonyms are words with similar meanings and antonyms are words with opposite meanings.)

### Synonyms

- |                    |              |
|--------------------|--------------|
| ___ 1. accommodate | a. condense  |
| ___ 2. altogether  | b. help      |
| ___ 3. acknowledge | c. counsel   |
| ___ 4. abridgment  | d. whole     |
| ___ 5. advice      | e. recognize |

### Antonyms

- |                  |               |
|------------------|---------------|
| ___ 1. allow     | a. ignore     |
| ___ 2. affluence | b. poverty    |
| ___ 3. answer    | c. unwilling  |
| ___ 4. agreeable | d. difficulty |
| ___ 5. advantage | e. forbid     |

1. *abridgment*
2. *accommodate*
3. *acknowledge*
4. *advantage*
5. *advice*
6. *affluence*
7. *agreeable*
8. *allow*
9. *altogether*
10. *answer*
11. *ablution*
12. *acolyte*
13. *adoration*
14. *Agnus Dei*
15. *alitururgical*



- |            |            |
|------------|------------|
| 1. genius  | 6. hadn't  |
| 2. glamour | 7. halves  |
| 3. grammar | 8. handle  |
| 4. grate   | 9. harass  |
| 5. grown   | 10. height |

11. fanons the two small narrow strips of cloth which hang from the back of the mitre of a bishop.
12. font a basin or holder for holy water which one usually finds at the entrance of churches; also a font.
13. Gospel literally "good news"; a recording of the life and works of Jesus written by Matthew, Mark, Luke and John. In the Mass it is the reading from Sacred Scripture that precedes the Offertory.
14. Gradual a prayer usually taken from the Scriptures, said or sung at Mass immediately after the Epistle.
15. grille the screen or lattice work which is prescribed by canon law to be placed between the priest and the penitent in the confessional.

## MATCHING EXERCISE

Using words 1 through 10, match them to the definitions below. Place the number from above in the blank space before each definition.

- \_\_\_ A. Having a quality of alluring charm or enchantment.
- \_\_\_ B. To grind into shreds or particles by rubbing or scraping.
- \_\_\_ C. A person who has great mental capacity and inventive ability.
- \_\_\_ D. The part of the study of language that deals with the formation and structure of words.
- \_\_\_ E. The past tense and past participle of the two words have and not in contracted form.
- \_\_\_ F. Part of a tool, implement or utensil, that is to be held, pulled turned, lifted, etc. with the hand.
- \_\_\_ G. Fully developed or mature. Having completed its growth cycle.
- \_\_\_ H. The resulting parts of any whole split equally in two.
- \_\_\_ I. The topmost point of anything. The distance measured from the base to the top.
- \_\_\_ J. To trouble, worry or torment in a repeating manner.

## WORD ASSOCIATIONS

Complete the following analogies below by filling in the blanks from your spelling word list above.

1. Two are to four as \_\_\_\_\_ are to quarters.
2. To \_\_\_\_\_ is to bother as to help is to assist.
3. \_\_\_\_\_ is to one's appearance as kindness is to one's personality.
4. The foot is to a pedal as the hand is to a \_\_\_\_\_.
5. \_\_\_\_\_ is to intelligent as clown is to funny.
6. Erosion is to the soil as \_\_\_\_\_ is to cheese.
7. Building blocks are to architecture as words are to \_\_\_\_\_.
8. Upward is to downward as \_\_\_\_\_ is to depth.
9. Holy Water is to a \_\_\_\_\_ as Hosts are to a Ciborium
10. Aged is to years as \_\_\_\_\_ is to stature.

# Penmanship Page

1. *genius*

2. *glamour*

3. *grammar*

4. *grate*

5. *gown*

6. *hadn't*

7. *halves*

8. *handle*

9. *harass*

10. *height*

11. *fanons*

12. *font*

13. *Gospel*

14. *Gradual*

15. *grille*

- |               |               |
|---------------|---------------|
| 1. surprised  | 6. sustenance |
| 2. surround   | 7. synonym    |
| 3. suspense   | 8. synopsis   |
| 4. suspicious | 9. tangos     |
| 5. sustain    | 10. tanning   |
- 
11. vessels the various articles and vessels of gold, blessed or consecrated, used in the church services.
  12. vestibule an enclosed entrance at the back of a church. In modern architecture, it takes the place of the Narthex.
  13. vestment the garments worn by priests when offering the sacrifice of the Mass or at other church services.
  14. viaticum communion given to the faithful who are in danger of death.
  15. Votive Mass a Mass which does not correspond to the office of a particular day but is said at the choice of the priest.

**MATCHING EXERCISE**

Using words 1 through 10, match them to the definitions below. Place the number from above in the blank space before each definition.

- \_\_\_ A. Arousing or likely to arouse suspicion. Habitually suspecting to find fault or evil.
- \_\_\_ B. To cause to be encircled on all or nearly all sides.
- \_\_\_ C. To maintain or keep going. To keep in existence.
- \_\_\_ D. The state of being undecided or undetermined. Uncertain.
- \_\_\_ E. South American dances that have long sliding steps.
- \_\_\_ F. A word having the same or nearly the same meaning as another word in the same language.
- \_\_\_ G. The art or process of making leather from animal hides.
- \_\_\_ H. Came upon someone suddenly or unexpectedly.
- \_\_\_ I. A statement giving a brief general review or condensation. Summary.
- \_\_\_ J. That which sustains life. Nourishment or food.

**FILL IN THE BLANKS**

Using the words from the spelling list above, fill in the missing letters on the blank lines to form complete words .

1. Summary =     \_ \_ \_ \_ o  \_ \_ \_ \_
2. Encircle =     \_ u \_ \_ \_  \_ \_
3. Astonished =  \_ \_ \_ \_ i \_ \_ \_ \_
4. Dances =     \_ a \_ \_ \_  \_ \_
5. Food =     \_ u \_ \_ e \_ \_ \_
6. Distrustful =     \_ u \_ \_ \_ c \_ \_
7. Leather making =     \_ a \_ \_ \_  \_ \_
8. Uncertain =     \_ \_ \_  e \_ \_ \_
9. Continue =     \_ \_ \_ s \_ \_ \_
10. The same =      \_ \_ \_ o \_ \_ \_ \_

**MYSTERY WORD**

Using each of the circled letters above only once each, can you discover the Mystery Word below from your Spelling List ?

## Penmanship Page

1. *surprised*
2. *surround*
3. *suspense*
4. *suspicious*
5. *sustain*
6. *sustenance*
7. *synonym*
8. *synopsis*
9. *tangos*
10. *tanning*
11. *vessels*
12. *vestibule*
13. *vestment*
14. *viaticum*
15. *Votive Mass*