

Our Lady of Victory School

Catholic Writing Skills Workbook - Grade 4

Objectives

1. This workbook has been designed to continue with the cursive handwriting development and practice for the student at the seventh grade level.
2. Students will learn from repetitious practice, the proper technique for, and formation of, cursive words, phrases, short sentences, and definitions.
3. This workbook will also be used in conjunction with the spelling component of our program, and will help to improve the student's penmanship while providing additional practice for each quarter's spelling test. Penmanship will be graded on all spelling tests along with proper spelling and definitions.
4. Teachers should emphasize the use of cursive writing only on all work. By week # 29 in the *Second Grade*, all work is submitted in cursive handwriting. Tutors will reduce grades for work that is turned in to school in printed form. Special exceptions must be obtained from the O.L.V.S Office to deviate from this practice, and a unique need demonstrated by the in-home teacher.

Method

- A. An additional dotted top line is introduced in this year's writing book. This will begin the student's letter size reduction progress toward a "two line" writing style which is standard in lined note book and college rule writing paper. The dotted lines will again be discontinued beginning with Lesson 20.
- B. On assigned day's the student will trace over each of the dotted examples. Any unfinished work may be assigned for homework where necessary to complete each days assignments.
- C. This year's workbook will focus on a historical look at the development of the Catholic Faith along the Pacific Coast of North America, from the discoveries of new lands and peoples, to the development of the Missions and Ranchos of the Californias.
- D. On Fridays a Spelling Test Form is provided for your student to take the weekly spelling test from the Traditional Catholic Spelling Workbook. Be sure to emphasize that proper penmanship is very important and will be graded.

General Handwriting Instructions

These handwriting pages have been designed as a tool to help the student to learn the proper formation of letters and numbers, words and short sentences, linear and columnar number alignments, and lists, by means of repetitious practice, and reinforcement of the proper cursive writing techniques taught at this level.

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. (Approximately 15 degrees.) 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 course.

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 (for both right and left handed students) should match the slant in this book and in the "Traditional Catholic Spelling Workbooks" available from Our Lady of Victory School for Grades 1B through 8.

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Catholic Writing Skills Workbook - Grade 4

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 10

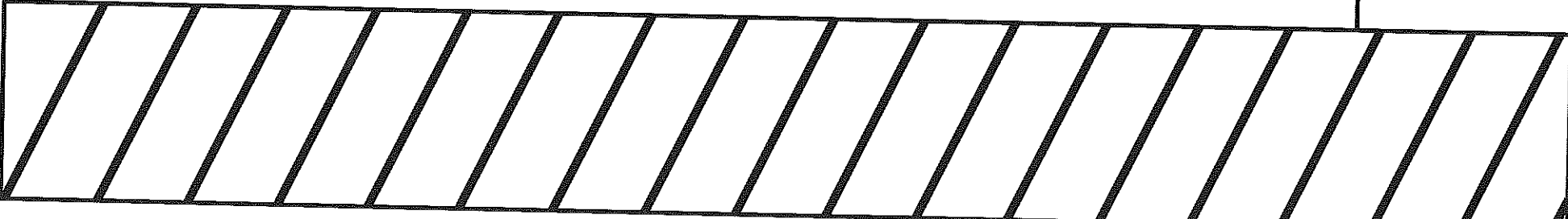
PROPER SLANT ANGLE OF 15°.
THIS IS APPROPRIATE FOR BOTH RIGHT AND LEFT HANDED STUDENTS

Example:
Cursive Letters
Upper and
Lower Case
with Numbers
and Punctuation

Use this example
as a reference
from which to
grade proper upper
and lower case
letter and number
formation.

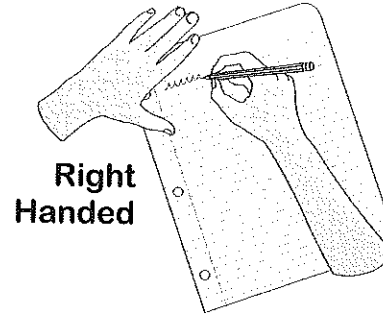
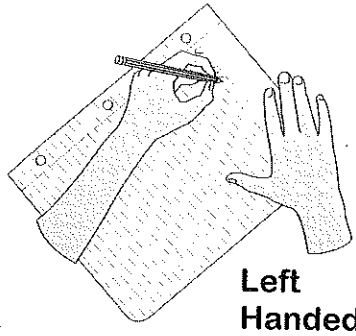
A 15° slant from
the bottom left to
the top right shall
be maintained in
all upper and lower
case lettering and
numbers.

All upper case
letters extend the
full line height,
even for those
letters which
extend below
the bottom line.

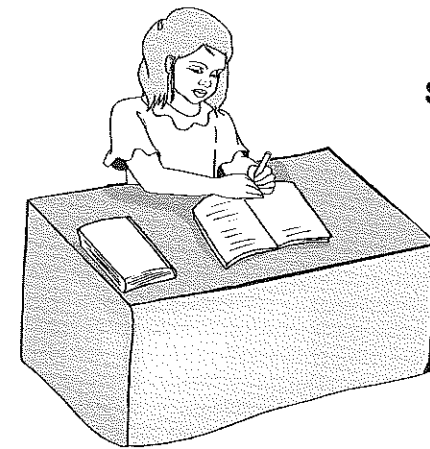


PROPER POSITION FOR PENCIL, PAPER and STUDENT

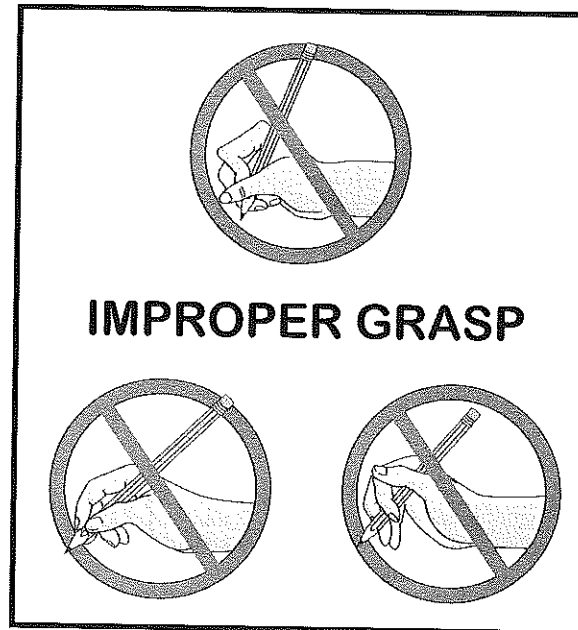
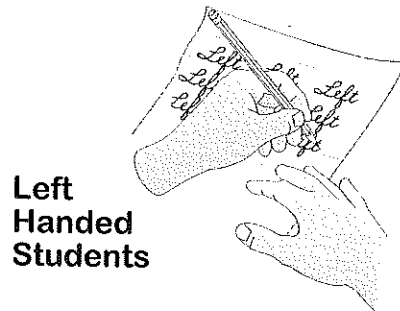
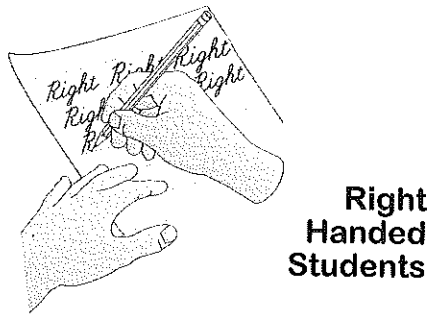
PROPER PAPER POSITION



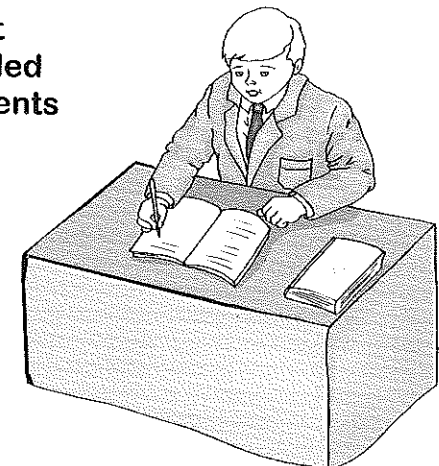
PROPER WRITING POSTURE



PROPER GRASP



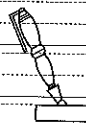
Right Handed Students



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
 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 1 2 3 4 5 6 7 8 9 0 . , ? !

PRACTICE LESSON

Review Cursive Letters & Numbers



A B C D E F G H
 I J K L M N O P
 Q R S T U V W X

a b c d e f g h
 i j k l m n o p
 q r s t u v w x

1 2 3 4 5 6 7 8 9 10



Copy Over:
 Cursive Letters
 Upper & Lower
 Case with
 Numbers

Use these examples for practice in proper letter formation. Copy over and rewrite each letter and number below.

A 15° slant from the bottom left to the top right shall be maintained in all upper case lettering and numbers.

All upper case letters extend to the top dotted line height, even for those letters which extend below the bottom line.

All cursive numbers are 3/4 line height and have the same 15° slant as the letters.

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
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 1 2 3 4 5 6 7 8 9 0 . , ? !

BASELINE TEST

To be graded by OLVS Tutor

Penmanship: _____ %

LESSON 1

Write two sets of Cursive Letters
A - Z Upper Case & Lower Case,
and one set of the numbers 1 - 100

Handwriting practice lines consisting of multiple sets of horizontal lines with a dashed midline for cursive letter formation.

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

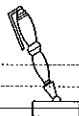
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LESSON 2

Spelling Test #1 - Words & Definitions

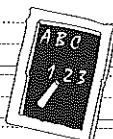
Home Teacher - Words: - /15 Defs: - /5

Home Teacher - Penmanship: ____%



Name:

- 1. _____ 6. _____
- 2. _____ 7. _____
- 3. _____ 8. _____
- 4. _____ 9. _____
- 5. _____ 10. _____



11. _____

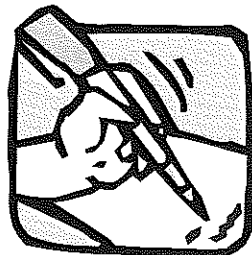
12. _____

13. _____

14. _____

15. _____

*You're Being Graded,
So Remember...
Neatness Counts !!*



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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LESSON 3 - American Missions: The Quest for New Lands and Souls

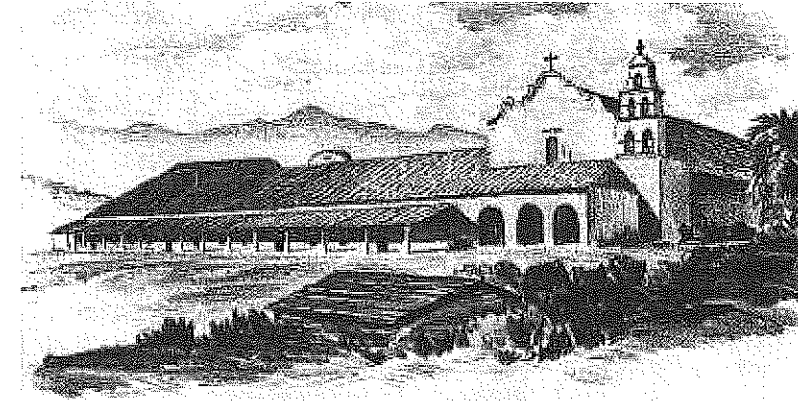
Read the short paragraphs
Copy over the ★ sentence (s) below



Catholic Missionary Expansion into a New World

This years workbook will introduce student's to the historic developments, and the primary people who were involved with the spread of Catholicism in the Americas, in particular to what is now Mexico and California. We will begin with the courageous Catholic leaders of the 15th century, and their faithful efforts to preserve and to spread the faith. We will study the various Priestly Orders and their courageous missionary priests who braved uncertain futures in sometimes hostile lands, and usually under the most primitive of conditions in order to spread the Catholic faith.

From 1493, only one year after Columbus and his historic crew set foot in the "New World", the Kingdom of Spain had established a number of missions in *Nueva España* (New Spain) in order to facilitate conversions of the native inhabitants and for the colonization of these new lands. It would be from these first few early missions in the outer islands of the Caribbean, that the Catholic faith would begin to grow in the Americas. For the next 400 years, through Missionary priests like Bishop Zumirraga and Father Junipero Serra, the Catholic Church would begin to enjoy the largest increase of faithful since the first century of Christendom.



★ When setting out on the road to discovery of any kind, one must begin with humility. Recognizing that man is flawed by his limited intellect and his insatiable desire for knowledge is his first step. He must next acknowledge the original Creator of all things in heaven and on earth. If he is to have any hope of succeeding in his efforts to improve the knowledge of mankind, he must proceed on his mission of discovery with grace and with wisdom.

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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LESSON 5 - American Missions: First Crossing The Atlantic Ocean

Read the short paragraphs
Copy and rewrite (★★) the sentence(s) below

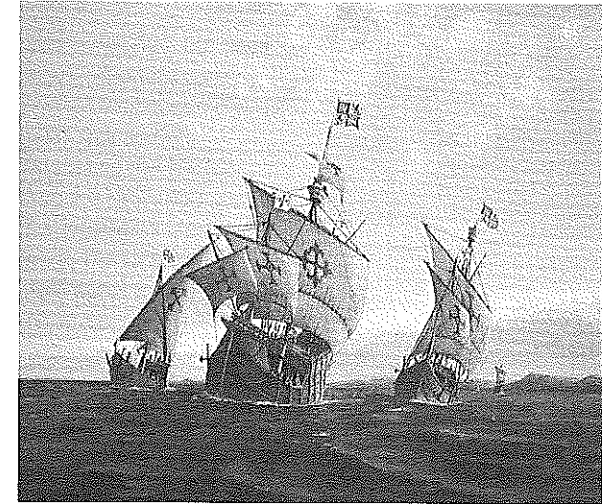
From The Old World to the New World

Christopher Columbus was an explorer and trader who first crossed the Atlantic Ocean and reached the Americas on October 12, 1492. History places much importance on the landing of Columbus in America, with the entire period of the history of the Americas before this date usually known as Pre-Columbian, and the anniversary of this event, known as Columbus Day, celebrated in many countries in the Americas. Although there is evidence of prior trans-oceanic contact, and it is questionable whether one person can

in fact "discover" a place which is inhabited by other peoples, Columbus is often credited as having "discovered" America. His voyage actually marked the beginning of the European colonization of the Americas.



Columbus, an Italian by birth, sailed under the flag of the Spanish Empire. King Ferdinand of Leon, and Queen Isabella of Castile, fervent Catholics, wished to expand their new empire. Not only was Queen Isabella the protectress of Columbus, as it was she who financed his first voyage west, she would also become the protectress of the newly found American Indians. Always their defender, she charged her successors to the Spanish throne to protect the native populations and to regard them as they would other subjects of their Spanish kingdom. While Columbus was seeking a name for himself by finding a shorter route to the lucrative spice trade in the East Indies, Ferdinand and Isabella knew of the great wealth which undiscovered lands could bring to their growing kingdom, and with it, the hope of bringing new souls into the folds of the Catholic Church. Indeed, Ferdinand and Isabella were the originators for the Missionary works of the Catholic Church in the Americas.



★ It is one thing to say that Columbus discovered America. It is something else to realize that King Ferdinand and Queen Isabella, together with the grace of Our Lord, opened the door to the most phenomenal spread of Christianity since the time of St. Paul.

★★

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

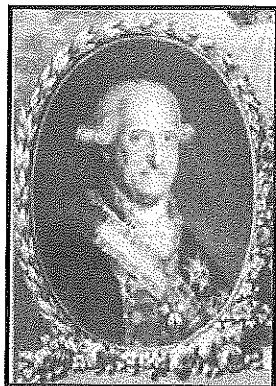
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LESSON 23 - The Wisdom of
King Charles the Third of Spain

Read the short paragraphs.
Copy over the ★ sentence (s) below

Whose Idea Was Mission Settlements?

It was King Charles III of Spain's idea. In the year 1768, the monarch of Spain found himself in a difficult position. Spain had claimed a vast area of land along the western side of North America more than 200 years before. The land was rich and fertile and near the sea; it was the perfect place to start cities and safe harbors for Spanish ships. So far, however, there had been no Spanish settlements started there. The king had heard that the Russians were interested in settling the land. If Spaniards didn't move in soon, the land would quickly fall to the Russians and be lost to Spain forever. At this time, land was money, and the Spanish monarch could not afford to lose this rich land...



There were several reasons that missions were chosen over other forms of settlements. The king of Spain hoped that someday there would be powerful cities and harbors in the California area. To support the cities, which would sell things, they had to have farms, which would produce things. The king and queen of Spain decided to create a series of farms along the coast. Each would be a day's ride apart. That way, it would be easy to defend one another against attack, and to trade and sell not only goods, but information. They would be built near to the coastline so that they could easily supply ships that came to port there.

The only problem with their plans was the lack of labor. With no Spanish people in the area, there would be no one to work on the farms. They soon solved that problem, however, by turning the farms into missions. The missions would be led by Fathers who would pursue the Catholic calling of converting non-believers into the Catholic faith. Their converts, the Native Americans, would also work on the missions. This decision solved both problems for the religious Spaniards, but was just the beginning of more problems for the Native Americans.



★ "I devoted all my attentions to improving the welfare of my subjects, since I wish to save my soul and go to Heaven."

★ King Charles III was a very sincere Roman Catholic, and showed much zeal in endeavoring to persuade the pope to proclaim the Immaculate Conception as a dogma necessary to salvation.

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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LESSON 73 - California Missions of
Fr. Jose Altamira

Read the short paragraphs
& Rewrite Paragraph #1 Below

SAN FRANCISCO DE SOLANO - 1823

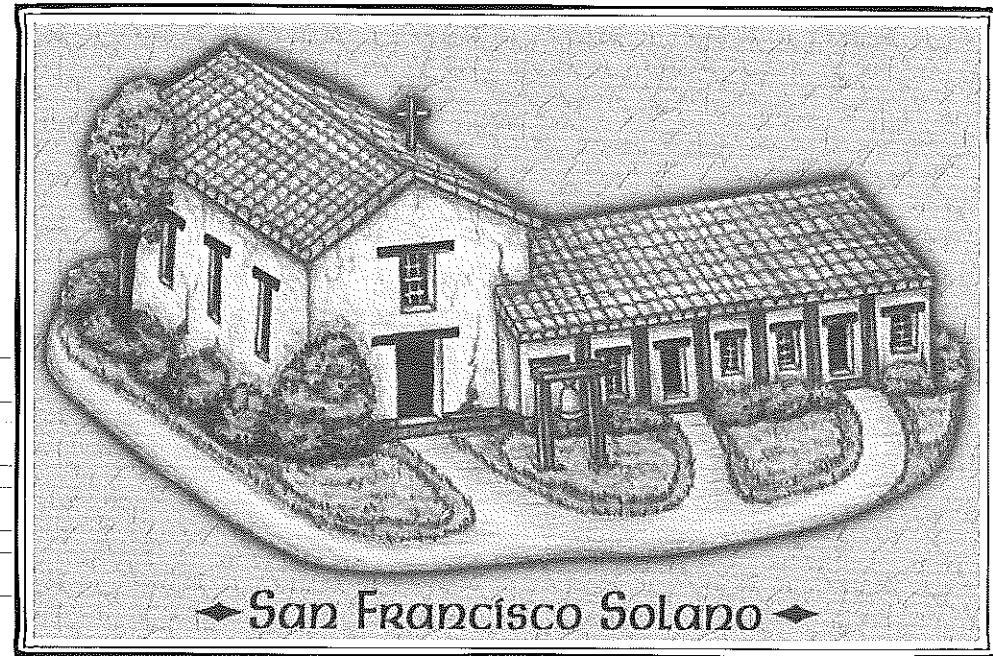
Mission San Francisco de Solano, named for Peruvian missionary St. Francis Solano, was the last in the chain to be built, founded by Father Jose Altamira on July 4, 1823. It was the only mission founded without prior approval of the Church, as Father Altamira and Governor Arguello conspired to halt the expanding Russian presence. Ironically, the Russians from Fort Ross helped the mission by sending many supplies, including a bell.



Fr. Jose Altamira

The new mission seemed to get off to a good start, but soon the cruelty of Father Altamira became evident. His constant flogging and imprisonment of the Native Americans caused a revolt. In 1826 the mission was attacked and burned and Father Altamira was forced to flee. His kind and faithful replacement, Father Fortuni, rebuilt the mission and by 1830 nearly 1000 Indians were in residence.

After secularization, the mission fell into disrepair and the remains were purchased by the Historic Landmark Society in 1903. Restoration was completed in 1913 and the mission is now part of the Sonoma Mission State Historic Park.



Mission San Francisco

