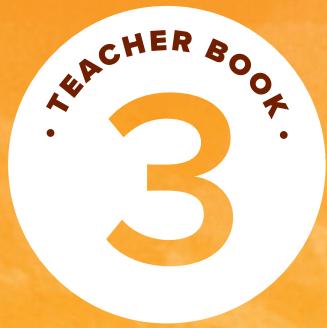


Simply Charlotte Mason presents



USING LANGUAGE WELL SHELF

2ND EDITION

English, Grammar, and Spelling

BY SONYA SHAFER

Grow in language arts through great literature

Using Language Well gives your student Charlotte Mason language arts lessons in English, grammar, and spelling. Your student will grow in language arts skills as he studies passages from classic literature, Scripture, and great quotations.

This rich literary approach to language arts makes lessons interesting with thought-provoking ideas from literature. Each lesson guides your student to discover English, grammar, and writing points for himself and record his findings.

Spelling lessons are included with prepared dictation. This powerful way to teach spelling uses real sentences instead of word lists, making lessons more meaningful. Space is included for the student to write for spelling lessons, so there's no need for an additional notebook.

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The goal of language arts is to be able to write clearly and effectively. With *Using Language Well*, your student will learn the skills to become a strong communicator for life.

Book 3: Parts of Speech, Part 1

- Common Nouns
- Proper Nouns
- Pronouns
- Action Verbs
- Helping Verbs
- Linking Verbs
- Adjectives
- Articles
- Verb Tense

Second Edition

USING LANGUAGE WELL

Book 3 • English, Grammar, and Spelling

TEACHER BOOK

by Sonya Shafer



Using Language Well is part of a complete Charlotte Mason curriculum. See where this course fits in the SCM curriculum at simplycm.com/curriculum.

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Using Language Well, Book 3, Second Edition: English, Grammar, and Spelling Teacher Book
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The Second Edition books of the Using Language Well series include passages from *Spelling Wisdom*, as well as new passages, and provide additional teacher guidance for customizing the spelling portion of the lesson for each student. The English usage and grammar lessons now offer more review and a more even distribution of new concepts throughout the grade levels. For more information on the series, visit our website.

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ABOUT USING LANGUAGE WELL, BOOK 3

Using Language Well, Book 3, Second Edition, offers a full school year of language arts studies for students who are comfortable with reading and handwriting at about a fifth-grade level. Simply complete two lessons per week. Each lesson should take about 15–20 minutes. The lessons are designed for your student to complete the questions independently and the parent to give guidance in the spelling component.

ENGLISH

Many English points are reviewed from previous *Using Language Well* studies. A summary of previously-learned points is provided in the back of the student book for reference as needed. New English points are introduced using a guided-discovery approach, encouraging your student to look closely for patterns and discover English usage, capitalization, and punctuation guidelines for himself.

GRAMMAR

A study of the parts of speech is officially begun in this book. Your student will learn about nouns, including common nouns and proper nouns; pronouns and antecedents; adjectives; articles; and verbs, including action verbs, linking verbs, and helping verbs. The remaining parts of speech will be covered in *Using Language Well, Book 4*.

SPELLING

Spelling is naturally drawn from the literary passages featured in the lessons. Your student will be assigned a portion of each passage to study and then to write as you dictate it to him. Guidance is given to help you teach your student how to study unfamiliar words in a way that works best for him. The lessons in this guide include three options that allow you to customize the dictation passages for your student's current level: (a) to solidify essentials, (b) to encourage steady growth, or (c) to challenge a natural speller. See page 134 for more on dictation.

WRITING

The writing component in Book 3 is conjoined with the narrations that are already required in other school subjects, such as history, geography, Bible, and science. Once your student is comfortable and fluent in giving oral narrations, he should begin

to write some of his narrations. You will find rubrics in the back to help you hold your student accountable for applying what he has learned in the Using Language Well lessons as he writes his narrations. See page 140 for more about written narration.

ENGLISH AND GRAMMAR POINTS COVERED IN BOOK 3

ENGLISH POINTS

- Alphabetizing by last name
- Antonyms, synonyms, and homonyms
- Dictionary use
- Letter and script format
- Paraphrasing
- Prefixes and suffixes

PUNCTUATION (REVIEW, PLUS)

- Dialogue punctuation
- Use a colon after the salutation in a business letter
- Use an ellipsis to indicate omitted words
- Use a hyphen to connect the words of a compound number or compound adjective
- Use semicolons to separate items in a series when one or more of the items already use a comma

GRAMMAR POINTS

- Action verbs
- Adjectives
- Antecedents
- Articles
- Common nouns
- Helping verbs
- Linking verbs
- Nouns
- Pronouns and possessive pronouns
- Proper nouns
- Complete subject and predicate
- Verb tense
- Verbs

Note: The rest of the parts of speech will be covered in Using Language Well, Book 4.

A Book on Hand

by Charlotte Mason

LESSON 1

Never be without a really good book on hand.

1. Your student should read the quotation.

Teaching Tip: Your student may notice variations from modern spelling, grammar, and punctuation rules in the passages throughout the Using Language Well series as well as in his personal reading. Encourage him to make mental note of the discrepancies, and point out that they are not necessarily errors; they are representative of how language and punctuation changes over time.

2. Answers will vary. The answer should be the title of a good book your student has on hand.
3. Answers will vary. Make sure all five words listed are names of things.
4. After your student has underlined any unfamiliar words, look through his selections and see if there are any other words you suspect may have been overlooked. Do a verbal test to see if they are indeed unfamiliar; if so, underline them also. Have your student study the quotation, focusing especially on his unfamiliar words. Guide him through the steps of studying a word's spelling as outlined on page 131 and on the inside flap of the back cover of his student book.
5. When your student is ready, verbally spot-check any unfamiliar words. Once you are sure that he knows how to spell all the words in his assignment, have him turn to the back of his student book and write the quotation as you dictate it to him one short phrase at a time. See page 134 for more help with dictation.

Teaching Tip: The dictation journal in the student book includes the lesson titles for quick and easy reference. At times those titles may contain words that your student is writing from memory. If you prefer that your student not see the title during the exercise, you may cover it.

Great Things

by Sir Winston Churchill

LESSON 2

All great things are simple, and many can be expressed in single words: freedom, justice, honor, duty, mercy, hope.

1. Your student should read the quotation.
2. A noun is the name of a thing (person, place, thing, or idea).
3. Your student should list five of these nouns from the passage: *things, words, freedom, justice, honor, duty, mercy, hope*.
4. After your student has underlined any unfamiliar words, look through his selections and see if there are any other words you suspect may have been overlooked. Do a verbal test to see if they are indeed unfamiliar; if so, underline them also. Have your student study the quotation, focusing especially on his unfamiliar words. Guide him through the steps of studying a word's spelling as outlined on page 131 and on the inside flap of the back cover of his student book.
5. When your student is ready, verbally spot-check any unfamiliar words. Once you are sure that he knows how to spell all the words in his assignment, have him turn to the back of his student book and write the quotation as you dictate it to him one short phrase at a time.

Heaven Above Was Blue

from *Nicholas Nickleby* by *Charles Dickens*

LESSON 30

Heaven above was blue, and earth beneath was green; the river glistened like a path of diamonds in the sun the birds poured forth their songs from the shady trees; the lark soared high above the waving corn; and the deep buzz of insects filled the air.

1. Your student should read the passage.

^{LV}
2. Heaven above *was* blue.

^{LV}
Earth beneath *was* green.

^{AV}
The river *glistened* like a path of diamonds in the sun.

^{AV}
The birds *poured* forth their songs from the shady trees.

^{AV}
The lark *soared* high above the waving corn.

^{AV}
The deep buzz of insects *filled* the air.

3. The semicolons in the passage take the place of periods, connecting thoughts that are closely related.
4. Check the unfamiliar words that your student and you have identified. Choose a Study assignment below or determine one of your own that contains no more than three or four of the unfamiliar words. Have your student mark the assignment portion in his book.
 - a. Study the final two clauses: from “the lark soared” to “filled the air.”
 - b. Study the entire passage.
 - c. Study the entire passage.
5. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.
 - a. Dictate: the lark soared high above the waving corn; and the deep buzz of insects filled the air
 - b. Dictate: Heaven above was blue, and earth beneath was green; the river glistened like a path of diamonds in the sun
 - c. Dictate: Heaven above was blue, and earth beneath was green; the river glistened like a path of diamonds in the sun; the birds poured forth their songs from the shady trees; the lark soared high above the waving corn; and the deep buzz of insects filled the air.

An Inspiration

from The Adventures of Tom Sawyer by Mark Twain

LESSON 71 (EXAM)

But Tom's energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied. Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire. He got out his worldly wealth and examined it: bits of toys, marbles, and trash; enough to buy an exchange of work, maybe, but not half enough to buy so much as half an hour of pure freedom. So he returned his straitened means to his pocket and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him—nothing less than a great, magnificent inspiration!

1. Your student should read the passage.
2. An *adjective* is a word that describes or modifies a noun or pronoun. Your student should list two of the following adjectives from the passage: *free, all, delicious, very, worldly, half, pure, straitened, dark, hopeless, great, magnificent*.
3. An article goes before a noun; there are three articles—*a, an, the*. Your student should list two of them.
4. A pronoun is a word that refers to a noun. Your student should list three of the following pronouns from the passage: *he, this, his, they, him, it*.
5. He ^{HV} ^{AV} had planned for this day.

His sorrows ^{AV} multiplied.

Soon the free boys ^{HV} ^{AV} would come.

An inspiration ^{AV} burst upon him.

6. *Straitened* means “poor” or “stricken with poverty.”

7. Check the unfamiliar words that your student and you have identified. Choose a Study assignment below or determine one of your own that contains no more than three or four of the unfamiliar words. Have your student mark the assignment portion in his book.
 - a. Study the first two sentences: from “But Tom’s energy” through “sorrows multiplied.”
 - b. Study from “But Tom’s energy” through “of pure freedom.”
 - c. Study the entire passage.
8. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.
 - a. Dictate: But Tom’s energy did not last. He began to think of the fun he had planned for this day, and his sorrows multiplied.
 - b. Dictate: Soon the free boys would come tripping along on all sorts of delicious expeditions, and they would make a world of fun of him for having to work—the very thought of it burnt him like fire.
 - c. Dictate: So he returned his straitened means to his pocket and gave up the idea of trying to buy the boys. At this dark and hopeless moment an inspiration burst upon him—nothing less than a great, magnificent inspiration!