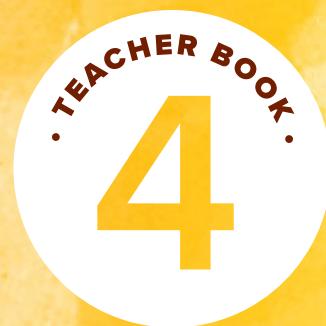


Simply Charlotte Mason presents



USING LANGUAGE WELL

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.

You'll have confidence as you guide your student's progress with the teacher guide, which includes answers for each lesson, rubrics for evaluating written narrations, and helpful teaching tips.

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 4: Parts of Speech, Part 2

- Compound Verbs
- Adverbs
- Prepositions
- Prepositional Phrases
- Conjunctions
- Interjections
- Simple Subject and Predicate
- Antecedents
- First, Second, and Third Person

Second Edition

USING LANGUAGE WELL

Book 4 • 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 Simply CM curriculum at simplycm.com/curriculum.

Scripture quotations are from the ESV® Bible (The Holy Bible, English Standard Version®), © 2001 by Crossway, a publishing ministry of Good News Publishers. Used by permission. All rights reserved. The ESV text may not be quoted in any publication made available to the public by a Creative Commons license. The ESV may not be translated in whole or in part into any other language.

Using Language Well, Book 4, Second Edition: English, Grammar, and Spelling Teacher Book
© 2015, 2025 by Sonya Shafer

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.

All rights reserved. However, we grant permission to make printed copies or use this work on multiple electronic devices for members of your immediate household. Quantity discounts are available for classroom and co-op use. Please contact us for details.

ISBN 978-1-61634-681-2 printed
ISBN 978-1-61634-682-9 electronic download

Published by
Simply Charlotte Mason, LLC
930 New Hope Road #11-892
Lawrenceville, Georgia 30045
simplycharlottomason.com

Printed in the U.S.A.

CONTENTS

About <i>Using Language Well, Book 4</i>	5
English and Grammar Points covered in <i>Using Language Well, Book 4,</i> <i>Second Edition</i>	6
Lesson 1: Sociable Trees	7
Lesson 2: Success and Merit	8
Lesson 3: He Would Not Be Disturbed	9
Lesson 4: Psalm 117	10
Lesson 5: That Which Is Said	11
Lesson 6: In the Topmost Branches	12
Lesson 7: When Nothing Happened	14
Lesson 8: Too Late for Repentance	16
Lesson 9: What Stirred Inside Her Head	18
Lesson 10: Sudden, Unexpected Questions	20
Lesson 11: Having Nothing To Do	22
Lesson 12: Back to the Cabin	24
Lesson 13: A Good Deal to Be Seen	26
Lesson 14: Rossini's So-Called Laziness	28
Lesson 15: Jumper the Hare	30
Lesson 16: With a Map	32
Lesson 17: Stopping by Woods on a Snowy Evening	34
Lesson 18: The Crow and the Pitcher	36
Lesson 19: From the Declaration of Independence	38
Lesson 20: Rembrandt's Speed	40
Lesson 21: The Flower	42
Lesson 22: The Dandelions	44
Lesson 23: Robin on the Lawns	46
Lesson 24: A Fork and an Organ	48
Lesson 25: Tickle Their Necks	50
Lesson 26: Stick To Your Purpose	52
Lesson 27: The Cares of Housekeeping	54
Lesson 28: A Child's Mind	56
Lesson 29: Stones, Pebbles, and Sand	58
Lesson 30: The Smileys	60
Lesson 31: A Fable	62
Lesson 32: Letter to Chopin	64
Lesson 33: Coronation Day	66
Lesson 34: The Piece of Wood	68
Lesson 35: Psalm 46	70
Lesson 36: The Old Faun	72
Lesson 37: A Little Old Trunk	74
Lesson 38: First Great Concert	76
Lesson 39: Concord Hymn	78
Lesson 40: Grocer and Draper	80
Lesson 41: King Midas and His Daughter	82

Lesson 42: The Crossword Puzzle	84
Lesson 43: Be Peace-Possessed	86
Lesson 44: Little, Narrow People	88
Lesson 45: On an Island	91
Lesson 46: He Always Dined Late	93
Lesson 47: Trained to Be a Queen	95
Lesson 48: Right or Left?	97
Lesson 49: Life	99
Lesson 50: Brooks and Rivers	101
Lesson 51: The Fox and the Cat	103
Lesson 52: The Chimney Swift	105
Lesson 53: Matthew 6:25–33	107
Lesson 54: That Living Word	109
Lesson 55: Over the Bridge	111
Lesson 56: Abraham Lincoln	113
Lesson 57: English Sparrows	115
Lesson 58: Work on the Prairie	117
Lesson 59: The Death of Lincoln	119
Lesson 60: Buttons Learns to Jump	121
Lesson 61: Camping Out	123
Lesson 62: Let Me Guess	125
Lesson 63: Tookhees the Mouse	127
Lesson 64: The Savanna Sparrow	129
Lesson 65: God Save the King	131
Lesson 66: The Way We Go	134
Lesson 67: Traveling East	136
Lesson 68: Up We Go!	138
Lesson 69: The Town Mouse and the Country Mouse	140
Lesson 70: Too Many Cooks	142
Lesson 71: Educated with Care	144
Lesson 72: The Wonderful City	146
How to Study a Word	148
How To Do Dictation	151
Composition through Written Narration	157
How to Use the Writing Points Rubrics	159
1.9 Rubric for Beginning Writers, Student Version	160
1.9 Rubric for Beginning Writers, Teacher Version	161
2.1 Rubric for Progressing Writers, Student Version	162
2.1 Rubric for Progressing Writers, Teacher Version	163
2.2 Rubric for Progressing Writers, Student Version	165
2.2 Rubric for Progressing Writers, Teacher Version	166
2.3 Rubric for Progressing Writers, Student Version	168
2.3 Rubric for Progressing Writers, Teacher Version	169
2.4 Rubric for Progressing Writers, Student Version	171
2.4 Rubric for Progressing Writers, Teacher Version	172
English and Grammar Points Journal	174
<i>Using Language Well, Book 4</i> Index of Topics (listed by Lesson #)	178

ABOUT USING LANGUAGE WELL, BOOK 4

Using Language Well, Book 4, Second Edition, offers a full school year of language arts studies for students who are comfortable with reading and handwriting at about a sixth-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 was begun in *Using Language Well, Book 3*. Your student will build on and review what he learned in those lessons, exploring personal pronouns, verb tense, adverbs, prepositions, prepositional phrases, conjunctions, and interjections. An introduction to prepositional phrases used as modifiers and determining simple subjects and predicates are also included in order to pave the way for sentence analysis studies in *Using Language Well, Book 5*.

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 151 for more on dictation.

WRITING

The writing component in Book 4 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 157 for more about written narration.

ENGLISH AND GRAMMAR POINTS COVERED IN *USING LANGUAGE WELL, BOOK 4,* *SECOND EDITION*

ENGLISH POINTS

- Antonyms, synonyms, homonyms
- Capitalization within titles
- Dictionary and thesaurus use
- Personal pronoun use with *I* or *me*
- Prefixes and suffixes

PUNCTUATION (REVIEW, PLUS)

- Question marks and exclamation points with quotation marks
- Commas and periods with quotation marks
- Commas with consecutive adjectives
- Dashes to set off an expansion, elaboration, or explanation
- Dashes to indicate an abrupt change
- Parentheses

GRAMMAR POINTS

- Adverbs
- Compound verbs
- Conjunctions
- Interjections
- Personal, possessive, and indefinite pronouns
- Prepositions
- Prepositional phrases
- Prepositional phrases used as modifiers
- Simple subject and predicate

Sociable Trees

LESSON 1

from Anne of Green Gables by Lucy Maud Montgomery

“Maples are such sociable trees,” said Anne; “they’re always rustling and whispering to you.”

1. Your student should read the passage.

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. A noun names a person, place, thing, or idea. A *common noun* refers to something or someone in general, as *trees*. A *proper noun* refers to something or someone specific, as *Anne*.
3. A pronoun takes the place of a noun to avoid repetition. Possible pronoun examples from the passage are *they* and *you*.
4. An adjective describes or modifies a noun or pronoun. An adjective from the passage is *sociable*.
5. A semi-colon can be used to connect two independent clauses, or complete thoughts.
6. 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 questions on page 148 in this book and inside the back flap of his student book cover, so he will get in the habit of using them as he studies.
7. 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 151 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.

Success and Merit

from Les Misérables by Victor Hugo

LESSON 2

Be it said in passing, that success is a very hideous thing. Its false resemblance to merit deceives men.

1. Your student should read the passage.

2. Success ^{LV} is a hideous thing.

Its false resemblance ^{AV} deceives men.

3. Success can be mistaken for merit, but unlike success, merit requires virtue and excellence.

4. *Its* has no apostrophe because it is possessive, not a contraction.

5. 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 questions on page 148 and inside the back flap of his student book cover, so he will get in the habit of using them as he studies.

6. 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.

The Smileys

from Amusements in Mathematics by Henry Ernest Dudeney

LESSON 30

When the Smileys recently received a visit from the favorite uncle, the fond parents had all the five children brought into his presence. First came Billie and little Gertrude, and the uncle was informed that the boy was exactly twice as old as the girl. Then Henrietta arrived, and it was pointed out that the combined ages of herself and Gertrude equaled twice the age of Billie. Then Charlie came running in, and somebody remarked that now the combined ages of the two boys were exactly twice the combined ages of the two girls. The uncle was expressing his astonishment at these coincidences when Janet came in. “Ah! Uncle,” she exclaimed, “you have actually arrived on my twenty-first birthday!” To this Mr. Smiley added the final staggerer: “Yes, and now the combined ages of the three girls are exactly equal to twice the combined ages of the two boys.” Can you give the age of each child?

1. Your student should read the passage.

2. “Ah! Uncle,” she exclaimed, “you have actually arrived on my twenty-first birthday!”

3. *Well-a-day!*

Your student should record in the back of his book what he has learned about interjections. The wording will vary but should convey the idea that an interjection is an independent word or phrase used in a sentence only for the purpose of expressing strong feeling.

4. Use a colon when you want to explain or clarify further. The material after the colon explains what the “final staggerer” is.

5. 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.

- Study from “When the Smileys” through “into his presence.”
- Study from “Then Charlie came running in” through “twenty-first birthday!”
- Study the entire passage.

6. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.

- a. Dictate: When the Smileys recently received a visit from the favorite uncle, the fond parents had all the five children brought into his presence.
- b. Dictate: The uncle was expressing his astonishment at these coincidences when Janet came in. “Ah! Uncle,” she exclaimed, “you have actually arrived on my twenty-first birthday!”
- c. Dictate: To this Mr. Smiley added the final staggerer: “Yes, and now the combined ages of the three girls are exactly equal to twice the combined ages of the two boys.” Can you give the age of each child?

7. (Optional) Mathematical riddle solution: (from *Amusements in Mathematics*) “The ages were as follows: Billie, 3 years; Gertrude, 1 year; Henrietta, 5 years; Charlie, 10 years; and Janet, 21 years.”

Educated with Care

from In the Days of Queen Victoria by Eva March Tappan

LESSON 71 (EXAM)

No two days in the Princess's week were alike. One hour a week was devoted to learning the catechism, another to a dancing lesson, another to needlework and learning poetry by heart. All this teaching went on for six days in the week, for she had no Saturday holidays; and on Saturday morning came an hour that would alarm most children, for it was devoted to a repetition to Mr. Davys of all that she had learned during the week. Her lessons were made as interesting as possible by explanations and stories and pictures and games. A history and a little German grammar were written expressly for her; but, after all, the little girl was the one who had to do the work. She had to understand and learn and remember, and even if she was a princess no one could do these things for her. Sir Walter Scott dined with the Duchess of Kent during Victoria's ninth year. He wrote in his journal: "Was presented to the little Princess Victoria, the heir-apparent to the throne as things now stand." It is no wonder that he added, "This lady is educated with much care."

1. Your student should read the passage.

2. This lady and I are educated with much care.

A little German grammar was written for the Princess and me.

3. third person

4. past tense

5. *Princess's* is singular.

the twelve dancing princesses' gloves

6. 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 from “A history and a little” through “do these things for her.”
 - b. Study from “No two days” through “do these things for her.”
 - c. Study the entire passage.

7. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.
 - a. Dictate: A history and a little German grammar were written expressly for her; but, after all, the little girl was the one who had to do the work. She had to understand and learn and remember, and even if she was a princess no one could do these things for her.
 - b. Dictate: Her lessons were made as interesting as possible by explanations and stories and pictures and games. A history and a little German grammar were written expressly for her; but, after all, the little girl was the one who had to do the work. She had to understand and learn and remember, and even if she was a princess no one could do these things for her.
 - c. Dictate: One hour a week was devoted to learning the catechism, another to a dancing lesson, another to needlework and learning poetry by heart. All this teaching went on for six days in the week, for she had no Saturday holidays; and on Saturday morning came an hour that would alarm most children, for it was devoted to a repetition to Mr. Davys of all that she had learned during the week.