

Simply Charlotte Mason presents



USING LANGUAGE WELL SHAFER

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 5: Sentence Analysis, Part 1

- Sentence Parsing
- Object of a Preposition
- Direct Objects
- Indirect Objects
- Clauses and Phrases
- Compound Objects
- Compound Predicates
- Poetry Analyzing
- Metaphors
- Similes
- Personifications

Second Edition

USING LANGUAGE WELL

Book 5 • 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.

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Using Language Well, Book 5, 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 5

Using Language Well, Book 5, Second Edition offers a full school year of language arts studies for students who are comfortable with reading and handwriting at about a seventh-grade level. Simply complete two lessons per week. Each lesson should take about 15–20 minutes. The lessons are designed for the 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 and punctuation guidelines for himself. An introduction to figures of speech is given, featuring similes, metaphors, and personification.

GRAMMAR

Your student will review the parts of speech by parsing sentences and will begin sentence analysis, learning about the parts of a sentence and how the words fit together. He will also receive a simple introduction to poetry analysis, observing and discovering ear rhymes, eye rhymes, and rhyme schemes.

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 139 for more on dictation.

WRITING

The writing component in Book 5 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 145 for more about written narration.

ENGLISH AND GRAMMAR POINTS COVERED IN *USING LANGUAGE WELL, BOOK 5,* SECOND EDITION

ENGLISH POINTS

- Dictionary and thesaurus use
- Homonyms, antonyms, and synonyms
- Metaphors and similes
- Personal pronoun use with *I* or *me*
- Personification
- Poetry analysis: rhymes and rhyme schemes
- Prefixes and suffixes

GRAMMAR POINTS

- Adjective Prepositional Phrases
- Adverb Prepositional Phrases
- Clauses vs. Phrases
- Compound Direct Objects
- Compound Objects of a Preposition
- Compound Sentences
- Direct Objects
- Independent and Dependent Clauses
- Indirect Objects
- Object of a Preposition
- Parts of Speech (review through parsing)
- Personal Pronouns
- Predicate Adjectives
- Predicate Nominatives

Little Hammers

by Charlotte Mason

LESSON 1

The habits of the child are, as it were, so many little hammers
beating out by slow degrees the character of the man.

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. 3. 4.

The habits (of the child) | are little hammers.
ART N PP ART N LV ADJ N
S P

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. If needed, guide him through the steps of studying a word's spelling as outlined on page 136 and inside the flap of the back cover of your student's book.
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. See page 139 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.

True Happiness

by Helen Keller

LESSON 2

Many persons have a wrong idea of what constitutes true happiness. It is not attained through self-gratification but through fidelity to a worthy purpose.

1. Your student should read the passage.

2. 3.

It | is attained (through fidelity) (to a worthy purpose).

fidelity

purpose

4. of the child by slow degrees of the man

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. If needed, guide him through the steps of studying a word's spelling as outlined on page 136 and inside the flap of the back cover of your student's book.

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 Man of Business

from The Pickwick Papers by Charles Dickens

LESSON 30

Mr. Pickwick took a seat and the paper, but instead of reading the latter, peeped over the top of it and took a survey of the man of business, who was an elderly, pimply-faced, vegetable-diet sort of man in a black coat, dark mixture trousers, and small black gaiters—a kind of being who seemed to be an essential part of the desk at which he was writing and to have as much thought or sentiment.

1. Your student should read the passage.

— PN —— AV ART N CON ART N
2. Mr. Pickwick took a seat and the paper
— S —— P DO DO

5. He was an elderly, pimply-faced, vegetable-diet sort of man.
5. The man wore a black coat, dark mixture trousers, and small black gaiters.
5. Gaiters are cloth or leather leg coverings that go from the instep to above the ankle.
6. *Latter* means the last thing previously mentioned. In the sentence, *latter* refers to the paper.
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 from “Mr. Pickwick took a seat” through “the man of business.”
 - b. Study the whole passage.
 - c. Study the whole passage.
8. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.
 - a. Dictate: Mr. Pickwick took a seat and the paper, but instead of reading the latter, peeped over the top of it and took a survey of the man of business
 - b. Dictate: Mr. Pickwick took a seat and the paper, but instead of reading the latter, peeped over the top of it and took a survey of the man of business, who was an elderly, pimply-faced, vegetable-diet sort of man in a black coat, dark mixture trousers, and small black gaiters
 - c. Dictate the whole passage.

Thanks for the Harvest

by Laura Ingalls Wilder

LESSON 71 (EXAM)

The season is over, the rush and struggle of growing and saving the crops is past for another year, and the time has come when we pause and reverently give thanks for the harvest. For it is not to our efforts alone that our measure of success is due, but to the life principle in the earth and the seed, to the sunshine and to the rain—to the goodness of God.

We may not be altogether satisfied with the year's results, and we can do a terrific amount of grumbling when we take the notion. But I am sure we all know in our hearts that we have a great deal for which to be thankful. In spite of disappointment and weariness and perhaps sorrow, His goodness and mercy does follow us all the days of our lives.

1. Your student should read the passage.

PRO HV ADV LV ADV ADJ PP ART ADJ N
We may not be altogether satisfied (with the year's results)
S P P PA

3. rush and struggle: compound subject

pause and reverently give thanks: compound predicate

disappointment and weariness and perhaps sorrow: compound objects of a preposition

goodness and mercy: compound subject

4. Use *I* when the pronoun is the subject, or part of the subject, of a sentence. Use *me* when the pronoun is the object, or part of the object.

5. Answers will vary. The main ideas to include are that direct objects are nouns or pronouns that receive the direct action of an action verb in a sentence. Indirect objects are nouns or pronouns in a sentence that receive the indirect action of an action verb. An indirect object usually is located between the verb and the direct object and can frequently be identified by inserting a mental *to* or *for* before it. Sample sentences will vary; example: You gave the student (*indirect object*) an exam *question* (*direct object*).

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 “The season is over” through “to the goodness of God.”
 - b. Study the whole passage.
 - c. Study the whole passage.
7. When your student is ready, verbally spot-check, then dictate the corresponding portion listed below.
 - a. Dictate: The season is over, the rush and struggle of growing and saving the crops is past for another year, and the time has come when we pause and reverently give thanks for the harvest. For it is not to our efforts alone that our measure of success is due, but to the life principle in the earth and the seed, to the sunshine and to the rain—to the goodness of God.
 - b. Dictate: The season is over, the rush and struggle of growing and saving the crops is past for another year, and the time has come when we pause and reverently give thanks for the harvest. For it is not to our efforts alone that our measure of success is due, but to the life principle in the earth and the seed, to the sunshine and to the rain—to the goodness of God.

We may not be altogether satisfied with the year’s results, and we can do a terrific amount of grumbling when we take the notion.

 - c. Dictate the whole passage.