

Simply Charlotte Mason presents



USING LANGUAGE WELL SAMPLE

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 transcription. 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 1: Basic Capitalization, Punctuation, and Usage

- Alphabetizing
- Capitalization
- Punctuation
- Contractions
- Plurals
- Possessives
- Sentences
- Subject and Predicate
- Syllables

Second Edition

USING LANGUAGE WELL

Book 1 • 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 1, 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 1

Using Language Well, Book 1, Second Edition, offers a full school year of language arts studies for students who are comfortable with reading and handwriting at about a third-grade level. Simply complete two lessons per week. Each lesson should take about 5–10 minutes. The lessons are designed for the parent and student to do together. Most of the questions can be answered orally, leaving only the transcription and spelling components to be written.

ENGLISH

A guided-discovery approach is used to help your student look closely for patterns and discover English usage and mechanics guidelines for himself. An English Points Journal is provided in the back of the student book as a place for him to record and organize those discoveries. The studies focus on capitalization, punctuation, contractions, plurals, possessives, alphabetizing, and more. See page 7 for a complete list of English Points covered in this course.

WRITING

The writing component in this book is transcription. In transcription your student progresses from copying letter-by-letter to writing word-by-word and, eventually, phrase-by-phrase. This method also helps your student to slow down and closely observe the good writing styles of excellent authors featured in the lessons. Your student will be guided to transition gradually from writing on wide, triple-lined manuscript-paper-sized lines to regular notebook-paper-sized lines.

SPELLING

Spelling is naturally drawn from the transcription passages. Throughout the year, your student will gradually progress from writing 2 words from memory per week to writing 16 words from memory per week. In this way he will build up a mental storehouse of words that will prepare him well for the transition into dictation in Book 2. The lessons in this guide include three options that allow you to customize the spelling words for your student's current level: (a) to solidify essentials, (b) to encourage steady growth, or (c) to challenge a natural speller. Guidance is also given to help you teach your student how to study unfamiliar words in a way that works best for him.

ENGLISH POINTS COVERED IN *USING LANGUAGE WELL, BOOK 1, SECOND EDITION*

- Connecting words
- Contractions
- Dialogue
- Dictionary use
- Identifying stanzas in poems
- Irregular plural nouns
- Plurals formed by adding s
- Plurals formed by adding es
- Plurals formed by changing the *f* or *fe* to *v* and adding es
- Plurals formed by changing the *y* to *i* and adding es
- Possessives
- Rhyming
- Sentences
- Simple alphabetizing (by first letter)
- Spelling
- Stanzas
- Subject and predicate (complete)
- Syllables
- *Too* vs. *To*
- Transcription
- Types of sentences: question, command, statement, exclamation
- Vowels

CAPITALIZATION

- Capitalize the first word of a sentence
- Capitalize the first word in each line of poetry
- Capitalize the days of the week
- Capitalize names that refer to God
- Capitalize the months of the year
- Capitalize proper names
- Capitalize the word *I* when it refers to a person

PUNCTUATION

- Use a colon to separate chapter and verse in a Bible reference
- Use a period at the end of a statement sentence
- Use a question mark at the end of a question sentence
- Use a semicolon to connect two complete thoughts that are closely related
- Use an apostrophe to show possession with 's
- Use an apostrophe to take the place of missing letters in a contraction
- Use an exclamation point to denote intense emotion
- Use quotation marks to enclose the words that were said
- Use quotation marks to denote words and their definitions

Motto for Students

by Charlotte Mason

LESSON 1

I am;
I can;
I ought;
I will.

1. Your student should read the motto.
2. Your student should look carefully at the two-word phrase “I am” and try to picture the phrase in his mind.
3. Your student should write (in print or cursive) the two words from memory. Encourage him not to guess but, rather, to be sure of the spelling before attempting to write a word.
4. Your student should look back at the motto to make sure he spelled each word in the phrase correctly.
5. Your student should transcribe the other two-word phrases in the same way, one phrase at a time, being careful to spell every word correctly and use correct capitalization and punctuation.

Teaching Tip: Rather than having your student give you his work to check, encourage him to get in the habit of checking his own work. When he has finished transcribing, have him carefully compare his work to the original passage and look for any discrepancies. If he finds any, he should correct them before you look over his work.

6. Have your student look at the motto in the lesson and choose one word from it that he is sure he can spell correctly from memory. When he is ready, instruct him to turn to the back of his book and write his selected word on the line indicated or spell the word verbally.

If he spells the word correctly, the lesson is done. If, however, he misspells the word, quickly but gently cover it up or erase it, then instruct him to study the word and write it again. If needed, guide him through the steps of How to Study a Word that is included with his student book. See page 83 for more details.

A Proverb on Safety

LESSON 2

Better be safe than sorry.

1. Your student should read the proverb.
2. Your student should look carefully at the first three words of the proverb and try to picture the phrase in his mind.
3. Your student should write (in print or cursive) the three words from memory.
4. Your student should look back at the proverb to make sure he spelled each word in the phrase correctly.

Teaching Tip: Help your student take his time and do his best work the first time. One way to encourage this good habit is to set the guideline that if his copy is correct and demonstrates his best handwriting, he is done; if it is incorrect or sloppily written, he must start over and transcribe the entire exercise again.

5. Your student should transcribe the other two words of the proverb in the same way, being careful to spell every word correctly and use correct punctuation.
6. Have your student look at the proverb and choose one word from it that he is sure he can spell correctly from memory. When he is ready, instruct him to turn to the back of his book and write his selected word on the line indicated or spell the word verbally.

If he spells the word correctly, the lesson is done. If, however, he misspells the word, quickly but gently cover it up or erase it, then instruct him to study the word and write it again. If needed, guide him through the steps of How to Study a Word that is included with his student book.

Daily Work

LESSON 30

Wash on Monday;
Iron on Tuesday;
Mend on Wednesday;
Churn on Thursday;
Clean on Friday;
Bake on Saturday;
Rest on Sunday.

1. Your student should read the poem.
2. The first word in each line of a poem should be capitalized.

Days of the week should be capitalized.

3. Your student should add a guideline in his own words about capitalizing the days of the week under Capitalize in the back of his book.
4. Your student should transcribe the poem, being careful to spell every word correctly and use correct capitalization and punctuation.
5. Have your student choose two words from the poem that he knows how to spell correctly and write them from memory in the back of his book or spell them verbally.

Then select one of the two-word phrases below for your student to study, if needed, and write or verbally spell from memory.

- a. rest on
- b. on Sunday
- c. on Wednesday

Average Speed

LESSON 71 (EXAM)

from Amusements in Mathematics by Henry Ernest Dudeney

In a recent motor ride it was found that we had gone at the rate of ten miles an hour, but we did the return journey over the same route, owing to the roads being more clear of traffic, at fifteen miles an hour. What was our average speed? Do not be too hasty in your answer to this simple little question or it is pretty certain that you will be wrong.

1. Your student should read the passage.
2. This passage contains a statement, a question, and a command.
3. Statements seem to be most used. Exclamatory sentences seem to be least used.
4. Words with only one syllable: *in, a, ride, it, was, found, that, we, had, gone, at, the, rate, of, ten, miles, an, hour, but, did, same, route, to, roads, more, clear, what, our, speed, do, not, be, too, your, to, this, or, is, you, will, wrong*

Words with two syllables: *recent, motor, return, journey, over, owing, being, traffic, fifteen, hasty, answer, simple, little, question, pretty, certain*

Word with three syllables: *average*

5. Your student should transcribe the passage, being careful to spell every word correctly and use correct capitalization and punctuation. If the amount of writing is becoming too much for your student, allow him to write only a portion of it. He should, however, look through and choose his memory words from the whole passage.
6. Have your student choose four words from the passage that he knows how to spell correctly and write them from memory in the back of his book or spell them verbally.

Then select one of the four-word phrases below for your student to study, if needed, and write or verbally spell from memory.

- a. over the same route
- b. ten miles an hour
- c. this simple little question

7. Riddle Answer (taken from *Amusements in Mathematics*): The average speed is twelve miles an hour, not twelve and a half, as most people will hastily declare. Take any distance you like, say sixty miles. This would have taken six hours going and four hours returning. The double journey of 120 miles would thus take ten hours, and the average speed is clearly twelve miles an hour.