

LANGUAGE LESSONS

FOR TODAY

GRADE 4



MY FATHER'S
WORLD®

Language Lessons for Today is adapted from *Intermediate Language Lessons* by Emma Serl, American Book Company, 1914, as well as portions of *Primary Lessons in Language and Composition* by William Maxwell, American Book Company, 1886; *First Book in English* by William Maxwell, American Book Company, 1894; and *Language Lessons* by Lawton Evans, American Book Company, 1908, with significant revisions, updated language and examples, and additional new content.

Copyright © 2015 by My Father’s World, Inc.
Printed in the United States.
All rights reserved for all countries.

No part of this book may be reproduced by any means without the written permission of My Father’s World, Inc.

Published by
My Father’s World®
PO Box 2140, Rolla, MO 65402
(573) 202-2000 info@mfwbooks.com
www.mfwbooks.com
May 2015

Contents

Introduction	7
Lesson 1 Selection to Study	10
Lesson 2 Oral Composition—The Hidden Jewel	11
Lesson 3 Declarative Sentences and Interrogative Sentences	12
Lesson 4 Imperative Sentences and Exclamatory Sentences	13
Lesson 5 Picture Study—Noah’s Ark	14
Lesson 6 Oral Composition	16
Lesson 7 Poem to Memorize.....	17
Lesson 8 Copywork.....	17
Lesson 9 The Subject of a Sentence	18
Lesson 10 The Dictionary.....	19
Lesson 11 Subject Review and Composition.....	20
Lesson 12 Names (Nouns).....	22
Lesson 13 Composition	23
Lesson 14 Composition	24
Lesson 15 Singular and Plural Nouns	24
Lesson 16 Poem to Read Aloud	26
Lesson 17 Copywork.....	27
Lesson 18 Oral Composition—Dogs.....	28
Lesson 19 Composition—Description.....	29
Lesson 20 Picture Study—The Wounded Companion.....	30
Lesson 21 Composition—Frisk and the Mirror	32
Lesson 22 Poem to Memorize.....	33
Lesson 23 Copywork.....	34
Lesson 24 Singular and Plural Nouns	34
Lesson 25 Irregular Plural Nouns	36
Lesson 26 Action Words (Verbs)	38
Lesson 27 Composition Skills (Sentence Combining)	39
Lesson 28 Poem to Read Aloud	40
Lesson 29 Possessive Nouns	41
Lesson 30 Composition—Dialogue	43
Lesson 31 Selection for Study—Oral Narration	43
Lesson 32 Proper Nouns	45
Lesson 33 Picture Study—The Finding of Moses.....	46
Lesson 34 Poem to Memorize.....	49
Lesson 35 Copywork.....	50
Lesson 36 More About Possessive Nouns.....	51
Lesson 37 Titles and Abbreviations	52
Lesson 38 The Comma in Direct Address	53
Lesson 39 Composition—Interview	54
Lesson 40 Poem to Read Aloud	55
Lesson 41 Paragraphs	57

<i>Lesson 42</i>	Composition—The Crow’s Story	58
<i>Lesson 43</i>	Picture Study—Return of the Fishing Boats	58
<i>Lesson 44</i>	Antonyms.....	60
<i>Lesson 45</i>	Composition—Dialogue	60
<i>Lesson 46</i>	Poem to Memorize.....	62
<i>Lesson 47</i>	Copywork.....	63
<i>Lesson 48</i>	Composition—Helen Keller.....	64
<i>Lesson 49</i>	Letter Writing	65
<i>Lesson 50</i>	Letter Writing—Thank You	67
<i>Lesson 51</i>	Letter Writing—Thank You	68
<i>Lesson 52</i>	Dictionary and Word Usage— <i>Learn, Teach</i>	69
<i>Lesson 53</i>	Poem to Read Aloud	70
<i>Lesson 54</i>	Composition—Description of an Animal.....	72
<i>Lesson 55</i>	Oral Composition—The Farmer.....	73
<i>Lesson 56</i>	Picture Study—The Gleaners.....	74
<i>Lesson 57</i>	Composition—A Fable	76
<i>Lesson 58</i>	Poem to Memorize.....	77
<i>Lesson 59</i>	Copywork.....	78
<i>Lesson 60</i>	Composition	79
<i>Lesson 61</i>	Words That Stand for Nouns (Pronouns)	80
<i>Lesson 62</i>	Picture Study—Michelangelo’s David	81
<i>Lesson 63</i>	Dictation—Quotation Marks	84
<i>Lesson 64</i>	Poem to Read Aloud	85
<i>Lesson 65</i>	Verbs—Present Tense and Past Tense.....	86
<i>Lesson 66</i>	Verbs—Future Tense	87
<i>Lesson 67</i>	Copywork—Quotation Marks.....	87
<i>Lesson 68</i>	Verbs—Present, Past, Future	88
<i>Lesson 69</i>	Letter Writing	88
<i>Lesson 70</i>	Poem to Memorize.....	89
<i>Lesson 71</i>	Copywork.....	89
<i>Lesson 72</i>	Description—A Store	90
<i>Lesson 73</i>	Possessive Form—Review	90
<i>Lesson 74</i>	Plural Possessive Form—Review.....	91
<i>Lesson 75</i>	Composition	92
<i>Lesson 76</i>	Poem to Read Aloud	93
<i>Lesson 77</i>	Special Words Showing Possession	97
<i>Lesson 78</i>	Composition—A Story	97
<i>Lesson 79</i>	Picture Study—Elijah Taken Up to Heaven in a Chariot of Fire	98
<i>Lesson 80</i>	Correct Use of Words— <i>Can, May</i>	100
<i>Lesson 81</i>	Oral Composition	101
<i>Lesson 82</i>	Poem to Memorize.....	102
<i>Lesson 83</i>	Copywork.....	103
<i>Lesson 84</i>	Words that Rhyme—Writing Poetry	103
<i>Lesson 85</i>	Contractions.....	104
<i>Lesson 86</i>	Composition—Sentence Combining.....	105

<i>Lesson 87</i>	Narration—A Clever Slave	106
<i>Lesson 88</i>	Poem to Read Aloud	107
<i>Lesson 89</i>	Qualities—Sentence Combining.....	108
<i>Lesson 90</i>	Composition—Description of a Game.....	110
<i>Lesson 91</i>	How an Action Is Performed	111
<i>Lesson 92</i>	Picture Study—Belshazzar’s Feast.....	113
<i>Lesson 93</i>	Narration—The Boy and the Robbers.....	116
<i>Lesson 94</i>	Poem to Memorize.....	118
<i>Lesson 95</i>	Copywork.....	119
<i>Lesson 96</i>	Written Conversation.....	120
<i>Lesson 97</i>	Comparison.....	120
<i>Lesson 98</i>	Comparison.....	121
<i>Lesson 99</i>	Composition—Two Squirrels	122
<i>Lesson 100</i>	Poem to Read Aloud	123
<i>Lesson 101</i>	Autobiography	124
<i>Lesson 102</i>	Autobiography	125

Answers	127
----------------------	------------

Introduction

Language Lessons for Today follows the Charlotte Mason method of language arts instruction that encourages children to explore and expand upon the language that they already know. Learning to use language better to communicate with others becomes the reason for study, rather than analyzing language for purely academic reasons. We believe a study of language arts must go beyond grammar, mechanics, usage, and spelling. These are servants that lead to a higher goal—the art of communication: speaking, listening, reading, and writing.

Through short, interactive, parent-led lessons, *Language Lessons for Today* gives children an opportunity to improve their speaking, listening, reading, and writing skills. Their powers of observation and elocution are enhanced through picture study and conversation lessons. Their understanding of sentence structure and vocabulary increases as they are exposed to fine examples of our language (short stories and poems read aloud, and then memorized or retold). Copying a passage introduces them to the rules of mechanics, grammar, and spelling in a gentle and natural way. An introduction to the function of words provides a foundation for the study of the parts of speech in later years.

Informal language arts lessons for vocabulary, composition, listening comprehension, and handwriting are found in the history, science, and Bible activities in My Father’s World curriculum. *Language Lessons for Today* is a resource that fits well with My Father’s World curriculum and assures a well-rounded language arts program.

This book is designed to be non-consumable to keep the cost lower as families reuse the book. Even more important, this format encourages oral (instead of written) lessons. Children love the one-on-one time with parents/teachers. Oral lessons allow the adult to give immediate feedback on errors, focus on the student’s needs, and modify the lesson (or add more explanation) when needed. Consumable workbooks tend to be done independently without immediate feedback if an error is made. Oral lessons can also focus on specific language concepts without the stress of writing. For many students, the labor of handwriting keeps them from learning the actual concept you are trying to teach!

The short, focused lessons generally take about 15 minutes to complete. Simply open the book and read the lesson to your child. He will answer many of the questions orally. When written responses are required, use notebook paper and file the sheets in a 3-ring binder.

The lessons may be used exactly as written or adapted for a child’s specific needs and learning style. Many of the lessons that seem to require written work are easy to adapt so that your child simply answers orally. This is especially important with a child who finds writing too laborious. Also, you may increase *or* decrease the amount of written work in lessons based on how much writing the child is doing in other subjects that day.

Some lessons have directions such as “Fill the blanks” or “Tell...” which allow the option of written or oral answers. Lessons that are specific with directions such as “Write...” should generally be completed as written, but this is at the teacher’s discretion.

Preface from Original 1914 Edition of Intermediate Language Lessons (excerpt)

The purpose of this book is to aid pupils to speak and write the English language correctly.

Attention is called to the following features: Literature studies, not only in poetry, but also in fine prose selections. Letter writing on subjects that appeal to child life. Drill on correct forms of speech and words often misused. Many exercises to increase the pupil's vocabulary. The various forms in composition, including description, narration, conversation, and dialogue. Both reproduction and original work in oral and written composition. Sequence and careful gradation in arrangement of lessons. The careful treatment of capitalization and punctuation. Observation lessons which furnish material for talking and writing.

The oral composition in connection with the observation lessons not only aid the pupil in telling readily and accurately what he has seen, but give him self-possession and train him to logical thought.

When an essential fact is taught, the pupil is given practice in using the fact again and again, through dictation, reproduction, and original composition.

Explanation of Lesson Types

You will encounter a variety of lessons in *Language Lessons for Today*, some of which may be new to you and are described below:

Oral Composition (See Lesson 2) — Oral composition lessons help develop the thought process needed later for written composition. If your student gives one- or two-word answers, you can provide good models by answering similar questions with complete sentences.

Picture Study (See Lesson 5) — One of the purposes of picture study is to increase the power of observation. Many of the pictures in this book are copies of the works of great artists. You read the questions, and your child answers by looking carefully at the picture. Prompt your child to use complete sentences when answering. A few suggestive questions are given with each picture. You may supplement these with a few questions of your own, especially if the subject particularly interests your child.

Poem to Memorize (See Lesson 7) — Poetry memorization helps a child internalize excellent models of the English language. A child who memorizes vocabulary words and sentence structure in poems will more easily use those words and structures in daily conversation.

We encourage you to help your child memorize some of the poems in this book. (You may choose just the first part of the poem if it seems too long.) Your child does not need to memorize all the poems in the book, but we do encourage you to stretch his abilities and expect some memorization. All of these selections should be read to and discussed with the child whether they are memorized or not. Children can often memorize much more than we think if we approach the task positively and give support and encouragement. Our children enjoyed the reward of calling Grandma and reciting the memorized poem or stanza.

Some children memorize poems easily and quickly and need minimal adult assistance. However, many children will need more adult guidance. You might post the poem on a wall or the refrigerator, and read the poem together once or twice daily for a week.

Copywork (See Lesson 8) — The purpose of copywork is to familiarize the child with spelling, mechanics, and usage while practicing handwriting. Have your child copy part or all of the selection on appropriate handwriting or notebook paper. If you find the copywork too long in a lesson, then have your child copy just a part of it, or let him take more than one day to complete it.

Dictation (See Lesson 11) — Let the child see the book as you discuss the more difficult words and the punctuation. Then remove the book, and slowly read the sentence aloud. Have the child repeat the sentence aloud and then write it. You may break up the sentence into smaller phrases if needed.

Poem to Read Aloud (See Lesson 16) — These poems are read aloud to the student. They are not memorized but simply enjoyed.

Oral Narration (See Lesson 31) — The child simply listens to you read the story aloud, and then he retells it. Before you begin, remind your child to listen carefully and be ready to tell the story in his own words when you are finished reading. Don’t worry if your child gives an incomplete narration. If your child is new to narration, you may ask your child a few guided questions to help him remember the basic plot of the story. Narration takes practice and will improve over time.

Dictionary Usage is introduced beginning in Lesson 10. We recommend *Merriam-Webster’s Elementary Dictionary*, which is available from My Father’s World.

Lesson 5

Picture Study—Noah's Ark

» *Teacher: Before teaching today's lesson, read the information about Picture Study on page 8.*

In the painting *Noah's Ark*, the animals are not wildly running or panicked; they are peaceful. Two by two they wait in a line, patiently waiting their turn to enter the ark that invites any that will come to be saved from the storm. Edward Hicks's paintings are invitations to the peace of Christ.

Contrast means to see the differences. Contrast what you see in the upper part of the painting to the lower part. Contrast any other items in the painting.

Why do you think Mr. Hicks had the lion and lamb standing near one another? Why is this unexpected, or ironic? What is in the center of the painting? Why do you think this is an important part of the painting?

Many different types of lines are used in this picture. Point to curved lines. Point to horizontal lines. Point to slanted lines. (The slanted line on the entrance to the ark helps emphasize its importance.)

Find and name as many different types of shapes as you can.

What message is Mr. Hicks giving through his painting?

» *Teacher: See page 129 for answers.*

Imagine being a thirteen-year-old living in Pennsylvania in 1793. No cars zoom down the road. Instead, horses pull carriages. Imagine you are painting a new carriage. You carefully write the letters that spell the name of the company buying the coach. Then you decorate the coach, painting



Edward Hicks

NOAH'S ARK

with care. For seven years, Edward Hicks did just this, learning to be an expert coach and sign painter.

From this experience, Edward found he was gifted as an artist. He gave his gift to God and was inspired to paint more than sixty paintings depicting the Peaceable Kingdom, showing that different people can live and work together peacefully. Edward Hicks painted George Washington crossing the Delaware River on Christmas Eve, William Penn and the Pennsylvania settlers having a peaceable meeting with Native Americans, and various children and “wild” animals living peacefully with one another.

Optional drawing assignment: Can you see the way Mr. Hicks made the animals look three-dimensional as though many of them are stepping forward? Do you see the arches in some of their backs? Can you imagine the muscles in their bodies? Do you see circular and wavy lines he painted to depict these muscles? Select one animal and draw or paint it by using different types of shapes and lines, especially wavy and slanted lines. Try to reveal the animal’s muscles. Are the tree trunks straight sticks, or do they have curvy lines? Draw one of the trees you see in the picture.

Lesson 6

Oral Composition

Tell a story that one of the animals in the picture *Noah’s Ark* might tell another animal.

Begin it this way:

This morning when I woke up I ——.

Lesson 34

Poem to Memorize

Out in the Fields with God

The little cares which fretted me,
I lost them yesterday
Among the fields, above the sea,
Among the winds at play;
Among the lowing of the herds,
The rustling of the trees,
Among the singing of the birds,
The humming of the bees.

The foolish fears of what might happen—
I cast them all away
Among the clover-scented grass,
Among the new-mown hay;
Among the husking of the corn,
Where drowsy poppies nod,
Where ill thoughts die and good are born—
Out in the fields with God.

—ELIZABETH BARRETT BROWNING

Can you find the word *fretted* in the poem?

Find *fret* or *fretted* in a dictionary. What are some words that might be used instead of *fretted*? Which do you like better, a word you found in the dictionary or the one the author uses?

The parts of a poem are called *stanzas*. How many stanzas are in this poem? With what kind of letter does the first word of each line of a poem begin?

1. What can you “hear” in the first stanza? What words does Browning use to help you hear these sounds? (Words that sound like the actual sound that is made are termed *onomatopoeia*.)
2. What can you “see” and “smell” in the second stanza?
3. What do you think the author is trying to tell us in this poem?

» *Teacher: See page 131 for answers.*

Trotting her pony through the lush fields of England was one of Elizabeth Barrett Browning’s most loved activities as a child in the early 1800s. Elizabeth, or “Ba” for short, lived on her father’s farm, 500 acres of land which he bought when he sold Jamaican sugar plantations he had inherited. Elizabeth loved spending time with her father, Edward Barrett, and often said life was no fun without him. At age six she wrote her first poem, and by age fourteen her father had published her epic poem called *The Battle of Marathon*. Elizabeth was the oldest of twelve children, who enjoyed performing plays for their mother and father. Primarily educated at home, she read advanced books and poems by William Shakespeare, John Milton, and others before she was ten. She also learned Latin and could read the Old Testament in Hebrew. Elizabeth moved to Italy after she married Robert Browning, who was also a famous poet.

Begin to memorize and copy “Out in the Fields with God.”

Lesson 35

Copywork

Finish memorizing and copying “Out in the Fields with God.”

Optional: Draw an illustration for the poem.

Lesson 36

More About Possessive Nouns

What do you call more than one cat? What letter did you add?

Do you remember what *plural* means? The word *cats* is plural because there is more than one cat.

The cats love milk.

The cats’ bowls are empty.

What is the difference between *cats* and *cats’* in the sentences above? What is the mark at the end of *cats’* called? You can look at Lesson 29 for help.

When a plural noun ends in *s*, add an apostrophe after the *s* to make it possessive.

Read these phrases. Say if the underlined noun is singular or plural and explain why the apostrophe is placed before or after the *s*.

1. boys’ voices
2. girl’s hair
3. lions’ dens
4. butterfly’s wings

Write sentences making these nouns possessive.

1. tigers
2. tree
3. table
4. Sam
5. rabbits
6. pony
7. ladies

» *Teacher: See page 132 for answers.*