

LANGUAGE LESSONS

FOR TODAY

GRADE 5



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 *The Mother Tongue* by Sarah Louise Arnold and George Lyman Kittredge, The Athenaeum Press, 1900; and *Sheldon's Primary Language Lessons*, Sheldon and Co., 1895, with significant revisions, updated language and examples, and additional new content.

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SAMPLE

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). 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 in earlier years 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; add spelling and composition for a well-rounded language arts program.

The short, focused lessons generally take about 15 minutes to complete. Plan to complete three lessons a week. 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.

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 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 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.

Many 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, dialogue, and debate. 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.

You will notice that this volume contains a more focused study of the parts of speech and begins with an analysis of sentences. This is in keeping with Charlotte Mason’s advice for age-appropriate grammar lessons.

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:

Poems (See Lesson 1) — A variety of poems are studied and read aloud this year. We encourage you to help your child memorize some of these poems, even if it’s just a portion of the poem. 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.

All of these selections should be read to and discussed with the child whether they are memorized or not.

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. Children can often memorize much more than we think if we approach the task positively and give support and encouragement.

Picture Study (*See Lesson 4*) — 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.

Oral Composition (*See Lesson 9*) — These lessons can look simple, but we encourage you not to skip any. Oral composition lessons help develop the thought process needed later for written composition. If your student gives very short answers, you can provide a good model by telling a similar story with more detail on a different subject.

Dictation (*See Lesson 12*) — Let the child see the book as you discuss the more difficult words and the punctuation. Point out words that are difficult to spell and practice them. Then remove the book, and slowly read the first sentence aloud. Have the child repeat the sentence aloud and then write it. You may break up the sentence into smaller phrases if needed. Continue the dictation, phrase by phrase or sentence by sentence. Poems can be presented one line at a time.

Narration (*See Lesson 18*) — 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.

Narration can be either oral or written. For oral narration, the student simply listens to you read the story aloud and then retells it.

Copywork (*See Lesson 22*) — 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.

You will need a **dictionary** for some of the lessons. We recommend *Merriam-Webster's Elementary Dictionary*, which is available from My Father's World.

Lesson 37

Poem—The Arrow and the Song

I shot an arrow into the air,
It fell to earth, I knew not where;
For, so swiftly it flew, the sight
Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong,
That it can follow the flight of song?

Long, long afterward, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

—HENRY WADSWORTH LONGFELLOW

Henry Wadsworth Longfellow, born in Portland, Maine, on February 27, 1807, was the descendant of John and Priscilla Alden, who had sailed to America on the *Mayflower*. Henry had three brothers and four sisters. When he went to school, he mainly studied languages and literature, for this was the custom of the time.

Henry had many pastimes. In summer he liked to fly kites, swim, and play ball. In winter he liked throwing snowballs, ice skating, and sledding. He spent many hours completing elaborate writing projects for fun. Another thing Henry relished was visiting his grandparents at their farms. One animal he particularly loved was dogs, especially the Scotch terrier named Trap he owned in his later years.

Longfellow published his first poem, “The Battle of Lovell’s Pond,” when he was 13 years old. He later became a professor of modern European languages at Harvard College. Longfellow knew seven languages! He wrote six foreign

language textbooks, many essays, a travelogue, an autobiography, a translation of Dante's *Divine Comedy*, and poetry. Because adults and children loved his poetry, Longfellow soon became a best-selling author.

Read the poem aloud. Explain the meaning of each stanza.

» *Teacher: See page 148 for answers.*

Then study one stanza for spelling and punctuation, and complete a dictation.

Lesson 38

Description of a Lion

The lion is often called the "King of Beasts." In height he varies from three to four feet, and he is from six to nine feet long. His coat is yellowish brown or tawny in color, and his neck is covered with a shaggy mane which gives his head a majestic appearance.

The home of the lion is in the forests of Asia or in Africa, where he is a terror to man and beast. He usually remains concealed during the day, but as the darkness comes, he prowls about where other animals are accustomed to go for food or drink. Hidden by the rocks or bushes, he waits until some creature comes near. Then with a loud roar he springs upon his prey.



Use in sentences: *height, tawny, shaggy, terror, prowls, creature, concealed.*

Why is the lion called the "King of Beasts"?

What pronouns can you find in this description?

» *Teacher: See page 148 for answers.*

Retell this description as if you were the lion. Use pronouns such as *I* and *my*. Begin, "I am often called . . ." You may look at your book.

Lesson 45

Picture Study—The Carpet Merchant

Which part of the picture catches your eye first? Why?

Look carefully at the picture. Then look away and describe in as much detail as possible what you saw.

The artist painted this picture in 1887 after traveling to Egypt and visiting the rug market in Cairo. How is this scene different from where your parents might purchase a carpet?

If you were one of the people at this market, what are some of the things you might overhear being said?

» *Teacher: See page 150 for answers.*



Jean-Léon Gérôme

THE CARPET MERCHANT

Lesson 48

Review—Nouns, Verbs, and Adjectives

You have observed that when several words of the same kind are used together, they are separated by commas.

For each sentence, tell whether the italicized words are common nouns, proper nouns, verbs, or adjectives.

1. I have seen *white, pink, and blue* lilies.
2. My parrot *talks, sings, and whistles*.
3. I can *read, write, spell, and skate*.
4. The American flag is *red, white, and blue*.
5. John is *older, taller, and stronger* than I.
6. In my garden are *roses, lilies, and pansies*.
7. *Apples, peaches, and pears* grow in the orchard.
8. Rex is a *large, handsome, intelligent* dog.
9. *Gold, silver, and iron* are minerals.
10. *Red, green, and yellow* may be seen in a rainbow.
11. My sister can *sing, play, and dance*.
12. *Bees, wasps, and hornets* can sting.
13. We jumped in the *red, yellow, and brown* leaves.
14. *John, James, and Henry* are good boys.
15. *Paul, Henry, Ruth, and Helen* are my friends.
16. I have *pens, crayons, and paper* in my desk.

» Teacher: See page 151 for answers.

Lesson 49

Poem—Rain in Summer

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!

Across the window pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain! ...

In the country, on every side,
Where far and wide,
Like a leopard's tawny and spotted hide,
Stretches the plain,
To the dry grass and the drier grain
How welcome is the rain! ...

—HENRY WADSWORTH LONGFELLOW

Point out all the nouns in this poem. Then point out the verbs and adjectives.
In the last stanza, find the possessive noun. What kind of sentence is the last sentence?

Write a similar poem that begins “How beautiful is the snow! / After the . . .”

» *Teacher: See page 152 for answers. (Adapted from Language Lessons by Lawrence B. Evans, 1908)*