

Simply Charlotte Mason presents

Hymns in Prose

by Lanaya Gore



Teacher Book

More delightful and effective reading lessons!

Guide your child through *Hymns in Prose for Children*, the elementary reader Charlotte Mason recommended, with the step-by-step lesson plans in this teacher book.

The plans use the same wonderful methods Charlotte Mason recommended for beginning readers and that were used in *Delightful Reading*. Even if you didn't use *Delightful Reading*, you can start here to give your beginning reader more confidence, increase his reading vocabulary, and instill great thoughts of God as our creator, protector, and ever-present help.

The Hymns in Prose PDF download (included) provides all you need to get started right away. Simply print the PDF files and cut them apart as you're ready to use them.

Word tiles—Includes all the words in all the hymns. (That's more than 165 pages of word tiles all ready to go!) Use to help with learning sight words and creating new sentences.

Letter tiles—Uppercase, lowercase, blends, and blanks are all provided for you. Use as manipulatives to reinforce spelling and form newly-learned words.

Word lists—The words from all the hymns plus the word-building lessons. Use to create even more sentences or glue in the word notebook as words are learned.

Now you can give your child reading lessons using Charlotte Mason's delightful methods and the beautiful reader she recommended!

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Charlotte Mason
.com

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Teacher Book

by
Lanaya Gore

Hymns in Prose Teacher Book
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Introduction

Once your children are capable of the basics of reading, they will often need some intermediary instruction before they are ready to read totally on their own. Charlotte Mason recommended such “light” reading as “Mrs Gatty’s *Parables from Nature*, and, still better, . . . Mrs Barbauld’s prose poems, are very suitable” (*Home Education*, p. 205). When I first look at these selections, I wonder that my young reader will truly be able to accomplish such a task! But children are up for it, and these patiently taught lessons will ensure their success.

The words chosen for you to teach your child in these *Hymns in Prose* lessons are words that were not learned in *Delightful Reading*. These lessons build upon what your children learned in that program. Be assured that if you did not use the *Delightful Reading* kit first, you can still quite successfully use *Hymns in Prose* instruction! Simply choose possible trouble words and follow the instructions given for those words that are listed for you to teach. You’ll be prompted to do this where appropriate. Since *Hymns in Prose* instruction is for older beginning readers, they will most likely have encountered many of the words learned in *Delightful Reading* anyway.

Complete lessons are given for the first hymn. After you have completed those lessons, you will be able to continue instruction for the remaining hymns by following the pattern listed for you. Each hymn’s words are included in this instruction book. The bold underlined words are new ones suggested for teaching your child and doing word-building activities with.

Charlotte Mason gave a variety of tools for the parent and teacher to use as children work hard to learn to read, and these principles were followed for the *Hymns in Prose* lessons. Some of her principles include

- Short lessons (10–15 minutes);
- Varying the lessons, from learning new words to word-building activities;
- Lots of working with the new words, from making new sentences to writing them in a word notebook;
- Using interesting reading selections instead of twaddle;
- Teaching the child good attending skills and distinct, beautiful enunciation.

It is the hope of *Hymns in Prose* instruction that your children will enjoy the continued process of deciphering words as they learn to read these beautiful and uplifting hymns written by Mrs. Anna Letitia Barbauld.

Mrs. Barbauld's
Preface to
Hymns in Prose for Children

Among the number of books composed for the use of children, though there are many, and some on a very rational plan, which unfold the system, and give a summary of the doctrines of religion, it would be difficult to find one calculated to assist them in the devotional part of it, except indeed Dr. Watts's Hymns for Children. These are in pretty general use; and the Author is deservedly honoured for the condescension of his Muse, which was very able to take a loftier flight. But it may well be doubted whether poetry ought to be lowered to the capacities of children, or whether they should not rather be kept from reading verse till they are able to relish good verse; for the very essence of poetry is an elevation in thought and style above the common standard; and if it wants this character, it wants all that renders it valuable.

The Author of these Hymns has therefore chosen to give them in prose. They are intended to be committed to memory, and recited. And it will probably be found that the measured prose in which such pieces are generally written, is nearly as agreeable to the ear as a more regular rhythmus. Many of these Hymns are composed in alternate parts, which will give them something of the spirit of social worship.

The peculiar design of this publication is to impress devotional feelings as early as possible on the infant mind; fully convinced, as the Author is, that they cannot be impressed too soon, and that a child, to feel the full force of the idea of God, ought never to remember the time when he had no such idea—to impress them, by connecting religion with a variety of sensible objects, with all that he sees, all he hears, all that affects his young mind with wonder or delight; and thus, by deep, strong, and permanent associations, to lay the best foundation for practical devotion in future life. For he who has early been accustomed to see the Creator in the visible appearances of all around him, to feel His continual presence, and lean upon His daily protection—though his religious ideas may be mixed with many improprieties, which his correcter reason will refine away—has made large advances towards that habitual piety, without which religion can scarcely regulate the conduct, and will never warm the heart.

A. L. B.

Supply List

- *Hymns in Prose* teacher book and PDF download (see details below)
- *Hymns in Prose for Children* student reader
- *My Word Book* or other word notebook
- Chalkboard and chalk, dry erase board and markers, or paper and pencil

The *Hymns in Prose* PDF download, included with this teacher's book, contains all the word tiles and letter tiles you will need for the lessons.

- Word Tiles: Before you begin the lessons for a hymn, simply print from the PDF download and cut apart the word tiles for that hymn.
- Letter Tiles: If you already have *Delightful Reading*, feel free to continue using the letter tiles from that kit, or you can print and cut apart the letter tiles from the included PDF download. If you prefer, you may use other manipulative letters you have around the house.
- Word List: There is also a list of word-building words on the PDF download which you may want to print and cut out to be used for sentence making and maybe for gluing in the child's word notebook if he is too young to write all the new words he is learning.

Hymn 1

Supplies Needed

- This *Hymns in Prose* teacher book
- *Hymns in Prose for Children* student reader
- Dry erase board with markers, chalkboard with chalk, or pencil with paper
- Letter tiles (print from the PDF download)
- Word tiles for Hymn 1 (print from the PDF download)
- *My Word Book* or other word notebook
- Pencil (or scissors and glue if pasting words into the notebook)

Lesson 1

“Come, let us praise God, for He is exceeding great”

1. Learn new words.

Prepare the word tiles for *us*, *praise*, and *exceeding*, as well as the rest of the phrase.

Write the word *us* on the chalkboard or paper. Your child may very well be able to tell you what the word is, but if not, read it for him and have a little chat about the word. It's a simple and often used word. He might come up with a sentence using the word. Erase the word and let him find it in his small pile of words tiles. Then hide that word and let him make it with letters. He can also find it in his *Hymns in Prose for Children* reader on page 5. Finally, write the word again on the chalkboard or paper.

Write *praise* on the board underneath *us*. Tell your child what it is and discuss with him what it means. Share together a sentence or two so that he is making a connection with the word. Let him look at it closely and be able to see it in his mind's eye. Erase *praise* and let him find it in his pile of word tiles and then make it with his letters. He can find it on page 5 of his *Hymns in Prose for Children* reader, and you can write the word on the board.

Exceeding is the last word for this lesson. Write it on the board, discuss it with your child, using it in a sentence if helpful. After he has looked at it closely, erase it, and let him find it in his pile of word tiles and make it with letters. Let him find it in his *Hymns in Prose* reader on page 5, then write it on the board under *praise*.

Notes

Short lessons are key for helping your child maintain interest and anticipation for his reading lessons. Five or ten minutes may be a good amount of time for your young reader. It may take you several days to get through one written lesson, depending on your child, and that is quite all right.

Review any other words you think your child will have trouble with from this first phrase: *come, let, God, for, he, is, great*. You want him to have joyous success when reading from his new book. Write the words on the board in mixed up order under the other three words, and your child can read the list up and down and mixed up.

2. Create new sentences.

If he shows interest, let your child also play around with the printed word tiles and come up with new sentences using those words.

Examples:

Come praise God.

He is great.

At the end, read the words off in correct phrase order and let him assemble the first phrase from Hymn I and read it out loud to you: *Come, let us praise God, for He is exceeding great*.

3. Read the book.

Now let him read with delight the first phrase from Hymn I on page 5 in his *Hymns in Prose* reader: *Come, let us praise God, for He is exceeding great*.

4. Record the new words.

He can now write his new words in *My Word Book* or another word notebook. He will continue to add to this special notebook throughout the lessons as he increases his reading vocabulary. If he is too young for writing very many words, let him cut and glue the words into his notebook (printed from the word list on the enclosed PDF download), or he can write one or two words and you can write the rest.

Lesson 2

Word-Building

1. Review

Review the new words learned previously by writing them again on the board or using the word tiles or reading the phrase from page 5 in the *Hymns in Prose* reader: *Come, let us praise God, for He is exceeding great.*

2. Make words from “us.”

Today will begin a new kind of lesson, different from learning new words. This lesson will be word-building upon the endings just learned.

Have your child make, from memory if possible, the word *us* out of his letter tiles. It's an ending in itself, so we can simply add letters to the beginning to make new words. Your child may think of some on his own and you can prompt him by saying, “What do you get when you add *b* to *us*?” He will figure out *bus* and you can write the word up on the board. Let him add other letters to make *Gus*, *plus*, and *thus*.

Write each new word on the board as it is made.

3. Make words from “praise.”

Have your child make the word *praise* with his letter tiles. If he can't remember how to spell the word, just write it on the board for him to copy. Ask, “What do we get when we take away the *pr* sound?” Let him get *aise*. He can add letters to the beginning of the word to get *raise*, *braise*, and *chaise*. Write each new word on the board.

4. Make words from “exceeding.”

Your child can make *exceeding* out of letter tiles. Write it on the board, and work together to come up with words using the ending *eeding*:

deeding (to transfer by means of a deed)

feeding

heeding

needing

seeding

weeding

bleeding

proceeding

breeding

Notes

“The more variety you can throw into his reading lessons, the more will the child enjoy them” (Home Education, p. 204).

He may come up with words that are spelled with a double s like fuss; just let him know that is spelled differently and move on with the lesson: “... but what other letters we do not tell him now. Thus he comes to learn incidentally and very gradually that different groups of letters may stand for the same sounds” (Home Education, p. 219).

To braise is to use a cooking method similar to pot roasting.

A chaise is a light two or four-wheeled carriage, pronounced shaze.

You don't have to do all possible words from each word ending. You may even choose to work on one word a day. Keep lessons short and interesting.

Notes

Pay attention to your child's cues. If he is getting tired and impatient, put away the reading lessons for another time that day or to continue tomorrow.

Instead of having him write every new word learned, you can have him paste the words in his notebook (The PDF download included with this kit contains the word list that you may print and cut apart for this purpose.), or have him write one or two words and you finish the rest.

5. Make other words if needed.

If needed, do more word-building with the other words in this phrase: *come, let, God, for, he, is, great.*

6. Create new sentences.

Work with the words learned to create sentences which your child can read. You can print and cut these out from the list of new words learned provided on your PDF download. If he comes up with a sentence that doesn't include a word learned, use a blank marker for that word.

Examples:

Gus raised some feed for his pet.

We need to proceed in the chaise.

7. Record the new words.

Your child can then write all new words learned in his word notebook.

Lesson 3

“Let us bless God, for He is very good”

1. Learn new words.

Prepare the word tiles for this second phrase of Hymn I: *Let us bless God, for He is very good.*

Write the word *bless* on the chalkboard or paper and read it for your child. Talk about the word together and let him fix the word in his mind by looking closely at it. Erase the word and let him find it in his word tiles. Hide it again and let him make it with his letters. Then you can write it on the board again and he can find it on page 5 of his *Hymns in Prose* reader.

Write the word *very* on the board and discuss it with your child, using it in a sentence if needed. When he thinks he knows the word, erase it from the board and let him find it in his pile of word tiles and then make it with letters. He can then find it on page 5 of his *Hymns in Prose* reader while you write the word back on the board.

Write *good* on the board. Discuss it and let it be fixed in your child's mind. Erase it, have him find it in the pile of word tiles, make it with letter tiles and find it on page 5 of his *Hymns in Prose* reader. Write the word on the board again.

If your child needs review for the other words in this second phrase, go ahead and work with him on *let, us, God, for, He, and is*. Write any reviewed words on the board under *bless, very, and good*. Let him read them up and down and mixed up.

2. Create new sentences.

Your child can now use the word tiles to make new sentences to read.

Examples:

God is very good.

God bless us.

After some sentence fun, you can read the second phrase off in correct order and let him assemble it and read it to you: *Let us bless God, for He is very good.*

3. Read the book.

Let your child distinctly read the first full sentence from Hymn I in his *Hymns in Prose* reader on page 5: *Come, let us praise God, for He is exceeding great; let us bless God, for He is very good.*

“...and this is a habit to be acquired from the first: accustom him to see the letters in the word, and he will do so without effort” (Home Education, p. 203).

Notes

Don't worry if your child begins to memorize the hymn he is working on as you work through it. In fact, Charlotte recommended using that possibility to encourage a recitation experience. "At this stage, his reading lessons must advance so slowly that he may just as well learn his reading exercises, both prose and poetry, as recitation lessons." (Home Education, pp. 204, 205). Teach your child to speak beautiful words in a beautiful way.

4. Record the new words.

Let him add new words he has learned to his word notebook.

Lesson 4

Word-Building

1. Review

Start the lesson by reviewing the previous words learned. Your child can read them off the board or from word tiles or by simply reading what he knows from his *Hymns in Prose for Children* student reader, page 5.

2. Make words from “bless.”

Your child can make the word *bless* with his letters. Have him take away the *bl* sound from the beginning. He will come up with *ess*. Now he can add letters and blends to the beginning to make new words from *bless*:

*Bess**Jess**less**mess**stress**dress**chess**press**guess**tress*

Add each word to the board as he makes it. It's not necessary to do all possible combinations. Choose some that mean something to your child and let him continue until he gets the hang of word-building with each particular ending.

3. Make words from “very.”

Have your child make, from memory if possible, the word *very* with his letters. He can take away the beginning sound to be left with *ery*. The only word to come from *very* is *query* (a line of questioning). Write the word on the board.

4. Make words from “good.”

Have your child make *good* with his letters and take away the *g* sound. Let him add letters to make

*food**hood*

Notes

Periodically, your child can choose words from his word notebook to read to you for review and practice.

mood
wood
blood
brood
stood

Let him notice that *food*, *mood*, and *brood* share a sound that is different from *good*. *Blood* also has a completely different sound, though all the words share an ending. Write the new words on the board and let your child read them in mixed up order.

5. Create new sentences.

Your child can work with the new words learned by making new sentences to read.

Examples:

Less mess, Jess!

He stressed his need for good food.

6. Record the new words.

He can then record the words in his word notebook.