



SIMPLY CHARLOTTE MASON PRESENTS

# *Using Language Well*

SAMPLE

*English, Grammar, and Writing Points  
from Spelling Wisdom*

by Sonya Shafer

**Book 1**  
Student Book



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All *Using Language Well* books include English, grammar, and writing points.

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# Using Language Well

## *Book One*

English, Grammar, and Writing Points  
from *Spelling Wisdom, Book One*

*Student Book*

by Sonya Shafer

Using Language Well, Book One, Student Book: English, Grammar, and Writing Points from  
*Spelling Wisdom, Book One*  
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# How to Use This Book

*Using Language Well, Book One*, is designed to be used alongside *Spelling Wisdom, Book One*. You will need both books.

*Spelling Wisdom* books and *Using Language Well* teacher books are non-consumable and can be reused. *Using Language Well* student books are consumable; you will need one per student.

We recommend doing two lessons per week. At that pace this book will last two years: Lessons 1–70 in the first year, Lessons 71–140 in the second.

## Lessons 1–70

- Most lessons take five minutes or less.
- Lessons are designed to be done with the teacher and student together.
- Most of the questions can be answered orally.
- Transcription is assigned as part of the lesson.

## Lessons 71–140

- Most lessons take about five minutes.
- Lessons are designed to be completed by the student independently.
- Most of the questions ask for a written answer.
- Dictation is assigned and should be written in a separate notebook.



# Lesson 1

(from Exercise 1, Motto for Students)

1. Turn to Exercise 1 in *Spelling Wisdom, Book 1*, and read the motto. Now look carefully at the first two-word phrase, try to write it from memory on the lines below, then check to make sure you spelled it correctly.
2. Do the same process with the other two-word phrases, being careful to write them correctly two words at a time and in your best handwriting.

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# Lesson 2

(from Exercise 2, A Proverb on Safety)

1. Turn to Exercise 2 in *Spelling Wisdom, Book 1*, and read the proverb. Now look carefully at the first two or three words, try to write them from memory on the lines below, then check to make sure you spelled them correctly. Do the same process with the rest of the proverb, being careful to write each word correctly in your best handwriting.

When you look carefully at a word or two and try to write it from memory, you are transcribing. Transcribing is a good way to learn how words are spelled. So give careful attention when you transcribe the exercises, and you will soon know how to spell hundreds of words.

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# Lesson 3

(from Exercise 3, A Proverb on Practice)

1. Turn to Exercise 3 in *Spelling Wisdom, Book 1*, and read the proverb. Tell what it means.
2. Words can be divided into pulses, much like music notes can be divided into beats. Each pulse is called a syllable. In the proverb, see which words have one syllable and which have two. An easy way to determine syllables is to clap your hands as you say the word. *You* would get only one clap, for it is said with only one pulse. But *practice* has two pulses, or syllables, and would get two claps: *prac-tice*. What other words in the proverb have only one syllable?
3. Transcribe the proverb below, being careful to spell every word correctly. Write in your best handwriting.

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# Lesson 4

(from Exercise 4, On Contentment)

1. Turn to Exercise 4 in *Spelling Wisdom, Book 1*, and read the saying by Aesop. Tell what it means.
2. Can you find two words that have two syllables?
3. Tell five words in the exercise that have one syllable.
4. One of the words has three syllables. Can you find it?
5. Transcribe the saying by Aesop about contentment.

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# Lesson 5

(from Exercise 5, Luke 10:7)

1. Turn to Exercise 5 in *Spelling Wisdom, Book 1*, and read the verse. Can you explain what it means?
2. Now let's use those same words but put them in a different order like this: "worthy hire of is his laborer the." Does that arrangement make sense? Or how about "the is of laborer hire worthy his"? Can you explain that group of words?

The verse in your *Spelling Wisdom* exercise is a sentence. The groups of words listed above are not sentences. See if you can determine what makes the difference and tell a definition of a sentence.

3. Transcribe the verse below. Be careful to spell each word correctly and to write in your best handwriting.

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# Lesson 65

(from Exercise 65, Respected By All)

1. Read Exercise 65 in *Spelling Wisdom, Book 1*.
2. Read this sentence from the exercise and tell the Subject and the Predicate of it.

**All the crew respected and even obeyed him.**

3. List these authors' names in alphabetical order.

- Stevenson \_\_\_\_\_
- Dickens \_\_\_\_\_
- Emerson \_\_\_\_\_
- Cooper \_\_\_\_\_
- Andersen \_\_\_\_\_
- Franklin \_\_\_\_\_

4. Transcribe the exercise in your best handwriting.

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# Lesson 117

(from Exercise 117, The Ant)

1. Read Exercise 117 in *Spelling Wisdom, Book 1*.
2. The author is addressing (speaking to) someone in particular. Who is the author writing to? How can you tell? (Notice the punctuation after that phrase.)

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3. Tell what a synonym is.

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4. Think of a synonym for each of these words from the exercise.

- adamant \_\_\_\_\_
- gallivant \_\_\_\_\_
- seizes \_\_\_\_\_
- drags \_\_\_\_\_

5. Study the exercise until you are prepared for dictation.