

A Gentle Feast

The Blue Year: Becoming the Modern World

1900 AD - 2017 AD

PLUS Middle Ages (Forms II and up)



Form II Language Arts Packet

(PRINT)

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All scripture verses taken from: The Holy Bible, English Standard Version® (ESV®)

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ESV Text Edition: 2016

Some of the Grammar lessons are taken from:

Elements of English Grammar

Lawton B. Evans

American Book Company. 1908

Notes for Parents:

There are several components to the Language Arts Feast in a Charlotte Mason Education.

Copywork

These passages are taken from the term's reading. Have your student do the copywork daily. It will take SEVERAL days to finish copying the passage. Focus on accuracy and perfection over speed. Spend only 5-10 minutes each day. When the passage is finished, move to dictation. If this is your child's first year doing formal lessons, they should use a handwriting curriculum instead of copywork. Depending on your child's ability, they may or may not be able to finish the entire passage in a week. This is fine; simply move on. Again, I am for quality over quantity. They will build up their stamina. In Form I, the words are chosen from common sight words (plus a few interesting words). Your child will use these words to fill in the blanks on the French Dictation sheets as you slowly read the passage to them.

Dictation

Your children will study the words under the "Words to Study" heading. They should be able to visualize each word until they can "see" it in his or her mind. See the variety of ways words can be studied below.

Here are the steps to a dictation lesson given in *Home Education*:

Dictation lessons, conducted in some such way as the following, usually result in good spelling.

1. *A child of eight or nine prepares a paragraph, older children a page, or two or three pages. The child prepares by himself, by looking at the word he is not sure of, and then seeing it with his eyes shut. Before he begins, the teacher asks what words he thinks will need his attention. He generally knows, but the teacher may point out any word likely to be a cause of stumbling.*

2. *He lets his teacher know when he is ready. The teacher asks if there are any words he is not sure of. These she puts, one by one, on the blackboard, letting the child look till he has a picture, and then rubbing the word out. If anyone is still doubtful he should be called to put the word he is not sure of on the board, the teacher watching to rub out the word when a wrong letter begins to appear, and again helping the child to get a mental picture.*
3. *Then the teacher gives out the dictation, clause by clause, each clause repeated once. She dictates with a view to the pointing, which the children are expected to put in as they write; but they must not be told 'comma,' 'semicolon,' etc.*
4. *After the sort of preparation I have described, which takes ten minutes or less, there is rarely an error in spelling. If there be, it is well worth while for the teacher to be on the watch with slips of stamp-paper to put over the wrong word, that its image may be erased as far as possible.*
5. *At the end of the lesson, the child should again study the wrong word in his book until he says he is sure of, and should write it correctly on the stamp-paper.*

A lesson of this kind secures the hearty co-operation of children, who feel they take their due part in it; and it also prepares them for the second condition of good spelling, which is—much reading combined with the habit of imaging the words as they are read. - Charlotte Mason, Home Education, Volume 1, p. 242.

Ways to study words for dictation:

There are many ways to do this. Let your child try several ways and find the one that works well for them. Variety keeps studying interesting.

1. Make the words in a tray of sand, salt, shaving cream, etc.
2. Make the words out of letter tiles, Banagrams, or Scrabble pieces.
3. Make the words on a chalkboard/dry erase board and erase a letter each time.
4. Play Hangman.
5. Rainbow write the words- write the word in pencil and then trace it with every color of the rainbow.

6. Use letter stamps or stickers.
7. Use a magna doodle.
8. Fill a big ziplock bag with paint and tape shut. Have your child write the words with a Q-tip onto the bag.
9. Use letter beads and have your child string the words on a pipe cleaner.
10. Use neon glow in the dark gel pens and black paper.

Free Writing:

In Form II, for each copywork passage, there is a drawing and creative writing prompt. This is a time for your child to explore ideas, words, spelling, and genres. This is not to be corrected. Set a time limit of 10 minutes. **NO CORRECTIONS OR CRITIQUES.** This exercise can be a great use of time if you are working with other children and need something that others can do independently.



Term 1



Term I Bible: Psalm 23

1

The Lord is my shepherd; I shall not want.

2

He makes me lie down in green pastures.

He leads me beside still waters.

3

He restores my soul.

He leads me in paths of righteousness

for his name's sake.

4

Even though I walk through the valley of the shadow of death,

I will fear no evil,

for you are with me;

your rod and your staff,

they comfort me.

5

You prepare a table before me

in the presence of my enemies;

you anoint my head with oil;

my cup overflows.

6

Surely goodness and mercy shall follow me

all the days of my life,

and I shall dwell in the house of the Lord

forever.

“Joyful, Joyful, We Adore Thee” by Henry van Dyke

Joyful, joyful, we adore Thee,
God of glory, Lord of love;
Hearts unfold like flow'rs before Thee,
Op'ning to the sun above.
Melt the clouds of sin and sadness;
Drive the dark of doubt away;
Giver of immortal gladness,
Fill us with the light of day!

All Thy works with joy surround Thee,
Earth and heav'n reflect Thy rays,
Stars and angels sing around Thee,
Center of unbroken praise.
Field and forest, vale and mountain,
Flow'ry meadow, flashing sea,
Chanting bird and flowing fountain
Call us to rejoice in Thee.

Thou art giving and forgiving,
Ever blessing, ever blest,
Wellspring of the joy of living,
Ocean depth of happy rest!
Thou our Father, Christ our Brother,
All who live in love are Thine;
Teach us how to love each other,
Lift us to the joy divine.

Mortals, join the happy chorus,
Which the morning stars began;
Father love is reigning o'er us,
Brother love binds man to man.
Ever singing, march we onward,
Victors in the midst of strife,
Joyful music leads us Sunward
In the triumph song of life.

“Our Great Savior” by J. William Chapman

Jesus! what a Friend for sinners!
Jesus! Lover of my soul;
Friends may fail me, foes assail me,
He, my Savior, makes me whole.

Refrain:

Hallelujah! what a Savior!
Hallelujah! what a Friend!
Saving, helping, keeping, loving,
He is with me to the end.

Jesus! what a Strength in weakness!
Let me hide myself in Him;
Tempted, tried, in Him confiding,
He, my Strength, my vict'ry wins.

Jesus! what a Help in sorrow!
While the billows o'er me roll,
Even when my heart is breaking,
He, my Comfort, helps my soul.

Jesus! what a Guide and Keeper!
While the tempest still is high,
Storms about me, night o'ertakes me,
He, my Pilot, hears my cry.

Jesus! I do now receive Him,
More than all in Him I find;
Christ in me, the Hope of glory,
I am His, and He is mine

Term I Poems

“My Shadow” by Robert Louis Stevenson

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.

“Friends” by Abbie Farwell Brown

How good to lie a little while
And look up through the tree!
The Sky is like a kind big smile
Bent sweetly over me.

The Sunshine flickers through the lace
Of leaves above my head,
And kisses me upon the face
Like Mother, before bed.

The Wind comes stealing o'er the grass
To whisper pretty things;
And though I cannot see him pass,
I feel his careful wings.

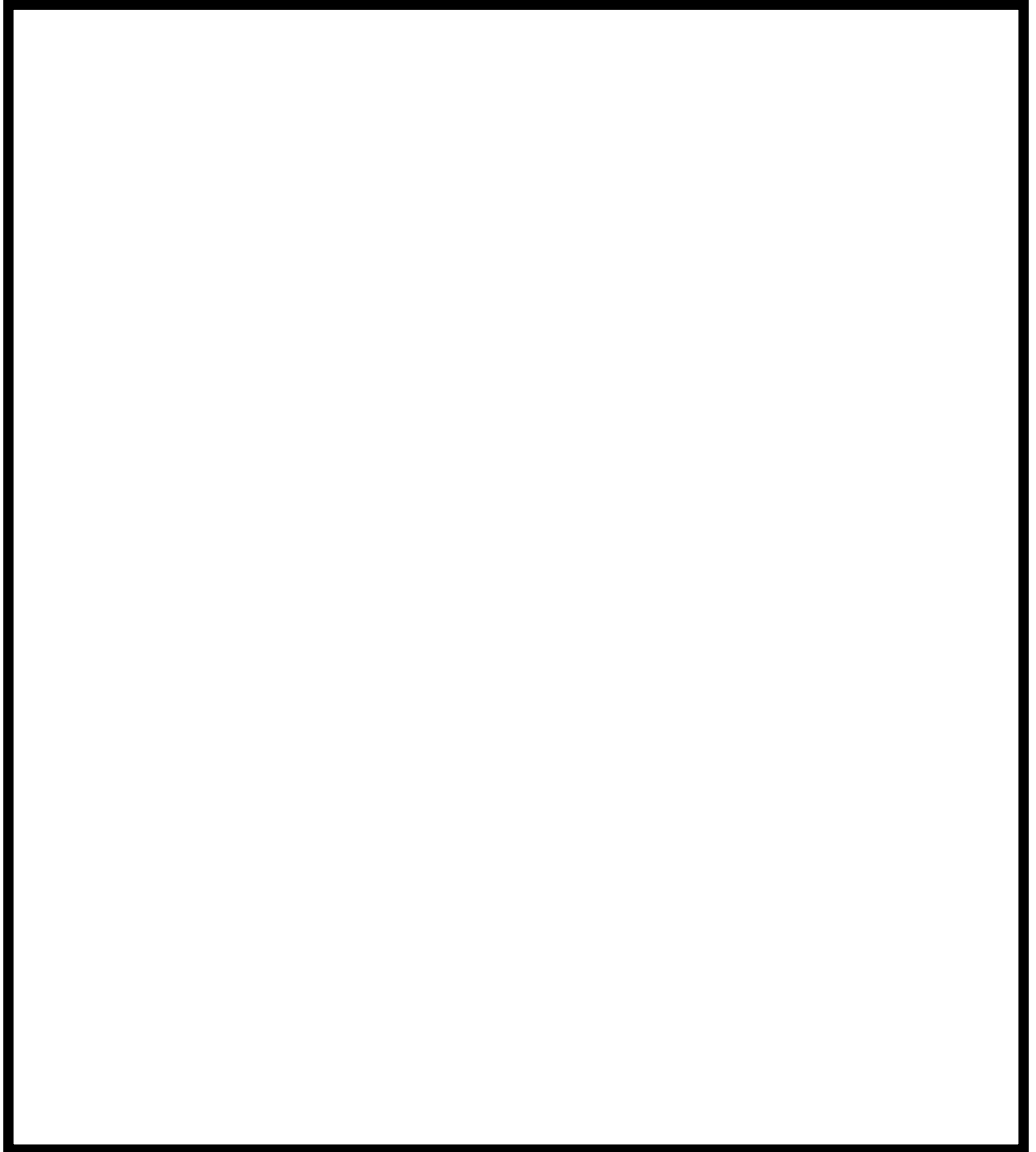
So many gentle Friends are near
Whom one can scarcely see,
A child should never feel a fear,
Wherever he may be.

“I Sit and Think” by Tolkien

I sit beside the fire and think of all that I have seen,
of meadow-flowers and butterflies in summers that have been;
Of yellow leaves and gossamer in autumns that there were,
with morning mist and silver sun and wind upon my hair.
I sit beside the fire and think of how the world will be
when winter comes without a spring that I shall ever see.

For still there are so many things that I have never seen:
in every wood in every spring there is a different green.
I sit beside the fire and think of people long ago,
and people who will see a world that I shall never know.
But all the while I sit and think of times there were before,
I listen for returning feet and voices at the door.

Draw a picture of a teddy bear.



Free Write: Describe this picture.



Grammar: The Sentence

Alexander Graham Bell invented the telephone.

A sentence is an arrangement of words expressing a complete thought. A sentence begins with a capital letter and ends with a punctuation mark.

Exercise 1: In the following, tell which are sentences and which are not.

Finish all the incomplete sentences.

1. Paper is made of wood.
2. Mary loves flowers.
3. The rose is.
4. As I was going home.
5. Shakespeare wrote many plays.
6. Tennyson wrote.
7. The diamond cuts glass.
8. See he was angry.
9. The man has.
10. The cow gives.

Exercise 2: Orally use the following words in a sentence.

New York a car the Amazon River baseball

book President Roosevelt Chicago tree

Kinds of Sentences

1. God made the heavens and the earth.
2. What is sweeter than honey?
3. Honor thy father and mother.
4. What a piece of work man is!

Here are four kinds of sentences, each expressing a thought in a different way.

The first sentence simply states a fact and is called a declarative sentence. **A declarative sentence ends with a period. (.)**

The second sentence asks a question and is called an interrogative sentence. **An interrogative sentence ends with a question mark. (?)**

The third sentence expresses a command and is called an imperative sentence. **An imperative sentence ends with a period. (.)**

The fourth sentence expresses a deep feeling or sudden emotion and is called an exclamatory sentence. **An exclamatory sentence ends with an exclamation mark (!)**

Exercise 3: Name the kind of sentences:

1. How the wind blows!
2. A rolling stone gathers no moss.
3. How glad I am to see you!
4. Haste makes waste.
5. Be a hero in strife.
6. All men are created equal.
7. Who is the King of Glory?

Exercise 4: Orally change these declarative sentences into interrogative sentences.

1. The Mammoth Cave is in Kentucky.
2. Nashville is the capital of Tennessee.
3. Poe wrote "The Raven."
4. Rice is grown in South Carolina.
5. The St. Lawrence River drains the Great Lakes.

Exercise 5: Orally answer these interrogative sentences with declarative sentences.

1. Who discovered America?
2. When may I go out?
3. How old are you?
4. Who is the President of the United States?
5. Who wrote Green Eggs and Ham?

Exercise 6: Write each kind of sentence.

Declarative -

Imperative -

Exclamatory -

Interrogative -

“Trees Are The Kindest Things I Know” by Unknown

Trees are the kindest things I know.
They do no harm. They simply grow.
And spread a shade for sleepy cows...
And gather birds among the boughs...
They are the first when day's begun
To touch the beams of morning sun...
They are the last to hold the light
When evening changes into night.
And when a moon floats in the sky
They hum a drowsy lullaby
Of sleepy children long
ago.
Trees are the kindest
things I know.



Week I: "Father in Heaven We Thank Thee" by Ralph Waldo Emerson

For flowers that bloom about our feet,

For tender grass so fresh, so sweet,

For the song of bird and hum of bee,

For all things fair we hear or see,

Father in heaven, we thank Thee.

For blue of stream and blue of sky,

For pleasant shade of branches high,

For fragrant air and cooling breeze,

For beauty of the blooming trees,

Father in heaven, we thank Thee.

For mother-love and father-care,

For brothers strong and sisters fair,

For love at home and school each day,

For guidance lest we go astray,

Father in heaven, we thank Thee.

For this new morning with its light,

For rest and shelter of the night,

For health and food, for love and friends,

For everything Thy goodness sends,

Father in heaven, we thank Thee.

Words to Study:

Draw a picture of something you are thankful for.



Grammar: Relative Pronouns

There is a class of pronouns used to show the connection between the persons or things in different parts of the same sentence. Such pronouns are called relative pronouns, because they relate one idea with another idea, in the same sentence.

A relative pronoun is a pronoun that refers to a noun or another pronoun and at the same time connects clauses.

The word in the sentence to which a relative pronoun refers is called the antecedent. The relative pronouns are **who, which, what** and **that**. The compound relative pronouns are **whoever, whichever, whatever, whosoever**, and **whatever** in their various forms.

The following rules should be remembered:

1. Who is used to refer to persons.

The man who rode the horse was thrown.

2. Which is used to refer to animals, places, or things.

The lion which broke loose is still at large.

3. That may be used for either person, animals, places or things.

Of all men that I have seen he was the bravest.

4. What is used to refer to things only, when the antecedent is not expressed.

I have forgotten what he said.

Exercise I: In these sentences, circle the relative pronoun and name the antecedents.

1. He that is of a gentle nature will have many friends.
2. Boston is one of the finest cities that I know of.
3. The book whose leaves are torn is not mine
4. The lady whom you saw is not my aunt.
5. London, which is the largest city, is also the capital.
6. All the girls whose lessons are learned may go.

Exercise 2: Insert the proper relative pronouns in each of the following sentences.

1. He _____ wastes his money shall come to want.
2. The tiger _____ we saw was very fierce.
3. Did you hear _____ I said?
4. Where is the man _____ has never done wrong?
5. The soldiers _____ were in the camp were ill.
6. The mountains _____ are in Switzerland are snow-covered.
7. The General, _____ doesn't lead, should not blame his soldiers.
8. The house _____ you admire is mine.
9. The ocean _____ wavers were so rough is now quiet.
10. Of all things _____ I ever heard it was the saddest.

The boy who was hurt is my brother.

We could omit "who was hurt," but then we wouldn't know which boy is meant. The word "who" starts the relative clause "who was hurt." Dependent clauses introduced by relative pronouns are called relative clauses.

Exercise 3: Add a relative clause to the following sentences.

1. The old man was blind.

2. William Penn came from England.

3. Of all women she was the loveliest.

4. Samson was the strongest man.
