

Lesson 9: For-Name-Words • Words That Stand for Names**FIRST BOOK IN LANGUAGE****PART 1.1 READ AND DISCUSS • GUIDED SOCRATIC DISCOVERY****LIVING GRAMMAR****EXAMPLES 1 & 2**

1. The cat saw a rat.
2. She ran after it.

- What ran after the rat?
- What word takes the place of cat in line 2? (She)
- What did the cat run after?
- Of what does it take the place? (rat)

EXAMPLES 3 & 4

3. A dog saw the cat.
4. He ran after her.

- What ran after the cat?
- What word takes the place of dog? (He)
- Of what word does her take the place? (cat)
- Cat, rat, dog are name-words.
- Then he, it, she, her stand for what kind of words?

EXAMPLES 5 & 6

5. John speaks to his sister.
6. She comes to him.

- What words do him, she, and his take the place of?
- (John and sister)
- What kind of words are they? (**For-name-words**)

PART 1.2 Memorize: As they stand for name-words, they are called for-name-words.**PART 2.1 PRACTICE WORK — SUPPLY THE FITTING FOR-NAME-WORDS:**Fill each blank with *he*, *she*, *it*, *him*, or *her*

1. The cat saw a rat. _____ ran after _____ .

2. A dog saw the cat. _____ ran after _____ .

3. John speaks to his sister. _____ comes to _____ .

4. The boy found a bird's nest. _____ looked into _____ .

5. Lucy loves her little kitten. _____ gives milk to _____ .

6. Father called his good son John. _____ walks with _____ .

PART 2.2**Oral Narration:**Read your complete sentences aloud! Tell three sentences using *he*, *she*, and *it* to replace names in your room. *Charlotte Mason Oral Method*

Pedagogical Insight (Charlotte Mason Discovery Grammar): In Lesson IX, pupils meet pronouns not as abstract Latin terms, but through their organic functional role: words that stand in place of names ("for-name-words"). Rather than repeating "The cat saw a rat. The cat ran after the rat," English gracefully substitutes **She** and **it**. Through active Socratic questioning, children discover this economy and elegance before memorizing the foundational rule.

PART 1.1 • SOCRATIC DISCOVERY SCRIPT

Textbook Prompt	Target Oral Dialogue • Guiding Question	Expected Child Response
1. The cat saw a rat. 2. She ran after it.	"What ran after the rat? What word takes the place of <i>cat</i> in line 2? What did she run after? Of what does <i>it</i> take the place?"	"The cat ran. She stands for the cat. She ran after the rat. It stands for the rat."
3. A dog saw the cat. 4. He ran after her.	"What word takes the place of <i>dog</i> ? Of what word does <i>her</i> take the place? What kind of words are <i>cat</i> , <i>rat</i> , <i>dog</i> ? Then what do <i>he</i> , <i>it</i> , <i>she</i> , <i>her</i> stand for?"	" He replaces dog. Her replaces cat. Cat, rat, dog are <i>name-words</i> . So these words stand for name-words!"
5. John speaks to his sister. 6. She comes to him.	"What words do <i>him</i> , <i>she</i> , and <i>his</i> take the place of? What kind of words are they?"	" She is sister; him and his are John. They are for-name-words! "

PART 2.1 • WRITTEN PRACTICE SOLUTION KEY

#	Practice Sentence Frame	Master Written Answer	Grammar Role • Referent
1.	The cat saw a rat. [] ran after [].	She ran after it .	<i>She</i> = cat • <i>it</i> = rat
2.	A dog saw the cat. [] ran after [].	He ran after her .	<i>He</i> = dog • <i>her</i> = cat
3.	John speaks to his sister. [] comes to [].	She comes to him .	<i>She</i> = sister • <i>him</i> = John
4.	The boy found a bird's nest. [] looked into [].	He looked into it .	<i>He</i> = boy • <i>it</i> = nest
5.	Lucy loves her little kitten. [] gives milk to [].	She gives milk to it (or him/her).	<i>She</i> = Lucy • <i>it</i> = kitten
6.	Father called his good son John. [] walks with [].	He walks with him .	<i>He</i> = Father • <i>him</i> = John

CHARLOTTE MASON TEACHING STRATEGY

- Auditory Substitution:** Say a sentence with awkward repeated names: "John took John's hat and John went home." Ask the child: "How can we make that sound natural?" Let them hear how "He took his hat and he went home" flows smoothly.
- Finger Replacement:** Have the child point their finger at the noun on the left, then slide their finger across to write the for-name-word on the penmanship lines.
- Penmanship Standard:** Ensure tall letters (*h*, *l*) touch the top guide, while middle letters (*e*, *s*) rest under the dashed blue midline.

EVALUATION RUBRIC • CCSS L.K.1.B / L.1.1.D

- Level 4 Exemplary:** Accurately supplies all 12 for-name-words; recites memorization fluently; identifies exact referent for every pronoun.
- Level 3 Proficient:** Completes 10–12 blanks correctly; demonstrates clear understanding of who each word represents with minimal prompting.
- Level 2 Developing:** Confuses gender or case (e.g. *he* for *him* or *she* for *her*); needs guided rereading to locate original noun.
- Level 1 Beginning:** Writes arbitrary letters or nouns in blanks; needs one-on-one oral modeling before written work.