



Dear Friends,

The harvest is in; the freezer is full of vegetables and berries, and the closet has a lot of jars of salsa, spaghetti sauce, peaches and applesauce. School is back in session, and life has taken on a new schedule. Recently, I (Gail) have started volunteering at a retirement home where I help to feed lunch to those who cannot feed themselves and go into the pool with people who need someone nearby while in the water. I find that this experience is very rewarding.

The workbook for Elementary II has been written and is now in the formatting stage. I am hoping to get that done by the end of next week now that all the canning and the sewing for the granddaughters is done.

Bob has been busy putting block around the pond out back to make mowing around it easier, and Lea is still working on the Kindergarten level for penmanship.

Hopefully, once the Elementary II workbook is finished, there will be some time to get out into the gardens and get them cleaned up for winter.

I hope your school year is off to a great start and that you all find success this year.

Blessings,

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News & Events

Hear ye, Hear ye!

A work book for Elementary II Level is being worked on and is in the formatting stage.

Work on the Language Lessons for Autistic children is underway. There are a lot of plans for puppets, lessons on DVD, songs for everyday vocabulary and some resource materials for non verbal children. I can't wait to pull it all together and get it out to you.

The handwriting course is underway. It will be called **Personal Penmanship** and begins with pre-handwriting exercises for toddlers.

Bob and Gail

You can find past copies of the newsletter [here](#).

We also have a [page](#) with links to articles that we find interesting.

Featured Article



Teaching Math Facts.

I have been working with a 9 year old girl who is trying to memorize her math facts. I want to share with you the steps that I have been taking with her.

1. The first step was to find out just how many of the lower addition tables she knew. I found out that this little girl did not have much understanding of numbers and their relationships with each other. She was not able to look at 5 things and know without counting out each one that there were five. She did the same with 4. That told me that number sense was a weakness.
2. The next step was to increase her number awareness with small numbers and help her to see how to get from one answer to the other through number relationships. I used note cards with a series of dots; always grouping by 2's, 3's and 5's as appropriate. I wanted her to be able to look at 5 and know that it was 5 without having to count one by one.
3. The third step was to give her practice with her addition facts using note cards and matching exercises. The matching exercises were set up to have her look at a problem and find the correct answer in an answer bank.
4. Then we began to work on the multiplication facts. First, I determined which facts she already knew. Those we reviewed, but we did not focus on them. I began with the ones that she could figure out but had not memorized.
5. I took the facts that she was figuring out and made a matching card game so that she could practice finding the correct answer

and getting immediate feedback if she chose wrongly. Each fact card had a matching answer card, and both cards had corresponding numbers or letters on the back so she could self correct.

6. I also created worksheets where the facts were in a vertical list on the left side of the paper, and the answers were mixed up in a vertical list on the right side of the paper. My student was asked to draw lines matching the correct answer to each fact. She was surprised to see that some of the facts had the same answer, and this helped her to focus on those particular facts.
7. There were some facts that she had trouble even figuring out, so I taught her how to find the doubles. For example if $7 \times 2 = 14$ then 7×4 will be 28. We did many of this type of problem.
8. We also memorized which facts had answers in the teens, twenties, thirties, forties, fifties, sixties, seventies, and eighties. It was interesting that she had no idea why the answers would be larger or smaller, so we discussed that.
9. We made up stories for $8 \times 8 = 64$. It is interesting that kids can remember that Mr. and Mrs. Snowman were having a birthday and they were both 64 years old, but they can't remember that $8 \times 8 = 64$. We also did 7×7 by laying the 7's down so that they look like they are doing push ups and saying that they belonged to the 49ers.
10. The last ones to learn were $7 \times 6 = 42$ and $7 \times 8 = 56$. We wrote these facts on note cards, traced over the letters with glue, put glitter on the one and glued google eyes on the other. She will remember them by the items placed on the cards.

I hope this gives you a few new ideas for helping your child learn their times tables.