



Dear Friends,

We are praying for rain and hoping that we can continue to water the garden for a time until some arrives. We hope that you are having a wonderful summer full of adventures and relaxing times with family and friends.

Taking pictures will give you lots of ideas for future writing assignments in the Fall.

Blessings,

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.

Our final convention for the year is in Atlanta, GA

## In This Issue

[News & Events](#)

[Featured Article](#)

### News & Events

#### Hear ye, Hear ye!

A work book for Elementary II Level is being worked on.

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.

## Featured Article

### Memorizing the Times Tables



How many repetitions does it take you to remember something for the long term? Each person is different and needs to find out for himself what to expect. If a child believes that he should know something after seeing it once, then he will be constantly frustrated while trying to learn.

It is good to talk with your students about how many repetitions it takes for them to really memorize something. Remind them that some things may be easier to memorize than others, and it is a good experiment to actually keep track of the number of repetitions needed to memorize different subject matter.

Most people use flash cards or writing the facts multiple times to try to get math facts memorized. This works for some children, but for others the tediousness of the process will turn their brains off. Other students, when writing math facts, may inadvertently replace a correct answer or number with a wrong one and end up practicing the wrong answer which may then be hard to "unlearn."

Here are some ideas of different ways to get the repetition in fun and engaging ways.

1. Take a plastic table cloth. Make a number grid on it or make a hopscotch pattern on it with permanent marker. Write numbers for the particular times table that you want to work on. Call out a fact problem, have the student try to toss the stone or bean bag to the correct answer. Then as they jump to collect the stone/bean bag they sing song the fact with the answer.

2. Take a plastic tablecloth and draw a grid on it with

permanent marker. Write the numbers on it from 1 to 100. The student should toss two different buttons/stones/bean bags and then multiply the two numbers on which the items landed. This can be a game with more than one person.

3. Take a plastic tablecloth and make a grid with permanent marker and write only answers to the multiplication facts. Then play a twister game, by calling out left or right, hand or foot, and a multiplication problem.

4. Make a scavenger hunt in which the answer to the problem on the card for one spot corresponds with the number of steps to take to the next spot and the next card. Of course the "treasure" should hold some value for the student following the clues to the end. This can be done with one person or multiple people. It can be done as a team or as a competitive race. Just make sure that it is not too frustrating for the students who have the most difficulty with their facts.

## **E-Tutoring**

You might also want to sign up for e-tutoring for the whole family, just \$30.00 an hour. Choose Gail or Dulci as your editor.

Send us a document. We time how long it takes us to edit, make suggestions, and send it back telling you how many minutes are used off of your hour.

You have one year to use your minutes.