



Dear Friends,

Spring is in the air; the birds are singing, the turtles are sunning and buds are beginning to show. It's that time of year again when we hit the road. We are heading off to South Carolina for our first convention of the season in a few short days, and things are humming around here. Between the "grands" coming to visit, and the plans for the garden, we are finishing up some new items. There will be new covers on some of our books. Make sure to let us know what you think since it is our aim to please. I am making the last changes to the new workbook for the Elementary I Level. (Yes, I know, I don't believe in workbooks, but many of you have been telling me that the repetition in workbooks is helpful; so I have created some that I think will provide enough repetition to get the new concepts into the short term memory to make application easier) Not every child will need a workbook, but I have created one to specifically assist those parents who assure me that their child needs one.

Work continues on the Personal Penmanship Program. This program will begin with preschool and will include work that your toddlers can do to prepare for the big step of writing. Children will get to choose (with parental assistance, of course) a design that they would like to put onto their Personal Penmanship pages, or if the parent chooses, they can just order our regular design.

Work also continues on the Language Lessons for Autistic Children. This program has many facets that will work

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News & Events

Hear ye, Hear ye!

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 will begin with pre-handwriting exercises for toddlers. The pre-handwriting papers have been given to the graphic designer. They will be laminated for multiple uses and activities.

together to provide multi-sensory lessons, including DVD and hard copy formats to assist parents with the attentiveness of their children. This project is going to be taking quite some time as I try to put together a comprehensive program involving animated lessons, puppetry, and music. I can hardly wait to get all the pieces together.

Here's to a fantastic convention season for all of us.
Sincerely,

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.

We have registered for the following conventions:

Spartenburg, SC

Cincinnati, OH

Harrisburg, PA

Austin, TX

Edison, NJ

And we plan to be at Atlanta, GA

You might also want to **[sign up for e-editing](#)**

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.**

Featured Article

Ways to Motivate Your Child to Learn

(continued from previous newsletters)



Motivating children is one of my favorite subjects because it can be so rewarding to see them respond positively and find success. Once you have figured out that your child is not motivated, it is time to try to determine what motivates him or her.

I like to approach motivation in several directions at once, so that if one thing fails there is already another motivation in

place.

First of all, if you are excited about what they can do, that can often rub off onto your students; so, always check your own attitude and leave your own negativity at the door.

Children are motivated by success. If your students feel successful, they are much more likely to want to do the task. That is why they love to do the things at which they excel. The trick is to teach in such a way as to assure them success for their hard work. One of the ways you can do this is to build trust with your students so that they believe you when you say you will continue to help them until they can do it. This helps them to persevere, since success is a guaranteed result.

Another way to motivate is to make sure that the assignment is very clear. This was one of the skills I had to learn. Sometimes my assignments were too vague. Then when my students handed in their projects, I was disappointed with their output, and then they were frustrated with me. "You didn't tell me I had to do THAT, " they would complain. They had a right to complain. If you do not tell them how you want it done, or what the expectations are, many will do the minimum of what they think will be accepted; feeling happy that you have not asked them to do too much. A rubric is such a helpful tool for showing the students just exactly what you are looking for in their project, or assignment.

Be wary of bribing, or the bribe will have to get bigger and bigger. Do tell your students exactly what they will earn with a well done assignment. Then if they have put forth extra effort, or if they were particularly cooperative, or if their project was much more than what you were expecting, reward them with something great. It does not have to be expensive, but you as the parent do know what "floats their boat."

When criticizing, be polite and respectful; but firm. Looking at their errors in a matter-of-fact way will help them to look at

their own shortcomings in a matter-of-fact way. This keeps the frontal lobe of their brain from shutting down and blocking out all of the information you are about to tell them to fix their problems. Teach them to take a deep breath, and then focus on what they can do to make it better.

My writing instructor in high school was a tremendous teacher. We were never done with a writing assignment until he told us it was "A material." It did not matter how long it took, we just kept doing it over and over following his instructions until our writing was excellent.

Testimonial:

We started Applied Grammar and I must report, for the first time we all were wearing smiles after a lesson of grammar.

Kathy