



Dear Friends,

As I sit in my chair and listen to the rain, I think about the different seasons of our lives. Those of you with little children are in the planting time of your lives. All of the love, care, and discipline that you are exercising right now will pay off in the long run. Keep up the good work and take time to enjoy your children while they are still with you.

We are still trying to get the garden finished and fenced, and all of the plants that had been in the greenhouse are now out in the good soil. One of the many blessings that God has given to us is the knowledge of how to grow and can our own food. We are grateful for all of the things we have learned over the years.

It is our hope that you are enjoying Applied Grammar. Please drop us a note and let us know how things are progressing. As always, if you have

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News & Events

Hear ye, Hear ye!

The Pre-Writing Packet for Toddlers is complete and ready for sale!

A work book for Elementary I Level is ready for sale as well.

New covers are being phased in for a stronger binding and more professional look.

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

Work on the Language Lessons for Autistic children is underway.

any questions, suggestions, or constructive criticisms, just give us a call or drop us an e-mail.

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.

We have registered for the following conventions:

Austin, TX

Atlanta, GA

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.

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

How to Create Structure out of Chaos:

1. Know your priorities and list them.



2. Estimate the time frames for your schedules.
3. Start with morning chores to organize the house, or at least the area where you will be working. (This works best with kids helping.)
4. Establish rules with set consequences so that you and the children know what to expect.
5. Have a box of special activities just for school time for the little ones to help them wait through your teaching times with the older ones.
6. Rotate through the levels so that while some are doing independent activities, you can focus on those who need instruction.
7. Don't forget to give the little ones some recess time and give yourself some time to have a cup of tea.
8. Trade off some of your responsibilities with a friend. Your friend should take the toddlers while you take the older kids. Then switch the next day.
9. Let the older kids help with the younger kids.
10. Try doing one or two theme units so you can all be together.

11. Allow the children to have some separation time from each other.

12. Anticipate the problems, interruptions, and distractions and make a few plans to handle each of them.

Mrs. Brubaker's Philosophy of Teaching

There are a few things that drive my instructional methods which I want to share with you here.

1. Most people increase knowledge and skills incrementally, so make lessons increase by degrees.

2. Since you are homeschooling, you have the luxury of setting the pace and quantity of the instructional degrees to match the ability of your students.

3. Children want to answer the questions that they know so that they can impress you/make you happy. That equals success to them.

4. The more successful a child feels at any given task, the more he/she will enjoy that task.

5. The younger the child, the less likely he/she will derive intrinsic pleasure from his/her task, and the more likely he/she will need a personally valued reward.

6. The student needs to see the instructor put personal energy into helping him/her attain an educational goal.
7. The student needs an instructor who knows when to push and when to relax the pressure.
8. The student needs an instructor who believes in his/her ability to overcome obstacles.
9. The student needs an instructor willing to discipline with love and firmness.
10. The student needs an instructor willing to admit a mistake, but also willing to demand respect.
11. Education should be as fun and engaging as it can be, so that when it is grueling, it is endurable.
12. The student needs to know that the instructor recognizes his/her effort, even when the result is not as good as one hopes.
13. Tests or assessments are not terrible because they allow the instructor and the student to KNOW what has been mastered and what needs to be reviewed. Passing a test is a great reward for some students. Students and teachers need to view assessments as a tool to improve the educational experience.
14. A teacher needs to prepare the student for the test, and teach the student how to prepare for a test. This is a skill that

needs to be modeled, and practiced together before expecting the child to do it on his/her own.

15. Every student needs to be taught what his/her individual brain needs to do to be able to store information. Being smart is doing those things.