



Dear Friends,  
Merry Christmas to all. We have sent our free set of Applied Grammar to our winner, Monica Tatroe.

Remember to take time this holiday season to enjoy your children. Set aside educational issues and focus on them as your daughters and sons and the blessings they bring to you every day.

May God bless each of you and your families today and in the year to come.

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## News & Events

### Hear ye, Hear ye!

The research for the Language Lessons for Autistic children is underway. If you are excited about a particular author or researcher, please let me know.

Due to the high level of frustration with handwriting that I encounter, I am beginning a handwriting course beginning with pre-writing.

We are currently working on our schedule for next year. As most of you know.

Sincerely,  
Bob and Gail

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

Bob takes his vacation time to do conventions. We cannot make it to every one. We will do our best to get to one near you if you let us know of your desire.

You might also want to

[sign up for e-tutoring](#)

so that your student gets the benefit of having someone new edit and correct their work, as well as give them written assignments.

## Featured Article

### Specifics for what do to do if my child is "not getting it."



2. Does my student understand all of the basic skills that form the foundation of what I am asking him to do?

Often, when I tutor, I need to find out the answer to this question. This is how I go about finding out what my students know. One of the first things I do is ask my students if there is anything that they are aware of that they do not understand. If they can tell me something, that is where I begin.

Sometimes, though, students will not know where it is that they are making their mistakes, so I will work a problem out step by step to identify each of steps of the thought process that must go

into solving their problem or applying the information. Then I will give them the task of doing the problem. I will watch and ask them to think out loud what they are doing and why. As they do this, I tick off the steps as they are done.

Sometimes I will find that they are doing something right, but do not understand why they are doing it. Then I draw pictures to show them the concept in a concrete way to explain to them why that step is the correct thing to do. Then I have them practice explaining just that step over and over until I am sure they understand.

Sometimes I find that they are skipping an integral step in the process which gives them the wrong answer. The steps must be explained so that they understand and can repeat the logic behind the process. Once children understand the logical thought processes, then they will have an easier time remembering the steps. Try to make sure that they are not memorizing arbitrary rules that have no logical basis in their minds, otherwise they will mix up the steps and not be able to apply this knowledge to a new problem.

Another way that I help students through the learning process is to watch them perform the process while they say out loud what they are doing. I stop them just as they go wrong, get them on the right track and then allow them to continue. This helps them in a couple of ways. It allows them to show you what they do know and are confident about, and *that* allows them to *risk* letting you see where they are going wrong. I usually allow them to go through this "out loud reasoning" for several problems until they know where they usually mess up, slow down, then proceed with caution and then get it! This is the point where they can then be set free to be independent with that particular type of

problem. (Be aware that it might take as many as 20 problems until they are confident.)

I had a third grade student that I did this with for learning elapsed time. She gave me a card at the end of the year which said, "Thank you for sticking with me until I was able to understand elapsed time." I have always told all of my students not to worry about not understanding, that is my problem to figure out. I will continue to help them until they can do it all by themselves. This boosts their confidence that they actually will at some time in the future "get it."

One year I had a student with very low ability. It took a whole year for her to not miss Mr. Six when counting to ten. This works with all levels. Some students take longer than others, but they are all worth the effort and time it takes to get to mastery.

This process works with learning to answer essay questions as well as computations, word problems, and any sequence of events that must be mastered.

## Testimonial:

Beth McAndrews writes:

I spoke to you about a month ago and ordered Elementary Level 1 for my son. It is working GREAT and I can see huge improvements!! Thank you!!

Thank you, Beth, for your testimonial concerning the value of Applied Grammar. We appreciate all of you who have purchased some or all of Applied Grammar. I continue to work to make it the best that it can be.