



Dear Friends,

Summer has come and with it a slower pace which we are enjoying. We have held some of the family gatherings and enjoy so much the growth and development of our younger members and the successes of our older members.

We have said our last good-byes to Bob's Dad and rest assured that he is in Heaven with those who have gone before. We thank you for your prayers for our family during this trying time.

As you play and work with your children, I want to encourage you to not allow any one issue to hurt your overall relationship with your children. Education will soon enough be done, but you want your relationships with your children to last forever. Even disobedient children need to feel loved. We know this because our Father in Heaven loved us while we were yet sinners. It is His love that ultimately calls us into fellowship with him. Try to be firm and encouraging at the same time. If you are discouraged with a particular little one, get support from a friend or family member to help build up your faith in that child's potential and never give up on them. You want your child to know that you have total

## In This Issue

[News & Events](#)

[Featured Article](#)

[More About the High School Level](#)

## News & Events

### Hear ye, Hear ye!

We are headed to Atlanta, Georgia at the end of July.

The High School Level is complete, and we are very excited to find out how well you like it. Please look for us at a convention near you, so you can check it out. If we are not at a convention near you, and you would like to have a copy to look at for a limited amount of time, please check with us. We can figure out a way for you to work with a group to check out our materials.

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.

faith that they will conquer their shortcomings and that you are on their side in that struggle.

Sincerely,  
Bob and Gail

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

## Featured Article

Can we teach our children how to reason?



Reasoning includes activities such as making predictions, having common sense, understanding sequencing, solving problems, making inferences, recognizing patterns, and cause and effect. It includes being able to answer the questions how, and why.

Teaching reasoning begins when the children are very, very young. They learn that when they are unhappy, someone who loves them will help them. They learn that they can trust the adults in their lives to make sure that they will be fed when they are hungry, rested when they are tired, have clean clothes and be kept safe from dangers in the world. They also learn that when they disobey authority, there will be negative consequences. This allows them the predictability to begin to develop comprehension of cause and effect.

When children are two and can finally voice their questions, they continually stretch our patience with the word, "why." I believe they are trying to understand cause and effect; what makes things happen the way that they do. It is very important for you to explain as best as you are able and try not to get frustrated with this time. It goes hand in hand with their learning about positive and negative consequences; trying to understand the world around them. They are in the process of learning social rules because they want to be able to manipulate the world for their benefit. This is all part of their learning what behaviors bring the desired effects that make them secure. Children do things to see what the reaction or consequences will be. If what you say will happen does happen, then they will trust you. If what you say will happen does not, they will not trust you, and the behaviors will escalate as they search for cause and effect in relation to their behaviors.

A note about very impulsive children. Hyperactive, distracted and impulsive children need immediate and sometimes multi-sensory feedback to help them inhibit their impulses. They also need to be instructed about the difference between thinking something and acting it out. That must occur before the thought processes can be controlled. They need to learn the word "inhibit", and get positive feedback when they are found to have succeeded in not following through on a thought. One way to do this is to allow them to tell you that they had a wrong thought and did not do it. This is risky for them, because you must allow that they will have wrong thoughts before you can reward them for not following

through with that thought. So the thought and the action must be separated and discussed separately for them to understand.

Reasoning can be taught and IQ can be strengthened through mental exercises.

1. When a statement is made that is incorrect because it is not thought through, you ask questions to help them to understand what is correct and walk them through the logical steps to reach a correct conclusion.

Example: If Sally and Sam are playing, and Sally trips over Sam's foot and claims that Sam tripped her, you take the time to point out that Sam was playing with his blocks and looking in the other direction. He could not have seen that Sally was coming by, and he had not moved his foot. Therefore, he was not trying to trip her, she just did not see that his foot was there.

2. Helping children to see relational sizes and how things can fit into other things (shape sorters). Playing with sand, water and containers.

3. Teaching sequence. What should we do first. If a child has particular trouble with this, help them to think it through slowly, making lists for them to use as a reference. Put pictures of a sequence of events in order. For example, use the pictures of a deciduous tree going through the bud, flower, fruit, ripe fruit sequence; or the sequence for seasons or life cycles. You can also cut apart cartoons and have them put the pictures in order.

I will continue some more ideas for teaching reasoning skills with mental exercises in the next newsletter.

## Why Pay Hundreds of Dollars For Books When What You *Really Need* is a Teacher?

The **High School Level** is not just grammar and writing. It is a *full-blown English Program*. For **\$30.00** you get a **4 year plan** to show you how your student can become *grounded in Literature and Writing*. As always with Applied Grammar, your book is the guide for how to give the information, allow your students to see how it is applied and then how to use that information in their own writing.

The Literature Section gives you the basis for a **complete literature component**, more than you could get in one class alone. It includes a Literature Journal in which students log *biography, voice, world view, and style* of the author. They will also log and learn *new vocabulary, grammatical terms, literary devices and types of poetry*. They will look for *styles of writing, voice, and word choice*, and then try it for themselves.

I provide a list of accepted *secular "classics"* that would be used in a public school setting, as well as a *list of authors by century*. You can stick with the generally accepted list, or you can branch out

on your own and do some exploring, or you can mix and match however it pleases you and your student.

The five sections are each a marking period long, with each lesson lasting a week during which your student will learn a new concept, see that concept in literature and then practice using that concept in their own writing. The five sections are ***grammar and essay writing, writing a term paper, writing a research paper, literary devices and creative writing, and poetry.***

You get all of this for \$30.00 which will ***leave your budget open*** for paying for ***a teacher to critique your student's writing, which is the only way to really improve your writing.***

We (Dulcimer and myself) would be happy to be your e-tutors. For a fee of \$30.00 per hour in three hour blocks you will get ***commendations on what you have done well, a critique line by line of errors, general overall impression of cohesiveness of your writing, and a challenge.*** We time our work and send your document back with the time we took subtracted from your total. You have one year to use your hours; or if you really like our work, you can use it up more quickly and then purchase more. We will accept work from anyone in the family to enhance the already great flexibility of this program. ***We have intentionally kept the price for the book separate from the cost of tutoring because the bottom line for our business is flexibility for you, the parent.***

Dulcimer graduated from Messiah College with an English Major, and I have an elementary education degree from the same college. When you pay for one of us as your teacher, you know that the whole amount will go to the teacher and not as overhead to a large organization.

Please consider looking at the High School level and hiring one of us as your e-tutor,

Thank you,  
Gail