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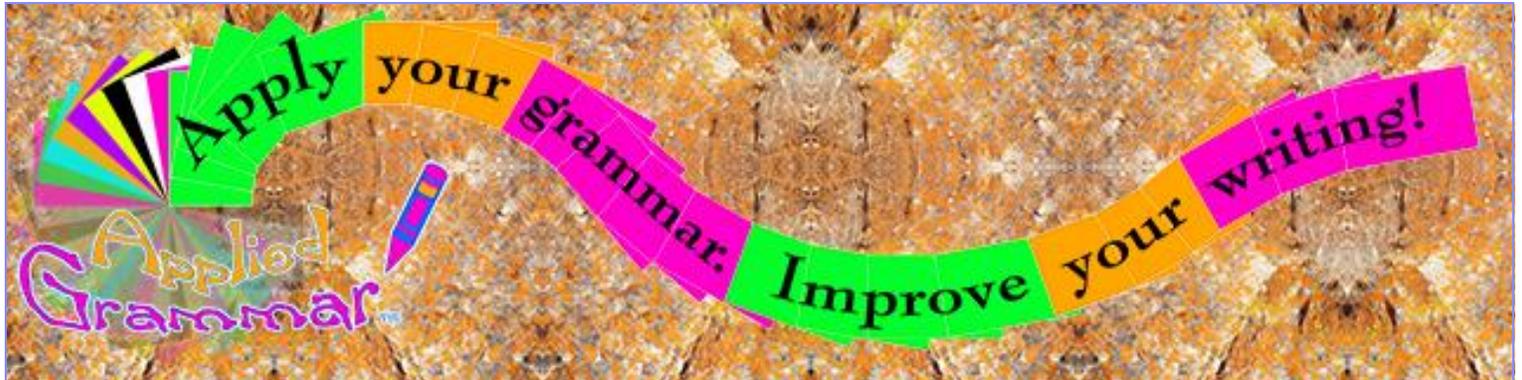
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Dear Friends,

Some of you I have met personally at conventions or in workshops. Others I have not met personally, but someone has told you about Applied Grammar. In order to serve you better, we have started a monthly e-newsletter. This is the first one, and I hope you would like to continue receiving our communications and tips for teaching. If you find this newsletter informative and helpful, please forward it to your friends.

If you do not wish to continue receiving this, simply click in the unsubscribe link at the top or bottom of the newsletter. Please let us know what your pleasure is, and we will happily serve you to the best of our ability. Thank you so much for your orders and for letting others know about this wonderful way to teach grammar and writing.

Sincerely,  
Gail Brubaker  
Applied Grammar

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## News & Events

### Hear ye, Hear ye!

We hope to have the high school level of Applied Grammar ready by March when we head to Maine for the first convention of the season. The high school level will have the same orderly, deliberate steps in teaching the last of the grammar terms, as well as a heavy focus on writing essays, term papers and research. To ensure that you know when it is available, sign up to continue to receive our E-Newsletter. 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

### Encourage Your Child

**Every child needs an encourager. If it is not you, than whom might it be? As your child's teacher, you are the best possible source of encouragement. So as you teach your child, take stock of your attitude. Are you frustrated, out of ideas, and ready to blame your child's struggles on**



him/her alone? If so, please stop and think about this a minute.

There are many reasons why a child might not be learning. Please don't decide that you know your child's innermost thoughts. You DO know your child better than anyone else- but only God knows the innermost thoughts. Be careful not to judge your child too harshly. As you think about the reasons why your child struggles, think about the people who encourage you the most and try to be like them. Treat your child's heart, soul and mind with respect. Do not belittle him/her. Believe that your child really would like to learn and please you. Talk to your child so that they know that you believe that they want to do what is right. I don't know any human being that lived up to all of their potential because people are not simply little brains. We have personalities, hurts, jealousies, family dynamics, and physical bodies. All of these things will have a bearing on how we learn. So your job as a teacher is to try to line up the environment, the curriculum, your schedule, attitudes and relationships so that they all positively affect your child's education. It really isn't too hard. Here are some tips.

Before starting the day's work, make sure you have prepared yourself and your child to tackle the day. A morning routine is a good way to do this. Begin with a few minutes of quiet reflection, or some snuggle time. Take time to let your child know that you are on their side and that you will tackle the day's tasks as a team. Let your child know that you will help them until they "get it."

Make sure your study area is not cluttered. Maybe you should take a few minutes to straighten the work area. This will help keep distractions to a minimum.

If your child is struggling with a concept, work on it for a while, then take a break and do something else. Make sure that you let him know that you understand that he feels frustrated, and that you will help him. Ask him questions to help him learn to develop a plan to help himself learn. When you must confront, confront in such a way that you build them up. Here is an example:

"Michael, I know that you really would like to learn how to do this, and I'm sure that if we find the right way to explain it that you will understand. If you (give up now, throw fits, get angry, decide not to listen) it will take you longer to learn this. So, do you think you can do just five more minutes of this? Remember that if you are going to learn how, you must persevere. Hang in there with me just a few more problems and then we will switch to something that is easier for you and not so frustrating. I will help you when you get stuck."

It is also important to stick with what you say. If you say three more problems, don't move the goal to five more when they get done with the three. If you take your child much farther than their frustration level, it will be your fault when there is a melt-down. If your child is extremely resistant, set a timer and only increase your study sessions by a minute at a time. Reward for good attitude and give consequences for bad behavior. Try not to get emotional when giving consequences. Give your consequences in a matter-of-fact way.

Make sure that you encourage your child when he/she is struggling to obey, to learn, to stay focused. Remember to give discipline within the context of encouragement. Remember to treat your child the way you would want to be treated by a teacher. These years slip by so quickly, so take the time to enjoy your children.

**NEXT MONTH: What You Need to Know About Teaching Children with High Intelligence Quotients.**

## Success with Applied Grammar

From the desk of Mrs. Marjorie Strayer, retired Special Education Teacher



What is Applied Grammar? It is multi-sensory, color coded, flash cards, markers, deliberate step-by-step lessons that include the basics in grammar and writing. It has proven to be the most valuable tool I have ever used in 25 years of teaching! I have used this with students in grades 2 through 5 in both learning support classrooms and in regular education classrooms. My students have gone from not being able to write a simple sentence to writing paragraphs, stories, and other multi-paragraph pieces with excellent sentence structure. Children using this program actually can't wait for this class. I have had students with learning disabilities be able to work side by side with the regular education students in inclusive classrooms with just as much enthusiasm and ability. Students want to participate because they see that they can succeed. As a teacher, one of the greatest rewards is seeing your students succeed and enjoy it.

*We would LOVE to feature your success with Applied Grammar. If you would like to be in our newsletter, please contact us through our website [applied-grammar.com](http://applied-grammar.com) or through our e-mail [info@applied-grammar.com](mailto:info@applied-grammar.com).*