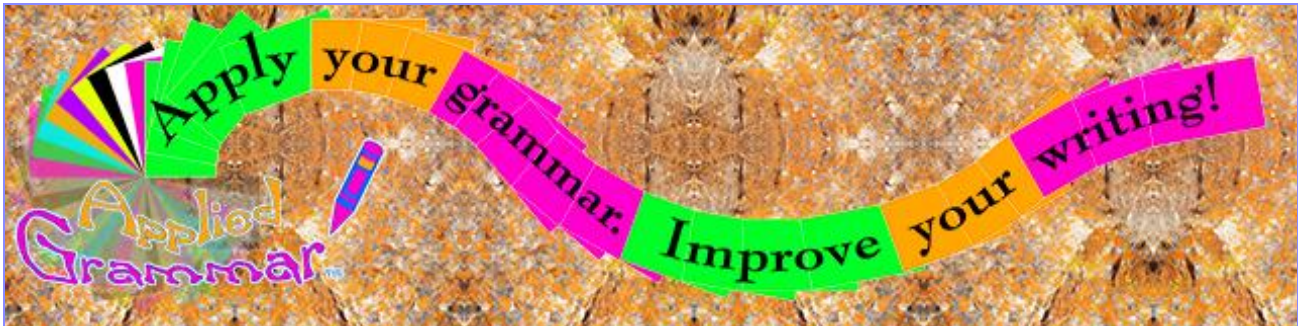


Applied Grammar™



Dear Friends,

It is a wonderful time of year of preparation for the cold months. The new cooler season brings renewed strength and excitement for our plans as families and hopefully for you as you begin a new school year.

I have a couple of new students and am always grateful for the privilege granted to me to be an influence in their lives. This is a responsibility that I take very seriously. Be sure to include some fun into your schedule. Play is an important part of our lives even as adults.

I have almost finished with the garden. There are a few beets left, some new cabbages, cauliflower, broccoli, peas, and green beans that seem to have survived the rain that we have had. And now I am working on dresses and shirts for the grands. Life is full and overflowing with work and love, and we are grateful.

I will keep you posted as to the development of the Language Lessons for Autistic children as it progresses. Right now I'm working on getting the Applied Grammar Elementary Level I on DVD.

Blessings to you all as you get into the full swing of your school year.

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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, 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.

Sincerely,
Bob and Gail

Free for Christmas:-

Enter a friend for a free set of Applied Grammar - Second through High School.

Ask a friend if you can send us their e-mail, and we will enter their name in a drawing for a free set of Applied Grammar in time for Christmas. We will send all entries a personalized letter asking them if they would like to receive our newsletter. In the November newsletter, we will announce the winner.

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

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

Management of Space and Flow of Traffic



Turning your kitchen into a class room can be quite a challenge. Nooks and crannies turned into study spaces can take a lot of creativity. As a teacher, I spent a lot of thought about the first 15 minutes of the day because those first minutes often set the tone for the entire day.

If you have children unable to get where they need to go because of road blocks (clutter, other children, etc.) the day is already fraught with frustration and confrontation.

You might want to think about which children go where and when they go there. Think about what the path way looks like from their height. Try to have a method that controls your traffic in and around the table, and through the door. Smoothly run pathways help to minimize your involvement in avoidable scuffles and distracted children.

One of the ways I helped children to develop habits for their transitions was to place foot prints (made out of paper, or plastic table cloth material) in the pathways. They can be made of

differing colors for different transitions. For example if you have three children at the table, how does the middle one get out to go use the bath room? If you have a designated pathway, then you are less likely to have to stop and go and get them when they have been distracted or taken the long route back to the table.

You can also place arrows on signs to show them which way you want them to go.

The reasoning is that with designated pathways trained into their transitions, you are helping yourself by reducing the amount of verbal directions you need to give.

"My son hates to write. He says he can't think of what to write about. When given a topic, he can't think of details to write. What can I do to get him going?"

This was a question asked at one of the conventions this year. I will try to recap my answer because these strategies might be fun to do even if your child has no problem at all.

It is difficult for some children to make up stuff out of thin air, but all children like to play. What you can do is give the topic, then find characters to play with to develop the details. Create your characters out of clay, toilet paper rolls, pipe cleaners, then take them outside to a place your child likes to go. If you go to a park, you might want to choose a tree with a massive tree trunk and some interesting roots with nooks and crannies. Make houses out of the nooks and crannies and give them names. Then play what happens to your characters when a giant dog shows up. (using a stuffed animal). Play with your child, and now and then have them write down one or two word bullet points on a paper to help them to remember what they pretended. This is one of the best ways to help children develop plots.

Here are some special places that would hold some intrigue for children.

1. A hollow log

2. A hollowed "doorway" at the bottom of a tree
3. A bush that they can get under and it makes a canopy roof
4. A circle of toadstools or mushrooms
5. A stump with shelves of fungus
6. A rock with moss covering it
7. A wet sand pile in which they can create a terrain

Then when you are ready for them to write, allow them to remember with you and record your discussion. Next have them write the story that they acted out with their home made characters.

When answering an essay question, allow them to place numbers above the parts of the question that they must answer. Some essay questions have two or three parts to the question. When studying for a test that has essay questions, allow the children to act out the answers or the sequence of the different parts of a question.

Example:

What are the steps in the water cycle? Have the child study the steps by acting out being a water molecule that moves faster and faster as it warms up until it floats into the air (evaporation), then as it floats in the air it touches a cold dust particle and slows down and becomes liquid (condensation), then it drops to the ground (precipitation) to become ground water once again.

Coupon:
10% off any order of \$40.00 or more.
Good until November 30, 2011.