

#11 Subject: "Attaining Understanding" Leads to "Enjoying Understanding"



Dear Beth,

You asked: "Why does a student have to SAY & WRITE a phonogram or word 'three times' if he shows he can use his 'tools' accurately the first time?"

The script is written for a "worst case neurological TEAM coordination scenario." But keep in mind that the **principle of "showing understanding"** (defined as "what a child says is what he does") overrules the script's "SAY & DO this three times" directives. True, the script gives a student substantial opportunity to attain understanding, but he may not need the full "three times" opportunity.

However, also consider this: besides staying with a child until he attains understanding, **the script's "three times" directives also provide for a child to enjoy performing again what he knows**, something we observe in children who delight, as in the case of a piano composition, to play it many times because they know it, not because they need more understanding of it. This "**doing again what I know**" **scripted opportunity** gives many children pleasure, though "gaining understanding" is not the reason the child is giving an additional performance.

Follow this rule: **if a child shows understanding the first time, do not ask for more proof, but do not deny him opportunity to savor his "joy of knowing" by removing the opportunity to "play it again."**

I hope this discussion is helpful. Please let me know. (:>)

Write or call again. I enjoy hearing from you.

Love and Prayers,

Sharon M.

P.S. Thanks to Sherry Frattini for editing **Letters to Teachers**, thereby improving my understanding of the inseparable oral/ written English Grammar partnership.