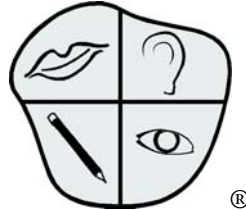


Note: Teaching E-mails #4 and #5 are sequential.

- #4 Subjects: 1) Canceling Privilege
2) The Meaning of Proficiency
3) Too Much Canceling
4) Anxious When Taking a Test



Dear Ann,

Joe sent you and Micala your end-of-Part-One **Certificates** today. I hope you enjoy them and look forward to a picture of the "ceremony," if you take one. (:>)

I noticed quite a few "cancellations" on her end-of-Part-One test. **A testing task is operationally no different from an introductory way task—no different from any scripted SAY & DO task.** Whatever she says and does from day to day, the task's proficiency requirement remains the same: she shows she understands. Guide her to understand **the meaning of "proficiency"**:

1. **"When what I SAY is what I DO, I show I understand!"**
2. **"If I need help applying my 'tools', I ask."**
3. **"I never guess (which is pretending), or copy, or rush, or worry."**
4. **"With God's help, I train my TEAM very well to exercise *honest-to-God honesty*."**

I need "help" to understand why she cancelled as she did. Her test should have been error-free, unless some outside influence caused a problem. I have some anxiousness about what I call *excessive canceling* and I need understanding why you think it occurred. Here are a few questions. Because you are her "Mommy," you'll know the answers. Praise God for the "special insightfulness" He gives every Mommy (and Daddy) - it's a God-given ability and no one can say "I don't have it" - else we could not "bring up a child *in his way*"; God's directive would be unattainable - totally unjust! But it is just, just as He is!

I think of the Scripture's talk about "way": the "way of a man," the "way of the wicked," "in all your ways acknowledge Him," "God's ways are higher than our ways," and now "*the way of a child*" - 'bring him up in *his way*.' We know explicit details from the Word about "*the way of a child*": the Spirit didn't leave us in the dark about it! Parents are specially equipped to understand *the way of a child*, to guide him *in his way*, watch over him *in his way*, not to coerce him *out of his way*; the child is what he is, but *his way* will be contoured by the Spirit through the parents' instruction. How is it that a parent transforms a child *in his way*, the way God purposes for him?! Parents are a child's "God" - His Truth - His Instruction - until *he is old* (I don't think "old" means until he turns 18). When Sherry was editing, she rejoiced in this: **When he is old, he will not depart from it; "it" is "his way" - "his way" from the first includes everything he learns about God through my by-the-Spirit instruction, as I have "personified" Him, as I have come to obey and know Him, (not receiving instruction through me about "having my own way") - he will not depart from it!**

Oh, Spirit, enlarge our hearts to receive, believe, and obey You - to know the "excellence" of obeying You! It's my child's spiritual bread and meat!

I sometimes get off into other wonderful truths, but I'll get back to my questions, now.

1. Was she in a hurry?
2. Was she not using her "**choosing phonogram options privilege?**" You know what I mean, right? This is a favorite conversation on CDs #3 and #4 in our FREE *Listen in Library* CD collection. You have them, don't you?
3. Does she understand the term "**phonogram options**" and does she know what this **privilege** is?
4. Does she know she is not expected to ask her TEAM to **MEMORIZE speaking/spelling patterns (syllables), NEVER?**
5. Does she know her "**phonogram options**" backwards and forwards? You can judge this by her performance: a) during phonogram dictation, b) as she reads her phonogram cards (this knowledge is the foundation for her speaking, spelling and reading proficiencies), c) as she identifies phonograms that spell the same sound during spelling work, and d) as she **INSPECTS** phonograms during spelling. These **SAY & DO** actions tell the "Yes" or "No" answer about her overall **phonogram proficiency**. If she doesn't show proficiency in each of these actions, why do you think she doesn't?
6. Does she know she may exercise the **choosing phonogram options privilege, ALWAYS, on each and every activity?! It's her right of passage!**
7. Was she anxious, as if she had to have each **speaking/spelling pattern memorized?** It's hard to break that mindless, try-to-memorize habit.
8. Is **canceling** an "escape confrontation" or a fearful or disheartened "I think I'm dumb" or an "it's no use" problem-solving choice?

Micala will use Part One's 25 "**phonogram options**" repeatedly in Part Two, for all guided speaking, spelling, and reading tasks, plus she systematically will add 63 more phonograms. Therefore, a **Part One error-free phonogram management maturity must be in place so she can be successful with Part Two's tasks, accompanied always by her faithful facilitator**, and such a facilitator you are.

A last thought is this: **her TEAM needs her careful direction, not your reminders or verbal cautions**. She will progressively understand and apply each new Part Two "tool" the same as she did each Part One "tool." Maturity, responsibility, accuracy – proficiency is made of these - happens when **she** understands and applies **her** "tools," as **she** acknowledges what she does or does not understand, and does or does not know. **Her "honest acknowledgements serve her honestly!"** Thank you, Lord.

The result of not attaining "phonogram maturity" is that the Madsen Method becomes just another visual memory, guess, remember-if-you-can program. As such, it will not serve the child any better than any other run of the mill "look and remember-if-you-can" Phonics program, which is the true description of all Phonics programs. This description enables us to "interview" any program to assess its **method of instruction** and **content**. As you know, the method of instruction of a "look and remember-if-you-can" program determines ahead of time who will and will not be able to process its instruction. Most children fail its visual requirements.

As also you know, the Madsen Method is scripted to equip, then serve, each member of Micala's TEAM (not just her natural, untaught, rote, unequipped, "does it look right" visual member); Actually, all children learn optimally through this method of instruction!

I earnestly desire that she does not become trapped due to improper TEAM training, a duty that is committed to her alone since

only she ... the possessor of her TEAM ... can train her TEAM.

Please alleviate my anxiousness by telling me why Micala cancelled as she did. I look forward to your anxiety-relieving words. God bless both of you!

Call or e-mail at any time for any reason.

Love and Prayers,

Sharon

Dear Sharon,

Thank you for your email. My feeling is that she gets anxious when she has a test. She is in 6th grade and has always done horribly on tests. I think it started in 1st grade when she couldn't read at all compared to the other kids in the class.

I know when she was in school, she would guess a lot in order not to be the last one done. I was wondering if I should give her the test over and just call it additional practice. What do you think?

Do you have any ideas regarding testing in general, because we will have the same problem with end of the year achievement tests.

Thanks for your help.

Ann

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

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#4 is continued in #5 called: The Choosing Phonogram Options Privilege