

- #9 Subjects: 1) Emphatic Language
2) Forsake Memorization As a Goal of Instruction
3) Seek Understanding As the Only Goal



Dear Joy,

Your Report Card evaluation says you're doing it "right!" For what it is worth to you, I'm proud of you!

Uppermost is the need for students to "do their own talking and doing." We are facilitators only, not "reminders" or "caution signs" or "perpetual memory aides"—actions that hinder the child from maturing as he selects and uses his "tools"; tools he has given as "equipment" to his precious, four-member, neurological TEAM! Besides equipping his TEAM, he must guide it to serve him in all language arts situations, to give each performance in the same SAY & DO manner as it was trained. A well-coached TEAM is equipped to do this! How exciting!!

Emphatic Language However, when we see an error about to happen, or if one happened too quickly to interrupt it, and the child does not heed it, as faithful overseers we are required to throw a "flag" or "signal" (even if our child is offended, as he may be since he is learning he needs correction as well as how to receive it with thanksgiving; a Spirit-taught attitude, for sure). Not giving corrective instruction, thereby encouraging the child to "dawdle in his sins," is not what the gracious, faithful Spirit is to us; therefore it is not what we (who at first are our child's God) are to be to him. Once the signal is given, the **student verbalizes from his knowledge base 1) why the signal was given as well as 2) how to proceed to correct the error**. At this point, if needed, we may facilitate his SAY & DO "recovery performance," but he directs his TEAM with SAY & DO corrective words and corresponding actions. This overseeing, corrective practice is called **Emphatic Language**.

What a student has learned to date - his "tools" - his demonstrated understanding - defines how we expect him to perform. The Apostle Paul states it this way: "*Live up to what you have attained.*" (Philippians 3:16 and surrounding text)

Forsake Memorization As a Goal of Instruction. Rather, look for SAY & DO acquired understanding followed by SAY & DO application of what has been acquired by understanding. Insist on it. This maturity will serve the child all his life because it is based on the truth: "Yes, I know!" "No, I don't know." Dad Wolf taught us kids that "Honest to God Honesty" is the bottom line! We learn to forsake "faking" and "pretension."

I'm sure I'm preaching to the choir, but my heart's intention is to support and encourage you and me, and to "provoke us to love and good works." (:>)

In answer to your questions about the purpose of the **Language of Instruction** pages at the end of each Section, we list in one place all words and terms you and your students have understood and applied so you can see at a glance **your wealth of verbal development** ... which is

equivalent to ***your wealth of understanding!*** These words and terms define your present "new knowledge base." They will be your "verbal friends" as you proceed. The list is for the teacher, but you may share its wealth with your students. "Boy, we have trained our TEAMS to understand and apply all these instructional concepts!"

You are a blessing to me, dear Joy. God's truth and encouragement be ours!

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.

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