

June 6, 2009

Dear Sharon & Joe,



Our children's names are Andrianna (11 years), Vicente (8 years), and Ermelinda (3 years). Of course, there's also us, Brad & Judy, but we won't mention ages! We've now been using the Madsen Method three years, and it is every bit as good as advertised. (Brad)

Thank you again for all of your hard work and your supporting ministry to families

such as ours that are in the thick of homeschooling now. We thank God daily for you both, and keep you constantly in our prayers. May our Lord continue to richly bless you and your family. You are such a blessing to us.

I'm going to use Part One books to demonstrate "The Madsen Method" with the help of my son Vicente – what a wonderful visual aid he is in assisting me.

Thank you so much for the support you haven given to Gina, her son Paden and also daughter Emma.

Thank you for the Mother's day card, I received through e-mail. How lovely! I play it over again once a week. (Judy)

In Christ,

Brad & Judy V., CO

June 12, 2009

Dear Sharon,

We have finished our second school year using the Madsen Method. Good things are happening and one of the best things is that 15-year-old Daniel is showing proficiency with his language skills. Daniel humbly said to me, with a sense of gratitude, which



he can tell he is spelling better and reading better. He isn't trying to remember memorized words. He owns the phonogram knowledge and the words we have studied; it doesn't fade or melt away. He was a little chagrined at the resistance he put up at times about following all the say and dos, and the introductory and automatic way of learning words before we got to the totally automatic way of studying.

I've told him that the introductory times are the most important of all, to lay down the cement of knowledge into his brain correctly the first time.

Dale & Jenny Cottrell,  
Charlie (17)  
Daniel (15),  
Amanda (20),  
Wilford (12),  
Cary (11),  
Lydia (8),  
Victoria (5)

Anytime there is a pause or hesitation, Daniel has submitted to simply considering his options with me, instead of guessing. He does feel more at peace and out from under the pressure of performing the impossible task of memorizing zillions of alphabet letter arrangements.

I have faithfully followed a large number of various language arts programs and none of them created proficiency in my students. They all created a sense of failure for my child and for me as the teacher when after all the drill, games, and worksheets, guessing

still ruled. I felt fear of not being able to equip my children for a productive life of service. After 18 years of searching and trying one method after another, our family has been so blessed to find truth in learning. I also apply these principles to other areas of learning and what a difference we are all noticing in results of our endeavors.

Victoria, five yrs., is happy with her phonogram knowledge from Sections 1-4. She likes her bar graphs, self-evaluating, and staying on checkpoints.

Lydia, eight yrs., and Cary, eleven yrs., do their English lessons together. It works just fine. They enjoy kinesthetic anchoring, Base Boss games and Poet's Privilege.

Wilford, 12 yrs., is happy and satisfied in his writing and is reading a lot.

I am so thankful to be using a method that truly works. Thank you for all your dedication in writing this to be parent-friendly and affordable.

Sincerely,

Jenny C., UT

Dear Sharon,

Enclosed please find Section 5 final tests and records for both Jacob and Rachel. We completed section five on July 30, 2008. I apologize for mailing them late as we had our summer vacation just after the test date and have all been fighting sickness since our return.

I have also included my last three teacher report cards. I have done well with scoring and filing tests in a timely manner, but have not gotten them to you in the mail as soon as I should have. Nevertheless, here they are.

This school year we made a major switch in our English curriculum in implementing the Madsen Method. Honestly, it has been the hardest and most rewarding thing we have done in our home school thus far. Our son Jacob (age 9) and daughter Rachel (age 7) had been using other programs in past school years and we were not happy with their progress. Particularly, for Jacob, who was struggling so much with spelling and writing. When my husband and I found the Madsen Method we were given such hope! We knew that the Lord had directed our steps in finding this English program.

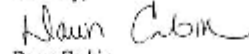
As we began with Section 1, I found it a challenge to switch gears and think differently. I spent hours reading and pouring over the curriculum to understand how to teach it. As I educated myself, I began to see how much sense it all made! In my flesh I didn't want to spend weeks teaching the learning position, features of a sheet of manuscript paper, lines, parts of circle, etc. My son was a third grader and I wanted to get to words, sentences and writing paragraphs like all the other kids his age.... BUT....I knew I had to lay a solid foundation for future success. So, everyday I reminded myself to think "long term", to be patient, to not compare our home school to those around us, to focus on each tool they were adding to their tool box and celebrate how proficient their "team" was becoming.

My children are very different from one another, as most children are. My son Jacob is very bright and active, but may be considered "a struggling learner" by some. He wasn't succeeding with any other English program. He got frustrated easily and couldn't retain his lessons. Rachel, on the other hand, has great visual and auditory acuity. She is always trying to learn new things, with or without me.

My husband and I purchased the program for Jacob and knew it would be "fine" for Rachel. To my great surprise as we dove in I realized she needed this program just as much as he did! She no longer could zoom ahead, do her own thing, and rely on her visual gifting (making many silly mistakes as she did so). She now had to stop and think! At first she appeared frustrated by this, but as the weeks went by she fell into pace and seemed secure in our program. Jacob was growing in confidence as he was gaining tools in systematic way which gave him success. He was pleased with his work and always wanted to start his school day with English. What a beautiful thing to watch.

Many thanks Sharon for this wonderful program! It most definitely requires more dedication than many other programs I have seen and tried, but it is SO worth it! It has given us hope that we will be able to educate our children well and prepare them for a bright future.

Sincerely,



Dawn Corbin

P.S. It has also been a blessing for me to learn English as I have many gaps in my English education :)

January 10, 2009

Hello Sharon,

This week has been a great start getting "back to school". The kids and I started Section 8, and "I" love it. (I'm not sure THEY would admit it, but how can anyone deny the great advancements they're making academically when they can easily spell all these formally confusing words, i.e. "fraud" because they KNOW exactly which phonogram to use--not because they memorized it for a spelling test???) Anyways, as always, I'm enjoying the beauty of the approach and the sequence of the material.

For Gracie today, it was time to hold our first Word Auction. Liam and Keri joined us. Here, too, I saw the language benefits--the pre-writing skills benefits--of their having to think of interesting sentences in order to purchase the word. I was impressed with their attempts. The game-winning sentence went to Gracie: The word was "a". Each child wanted to bid on it. Gracie's sentence was, "When "a" bird hit the window, I was "a"-stonished!" We laughed so hard...I didn't have the other kids bid. I just declared her the winner. :) In truth, she HAD purchased the most cards, because the majority of her bids were remarkably well-spoken. Smile...

Well, thanks again for writing this personal note. Yes, we did enjoy the Bear Orchestra--thank you! I'm hoping to soon spend more time digesting the Teaching E-mails. Thanks for those, too.

Lots of love,

Kate

Hello Sharon

Good to hear from you. Your husband included the *Listen in Library* CDs with my Part Two. I have already listened to them and passed them on. Thank you so much for sharing that info. I loved the idea of each kid acting out her "TEAM." We did that this morning (picture below) and already I see a difference. Now, the TEAM's work is not just something mom makes them do. Instead, each is seeing the TEAM as hers, therefore her responsibility.



I did not realize how much I was letting "vision" bully my oldest. She has had trouble with the reversing of d and b, etc. I have just let her fix it without saying it because I didn't want her to get too frustrated, bored, etc. I see now why it is still a problem. Your CDs really helped reinforce the value of the "TEAM," and the simple fact of knowing when the team is working correctly because saying always comes first.

I guess the concept is so new, it didn't all sink in the first time...so it was great to hear you explain it all. Also, the "freeze" idea is great and I am incorporating that immediately. I now have a much better understanding of when to stop (before the mistake is made) and how to proceed from there so that it will "stick" (with the TEAM, of course) the correct way. Very encouraging.

We are not quite to Part Two yet, but I have been looking through it and am very excited. It looks like we will learn so much valuable info that I never knew!

Thanks so much for your hard work and time in putting this all together.

Sincerely,

Corrie

Hello Sharon and Joe,

First I want to tell you how much I love the Madsen Method. My son is 10 and has been diagnosed with Sensory Processing Disorder and until he was treated last year with listening therapy combined with OT he was unable to read. We were told that he would not have been able to read or have a good memory without the intervention. I suppose that is true as I had tried nearly EVERY phonics and reading program I could find (we homeschool) and both of us were so frustrated and discouraged.

After the treatment (and ongoing listening therapy here at home) and then this year using the Madsen Method he has come SO far. Now that his brain can hear the sounds and we have learned to use all 4 members of his team he is slowly catching up and his memory is so much better. We are both celebrating his successes!

I know that if the Lord had not brought Sharon's method into our lives and school we would still be struggling along at a very slow rate. If you are wondering how our gracious God did that - it was through a good friend whose son also was not reading who has been using your material for several years. We were comparing notes about our boys one day at Target and she told me about your curriculum and loaned me the CD recorded in OK. I looked over her material and promptly ordered it for myself.

Again, thank you for working so hard to make this wonderful program available to the kids in this generation to make learning so smooth and integrated.

Now for the reason for my note. We have been learning the circle phonograms and I noticed (although I can't find the exact page now) that there was a DVD mentioned that showed learning these phonograms and how to correctly say them and teach them. I looked through the box containing all the materials and templates but did not find a DVD.

Is the DVD available? I would love to have it to review as we learn the phonograms and continue through the material.

Thank you.  
Sincerely,  
Patti Waddell

In 1988 Line & Precept Education Foundation's research found that our forefathers, when teaching, required the use of motion [doing] along with the other three neurological learning avenues. Since then The Madsen Method® has scripted this evidence-based "**kinesthetic anchoring**" requirement throughout its complete language arts program. "Doing" is represented by the pencil in the drawing below and is one of four neurological learning avenues every student possesses: **speaking goes first, connected immediately to hearing, doing and seeing.**

Remember, when all four members of a student's neurological TEAM are working together, the student is learning optimally. Gesturing is only one of four!

Just more evidence to help you understand the reason we teach the way we do! **Go TEAM!**

**English for Life® – The Madsen Method®** [www.readspell.com](http://www.readspell.com) – [info@madsenmethod.com](mailto:info@madsenmethod.com)  
50 Maggie Hill Road, Clancy, MT 59634  
1-800-640-3607



**Sent:** Wednesday, June 04, 2008 10:05 AM  
**Subject:** Madsen Method Musings from Julie

Hello to Carol, Lori, Patti, Angela, Kathy, and Kate! I hope you ladies don't mind that I'm sending my reply to Tracey to you. I would love for you to read my reply and add your comments, if you feel they're needed. I'm convinced that the Madsen Method is right for our family, and we're committed to completing the entire program. Still, I have days when I could use a little encouragement from families who are a few steps ahead of us!

"Tracey, thanks for sharing about your sons. When I read their ages, my first thought was that they would not want to begin with drawing lines and circles. But when I read that they love one another and are willing to help each other AND that your husband is enthusiastic about the family project as well, I had a second thought. They may find some of the foundational work to be tedious, and they may even think it's unnecessary, but if they are able to approach it with the attitude of enjoying a family project that will have great benefits for all, they will all be able to stick with you!

"We began using the Madsen Method in September 2006. My daughters were then 12, 11, almost 10, and 8 1/2. My son was almost 5. My girls were--and still are--avid readers and were testing well on SATs. They were winning spelling bees and writing beautiful articles for our homeschool group's student newsletter. I had taught them all without ever buying any English/Language Arts curriculum. The Lord had impressed my husband and me with a desire to teach them from real books and to give them real reasons for learning. Without having the benefit of Sharon's research and her teaching material, we had been led to similar methods. I thought we were doing very well, and I'm still thankful for the good start we had without spending any money on curriculum!

"We met Joe and Sharon at the CHEF of Alabama Homeschool Convention in June 2006. I attended Sharon's workshop on neurological learning. I said to her, "I believe we've incorporated a lot of what this already. If I had known about you five years ago, I would have been interested. With my oldest children approaching junior high school, I just don't feel that we need to start over." I don't remember exactly what she said in reply, but she didn't put any pressure on me at all.

"After we had been home a few days, I sent her an e-mail to ask a question about a comment she had made about copy work. She replied, and we had a very enlightening (for me!) e-mail exchange over several days about learning, etc. After prayerfully considering what I had heard in her workshop and what I read in the articles on her website, we decided to give the Madsen Method a try. I realized that although the girls were doing well, most of them had "gaps" that the MM seemed to be able to address.

"When we began, none of us liked it! (I'm being very honest here; I hope that's OK!!) I am not a "teach-by-a-script" teacher, and it was a hard adjustment for me at first. My oldest daughter has always had attention and focus challenges. She is very bright but prefers to work at her own pace--or to dawdle and not work at all! She resented the structure of the Madsen Method. My third daughter would surely have been diagnosed with an auditory processing disorder if we had had her tested. She has made tremendous progress over the years, but that is a story for another e-mail! She struggled with MM at first because it was difficult to remember what I had said and difficult to say it again. My fourth daughter just plain didn't want to do it! Her handwriting

was already beautiful, and she saw no reason to learn to write all over. She was not a good speller but didn't want to admit it. My son was willing, but he was young and unable to keep up with us. If all attitudes had been what they should have been, we could easily have adjusted to his pace, but we had many issues to resolve yet! After a few weeks, I decided to work with him separately so that the girls could move on at a more comfortable pace.

"I've just painted you a very bleak picture of our beginning! I hope I'm not rambling too much for you to want to stick with me!

"You may have noticed that I didn't mention my second daughter in the paragraph above. If it had not been for her, I probably would have abandoned the Madsen Method in the first six months of struggling with the others! She already had beautiful handwriting, was a good reader, spelled proficiently, and was writing well. Even though she didn't understand at first why we were trying this new method, she responded delightfully. It was kind of a game to her to get into her learning position and to listen and recite. She really liked it! She kept me going! Eventually, I realized that all four girls were benefiting in different ways, and it became easier to persevere.

"When Sharon asked me to consider corresponding with you about the Madsen Method, I wasn't sure that I should. We had had such a rough start, and I still had my own reservations. I shared the request with my daughters and we had a very interesting conversation. To my surprise and delight, all four of them said that they were glad we were still doing the Madsen Method! Each one admitted that she had learned things she hadn't known before. Each one recognized that the method was helping in ways other than handwriting and spelling. I was so thankful! Then and there, I decided that I would answer Sharon's request affirmatively.

"So, you may ask, why ARE you still going on with the Madsen Method? I'll tell you the reasons one person at a time.

"Mom: I'm becoming a better teacher. I'm better able to articulate instructions, and I never forget to have them repeat or recite anything they're learning. I think I'm even a better piano teacher than I was before. All my students now point to new notes, rhythms, etc. with their instructional fingers, and they all recite new information aloud. I have learned to help each child use his whole neurological team!

"Laura, now almost 14, told me today that when she's doing the Madsen Method, she feels like her brain is working as it should and she's better able to focus. Her attention problems are practically eliminated, and she is doing very well across the board. Math is her worst subject, but she says that learning to "say as you do" and understanding how her brain works has helped her even in math.

"Megan, now almost 13, has especially enjoyed the spelling rules and observations we've been learning in Part Two. She's always been a good speller, but the MM approach teaches one **how** to spell--not just how to memorize vocabulary words. She loves the Madsen Method so much that she reminds me often that she doesn't want me to sell my books when we're finished. She wants me to keep them for her to use with her own children some day!

“Olivia, now 11 1/2, has profited the most. I can almost see the areas of her brain coming together and becoming more of a team than I ever thought possible! She can remember instructions now. She almost never wears that puzzled expression that was so common for her a few years ago. She has almost no trouble with dictation now.

“Rebekah, now 10, has come a long way! She now admits that she has had trouble with spelling, and learning to discern the sounds of a word has been a huge help to her. The discipline of listening and watching a model and then repeating and reciting the information has been so good for her.

“Matthew, now 6, is really just now ready to begin, and he looks forward to doing the Madsen Method with Mommy when we begin his 1st grade work in the fall. He has absorbed quite a bit from being in and out of the room with his sisters. I expect him to flourish!

“Family: Working together has been so good for the girls and for me. We have to be patient with each other. I am committed to hearing each child recite every word. No one (even one with a bad attitude!) is being left behind. Everyone is learning.

“Seeing this growth in my family encourages me! The Madsen Method is filling in the gaps in our learning and is strengthening the foundation for more learning in the years to come. We are about to complete Section 6 in Part Two. I have to admit that we are all eager to get beyond the foundational material and on to what we perceive to be the "meat." We realize now, though, that all the activities (even the ones that seem tedious) have benefits, and we are ALL committed to working through the entire program.

“If anyone is farther down the road than we are and has any encouraging words for us, we would love to hear from you!

“I'll be praying for you, as you make decisions for your children in the days to come.

“Blessings,

Melissa Smith.”

February 8, 2009

Dear Sharon,

Here is a picture of Anna who has received her 'Beginners Specialist Certificate' for Part One. She has started her set of Multi Letter Phonogram Quick Response Cards.



Once again, Thank YOU for your hard work in providing such a marvelous curriculum for us! I am very thankful for you and your husband.

My son Joshua is 5 and a half years old and we will start Part One in September of 2009. As we go through our day, I already use the Say & Do Method.

May Jesus Christ give you strength as you serve Him.

Sincerely, Regina Stamness

Dear Regina,

Tell Anna, Joe and I are so pleased with her hard work, and we're thinking of your work, too. I know how much eye-to-eye, face-to-face, spirit-to-spirit involvement it requires. God's Spirit helps us, enlightening and strengthening us; He supplies all our needs. A curriculum can't supply all our needs; God can and does; we trust Him! This way of teaching is so wonderful in many ways, as you have experienced; I imagine you have some good examples of how SAY & DO has helped your family learn in other situations, routine and otherwise. Joe and I always enjoy these "stories," should you wish to share them with us. (:>) Thank you for your prayers for us; oh, how we desire to obey the Spirit's from moment to moment. We're both feeling good and working hard. Around 600 families are using the script - lots of calls, lots of e-mails, lots of script-formatting, and lots of praying and trusting, and for Joe, lots of printing and mailing.

Blessings and Love to you,

Joe and (Anna) Sharon M.

A truthful witness saves lives." (Proverbs 14:25a)

[info@madsenmethod.com](mailto:info@madsenmethod.com) 800-640-3607 [www.madsenmethod.com](http://www.madsenmethod.com)

**Sent:** Tuesday, May 13, 2008 7:39 AM  
**Subject:** Re: Ages of Your Children

Dear Mrs. Madsen,

At the time we finished the tests, Ben was 13, Becky was 12, and Jonathan was 9.

Jonathan was the main reason I started searching for a different Language Arts program. He has many of the "symptoms" of dyslexia and fits the mold for a "right-brain learner." (Knowing that I am very right-brained and that I have accused Dad of being dyslexic for the last 25 years, this comes as no surprise.) Last year, I was checking out the list of exhibitors for the homeschool convention in Cincinnati and stumbled upon your program. I knew from the information on the website that this would work because the method used is so similar to the piano method that I teach and I know how well it works. That is why I have 60 piano students and many on a waiting list - I could have 200 students if I could somehow make room for that many! Once people experience Simply Music they don't want to learn any other way.

Jonathan doesn't enjoy language arts. He is a very talented, natural athlete which is evident even at just 9 years old and I suspect he will be a talented musician - he is begging for drums and he listens to music and sings all the time. He likes to be doing something with someone all the time. Imagine my surprise last week when he told me he was going to read "The Hobbit." That is amazing after 1 year and 1 level of the Madsen Method.

Becky devours books. Before she could read, she would memorize all of her favorite books and "read" them to herself. I can't keep enough books for her to read. She enjoys creative writing, but she has always had a difficult time with spelling, punctuation, and other aspects of proper writing. She is a very visual learner and can only spell words if she has seen them frequently enough to picture them. She often says that the word doesn't look right, but she doesn't remember how to spell it. This is one reason why the Madsen Method is important for her.

Ben is totally different from the rest of us. He loves math - he can't wait to get to Calculus because he thinks it will be fun. He is very detailed and analytical. He has said for years that he wants to be a sports broadcaster. The only problem with that plan is that he has always struggled with language arts and he doesn't quite understand that broadcasting falls under the broader category of journalism and his English skills need to be extremely strong to pursue a career in broadcasting. Although he can talk non-stop for hours, don't ask him to put anything on paper. I tried many of the favorite programs of homeschoolers, but neither of us liked them and he was always in tears. Spelling has always been an issue and he still can't remember the difference between a noun and a verb. Although he wrote extremely well when he was younger, his handwriting had become illegible to everyone except himself. He admits that he has learned some things from the Madsen Method and we don't have tears anymore.

As a teacher, I find myself thinking about how I can apply the methods used in the Madsen Method and Simply Music with other subject matter. With a little thought, I can come up with ways of applying the same methods to anything we are learning.

I can't wait to get started with Level 2. I plan on starting next week, after I get through a piano recital on Sunday.

Thanks for such a wonderful program!

Jan Davis

[info@madsenmethod.com](mailto:info@madsenmethod.com) 800-640-3607 [www.madsenmethod.com](http://www.madsenmethod.com)

Sent: Wednesday, May 07, 2008 12:03 PM  
Subject: Re: The Madsen Method

Dear Mr. Madsen,

Thank you for your kind answer. My boys do not always love this program but they are excelling with it. Their handwriting is amazing, considering they both have "fine motor skill problems". Their occupational therapist is always amazed at their lovely handwriting. They are also confident in their spelling skills at this point. The best part is they are excited to learn to read.

I am sure they will love the next part of your program as they will gain the skills they need to attack many new words. The other area they are doing well in is with the direction of their letters. Both of my sons are no longer writing their 3's, 5's, or p's, backwards. They still occasionally need reminders to check their b's and d's but they know how to check them and correct them themselves!

Thank you for your commitment to helping our children learn language arts skills. I am excited for the day they thank you personally. God bless your convention circuit. Please give my greetings to your wife. I had such a nice talk with her last Christmas time.

Thanking God for your gifts and kindnesses,

Teri Pabst

[info@madsenmethod.com](mailto:info@madsenmethod.com) 800-640-3607 [www.madsenmethod.com](http://www.madsenmethod.com)

Joe and Sharon,

Here is Rachael's graduation picture. Thank you for the New Year e-mail. God Bless You!

Jennifer Day



Dear Joe and Sharon,

I can feel my confidence building with each lesson. I have even begun using full-spectrum NRI in other areas of our everyday activities (i.e. teaching my children how to do laundry, make beds, clean dishes—to name a few). We are so impressed by how quickly and thoroughly our daughter is learning her lessons.

I can't thank you enough for the many years of hard work you have dedicated to this high-quality product. The tools I am learning now will help me guide my children throughout their lives.

Sincere Appreciation,  
January Batten



**From:** Carol Wells

**Date:** Friday, September 21, 2007 11:47 AM

**To:** Madsen Method

**Subject:** Re: Your Wonderful Method

Hello Sharon!

I just wanted to touch base to let you know we're still here. The Lord is teaching me that "less is more" this year. I have my hands full providing for my family and teaching the girls. :-)

We are REALLY loving Part Two of The Madsen Method. I am encouraging my friends to hang on through Part One. Some of my friends get impatient at the slow methodical pace of Part One. I see the wisdom in this. We now are enjoying the fruits of the firm foundation we gained through Part One!

I hope all is well for your family. I think of you often.

Carol W.

Hi Joe and Sharon,

I wanted to share with you my 8-year-old's latest invention. It's a plane that shoots the letter e whenever you need one!

Here's a picture.



He filled it with 8 mini foam e's and whenever we need a speechless e he says: "Speechless e team!" {Insert sound effect of e being dropped.} "Yay, Speechless e team saves the day!"

We also thoroughly enjoyed making the aircraft carrier chart.

Thought you might get a kick out of it.

Ann

August 10, 2008

Sharon & Joe -

I don't know if you'd remember me or not -- I'm the redhead you met at the Cincinnati Homeschool convention. My husband and I talked to you in the exhibitor hall pretty extensively about your curriculum, and I expressed my concern over worksheets and the fact that Joshua was "tracing dots" instead of learning how to write.

I'm happy to report that Joshua is performing leaps and bounds ahead of where he was. We stopped everything and only focused on your curriculum for about a month; I didn't want him to continue writing numbers until he had learned how to write them correctly, so I even stopped math. His fifth birthday is 2 1/2 months away, and his handwriting is amazing. My husband even commented that it is as nice as his!

Next week we venture into new territory - Joshua moves into introductory spelling. I'm excited about it (although I'll admit to being a little nervous!), and most days Joshua tells me how excited he is about learning to read all by himself. : )

Many thanks for your time at the convention and for your program. God had made me VERY uncomfortable with what I was using, and for good reason....He knew there was something better for Joshua!!

In Christ,  
Amy Siderits & James & Joshua

**To:** [Madsen Method](#)

**Sent:** Wednesday, September 10, 2008 2:47 PM

**Subject:** Re: The two attachments I promised you

Thank you Sharon, for your call the other day.

Today I went back in lessons and am now working with the "team" of animals who can't hear. My more experienced writer, Shekinah, who really just wants to be independent because she thinks she knows how to write, is talking to her monkey now instead of just writing by visual methods. It's a challenge with her, but I think the animal team will help. Each animal has a label from the neurological team now. I also had the girls writing on their chalk board.

AnaLee, an ESL student and one who needs OT, didn't like the chalkboard because the chalk was too small and the chalk didn't move well for her. Yes, she needs OT and the chalk writing will help, along with saying the directions over and over and over. AnaLee, after the summer of practicing, can now write her numerals more legibly. Thank you.

I just sent a photo of the two girls in a different e-mail.

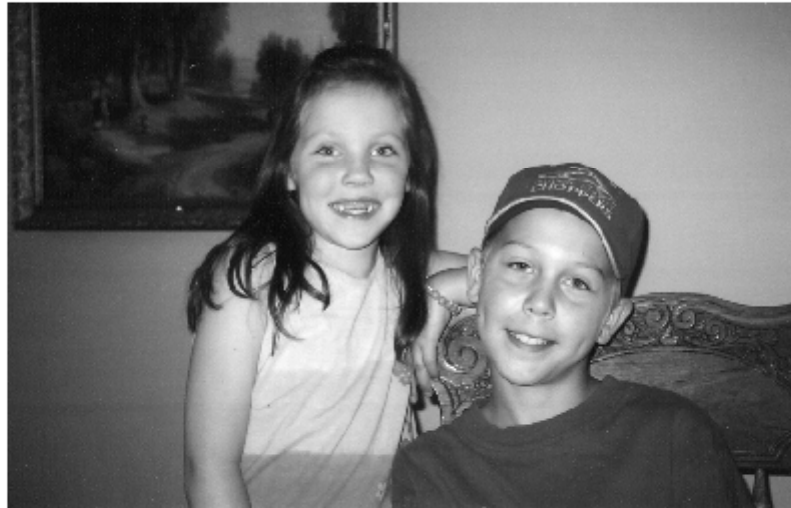
Take care, enjoy the Fall.

Val Palmer

**Teaching My Children Together**  
**Using the Back-up System of Learning**  
**Is Making a Huge Difference in How Fast They Learn**  
**and How Well They Learn!**

"The *Back-up System of Learning* that is employed by The Madsen Method remedied the distraction issue for one of my children that had been labeled ADHD. Also, as an added bonus, this Method put my children and me into an instant respectful teacher-student relationship. There are no holes! I am done shopping for a Language Arts Curriculum and have great confidence Elizabeth (age 7) and Matthew (age 11)—(who I teach together...another bonus we experience by using this program)—will be proficient when they complete it. My mind has been put at ease. I cannot tell what a thrill and a blessing it is to the children and me that we are interacting with the author of our Language Arts Curriculum. Completing the bar graphs and report cards is a GREAT part of this curriculum. It shows us all our progress and rewards our efforts. We especially love the bar graphs! They mark completion and give a sense of 'I did it,' with my kids' grades right there in front of them. And with the filing afterward, it gives them ownership and responsibility."

Kim G.—*Lindstrom, MN*



"The Madsen Method is working wonderfully with my 7 year old and 13 year old. I am in awe of the program."

*Tam M.—ND*

"Jacob and I are enjoying learning multi-letter phonograms."

*Sharon N.—MN*

I have to laugh. We are just starting Section 2 in Spiral 1 and it says to go back and re-read. I REALLY did not want to do this, but I did because you told me to. I am learning a lot! It's 'clicking' now that I've used the program a little bit."

*Libby O.—ID*

"We'll be starting again with your program next week. Mikayla is anxious to get back to 'the fun Madsen Method!' Yes, that's a direct quote!"

*Della R.—ND*

I have a question. I am planning to start Section 4 on Monday, but don't quite understand what to call the Phonograms. For example, for the **a**, do I say all three sounds each time I see **a**<sup>3</sup>? I will wait to hear from you before I teach this lesson, so I can do it correctly! I had an "aha" moment. I was thinking about having Erin go through Sections 4 & 5 on her own and thinking maybe I should do that too. (Then) I realized that I would be doing it as I teach it. So, **the teachers of your program are getting their remediation too!** How exciting!

*Libby O.—ID*

I am excited to get your product...trusting that my children will be able to know what they need to succeed in the language arts. I know that so many companies try to convince us that their product is best. I won't forget what you said Sharon, when I talked to you at your booth in Minot. You have to answer to God, knowing that, you have to know that your method works in order to promote it. There aren't many who would say that. I look forward to helping my children learn. Thank you.

*C. Young—ND*

"At first, I thought we were going too slow. But with a smile on my face, I told Jeremiah, 'This is how we are learning to read.' Now, Jeremiah knows his charts; his memory is better; he listens better; this carries over to other areas; his writing is better; and I'm getting to be a better reader."

*Annette B.—WY*

"There is a light at the end of the tunnel. Yesterday Jacob took the Wide Range reading Test. I reminded him to use the rules he had learned with speechless e. He correctly read 84 words (I had to go through the dictionary prior [to the test] to make sure I knew how to pronounce the word[s]). He was thrilled and said that finally English for Life® helped him. YES!"

*Sharon N.—MN*

"(The Madsen Method®) gets easier to use with every section because I, as the teacher, am learning the rhythms and patterns along with the student. Our schooling sessions are starting to run like a well-oiled machine. I want to tell you again how (my children) love the 'make your own calendar' project. It is really helping them get a grasp of the days of the week and the concept of how long a month is. My children's day is not 'right' until they have said and written the date. They are also able to look forward to 'special' days, like birthdays and holidays, with a real sense of anticipation. We would absolutely encourage everyone to make the calendars and make it a daily ritual."

*Ruth W.—MT*

"These are some things that helped me in working The Madsen Method® with an older student. When we had completed a few lessons and my daughter started disliking it, I realized this program was not going to work for us if I was not committed to it, that I was not going to be able to overcome her attitude until I was committed to making it work. I've already noticed progress in my daughter's performance. Overnight (one night), her writing improved drastically. This was after learning all the checkpoints and numbers but before writing a single letter. Also she finally makes spaces between her words. She really remembers what she has learned using this method. She used to forget her spelling words after we studied them, but she is even remembering the spelling words we've studied this way. She used to complain that she was 'starting all over'. I see "learning it all over' is not the same as 'learning it right'. She still doesn't 'like' the program, but I have pointed out her progress to her and she does see it and sort of grudgingly admits it is working for her." *Libby O.—ID*

"I can already notice a change in my daughter's handwriting and it has led me to practice my own. Amazing how that works, isn't it? We also are really working on our phonetic sounds—making them crisp and clear. Sometimes I feel like we're moving backwards because Mikayla has been writing and reading for years already. But we're learning to do it the 'right' way now and are filling in any holes I missed with her before and that makes it all worth it. She doesn't mind going over stuff she already thinks she knows as there have been a few surprises along the way and she realizes she DOES have things to learn yet! One of the great things is that she is learning to listen to directions in MY order, not her own. Her tendency is to second-guess and jump ahead and I've noticed a change in that for the better. Her listening skills are improving, so we're moving in the right direction and finding things that need improvement. And the best part is that your program gives us the tools to do that! We are so blessed to have met you and to be able to use these materials."

*Della R.—ND*

Life here is as busy as always. Our home schooling is going great. My Jonathan (who is 10) and I danced for happiness this week when he was able to write a little report about mammals with almost no spelling mistakes. He is saying that he really likes your curriculum. He loves to write now and his reading is improving also. Thanks!!!!!!!!!!!!!!!!!!!!!!

*Dora T.—ND*

My daughter has taken to telling me what mothers I need to talk to because their kids are bad spellers!

*Libby O.—ID*

Section 1 is difficult saying and doing for a 5-yr old. **She loves the Backup System of Learning and recites it again and again.**

*Kayla B.—WY*

I really enjoy and **appreciate your e-mails and the packet of additional information and CD's.** Thank you so much for your hard work and dedication.

*Mary Anne B.—OK*

It seems to really bother my son if I don't speak as usual. It works much better to let him repeat more or less by himself, as you suggested in one of the latest insights. It works better to let him volunteer than to solicit his help. I cannot call this process easy. Incorporating updates and learning to teach this way is hard. I think current and future updates will make this good material easier to use for new teachers with challenging students.

*Kim K.—MN*

I needed more instruction ahead of time for the "whys" of the way you ask us to do the tasks. For example, the changing of the pencil grip threw me for a while until I found the Appendix Note on it. We then looked for people who wrote with your grip and had them demonstrate. This helped my **10-yr old** greatly. She is **dyslexic and dysgraphic**. I hope this program combined with the

Davis Method will help her. I also was confused on the scoring. At first I thought it was all or nothing for both charts, even though you continued to script "calculate the score." I then figured it out. I guess more explicit directions would help. **I can hear you saying: "How can we be more explicit? We showed charts, etc." Incredulous at my stupidity? Oh, well. 2 degrees and above average IQ and I was confused.**

*Wendy C.—CO*

The more I use it, the easier it gets!

*Barb H.—MN*

I found the Part Two of how to hold the pencil a bit difficult. It is such a **new way of holding a pencil and on small fingers it seemed a challenge** to position the pencil right above the second knuckle. It seemed like it was closer to the third knuckle. The **pencil grip did help**. It may have been **helpful to have more full view pictures** to gain a better perspective of how the pencil is to look and to see it in a primary student's hand as well. Also, I would like **more direction on the #1 test, pg 165. Are you looking for the child to repeat word for forward the steps in the book or to rehearse in their own words?** If you have to help them rehearse the script, do you need to practice until they can repeat it word for word? I was unsure my daughter passed or not because **she was unable to rehearse the script without assistance**. We did review it until I felt sure she had a better understanding of it but I am not even sure I could repeat all the scripts word for word if I had to.

Things are going great. When Sienna knows she has done a good job, she has even asked to call you to tell you how good of a student she is. She wants you to know she can say and do beautifully. She really feels like she knows you since I always tell her your messages to her after our phone calls. She has some trouble eyeballing spaces. She knows the definition of a "space" and "close." But even with laying her pencil down to measure it, she would put her pencil upright and move too far ahead again. I had her use a say and do "move a space ahead" and mark a small dot, then lay her pencil down and measure the space. It seems to have helped her ability to judge the distance of a space, but she still doesn't do this (well).

*Rachael H.—MO*

I think the most difficult part of administering the Madsen Method is conforming my writing to the Madsen way, so I will set a good example. I noticed **after I taught Mary** her numbers and we had moved onto the circle letter phonograms, **she was once again reversing her numbers**. So after Christmas break, **I reviewed number formation** and she now does a simple math page each day to practice her numbers. **I've also slowed my instruction down and will work on reviewing her circle letter phonograms and words on a more consistent basis.**

*Liz H.—ID*

Hi Sharon and Joe! We're starting to get the hang of the Madsen Method. On this Report Card I wanted to make an observation. I wished some of the Appendix Notes were at the front of the chapters rather than the ends. For example, I found the **"first sheet" story** at the end of Section 2, by accident. I realized it would really help to explain about the special "duty" of our sheet of paper as we started rather than at the end. I read the story to my girls and they're looking forward to their "filled up" sheets of manuscript paper. We'll keep you posted—and thanks again for this program!

*Ann K.—FL*

**Dear Sharon and Joe, I just wanted to drop a quick note to say "Thanks!" Today, my son completed Section 1 of Part 1 of the Madsen Method. He is 5 years old and was doing a small amount of writing before we began your program.** Since using your program, his handwriting has already improved (I give credit to the Learning Position and How to Hold a Pencil). I was not too fond of the bar graphs when I first purchased the program, but my son loves

them. They really motivate him. **He is so excited to begin Section 2. It's late and I need to get to sleep...but I just wanted to let you know, so far so good! Thanks Again!**

*Jennifer M.—MN*

Thanks for taking the time to talk with me on the phone. Nathaniel did not do well on the Section 2 Test. He missed 6 out of the 14. His problems are discipline and not attention. He could form letters reasonably well, even before we started the program. I have decided to continue with Section 3. Do you think that is OK?

*Lori M.—WY*

The Madsen Method got easier to use once "I" got it and practiced.

*Tracey N.—MN*

Hi Sharon, We have another child in my home. She is in second grade and is starting your program. so far she likes it—however she will yawn 10+ times each class...maybe her body is in shock when in the learning position. Thanks for everything and God bless.

*Sharon N.—MN*

Caitlin and I are both improving daily!

*Libby O.—ID*

Matthew's Progress and Part Two Hi! I wanted to update you on Matthew's progress this year. He is almost done with Section 6 and has made great improvements in his reading and spelling. He has gained almost a year in his reading skills. While this doesn't sound like much of an increase in a year's time, he had not been making ANY progress for the last several years. Your program has jump-started his learning again and he is acquiring skills without a painful "homework, busywork" effort. He enjoys English for the first time. So, thank you! Thank you for your efforts and your caring attitude towards your customers and students. May God continue to richly bless your efforts.

*Kathy R.—FL*

I've been thinking about you a lot lately. I got the results back for the portion of the CPA exam I took and I passed! I studied using all of my senses. Your neurological learning approach applies to everything that a person could study!

It sounds like you're making some great progress. Having a good foundation in English is important and your approach teaches students how to learn, which will help them in anything they decide to do. Keep up the good work!

*Shauna R.—NV*

I rate Section 1 of the Madsen Method always easy to use including the calls I made to Mr. and Mrs. Madsen for questions I had.

*Suzanne R.—AZ*

Page 79-80 is missing from my script **but I knew what to say** by revising the description of the next circle.

*Kelly S.—MN*

I took my son and niece through Section 1 during the summer because they were showing interest. Since I wasn't sure whether I would have both of them for further instruction I did not fill out the Report Card until now. They are both doing quiet well. I have noticed that **when I introduce the pencil hold, I need to modify the word picture for each different student. For some, the idea of holding the pencil "like a feather" produces the correct result but for others it gives them the idea that they can't have any control.** I work with each student to find a word picture that he or she understands. Then each can recite his own Pepper Point about

it. It's been frustrating because he doesn't want to do the telling/describing part but i think we'll get it.

*Teresa S.—MO*

We are having a little trouble getting started. First of all, my girls are 4 1/2 and 5 (almost 6). My older girl is already reading. **I really want to use your program because I believe that you are correct in using all the senses to teach**, but it's a little unrealistic to make 4 and 5 year olds repeat sentences like "Yes! How I sit helps sensitive nerves transport information to my brain so it is clearly registered and easily remembered." **Do I need to paraphrase that, or what am I supposed to do?**

*Tamera S.—ND*

Hurray! We finished the first Spiral!

*Vicki W.—MN*

If a student has **trouble leaving his pencil alone** when it should be resting in its holder, what would you recommend? I have considered removing the pencil holder and pencil from the table and only handing the pencil to Morgan when needed, but I did not know if this would interfere with his own neurological command and response process. As of now, I just gently encourage him to only fetch his pencil when his words tell him to and am using Pepper Points as a reminder. He is only just 5 and is doing well in the other areas. **He really loves using checkpoints!**

*Ruth W.—MT*

Hello again, Sharon. I hope it was clear in the last email that [your program] already [has] ALL of the necessary components parents are looking for! In fact, the guarantee is virtually unheard of in any other program! The Madsen Method itself is so sensible and effective that if people have time to really look at it, most of them will want to use it.

*Carol W.—MO*

Thank you for Section 3. **We were totally at the end of our rope with reversals of numbers and had almost given up.** When we talked about the circle being a clock as in 10:00, 2:00 that was confusing and she lost what number to draw. So, we just drew **the circle with four dots** and **she was able to get which side to start each number at.** She then realized that 5, 6 and 9 all start on the right, the rest on the left, just like reading. So, a big thank you for showing us this method. It is working and has been a blessing.

**English number formation got lost over the summer...**we backed up to them in Section 4...now they are much better and we are not using a ruler to compare the numbers. They are coming natural! **Thank you for the circle idea! Amanda loves the baseball game and asks to play it almost every day.** We will use it a lot in Section 5. Thanks again!

My student is doing great and is enjoying spelling. Learning **the sounds of the letters has really helped in spelling.** I'm **not real sure that it is transferring into her reading.** When she is reading just the word on the cards, she is using the sounds to get the words if she is stuck. But when reading a book, she is not realizing that you can use sounds to get the words. I have stopped her on these words and gone through each sound with her using the 7-steps to spelling. Any other suggestions?

*Alice Y.—MN*