

Training for Triumph E-Newsletter
Issue 003
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1. Training for Triumph Events and Announcements

*Institute in Basic Life Principles (IBLP) materials now available from TFT

Training for Triumph (TFT) is now offering IBLP materials through our catalog, phone orders, and at conventions. We are carrying mostly character materials that will nicely supplement anyone's homeschool curriculum, but especially those using our language arts programs---Character Quality Language Arts and Wisdom Booklet Language Arts. (Watch future e-catalogs and e-newsletters for product reviews and descriptions, or feel free to call with specific questions.)

*Training for Triumph's Second Semester Cottage Classes Announced

Training for Triumph is announcing its second semester class offerings for the Craigville location. Classes will begin in January and will run most of the second semester (sixteen total weeks). Students will be billed each month for four weeks. Parents are welcome to sit in on any of the classes, and siblings waiting for each other are welcome to work quietly in the learning center during each other's classes.

Times and days are tentatively listed with the class offerings, as are tentative class costs. Any classes may be added or deleted according to interest. A class of at least four students per course is needed in order to hold each class. Students who join any class are expected to attend the entire semester and will be billed whether they attend a week or not as make up information must be passed along in order to keep up with the class following any missed sessions. (Please do not take up a class space if you are unsure that you will be able to take part fully.)

Note: Joshua Reish, son of Ray and Donna, will be offering at least three classes during the second semester in some of his major areas of interest. Joshua will be obtaining a history degree from Thomas Edison University in January 2005 and looks forward to sharing his love of history and government, as well as his love of Shakespearean literature with homeschooled students.

American Government---Teacher: Joshua Reish; Tuesdays 4:00-5:30 (high school students and/or advanced junior high students): This class will focus on the basics of the American system of government, beginning with federalism and the three branches of government. We will examine the drafting of the Constitution and the Supreme Court's effect on its interpretation. We will also discuss the inner workings of government, such as how a bill becomes a law, what goes on in a committee room, and the power of party leadership. Weekly reading assignments and/or research assignments of up to two hours per week. \$7.00/week per student plus \$1.00/week copy fees and constitution guide book fee.

Shakespeare--Teacher: Joshua Reish; Tuesdays 5:30-7:00(high school students interested in various types of literature; may be used for one semester of English literature): When most people think of Shakespeare, the first thing that comes to mind is extreme boredom. But with plain explanations of the plays and sonnets, as well as fun class projects, some of the richest literature ever written can come alive. This class will try to meet those goals. Weekly reading assignments outside of class of up to two hours per week. \$7.00/week per student, plus \$1.00/week copy fees of the plays and summary handouts written by Joshua.

The History of Freedom--Teacher: Joshua Reish; Tuesdays 7:00-8:30 (high school students or upper level junior high students; may be used for a "world government" credit or one semester of "world history"): This class examines the origins of democracy beginning in Greece and Rome all the way

through the challenges of future democracies in Afghanistan and Iraq. Lessons will include (among many other lessons) the fight for religious freedom in the middle ages, the origins of American independence, the spread of democracy, and the struggle to end slavery in England and the United States. Limited outside work for this course. Much class discussion and lectures will take place. \$7.00/week per student.

Research Paper Writing--Teacher: Kayla Reish; Wednesdays 11:30-1:00 (tenth, eleventh, and twelfth grade students who have had basic composition and grammar experience): This class will teach the full-length MLA style research paper of fifteen to twenty pages with at least eight sources. Peer editing techniques will be taught and utilized as well as heavy editing by the teacher. Weekly research and writing assignments outside of class of two to three hours per week. \$7.00/week per student, plus \$1.00/week copy fees.

Junior High/High School Essay Class--Teacher: Donna Reish; Tuesdays 2:30-4:00 (6th, 7th, 8th, 9th, and 10th grade students are welcome to attend): This class will utilize Training for Triumph's newest curriculum--Meaningful Essays. During the sixteen week course, students will learn to write six to eight original essay types of six to twelve paragraphs each from outlining through final revisions. Grammar will be taught within the context of writing. Class size will be limited due to heavy in-class editing; peer editing techniques will be taught. Weekly assignments of three hours will be given. \$10.00/week per student, plus \$1.00 copy fees.

Guitar Lessons and Beginning Piano Lessons--Teacher: Cami Reish; Various days and times): Thirty minute lessons will be offered during the second semester in our Craigville home. \$6.00 per half hour lesson.

Elementary and Middle School Speech--Teachers: Cami and Kara Reish; Tuesdays 10:00-11:30; Ages eight through fourteen; students must be able to read and write: This gentle introduction to speech has been a big hit over the past two years! Students will learn outlining techniques, several types of speeches, dramatic skills, and more. Games, activities, and fun speeches will be used to teach basic communication skills in this class. \$4.00 per week per student, plus one \$5.00 book fee.

Contact us at Training for Triumph for more information: trainingfortrump@mchsi.com or 260-597-7415. Classes will be filled on a first-come, first-served basis. Our learning center is located in our garage between Ossian and Craigville, Indiana on state road 224.

*About Our E-Mail Address List

We are very new in the areas of publishing our own materials and speaking to homeschoolers outside of ATI. Thus, we have a small email list. If you have been sent something from us and would rather not, please either delete it, or email us asking to be removed from our list. If you receive duplicate emails, please be patient with us as we grow. ☺ Please consider helping us spread the news about Training for Triumph and our materials by forwarding our E-Catalog or one of our E-Newsletters onto a few people who might like our products or services.

2. Spotlight on Our Spelling Notebook

The *Spelling Notebook* was originally written for the Advanced Training Institute, to correlate with *Wisdom Booklet Language Arts* (the sister curriculum to CQLA). It is now available to non-ATI families through Training for Triumph—families who use CQLA or families who just desire a spelling categorization system.

I designed the *Spelling Notebook* after seeing and using Gayle Graham's *Tricks of the Trade*—another spelling categorization program similar to the *Spelling Notebook*. The *Spelling Notebook* contains ninety-six spelling rules taught in WBLA/CQLA in the same order in which a child might normally learn spelling rules. It has a complete Table of Contents in the front listing the rule and sample words for each page to help the teacher and/or student quickly find the page. In addition, each page of the *Spelling Notebook* has an explanation of the rule at the bottom in the form of “Teacher Tips.”

The *Spelling Notebook* can be used in a few different ways. First of all, it correlates with WBLA/CQLA. This means that each weekly spelling lesson in WBLA/CQLA tells the student to write his or her spelling words for that week in the correct column on the *Spelling Notebook* page(s) listed in that week's lesson.

Secondly, it may be used with any other spelling program to further cement spelling learning. When a student learns *igh* and *ight* words in a given week, he would turn to the *igh/ight* page of the *Spelling Notebook* and record his spelling words under the correct column. In this way, the student is constantly thinking about spelling patterns, categorizing words by their spelling commonalities, and grouping like words. With either of the first two methods of use, at the end of a student's many years of language arts, he will have the entire *Spelling Notebook* filled in with words following the ninety-six spelling rules. (And each year, as he adds new words to his notebook, he connects the new words to prior words he learned containing that rule.)

Lastly, I use the *Spelling Notebook* when I am teaching a child to read. He or she writes words under each column on each page as he learns each phonetic rule. The *Spelling Notebook* uses the word-family approach to teach spelling—which is the optimal way to learn to read, as well. Thus, the student learns all the short a families at one time--the *ad, ab, ack, am, an*, etc. This writing/reading connection (in a limited fashion for the reluctant writer or young boy) seems to work well to further cement phonics sounds learned for reading.

The *Spelling Notebook* is available from Training for Triumph for \$15.00. A student would only get one *Spelling Notebook* for several years of spelling learning since it covers all ninety-six rules. (If it stays in one piece, he could use the same one from when he learns to read in first grade all the way through twelfth grade, or whenever his spelling studies end.) When a student is in third grade, he will use the first portion of the book to record words he learns that year; later, he will use more and more of the *Spelling Notebook* as he learns more spelling rules and words.

3. Frequently Asked Questions About WBLA and CQLA

**What will my children do next year if they do Volume I of CQLA this year?*

CQLA will eventually entail three complete volumes for each level. Each volume (for all four levels) will have eight units with eight different character qualities, major focuses, etc. Each eight monthly units will be different than the ones from the other two volumes. Thus, if your students used Volume I this year, next year they will use Volume II at whatever levels they are ready for.

The key to understanding the volumes of CQLA is to be sure that you do two things: 1) Keep all of your students in the same volume, so everybody is studying the same character qualities, Scriptural principles, and major focuses at the same time; 2) Move your students into whatever level they are ready for, regardless of the volume they are using.

**What can I do about the three-punch holes ripping in my children's CQLA books?*

It is recommended that you just give your student one monthly unit of CQLA at a time to put in his binder. This way, he has enough space to add lined paper, research printed off the internet, and other work he does on additional paper. Also, the three-punch holes will not rip as much without all the tugging throughout the year.

Another idea is to have him keep paper hole reinforcements (little round stickers with holes in the middle) in his three-ring binder's pocket for the times that he pulls too hard or one of his holes tears accidentally. These are handy for repairing those tips.

4. Christmas in the Car

If your children are growing up as fast as ours are, and if you travel distances to church, piano lessons, grandparents, etc. as we do, you might want to try some of our "Christmas in the Car" tips. Basically, every year I see the holiday time slipping away from us. The girls are taking college classes; off to Spanish or piano; teaching their own guitar, language arts, and piano students; working at

their jobs; and more. Every time I think we're going to have a sing-along/reading time tonight, someone announces that she has a Spanish test tomorrow and has to study all evening! Thus, our "Christmas in the Car" time was born.

We spend a great deal of time in the vehicle each week—driving to lessons, church, grandparents, etc.---all forty-five minutes away from us minimum. Being the efficiency expert that I am (of sorts!), I began utilizing this time in the vehicle to keep some of our holiday traditions alive. Try some of our "Christmas in the Car" ideas—and keep those traditions going strong:

*Sing carols as you drive.

*Listen to Christmas radio dramas (Focus on the Family has good ones), Uncle Dan and Aunt Sue Christmas stories, Christmas books on tape, Adventures in Oddysey Christmas stories, etc. as you are driving.

*Sing your way through the Christmas story. Start with "Mary, Did You Know?" and move on to "Oh, Little Town of Bethlehem," then move onto anything having to do with the shepherds ("The First Noel," "Hark the Herald Angels Sing," "Angels We Have Heard on High"). Next move into the birth/after the birth with "Silent Night," "O Come All Ye Faithful," "Away in a Manger," and "We Three Kings." Lastly, sing of the joy of his arrival: "Joy to the World" and "I Heard the Bells on Christmas Day."

*Tell the Christmas story in one sentence increments as you go around the van, person-by-person. (This gets interesting with the little ones who might have them fleeing Herod's wrath before Jesus is even born!)

*If a passenger can read without being sick, you might read your way through a favorite (pictureless) holiday book. We enjoy reading *Cosmic Christmas* by Max Lucado and *The Birth* by Gene Edwards. Everyone looks forward to reading another chapter the next time we get in the van.

*Likewise, we read "devotional" type books about Christmas while we drive. This year, we are enjoying short chapters in the book *Stories Behind the Best-Loved Songs of Christmas* (see review). We have also enjoyed *Christmas Stories From the Heart*, *The Christmas Reader*, and more in years past.

*Use the driving time to memorize the Christmas story from the book of Luke. (We like to assign one verse to each person and go from person to person.)

*We enjoy memorizing all the verses from a certain Christmas song each year. In years past, we have memorized "Away in a Manger," "Twelve Days of Christmas," and "We Three Kings." We can still sing most of the verses today!

*Drive by Christmas lights on your evening travels.

- *Go through a drive-through or walk-through nativity while driving by one.
- *Deliver goodies to those in route.
- *Play “20 Questions Christmas-Style” or “Name That Christmas Tune.”
- *New game: A person picks three things about the Christmas story that are really true or just thought to be true (or embellished, such as the little drummer boy playing for Jesus), and the others try to guess which two things are really in the Bible and which one is not. This is eye-opening.
- *Sing whatever Christmas song you are reminded of by the decorations you see—stars, snowmen, angels, etc.
- *Make up your own humorous twelve days of Christmas song, with each person getting to add their own items to the list as you sing around the van.
- *Play the ABC Christmas game—“What I love about Christmas is A for angel, B for baby, C for candy, etc.” Go around and each person starts with A and tries to remember what was previously said. (This is a spin-off of the “I went to Grandma’s and I took A for applesauce, B for blankets, etc.)
- *My personal favorite: Have someone write your holiday cooking and shopping list and holiday menus down for you while you drive and dictate to them. (Be forewarned: No comments about the spelling or penmanship are allowed when the child is done writing for you!)

5. Book Review Just for You

**The Christmas Tapestry* by Susan Polacco

We found the Reish family picture book winner for this Christmas—and it is even from a secular publisher! You will want to reserve this one from your library and read it in the next week or so! It is simply wonderful, touching, and moving. Here is an excerpt from the card catalog summary: Polacco's (The Keeping Quilt) knack for spinning seemingly disparate characters and plot elements into personal yarns works to great effect in this holiday picture book, based on a "true story" told as a church homily. Jonathan resents his Baptist preacher father's reassignment from Memphis to a dilapidated church in Detroit, and he's dismayed when damage from a blizzard ruins months of planning to restore the building in time for Christmas Eve services. But the elegant-looking, bargain-priced tapestry he and his dad purchase to cover the damage miraculously brings about the reunion of an elderly Jewish couple separated decades earlier during the Holocaust. Though the tale slows in spots, Polacco's signature illustrations of swirling snow, the fine tapestry and numerous love-filled faces invite readers to linger. All ages. (Sept.) Appeared in: Publishers Weekly, Sep 23, 2002 (c) Copyright 2004, Cahners Business Information, a division of Reed Elsevier, Inc. All Rights Reserved.

**Stories Behind the Best-Loved Songs of Christmas by Ace Collins*

This is our Christmas 2004 new read aloud. (I even had to get Joshua and Lisa a copy to read together since this will be the first Christmas Joshua will not be with us for any read alouds!) As its name indicates, it tells the stories behind popular Christmas songs—from fun ones, like “Jingle Bells” and “White Christmas” to traditional Christmas hymns. In addition, it has the words to all of the songs (though no musical scores). We have been enjoying ours so much that I went back to the Christian bookstore to get sixteen copies for my tutoring students, only to find they were all out. A really funny thing happened with this book. The day I was out shopping and bought this book, Kayla picked up the identical book at the library. (Great minds think alike!) It is interesting, uplifting, and fun to learn about the history of the songs we love so much each holiday season.

6. In the Kitchen

***Holiday Treats**

I warned you last month that I would bombard you with holiday goody recipes, and here they are! These are some of our favorites (see notes with each one), and ones that we make year after year.

We have our holiday baking down to a science of sorts with three teenage daughters and two young baker boys (and another little goody sneaker boy)! We start at the end of November, making our four to six favorite cookie doughs in large quantities. We keep these doughs in large tubs in our garage or refrigerator, depending on the temperature. Then, I assign a different girl something else to make most days for the first couple of weeks of December--- quick breads, fudges, bars, etc. (We make quick breads first as they freeze well. Then we move onto fudges by the 10th or so to have for goody trays for our students, co-paper deliverers, etc. early in the month. Then, the girls make the bars when it is closer to our first gathering. Lastly, we have a couple of candy-making days in which we make dipped, filled, and dropped candies with chocolate and white chocolate melts, chocolate chips, and butterscotch chips. Even Jakie (age 6) can help with these. We all enjoy listening to our favorite Christmas cassettes while we make candy.

I have to relate a funny story to our practice of keeping doughs and batters until we bake them. Last year, Joshua and Lisa had just gotten engaged the day before our banana bread batter day. She pulled into the driveway to spend the evening with us when Joshua ran out of the shower announcing that we had to do something with the banana bread batter (now in what I would most accurately describe a vat of at least a dozen gallons in the middle of the dining room table) - ----because Lisa gets sick over bananas. She can't eat them, or even smell them, he related. Well, we were filling loaf pans on the dining room table, and you have to understand that our dining room table is about six feet from every room in our small downstairs. There's simply no escaping it. So we filled the pans quickly and baked several loaves, then promptly put the remaining vat of batter in the back of the van (to keep the cats out of it!). Of course, the banana bread smell was all through the house by this time.

The next night, Joshua was on his way up to pick up Lisa to go to a Christmas philharmonic concert when I called him and told him he had the banana bread batter in the back of his van. He said it was okay because it must be frozen; it didn't smell at all, so he went on up to pick her up. By the time he got to her house, the batter was nice and warm from the heat of the van, and the entire van smelled like rotten bananas! (Needless to say, Joshua drove her parents' car to the concert.) The moral of this story: Keep your batters and doughs in cold places away from cats. (I think that's the moral of this story. Maybe it's find out any complete aversions your future daughter-in-law has before immersing her in that aversion.)

Anyway, when we are ready to make up boxes or trays of goodies, we bake however many cookies we want at that time, get some loaves of quick bread out, cut some of the fudge, pull out all the candy we've made on candy days, and defrost and cut the bars (if they're frozen). Then we form an assembly line to fill trays and boxes for gifts.

It is hard for me to believe how easy it was to accomplish all of this so far this year. The boys made some doughs for the first time; everyone was involved in the baking of things moreso than before as Kayla and I taught the next two girls to make some of the things that only we had made previously. (It also helps that we live in a fairly cold climate and can store things in tubs on the porch, in the van, and in the garage!) It has been a lot of fun, and we enjoy giving goodies to our students, co-workers, printer, librarians, mail carriers, neighbors, and more, as well as preparing trays for the many Christmas parties and gatherings we attend.

One note of caution: If you make as many holiday goodies as we do, you'll want to quickly establish boundaries for that massive amount of sugar. I do not allow myself to eat any of the goodies until Christmas week (except for maybe a taste of something that broke off!). The children can have an item or two each time we make something, but they may not get into it between baking or packing sessions. Otherwise, you can end up eating cookies, candy, and bars every day for over a month!

It should be noted that the recipes below are the largest quantities that will work well or fit in our mixing bowl. They may be reduced as desired. All recipes are written in steps for my children and include convection as well as regular oven times.

Mexican Wedding Cakes

One of our favorites! So tender and rich. We make them for every occasion!

2 cups butter

1 cup powdered sugar

4 cups sifted flour 2 tsp. vanilla
1 cup finely chopped pecans
extra powdered sugar for rolling after baking

1. Whip butter with mixer; add sugar.
2. Next, add flour and vanilla.
3. Add nuts.
4. Roll in balls the size of walnuts.
5. Bake about 10-12 minutes regular oven; 7-10 minutes convection.
6. Roll in powdered sugar as soon as possible after baking.
7. Re-roll in powdered sugar before serving.

Sour Cream Cookies

A favorite of several in our family, hands down! These are the most tender, soft, delicious cookies. We use various colors of sprinkles for other occasions (red and blue for July 4th, red for Valentine's Day, pastel for Easter, etc.).

4 c flour 1 ¼ tsp baking powder
¾ tsp soda ¾ tsp salt
1 ¼ c. butter, softened
3 eggs 2 cups sugar
1 ½ tsp vanilla 1 ¼ cup sour cream
Colored sprinkles/sugar according to occasion

1. Sift soda, flour, salt, and baking powder together; set aside.
2. Beat butter, sugar, and eggs together.
3. Beat sour cream and vanilla into the butter mixture.
4. Gradually beat dry ingredients into the wet mixture.
5. Refrigerate for one hour or longer. (We shape and freeze, freeze in one quarter containers (chunks of dough); etc. too.)
6. Drop and sprinkle with colored sugars (or sprinkle half way through baking time. (If sprinkled before baking it's not as distributed but it stays on better.)
7. Bake at 350' for 6-8 minutes for convection; 8-11 minutes regular oven.

Peanut Blossom ("Kiss") Cookies

These are better than your average peanut butter cookie. We prefer the milk chocolate taste of stars on them rather than kisses. These go quickly on holiday trays.

5 ¼ cups flour 1 ½ cups peanut butter
3 tsp soda 3 eggs
1 ½ tsp salt 6 TBSP milk
1 ½ cups sugar 3 tsp vanilla
1 ½ cups brown sugar, packed 3 pkgs Hershey's kisses or stars
1 ½ cups shortening/butter (we use ½ Crisco and half real butter)

1. Cream butter, shortening, brown sugar, and white sugar.
2. Whisk eggs.
3. Mix milk, eggs, and vanilla in separate bowl.

4. Pour milk mixture into creamed mixture, and mix.
5. Combine remaining ingredients (except kisses) in another mixing bowl.
6. Add to mixing ingredients until well blended.
7. Shape dough into balls, using a rounded teaspoon for each.
8. Roll balls in sugar and place on ungreased cookie sheets.
9. Bake for 8-11 minutes convection; 10-13 regular.
10. Top each cookie immediately with a kiss, pressing down firmly so cookie cracks around the edge.

Buckeyes

A simple candy (though the dipping process is best done by older kids or adults or you'll have peanut butter balls floating in your melted chocolate!) that most people love. I'm always amazed how quickly we run out of these in spite of the large amount it seems we make on candy days.

1 (18 oz) jars creamy peanut butter
5 cups powdered sugar

2 sticks (1 cup) butter
2 cups chocolate chips

1. Mix peanut butter, powdered sugar, and butter in mixing bowl until well blended.
2. Add more peanut butter or powdered sugar if mixture is too moist or too crumbly.
3. Chill until firm.
4. Roll into small balls and place on wax paper.
5. Melt chocolate chips in large glass measure at 70% power for three minutes, stirring every one minute or so until melted and creamy.
6. Dip each ball with toothpick or candy dipper into chocolate. Leave top part of ball undipped.
7. Makes around 100 balls.
8. Let set up on foil pieces until firm (usually a few hours if doing it at room temperature).

Peanut Butter Fudge

This is the yummiest peanut butter fudge I've ever had---when I get the texture right. It can be tricky to get it just right, but it is so worth it.

4 cups brown sugar
4 cups white sugar
2 cups evaporated milk
1 stick butter (1/2 cup)

4 cups mini marshmallows
4 cups peanut butter
4 TBSP vanilla

1. Combine sugars, evaporated milk, and butter in heavy saucepan.
2. Cook until softball stage on medium (235'), stirring often.
3. Remove from stove.
4. Stir in marshmallows, peanut butter, and vanilla.
5. Stir until all is melted and begins to thicken.
6. Pour into 2 13x9 greased baking dishes.
7. Cool, cut, and serve.
8. Makes approximately 5-6 lbs.

Never Fail Chocolate Fudge

My personal favorite holiday treat—the more walnuts, the better. This is a very simple fudge recipe that truly is no-fail.

8 cups sugar
2 (7 oz) jars marshmallow cream
2 12 oz cans evaporated milk

½ lb butter (2 sticks)
2 cups chopped nuts
2 12 oz packages choc chips (4 cups)

1. Melt butter in large heavy sauce pan.
2. Stir in milk and sugar.
3. Bring to full rolling boil, stirring constantly to prevent scorching (on medium to medium high heat). (Bring to softball stage; 235'.)
4. Remove from heat, and stir in chocolate chips until melted.
5. Add marshmallow cream and nuts, stirring until well blended.
6. Pour into two 9 x 13 greased baking dishes.
7. Cool at room temp.
8. Makes approximately 6 lbs.

Banana Bread

I like to have one of the kids use up brown bananas anytime of the year and put some of these loaves in the freezer. Then we have them for potlucks, company, or new baby gifts. Quick breads are even better after they're frozen!

2 cups sugar
1 cup butter (1/2 lb or 2 sticks)
2 tsp salt
4 eggs
1 cup sour milk

2 tsp soda
6 cups flour
6 large bananas

1. Cream sugar and butter in mixing bowl.
2. Add eggs and blend.
3. Add sour milk. (To "make" sour milk, put 1 TBSP vinegar in bottom of one cup measure before adding milk to measure.) Blend.
4. Mix flour, salt, and soda in another bowl with a fork.
5. Stir gradually into creamed mixture.
6. Add smashed bananas.
7. Pour into four small, well-greased bread pans.
8. Bake at convection 350' for 30-45 minutes or until fork or toothpick inserted in center comes out clean. (Regular oven 45-60 minutes)

Scotch Crunchies

If you like butterscotch chips and cashews, you'll love these. Don't let their strange ingredients steer you away. They are SIMPLE and yummy.

2 (12 oz.) of butterscotch chips (4 cups)
4 cups chow mein noodles

2 cup cashews

1. Melt butterscotch chips in eight cup glass measure in micro at 70% of power for two to three minutes, stirring every thirty seconds or so, until thoroughly melted. (Do not overheat.)
2. When melted, stir in cashews and chow mein noodles.
3. Drop by tablespoonfuls onto foil.
4. Let dry.

Peanut Clusters

A peanut-chocolate drop candy that is SIMPLE to make.

2 (12 oz each) packages butterscotch chips 12 cups peanuts (not redskin or dry)
 2 (12 oz each) packages chocolate chips

1. Melt chips in eight cup glass measure in micro at 70% of power for two to four minutes, stirring every thirty seconds or so, until thoroughly melted. (Do not overheat.)
2. When melted, stir in peanuts.
3. Drop by tablespoonfuls onto foil.
4. Let dry.

Best White Frosting for Cookies

Even years when we bought frozen shaped cookies at the restaurant supply store (instead of making them) due to time crunches, we always still used our own icing recipe. This has lots of extra flavors, but those are what make this frosting delicious. Definitely not your typical powdered sugar/butter icing!

2 cups Crisco 4 lbs. Powdered sugar
 1 cup hot water 2 tsps. white vanilla
 4-6 drops lemon extract 1 tsp almond flavor
 2 tsp clear butter flavor ½ tsp salt

1. Mix all but powdered sugar in mixing bowl and whip until all is mixed.
2. Add powdered sugar a cup or two at a time until frosting is desired texture. (May add more hot water or more powdered sugar, as needed.)
3. Use on cookies as needed. May keep at room temperature between cookie baking as long as well covered.
4. Very delicious icing!

Butterscotch Brownies

These chewy brownies are good year round. They're easy and feed a crowd.

1 ½ cup oil	6 cups brown sugar
6 eggs, beaten	4 ½ cups all purpose flour
6 tsp. baking powder	3 tsp salt
3 tsp vanilla	

1. Blend oil and brown sugar in mixing bowl until well blended.
2. Stir in beaten eggs.
3. Sift all dry ingredients together in separate bowl.
4. Add to wet mixture one cup at a time until well blended.
5. Stir in vanilla at end.
6. Pour into three 9 x 13 glass baking dishes sprayed with PAM.
7. Bake in convection at 350' for 16-22 minutes or regular oven for 24-30 minutes.
Do not overbake!

Note: This is one of the few treats that I have made healthfully with very good results. Some have even thought the healthy version was better tasting! For the healthy counterpart, substitute egg whites for eggs (two egg whites for each egg), sucanat for the brown sugar, and part white/part whole wheat flour for the all purpose (or all whole wheat pastry). Follow same instructions. Still pretty heavy on the sweetener, but very good.

Butterscotch Pudding

There's nothing like homemade butterscotch pudding. We use this for pies, occasionally, but more often than not, we use it for "banana pudding." It is a hit everywhere we take it--layer pudding, vanilla wafers, banana slices, walnuts, and real whipped cream—then repeat. Everyone raves about it.

2 cups brown sugar	4 TBSP sugar
1 stick butter	3 eggs
6 TBSP water	4 cups milk
¼ tsp salt	2 tsp vanilla
2/3 cup cornstarch/flour mixture	

1. Put brown sugar, butter, and water in pan.
2. Boil for about five minutes until syrup is light brown.
3. Add milk and heat until just about boiling.
4. Combine flour/cornstarch mixture, salt, sugar, beaten eggs, and just enough *extra* milk (0-4 TBSP) to pour easily.
5. Cook on medium heat until thick, stirring constantly with wire whisk. (Watch closely or it will stick or scorch.)

6. Remove from heat and add vanilla.
7. Makes 10-12 servings or enough filling for two pies.

Choc-Full Oatmeal Cookies

We got this delicious cookie recipe from a friend named Suzy, so for the longest time, we called them "Suzy's Best Cookies"---because everyone liked them so much.

4 eggs	2 cups brown sugar
2 cups regular sugar	2 cups shortening or butter (We use ½ of each.)
3 cups flour	6 cups oatmeal
2 tsp salt	1 cup coconut
1 cup nuts	2 tsp vanilla
2 tsp baking soda	1-2 cups butterscotch chips or M & M's

1. Cream shortening and sugars in mixing bowl.
2. Beat in eggs.
3. Mix all dry ingredients in large bowl. (You will have nuts, butterscotch chips or candies, and vanilla remaining.)
4. Stir in vanilla.
5. Stir in nuts and chips/candies by hand.
6. Drop onto greased cookie sheets.
7. Bake at 350' convection for 8-12 minutes or regular oven for 10-14 minutes.
8. Makes nine dozen plus.

M and M Holiday Cookies

This is our regular chocolate chip cookie recipe. It is Toll House Chocolate Chip Cookies without the coconut. When sugars and butter are thoroughly whipped, these are the best chocolate chip cookies ever.

4 ½ cup flour	1 ½ cup firmly packed brown sugar
2 tsp baking soda	4 eggs
2 tsp salt	4 eggs
2 cups butter and Crisco combined (half of each)	
2 (12 oz) pkg holiday M & M's or chocolate chips	
1 ½ cup sugar	

1. Preheat oven to 375'.
2. In bowl, combine flour, baking soda, and salt.
3. In mixing bowl, cream butter, Crisco, sugar, brown sugar, and vanilla thoroughly.
4. Beat in eggs.
5. Gradually add flour mixture.
6. Stir in M & M's or chocolate chips by hand until thoroughly mixed.
7. Bake in convection at 375' for 6-9 minutes; 9-11 minutes regular.
8. Makes 10 dozen 2 ½ inch cookies.

Pecan Pie Bars

We always used to make “Pecan Pick Ups” (also known as Pecan Tassies)—which are elegant looking for a wedding, shower, etc., but these bars are quicker---and just as tasty.

Crust:

6 cups all purpose flour	1 ½ cups sugar
1 tsp salt	2 cups cold butter (no subs)

Filling:

8 eggs	3 cups sugar
3 cups corn syrup	½ cup butter, melted
3 tsps vanilla	5 cups chopped pecans

1. In large bowl, combine the flour, sugar, and salt.
2. Cut in butter until crumbly.
3. Press onto the bottom and up the sides of two greased 15 x 10 x 1 inch baking pans (“jelly roll” pans).
4. Bake at 350’ for 14-18 minutes convection; 18-22 minutes regular (until crust edges are beginning to brown and bottom is set).
5. While crust is baking, combine the eggs, sugar, corn syrup, butter, and vanilla in a large bowl for the filling. Mix well.
6. Stir in pecans.
7. Bake 28-24 minutes more (convection) or 25-30 minutes regular oven or until edges are firm and center is almost set.
8. Yield: Six to eight dozen.

Pumpkin Bread

I love to have moist pumpkin bread loaves in the freezer, just like banana bread. Sometimes we add nuts to this.

1 ½ tsp cinnamon	4 ½ cups sugar
3 tsp. baking soda	1 ½ tsp nutmeg
3 tsp allspice	4 ¾ cups flour
6 eggs	1 cup evaporated milk
1 ½ cups butter	1 ½ lb (24 oz) canned pumpkin

1. Mix all ingredients together in large mixing bowl until thoroughly mixed.
2. Pour into greased and floured bread pans (two).
3. Cook for 40-55 minutes convection or one hour regular at 350’.
4. Yield four large loaves.

Holiday Crème-Filled Sandwich Cookies

New recipe this year. We're anxious to try them!

Basic Dough Recipe:

2 (17.5 oz each) boxes sugar cookie mix 1 cup (2 sticks) butter
2 eggs

Filling:

$\frac{3}{4}$ cup butter, softened 1 tsp flavoring
3 cups powdered sugar 2 to 3 TBSP half and half
20 drops or so red food coloring

1. In medium bowl, blend sugar cookie mix with butter, food coloring, and egg. Mix well. (This will make a red marbling effect.)
2. Preheat oven to 375'.
3. Roll dough into balls 1" in diameter. (Be sure each cookie is the same size.)
4. Place 2" apart on ungreased cookie sheet, and bake for 6-9 minutes convection or 8-10 minutes regular oven. (Do not let edges get brown.)
5. Let cookies cool on cookie sheet for one minute, then transfer onto cooling rack.
6. While cookies are baking, cream butter, flavoring, and powdered sugar together. Add enough half and half to make spreading consistency.
7. When cookies are cool, place approximately 1 tsp filling in center of back of one cookie.
8. Place another cookie on top (flat side over filling), and using even pressure, press down in middle of top cookie to force filling outward to cookie edges.

Chocolate Topped Toffee Bars

You can't go wrong with Heath in anything!

Bars:

2 (18.25 oz each) white cake mix $\frac{1}{2}$ cup (1 stick) butter, melted
 $\frac{1}{2}$ cup packed brown sugar $\frac{1}{2}$ cup milk
4 eggs 3 cups toffee chips or crushed Heath
1 $\frac{1}{2}$ cup chopped pecans

Chocolate Glaze:

1 cup milk chocolate chips 4 tsps. butter or shortening

1. Preheat oven to 375'.
2. In large bowl, combine cake mix, butter, brown sugar, milk, and eggs.
3. Beat on low speed to blend, about two minutes.
4. Stir in toffee chips; then stir in pecans.
5. Spread batter in two floured and greased 9 x 13 baking dishes.

6. Bake for 20-25 minutes, or until lightly browned.
7. While bars are baking, melt chocolate and butter together in small sauce pan or in glass measure in microwave on 70% power for one to three minutes, stirring every minute until chocolate is melted and mixture is smooth.
8. When bars are cool, drizzle with chocolate glaze.

Goey Snickers Brownies

A different kind of brownie, but a yummy one!

2 (18.25 oz each) box German chocolate cake mix	1 ½ cups butter, melted
1 cup evaporated milk	8 reg. Snickers bars

1. Preheat oven to 350'.
2. Slice Snickers bars in 1/8 " slices.
3. In large bowl, combine cake mixes, butter, and evaporated milk.
4. Beat on low speed until well blended.
5. Spread half of batter into the bottom of two greased 9 x 13" baking pans.
6. Bake for ten minutes.
7. Remove from oven, and place candy bar slices evenly over surface.
8. Drop remaining half of batter by spoonfuls over candy bars, as evenly as possible.
9. Place back in oven and bake for 12-15 minutes more convection; 20 minutes regular. (Brownies will jiggle slightly on top when you remove them.)

Tiger Butter Candy

Very simple candy that is as good as it is easy!

2 pound white chocolate chips or wafers	1 cup chunky peanut butter
1 cup chocolate chips	2 TBSP half and half

1. In large glass measure, heat white chocolate and peanut butter on 70% for 2-3 minutes, stirring every minute.
2. Mix well.
3. Pour onto a foil-lined baking sheet coated with nonstick cooking spray; spread into a thin layer.
4. In another glass measure, heat chocolate chips and half and half at 70% for 1 to 2 minutes, stirring every minute until chips are soft. Stir until smooth.
5. Pour and swirl over peanut butter layer.
6. Freeze for 5 minutes or until set.
7. Break into small pieces.
8. Yield: about three pounds candy.

Cinnamon Pull Apart Bread

When my older kids were little, I made elaborate pecan rolls for Christmas morning. This is much simpler---and almost as delicious!

Two bags (24-27 rolls each) frozen dinner rolls	3-4 cups chopped pecans
2 large pkgs non-instant butterscotch pudding	2 cups sugar
1 cup brown sugar	2 tsp cinnamon
2 sticks butter	

1. Butter two angel food cake pans, bunt pans, etc.
2. Sprinkle chopped pecans in bottom of the two pans.
3. Arrange 24-27 frozen dinner rolls in bottom of each pan.
4. Combine pudding mix, sugar, cinnamon, and brown sugar, and sprinkle this mixture over the rolls.
5. Melt butter and drizzle over the rolls and powdered mixture.
6. Cover and let rise in refrigerator overnight.
7. Bake at 350' convection for 25-35 minutes; regular oven 45 minutes.

Muddy Buddies

The yummiest cereal mix, in my opinion. Make a ton if you're having a crowd.

16 cups Chex cereal (or Crispix cereal)	
1/2 cup margarine	1 1/2 cup peanut butter
2 1/2 cups chocolate chips	1/2 cup powdered sugar

1. Melt together the margarine, peanut butter, and chocolate chips. (May melt in large glass measure in micro at 70% for two to three minutes, stirring every minute.)
2. Pour over the cereal and stir.
3. Add powdered sugar to coat while mixture is still wet.
4. Store in air-tight container.

Cherry Delight

A delicious, creamy dish that my mom made for our holidays when I was little. You can cut the filling and cherries in half and make it in one pre-made graham cracker pie crust also.

Crust:

2 1/2 cups graham cracker crumbs	1/2 cup sugar
2/3 cup butter, melted	

Filling:

2 bars cream cheese	16 oz. Cool Whip
3 cups powdered sugar	2 tsp vanilla

Two cans cherry pie filling

1. Mix crumbs and sugar in 9 x 13 glass baking dish or rectangular Tupperware.
2. Pour melted butter over the crumb mixture and press down into the pan evenly.
3. Cream cream cheese in mixer.
4. Add powdered sugar and continue creaming. Add vanilla.
5. Fold in cool whip until it is mixed throughout.
6. Dollup filling over crust everywhere and smooth down evenly.
7. Cover entire filling with the two cans pie filling.
8. Refrigerate and serve.
9. Serves 12+.

7. Get Connected: Internet Site Review

Home Schooling From the Heart is a great site! It has reviews of products every month by Cindy, a knowledgeable home school mom who does not charge for her reviews nor receive advertising dollars in exchange for her reviews. (I was interested to learn that she reviews the materials then passes them on to needy families.)

In addition, this site has articles, a home school store with lots of great stuff, and more! Check it out today at www.homeschoolingfromtheheart.com/hsreviews.html

8. Article from Training for Triumph (informal article by one of us)

Essential Components of a Good Writing Program

by Donna Reish

Students everywhere---in public, private, and homeschools---often suffer from poor writing skills. There are many obvious reasons for this problem; two of the primary causes are 1) Teachers (in home and in school) often lack the skills themselves to write well, and, thus, are unable to teach writing; 2) Teachers (in home and in school) often do not have the time that is required to teach, edit, and evaluate students' writing.

After writing myself for ten years, teaching writing to my own children and my tutoring students for fifteen years, teaching public speaking to homeschooled students for four years, and writing speech and English curriculums for four years, I have found that there are several key components that constitute a good writing program. I feel it is these components that have caused me to raise three authors already with a bright future ahead for my four other "author-wannabes." Having a good writing program will counteract both of the major causes of poor writing skills in students: 1) It will train the teacher to write and edit well as it teaches the students; 2) It will do as much for the teacher as possible to allow her the time she needs to teach.

A good writing program makes a clear distinction between writing (composition) and other activities.

To many people when the terms “writing” and “composition” are mentioned, they often think of things other than real writing or composition. To many, writing simply means penmanship. To others, writing means filling in one sentence answers to questions. Still others think that “composition” is simply the final “term paper” or research paper.

A good writing program has the student do just as its name suggests---write. It does not focus on penmanship. It does not focus on answering questions. It does not have a writing project scattered here and there. It is genuine, weekly, purposeful writing. Forming proper letters and answering questions have their places, but they cannot take the place of true writing.

A good writing program is a directed writing program.

A good writing program is one that teaches writing in a direct, purposeful way. It is not a writing idea book. It is not a story starter book. It is not a fill-in-the-blank book.

A directed writing program is one that instructs the student in the type of writing he will be expected to write. It explains exactly what the various types of essays are, including, but not limited to, informative, biographical, persuasive, analogies, cause and effect, instructional, friendly letters, dialogue, first person personal, story writing, poetry, and more. It should do this through sample essays and paragraphs, descriptions of the essay type, and other means by which student can see and understand the essay type he is to write.

A directed writing approach then teaches the prewriting skills needed to complete that type of writing---key word outlining, formal outlining, mapping, chronological outlining, instructional steps outlining, brainstorming, researching, skimming and scanning source material, and more. In a directed writing approach, a student is not expected to learn about the essay type, then just begin writing. A directed writing approach teaches the student how to organize his thoughts via prewriting activities. It teaches him how to narrow his topic to fit within the assignment. It teaches him how to break down his information into a format that can be plugged into his essay in an organized, cohesive manner.

A directed writing approach also takes the guesswork out of writing by helping the student know all of the expectations right up front. The student is told how many paragraphs the assignment is (as opposed to a vague, so-many-word essay). He is told how many sentences should be in each paragraph. In some instances, he is even instructed as to what type of information should go in each paragraph. (i.e. Paragraph one should contain six to eight sentences about the item you will be comparing sin to. Paragraph two should contain six to eight sentences about how that item compares to sin.

Paragraph three should contain six to eight sentences contrasting and comparing the two and summing up your contrasting/comparison essay.)

Of course, not every assignment in a directed writing approach is that direct, but it should actually teach writing---and all of the steps in the writing process. It should be such that a student does not dread his next essay because he can't think of anything to write about or does not know where to begin. It should not be an approach in which the teacher is frustrated because she has to fill in the blanks concerning the writing process for her student. It should be a directed approach!

A good writing program keeps the student writing constantly.

Most homeschoolers would never consider skipping math or spelling for weeks at a time, yet we often skip writing until something reminds us of the importance of writing skills or until something in our studies jumps out at us as writing-worthy. A good writing program keeps a student in the writing process at all times. Granted, writing cannot be divided up into “thirty problems a day” or “twenty spelling words a week” like math and spelling programs can, but students should be working on writing constantly---in researching, outlining, writing rough drafts, editing, revising, or writing final copies.

There are many ways to keep students in the writing process at all times. Some programs have the steps for a writing assignment all written out in checklist format, and you, the teacher, can assign one item or more each day. Programs that have grammar and composition intermingled will often have the writing steps scattered throughout the week. These programs often keep your student in the writing process naturally as the student goes through his school week.

A good writing program connects grammar and writing.

This point could also be made in the inverse: a good grammar program connects grammar and writing. Either way, when an English program connects grammar with composition, grammar skills and composition skills are both increased.

Some educators call this the “Teach-Practice-Apply” (TPA) method of learning. Regardless of what it is called, it is unusually effective. Here is how it works: A student is taught grammar (within his language arts curriculum or in an isolated grammar program) via whatever means that program uses. Some recommend matching these grammar lessons with a student's learning style while others that are successful use a variety of methodology for grammar learning (mnemonics, rhymes, learning the grammar item in context, etc.). Regardless of method, the student is *taught* the grammar concept first.

Next, the *practice* part of this equation is implemented. In this step, the student practices the newly-learned grammar skill. This is often done through practice sentences in which the student “underlines the verb with a double underline” or mistake-ridden paragraphs in

which the student finds the grammatical errors. The *practice* step of grammar learning is important, and both of those means are fine ones for *practicing* the skill, but the problem is that most English programs stop there. There is often no *apply* step.

In the *apply* step of a good writing/English program, the student uses his newly *learned* (or *taught!*) and *practiced* grammar skills in real life. Now, it is true that most math programs only contain the *teach* and *practice* steps in the “Teach-Practice-Apply” model (although many have story problems, which are a type of *apply* for mathematics), but the skills that a child learns in math that he really needs for life are automatically built into his life. (Just think of the times in the past week in which your child had to count, add, subtract, measure, figure, work with fractions, etc. in real life!) He does not, however, have many opportunities in life to add sentence openers, use quotation marks, make his sentences concise, choose strong verbs, etc. until he is older and forced to write, such as in scholarship applications, job resumes, letters to the editor, etc. Of course, if he hasn’t already learned these skills and *applied* them as a student, he will not be able to adequately do them when he is older and needs to know how to do them.

It seems that some English programs offer heavy doses of grammar, including the *teach* and *practice* steps. Some composition programs involve constant writing practice, and some even expect students to apply grammar in the form of writing checklists in which the student inserts revisions into his essay; however, the student is often not taught how to punctuate and perform these revisions according to grammar rules. Either of these problems can be solved by the savvy homeschooling mom, though! Assuming you are using a grammar program you are happy with and a composition program that you can live with (minus the lack of grammar application), you can mesh the two and finish the *apply* portion of the TPA model for your future authors.

To connect grammar and composition in your writing program, just take the grammar skills your student has learned in the past week or so (since his last essay revision) and list them for him in a checklist format. He will then be expected to insert these grammar items into his latest rough draft essay (as much as is appropriate). This will cause him to learn his grammar more thoroughly (since he knows he will be expected to *apply* it, not just *practice* it), and it will improve his essays (since he will add sentence openers, describers, advanced sentence structures, and more).

For a younger student, this might mean that during the week that he learned strong verbs, adjectives, and compound sentences, you make him a little checklist whereby he is expected to add one of each of these to each paragraph of his essay for the week. Thus, he has learned how to do each of these grammar concepts in grammar; now he utilizes them in his essay! Moreover, you may include other checklist items that he has previously learned in grammar, too.

For a middle school student, this might mean that during the week he learned about sentence openers (including how to punctuate phrases vs. clauses at the beginning of a

sentence), semicolons, and quotation marks, his writing checklist for the week will include these grammar items, and he will be expected to add one of these to each of his paragraphs that week (as well as some of the skills he learned in grammar prior to this week or school year).

Finally, an upper level student might learn similes, subordinate clause openers, and one word adverb openers vs. adverb phrase openers in his grammar during a given week. His checklist will include adding these to his paragraphs, in addition to other grammar skills he has learned in previous weeks and months.

A good writing program teaches the student to write various types of writing at the student's level.

Many writing programs assume that since a student is only in third grade, he can only write "fluff." Mechanical writing issues aside (spelling difficulties and penmanship problems), a student can write as much or as detailed as he can think. There is no reason a third grade student cannot write short biographies, great analogies, and detailed (albeit, short) instructional essays. If he thinks it, he can write it!

Of course, there is more to writing than thinking, though a person who can think can become an excellent writer---it's simply the mechanics that must be worked out for that person to excel. For a student whose thinking skills are far ahead of his manual writing skills, the teacher can take dictation for the student as he "writes" aloud for her. For the student whose thinking and writing skills are above his spelling skills (a common occurrence in students who have dyslexic tendencies or spelling handicaps), the teacher can take dictation for him or he can be taught to type on the computer early---and use spell check.

A student thinks about whatever is discussed with him, read to him, or read by him. A student's thinking abilities (and in turn, writing abilities) are increased by learning to think and being involved in discussions with people of higher thinking abilities (older siblings and parents). When we assume that third grade students can only write little, "cutsie" stories and other writings with no meat, we are not challenging them---and not developing their full potentials in writing and thinking.

A good writing program views the editing process as important as the prewriting and writing steps.

If you are using a writing program in which the student is asked to write an essay and then be done with it, you might want to consider expanding the assignments. A good writing program puts an emphasis on revising and editing, both via a grammar checklist as well as having the student and teacher partnering to find errors.

Many parents are concerned that they are unable to find the errors in a student's essay completely, so they do not focus much attention on the editing and revising stages of writing. Anybody just starting out learning a skill (including editing students' writing) is not necessarily good at that skill. All new skills (and especially all worthwhile skills) take time to learn. Editing and revising are no different. If we set up a time each week to meet with our students and review their writing together, we will learn with our students how to edit and revise. The more you edit, the better you become at it.

Most programs do not have built-in editing and revising steps, so you will have to come up with your own methodology for doing this. I recommend starting out with the least teacher-invasive approach, then keep adding your input as needed. In other words, start out giving him opportunities to find his errors, then move into pointing them out for him. If you begin finding them all for him, he will become totally dependent upon you from the beginning and will not see the need to find errors himself. Use the editing and revising time as "teaching time." These exchanges should be looked at as mini-lessons, not a waste of time. There are many ways to edit and revise, but I will give you several specific tips here that I found helpful.

1. Use a grammar checklist to have the student add newly-learned grammar items to his essay.
2. Have the student read his essay aloud and "listen" for content errors. There are many subject-verb agreement errors, adjective in place of adverb errors, and other types of errors that "sound" wrong when read aloud that are often overlooked when read silently.
3. Make marks following each paragraph that indicate how many errors you mentally found in a paragraph, so he knows how many to look for himself.
4. Make a "tally list" following each paragraph of the general types of errors and how many of each are in that paragraph. For example, _____punctuation; _____grammar; _____run-ons; _____spelling; etc. He then knows what type of error to look for in each paragraph.
5. Write numbers at the end of each line of his essay to indicate how many errors each line contains. Thus, he knows, there are no errors in this line, but there are three in this line.
6. Highlight all of the errors you find, and have him figure out what needs changed for that error (spelling, subject-verb agreement, etc.).
7. Exchange papers with siblings and look for each others errors.
8. Sit down with your student and edit his paper through a good verbal exchange. With a pencil, dictionary, thesaurus, and other reference books close by, go through sentence by sentence and read the sentence, and ask the student if he hears or sees any mistake. If he says no, read it aloud, emphasizing the error (if it is an error that is easily "heard). Through this verbal exchange, he will often find errors he would never find on his own. (For younger students, you might want to pencil in the edit for them as you go through this process.)

A good writing program does as much for the teacher as possible to free her up to do the teaching.

Time is a much-needed commodity in the homeschool. Moms simply do not have time to design their own curriculum, teach, care for the many needs of various ages of children, manage a home, and more. A good writing program will have as many of the components mentioned here as possible so as not to overburden the teacher. Even with all of these skills built into the writing program, editing, rewriting, often taking dictation, typing up final copies, and helping students revise their essays with their grammar skills are still very time-consuming jobs. A good writing program will do as much for you as possible to allow you to focus on the things that only you can do!

Donna Reish is an author, tutor, speech coach, homeschooling mom, and wife from Craigville, Indiana. She, along with her family, has written a speech and debate curriculum for homeschooled students and two English curriculums—*Wisdom Booklet Language Arts* (for the Advanced Training Institute) and *Character Quality Language Arts*. She and her husband operate Training for Triumph, a writing, publishing, and speaking ministry to homeschoolers.

6456 E. US 224 Craigville, IN 46731 trainingfortrump@adamswells.com
www.trainingfortrump.com

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