
PACT PROGRESS

The newsletter of Parents and Children Together



Volume 2, February 2009

Encouraging One Another

*A letter by our Founder and Director,
Hellen Codling*



*Encourage
someone who
has had a
positive
influence on
your life.*

After the Christmas season with all the hustle and bustle some people begin to feel 'blue' when January and February come. The weather may be cold (minus 40 here in SK), winter seems to be very long and spring a long way away. What encourages you?

*Give your
child
positive
feedback
on their efforts
and
accomplish-
ments*

I was encouraged when a parent took the time to look me up and phone to tell me that her son had just graduated from University. When I was living on the west coast and teaching in a school, parents had the opportunity to come into the Learning Centre with their children and help me teach them the Mastering Education Foundations Program which PACT teaches. You can be sure that on many early mornings this woman did not want to get up with her son while it was still dark, in the sometimes rainy, cold, west-coast weather and travel on the bus to school. However, the mom knew that an education meant job choices for her son in the future, so she persevered and guided her son through the 'mastery' techniques which would enable him to tackle any work required of him in any curriculum. Success was achieved when he graduated from University. What a privilege to be part of the team teaching a child to succeed.

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101 WAYS TO PRAISE A CHILD!

WOW • WAY TO GO • SUPER • YOU'RE SPECIAL • OUTSTANDING • EXCELLENT • GREAT • GOOD • NEAT • WELL DONE • REMARKABLE • I KNEW YOU COULD DO IT • I'M PROUD OF YOU • FANTASTIC • SUPER STAR • NICE WORK • LOOKING GOOD • YOU'RE ON TOP OF IT • BEAUTIFUL • NOW YOU'RE FLYING • YOU'RE CATCHING ON • NOW YOU'VE GOT IT • YOU'RE INCREDIBLE • BRAVO • YOU'RE FANTASTIC • HURRAY FOR YOU • YOU'RE ON TARGET • YOU'RE ON YOUR WAY • HOW NICE • HOW SMART • GOOD JOB • THAT'S INCREDIBLE • HOT DOG • DYNAMITE • YOU'RE BEAUTIFUL • YOU'RE UNIQUE • NOTHING CAN STOP YOU NOW • GOOD FOR YOU • I LIKE YOU YOU'RE A WINNER • REMARKABLE JOB • BEAUTIFUL WORK • SPECTACULAR • YOU'RE SPECTACULAR • YOU'RE DARLING • YOU'RE PRECIOUS • GREAT DISCOVERY • YOU'VE DISCOVERED THE SECRET • YOU FIGURED IT OUT • FANTASTIC JOB • HIP, HIP, HURRAY • BINGO • MAGNIFICENT • MARVELOUS • TERRIFIC • YOU'RE IMPORTANT • PHENOMENAL • YOU'RE SENSATIONAL • SUPER WORK • CREATIVE JOB • SUPER JOB • FANTASTIC JOB • EXCEPTIONAL PERFORMANCE • YOU'RE A REAL TROOPER • YOU ARE RESPONSIBLE • YOU ARE EXCITING • YOU LEARNED IT RIGHT • WHAT AN IMAGINATION • WHAT A GOOD LISTENER • YOU ARE FUN • YOU'RE GROWING UP • YOU TRIED HARD • YOU CARE • BEAUTIFUL SHARING • OUTSTANDING PERFORMANCE • YOU'RE A GOOD FRIEND • I TRUST YOU • YOU'RE IMPORTANT • YOU MEAN A LOT TO ME • YOU MAKE ME HAPPY • YOU BELONG • YOU'VE GOT A FRIEND • YOU MAKE ME LAUGH • YOU BRIGHTEN MY DAY • I RESPECT YOU • YOU MEAN THE WORLD TO ME • THAT'S CORRECT • YOU'RE A JOY • YOU'RE A TREASURE • YOU'RE WONDERFUL • YOU'RE PERFECT • AWESOME • A+ JOB • YOU'RE A-OK MY BUDDY • YOU MADE MY DAY • THAT'S THE BEST • A BIG HUG • A BIG KISS • I LOVE YOU!

Reading through the above list of words will help us to concentrate on the positive and not the negative, which is so easy to do.

However, remember that children do not feel praised if they are not achieving academically. False self-esteem should NOT be cultivated.

Your time and help is needed to see that your child has mastered education foundations. You, as a teacher or parent, must be willing to learn and spend the time that is necessary. It is better to start when children are young and not wait until 'negative' behaviours take control. Listen to your child /student and learn what their needs are. We are here to help, contact us.

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Daphnie's Kind Teacher

Daphnie chewed her pencil, and twirled her light, curly brown hair as she studied a math problem Monday morning. Her **deep, blue** eyes sparkled with excitement **when she finally found the solution**. Three more questions to go, and she could leave school early **because she was such a hard worker**. **In the last year**, Daphnie had spent a lot of time at home reviewing her math problems. It had finally paid off! Working steadily, Daphnie finished the next question as well. **Two more to go!** **Burying** her head in her hands, she labored **furiously**.

To her surprise, Mrs. Dayson touched her elbow. **Quickly**, Daphnie looked up at her teacher, **who was very kind**, and said, "Yes?" Mrs. Dayson had a disappointed look on her face. Daphnie **was confused**, and asked what the problem was. **When Daphnie found out she had been working on the wrong page**, huge tears welled up in her eyes. She looked **imploringly** at her teacher. Mrs. Dayson sighed and knelt beside Daphnie, taking her hand and telling her it was okay. **What a tragedy!** How on earth would Daphnie finish all the questions before the bell rang?

After Daphnie **calmed** down, she turned to Mrs. Dayson, **who was looking at her kindly**, and asked her what to do. **When Mrs. Dayson suggested Daphnie think of a solution**, she was stumped. **Leaving early might be an idea because she had finished the next page of questions**, Daphnie thought. Mrs. Dayson did not agree. "Well," Daphnie said, "**Possibly**, I can start the original lesson, and **when the time runs out**, I can take it home for homework." **Mrs. Dayson** agreed and patted Daphnie on the hand, telling her what a **wonderful and thoughtful** child she was. Even though Daphnie could not leave early, she felt okay **since her teacher thought she was special**. **Thank goodness for kind teachers!**

Identify each of the bolded stylistic techniques.
Refer to the **Structure and Style in Writing** workbook.

Write your own third paragraph and solve the problem your own way. For more stories, refer to the **Solving the Problem** workbook.

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Sentence Openers (begin a sentence)

- (1.subj.) Subject Opener
- (2.prep) Prepositional Opener
- (3.'ly') 'ly' Opener
- (4.'ing') 'ing Opener
- (5.cl.) Clausal Opener
- (6. vss) 5 words or less

Sentence Openers

- 1) Subject Opener - The boy jumped over the fence.
(1. subj.)
- 2) Prepositional Opener - In the morning, the boy jumped over the fence.
(2. prep)
- 3) "ly" Opener- Quickly, the boy jumped over the fence.
(3. ly)
- 4) 'i ng' OPENER - Jumping over the fence, the boy fled home in haste.
(4. ing)
- 5) Clausal Opener - When he jumped over the fence, the boy fled home.
(5. cl.)
- 6) Short Sentence - (any opener - 5 words or less) He leapt!
(6. vss)

Dress-Ups (go in the middle of a sentence)

- (1 who/ which) clause
- (2.'ly') 'ly' word eg. quickly
- (3. bec.cl.) because clause
- (4. str.vb.) strong verb
- (5. qu.adj.) two quality adjectives
- (6. cl.) when, while, where, since, as, if, although

Dress-Ups

- 1) who - which (1. who, which.) Use a who or which in each paragraph.
e.g. Bernard, who is a student, is typing on the computer.
Take the book which is on the desk.
- 2) ly - (2. ly) Use an "ly" word in one sentence in each paragraph.
(not the first word)
e.g. He walked slowly down the road.
- 3) because clause (3.bec. cl.)
e.g. He ran down the road because he was late for the school bus.
- 4) strong verb (4.str.vb.) Use an 'ed' or 'ing' word with a helping verb or change the word using a synonym.
e.g. He is writing on the scroll. He scribed on the scroll.
- 5) quality adjective (5. qu. adj.) Use two quality adjectives in front of a noun.
e.g. The brown, friendly dog dashed across the street.
- 6) when/while (6. when, while etc.) Use a clause in one sentence.
e.g. He came inside when it started to rain



"Mastery Learning has a Positive Effect"