

PACT PROGRESS

Deos ti maettr if our splleing is not prefcet? I thnik our emplyers and taechers thnik so evan it they caan raed thes.

I think we can all read this even though the spelling is poor. However, I don't think any of us want our children to spell like this. Many employers would think very carefully before hiring a person who spells like this. Let's master the spelling tools! It's worth the effort!

This book includes the 100 most misspelled words, 100 basic sight words, word family clusters, and, of course, the 15 basic spelling tools. The 100 MISPELLED WORDS and 100 IRREGULAR VERBS computer program is included as a bonus!

Good spelling helps motivate children to write and communicate in written language more effectively and with enthusiasm.



Encourages students to think about how words are spelled.

The goal of Academic Coaching On Line is to “coach” parents in using the PACT Techniques to teach their children. Two children may be working on mastering the same material but doing it in a different way. It is important to understand our children's learning styles and use these to motivate them to master the basics. We also work on their deficits so that there are no “gaps” or “invalid pathways” in their learning foundation.

Children who have learning gaps often exhibit low self-esteem and are not the confident, independent learners we want them to be. Learning is fun when there are no learning gaps or invalid pathways!



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or *supporting donor*

Mastery is the Key !

Volume 5, May 2007

A letter from our Founder and Director, Hellen Codling:



Did your child 'attach'?

The school year is drawing to a close. Parents and teachers will be assessing the way their children and students progressed over the year. We can ask ourselves these questions:

- Did my child attach himself/herself to the educator?
- Did my child attach himself/herself to the curriculum which was taught?

During the month following the posting of the April PACTPROGRESS we received feedback from parents regarding the article on "Attachment". Some parents commented that they had not done very well in school when they had a teacher whom they did not relate to positively (were not attached to). This should be a warning to us as teachers that we must take extra effort to relate to each student we have under our care. A year is a long time for a child to endure because when we have not related to him/her positively. Each child needs to know that we care about them as individuals. I remember a student being impressed that a principal called him by name as they passed in the hall. He did not expect the principal to know his name since it was a large school and they had not yet spoken. The principal made it a priority to know each student's name in his school. Do you notice when people greet you by name? Our most difficult children/students often turn out to be the ones we remember because we put in extra time and effort to 'attach' to them.

Children do not learn and retain information if we are not excited about teaching it. We must 'attach' to the material we are teaching ourselves in order to teach it well. Learning phonetics from a teacher or parent who does not find phonetics the least bit interesting can be very boring. Because children know that I am excited about their accomplishments they often phone me when they have received a ribbon or medal in the PACT PHONETIC PROGRAM to tell me of their achievement, such approval motivates them to continue.

Learning 'gaps' also inhibit children from 'attaching' and getting excited about working on a curriculum. e.g. slow decoding skills and slow penmanship skills often result in attitude problems toward schoolwork. If your child does not love to learn find out why, and rectify the problem. PACT is here to help you identify and eliminate any learning gaps because we want learning to be exciting!

Sincerely,
Hellen Codling

Assessment: 200 Basic Sight Words



Volume 5, May 2007

Read these words in 2 minutes and learn to spell each one.

- | | | | | |
|------------|------------|-----------|------------|--------------|
| 1. a | 1. all | 1. after | 1. always | 1. about |
| 2. and | 2. am | 2. again | 2. around | 2. better |
| 3. away | 3. are | 3. an | 3. because | 3. bring |
| 4. big | 4. at | 4. any | 4. been | 4. carry |
| 5. came | 5. ate | 5. as | 5. before | 5. clean |
| 6. come | 6. be | 6. ask | 6. best | 6. cut |
| 7. can | 7. black | 7. by | 7. both | 7. draw |
| 8. down | 8. brown | 8. could | 8. buy | 8. drink |
| 9. find | 9. but | 9. every | 9. call | 9. fall |
| 10. for | 10. did | 10. fly | 10. cold | 10. far |
| 11. funny | 11. do | 11. from | 11. date | 11. full |
| 12. go | 12. eat | 12. give | 12. does | 12. got |
| 13. in | 13. get | 13. going | 13. don't | 13. grow |
| 14. is | 14. good | 14. had | 14. fast | 14. hold |
| 15. it | 15. have | 15. has | 15. found | 15. hot |
| 16. jump | 16. he | 16. her | 16. fun | 16. hurt |
| 17. little | 17. into | 17. him | 17. key | 17. if |
| 18. look | 18. like | 18. his | 18. made | 18. keep |
| 19. make | 19. milk | 19. how | 19. many | 19. kind |
| 20. me | 20. must | 20. just | 20. month | 20. laugh |
| 21. my | 21. new | 21. know | 21. off | 21. light |
| 22. play | 22. no | 22. let | 22. or | 22. long |
| 23. run | 23. now | 23. live | 23. pull | 23. much |
| 24. said | 24. on | 24. may | 24. read | 24. myself |
| 25. see | 25. orange | 25. of | 25. right | 25. never |
| 26. the | 26. past | 26. old | 26. sing | 26. only |
| 27. to | 27. passed | 27. over | 27. sit | 27. own |
| 28. under | 28. pet | 28. put | 28. sleep | 28. pick |
| 29. up | 29. pen | 29. round | 29. sound | 29. send |
| 30. want | 30. pencil | 30. some | 30. tell | 30. shall |
| 31. was | 31. our | 31. stop | 31. their | 31. show |
| 32. we | 32. out | 32. take | 32. these | 32. small |
| 33. well | 33. please | 33. thank | 33. those | 33. start |
| 34. went | 34. pretty | 34. them | 34. time | 34. they |
| 35. what | 35. ran | 35. then | 35. upon | 35. this |
| 36. will | 36. ride | 36. think | 36. us | 36. today |
| 37. with | 37. saw | 37. walk | 37. use | 37. together |
| 38. yes | 38. say | 38. were | 38. very | 38. try |
| 39. you | 39. she | 39. when | 39. wash | 39. why |
| 40. your | 40. who | 40. where | 40. which | 40. write |



Help children find joy in learning
 while acquiring the skills for academic success!
 Sponsored by **Parents and Children Together**

The goal of Academic Coaching On Line is to “coach” children and educators (both parents and teachers) in the techniques which help children master the basics needed to achieve academic excellence.

PACT will assign a mentor for each family who you can e-mail or telephone as needed to assess your child’s program and progress.

Seminars and private sessions will also be available to help you.


Members and donors are invited to help sponsor families so that all families are able to join the PACT Academic Coaching Team.

| | | |
|--------------------------------|-----------------|--------------|
| Contact: Hellen Codling | Arlington Beach | 306-484-2255 |
| | Regina | 306-585-1841 |
| | Saskatoon | 306-374-8072 |

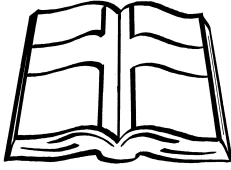
Donations are income tax receipted. Thanks for caring.

100% MASTERY is the KEY to ACHIEVING ACADEMIC SUCCESS!

Mastering Education Basics

for  Parents and Children Together

Bible Alphabet Mastery



Pp

Put on the full armour of God.
- Ephesians 6:13

| |
|---|
| Aa - <u>Ask</u> and it will be given to you; seek and you will find. - Matthew 7:7 |
| Bb - <u>Be</u> still, and know that I am God. - Psalm 46:10 |
| Cc - <u>Cast</u> all your anxiety on Him because he cares for you. - 1 Peter 5:7 |
| Dd - <u>Discipline</u> loves knowledge, but he who hates correction is stupid. - Proverbs 12:1 |
| Ee - Your kingdom is an <u>everlasting</u> kingdom. - Psalm 145:13 |
| Ff - Honor your <u>Father</u> and your mother. - Exodus 20:12 |
| Gg - <u>Give</u> us today our daily bread. - Matthew 6:11 |
| Hh - The Lord looks at the <u>heart</u> . - 1 Samuel 16:7 |
| Ii - Choose my <u>instruction</u> instead of silver. - Proverbs 8:10 |
| Jj - Shout for <u>joy</u> to the LORD all the earth. - Proverbs 8:10 |
| Kk - Remember the Sabbath day by <u>keeping</u> it holy. - Exodus 20:8 |
| Ll - <u>Let</u> us fix our eyes on Jesus. - Hebrews 12: 2 |
| Mm - Blessed are the <u>merciful</u> , for they will be shown mercy . - Matthew 5:7 |
| Nn - Love your <u>neighbor</u> as yourself. - Matthew 22:39 |
| O o - Children, <u>obey</u> your parents in the Lord, for this is right. - Ephesians 6:1 |
| Pp - <u>Put</u> on the full armour of God - Ephesians 6:13 |

May Flowers



Look around your own yard and in your neighborhood;
observe the flowers which are blooming.
Make a list of the names of these flowers and add them to your spelling list.
e.g. daffodils, tulips, dandelions



Test your memory by filling in the blanks below:

The Bible Alphabet

| | |
|--|-------------------|
| A - _____ and it will be given to you; seek and you will find. | Matthew 7:7 |
| B - _____still, and know that I am God. | Psalm 46:10 |
| C - _____all your anxiety on Him because he cares for you. | 1 Peter 5:7 |
| D - _____loves knowledge, but he who hates correction is stupid. | Proverbs 12:1 |
| E - Your kingdom is an _____kingdom. | Psalm 145:13 |
| F - Honor your _____and your mother. | Exodus 20:12 |
| G - _____us today our daily bread. | Matthew 6:11 |
| H - The LORD looks at the _____. | 1 Samuel 16:7 |
| I - Choose my _____ instead of silver. | Proverbs 8:10 |
| J - Shout for _____ to the LORD, all the earth. | Psalm 100:1 |
| K - Remember the Sabbath day by _____ it holy. | Exodus 20:8 |
| L - _____us fix our eyes on Jesus. | Hebrews 12:2 |
| M - Blessed are the _____, for they will be shown mercy . | Matthew 5:7 |
| N - Love your _____as yourself. | Matthew 22:39 |
| O - Children, _____your parents in the Lord, for this is right. | Ephesians 6:1 |
| P - _____on the full armor of God. | Ephesians 6:13 |

THE ARMOUR OF GOD

Ephesians 6:13- 17

Draw a line from the phrase to correct piece of armour.

- **Therefore put on the full armour of God...
Stand firm then, with the...**



- **belt of truth**

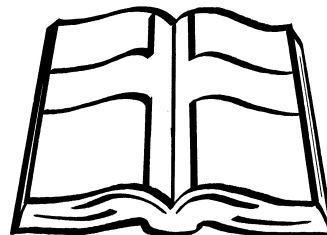
- **feet fitted with the readiness
that comes from
the gospel of peace**



- **shield of faith**



- **and the sword of the Spirit,
which is the word of God.**





PACT MASTERY CHART

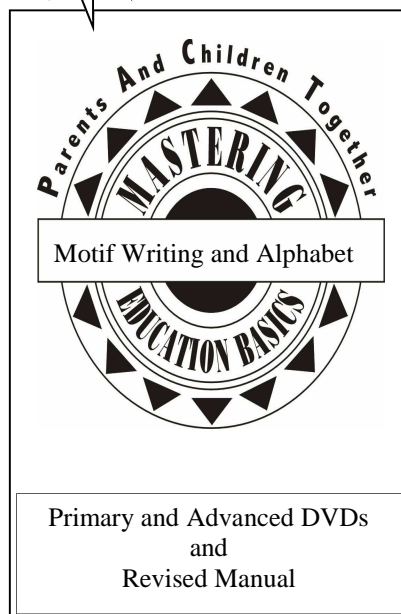
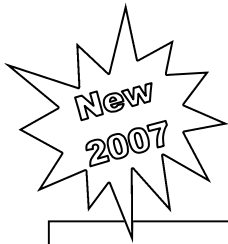


| <u>Skills</u> | Date Mastered |
|--|---------------|
| PENMANSHIP | |
| Motif Writing - Hemispheric Specialization | |
| Moveable Alphabet - 1 minute | |
| Traceable Alphabet book for preschoolers | |
| Manuscript Alphabet - 2 minutes, and copy poems | |
| Cursive Alphabet - 2 minutes, and copy poems | |
| READING | |
| Sight Word Mastery - 200 Words in 2 minutes | |
| 100 Concept Word Mastery | |
| 95 Word Families Mastery | |
| PHONETIC MASTERY | |
| Key Sounds - 190 Phonemes, Bronze level | |
| Key Sounds Word Analysis | |
| Key Sounds Application and Definitions | |
| Alphabet team Mastery - Sounds for each letter of the alphabet, Silver level | |
| Word Endings - Common Endings and Schwa Endings, Gold level | |
| Syllables - Six Kinds of Syllables | |
| WRITING PROGRAM | |
| Learning Sentence Writing - Volumes 1,2,3,4 | |
| 100 Misspelled Words Mastery | |
| Spelling Tools - 15 Basic Spelling Rules | |
| 100 Irregular Verbs Mastery | |
| Style and Structure in Writing Techniques (12-24 techniques) | |
| Narrative Story Model workbook - Primary | |
| Solving the Problem workbook - Intermediate | |
| Comparing the Narrative and Essay Model workbook - Senior | |
| 40 Famous Stories - Comprehension | |
| Steps to Good Grammar - Grades 3-7 | |
| MATH ESSENTIALS | |
| Math Olympics - Bronze, Silver, and Gold Levels in addition (+) and multiplication (x) | |
| Place Value | |
| Problem Solving | |



Description of *PACT* Teaching Resources

Check our website or e-mail for a PDF file.
parentsandchildrentogether.ca pact@canwan.com



Motif Writing develops hemispheric specialization, which means that one side of the brain is dominant and allows students to think clearly and effectively. Hemispheric Specialization should be developed by the age of **seven**. Beautiful handwriting skills develop as a result of practicing Motif Writing. Teachers can tell when students have started their day with Motif Writing because of the neat, rhythmic

