



Knowing Where to Start

In order to predict where the students will finish - first we need to know their starting point. If the results of a diagnostic indicate that a student lacks mastery of a concept, you may need to step back a bit to determine at what level the student *does* have understanding. It is difficult, if not impossible, to build higher level skills without the proper foundation.

STEP ONE: KNOWING WHERE TO START



Once you have determined the needs of the student, you can remediate, tutor, and/ or provide practice - as appropriate - to help the student achieve the mastery that will allow him/ her to progress to the next level.

You may have to step back more than one level (grade) before you are able to identify the point at which a student has understanding.

We can help.

GoToLearn is offering a remediation package through October 2009. If you purchase a standard (three product) package for your school (i.e., 6th, 7th, and 8th for a middle school), GoToLearn will roll in 5th grade, for remediation, at no charge.

For a demo and details on our programs, call Sally Philipp at 877-465-3276 (toll free) or 972-543-4290 or email sphilipp@gotolearn.org.

Language is an Art

Its / It's are often confused

The apostrophe indicates that it's is an abbreviation: it's = it is.

If you can use "it is or it has" in place of "it's, then it is correct usage of it's.

It's cold today. (It is cold today.) It's been a great season. (It has been a great season.)

Its means that something belongs to it.

The dog is losing its hair. The computer lost its connection. You wouldn't say "the dog is losing it is hair".

The confusion arises because we also use an apostrophe in English to denote possession. i.e. the woman's purse.

"It's" always means "it is" or "it has".

Quote

"Too often we give our children answers to remember rather than problems to solve." Roger Lewin

Teaching Tip

You can use flash cards to play games and make the learning process more fun for the students. Use addition and subtraction flash cards to play a high-low game. Put the students in groups of 3 or 4. Have one student act as the dealer and place three cards on a table. The other students must quickly determine which has the highest total (or lowest, or neither) and take the card. Students get 1 point for each card that they have at the end of the game.

Rotate the student dealing and change the game (i.e. ask for highest sum the first time, lowest sum the second time and neither highest nor lowest the third time).

You will find that students look forward to playing the game and it is great to teach them quick calculation skills.

Grin

A student was asked to define synonym. She answered "a word you use

when you don't know how to spell the other one."



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