

Details on How to Use the Record.

MATH - I think it is pretty self-explanatory. To make sure they are not short changing in the time element my husband now has them write in the beginning time and have it initialled (by one of us). Having the older children accountable directly to him has kept them more honest in this aspect. When they are done they do the same.

READING - The 'book #' refers to those books from the RC booklist. In actuality we use it very little because the children write in the title and then use an abbrev. for the following days they are reading from the same book. It doesn't hurt to have them jot down the book # as it makes it easier to locate on the document list.

I included the 'titles' category because we, and most families have other books, not on the RC list that we allow or require for study time (such as The Books of Knowledge). WE do not even use the 'pages' or 'time' categories but I included them because I thought it would be useful to other families who monitor a child's reading that closely (from discussion on the forum).

WRITING - 'Editing' is the brief way of saying, 'Did you fix the grammar errors?' I just looked the word up in the dictionary and it appears it may not be the best choice here, a little overkill maybe for young writers(editing being "to prepare for publication"). I probably should have used the word 'Corrections'.

Dr. Robinson always had his children correct their writing errors prior to beginning another essay. With my younger children who tend to do their writing with less contemplation and research they fix them the same day under my supervision. When the piece of writing referred to in 'topic' is corrected we put a check mark (or my initial) in the 'edited' column.

VOCABULARY - Again, the 'book #' is the number used on the RC booklist. I use only 2 lines for the 'words' as one can fit more than one word on a line. (We wanted the assignment record to only take two pages. We played around with more but narrower lines but found that the younger children had difficulty writing that small.)

For the columns with 'pronunciation', 'spelling', and 'review' either the child or I check off or initial when the words can be spelled correctly, said correctly and they have not only written 3 new words but reviewed all the words from that week (on Monday they quiz themselves on the previous weeks words).

Now, I have to say that that is the ideal. Most of the time they do not practice spelling them, pronouncing them or reviewing them!! That is too much for me to keep up with so I have left it to them. Those who do more will know more. I DO enforce the 3 words a day. For those who neglect even this during the week they get to add it to Saturday's agenda (as many as they skipped.). We only require the math on Sat. which they, of course, enjoy so adding 'catch up' work is a deterrent to skipping requirements during the week.

At the end of the week I go over each child's assignment record and I sign it and make any comments like, "You'll have to do this on Sat., sorry!", "Work on your handwriting for a couple days please." or "Keep it up." etc.

Sometimes a child doesn't fill in the assignment record and so that has to be done Fri. or Sat. just as any other neglected work. It has helped to have the older ones accountable to dad, knowing he is going to look over their record and be pleased or displeased.

Each of our students has a Study Binder and one of the categories is "Assignment Record". They put it in there and I do refer to it to see what my comments were and if they followed through.

Well, I think I have exhausted all aspects. Blessings, Ann Jagt