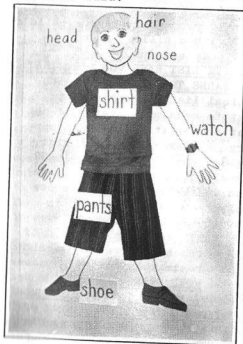


Tracing Davidito's body on a big poster board was one of the most successful ways of gearing his interest back into reading. I posted the poster on a wall, hanging from a poster bar frame, and changed the word cards and clothing on the boy on the poster at frequent intervals. Sometimes I'd mix the words up and put them in the wrong place and tell him that someone messed it all up, so that he would know it was wrong and then tell me where to put the words back, even though he didn't want to tell me that he knew what the words said!



44. WHEN HE BECAME INTERESTED IN GEOGRAPHY, stamps and a map of the world, Alfred too was able to teach him many words about different countries, foreign languages and locations. What fun it can be to learn "Mexico, Hong Kong, Mozambique"!

45. THE WEATHER CHART from "Help Your Baby to Read" was very successful with Davidito, as well as writing his own diary.

46. WHEN WE BEGAN TO TEACH OUR LITTLE GIRL TO READ at 14 months, Davidito saw her interest in reading and again regained interest. We oftentimes asked him to teach her a reading word which encouraged him to review what words he already knew. Praise the Lord!

47. WRITE THE NAME OF AN ANIMAL IN BIG PRINT ON A BALLOON and then draw on its face. The child can easily learn the word when playing with the balloon. You could also write the colour of the balloon.

48. PLACE TWO WORD CARDS FACE DOWN ON THE FLOOR. Using "apple" and "cat", for example, tell the child one word is something to eat and one is something to pet. When he picks one up, ask, "May I eat it?" (or "May I pet it?")

49. DIFFERENTIATING WORDS CAN BE VERY FUN, BUT MAKE IT VERY SIMPLE. It is better to make the answers almost obvious the majority of the time to encourage the child! This method of putting the two cards face down can be used in lots of ways: Ask "Can you find the word 'car' for me?" and the child can choose between car and boat, for example.

50. IF THE CHILD IS A BEGINNER reader do not expect him to differentiate between two words that are very similar in appearance, such as "car" and "cat", or "boy" and "toy".

51. WHEN LOOKING THROUGH A BOOK YOU CAN REVIEW WORDS by placing two word cards of words they already know face-up. When you see

the cow, say, "Which word says this?"--and point to the cow without saying the word "cow". Children who do not talk can easily show you which word it is, if they are in the mood and you make it fun. You can also make the noise the animal makes and have the child point out the word. For very young children, have only that one word in front of them, such as "cow", and ask, "This word is an animal that says MOOOO. Can you guess what the word is?"

52. TAKE THREE PIECES OF THE WORDS THEY KNOW AND PUT WORD CARDS UNDER THEM on a table. Show the child the correct way first, then scramble the word cards and let him arrange the cards in proper order again. It is best not to say the word aloud when he is wrong because it could confuse him, but say, "No, it says apple." (Do not say "No, it does not say pear, it says apple.")

53. PRESENT A WORD SUCH AS "DOOR". ASK WITH RHYMING WORDS, "DOES IT SAY DOOR, MORE OR SORE?" It can be real funny and the children love rhymes. For chair, "Does this say hair, mare or chair," etc. It could even be non-sensical: For people, "Does it say beuple, sneeple or people?" Or use associated words: For penis, "Does it say vagina, breast or penis?"

54. FOR PARTS OF THE BODY: Choose a word card or point to the word from your word book, such as "knee". Do a pantomime to ask your child if you are pointing to the right place. Point to your nose and nod yes? Point to various parts of the

body or place the word card on parts of your or his body and ask if it's correct. You could make a score for how many he gets right.

55. DO THE SAME WITH CLOTHES. Have him (or you or other children can take turns with him) pull the article of clothing out of the drawer that corresponds with the written word you present.

56. PLACE SEVERAL OBJECTS OF THE WORDS HE CAN READ IN A BOX AT THE OTHER SIDE OF THE ROOM.

Present the written words (ones he knows well, of course) and have the child run to the box and bring you the object. This could be a relay game for several kids, but do not ever make it so difficult that the child will feel bad.

57. CHOOSE TWO OR THREE ACTION WORDS SUCH AS RUNNING, JUMPING, SINGING. Place the word cards face-down or in a stack. Then take turns choosing one. Each person does what his word card says.

58. REMEMBER, MOST IMPORTANT OF ALL:

- 1) You must have faith that the child is definitely learning, whether he has proven it to you or not!
- 2) Keep going and go fast, not too slow, so to prevent boredom and loss of interest.
- 3) The child will never entirely forget something once he's learned it. Don't forget that Dad refers to a child's brain as a computer.
- 4) Even if they get it wrong sometimes, it does not mean they have not learned it.
- 5) Make it fun and don't give up