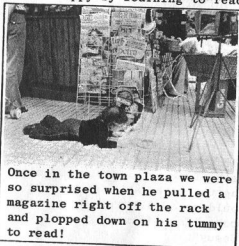


or a small new toy or something, but it never seemed to be worth much to him.

37. IT'S MUCH MORE REWARDING TO THE CHILD TO KNOW THAT YOU'RE PLEASED AND HAPPY WITH HIM. The pleasure you both gain from the child's ability to read is worth more than any little material reward, and besides, soon he will be reading so much that you will not be able to keep up with giving little rewards. Davidito was happy to know that he was making others happy by learning to read.



Once in the town plaza we were so surprised when he pulled a magazine right off the rack and plopped down on his tummy to read!

38. THROUGHOUT THE MONTH OF NOVEMBER I CONTINUED TO TRY TO TEACH HIM SOME OF THE SELF-WORD VOCABULARY, such as "nose" and "knee", but he never showed an interest. Suddenly about mid-January '77, when he was almost two years old, after much prayer about how to present reading words to him so that he would enjoy learning, I presented to him individually each word of this little witnessing message: "I love Jesus. Jesus loves me", and it worked! He loved it and wanted to read more!

39. SO STARTING IN MID-JANU-

ARY, HE LEARNED TO READ ONE WORD A DAY. We chose to learn the words which were things in his bedroom, such as ball, guitar, bed, radio, clock, train.

40. IN ONE MONTH'S TIME HE WAS EASILY LEARNING TO READ TWO WORDS A DAY. He could read by this time at least 20 words. I would introduce an adjective or adverb to him along with another known word such as "a compass", "the red apple", etc.

41. AFTER ONLY ONE MONTH OF LEARNING TO READ, DAVIDITO WOULD POINT OUT WORDS WHICH HE SAW ON SIGNS and try to read them for himself.

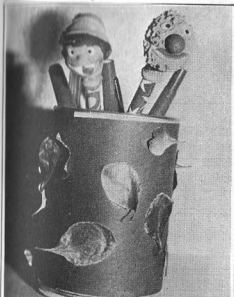
42. HE WAS ALSO POINTING OUT WORDS AND NUMBERS ON THE WASHING MACHINE DIAL and would read words with a double l ending, for example, as "ball". He could read MO Lion Reader no. 1 by this time.

43. MOMMY TAUGHT ME HOW TO TAKE ADVANTAGE OF THE OPPORTUNE MOMENTS OF INTEREST that are too good to pass up! Once he had a great time playing with a big wad of keys. Mommy suggested right away that we write down the word and he learned the word "keys" immediately and has never gotten it wrong since!

44. BY MARCH 8th I WAS WRITING DOWN COMPLETE SHORT PHRASES, and when Davidito would start to read the phrase he would laugh before finishing the phrase, which showed that he was reading ahead of what he was even saying aloud, and he was getting the complete point of the message and understanding what he was reading.

45. "PURPLE PEN" MADE READING REALLY FUN. He's a goofy little rubber funny-face head that sits on the end of my pen. I would

take purple pen jump around with excitement when he wanted to "speak" and tell Davidito something. Then he would write down the message and Davidito would read for me what Purple Pen wanted to say.



Here's "Purple Pen" & "Peter Pan Pal" in a pen holder we made by decorating a small cardboard cannister with pretty autumn leaves.

46. THE FIRST PHRASES PURPLE PEN WROTE DOWN, DAVIDITO COULD READ FLUENTLY. "I love you. Do you love me too?" "I love God so I am happy. Are you happy?" By March 10th Davidito could read MO Lion Reader number 3 perfectly well, as well as many other phrases which Purple Pen had written for him.

47. DURING THE MONTH OF MARCH THE FAMILY OF LOVE IN TENERIFE WAS RECEIVING A GREAT DEAL OF PUBLICITY and we were very busy meeting reporters and new people and even being stopped

on the street by complete strangers. But even though shy, Little David was meeting new faces and new people, and even when Daddy, Mommy and Alfred, our closest loved ones, had to leave the island and we stayed behind for one week, none of these seemingly difficult situations hindered Davidito's reading whatsoever.

48. HE HAD SUCH GREAT FUN AND FEELING OF ACCOMPLISHMENT IN LEARNING TO READ that he kept doing better and better. You should have seen those Scandinavian reporters' faces when they saw this two year old child reading his own book!—Ha!

49. BY MID-MARCH '77, AFTER TWO MONTHS OF READING, DAVIDITO COULD READ 57 WORDS FLUENTLY AND FIVE BOOKS on his own. Soon afterwards we flew to Portugal. We were travelling almost all the time, living in small rooms in hotels, and so spent much of our time outside in parks.

50. THIS IS WHEN I BEGAN TO USE WHAT I CALLED "WORDBOOKS"—small, school-lined notebooks, spiral or flat, which I used for writing down one word per page with a thick coloured felt-tipped marker. It was much easier to carry the wordbook about in my purse than to make flashcards, and he seemed to like the idea that we make his own book, even though it had no pictures.

51. WHEN HE SHOWED AN INTEREST IN ANY GIVEN SUBJECT, OR AS HE REPEATED A WORD OR PHRASE on his own (because he was learning to speak well at this time), I wrote the words down in the word-book and continued to show them to him throughout the day.

52. ONE OF THE DIFFICULTIES I