

Tell him what it means if he's not sure and "review" by putting the words into use some other way. Keep up with it daily.

9. HAVE YOUR SUPPLIES ALL ON HAND TOGETHER. For example, you can keep white bond paper in a plastic page folder book, a straight-edge ruler, pencil for tracing lines and letters, a thick-pointed coloured marker (not permanent ink marker, but a water colour type whose ink does not go through to the other side of the page), a lined school notebook, glue stick, and a photo picture file. I kept all my supplies in a small little shoe box so that at any given moment when we were at home I could at the same time present the new word in a workbook and put the word in a book with a picture.

10. ALWAYS PRAISE HIM HIGHLY FOR HIS GOOD WORKS! Don't forget to praise the child! Praise him with love, cuddle him, love him, show him that you're happy. Tell him that you're happy, tell the Lord together that you're happy! Everyone loves praise! It's the biggest reward the child can receive to know that he is making you and others happy, and especially the Lord!

11. FORGET THE IDEA OF TESTING! Forget even the terminology! Just get in the practice of playing games with words and therefore making reading and reviewing fun! (I never liked to be tested either, did you?)

12. YOU DON'T NECESSARILY HAVE TO FOLLOW THE METHODS SUGGESTED IN THE BOOKS. I certainly didn't, but found that the author's counsel and ideas were very helpful. Once you find that a particular

method does not work, pray and follow the Lord's leading as to what will interest your child the most. Once you find a method that does work, such as I did in using "Purple Pen" and the workbook or making my own books, then stick to it! If it doesn't prove fruitful, be open to change and prayerful for new ideas. Prayer changes things!

13. TRACING THE PRINT IN THE NO LION READERS HELPED ME in the beginning to write the words out clearly. It's difficult to make thick lettering with a thin felt tipped pen because you might get the letter out of proportion. I found the thicker the marker and bolder the letters, the better appearance the writing had.

14. SEARCH OUT MATERIALS IN YOUR OWN AREA. We have found a goldmine of teaching aids in several languages in easy access at every location where we have been, just at the local book or Bible stores! You may find a full set of good readers in your language published by the system just right down your street! Don't knock it, use it! It saves time, and even a more difficult reader than you would expect may be the one that your child may learn to read from. Don't ever underestimate your child!

15. WHEN CHOOSING SYSTEM READERS, Make sure the text is large, the illustrations are good and realistic, and that the overall spirit and moral of the story is good and edifying for the children!

16. A FEW GOOD TIPS FOR BUYING BOOKS, even beginning readers for children, is to invest in paperbacks. They are always cheaper,

easier to transport, and can usually be ordered through the bookseller if not available in their stores. Be very careful to look through every page of the readers and books for children, making sure the print is very large, the illustrations realistic and clear, the story text is inspiring and coherent and most important of all that the entire book carries a good, happy spirit. We have been amazed at some of the horrible artwork and text many publishers print for children!

17. STOP THE READING SESSIONS BEFORE THE CHILD LOSES INTEREST. Always end on a good note. Stop when the going is good. Be mindful of when the child might be getting too tired. If he wants to continue reading and you suggest stopping, he will beg you to go on.

18. DON'T LET A CHILD SEE A WORD WRITTEN BACKWARDS on the opposite side of a page. It can become very confusing to them and even lead to a certain type of problem called dyslexia. Never use the type of pen that will show through, or if no other pen is available use thicker paper to avoid ink soaking through.

19. I OFTEN CHANGE THE COLOUR OF THE INK that I use in writing the words down in the workbook to make it more interesting.

20. I ALWAYS TOLD DAVIDITO WHAT A WORD OR INDIVIDUAL LETTER SAYS when he showed an interest and was pointing it out, even if I didn't think he was ready for it. "Oh, that word says, 'xylophone'!" or "Yes, that's a new g!"

21. I WOULD SUGGEST BEGINNING TO USE THE STANDARD TYPEWRITER

type of a and g when the child has learned somewhere around 100 to 150 words. Most of the words that you'll find in print come in this type lettering and it will prevent him from becoming confused later on.

22. PUT WORDS IMMEDIATELY TO USE AFTER THE CHILD HAS LEARNED THEM. Ideally, by the following day the child should see the new word in print somewhere, somehow, whether it be in a book or a phrase on a piece of paper or blackboard, or printed directly on a magazine picture and posted where he can see it.

23. FIRST GRADE READERS ALWAYS REPEAT THE SAME VOCABULARY WORD PAGE AFTER PAGE to impress it on the child's mind and even to encourage him that he is reading correctly. I have found the Ladybird Reading Series to be very good. Each page offers one page of text with a full page illustration, and the new word presented at the bottom of the page and used repeatedly throughout the book. Even though in these books the system children eat "sweets", the series is about the best we have found. They are fairly inexpensive and are available in many bookstores or directly through the post from: Ladybird Books LTD, P.O. Box 12, Beeches Road Loughborough, Leicestershire England, LE11 2NQ. They are about 25p per copy. Ask them to mail a pamphlet of their books and the name of a distributor in your area. We have seen Ladybird books for sale in several European countries!!

24. THE KEY WORDS READING SCHEME (series 641) comes in 3 sets, A, B and C, each set num-