

self a while longer.

37. GAME 4: AT THIS STAGE A COLOUR CARD WILL ASSIST YOUR TEACHING. Cut a 6-in. square of thin cardboard and cover it with red paper. Print the word "red" across it in big clear bold black lettering. Ask your child the colour of several of the red toys you've been using and then hold up the colour card and say, "This card is red".

38. GAME 5: WHEN YOU FEEL THAT YOUR CHILD UNDERSTANDS what you have been trying to teach him, introduce a second colour. YELLOW is a good second colour to teach him in the same way you introduced red.

39. WHEN HE KNOWS THE NAMES OF TWO COLOURS HE MUST LEARN TO DIFFERENTIATE between these two before you introduce him to a third. --First mix the different coloured toys together and then with your child's help, separate them out into a pile of red toys and a pile of yellow toys.

40. THERE ARE MANY OTHER LITTLE GAMES YOU CAN PLAY TO help him learn to differentiate. You can change places with him and let him ask you for a specific toy and colour. Let him pretend to be the teacher and you the student.

41. IT IS IMPORTANT TO SPEND A LOT OF TIME AT THIS STAGE. Make sure he can differentiate before teaching the third. Then you can teach the other colours, sticking to the basic colours, using the same method. Be sure he knows each one before going on, but don't go so slow the child becomes bored.

42. THE IMPORTANT THINGS TO REMEMBER are: Avoid confusion in the early stages by teaching only one colour at a time, and secondly,

teach a little but teach it often, and above all make it fun!

43. GROUPING THE IDEA OF A VARIETY OF OBJECTS BELONGING TO THE SAME GROUP is not too difficult to convey and it is a vital part of an early learning program for children.

44. TAKE AS YOUR FIRST GROUP SOMETHING THE CHILD IS VERY INTERESTED IN, like food: Ask him, "What do you like to eat?" As he mentions a food, bring a sample of it to the table.

45. WHEN YOU HAVE COLLECTED SEVERAL DIFFERENT FOODS, see if he can point to them all and put names to them. Then say, "These are all things we ..."--hesitate long enough for him to say the word "eat" if he will. Repeat this statement again.

46. THE NEXT STAGE OF THIS LESSON IS TO LOOK THROUGH MAGAZINES WITH YOUR CHILD and see if he can point out pictures of "Things we eat". Cut out suitable examples and glue them into his scrapbook, all on the same page under the heading, "Things We Eat".

47. YOU CAN TEACH THE FOLLOWING GROUPS using the same method: things we find on the beach, animals from the farm, animals from the zoo, things we wear, things which fly, things with wheels, etc.

"LEARNING FUN AT 20 MONTHS"--By Sara Davidito. 10/76 DFO-S-33
--Chapter 36 of "Davidito".

1. TIME WITH MOMMY & DADDY: BECAUSE POOR DADDY WAS VERY SICK IN BED, DAVIDITO AND I MADE A GET-WELL CARD FOR HIM. Dito paint-



ed with water colours a Scripture card which said, "Kept by the power of God", and we traced his little hand on the back. He snapped the scissors to cut a flower off the rosebush, and put



it in a little vase. Then we delivered the love gifts to Daddy's bedroom and said a prayer for him. 2. WHEN DADDY BEGINS TO SING, "I WENT TO THE ANIMAL FAIR, the birds and the beasts were there",



etc., Davidito runs to get his stuffed toy animals to march along to the song. Daddy often sings to Davidito as he sits on his lap or before meals for all the family.

3. SEVERAL TIMES WHEN DAVIDITO WHINED WHEN MOMMY HAD TO LEAVE after a little playtime together, she assured him by showing him the minute hand on the wall clock that she would be back in only "five minutes", to watch the long hand and she would be back when it had moved ahead one number. Davidito keeps his fingers spread out to the number five in anticipation, and Mommy always keeps her word and shows up right on time