

school supply with me.

17. IT'S HELPFUL TO REMEMBER THAT OUR CHILDREN'S EDUCATION IS A MISSION TO AN END--what can you teach them that will benefit their present & future ministries in serving the Lord? If explained to the children the importance of learning the basics, & why, they'll most probably get the vision & show more of a willing interest in school activities.

18. LIKE I SAID BEFORE, I USUALLY NEVER "PUSH" DAVID when he's uninterested or uncooperative at schooltime, unless he's misbehaving & murmuring about the Word! One day when beginning a flannelgraph story on Daniel, David-ito didn't act very interested and was also very reluctant to read the Hamlyn Bible passage aloud. So I encouraged him to try his best to enunciate the words correctly & read aloud so to edify me too, not just himself.

19. I THEN EXPLAINED HOW HIS MOMMY & DADDY ARE READING & WRITING ALL DAY LONG FOR JESUS, & that's why they are important leaders for God's work, because they are faithful with the Words & in obeying Jesus. I also stressed how young Daniel & his friends Shadrach, Meshach & Abednego were shining examples to the people of the heathen land where they lived, because they studied & learned to read, write & speak the foreign language of Babylon, & were therefore greatly used of God in important positions in the Kingdom!

20. MATH? IF IT WEREN'T FOR THE FAMILY CARE NUMBER AIDS (See "Arithmetic Revolution Parts 1 & 2" classes & aides by FC), & about three basic math workbooks & the Ladybird Basic Arithmetic Series, books 1-4, I don't know how I would have ever attempted teaching math, when I only "enjoy" the simplest forms of it myself! David has always enjoyed immensely doing dot-to-dot exercises (following numbered dots to complete a picture), & learned to read 2-place numbers this way.

21. BECAUSE MATH WORKBOOKS TEACH IN A GRADUATED SEQUENCE of exercises, children easily learn all the basics just by completing the workbooks. Our kids love a little star sticker at the top of certain full pages of review that they completed well. Ano-

ther advantage of workbooks is that children do not require full-time attention when assigned an exercise they can complete on their own, & you can more easily teach another child or work on other projects while they're busy with workbooks!

22. I'VE OFTEN BEEN SURPRISED TO FIND OUT that just from sharing lessons & mathematical terms in everyday routine, David had already learned certain math terms & principles before I got around to teaching him with books or "equipment".

23. THE FIRST TIME I HAD A LITTLE CLASS WITH HIM ON FRACTIONS he did very very well working with a simple wooden fractions puzzle which our sweet Home handyman had made for him. When I poured the pieces out onto the table, he picked up the whole circle & said, "Oh look! A whole!"--& fit it right in its place in the puzzle frame. Next he said, "And look, two halves!" & went very quickly through the exercise by himself, on his own!

24. NEXT HE TOOK ONE OF THE THIRDS & figured real quickly that the other two like pieces with it made a whole. I picked up one of the pieces & asked what it was, & he answered immediately, "One third", when I've never even taught him that with a visual exercise!--We've just talked about it before when dividing pieces of fruit, etc. We went up to four-fourths to make a whole!

25. WE'VE WORKED SEVERAL TIMES USING NUMBER CARDS, learning about the ones & tens number places. David can "build" up numbers such as 29, 33, 55, etc. when I ask him to. He also learned to sight-read a few "big" numbers from written out Bible references like Psalm 100 & 121.

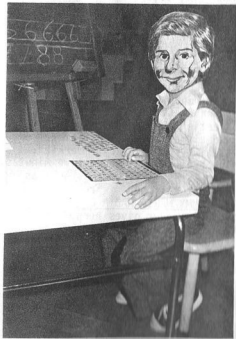
26. THE BIGGEST SUCCESS IN MATH OF LATE IS MEASURING. We have an English workbook with lines & even drawings suggesting the child line up at the beginning of the line, "0", & measure with a ruler how many centimeters each line is. He can even add together two numbers to figure how long two lines are when put together. It's really fun & he loves it, & will go on to using a tape measure, like a handyman, when I help him read the larger numbers.



David measures his portable fold-up school table.

Ana cut up an old calendar & gave us the number cards that he oftentimes lays out in order from 1-30, or in groups of even & odd numbers; or in columns of groups of 10.

27. WE HAVE ALSO WORKED WITH COUNTING IN GROUPS OF TEN, using bundles of toothpicks, & he knows very well how to count from 10 to 50, as well as 1 through 50! He likes to work with the grid chart from the Family Care Math Class, & he can lay out the little numbers in place from 1 to 50. To avoid his patience wearing thin, we usually do only two lines of 10 numbers each at a time & go on to something else.



Counting up to 50 on FC math chart.

28. WE'VE TRIED TO WORK SEVERAL TIMES WITH THE HUNDREDS & THOUSANDS CARDS & him laying out numbers that I write on the chalkboard, such as 23, 57, etc., but it is sort of hard to keep his interest that way. It's always much easier to teach math concepts when you use some real life visual example, such as making change with coins or using pictures or items associated with numbers in every instance, not