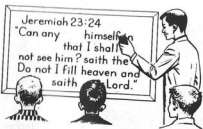




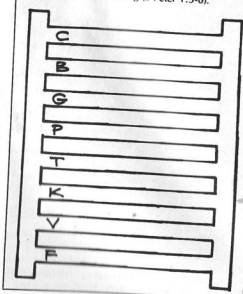
### To Teach Memory Work

Learning the memory verse can be interesting and fun if a chalkboard is used. Write the verse on the board. After children have read through the verse a few times, erase one or two words and let them again read the verse, supplying the missing words from memory. Continue in this manner until they can say the entire verse from memory.



### CLIMB THE LADDER

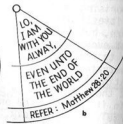
In his second letter, Peter told how Christians should grow. Write these ways on the ladder, beginning with the bottom rung (2 Peter 1:5-8).



### MEMORY MATCH-IT WHEEL

**Materials:** 3 cardboard circles of different colors, 14", one 16" and one 8" in diameter, one paper fastener, ruler, pencil, pen and ink

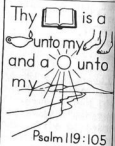
**Procedure:** Place circles on top of each other, with the largest on the bottom and the smallest on top. Put paper fastener through middle of circles and fasten loosely so circles turn freely. Divide the circles evenly into 10 sections (sketch a). Ink in division lines. Select 10 verses and print first part of verse on smallest circle, last part of verse on middle circle and reference on outer part of verse, all the others are scrambled. Pupils may take turns matching verses and references.



**Procedure:** Rule in light pencil lines to guide lettering on poster board. Letter in desired words, omitting words to be substituted by pictures. Paste pictures (or draw pictures) in proper places. Preschool children especially enjoy these charts.



Psalm 119:11



Psalm 119:105

### MUSIC & DRAMA

25. ALONG WITH SKITS OR POEMS THAT WE OFTEN ACCENTUATE MEMORY VERSES WITH, COMES A SUBJECT OF MUSIC, another vast, enjoyable learning method & one that comes up very frequently in God's Word! Talk about Jubal, the father of music in Genesis 4:21. Try to make for yourself or purchase a few inexpensive musical instruments such as rhythm sticks, jingle bells, finger cymbals, drums or maracas. Use instruments that the children can sing &/or march along with as they play. Teach



Praises: with musical instruments--xylophone, maracas, rhythm sticks, bells, kazoo, tamborine, finger cymbals & triangle.



The real believers get excited & praise the Lord!

rhythm, keeping the beat with the music as you either quote a verse to song, or sing a Bible theme song. Inspire the idea that this music you're making is all to the glory of God (1Co. 10:31) & how the Lord loves praise! So few people on Earth really love & praise Him or think to thank Jesus for all He's done, & when you're

full of the Word you're full of thanksgiving & will want to sing & praise Him with your whole heart together! Make a Bible study of praise & Psalms! P11!

### 26. MORE POEMS THAT WE'VE ENJOYED COMPOSING TOGETHER ARE

"Matthew, Mark, Luke & John  
The Four Gospels  
The Good News Song!"

or a Spelling poem: (Use hand motions!)  
"S-T-O-P! Stop before you cross the street!  
L-O-O-K! Stop & look before you leap!  
L-I-S-T-E-N. Stop, Look, Listen & Pray! Amen!"

### [SPELLING]

### 27. THIS IS ONE AREA THAT DAVID HAD NOT EVEN TOUCHED ON BEFORE THIS BIBLE CURRICULUM PROJECT

Maria inspired us with, & we found a very successful & even fun way to learn to spell in the "Copy-Test-Prove" method, suggested by dear John Freedom, a brother teaching school in Hong Kong. John writes, "A very quick & effective method of helping children to spell is to memorize new words is the 'Copy-Test-Prove' method. There are four steps in the method:

28. "1) HAVE THE CHILDREN COPY THE NEW WORD OR WORDS INTO THEIR NOTEBOOK. Then have the children read each word back to you, first, to check on their pronunciation & then read a second time letter by letter to familiarize themselves with the sequence of letters which make up each word. Draw up four columns (as pictured) & write each spelling word down the 'Word' column in their notebooks, in good handwriting, exactly the way you'd want a child to copy it. 2) The children now follow the heading of each column. Here they simply copy the word alongside the given example, in the 'Copy' column. 3) Both the example & the copied words are now covered by something. (A book or paper, etc.) & they test themselves to see if they can write the word from memory, in the 'Test' column. They can check the answer by quickly referring back to either of the two previous columns. 4) The 'Prove' column is the final test to prove that they know the word. All the previous columns are now covered & for the second time, the memory test is completed in this, the fourth column.

29. ONCE THIS METHOD HAS BEEN COMPLETED THE CHILD SHOULD HAVE EFFECTIVELY INCREASED HIS OR HER SPELLING VOCABULARY by as many words as are studied in this way. In cases of larger or difficult words, it might be necessary to complete this 'C-T-P' method more than once.--