



## Tips and Techniques

### Memorization and Backward Chaining

**Scripture Verse:** Thy word have I hid in mine heart, that I might not sin against thee. (Psalms 119:11 KJV)

**Grades: 1-12**

### Backward Chaining

The backward chaining procedure builds on the fact that it is easier to add one word to a given verse than to combine three or more words into a total verse. The verse "... *I will not forget thy word.*" (Psalms 119:16, KJV). It would proceed as follows: Have your child say the number of the reference verse first, then the number of the chapter. Then have him say these two together. Next, have him give the book of the Bible (Psalms) and then add the 119:16 combination. The steps would look like this:

- \*16
- \*119
- \*119:16
- \*Psalms
- \*Psalms 119:16
- \*word
- \*word. Psalms 119:16
- \*Thy
- \*Thy word. Psalms 119:16
- \*Forget
- \*Forget thy word. Psalms 119:16
- \*Not
- \*Not forget thy word. Psalms 119:16
- \*Will
- \*Will not forget thy word. Psalms 119:16
- \*I
- \*I will not forget thy word. Psalms 119:16

This backward chaining procedure builds in more success than the traditional method while holding the difficulty level down.

### Word Omission

Write the entire verse on a piece of paper and, using a small piece of paper, cover up one word at a time. Have your child repeat the verse after the word has been covered up. Continue covering up additional words until he can say the verse with all words covered up.

### Mix-up

Place the verse to be remembered (keep in mind that the verse has already been presented) on strips of paper with one word on each strip. Mix the strips and have your child arrange

the words in the proper sequence.

### **Hide and Find**

Place the individual words of the memory verse on strips of paper. Hide the pieces around the room and let your child find them. Add a few extra words and let him discover which are the correct ones. If he needs help, let him look the verse up in his Bible.

### **Window Shade**

Place the verses to be learned on a window shade. Then as your child learns one line of the verse, you can pull the shade down to the next line. Be sure to start writing the verse at the bottom of the shade and remember to use large letters.

### **Rebus**

Instead of using words, have your child find pictures or symbols to replace the various words of a verse. These may be placed on the table in random order. Your child picks the correct pictures or symbols, saying the verse.

### **Catch the Cushion**

Let your child stand approximately 10 feet across from you and pass a cushion to you. As you catch the cushion, say the first word of the verse, then pass the cushion to your child. As he catches the cushion, he must say one word of the verse. When the cushion is returned to you, you say the next word, etc. (increase the speed).

### **Hot Potato**

This can be used when all the members of the family are involved. As everyone stands in a circle, pass an object around the family circle. When someone says "Stop", the one holding the object must be able to quote the memory verse. If unable to recite the verse, they must sit out the rest of the game.

### **Whisper Words**

When more than three members of the family are involved in learning the verse, seat the family in a semi-circle. Beginning with the one on the end, whisper the memory verse to them. Each person in turn whispers what they think they heard to the person next to them. Compare what the first person heard and what the last person heard. This is played at its best when the verse is presented for the first time.

### **Tape Cross**

Using some adding machine tape, stretch it across a wall in the living room, kitchen, etc. At various times during the evening or week, ask your child to go to the tape and write the next word of the memory verse on the tape.

### **Puzzling Pieces**

Write the memory verse on an 8-1/2 X 11-inch sheet of paper. Cut this sheet into various sized puzzle pieces. Have your child reassemble the puzzle? If more than one member of the family is involved in the memorization, give each member a separate custom-made puzzle. See who can be the first to reassemble the memory verse and read it to the other members

of the family.

### **Key Words**

Once or twice during the week, review the memory verse by placing one or two key words from the verse on a strip of paper. Let your child repeat the verse by seeing only the key word(s).

### **Ancient Script**

Print the memory verse with no spaces between words. Let your child draw line to separate the words. For example: IWILLNOTFORGETTHYWORDPSALMS119:16  
I/WILL/NOT/FORGET/THY/WORD/PSALMS/119:16

### **Morse Code**

Using a copy of the International Morse Code on a piece of paper, write the memory verse in code and let your child translate it.

### **Scroll**

Make a scroll. Write a verse or verses on the scroll.

### **Catch Me**

Quote the memory verse to your child incorrectly. Let him catch you making a mistake. Have him make the correction?

### **Wax Paper**

Cover a sheet of white 8-1/2 x 11-inch paper with wax paper. Trace the memory verse on the wax paper, pressing hard with a sharp pencil. Use large letters when you are pressing. Let your child brush tempera paint over the paper. If done properly, the paint will not adhere to the wax from the paper. The memory verse will seem to magically appear as the paint is brushed on.

### **Puppets**

Let your child present the memory verse using a puppet.

### **Mime**

Have one child read the verse (or say it) as another person (or parent) moves his lips to simulate speaking.

### **Stepping Stones**

Place the words of the memory verse on the back of footprints cut from pieces of paper. The child moves ahead (takes steps) only if he can say the word on the reverse side of the next foot-print. Use several memory verses. See if your child can move from the kitchen to his bedroom, etc.

### **Checkers**

Place the references to memory verses on the bottom side of checkers. Whenever a checker

is captured, the person must say the verse corresponding to the reference on the bottom of the checker.

These are only a few possible suggestions for learning and reinforcing memory work. Keep in mind that to memorize the words of a verse results in getting the WORD in the head, but not necessarily into the HEART. It is getting the WORD into the heart that counts. To do this, you must move beyond mere rote learning to recognition, restatement, relation and realization. After the words are learned (when your child is able to repeat the verse for two consecutive times without error), you must move him to a level of recognition. Learning to recognize a particular memory verse involves presenting to your child a part of the verse and having him give you the chapter and verse reference. Or you might provide your child with a chapter and verse reference and require him to identify the correct verse from several alternatives. Asking him a question about the verse in which he is required to give you an answer after he has heard the verse involves recognition.

Once your child is able to recognize the memory work, ask him to paraphrase the verse. Putting the verse in his own words involves restatement.

The next level of learning is the relation level. Talking about the verse and letting your child tell or show how someone (him in particular) could use this verse in their life.

The final level of learning is realization (often called direct experience). This is when you talk about the verse and find ways for your child to apply this verse to his own life. This is the highest level of learning and assists the child in getting the Word into his heart. You may want to ask at the end of the school day, or at the end of the week, if he used this verse during the day or week.