

Questions to be answered following Power Point Presentations - ANSWERS

What is Literacy?

- 1. What are the four elements of Literacy?**
Speaking, listening, reading, writing
- 2. What are some activities to encourage speaking and listening in Primary School?**
show and tell, group discussion, answering questions, retelling stories, listening games
- 3. How does listening help us to learn about God?**
We hear God's word spoken; we hear testimonies of other
- 4. How does speaking help others to learn about God?**
We can tell others about God.
- 5. Why do you think it is important for children to hear 1000 stories before they start to learn to read?**
They gain an interest in books and therefore want to learn to read for themselves; they learn language through books and stories
- 6. What would be some examples of inappropriate content in children's stories, if we are wanting to keep God's standards?**
Evolution, witchcraft, poor moral standards

About this course

- 1. What is a Literacy Assistant?**
Someone who helps a child/person to learn to read
- 2. What are some of the reasons why many children are reading at a level that is lower than expected for their age?**
Large class sizes, no individual attention, not given reading materials at the right level, English as a second language
- 3. Why should we not call these students "slow learners"?**
This is a negative term and puts the student down. They may not be 'slow' but just haven't had the right opportunities.
- 4. Who developed the Reading Recovery course and from which country?**
Marie Clay, N.Z.
- 5. Why do you think the inventor of the program aimed to reach non-reading students in the early Primary school years?**
To catch the problem early means that there is not continues failure year after year.
- 6. "Some students may need assistance in oral language before starting the program." Explain why some students may need this.**
Some students may not have had enough practice in spoken English, especially those whose mother tongue is not English.

Role and Responsibilities

1. What will you do, as a Literacy Assistant?

Assist students in literacy, care for the students, support the classroom teacher, alert the classroom teacher of any student needs

2. What does it mean to be a servant?

Be willing to fulfill the demands placed upon you; Be willing not to be thanked; Do more than our duty; Go the extra mile; show humility

3. Who can be a teacher?

Parents, grandparents, school teachers and assistants, Sunday School teachers, Youth leaders, anyone who has a positive influence on a child's life.

4. What character attributes would be important for a teacher?

Live a life worthy of your calling, caring, loving, patient, kind, a servant

5. "God does not call us because we are qualified, but qualifies us when we respond to His call."

In what way do you see yourself as being qualified to assist students?

I have a good command of written and spoken English; I have a love for children; I can trust God to guide me in my work; I am caring and patient.

6. "True education is more than learning lots of facts."

Make a list of the things you would see as being important in a child's total education.

Examples: social, emotional, physical, creativity, ability to think clearly, desire to learn; desire to read; ability to express ideas in writing; ability to express ideas by speaking; determination, application

Biblical Worldview

1. What is Biblical Christian worldview?

- It is a belief system about reality.
- It is an internal standard that we use to evaluate all the information we receive.

2. What does a Biblical Christian believe about Creation and the Fall?

- A once perfect world, as God created it around 6,000 years ago.

3. What does a Biblical Christian believe about the Great Flood?

- The Great Flood which covered the whole earth

4. What does a Biblical Christian believe about the Tower of Babel?

- All people groups originated from here, and God gave different languages to different people groups so that the building of the tower could be stopped.

5. What does a Biblical Christian believe about Jesus?

He is the Son of God. He came to earth in humans form, was crucified and came alive again. In doing so He can take our sins upon Himself, offering forgiveness and a home in Heaven to all who repent and follow Him.

6. What does a Biblical Christian believe about the role of the church in the world?

The church is made up of all true believers in Christ, not denominations. The church's role is to share the good news about Jesus and be a light in the world.

7. What does a Biblical Christian believe about the end of the world?

Jesus will come again and take Christians to be with Him in Heaven. The old earth will pass away. There will be a new Heaven and Earth.

8. How does a Biblical Christian answer these 4 questions:

- Where did we come from?
God made me
- Why are we here?
God made us to have fellowship with Him, to love and serve Him
- How do I know what is true?
The Bible is God's Word
- Where are we going?
If we have given our life to Christ, we go to Heaven for eternity.

9. How old is the earth?

About 6000 years old

10. Why does worldly education teach millions of years old?

Many people want to ignore God and please themselves. If there's no Creator, no God, then there's no such thing as sin and we can do what we like.

Literacy in the pre-school years

1. Why is it important for parents to talk to their babies and young children?

The children are learning the sounds they need to start speaking and learning a language.

2. Why is playing with other children important for the pre-school child?

They use and practice language as they play with one another.

3. What activities can be done in the pre-school setting to help children learn to listen to the sounds around them?

Listening to the sounds of the environment, songs, poems, near and far sounds, high and low sounds

4. What is the definition of phonics?

Matching sounds with letters

5. What are 'initial sounds'?

The sound you hear at the beginning of a word

6. Why are shape activities important for pre-school children?

Because words have shapes, we train the children to identify shapes which will later help them identify the shapes of words.

7. How can we help children get interested in printed words, (before they start to read words)?

Look at words around them – shop signs, road signs, read story books and show them that the words in the book have meaning

8. Make a list of things that can help prepared the pre-school child to read.

Stories, songs, conversation in play, listening for sounds, saying initial sounds of objects, looking for shapes, puzzles

Phonics

1. What does the word 'text' mean?

Words in print

2. What 4 skills does a good reader need to master?

Sounds, recognising words by sight, comprehension (understanding), reading fluently (as if we are speaking)

3. Should students be taught all the sounds of the alphabet before they start to read? Why or why not?

No. They need to be learning words by sight at the same time as learning the sounds.

4. What could be a typical reading problem for a visual learner?

They look at the letters and might make up words that have similar letters.

5. What could be a typical reading problem for an auditory learner?

They try to sound out every word making their reading slow, with stops and starts.

6. What are some activities you could do with the student to encourage the learning of initial sounds?

Matching sound pictures with letters; Sound Bingo

7. What are 3-letter phonetic words? Give an example.

Words that can be sounded out using initial sounds, e.g. cat

8. What are some activities that can be used to teach 3-letter words?

Word wheels, phonics flippers. making words with bottle top letters, circle of sounds

9. What are consonant blends? Give two examples of two types.

When two consonants come together to make one blended sound, e.g., sh, bl

10. What are 'word families' in phonics and what makes a word family. Give an example.

Vowels combine to make a sound, e.g. *oa* in boat

11. Give three ways of making the long 'a' and give examples of words

a-e in bake; *ai* in rain; *ay* in play

12. Have you listened to the Bible Phonics mp3 audio file on this page? Yes/No.

13. For you to do: Make or locate the following phonics resources: File 1a *Bible Phonics* picture chart and stories; File 1c *'Progressive Phonics' Part B*; File 1d *'Phonics Games & Activities'*. Make or locate the following: sound pictures (on small individual cards); bottle top letters; bingo boards; word wheels; phonics flipper; circle of sounds; cube

God-centred education

1. What does this picture mean in terms of Christian education?

God and the Bible should be central to all learning and not separated. God and the Bible should be included in subject areas and not just spoken about during Bible study lessons.



2. In Old Testament times, how was Hebrew education different from that of the Greeks?

God was at the centre of all education. Children learned to read from the Scriptures and were taught the ways of the Lord. Greek education did not allow any room for the God of the Bible.

3. What is humanism?

Trying to do good through human effort alone, ignoring God.

4. How has humanism influenced the education system?

Current education is full of man's good ideas, is competitive and does not honour God.

5. What is God-centred education?

Placing God at the centre of the curriculum. God's character and nature and God's Word have a place in every subject.

God's character and values

1. For a Christian school, what would be the problem with teaching values such as kindness, honesty, responsibility etc., disconnected from teaching about God?

It leads to pride in human effort. We should aim to show Biblical moral values in our life out of obedience to God, not from our own human effort.

2. For each of the following attributes of God, match some responses. Explain why you have chosen these. (Note that there can be variation in answers.)

Attributes: *God is Love, God is Provider, God is Truth, God is a Servant, God is Pure and Holy*

Responses: *generous, humble, kind, honest, obedient, faithful, thankful, friendly, responsible, caring*

Love	Provider	Truth	Servant	Pure-Holy
kind	generous	honest	humble	obedient
friendly	thankful	faithful	caring	responsible

Sight words

1. What are sight words?

Words that can be recognised by their shape

2. Give an example of two sight words that cannot be sounded using initial sounds.

e.g. the, one, was, here

3. Why is it important to teach sounds and sight words at the same time?

Children will be able to read more words if they use both methods.

4. Give an example of how you can use sight words in repetitive sentences.

e.g. I went to the ... shop, beach, market; This is a ... tree, dog, fish

5. What are Dolch words?

The most commonly used words used in the English language, developed by Mr. Dolch many years ago.

6. Choose two flashcard games and explain how to play them.

7. For you to do: Study File no. 2 '*Sight Words and Comprehension Activities*'. Make the sentence starters; Make the first 2 sets of Dolch Word flashcards. (When you have time make all 10 sets). Store them in separate bags. Find or print the 'Dolch words in sentences'. Make a set of Thinking Hats. Look at File 3: '*Stories for reading practice*'. Study the Beacon Media story cards Levels 1-11. These should be printed out by your school and laminated.

Fluency and Comprehension

1. What is fluency?

reading at a speed similar to the way you would speak; using punctuation and good expression; using different voice tones so that our reading does not sound boring

2. Why is fluency important?

Reading fluently helps us to understand the meaning of what we read and makes our reading more interesting.

3. How can you help a student to become more fluent in reading? Give 4 ways.

Re-reading stories they already know

Echo reading: rhymes or stories repeated lines.

Ask student to follow the text while you read.

Ask student to copy the way you read.

Ask student to reading sentence cards as fast as possible

Give practice in sights words and phonics

Make song charts and ask student to follow the word

Reading books that students make themselves.

4. What is a reading buddy?

Two students paired together to read to each other – one higher level and one lower level.

5. Explain the meaning of 'expression' in reading.

This is when the reader makes the text sound interesting. It involves raising or lowering the voice for certain punctuation marks.

6. What is 'comprehension' in reading?

Understanding the meaning of what you are reading.

7. How could you help a student 'predict' what the story is about.

Look at the cover, or pictures in the story, and ask what the story might be about.
During reading, ask what they think might happen next.

8. How can you use the Thinking Hats to assist comprehension?

Red – (emotions) How did you feel when?

Blue (Thinking) What did you learn from?

Green (Creativity) What else could have been done? How could the story have ended differently?

White (Facts) What was ...? Who was...? How many? Where?

Yellow (Good points) What good things happened?

Black (Bad points) What bad things happened?

The value of a child

1. What does it mean for parents and teachers to be partners in a child's education?

Home and school work together, in unity with Christian values

2. What did Jesus say in Matthew 18:6?

If anyone causes one of these little ones to lose their faith, (stumble) then it is better that a heavy stone is placed around the neck of that person and that they be thrown into the deep sea.

3. How can a child's education cause the child to lose their faith in Jesus?

Leaving God out of education; teaching evolution; bad Christian witness of so-called Christian teachers

4. How does God want children to be treated?

With care and respect

5. How does God want children to feel about themselves?

That they are God's precious children; know that God and others love and accept them for who they are

6. How can we honour children?

Speak kindly, act kindly, take time to listen to them

7. What are some suitable ways to show affection in a school, (or tutoring) situation?

Kind words, a smile, high-five

8. How can we care for the emotional needs of children?

Look out for how they are getting on with others in the playground; notice and talk to them when you think something might be wrong

9. How can we help to care for the physical needs of children?

Look out for signs that they may not be cared for at home, such as not having lunch; also look out for signs of headlice and report it.

Nutrition

- 1. What is nutrition?**
The way in which food keeps the body healthy
- 2. What is the link between nutrition and ability to learn?**
Students who have poor nutrition in the early years do not perform well at school.
Good foods nourish the brain.
- 3. What are protein foods and why are they important?**
meat, fish, lentils / legumes, nuts, dairy products
- 4. Give 3 examples of good fats.**
Butter, olive oil, coconuts, nuts
- 5. Give 2 examples of fats that are NOT good.**
Margarine, highly processed cooking oil, fats found in junk foods
- 6. Which type of foods give a wide range of vitamins and minerals?**
Fruits and vegetables
- 7. What is the main problem with modern packaged processed foods?**
High in salt, sugar and bad fats, little nutritional value
- 8. Choose a traditional diet and list the nutritious foods within that diet.**
Fijian – green vegetables, fish, coconut, eggs
Indian – dhal, meat, green and yellow/orange vegetables, butter
- 9. What would you do if you noticed that your students were eating a lot of junk food?**
Make a picture collection of healthy foods and junk foods. Get them to sort them out. Read a book about healthy food. Explain the benefits of healthy food. The school could make a policy that no junk foods or fizzy drinks are to be brought to school.

Writing

- 1. What are the tricks for teaching 'b' and 'd' in handwriting /printing?**
Bat and ball; drum and drumstick
- 2. What is a writing pattern? Show an example.**
A pattern that can be copied to practice the strokes used in handwriting
- 3. When do the students start unjoined cursive writing, and when do they start joined cursive?**
Yr 3 unjoined cursive; Yr 4 joined cursive
- 4. What is written expression?**
Putting thoughts into words
- 5. What are the requirements for a sentence to be a sentence?**
Starts with a capital letter; ends with a full stop; has a verb
- 6. How would you help a student to make up and write their own sentence?**
Ask a question for them to answer; Discuss and write words they might use; help them with spelling by asking them what sound the word might start with.
- 7. Give at least three examples of different kinds of writing (written expression).**
Personal experience

How to make or do something
Facts about a topic
Answer questions about a story
A rhyme
A made-up story

- 8. Find a story from the “stories for reading” file. Use the Thinking Hats to make up a question about the story. What written answer would you expect the student to give, (in a whole sentence).**
Answers will vary.

The one-on-one session

- 1. Have you watched the Literacy Assistance video at the top of this webpage? Yes/no**
- 2. What is ‘instructional reading’?**
a book or story card that the child is learning to read... not too hard and not too easy.
- 3. What is ‘familiar reading’?**
a book or story card that the child has mastered and re-reads it for gaining confidence, fluency and enjoyment.
- 4. Outline the steps of introducing and teaching a new story to a student.**
Teacher introduces the story, talking about the subject and pictures; teacher reads while student follows; students reads with teacher while pointing to the words; student reads alone with teacher’s support.
- 5. Why should we allow students to guess the story content by looking at the pictures?**
Pictures help the student read for meaning. Students are learning to read the Dolch words, and at this stage not the nouns represented by pictures.
- 6. Explain how you would help a student guess an unknown word by the context of the sentence?**
e.g. the pig ...*something* In the mud. What word do you think could go in there?
- 7. What are some activities you can do after reading the story?**
Find all the ‘s’s; look out for tricky words; ask comprehension questions based on the Thinking Hats
- 8. Why might students be behind the expected standard in reading?**

Not enough enjoyable experiences through reading
Not enough one-on-one reading with an adult
Not enough interesting books available
Negative experiences with trying to learn to read
Distractions
Physical problems
Emotional problems

- 9. At what reading level is it good to introduce 3-letter words in phonics?**
Reading Levels 3 & 4
- 10. What are the 4 steps in a one-on-one lesson, (4 words starting with ‘s’)?**
Sounds, Stories, Sight words, Sentence

- 11. In teaching sounds and sight words the students should not be writing/copying words and letters. Give examples of what they should be doing instead.**

Hands-on activities such as bottle top letters, word wheels, flashcard games

- 12. Explain how the Assistant can work with the student in the 'sentence' writing part of the lesson.**

Ask the student to make up a sentence 'in their head' and say it out loud. This could be a sentence that is a response from the story they have read. Then the student will write the sentence in their exercise book with the help of the assistant. The Assistant has a pencil and so does the student. The student writes the sounds or words they know. The Assistant can help to write other words. Use a rubber to rub out mistakes as you go.

Running Records and book Leveling

- 1. Why should reading levels not be fixed to Year levels in school?**

Every student reads at their own rate and therefore students are on different levels. A student who is reading at a lower level than the average for the class will not progress unless they are given reading material at their level.

- 2. Choose 4 story titles from the Beacon Media Reading cards, one from each of the following levels: Level 2; Level 5; Level 8; Level 11**

Answers will vary.

- 3. Look at File no. 4 – 'Testing'.**

When would you use the Quick Test and not Running Records for testing?

Use the Quick test for a new student who has not been tested, and you don't have any idea of what level they are on.

- 4. Explain how the Quick Test is scored.**

The student is asked to see how many of the sentences they can read. Stop when they have made two mistakes in the one sentence.

- 5. In a Running Records test, what are the four types of mistakes that count as errors?**

words left out

words added

words unknown

wrong words

- 6. What does SC stand for in a Running Records test?** Self-correction

- 7. In a text of 100 words, how many errors can a student make in order for the text to be suitable as an instructional reading text?** 5

- 8. What happens if the student scores less than 95% on a test?**

They do not progress to the next level. They stay on the same level for revision.

- 9. What is a good way to test initial sounds?**

Write the alphabet letters and ask the student to say the sounds. Tick the ones they know. Make a list of the ones they don't know so you can work on those ones.

Learning Difficulties

- 1. Because students with learning difficulties usually have short attention spans, how should this be reflected in our teaching?**
Don't spend too long on any one activity.
- 2. What is a strategy to help students know left from right?**
Hold up the left hand, back of the hand facing you. Make a capital L with thumb outstretched and fingers pointing upwards.
- 3. List four recognised conditions that can cause learning difficulties.**
Dyslexia, autism, A.D.D, A.D.H.D
- 4. What is the role of the left side of the brain in learning?**
Language learning, mathematics, ordering
- 5. What is the role of the right side of the brain?**
creativity
- 6. What happens when the student has a highly developed right side of the brain, but an underdeveloped left side of the brain?**
May be very creative but finds language learning difficult
- 7. Looking at the diagram, you will see that the right side of the brain controls which hand?**
Left
- 8. What are some positive features of a person with a highly developed right side of the brain?**
Creativity seen in art, music, drama
- 9. What are some causes of language learning difficulties?**
Heredity
Poor nutrition
Environmental factors
- 10. What are some weaknesses seen in a Primary School student with a language learning problem?**
memory
concentration
putting things in order
following instructions
remembering information
literacy – spelling, writing words back-to-front, phonics
- 11. What strengths might this student have?**
reading maps and diagrams
building, making things, art
drama
- 12. What are some examples of support strategies that you can give?**
phonics
memory building exercises
listening activities
seating closer to front of class

one-on-one assistance
work needs to be simplified; larger print size
use of colour
don't make them do a lot of copying or a lot of writing.
help them with visual tracking – use a ruler beneath line of words while reading
strategies for remembering left and right
don't give them too many spelling words or sight words to learn at one time.
talk about the pictures to help them get the meaning
break words up into syllables

13. What are some ideas for raising the child's self-esteem?

show understanding of student's problems
discuss problems and find solutions
identify strengths; point out that some famous people have had these problems.
praise them for good efforts
be aware of any bullying and alert the teacher

14. Read the 'specific exercises for left-right brain coordination'. Make a list of 3 physical exercises that can help with left-right brain coordination. Explain how these are done.

Answers will vary.