

## Questions to answer following Power Point Presentations / Videos

### Introductory

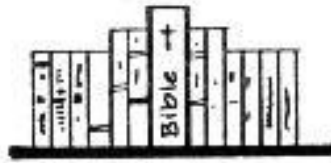
What is the foundation of the God-centred thematic curriculum as we know it?

Give 3 principles for teachers working in a pioneering situation

### God-centred topic-based curriculum

#### God-centred education

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



2. In Old Testament times, how was Hebrew education different from that of the Greeks?
3. What is humanism?
4. How has humanism influenced the education system?
5. What is God-centred education?

#### 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?
2. For each of the following attributes of God, match some responses. Explain why you have chosen these.

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

#### Planning

Explain how the following principles apply to planning of God-centred thematic curriculum:

- a) Whole school unity
- b) The link between God's character/nature and the science/Social Studies/Health topic being studied
- c) How the Bible can be integrated

## **Some Practical Issues**

1. Which typical practices for imparting information would we discourage in a Beacon Media School?
2. What would we encourage?
3. Give a description of the physical aspects of a creative classroom. What would you see on the walls? What wouldn't you see on the walls?
4. How can we cater for ability groups?
5. Give some tips on storing Beacon Media resources in the classroom.
6. How do we avoid "throw-away printed worksheets?"
7. What are the different categories of books you should find in a Beacon Media library?

## **Biblical Worldview**

1. What is Biblical Christian worldview?
2. What does a Biblical Christian believe about Creation and the Fall?
3. What does a Biblical Christian believe about the Great Flood?
4. What does a Biblical Christian believe about the Tower of Babel?
5. What does a Biblical Christian believe about Jesus?
6. What does a Biblical Christian believe about the role of the church in the world?
7. What does a Biblical Christian believe about the end of the world?
8. How does a Biblical Christian answer these 4 questions:
  - a) Where did we come from?
  - b) Why are we here?
  - c) How do I know what is true?
  - d) Where are we going?
9. How old is the earth?
10. Why does worldly education teach millions of years old?

## **The History of Education**

1. Where did education start?
2. Explain how education has drifted away from its Hebrew roots.

## **Inquiry-based Learning**

1. What are the six steps in inquiry-based learning?
2. What is the advantage in finding out what the children want to know about a topic?

## **Creative Thinking Skills**

1. What is the difference between Creative Thinking and Critical Thinking?
2. Explain how you would teach creative thinking skills in your classroom?

## **Research Skills**

1. What resources can be used for student research?
2. What resources are in your school?

## Literacy in the pre-school years

1. Why is it important for parents to talk to their babies and young children?
2. Why is playing with other children important for the pre-school child?
3. What activities can be done in the pre-school setting to help children learn to listen to the sounds around them?
4. What is the definition of phonics?
5. What are 'initial sounds'?
6. Why are shape activities important for pre-school children?
7. How can we help children get interested in printed words, (before they start to read words)?
8. Make a list of things that can help prepared the pre-school child to read.

## Phonics

1. What does the word 'text' mean?
2. What 4 skills does a good reader need to master?
3. Should students be taught all the sounds of the alphabet before they start to read? Why or why not?
4. What could be a typical reading problem for a visual learner?
5. What could be a typical reading problem for an auditory learner?
6. What are some activities you could do with the student to encourage the learning of initial sounds?
7. What are 3-letter phonetic words? Give an example.
8. What are some activities that can be used to teach 3-letter words?
9. What are consonant blends? Give two examples of two types
10. What are 'word families' in phonics and what makes a word family. Give an example.
11. Give three ways of making the long 'a' and give examples of words.
12. Have you listened to the Bible Phonics mp3 audio file on this page?
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

## Sight words

1. What are sight words?
2. Give an example of two sight words that cannot be sounded using initial sounds.
3. Why is it important to teach sounds and sight words at the same time?
4. Give an example of how you can use sight words in repetitive sentences.
5. What are Dolch words?
6. Choose two flashcard games and explain how to play them.

## **Fluency and Comprehension**

1. What is fluency?
2. Why is fluency important?
3. How can you help a student to become more fluent in reading?
4. What is a reading buddy?
5. Explain the meaning of 'expression' in reading.
6. What is 'comprehension' in reading?
7. How could you help a student 'predict' what the story is about.
8. How can you use the Thinking Hats to assist comprehension?

## **Running Records and book Leveling**

1. Why should reading levels not be fixed to Year levels in school?
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
3. When would you use the Quick Test and not Running Records for testing?
4. Explain how the Quick Test is scored.
5. In a Running Records test, what are the four types of mistakes that count as errors?
6. What does SC stand for in a Running Records test?
7. In a text of 100 words, how many errors can a student make in order for the text be suitable as an instructional reading text?
8. What happens if the student scores less than 95% on a test?
9. What is a good way to test initial sounds?

## **Making books**

1. Explain how you can make a book for early readers using their own drawings and their own sentences. Who should write the text and why should it be in very large print?
2. Explain how you can make books on topics of interest.
3. How could you make use of books made by older students?

## **Shared reading and Guided reading**

1. What is 'shared reading'?
2. What is 'guided reading'?
3. What is the maximum number in an ideal group for guided reading?
4. Should each student in the group each have a copy of the same text?
5. What does the rest of the class do while a teacher is giving intensive reading tuition with one group?
6. If you had a literacy assistant in your class, how would you use that assistant in guided reading time?
7. How many different guided reading groups do you have in your classroom?
8. How many times per week does each group have a guided reading session?

(Note that if all students in the class are above Level 25. There is no need for guided reading sessions).

## **Writing**

### **a) Handwriting (or Printing)**

1. In which year levels do student learn printing?
2. When do the students start unjoined cursive writing, and when do they start joined cursive?
3. What is written expression?
4. What are the requirements for a sentence to be a sentence?
5. What are the tricks for teaching 'b' and 'd' in handwriting /printing?
6. What is a writing pattern? Show an example.
7. When do the students start unjoined cursive writing, and when do they start joined cursive?

### **b) Written expression (also called "Writing")**

8. What is written expression?
9. What are the requirements for a sentence to be a sentence?
10. How would you help a student to make up and write their own sentence?
11. List the different types of Writing that you will teach in Years 3 and up. Give a brief description of each type. (narrative, report, procedure etc.)

## **Teaching Literacy in a Beacon Media School**

1. How do you organize your physical resources? i.e. your sets of levelled reading material.
2. Which resources should be laminated?
3. How do you format and store the sets of resources that are several pages long?
4. What have you learned from the video that you did not know before?

## **Reciprocal Reading**

1. Explain the role of the group leader.
2. What are the different questions the group leader asks?

## **Individual Differences**

### **Learning Styles**

What are the different learning styles suggested by Gardner's theory of Multiple Intelligences?

Motivational Gifts

Choose three motivational gifts and explain how you would give opportunities for students to grow in those gifts.

## **Learning Difficulties**

1. Because students with learning difficulties usually have short attention spans, how should this be reflected in our teaching?
2. What is a strategy to help students know left from right?
3. List four recognised conditions that can cause learning difficulties.
4. What is the role of the left side of the brain in learning?
5. What is the role of the right side of the brain?
6. What happens when the student has a highly developed right side of the brain, but an underdeveloped left side of the brain?
7. Looking at the diagram, you will see that the right side of the brain controls which hand?
8. What are some positive features of a person with a highly developed right side of the brain?
9. What are some causes of language learning difficulties?
10. What are some weaknesses seen in a Primary School student with a language learning problem?
11. What strengths might this student have?

## **Mathematics**

### **God and Mathematics**

Give some examples in nature that show that God invented mathematics.

### **Classroom Mathematics Years 1-4**

1. Students in Years 1 and 2 need plenty of concrete hands-on materials. Explain what can be used.
2. What are some maths games that can be played?
3. What is 'ordinal number'?
4. How can you use number lines and number charts?

### **Creative Arts**

1. Why is it important to fill your classroom walls with the students' creative work, and not fill your walls with times table charts and grammar charts?
2. List 5 different art genres that you can program into your art planning, (e.g. drawing is just one).

### **Nutrition**

1. What is nutrition?
2. What is the link between nutrition and ability to learn?
3. What are protein foods and why are they important?
4. Give 3 examples of good fats.

5. Give 2 examples of fats that are NOT good.
6. Which type of foods give a wide range of vitamins and minerals?
7. What is the main problem with modern packaged processed foods?
8. Choose a traditional diet and list the nutritious foods within that diet.
9. What would you do if you noticed that your students were eating a lot of junk food?