

Questions to be answered following Power Point Presentations

What is Literacy?

1. What are the four elements of Literacy?
2. What are some activities to encourage speaking and listening in Primary School?
3. How does listening help us to learn about God?
4. How does speaking help others to learn about God?
5. Why do you think it is important for children to hear 1000 stories before they start to learn to read?
6. What would be some examples of inappropriate content in children's stories, if we are wanting to keep God's standards?

About this course

1. What is a Literacy Assistant?
2. What are some of the reasons why many children are reading at a level that is lower than expected for their age?
3. Why should we not call these students "slow learners"?
4. Who developed the Reading Recovery course and from which country?
5. Why do you think the inventor of the program aimed to reach non-reading students in the **early Primary** school years?
6. "Some students may need assistance in oral language before starting the program." Explain why some students may need this.

Role and Responsibilities

1. What will you do, as a Literacy Assistant?
2. What does it mean to be a servant?
3. Who can be a teacher?
4. What character attributes would be important for a teacher?
5. What skills are important for a literacy teacher?
6. "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?
7. "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.

Biblical Worldview

(For questions 3-9, don't just answer from your own previous understanding, but read the Power Point carefully, and include the information in the 'application' sections)

1. What is Biblical Christian worldview?
2. 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?
3. What does a Biblical Christian believe about Creation and the Fall?
4. What does a Biblical Christian believe about the Great Flood?
5. What does a Biblical Christian believe about the Tower of Babel?
6. What does a Biblical Christian believe about Jesus?
7. What does a Biblical Christian believe about the role of the church in the world?
8. What does a Biblical Christian believe about the end of the world?
9. How old is the earth?
10. Why does worldly education teach millions of years old?

Literacy in the pre-school years

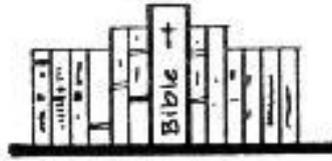
1. Why is it important for parents to talk to their babies and young children?
2. Why is playing with other children important for the pre-school child?
3. What activities can be done in the pre-school setting to help children learn to listen to the sounds around them?
4. What is the definition of phonics?
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, or can they start to read simple stories, even if they only know some of the initial sounds? Give reason for your answer.
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 the Beacon Media phonics program, and what makes a word family. Locate the 'word families' chart and 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, so they are ready for you to use with students. Take a photo of your collection. *Bible Phonics* picture chart and stories; Sound Pictures (on small individual cards); bottle top letters; word wheels; phonics flipper; circle of sounds; cube (box game); Word families picture chart

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 Secular Humanism? (*Hint: Do not answer this from secular educational experience, or Google, but carefully consider the information in the Power Point.*)
4. What negative influences has Secular Humanism had on the education system? (*Hint: Look at education in the Western World and find out some of the anti-Biblical values they are teaching.*)
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? (*Hint: own efforts*)
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

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.

For you to do: Make flash cards for the first 2 sets of Dolch sight words. Also make the Sentence Starters in the Teacher's Resources. Take a photo of these.

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?

The value of a child

1. What does it mean for parents and teachers to be partners in a child's education?
2. What did Jesus say in Matthew 18:6?
3. How can a child's education cause the child to lose their faith in Jesus?
4. How does God want children to be treated?
5. How does God want children to feel about themselves?
6. How can we honour children?
7. What are some suitable ways to show affection in a school, (or tutoring) situation?
8. How should we speak to children?
9. How can we care for the emotional needs of children?
10. How can we help to care for the physical needs of children?

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?

Writing

1. What are the tricks for teaching 'b' and 'd' in handwriting /printing?
2. What is a writing pattern? Show an example.
3. When do the students start unjoined cursive writing, and when do they start joined cursive?
4. What is written expression?
5. What are the requirements for a sentence to be a sentence?
6. How would you help a student to make up and write their own sentence?
7. Give three examples of different kinds of writing (written expression).

8. Find a Beacon Media story from any level, and use the Thinking Hats to make up a question about the story. Name the story you have chosen and write the questions you could ask.

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'?
3. What is 'familiar reading'?
4. Outline the steps of introducing and teaching a new story to a student.
5. Why should we allow students to guess the story content by looking at the pictures?
6. Explain how you would help a student guess an unknown word by the context of the sentence?
7. What are some activities you can do after reading the story?
8. Why might students be behind the expected standard in reading?
9. At what reading level is it good to introduce 3-letter words in phonics?
10. What are the 4 steps in a one-on-one lesson, (4 words starting with 's')?
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.
12. Explain how the Assistant can work with the student in the sentence writing part of the lesson.

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 resources, one from each of the following levels: Level 2; Level 5; Level 8; Level 11. Describe the features of Level 1 stories compared with Level 11 stories.
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?

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. (*Hint: Look for conditions such as medical conditions – not possible causes*)
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 possible *causes* of language learning difficulties? (*Remember to include language spoken at home.*)
10. What are some weaknesses seen in Primary School students with a language learning problem?
11. What strengths might these students have?
12. Read the specific exercises for left-right brain coordination. List of 3 physical exercises that can help with left-right brain coordination. Explain how these activities are done.