

Equipping Literacy Assistants

Training notes for assistants



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Equipping Literacy Assistants Session 1

What is literacy?

Main ideas

- Literacy is defined as the skills a person needs to communicate with others.
- It involves speaking, listening, reading and writing
- Literacy is important for hearing what God has to say to us, and to communicate God's word to others.
- Stories are a valuable part of literacy

Outcomes

At the completion of this session:

Trainees will understand

- the definition of literacy
- the importance of literacy in a person's life.
- The importance of stories.

Content

What is literacy?

Ask participants for their ideas.

- Reading
- Listening
- Speaking
- Writing

Reading:

- aloud to others
- silently
- reading on a screen: computer or mobile phone
- reading signs around us

Listening

- to stories told by others
- to a speaker
- to the spoken word through technology

Speaking and listening go together

These are the elements of communicating through the spoken word. In the school situation we can develop speaking and listening through:

- show and tell

- group discussion
- answering questions
- retelling stories

Writing:

Writing is putting words together; writing your thoughts and ideas.
Writing involves spelling.

Types of writing:

- handwriting
- writing a story or a piece of information
- sending a text message on a phone
- typing on the computer

Literacy helps us to learn about God and the world

God has provided us with the written word.
He speaks to us as we read His word.
God tells us to learn to listen.
To listen is to be teachable.

How do we know what God has to say to us?...

Through *reading* the Bible and *listening* to a message.

How do we tell others about God?...

Through *speaking* and *writing*.

Literacy is a tool for communicating God's message to others.

God uses *speaking* as a way of spreading the Gospel. There is power in the spoken word.
Writing is another way of communicating. We can write a book, an article, a blog, a Facebook message. All of these methods can be used to share a message from God.

Stories an important part of literacy.

Children need to hear 1000 stories before they are ready to read.

Why stories?

- They help children learn the meaning of words, (vocabulary)
- They develop an interest in books.
- They develop their powers of imagination.

Reading story books to children

- Children love to have their favourites read over and over again.
- It's good to ask questions about the story, as you go, or at the end. Ask "Which part of the story did you like best?"

Activities to do with children while you are reading the story:

- Describe the pictures in the book.
- Ask, "What do you think might happen next?"

Activities to do with children after reading a story:

- Dramatize the story.
- Draw a picture of the story

Story telling

Telling stories is completely different to reading aloud. There are no pictures of text to focus on. The story teller uses voice, body, hands, face and particularly eyes.

This is a good opportunity to invite members of the community to tell their stories.

Many people in the community have stories to tell. Involve them if you can. There will be many stories from your own country, of people and events, past and present.

Stories teach us about culture.

There are stories from cultures all around the world that have very similar information. For example, stories that tell us about God as a Creator.

And flood stories that tell us that once the whole earth was covered in water.

Read one of the stories from the appendix.

A Flood story has been told using Chinese writing characters.

(Eight people in a boat, meaning that there were eight people in Noah's ark.)

船

boat

Stories teach us about

History

People

Places

Values

God

舟 八 口
vessel eight people

Stories develop a wide vocabulary through listening to others, an interest in books and develop the children's power of imagination.

Many people in the community have stories to tell. Involve them if you can!

Be discerning!

Not all stories will be appropriate in the Christian school environment.

People may donate books from overseas. Do not accept them just because they are free.

All literature we use in our program must measure up to what God wants for our children.

Be aware of stories that contain witchcraft, evolution (millions of years), and values that don't measure up. Throw them out!

Discussion:

1. How did people use literacy in this country 200 years ago?
2. How important was speaking and listening?
3. Do you know of any stories that have been handed down from generation to generation?

4. How does the literacy tradition of the past compare to today? Is it changing? If so, how.
5. How will students who cannot read and write be affected?
6. What opportunities will students have if they can read and write to a high standard?

Appendix

Think about the similarities of these stories with Biblical account.

When Wonjuna made the Great Flood (An Australian Aboriginal legend)

There was a medicine man named Tanjilli. He was very proud.

There was another man named Umbirri. He was jealous of Tanjilli, who was a very famous medicine man. Umbirri was a bad man who had been chased away from another tribe for stealing.

Umbirri thought he would make Tanjilli look foolish. There had not been rain for a long time. Umbirri told the tribe that Tanjilli could make it rain. The tribe asked Tanjilli to make it rain. Tanjilli tried to make it rain and soon large drops started to fall. Tanjilli was very proud. He boasted to everyone about what he had done. It rained and rained for 40 days and 40 nights.

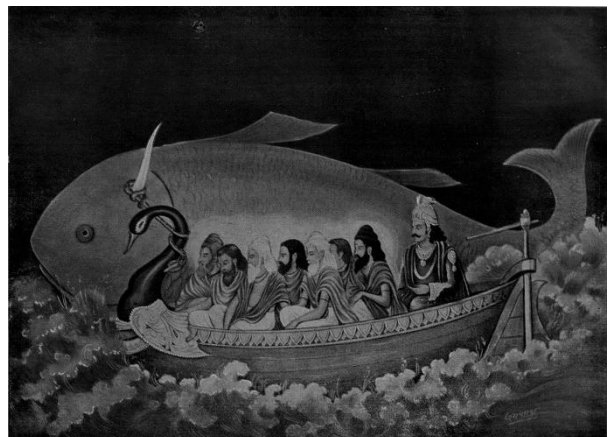
Umbirri and Tanjilli were both washed away in the flood. Then an old man in the tribe called Oolpa asked the Great Spirit to make it stop raining. The rain stopped. The tribe then believed that it was the Great Spirit who had made it rain and not Tanjilli. They believed that Tanjilli and Umbirri did not survive the flood because they were not good men.

A fish called Vishnu (Hindi)

A man called Manu found a fish while washing his hands in the river. The fish said that he was God. He warned Manu that a big flood was coming. He sent Manu a large boat and ordered that two of every living species, plant and animal, board the boat.

The flood came and covered the whole earth. When the waters receded, the boat landed on a mountain top. Manu took the plants and animals out of the boat. The flood had destroyed everything.

Note that the painting accompanying this story shows 8 people in a boat.



A Creation story told by an American Indian (www.creation.com)

The history of the world as my Blackfeet Elders told it ...

“My name is Percy Bullchild. I’m sixty-seven years of age. I’m from the Blackfeet Indian tribe in Montana, USA. With what little education I have, I am going to try to write the version of our own true ways in our history and in our legends ...

This story is about a lone spirit that lived in this spiritual place before there was a world with any kind of life. The lone spirit has been alive forever and will continue to live forever. Life is given to all of us humans and to all the creatures of the earth.

We call the Creator of everything “Creator Sun”, who made the first living beings.

This is how Creator Sun made the first humans:

From the mud Creator Sun molded a form in his own shape, his own image. This mud figure came to life as Creator Sun blew into his nostrils. He wanted to do for the mudman something to help him overcome that loneliness. Using that strange power, Creator Sun put the mudman into a deep sleep so he wouldn’t know what was going on.

Kneeling down beside him, Creator Sun took out the mudman’s lowest, smallest left rib. With this rib he made an image after the mudman and himself, to bear fruit, to bear offspring.

This woman was looking for food one day when she was tempted by a “snakeman” who told her a half-truth and caused her to betray her husband. The Creator knew what was going on but, as always, he is so forgiving to all his creations. Nevertheless, all of us are to pay for whatever sins we commit.

Equipping Literacy Assistants Session 2a

About this course

Main ideas

- The origins of the literacy program
- The Literacy kit

Outcomes

At the completion of this session trainees will understand the basic structure of the literacy program and be inspired to make a difference in lives of children.

Content

Thank you for volunteering to be a Literacy Assistant.

You are now part of a team of volunteers with a mission! ...

- To place God at the centre of the school curriculum
- To assist students in the reading and writing of the English language

With God we will make a difference

If God is for us who can be against us? (Rom 8:31)

Without a vision the people perish. (Prov 29:18)

What is our vision?

There are many pressures world-wide to take God out of our schools. Western nations such as Australia, New Zealand, USA and Britain are closing the door to God-centred education in schools. Let's work to give God a place in our schools while we have the opportunity!

By the simple act of serving the children of our schools, we can help our nation become a light to other nations. We serve because we have a heart for God and a heart for our children.

"Not by might, not by power, but by my Spirit," says the Lord (Zech 4:6)

We may be small in numbers, but with commitment we will see this project grow and bring change to the whole nation.

The 'Why'

- Why do we need Literacy Assistants in our schools?
- Large class sizes
- Teachers lack time for individual assistance
- A broad range of reading levels in one class.
- One size does not fit all. One book does not fit all.
- Students must be learning to read at their own level.

Solving the problem

Some schools have libraries of books donated from overseas.

Is a well-stocked library the answer to illiteracy?

Can the children read them?

What must be done first?

One-on-one assistance: a tried and proven method

- Developed in the 1970s by Marie Clay, N.Z. known as “Reading Recovery”.
- One-on-one assistance for children who are failing to read by the end of their first year in school.
- In countries where English is not the first language, we have chosen to start working with children at the beginning of Year 3. The program is being used very successfully in Fiji.

The goal

- To bring children up to the national standard for their year level
- Then the student will exit the program.

Who will decide which children are on the program?

- The classroom teacher will test all students in the class at the beginning of the year using the Running Records test, and a basic phonics test.
- You, the Literacy assistant may be asked to assist with the testing. You will learn how to do this.

What you learn in this training?

- To observe speaking, reading and writing skills of the children.
- How to work with students on their weaknesses
- To test regularly
- To report on student progress

What will you do? (See poster: ‘What will you do?’)

- Work with about 10 children individually (one-on-one)
- Spend about 20 minutes to half an hour with each student in your care
- Work with each student for 3 sessions per week or more
- Teach your students the alphabet sounds, how to read words, how to read small stories, and how to write short sentences

What support will you be given?

- You will not work alone.
- The classroom teacher will communicate with you and discuss how the students are progressing.
- The classroom teacher must draw up a time table for you, so that you know the times for one-on-one sessions, and what to do in other time slots.
- The classroom teacher will set aside time for discussion with you. This could be during morning tea or lunch time once a week.

When to take the children out of class

- during any literacy activity involving reading, writing, listening and speaking
- this includes handwriting, show and tell and library periods.
- The classroom teacher will decide when a student can be taken out of class.
- The thing to remember is that when a child cannot read or write, they will learn very little in classroom literacy lessons because the work is too difficult for them. It is therefore better for them to have one-on-one assistance at their own level.

When not to take them out

- Maths
- Bible period
- Phys ed
- Art
- Vernacular language

There are some subjects that children should not miss! They should not be taken out of class. During these subjects the Literacy Assistant can work with another class, or quietly work alongside students in the class.

It is best that the school organizes their timetable so that literacy happens during the morning. This is the best time for the student, and it means that the assistant could work just for the morning.

Role of the coordinator

The coordinator is a teacher in the school who is responsible for:

- the overall well-being of the Assistant
- communicating with the Literacy Assistant to relay important information, such as when there are holidays, sports days or other special events
- collecting and reviewing student records
- reporting on the progress of the program

The Literacy Kit

This is the basic tool you will learn to use. It is important that you take good care of it and ask your coordinator to help you replace any resources that get lost or damaged.

(Show the group briefly what's in the kit.)

Equipping Literacy Assistants Session 2b

Role and responsibilities

Main ideas

- A literacy assistant is called by God to be a servant
- The role of a literacy assistant is to work alongside the student, to support and inspire.
- What are the qualifications of a teacher?

Outcomes

At the completion of this session trainees will understand:

- The role of a servant according to the Biblical definition
- The need for commitment
- The need for stewardship of resources provided
- That working with children is a calling
- Academic qualifications do not necessarily qualify a person to be a teacher. God requires more than this.

Content

Role of a Literacy Assistant

The Literacy Assistant will work with the classroom teacher to assist students. The literacy assistant will:

- Support students in literacy
- Care for students and help them in the areas of social, emotional and spiritual development
- Be a support to the classroom teacher

General Responsibilities

- Work with individual students one-on-one
- Care for your students. (You may have up to 10 students in your care.)
- Alert the teacher to any problems the students may be having
- Be a servant

Mark 10:43-45

Jesus said, "Whoever wants to become great among you must be your servant, and whoever wants to be first must be slave of all. For even the Son of Man did not come to be served, but to serve, and to give his life as a ransom for many."

Our service to Christ is reflected in our service to others

What does it mean to be a servant? (See poster: 'What is a servant?')

To be a servant is to...

- Be willing to fulfill the demands placed upon you
- Do more than our duty, (Go the extra mile)
- Be willing not to be thanked
- Serve out of obedience to God and love for others, not to make us “feel good”.

Matt 5:41-42

And whoever compels you to go one mile, go with him two. Give to him who asks you, and from him who wants to borrow from you do not turn away.

Colossians 3:23

Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.

Philippians 2:3-4

Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others.

True humility is staying teachable regardless of how much you already know.

Qualifications of a Teacher

A mother, a father, a grandparent, a school teacher, a Sunday School teacher, and anyone who has a positive influence in a child’s life is a teacher.

Personal Life

- love God with all your heart, soul, mind, and strength, through a personal relationship with Jesus Christ. Mark 12: 30
- to follow Jesus Christ as Lord
- be willing to fulfill the Great Commission
- know that you are called to work with children
- live a life worthy of the calling
- love and appreciate others
- be a servant

A Literacy Assistant should be able to ...

- read and understand written English
- read fluently aloud
- express oneself clearly and effectively in speech and writing
- understand phonics (you will be taught this in the course)
- think clearly
- assess levels of student achievement
- keep clear records of student progress
- relate to students in a positive way.
- love, inspire and understand the students they teach.

Specific responsibilities

- Work with students one-on-one using the written materials provided
- Keep student records
- Be a steward of the resources provided
- Prepare learning aids such as flashcards, home-made books and literacy games
- Arrive on time
- Help your students to grow in Godly character
- Always be an example in your own personal character

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

Discuss with a partner:

1. In what way do you see yourself as being qualified to assist students?
2. "True education more than learning lots of facts." Make a list of the things you would see as being important in a child's total education.

Equipping Literacy Assistants Session 3

Biblical Worldview

Main idea

A true understanding of the Bible helps us to see the world as God sees it.

Outcomes

At the completion of this session trainees will understand:

- The definition of a worldview
- The big questions people are asking about life
- That only the Bible has the answer to the big questions in life
- The beliefs that make up a Biblical and a non-Biblical worldview
- Ten principles that uphold a Biblical worldview
- How to defend the Biblical account of Creation as explained in Genesis

Materials required

Posters: Creation-evolution belief trees; Adam and Eve on a pile of dead things; 10 pillars of Biblical worldview

Materials: paper and pens to draw the building upheld by 10 pillars and to make own version of the creation-evolution belief tree

Content

What is Biblical worldview?

- A worldview is a set of beliefs which you use to sort out the ideas around you.
- A worldview is your opinion on issues, morals and values.

Everyone has a worldview. You develop a worldview from experience.

Christians have a Biblical worldview by which they make sense of the world according to God's standards as set down in the Bible.

Activity: Make a large chart answering the big questions of life. Ask the participants to think of the answers from a) the Biblical worldview and b) the non-Biblical worldview. (This could be done by forming 7 groups, one questions per group.)

The big questions of life	The Biblical worldview	The non-Biblical worldview
Who am I?		
Where did I come from?		
Where am I going?		
What is my purpose?		
Why is there suffering?		
What is right and wrong?		
Does God exist?		

The big questions of life:

1. Who am I?
2. Where did I come from?
3. Where am I going?
4. What is my purpose?
5. Why is there suffering?
6. Who decides what is right and what is wrong?
7. Does God exist?

What does the Bible say?

1. I am created in God's image and I am special to Him.
2. God created me and knew me before I was born (Ps 139).
3. Heaven is real and is a home for those who love Him.
4. My purpose is to love and serve God and others.
5. Suffering in the world is the result of sin.
6. The Bible tells us what is right and wrong.
7. The created world and our conscience tell us that there is a God, (Romans 8).

What are the beliefs that make up a non-Biblical worldview?

1. I am a free individual, free to do whatever I like.
2. I am a product of evolution, evolved from a single cell.
3. I am on my own journey through life, doing as I please. There is no Heaven, no supernatural and we cease to exist after death.
4. My purpose is to live for myself and to feel good.
5. If there is a God, why does He allow suffering?
6. There is no right or wrong. Everything is to be tolerated, except for Christianity because it believes in right and wrong.
7. There is no God.

Beliefs have consequences

Show the poster of the 'Creation-Evolution belief trees' and discuss:

If we believe that we are a product of evolution, then we do not believe that life has value.

But when we believe that every life has been created by God and has value, then we will want to serve God by caring for others.

If we believe that all human beings are of equal value, then we will stand against slavery, and unjust treatment of people. If we don't believe these things, the opposite is true.

Activity:

Discuss in a group one of the following. What would be the consequences of these beliefs and how are they different to Biblical truth?

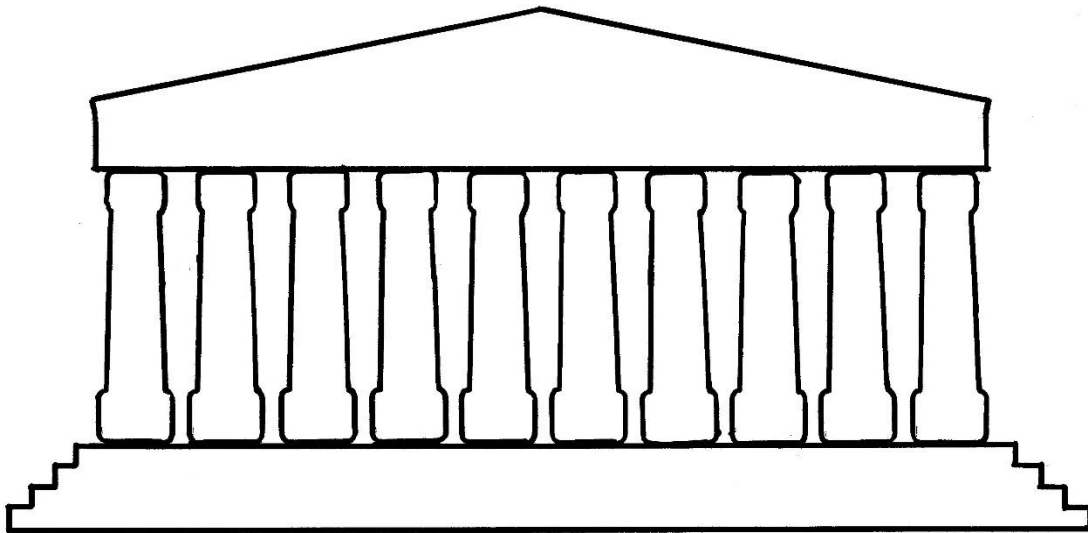
1. The best way of finding who I am and my purpose in life is by looking within myself.
2. People should not criticize someone else's life choices.
3. To be happy in life, you should do whatever you want to do.
4. People can believe whatever they want, as long as those beliefs don't affect society.

Ten pillars of Biblical worldview

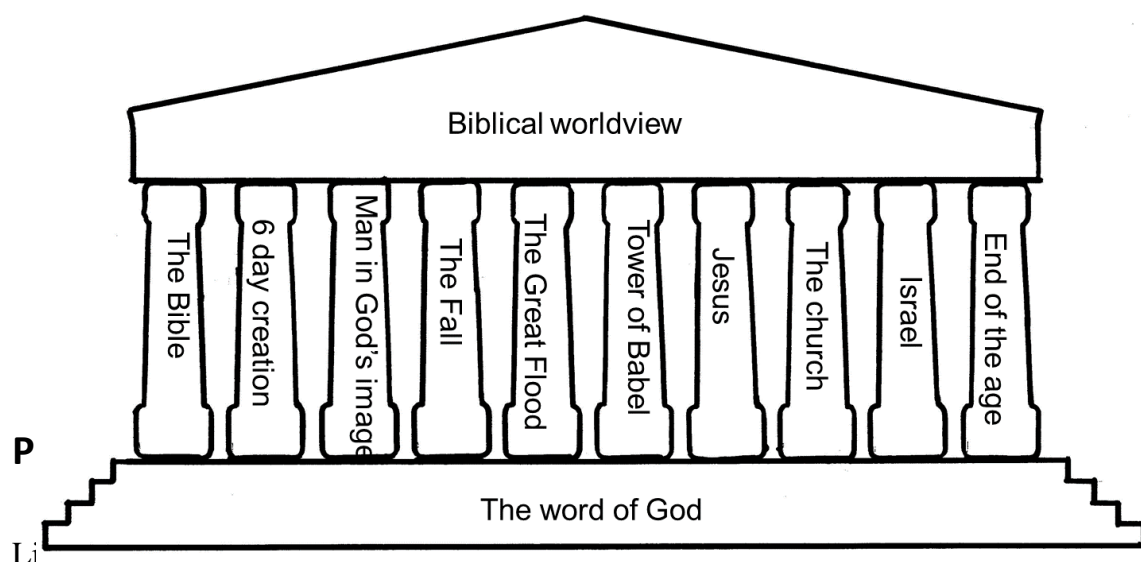
A pillar holds up something, like a roof for example. Which Biblical truths hold up the Christian faith?

A Biblical Christian believes in:

1. The Bible as absolute truth
2. A once perfect world, as God created it around 6,000 years ago.
3. Man made in God's image
4. The Fall of man, when sin and suffering entered the world
5. The Great Flood which covered the whole earth
6. The Tower of Babel
7. Jesus' death and resurrection
8. The role of the church
9. Christianity is Jewish, and Israel is important
10. The end of the world



Activity: The presenter could draw this diagram on a board or large sheet of paper and fill in the names of the pillars as they are discussed, or, trainees could be given a photocopy and they fill in the pillars during the presentation.



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- The Bible is without error and is an accurate historical record.
- Standards for right and wrong are definitive and explained to us in the Bible.
- The Bible sets the standard for morality.
- The Bible tells us that the God of the Bible is the only true God.

Psalm 11:3 If the foundations are destroyed, what can the righteous do?

Application to our students:

- Discussions on moral and other issues are not a matter of opinion.
- God's answers should be pointed out.
- An understanding of other faiths should be taught, with reasons as to why Christianity is the only faith by which we can come to know the true God.

Pillar no. 2: Creation in six days

- God created the universe in six 24-hour days, (Genesis 1).
- Nothing exists apart from Him.
- God's creation was perfect.
- Living things were created after their own kind.
- The age of the earth can be calculated through Biblical history as being around 6,000 years old.

The Bible is History

- Scientists were not there to observe the beginning of the universe.
- They can only come up with theories.
- But we know the One who was there. He is trustworthy and His word is true and reliable.

Job 38:4 "Where were you when I laid the earth's foundation? Tell me, if you understand.

Two beliefs:

- The theory of evolution is based on belief (that there is no God)
- The Creation account is based on belief (in the true God)

A person who believes in evolution also believes that there is no need for God. They may say:

"If God didn't make me, then I do not have to answer to Him, and I can decide for myself what is right and wrong."

But for the person who believes in Biblical creation, there has to be a God, who created us, who loves and cares for us, who gives us rules to follow, who has a plan for our life, who requires obedience.

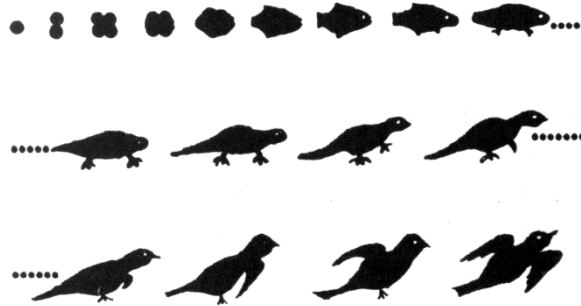
How old is the earth?

Who came up with the idea that the earth is millions of years old?

Answer:

Those who wanted 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.

The theory of evolution: a living thing was created out of nothing. Then it developed and changed and developed and changed... until we have the living things in our world today.



The problem for evolutionists is...

We don't see living things changing.

Their solution...

Millions of years! They tell us that if the changes took place over millions of years, we wouldn't see the changes happening.

There's still a problem...

- Living things only make changes through genetic mutations.
- Mutations are mistakes in genetic code.
- These mistakes are a *loss* in genetic information, not a gain.

So how could something like green slime have developed into something as beautiful as a bird? How could the beautiful animals in our world have developed from mistakes?

Where did mutations originate? The Fall.

Until the Fall, God's creation was perfect.

God looked at everything He had made, and it was very good (Genesis 1: 31)

How do we know what is true?

We must believe the whole Bible, not just parts of it. Many Christians cannot believe Genesis 1 and think it must have another meaning.

Mark 5:46-47: But Jesus said, "If you believed Moses, (who wrote Genesis) then you would believe Me, but if you do not believe his writings, how will you believe my words?"

The Word of God is powerful, sharper than a two-edged sword, (Hebrews 4:12).

The Holy Spirit bears witness that we are a child of God (Romans 8:16)

The Holy Spirit guides us into all truth. (John 16:13)

Why couldn't we say that God's perfect world came about by evolution?

Some people say:

“Couldn’t God have created the first living cell and under His supernatural guidance, more complex life developed over millions of years?”

Refer to poster: *Adam and Eve on a pile of dead things*

Problem:

This goes against what the Bible tells us.

- God says He created in six 24-hour days.
- God said His creation was good.

Young rocks dated as old rocks

Some creation scientists took a rock sample from a volcano to be tested to see how old it was. (They already knew that it was from a volcano that had erupted in our lifetime.) They were told that the rock was millions of years old.

Why did the test give the wrong date?

They guess the starting point as millions of years, and then add their measurements to that.

Many Christians prefer to say, “Let’s not argue about the age of the earth because it is nothing to do with Salvation.”

Why does it matter?

Belief in millions of years means that you also believe that there was death before the Fall, (that animals killed each other and died before Adam and Eve came along.)

If we believe that man came along millions of years after the original creation, then we must believe that death was always with us, and not caused by a Fall. So why did Jesus come?

Application to our students

- Many text books speak about millions of years. Students need to be aware.
- Students will value themselves when they know they are not a product of evolution.
- Students must be taught to care for God’s creation.
- We have been given a responsibility to rule over creation, (Gen 1:26, Ps 8).
- Students should be challenged to take a stand against greed and exploitation of the earth.
- We are to be God’s stewards of God’s Creation.
- He owns it. We are to use it wisely.

Pillar no. 3. Man in the image of God

Why are we here?

If we are a product of evolution, then we are here by chance and there is no real purpose for us. No one is in charge of us and we can do what we like.

But if we believe that we were created in God’s image, then we know that God has a special plan for us to fulfill on this earth, and we live according to His standards.

- Human life therefore has great value and worth.
- God loves all human beings equally.
- Every human being is special to God. We are loved by God.
- Our purpose is to love and serve God, not ourselves.

Romans 5:8 But God demonstrates His own love for us in this: While we were still sinners, Christ died for us.

We were created to have relationship with God.

He wants us to love Him.

1 John 4:19 We love Him because He first loved us

God created male and female.

God created both sexes as equal but different. The two sexes have need for one another.

Mark 10:6 At the beginning of creation God made them male and female.

When does life begin?

God says: *For you created my in-most being; you knit me together in my mother's womb; I praise you because I am fearfully and wonderfully made, (Psalm 139: 13-14)*

Application to our students

We teach our students that

- Christians should accept God's standard for marriage. Marriage is between man and woman and sexual relations are within the confines of marriage.
- Christians should have a mission to save lives, including the unborn.
- Christians should acknowledge that racism is based on pride and selfishness, and against God's commandment to love one's neighbour as ourselves.
- Christians should love and accept people from all cultures, language groups and social status, but not accept other religions.
- Christians should have a concern for the poor and those who suffer; stand against slavery and maltreatment of individuals.
- God requires us to seek His purpose for our lives, and not live to please ourselves

Pillar no 4. Man's fall into sin

- The Fall of man brought sin and suffering into the world.
- People are not naturally good. We have the ability to choose right and wrong, to choose God or ignore Him.
- People were created to have a relationship with God but man's fall into sin broke that relationship.

Application to our students

- Students need to understand that they cannot be 'good' in their own strength.
- God is only pleased with the 'goodness' that comes out of a motivation to love and serve Him, and to make Him Lord of our lives.

Pillar no. 5. The Great Flood

- This was an actual event. The flood covered the entire world around 4,000 years ago.
- This accounts for many of the earth's geological features which are falsely dated by evolutionists to be millions of years old.
- Layers of fossils were buried quickly, not slowly over millions of years.

Application to our students

- Secular history, geography and geology records often contain false information concerning the age of the earth. We alert our students to this.
- We can point out to students the evidence of the Great Flood in our environment.

Pillar no. 6. The Tower of Babel

Recorded in Genesis 11:1-9

Adam and Eve were created with the ability to produce children with any of the skin colours we know today, from very light to very dark. But as language groups came together at the Tower of Babel, and then they moved away to live together, specific traits were expressed, e.g. some groups all had dark skin and some groups all had light skin.

How many different skin colours are there?

There is only one.

Melanin is the chemical in our bodies that causes skin to be light or dark.

Dark skinned people have more melanin than light skinned people.

Application to our students

We teach students that:

- Human evolution does not explain the different races.
- All races descended from Adam and Eve.
- We make a stand against racism because we are one human family.

Pillar no. 7. The coming of Jesus and His death on the cross

- Christ died on the cross to give us an opportunity to be one with God.
- Because *all* have sinned, *all* need to ask Jesus Christ for total forgiveness and restored relationship with God.

Application to our students

- Students must be given the opportunity to receive Christ as their Saviour and Lord.
- Students are instructed in the ways of God, and grow in their understanding of His character and nature.

Pillar no. 8. The role of the church

The church has a God-given role to:

- stand against wrong standards
- show the love of God
- live according to Biblical principles

- spread the Gospel

Application to our students

We teach our students to:

- Make a stand against the works of the devil – e.g. ill- treatment of human beings, disease, misuse of the environment, drug abuse, hunger, poverty, terrorism, unfair world practices
- Care for the poor, elderly, hungry, widows, orphans, prisoners
- Live in obedience to Jesus
- Be lights to the world
- Find the servant role that God has for them
- Carry the Gospel to the nations

Pillar no. 9. The role of Israel in world history

- Israel is God’s chosen nation and through this nation Jesus came into the world.
- Israel has been a target for persecution throughout history.
- Israel has a part to play in the fulfillment of Biblical prophecy.

Application to our students

Christian education is based on the Hebrew education system.

Students need to understand:

- The historical and geographic context in which the Bible was written.
- The role that Jews have in world history.

Pillar no.10. The end of the world

The Bible tells us that the world will not go on indefinitely and the fulfillment of Biblical prophecy will point to the end of the age. Matthew chapters 24 and 25 tell us about the end of the age.

- Jesus will come again.
- God’s perfect world will be restored in a new Heaven and Earth.

Application to our students

We teach our student that:

- The universe as we know it will not go on forever.
- Our time on earth is temporary.
- God is in control.
- A better home awaits us.
- Heaven is a real place, (Rev 22).
- We should always be ready to meet Jesus, doing what He has called us to do.
- Jesus said that the gospel must first be preached to all nations, so that Jesus can return again.

In Matthew 24:14 Jesus said, “And this gospel of the kingdom shall be preached in the whole world for a witness to all the nations, and then the end shall come.”

This means the Gospel has to be proclaimed, but also practiced and demonstrated. There are still people groups that have not heard the Gospel of Jesus Christ presented to them in a way that they can make a proper response.

The importance of Biblical Christian worldview in education

The secular education system gives a wrong view of world history. Only the Bible has the true history. But students who can process the information they receive through the glasses of a Biblical worldview will have confidence and strength to stand in a secular world.

Some verses that encourage us to make a stand for God:

Be on your guard; stand firm in the faith; be courageous; be strong. (1 Corinthians 16:13)

So then our brothers, stand firm and hold on to those truths which we taught you. (2 Thessalonians 2:15)

Put on the full armour of God that you can stand against the devil's schemes. (Ephesians 6:11)

Discussion

Divide into groups. Each group can discuss one pillar of Biblical worldview.

How could you explain the importance of this to a student?

Further activity: Participants can make their own version of the creation-evolution belief trees. They can think of other consequences than just the ones on the poster.

The big questions of life

8. Who am I?		
9. Where did I come from?		
10. Where am I going?		
11. What is my purpose?		
12. Why is there suffering?		
13. Who decides what is right and what is wrong?		
14. Does God exist?		

Equipping Literacy Assistants Session 4

Literacy in the pre-school years

Main ideas

- Reading readiness
- Language development
- The importance of play

Outcomes

At the completion of this session:

Trainees will understand

- the importance of reading readiness in the young child, before they start formal reading.
- The activities that help young children identify shapes in readiness for identifying shapes of written words
- how to train children to listen for sounds before introducing them to the alphabet symbols
- the role of play in getting a child ready to read.
- the importance of language development

Materials required

The following photocopied documents from the Literacy kit, (one set per trainee):

- Sound Pictures
- Laminator
- Scissors, coloured pencils

Content

Language development in the pre-school years.

Children will develop their language through:

- Conversation
- Stories read or told to them
- Play situations, e.g. shops, building together
- Creating together

Literacy at home

Parents can be encouraged to:

- Talk to their children even when they are babies
- Read signs with children when out in the community
- Point to names of produce in the market or supermarket
- Cross items off a shopping list
- Read books with children and tell stories to them.

Language and listening

We have been created with an ability to learn a language. Children learn their mother-tongue by listening to their parents. Research shows children under the age of 5 have a special ability to learn languages. The kindergarten is therefore a good place to start learning a second language. Reading starts with listening and speaking. Listening and speaking go together.

We can encourage children to listen. They can identify sounds in the environment, near/far sounds; high/low sounds in music. They can listen for the sounds around them: animal sounds, sounds of wind and rain, and to hear how words rhyme.

Matching up sounds with letters is called “Phonics”. But children need practice in identifying the sounds that the letters make before they are introduced to the letter symbols.

Listening activities

Encourage young children to *listen* for sounds, without seeing letters.

- Say: “What sound can you *hear* at the beginning of *cat*?” (You could show them a picture of a cat.)
- Which words rhyme? *cat pot rat*
- Clap word syllables, e.g. their name – Jo/seph, Jer/e/mi/ah
- Guess the word I am saying, e.g. fl – a – g
- Play listening games such as “I spy”.

At this stage, don’t show them the alphabet symbols, but we can use pictures of objects.

Activity 1

Take a look at your set of pictures of objects for *initial sounds*. These are the pictures of things beginning with initial sounds. Your homework will be to colour these in. Then they can be laminated, cut out and stored in sets. Store in bags of 6 alphabet sounds, e.g. a – f in the one bag, g – k in another bag.

Beginning to gain an interest in print

- Children will experiment with ‘pretending’ to write. They need plenty of writing materials for experimentation.
- Pointing out signs in the environment helps them understand what words are.
- Children can be shown words in story books. By pointing to the words as you read they will see that there are spaces in-between words.

Word shapes

Children start by identifying shapes around them – circles, triangles, squares. Teachers and parents can help develop this ability by providing jig saw puzzles, toys of different shapes and ‘which is different’ activities.

Reading readiness

Readiness is the step before reading.

In the preschool years:

- small finger muscles are being developed ready for writing.
- they learn language through songs, stories and rhymes

- puzzles and shape activities help their eyes to get ready to see the shapes that words make

Are they ready?

It is important not to introduce children to formal reading and writing unless they have had plenty of pre-reading experiences. Some children at Year 3 may have missed out on vital readiness activities. A literacy assistant can provide the non-reader with activities such as word games and listening games and read stories to the student to gain their interest.

Activity 2

Work with a partner.

Make a list of the things that can prepare a child to read.

Let's see who gets the most points!

Sharing: Go around the groups asking for one point at a time from each group.

Equipping Literacy Assistants Session 5

Primary Literacy: Phonics

Main ideas

- Phonics and spelling
- Phonics games, activities and resources

Outcomes

At the completion of this session:

Trainees will

- understand that teaching phonics is all about teaching the sounds that the letters make
- understand that when teaching a student to read, phonics must be taught in combination with teaching word shapes, (sight words)
- understand that some students are visual learners, so their strength will be identifying word shapes, and some students are auditory learners, so their strength will be hearing the sounds the letters make
- be able to use different strategies for teaching phonics
- have made a selection of practical materials, including games, for teaching phonics

Materials required

- The following photocopied documents from the Literacy kit, (one set per trainee): Sound Pictures; Alphabet letter; Bible Phonics picture chart; Cube; Word wheels
- Laminator
- Scissors, coloured pencils, markers, cardboard, rulers, A4 paper, sticky tape, stapler, glue, zip-lock or other bags, paper plates, cups

Content

Introduction to Literacy in the Primary school

In the Primary school children are beginning to read a text.

Text means words in print. (Handwriting, typed or on a screen)

To be a good reader we need to master 4 things:

1. Sounds (phonics)
2. Identify the shapes of words (sight words)
3. Read fluently (as if we are speaking, without stops and starts)
4. Understand what we are reading (comprehension)

Sounds and sight words go together (See poster)

These are like two wings of an aeroplane.

They are equally important.

They should be taught together.



Visual or auditory learners?

Some are naturally visual learners. (They learn by recognizing the shapes of the words)
Some are naturally auditory learners. (They learn best by sounding out the letters of the word.)

Some are equally good at both.

- A visual learner may sound as if they are reading well but may not be reading all the words correctly. They will see word shapes easily and guess words. But they will need extra help in phonics.
- An auditory learner will be able to sound out words but may have stops and starts and read very slowly. They spend time sounding out every word. They may lose the meaning of what they are reading because they are going so slowly. This child will need extra help in sight words.

We need to find out the child's strengths and work on their weaknesses.

Phonics

Stage 1: initial sounds

e.g. cat starts with 'c'. (Say the sound you hear at the beginning of cat, not the letter name.)

Resources: Bible Phonics; initial sounds picture charts

Activity 1 Learning the sounds from Bible Phonics

View the phonics resource, Bible Phonics, and practice the initial sounds using the picture chart.

Go through the chart teaching the sounds for Bible objects. Explain that when using this resource, the object or person in the story is a memory aid for learning the sound. When introducing a new sound, the story can be read TO the student and the object and sound pointed out. The story is not for the student to read. They are not at this reading level yet!

Activity 2 Retelling Bible stories from Bible Phonics

Give out names of Bible stories on pieces of paper. Each person can study one story and prepare to retell it in four sentences. This could be prepared for homework. Over the remaining days of the course, the trainees can take turns to retell their story, saying the sound it represents and reading the rhyme.

Activity 3 Sounds around the circle

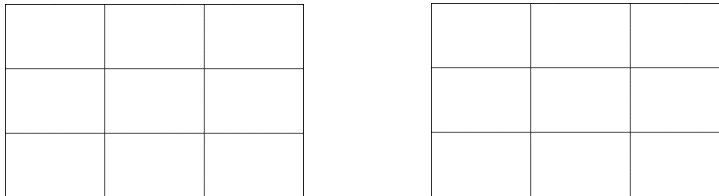
Form groups of about 5 or 6. One person starts by saying the sound "a" and an object that starts with "a". The next person says "b" and an object that starts with "b". Check that alphabet names are not being used.

Activity 4 I spy

The leader of the game says, "I spy with my little eye, something that begins with e.g. "s". The leader is thinking of something in the room starting with "s" but is not saying what it is. Everyone else has to guess. The person who is successful in guessing then becomes the leader. Check that the players are using the sounds and not alphabet letter names.

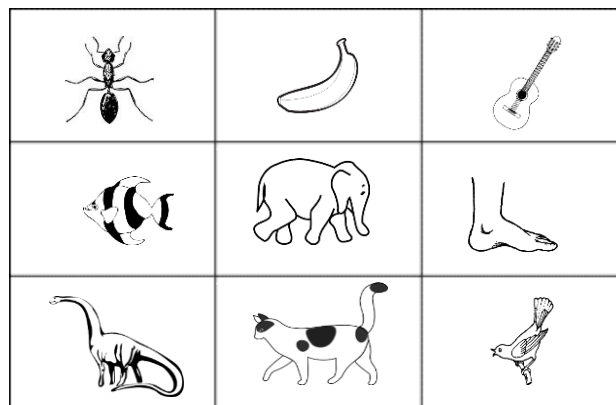
Activity 5 Sound Bingo

Make Bingo boards by taking a piece of A4 paper, landscape orientation, and divide it into 9 rectangles using a ruler and a marker. Use the picture-object collection from the Pre-school session. Also make a set of alphabet letter-cards. (Before making the letter-cards trainees can make a personal alphabet lettering chart that they can use to refer to for forming the letters correctly.)



To play:

1. Each player fills their board with little pictures of initial sounds objects, e.g. a - f
2. Place letter cards in a pile so that they can be turned up one at a time, e.g. when 'a' is turned up, the player must take off the board any pictures starting with 'a'. etc. The first player with a blank board is the winner.



Activity 6 The Box Game

Have 6 different sounds, each stuck to one surface of the box, e.g. a,b,c,d,e,f. Have around the table various pictures of objects starting with these letters. The player throws the box in the air. For which ever sound is on the top of the box, the player must grab a picture starting with that sound.

Stage 2: Three letter words e.g. c – a – t

Ask trainees to take a look at the *Progressive Phonics* resource. Ask them to turn to the 3-letter words section. Attention drawn to:

1. Initial sound
2. End sound
3. Middle sound

At this stage call the letters by their sound name, not their actual name.

Emphasize that these are 3-letter *phonetic* words. 3-letter phonetic words can be sounded using initial sounds.

The following are **not** 3-letter phonetic words because they cannot be sounded using the sounds the students know:

the one was

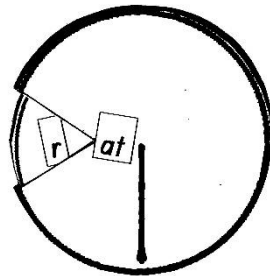
Activities 7 - 9

Begin to make the games for 3-letter words:

- Word wheel
- Phonics flipper
- Circle of sounds
- Bottle top letters (This can be shown as an example to be made after the course, as time will be needed to collect bottle tops)

Activity 7 Word wheels

There are 5 word-wheel templates that can be laminated and cut out. Use a needle or pointy scissors to make a hole through the center of the 2 circles. Fix with a hair pin or a split pin.



Activity 8 Phonics Flipper

Fold a piece of A4 paper into 12 rectangles. Each rectangle can be a page of a small book. But the bottom sheet will take up 2 rectangles. It can be stuck on a piece of card for stability.

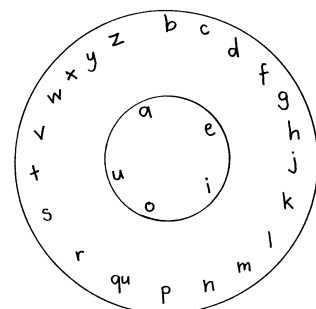


Activity 9 Circle of Sounds

You will require a dinner plate or paper plate the same size, and a cup or lid, to draw two concentric circles.

Vowels go around the inner circle, and consonants around the outer circle.

Play the game by pointing out 3-letter words, e.g. c – a – t.



Stages 3 & 4 Consonant blends

Ask trainees to find this section in *Progressive Phonics*.

Consonants are the letters that are not vowels, (not a, e, i, o, u)

black, truck, skip

then **ship, chop, this**

Games for consonant blends: You can use the same games as for 3-letter words

Stage 5 Word families

Ask students to find this section in *Progressive Phonics*. Pay attention to the Picture chart and how it relates to the word groups.

Words are grouped in families made by vowels. Students will now learn the difference between long vowel sounds and short vowel sounds.

snail, rain, pain (long 'a')

tree, sheep, feet (long 'e')

line, pipe, time (long 'i')

boat, road, goal (long 'o')

tune, cube, cute (long 'u')

Teach the difference between long vowels and short vowel sounds

At this stage, children are encouraged to use the ears to listen for words with the same sounds.

Start with the long vowel sounds e.g. *make, cake*. Ask the children to listen for the 'a' sound which is the same in 'make and 'cake'.

Words in the same family do not have to rhyme.

e.g. 'same and 'cake' are in the same family because they both have long 'a'.

You will need to refer to short vowel and long vowel sounds often, so make sure the child is familiar with these.

- Look at your picture chart of short and long vowels.
- Practice saying the short and long vowel sounds.
- Look at the Progressive Phonics picture chart. Notice that these words are the 'key words'.

Activity 10

Use Progressive Phonics to make flash cards that can be used for word matching with the key words. The box game is a good game to play for this stage. A different key word can be stuck to each face of the cube. When the word on the top surface is thrown, the student must grab a word card from the table that is in that word family, e.g. "rain" comes up on the top of the cube. They can select a card saying "snail".

Equipping Literacy Assistants Session 6

God-centred education

Main ideas

- God-centred education does not restrict God and the Bible to separate Bible study periods.
- God-centred education is where God's viewpoint is reflected in all subjects.

Outcomes

At the completion of this session trainees will understand:

- That education cannot be neutral. It either includes God or rejects Him.
- How the Christian classroom can be different
- The Hebrew foundation for education compared to the Greek
- The definition of Humanism

Materials required

Posters – “Man-centred, God-centered” (Greek/Hebrew); “Separate or integrated?”
“Curriculum on the Rock”; “The Vine”

Content

What place should God have in our children's education?

There is a difference between a school that *includes* God and a school that *ignores* God.

Proverbs 22:6 - Train up a child in the way he should go, and when he is older he will not depart from it.

While it's true that Godly parents can train their children in the ways of the Lord through the home environment and through church life, there will be a double standard for the child who spends a large majority of time in an education system where the God of the Bible is not included.

Education cannot be neutral. It is either with God or without Him.

The school that honours God...

- serves Christian families
- is a place where students can grow in Godly character
- strengthens students in the Christian faith
- helps students to achieve academic excellence.

Knowing God, (not just knowing about Him)

Isn't the aim of the Christian life to *know* God?

- It is possible to know the Bible without knowing God.

- Christian teachers and assistants therefore need to point students to a personal God who can be their Saviour, Lord, friend and role model.

How do we show students what God is like?

- We can use the Bible to point out God's ways through His mighty acts.
- We can also point them to God as seen in the world around us...

We can teach about God's Creation

- The whole of creation speaks to us about God.
- We can see God at work in science, mathematics and EVERY area of study, and the whole of life.
- All knowledge belongs to God.

We can teach about the work of Christians

- Heroes of the faith who have demonstrated God's character in the past
- Community servants, Christian scientists and missionaries, past and present

We can compare worldly standards with Godly standards

- We can help the students to measure up what they see around them against God's standards.
- God has something to say on EVERYTHING!

How is the Christian classroom different to the secular one?

- The students benefit from being cared for by a Christian teacher.
- But there is another important reason...

God is included in all parts of education – We call this 'God-centred education'.

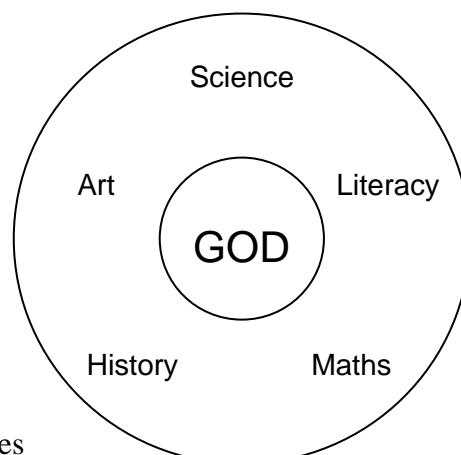
In God-centred education:

- Christian teaching **does not** stay in a separate box called "Bible study", or "Devotions".
- God is **not** left out of mathematics, science, and other subjects. Instead, God is placed at the centre of all education.

God and the Bible should be included in all education, not separated.

Hebrew education

Hebrew education is the foundation for Christian education.



- Based on the scriptures
- God and His word were central to life.
- God was not separate from education.
- Everyone knew that the whole of Creation, (man included), was dependent upon God the Creator.
- Right and wrong were measured by the Scriptures.
- God's commands were central to everything they did.
- Each person was seen as precious in God's sight.
- Children were taught responsibility and to be good stewards of all resources.
- Family and community were very important.

Deuteronomy 6:5

Love the Lord your God with all your heart, soul and strength.

Deuteronomy 11:13-24

If you faithfully obey the commands I am giving you today - to love the Lord your God and serve Him with all your heart and with all your soul - then I will send rain on your land in its season...

Fix these words of mine in your hearts and minds; tie them as symbols on your hands and bind them on your foreheads. Teach them to your children, talking about them when you sit at home and when you walk along the road, when you lie down and when you get up. Write them on the door frames of your houses and on your gates, so that your days and the days of your children may be many in the land that the Lord swore to give your forefathers.

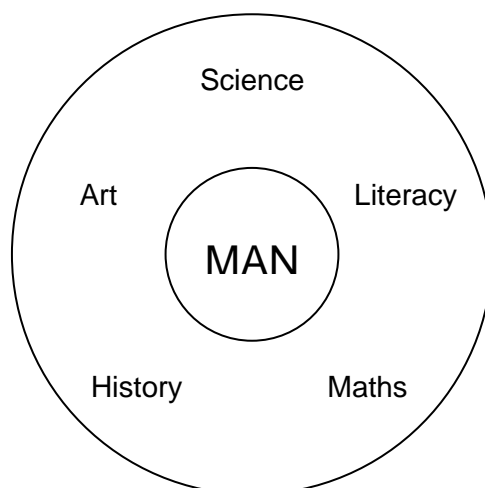
Hebrew education was not just for Old Testament times.

Let's look at Hebrew education in New Testament times:

- Jesus was educated in the Hebrew way.
- Jesus added to the Hebrew foundation. He gave us a new commandment, to love one another and to be His disciples.
- He was the example of the greatest teacher who ever lived.
- He told us to go into the world and make disciples of all nations.

Greek education

Greek education is the foundation for the modern western education system.



- The system on which modern Western education is founded
- Education was separated into boxes.
- God was not part of education.
- Man's ideas were all that mattered.
- Educated people were proud.
- People made a god out of physical fitness and the human body.
- They worshiped false gods, ('self' was one of them)
- Education was for the rich.

Man was the measure of all things

2 Corinthians 10:12

We would not dare to classify ourselves or compare ourselves with those who rate themselves so highly. How stupid they are! They make up their own standards to measure themselves by, and they judge themselves by their own standards.

Humanism

- Education without God is called Humanism.
- Humanism is man-centred education.
- Jesus came to pay the penalty for ignoring the Creator of the universe and worshipping ourselves instead.
- "There are only two religions: either God is God, or man is god." (Frank Peretti)

Humanist philosophy states:

- "If God didn't make me, I don't owe Him anything."
- "My duty is to man instead of to God."
- "If God doesn't exist, then there are no rules."
- "Man is in control, not God."

A definition of "Humanism" from the American Society of Humanism

Motto: "Good without God" (found on their website)

Humanism's focus is on using human efforts to meet human needs and wants in this world.

What does God say about serving self?

Philippians 2:3-7

Don't do anything from selfish ambition, but be humble towards one another, always considering others better than yourselves. Look out for one another's interests, not just your own. Have the attitude of Christ Jesus...He took on the nature of a servant.

God sets the standard, not man

For Christians, our lives are not dedicated to looking after ourselves, but others. Jesus is our greatest example of servanthood.

What is Christian education? ... Make a list, e.g.

- The teaching of good morals?

- Providing a good Christian environment?
- Evolutionary thinking exposed?
- A Bible study period each day or each week?

These are important but...

We can do more than this!

A school that honours God can lead students to know God personally through an understanding of

- His character
- His nature
- His word

God-centred curriculum does not mean

- Putting Bible knowledge and academic knowledge as two boxes.

God-centred education does mean

- Placing God and His word at the centre of all education.
- Allowing God to speak into all subjects in the curriculum.

Imagine that you are making a special meal. You have made a lime and coconut sauce that you will pour over raw fish. You leave it for a couple of hours and the fish takes on the flavor of the lime and coconut. It also “cooks” the fish making it beautiful to eat. This is like the ‘flavour’ of God and His word, soaking into the curriculum, going into every part.

Education should be built upon the Rock! (Poster)

Education must be thoroughly rooted and grounded in God, not separated from Him. The rock is the person of God – His character, His nature, His word. Subjects are built upon this foundation and as children come to know God through their education they reflect His character. The true Christian classroom places Jesus at the centre of all knowledge, all learning and all relationships.

Discussion

- *Is the Hebrew approach to education different from your experience of school? In what way?*
- *What are the blessings that come from including God in as many subjects as possible?*
- *What is a ‘nominal Christian’?*
- *Why do you think schools that separate God into the ‘box’ called ‘Scripture class’ are in danger of producing nominal Christians?*

Stay connected to Jesus in all you teach

John 15:5

I am the vine; you are the branches. If a man remains in me and I in Him, he will bear much fruit; apart from me you can do nothing. (Poster)

Ask God to guide you in your teaching

Every student is different. Every student has different needs.

Pray for your students. Ask God to show you how to teach them, what to say, what to do.

Steps in hearing God's voice

- Ask God to show you any wrong attitudes that may be a blockage to hearing God's voice.
- Lay down your own "good ideas".
- Isaiah 55:8 says. "My ways are not your ways; My thoughts are not your thoughts."
- Invite the Holy Spirit to guide you.
- Ask the Holy Spirit to give you the ideas that HE wants.
- Listen to God. He may give you a thought, a picture in your mind, or a Bible passage.
- Write it down, or if in a group, share what you think God has said.

God is a person.

He has a personality.

He wants to communicate with us.

He wants us to communicate with Him.

Jesus said, "My sheep hear my voice," John 10:27

By listening to God we can find out the best strategies for helping each student. Taking time to pray at the start of each day will equip you to help the children in a greater way than you could ever imagine. As you pray and listen to God, write down the names of your students and anything special He gives you for those students.

Equipping Literacy Assistants Session 7

The character of God and values

Main idea

Understanding that our ability to express good character is not in our own strength but based on our relationship with God alone. As we come to know His character and nature, a response is required of us. We reflect the character that God requires out of obedience to Him and a desire to please Him. As we introduce children to the character and nature of God, we will also make them aware of the response that God requires of us.

Outcomes

At the completion of this session trainees will understand:

- Why the teaching of values must be related to an understanding of the character and nature of God
- The problem with trying to be 'good' in our own strength

Materials required

Posters: The Vine, The character tree; the character of God symbols

Content

Values: What are they?

- A set of standards that we value, in this case, as a society
- Guiding principles that dictate behaviour or actions
- Principles that help us know right from wrong

Values: Who sets the standard?

- There are different ideas about what is right and wrong.
- Those who believe that God is a supreme being can look to Him for guiding principles.
- Those who don't believe in God make their own rules.

Values have a faith basis ...

- Either faith in God or faith in human nature
- But human nature fails, so it makes sense to look to the One who made us for our values. He sets the standards.

What is God like?

Before we can set standards, we need to know what God is like, because His character tells us about His standards.

The attributes of God (examples)

God is...

- A Creator
- Loving
- Wise
- A provider
- A protector
- Truth

Our values should reflect the character of God

As we come to understand each attribute of God's character and nature, a response is required of us. This response is like a reflection in a mirror.

Character development should be taught as an outworking of knowing the character of God. Looking closely at the nature of God and learning about His character, causes us to *reflect* His character.

Our response...

Let's look at some of the responses we can make:

Poster: Symbols for the character and nature of God.

God is Creator

We stand in awe of God's power; we believe God's plan for the world, beginning with creation.

God is Love

We love others as Christ loves us. We forgive others, show kindness, gentleness and compassion.

God is Wise

We seek God's opinion, not our own; we know that wisdom comes from obeying God.

God is Protector

When we understand that God is our protector we have trust and confidence in a great and powerful God, a loving father.

God is Powerful

This is to believe in God's supernatural ability; to have faith.

God is Truth

We weigh up information against God's standards; we tell the truth and live the truth.

God is Pure and Holy

We ask for God's forgiveness when we do wrong; we live according to God's standard; we are careful in the words we speak and in what we think.

God is Patient

We are patient with ourselves and others; we demonstrate self-control.

God is a Servant

God is our helper; He wants us to help one another.

God is Life

God has given life to every living thing. We can look to Him to guide us through life and give us eternal life.

God is a Provider

We have trust and confidence that God cares for us and will provide for us. We let God take care of all our worries.

God is Peace

We are at peace, knowing that God is with us; we have peace with God through Jesus His Son

God as the starting point for values

- The attributes of God should be the starting point for developing Godly character.
- All values that are worthy and upright come from God Himself, not from our own human effort.

How do we teach values?

- Focus FIRST on who God is, e.g. He wants us to be loving, because He is.
- THEN teach the value that comes out of knowing who God is.
- The attribute of God is the primary focus, (not the value).

Serving not striving

We teach students values starting with God's character. If values are taught on their own, apart from God's character, it leads to pride. This approach to teaching values encourages students to try to be good in their own strength, from their own human effort. (*Remember Humanism... Good without God?*) Here are two ways to teach values:

1. "Let's TRY hard to be kind. It's a nice thing to do." (striving)
2. "God's love". He wants us to be kind to others because that is a way that we can share His love." (serving)

How successful is trying to be good from our own human effort?

(Human nature fails but the Holy Spirit in us molds our character to become more like Christ.)

Values should be founded on God's standards

- We love because God loves us.
- We serve by showing humility and concern for others.
- We are patient because God is patient with us.
- We do what's right because God is pure and holy.
- We are thankful and generous because God is our provider.

Godly values can be included when teaching classroom topics

Topics based on **God's Creation** show us that God is Provider, God is Powerful, God is Truth, God is Life. (*See poster: The character tree*)

Stay connected in all you teach *I am the Vine and you are the branches...apart from Me you can do NOTHING. Jn 15:5 (See poster: The Vine)*

Activity: Character match

For each of these 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, courageous

Equipping Literacy Assistants Session 8

Primary Literacy: Sight words

Main ideas

- There are two important aspects in learning to read: 1. sounding out the letters of words, (phonics), 2. identifying the shapes of words. Words that are taught by recognizing the word shapes, (without having to sound them out), are called “Sight Words”.
- “High Frequency Words” are the most commonly used words in the English language and are usually best taught as sight words.
- The learning of sight words and phonics are of equal importance.

Outcomes

At the completion of this session trainees will:

- understand why learning to read “sight words” must complement phonics when learning to read.
- be familiar with the “Dolch 220” word list
- have strategies for teaching sight words
- have made a variety of games and hands-on materials that can be used in the teaching of sight words

Resources

- Literacy kit
- The following photocopied documents from the Literacy kit, (one set per trainee): “Sentence Starters”; “Dolch word list 1 – 30”
- Laminator
- Scissors, coloured pencils, markers, ruler, cardboard, sticky tape, stapler, zip-lock or other bags

Content

There are many words in the English language that are more easily recognized by the shapes they make rather than their sounds.

Examples of words that are *not* easily recognized by sounds:

- the
- was
- here
- one

Sight words are the words we are going to teach by quick recognition of the word shape. Flashcards are made to teach sight words. (*Show a set of flashcards.*)

Look at the shapes these words make:

(A few words can be written on a board and a trainee can be asked to draw shapes around the words.)

Drawing shapes around words will help the student to see the shapes that words make.



Dolch

Dolch was one of the first people to develop a list of the most frequently used words in the English language, (1936). Dolch made a list of 220 words which we call 'high-frequency words'. These words are best taught by sight because many can't be sounded using *initial sounds*. (Initial sounds are the sounds a student learns when they are first starting to read, e.g. a at the beginning of 'ant', e at the beginning of 'egg'.)

Dolch chose not to use nouns in his list but suggested that the teacher choose the nouns of most interest to the children, making the list appropriate to the learning of English in all cultures.

A student who is just beginning to read will learn:

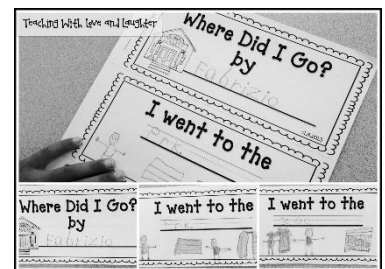
- a) initial sounds
- b) small stories that have short repetitive sentences.

Example 1: Look at the ...

"Look" and "the" ... can be taught by repetitive sentences such as: "Look at the tree"; "Look at the dog"; "Look at the cat".

Example 2: "I went to the" ...

"I went to the market"; "I went to the house"; "I went to the river"



In the examples above, the words "look", "the", "I" cannot be sounded using initial sounds. Students will not learn the sound for "oo" until later. The fact that "look", "the" and "I" can be learned by sight means that the student can get started straight away with reading simple sentences, and they do not have to wait until they have learned all the other phonetic groups such as "ee", "oo" etc. before they can read a text.

When using flashcards to teach sight words it is recommended that no more than 5 sight words are taught at a time.

Activity 1

Work with a partner. One pretends to be the student and the other will be the assistant who is helping the student to read a Level 1 story.

Take out the Dolch word list, (words 1 – 30). Also take out the stories folder and have a look at the Level 1 stories. Notice the repetition of the Dolch words from the list. These are the words that the student is learning to read. It is not important for the student to learn how to read the names of animals and objects. (These are not Dolch words). The student is to learn the skill of using the pictures to get the meaning, e.g. "I can see a **seahorse**."

The assistant would **not** make a word card for 'seahorse'. Instead, the assistant would just point to the seahorse and explain what it is. Then every time the student reads this sentence, they point to the picture when they get to the word 'seahorse'. The assistant will teach them how to do this. But the assistant **will** make word cards for "I", "can" "see" "a" because these are all Dolch words and these are the words we are teaching in Level 1.

If the picture is of something unknown to the student, the assistant must talk about the picture and explain it. As the student gets to know the story, they will remember the name for the object in the picture because of the previous discussion with the assistant.

Activity 2 Sight word games

Sight words can be learned through matching games. Make flashcards using lower case letters. These are the games you will be learning in this course:

- Sentence Starters
- Throw the word
- Word Bingo
- Concentration

View the Sight Words resources in your folder labelled "Phonics and Sight Words". Take a look at your Dolch word lists. Learn how to make and use the following games and activities:

Sentences starters

Before laminating, put a dot of one colour on all the parts on the 'nouns' pages and a different coloured dot of all the parts on the 'verbs' pages. Now laminate, cut out and store nouns and verbs in 2 different bags.

Throw the word

Have 5 pairs of Dolch word cards.

You have 5 and give the same 5 to the student.

Each of you arrange the word cards in your hand like a fan, lettering facing you.

You throw a word on the table and say it. Ask the student to do the same from his/her set.

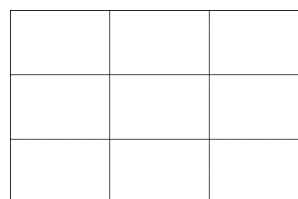
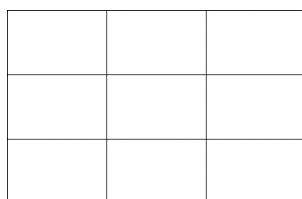
Keep going until you have done this with all 5.

Now play the game again and ask the student to throw the words, and you throw your words down after the student.

Word Bingo

Preparation:

Make two Bingo boards with 9 rectangles in each. (Use an A4 sheet laminated). These are for two players – you and your student.



Choose a Dolch word group, e.g. "Dolch 1-15". Make 3 copies of each word. One set will be the caller's set and will be marked with a coloured dot.

To play

Place the caller's set face down, to be turned up one by one.

Each player fills their board with 9 Dolch word cards, (doubles are allowed).

The caller turns up the card, shows it and reads it. Whoever has that same word card on their board takes it off. The first player with an empty board is the winner.

This game can be played once the student has learned the first 15 sight words. Then make another set: "Dolch 16-30".

is	look	are
here	the	see
this	look	and

Concentration

This is played with pairs of Dolch word cards. Two of each word are set out in a grid, face down so the writing is not visible. Player 1 turns over 2 words. If they are the same, they keep the words. If they are not, they put them back in exactly the same place, face down. Then Player 2 has a turn. Whoever has the most pairs at the end of the game is the winner.

Activity 3 Sight words for more advanced readers

Sentence flashcards can be made using Dolch words in sentences, with added nouns. Children love to read these if you call it "speed reading". This will improve fluency.

e.g.

"Here is the man who went to the shop."

"I would not like a green drink."

Take a look at "Sight words in sentences". Practice some "speed reading" with your partner. Refer to the folder in the literacy kit.

Holding a ruler under each sentence as the student reads quickly is a good idea.

How to store your sight word cards

The Dolch words have been divided up into groups of 15. Keep each set of 15 in a separate bag. Label the bags "Dolch words 1-15", "Dolch words 16-30" etc. Once the first 15 have been learned, go on to the second group of 15 etc.

Equipping Literacy Assistants Session 9

Fluency and comprehension

Main ideas

- Fluency, (reading fluently), is the ability to read with speed, accuracy, and proper expression.
- Fluency is being able to read confidently without stops and starts
- When reading aloud, we should make our reading sound interesting by using expression.
- Comprehension is understanding the meaning of what you read.
- A reader gets clues on meaning by using pictures, by thinking about the context of the sentence, and by looking at the words ahead.
- Asking questions is a useful tool for assessing comprehension.

Outcomes

At the completion of this session trainees will:

- understand the importance of reading fluently.
- have improved the fluency and expression in their own reading style
- use strategies for developing fluency and comprehension in their students
- be able to assist students in comprehension of the text they are reading.
- be able to assess whether or not the student has good comprehension.

Resources

- books and/or story cards for reading practice
- Thinking Hats

Content

Fluency

Fluency is being able to read at a speed similar to the way you would speak, using punctuation and good expression. If we read in the same tone of voice, the reading sounds boring. Reading fluently helps us to understand the meaning of what we read.

The student can gain practice in fluency by...

- Re-reading stories they know well
- Echo reading: rhymes or stories with repeated lines.
- Listening to a fluent reader and following the text.
- Listening to a fluent reader and trying to imitate the way they read (with expression)
- Buddy reading: students of different levels are paired to help one another
- Reading the Dolch sentence cards as fast as possible, (sessions 8)
- Following word chart to songs and rhymes
- Reading hand-made "Big Books"

Practice, practice, practice, even the same text several times!

Expression

This is when the reader makes the text sound interesting. It involves raising or lowering the voice for certain punctuation marks. How would we read these sentences aloud?

Where are the children?
Do you like bananas?
Look out! There's a snake!

We can also make our reading sound interesting by using character voices.

Activity 1

Listen to a story read with fluency and good expression.

Practice reading a short story to your partner. Choose a story book or story card where different characters are speaking. Practice using different voices.

Examples: "The Three Little Pigs," Level 11; "The Boy Who Cried Wolf" Level 9

Comprehension

Comprehension is understanding what you read.

A student may be able to read all the words of a text fluently but may not know the meaning of certain words.

Before reading a story with a student, the Literacy Assistant can help the student gain meaning from the story they are about to read by discussing the title of the story and discussing the pictures in the story.

While reading a story, the Literacy Assistant can help the student to understand the meaning of a sentence by getting them to predict what might happen next. Also ask the student to make pictures in their head as they are reading the story. This is called 'visualizing'.

After reading the story the Literacy Assistant can ask questions to see if the student has understood. You can also get the student to draw a picture of the story.

Thinking Hats to aid comprehension

Thinking Hats may be used for asking questions. The Assistant can make up questions according to the colours. Different colours will be suitable for different stories, e.g. Black hat is for "what bad thing happened in the story?" But maybe nothing bad happened in the story, so don't use black hat. Use the colours that are appropriate to the story.

- Red (Emotions) - How did you feel when...? or How do you think one of the characters felt when...
- Blue (Values) - What did you learn from...?
- Green (Creativity) - What else could have been done? What would you have done?
- White (Information) - What was ...? Who was...? How many? Where?
- Yellow (Good points) – What was something good that happened in the story?

- Black (Bad points) – What was something bad that happened in the story?

Activity 2

Work in pairs using story cards or books to ask each other questions using Thinking Hats.

Homework activity

Colour in the Thinking Hats (2 photocopied sheets) ready for laminating and cutting out.



Equipping Literacy Assistants Session 10a

The value of a child

Main ideas

All children are valuable. They should be loved, cared for and treated with respect.

Outcomes

At the completion of this session trainees will understand:

- That school staff have a responsibility to care for the students, as partners with parents in the child's education
- That children can easily be hurt, and damaged emotionally through unkind words or harsh treatment
- That children will thrive in an environment of love, kindness and support

Materials required

For the demonstration:

- 2 boxes or containers (e.g. margarine containers) with lids. One lid is glued or tied on so that it is impossible to get off; the other has a lid that can be removed easily.
- Some valuable or beautiful looking things, e.g. a flower, jewellery. These will go in the box with the removable lid.
- Some word cards describing gifts and talents in single words, e.g. "music" "art" "sport" "mathematics" "friendliness" "generosity" "compassion". These will also go in the box with the removable lid.

Content

All children belong to God

- As CREATOR, they are extremely precious to Him.
"You created every part of me; you put me together in my mother's womb." Psalm 139:13
- As REDEEMER, God wants children to hear the Truth so they will not depart from Him.
Proverbs 22:6 Train up a child in the way he should go, and when he is older he will not depart from it.
- As PROTECTOR, God requires spiritual protection of children.

Mark 10:13 – 15

People were bringing little children to Jesus for him to place his hands on them, but the disciples rebuked them. When Jesus saw this, he felt sad. He said to them, "Let the little children come to me, and do not stop them, for the kingdom of God belongs to such as these. Truly I tell you, anyone who will not receive the kingdom of God like a little child will never enter it." And he took the children in his arms, placed his hands on them and blessed them.

Children are a gift from God

Ps 127: 3 Children are a heritage from the Lord, a reward from Him.

Children are “on loan” from God for the first 18 years or so of their life.
Parents have been given the task of raising their children in the ways of God.
Christian parents and teachers are partners in a child’s education.

Matthew 18: 2-6

Jesus called a child, made him stand in front of them, and said, “I assure you that unless you change and become like children, you will never enter the Kingdom of heaven. The greatest in the kingdom of heaven is the one who humbles himself and becomes like a child. And whoever welcomes in my name one such child, welcomes me. But if anyone should cause one of these little ones to lose his faith in me, it would be better for that person to have a large millstone tied around his neck and be drowned in the deep sea.

If we accept that the child truly belongs to God, we must also accept that God alone has the authority to determine the nature of the child’s education.

What makes a child valuable?

- Every child matters to Jesus.
- Matt 19: 14 Jesus said, “Let the children come, forbid them not for as such is the Kingdom of Heaven.”
- Children are the leaders of tomorrow.
- Children are the salt and light for tomorrow’s world.
- All children belong to God.

Discuss

How does God want children to be treated?

How does God want children to feel about themselves?

What kind of negative experiences at school can damage a child’s feeling?

How to honour children

- Show that you’re interested in them. Ask them about their hobbies, interests, family, pets
- Value what they have to say.
- Don’t say, “WRONG ANSWER”, but instead you could say, “Good try, but there’s another answer I am thinking of.”
- Praise children, especially when a child does not usually excel, e.g. “Good job”, “I liked the way you worked hard today.”

Children need love, acceptance and support

Children are sensitive and will recognize the love of God flowing through you to them.

Ways to show affection

School staff should show affection through encouraging words, a happy manner and a smile.

Another suitable way of showing physical affection would be a “high-5”.

Showing care in the way we speak

Children are valuable, so they should be spoken to with respect.

Jesus rebuked the disciples for pushing the children away.

Positive words

Prov 16: 24 Gracious words are a honeycomb, sweet to the soul and healing to the bones.

Prov 15: 4 The soothing tongue is a tree of life, but a perverse tongue crushes the spirit.

Negative words

Proverbs 12:18 Thoughtless words can wound as deeply as any sword, but wisely spoken words can heal.

Love and kindness are the ingredients for growth

Every person has precious gifts inside them that others may not be able to see right away.

If a child is treated with care, these special gifts will grow, develop and shine for others to see.

People also have places inside that can easily be hurt or broken. When we are hurt, our special gifts may become locked and hidden inside us.

Demonstration

The presenter has 2 identical containers with lids. (These can be boxes, empty margarine containers or other.)

One box is given to the volunteer to open and see what's inside. (This box has previously had lid glued on tightly or has string wrapped around and knotted to that it is impossible to open.)

Then the second box is given to the volunteer, this one with lid that comes off easily. Inside the volunteer finds precious things, e.g. flowers, jewels, but also cut-out words like "music" "art" "sport" "mathematics" "friendliness" "generosity" "compassion".

This activity could be linked with a brief description of some of the precious gifts we are all born with. One person's set of gifts will be different to another person's, but in order for these gifts to be brought forth in a child, the child must be loved and nurtured. Otherwise it's like the box with the lid that cannot be opened.

Discussion:

How could these points apply to the bringing up of children?

Our students are valuable

God values them greatly. Sometimes adults don't see them as beautiful and valuable because they do not measure up to how we think they should be. We need to show students the value they have to God, and to treat them with care. How can we do this?

Caring for something you value

If you owned a car, how would you look after it?

You would:

- Provide the things it needs to run well.
- Be attentive to its needs.

- Treat it with care.

How much more should we care for children.

Caring for health and hygiene

Students are valuable, so they should take care of their health and appearance. You can be aware of your students' physical health and hygiene. Watch for:

- Plenty of nutritious food
- Clean face and body
- Hand washing
- Hair clean and tidy
- Check for head lice
- Clothes neat and clean
- Nails clean and trimmed
- Dental care

Caring for emotional needs

Students are valuable so their carers should try to be aware of social and emotional needs.

Look out for children who are 'left out' in the playground and help them join in with others.

Look out for children who seem distressed or sad and chat with them to find out what's bothering them.

Watch for children who might be bullied or made fun of.

Be a friend to those who might feel a 'failure' academically.

Creating a clean and attractive physical environment

Students are valuable so their physical environment should reflect care. They will respond to a neat, attractive working environment and be motivated in their efforts. An untidy environment gives the message, "Who cares? Anything is good enough."

- NO to trash around school
- Clean up and beautify the school and classroom
- Plants and flowers make the environment attractive
- Things that are broken should be fixed

Activity

Talk about some positive and negative times in your Primary school education.

What were some of the characteristics of the teacher you admired the most?

Promoting kindness and caring in your classroom

The best way to promote kindness and caring behaviors in our classrooms is to show our students what it LOOKS like and SOUNDS like to be kind. It is important to remember that children watch their teachers all the time and listen to everything they say.

Random acts of kindness

Give your students a “Secret Buddy” for the week. The students have to perform random acts of kindness for their buddy. The buddy does not know who is performing these acts of kindness until the end of the week when it is revealed. Examples: tidying someone’s things without them knowing, making anonymous cards or gifts.

“A little spark of kindness can put a colossal burst of sunshine into someone's day!” (author unknown).

<https://www.scholastic.com/teachers/blog-posts/shari-carter/creating-culture-kindness-your-classroom/>

Scenario of ways to show / or not show kindness

Children are learning to count by 2s

Role play 1: not showing kindness in the way we speak and act:

Teacher says, “We are going to count by 2s. Say after me: 2,4,6,8,10.” (All children repeat.)

Teacher shouts, “Again!”. Children repeat. Teacher shouts “Again”. (Children repeat) Teacher shouts, “Again” etc.

Teacher says, “Now I’m going to hear each one of you say the numbers.” Teacher picks a child at random.

This child says number sequence and gets it wrong.

Teacher says, “No, that’s not right! Say it after me!”“and again!”

Role play 2: Showing kindness in the way we speak and act

Teacher says, “We are going to learn to count by 2s today. That means we can count things much faster than counting by ones. Wouldn’t that be fun! (Teacher smiles and shows bright eyes.)

“I’m going to get some counters and count them. 2,4,6,8,10” (touching counters)

Do you think you could do that? I’d like everyone to get 10 counters and put them out in 2s like mine.”

Now we are ready to count. Ready... 2,4,6,8,10.

I think we could try that again....2,4,6,8,10. Ready ...

That’s great. Now you are learning to count by 2s! (Teacher sounds happy.)

Let’s do it one more time...2,4,6,8,10

You are all getting so good! Would someone like to do it on their own?

Child volunteers. “2,4,6,8,9”

That was such a good try. But there’s just one number that needs to be fixed. Would you like us to help you to find which number it is?

Now let’s all count together. Ready... 2,4,6,8,10

To the child: “Did you find which number you had to fix?... Yes, that’s great!”

Equipping Literacy Assistants Session 10b

Nutrition

Main ideas

Good nutrition is linked to learning, particularly in the early years when the child's brain is developing. Children who lack good nutrition also experience fatigue and poor concentration, which also hinder ability to learn.

Outcomes

At the completion of this session trainees will understand:

- The definition of nutrition
- The essential nutrients for growth, development and keeping well
- The best foods available in the immediate environment
- The importance of food from the garden
- The problem with processed and packaged food
- Other factors essential to good health

Materials required

Poster: NEW START

Paper and coloured pencils to make a NEW START poster

Prepared lists: of typical foods eaten in a week in 1. USA, 2. Chad

Content

What is nutrition?

The way in which food helps the body keep healthy.

The body needs GOOD food to:

- grow
- repair itself
- fight off sickness
- build bones and muscles
- have energy

Some foods are good at doing this. Some are not.

The link between good nutrition and learning

Many studies have shown that there is a connection between nutrition and learning.

Students who do not have good nutrition in the early years do not perform so well at school.

A study in the USA ...

Children with poor nutrition were given good nutrition.

Improvements were seen in:

- School attendance
- Behaviour
- Concentration
- School performance

Use the information in the Appendix for specific information on the nutritional status of your country.

Protein foods

Protein foods build muscles, bones and help the brain to develop.

Sources of protein foods: meat, fish, eggs, nuts, legumes (peas, beans, peanuts), animal milk products.

Activity:

Suggest ways that you could encourage a mother to increase the protein in the family diet. What foods could she find?

Good fats

The brain is made up of mostly fat. We need to eat good fats for the brain to develop and work properly. Good fats are stable when heated. This means that they do not change. Bad fats are unstable. This means that they change when heated into something that is not good for our health.

Good fats are fats found in natural foods:

- Coconuts and nuts contain good fats.
- Butter is a good fat.
- Eggs contain good fat.
- Margarine and cooking oils are not good fats.

Vitamins and minerals

These are found in most natural foods.

They get the body working, doing all the jobs that our amazing bodies are meant to do.

They help the body to grow, to repair itself, and to be active.

We get many vitamins and minerals from coloured fruits and vegetables.

The problem with packaged food

Processed factory-produced foods are often high in things that are bad for our health:

- sugar, salt, flour, artificial sweeteners
- heat processed oils, (bad fats)
- artificial food additives – colourings, flavourings, preservatives

Modern processed foods containing ingredients that are responsible for diseases like diabetes, cancer and heart disease. In rich countries, people are dying because of poor food choices. There is so much food to choose from, and much of it is not good for our health. Fast foods and much processed food contains too much sugar, salt and bad fats.

Bread is a convenient food, but too much of it can cause the same health problems as too much sugar. Vegetables are better!

Eat traditional foods

These are best. Families should eat traditional foods WITHOUT adding the processed foods of modern Western society.

Get the right balance

Families should be eating a variety of foods from nature that give a good balance of:

- Protein (for growth, muscles and bones)
- Vitamins and minerals (for building strong bodies that can fight of diseases)
- Good fats (for energy and for the brain)

What do we eat and drink in a week? (country comparison)

Look at the list of what the average family eats in a week in the USA.

Now look at the list for Chad.

USA

fruit (huge variety), vegetables (huge variety), red meat, chicken, fish, eggs, cheese, milk, wheat flour and all products made from wheat, sugar, chips, pizza, burgers, ice-cream

Drinks: fizzy drink, coffee, beer, water

Amount per day eaten by an adult: 2.5. kg (5.5 pounds)

Problem: Too much processed and junk food available

CHAD

Mostly: grain porridge (millet), red beans, peanuts, cassava

In small amounts: goat meat, goat milk, tomatoes garlic, okra, dates, guava, mangoes

Drinks: water, (not on-tap), hibiscus tea

Amount per day eaten by an adult: 1 kg (2.2 pounds)

Problem for Chad: low rainfall; can be long periods with no rain, so no crops grow at certain times. 87% of people do not get enough to eat; 40% of children under 5 have stunted growth.

Discuss

What are the advantages and disadvantages of food available in the two countries?

What is available in your country? What can be grown? How does it compare to Chad?

What is the role of the school?

5 aspects:

1. student education
2. teacher example
3. parent education
4. controlling what is eaten at school, (no junk food)
5. finding out whether students have enough nutritious food to eat

School staff need to:

- help the whole school community, (parents, teachers and students), to make wise choices
- teach the importance of good food for good health
- encourage good habits so that children can grow up to be fit and healthy

Question: What would you do if you found that your students were not having breakfast?

A NEWSTART to good health (See poster)

(Notice that the first letter of each word makes the word 'NEW START'.

Nutrients

Exercise

Water

Sunlight

Traditional diet (without adding junk foods and packaged foods)

Air

Rest

Trust in God and think happy thoughts

Activities

1. Make a list of healthy traditional foods.
2. Make a list of the most common junk foods in your country.
3. What nutrition problems are faced in a) rural areas b) cities and towns
4. How could you encourage your students to eat a healthy diet?

For homework:

1. Make a poster for NEW START. Include pictures.
2. Make a Level 1 reading book for your students called "I like to eat...". Repeat "I like to eat ..." on every page. Each page can have a different healthy food that the students like to eat.

Appendix

Nutrition information for specific countries

1. Papua New Guinea

The children of PNG

Statistics compiled by World Vision 2018:

- 40% have stunted growth
- Half are anaemic, (lack of iron)
- Most children have low immunity. (Their bodies are poor at fighting off diseases)
- 900 children under the age of 5 die each year. One third of these deaths are due to malnutrition.

Why stunted growth?

In PNG, most children are not getting enough of the right nutrients. Young children need extra nutrients because they are growing fast. They need vitamins, minerals, good fats and especially protein. They need 3 meals a day. (Many are only getting 2.)

Protein foods

These are hard to get in PNG, but we must try!

Main Protein foods for PNG

- Pigs
- Fish
- Peanuts
- Beans
- Nuts

Why are people in PNG going blind?

Why are children feeling tired?

- Many people are no longer attending to their gardens
- Many people would rather eat rice than traditional root crops.

Traditional root crops are more nutritious than rice! Our bodies need vegetables of all colours, including green.

In PNG, where supermarkets are available, many people are buying packaged and processed foods rather than growing garden food. Packaged and processed foods are not very nutritious!

World Vision is helping communities to go back to attending to their gardens and helping to introduce a wider variety of vegetable plants that can be grown in PNG.

Vitamin A

Vitamin A is the vitamin that helps our eyesight. Some people in PNG are going blind because they are not getting enough Vitamin A. Vitamin A is found in orange fruits like mango, paw paw, green leafy vegetables and especially in sweet potato.

2. Fiji

Fiji, in transition towards increasing industrialization, is facing nutritional problems associated with both undernutrition and overnutrition.

Many live below the poverty line. Although there is availability of good food, many cannot afford it. Malnutrition among children under 5 is prevalent, particularly among Indian children.

In urban regions there is a reliance on Imported food and a tendency to move away from traditional diet. Adopting Western diet has created health problems of the Western world, including diabetes, heart disease and cancer. Fijians are being encouraged by the government to go back to their traditional diet.

Traditional and readily available foods: fish, yams, cassava, coconuts, bananas, paw paw, pineapple, mangoes. All kinds of vegetables can be grown due to the high rainfall and volcanic soils.

3. Bangladesh

Malnutrition is a major concern among children, adolescents and women. 36% of children under 5 have stunted growth and malnutrition is a major cause of death..

Rice and cereals comprise 80% of the average diet, and fruit / vegetables only 3%. Therefore, vitamins and minerals are lacking in the average diet. Protein foods are consumed at one-fifth of the recommended requirement.

In urban areas there is an increase in poor quality diet due to availability of chips, soft drinks, juice, ice-cream, burgers and chocolate. With this comes an increase in diabetes and heart disease.

Equipping Literacy Assistants Session 11

Writing

Main idea

Writing is more than handwriting. It also includes expressing one's thoughts and ideas in writing.

Outcomes

At the completion of this session trainees will understand:

- The basic principles of teaching handwriting
- How to encourage children in different types of expressive writing
- The definition of a sentence

Materials required

Thinking hats

Content

Handwriting

Watch for:

- Correct grip of pencil
- Tall letters formed top to bottom
- Round letters like 'o' and 'a' start at 1 o'clock
- Spaces between words
- Writing on the line
- Not too small or large
- Not rushed

Tricks for 'b's and 'd's

- Lower case b – 'a bat and a ball'
- Lower case d – 'a drum and a drumstick'
- Lower case p – 'a pole and a plate'

Written expression

- Putting thoughts into words
- Putting those words into print
- Involves creative thinking, a good vocabulary, correct use of grammar, spelling and handwriting

Writing a sentence

Beginners need to learn the concept of a sentence...one idea.

When working with a student you will help the student to write a sentence. This will be a sentence that they create. It is a sentence that the student makes up. This is the beginning of expressive writing.

Predictable sentence starters

To help the student get started you could give them the beginning of the sentence and ask them to complete it. Always get them to say it out loud before getting them to write. Examples:

Today is

The weather is

After school I am going to

Developing ideas

The next step is to get the student to come up with a whole sentence on their own.

Assistant says, "We are going to write a sentence together."

"What would you like to write about?"

How will we start?

What if the student has no ideas?

Ask some questions.

Types of writing

Example 1: Personal experience

Example 2: How to make or do something

Example 3: Facts about a topic

Example 4: Answer a question about a story

Example 5: A rhyme

Example 6: A made-up story

1. Personal experience

Ask some questions such as:

"What do you like to do on the weekend?"

"What did you do on the weekend?"

"What is your favourite place to go?"

What games do you like to play?"

Writing about themselves

Make a book using repetitive sentences.

Examples of sentence beginnings:

I like to go

(Where else do you like to go?)

On Saturday I like to

(What else do you like to do?)

I like to eat (What else?)

2. How to make or do something

Examples:

How to play a game

How to make a something to eat (a recipe)
How to build a hut

Start: "This is how you make/play/build" "

The student can make a list of instructions:

1. Get some
2.
3.

3. Facts about a topic

Examples:

- Sharks
- Volcanoes
- Anything that the student is interested in!

After making up their sentence, the student can draw a picture



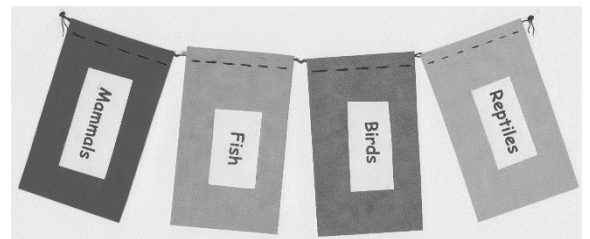
Sentence formation

Ask: "Can you make an interesting sentence for me about sea creatures?"

Student response: "Lots of interesting things live under the sea."

Make a book about the topic

If drawing takes up too much time the student could draw their picture in class or at home and bring it back to you. Next session, think of a new sentence to illustrate on the same topic. When you have enough pages, staple together and make a book.



Answering questions about a story

- Must be a whole sentence
- Not a one-word answer

Use the Thinking Hats

Red (Emotions) - How did you feel when...? or how did a certain character feel when...

Blue (Learning from the story) - What did you learn from...?

Green (Creativity) - What else could have been done? What would you have done?

White (Information / facts) - Who was...? What was ...? When? Where? How many?

Yellow – good points

Black – bad points

Example of how to use Thinking hats

Story sample: *At the market*

What else could you buy at the market? (Green Hat)

How many fruits were in this story? (White Hat)

What are your favourite foods from the market? (Yellow Hat)

Student response:

I could buy ...

There were ... fruits in the story.
My favourite foods from the market are and

Teach grammar through writing

Ask students to add describing words

e.g. the student says, "The car went up the hill."

Ask, "What was the car like?" They add, 'big', little 'red' 'old' 'new' etc.

Teach punctuation through writing

Teach capital letters, full stops and question marks.

Then teach exclamation marks and speech marks.

When working with the student:

Help them write the words they cannot write.

Always get the student to use sounds where possible.

"What sound does that word start with?"

First let them 'have a go' on a scrap of paper.

You (the assistant) can write some of the letters for tricky words.

Don't labour the writing of the sentence for too long. If they don't finish in one session, continue the next day. Remember that the sentence is something the student makes up. It is not a sentence copied from a book.

Activity: Writing a sentence as a response to a story

Work with a partner. One will be the student, one will be the assistant.

The assistant will encourage the student to make up and write a sentence by asking a question about a story. (Use the Thinking Hats but only choose one colour.)

Swap roles. This time the assistant will get the student to write a sentence about a topic of interest or a personal experience.

Equipping Literacy Assistants Session 12

The one-on-one session

Main idea

Trainees will learn the elements of the one-on-one session: Sounds, Stories, Sight words and the Sentence.

Outcomes

At the completion of this session trainees will understand:

- The 4 sections of the one-on-one session
- The time allocated to each section
- How to read with a student
- The difference between 'instructional' and 'familiar' reading
- The approximate rate of progress
- How to fill out the record sheet

Materials required

Literacy kit

Sample of a student folder containing the required bits and pieces

Photocopies: leveled story titles

Content

Suggested places to conduct one-on-one support sessions

- A quiet space with no distractions, not too far away from the classroom.
- Inside or outside in shade with desk and chairs set up

Equipment and resources for the one-on-one session

You will keep a named manila folder for each student.

Inside the folder there will be:

- A named exercise book
- A list of leveled story titles
- An envelope containing five words on paper (not card)
- A daily progress record sheet
- A record of periodic tests (Phonics and Running Records)

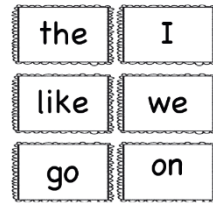
You will also need:

- Pencils, a rubber (eraser), spare paper and scissors
- A time keeping device
- A Literacy Kit
- Games, flashcards and activities that you have made

A selection of leveled reading books is optional.

Preparation for the one-on-one session

- Have prepared ahead of time, a good supply of small **blank** pieces of paper cut into rectangles.
- These will be used for writing words that you are teaching the child. They will be temporary, as they will be replaced regularly as the student gets to know them, so do not have to be written on card.
- You can also use the back of the child's exercise book for writing word lists.



Two types of reading

- *Instructional* reading is a text that the child is learning to read... not too hard and not too easy.
- *Familiar* reading is a text the child has mastered and re-reads it for gaining confidence, fluency and enjoyment.

Introducing a new story (Instructional reading)

- Talk about the title and the picture on the front cover.
- Look through the book or story card and talk about some of the other pictures that may be interesting.
- Ask, "What do you think this story might be about?"
- Make some conversation about the subject of the book, e.g. If the book is about pigs, "What do you know about pigs?"

Helping a child to read

1. Read the title of the story. Ask the student to look at the pictures and guess what the story might be about.
2. Read the story to the student, pointing to the words as you read. Read with expression, and if there are different characters speaking, use voices.
3. Then ask the student to read along, while you read.
4. Then ask the student to read alone, but with your support.

Summary

1. Introduce the story
2. You read
3. We read
4. They read

Points to note:

- Pay attention to the pictures and talk about them.
- Ask questions about the story as you go, e.g. what do you think will happen next?
- Point out speech marks, full stops and question marks.

Sound out unknown words

- Get the child to sound out unknown words such as c-a-t.
- Not every word can be sounded
- But they may be able to sound the first letter of a word.
- Give the child lots of praise as they read with you.

Work out unknown words from the sense of the sentence

- Some words can't be sounded, but the child can work out the word from the meaning of the sentence
- e.g. "The dog ran _____ the cat." The missing word is "after".
- See if the child can guess the missing word as you read the sentence:
- "The dog ran *mmmmmm* the cat.
- Ask: "What word do you think would go in here?"

What if the child can't work out the word?

- After a good try, with no success, tell them the word.
- Don't labour the point too long, making it a negative experience.

Use pictures

- Ask the child to look at the pictures and guess what is happening in the story.
- It is not wrong to guess a word by looking at the picture.

After reading the story

After reading the story, draw attention to specific words and sounds, e.g.

- "Can you find any words in the story that end with "s"?"
- "Let's look for the tricky words." (You can write a list of unknown words in the back of the child's exercise book and work on these in future sessions.)

Ask questions about the story

Ask questions to see if the child has understood the meaning, (comprehension) e.g.

- What was your favourite part of the story?
- Why do you think.....?
- Ask questions starting with "who, what, when, where, why, how".

How long to stay working on a story

- After introducing the story, keep revising the story over two or three more sessions until the child can read it accurately and confidently with expression.
- Work on any unknown words.
- Once the story is known, tick off the title on the Leveled story list and choose a new story. (You can choose any story within the level that the student is on.)
- The known story becomes "familiar reading" which can be revised from time to time.
- The new story is now the "instructional reading".

Be gentle and patient

- Always speak kindly...
- Not..." Come on, you should know that!"
- Make it a positive experience.
- Praise or reward a good effort.

Activity 1

Work with a partner.

Look through a story card together and talk about strategies you would use introducing this story to a child learning to read.

What prevents students from reaching their potential 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

How to conduct a one-on-one session (20 min)

1. Sounds (Phonics) 5 minutes

For initial sounds:

- Briefly revise known sounds using a Phonics chart or a Phonics game.
- Work on the new sound for the week, using Bible Phonics
- Ask the child to write the letter that makes the sound. They can think of a few things that start with that sound.
- **Once initial sounds are mastered work on “Progressive Phonics” and gradually take the students through “3-letter words”, “consonant blends”, and “word families”.**

2. Sight words (3 minutes)

- Child reads 5 Dolch words small individual pieces of paper.
- Each time the word is said correctly, you place a tick on the back of the paper.
- When there are 5 ticks on the back, then word is replaced.
- Alternatively, you can play a word game.

3a. Familiar Reading (2 minutes)

- The child reads aloud a well-known story card.
- The aim is fluency and enjoyment.
- The child should be encouraged to use expression. The reading assistant can demonstrate and the child can imitate.

3b. Instructional Reading (5 minutes)

- The child reads a book at *instructional level*, (not too easy, not too hard)
- It is not necessary to read the whole book – just a few pages. Use a book mark or sticky note to mark the place.
- Story cards are shorter, so probably the whole story card can be covered in 5 minutes.

4. Help the child to write a sentence. (5 minutes)

- Ask the child to make up their own sentence.
- They first say it out loud. (*You write it down to remember it, but don't show the child.*)
- You have a pencil and so does the child.
- You can write the parts of the word that the child does not know.
- The child should be encouraged to at least get the first letter of a word by using sounds.

- Use a rubber to correct spelling mistakes as you go.

Thinking hats for helping to ask questions (Revision from Session 11)

The answer to the question could be the sentence that the student writes.

Choose one hat and ask a question about the story you have just read with the student.

- Red (Emotions) - How did you feel when...? or How do you think X felt when...
- Blue (Values) - What did you learn from...?
- Green (Creativity) - What else could have been done? What would you have done?
- White (Information) - What was ...? Who was...? How many? Where?
- Yellow (Good points) – What was something good that happened in the story?
- Black (Bad points) – What was something bad that happened in the story?

Summary of a one-on-one session:

Sounds

Sight words

Stories

Sentence

Fill out the daily record sheet for each student after each session.

Daily Record: Name:.....

Date	Familiar reading	Instructional reading	Sounds	Sight words	Sentence

Example of how to fill out a daily student record sheet:

Name:..... **Class**

Date of sessions	Familiar reading	Instructional reading	Phonics	Sight words	Sentence
11 . 09 . 18 12. 09. 18 13. 09. 18	Level 4 Look at me	Level 5 Hide the baby	3-letter words: c-a-t group Progressive Phonics	Dolch words 1 – 15	Sentence Sentence
15 . 09. 18	Level 4 Hide the Baby	Level 5 Swim duck Swim	3-letter words: c-a-t word wheel	Throw the word	Sentence

Activity 2

Observe a role play of a one-on-one session.

Then work in twos and demonstrate a one-on-one session.

What if you don't get through everything in one session?

- Your record sheet will tell you what you did on that day.
- You can work on the things you missed the next day.

When do you play the games?

- Play a Phonics game in the "Sounds" part of the session.
- Play a sight words game in the "Sight Words" part of the session.
- Some days you may want to play a game instead of writing the sentence. That's OK.

Summary of Phonics Games

- Box game
- Phonics picture match or Sound Bingo
- Circle of sounds
- Word wheel
- Phonics flipper
- I spy

Other resources for Phonics: Bible Phonics picture chart; alphabet chart; Progressive Phonics picture chart

Summary of Sight Words Games

- Word Bingo
- Concentration
- Sentence starters

Other resources for Sight Words: Dolch word lists; Dolch words in sentences

Writing resources

- Lettering chart (handwriting)
- Thinking hats (expressive writing)

Where to start for the child on Level 0

Some children will not be able to read at Level 1. They may also know no sounds when tested.

For one-on-one sessions:

- Start to teach sounds
- Start to teach 5 Dolch words
- Play games when they know enough sounds or sight words, e.g. 6
- Read the Level 1 stories with them.

Suggested progress goals

Stories	Sounds	Sight words	Number of weeks
Levels 1-2	Initial sounds (Bible phonics)	Dolch words 1-15 "Sentence starters"	9 (3 sounds per week)

Levels 3-4	3-letter words (Exercises from Progressive Phonics)	Dolch words 16-30	8
Levels 5-7	Consonant blends (Exercises from Progressive Phonics)	Dolch words 31-45	8
Levels 8-11	Words families (Exercises from Progressive Phonics)	Dolch words 46 and above Dolch words in sentences	8
Total weeks:			33

After Level 11:

Teach the 220 Dolch words using “Dolch words in sentences”.

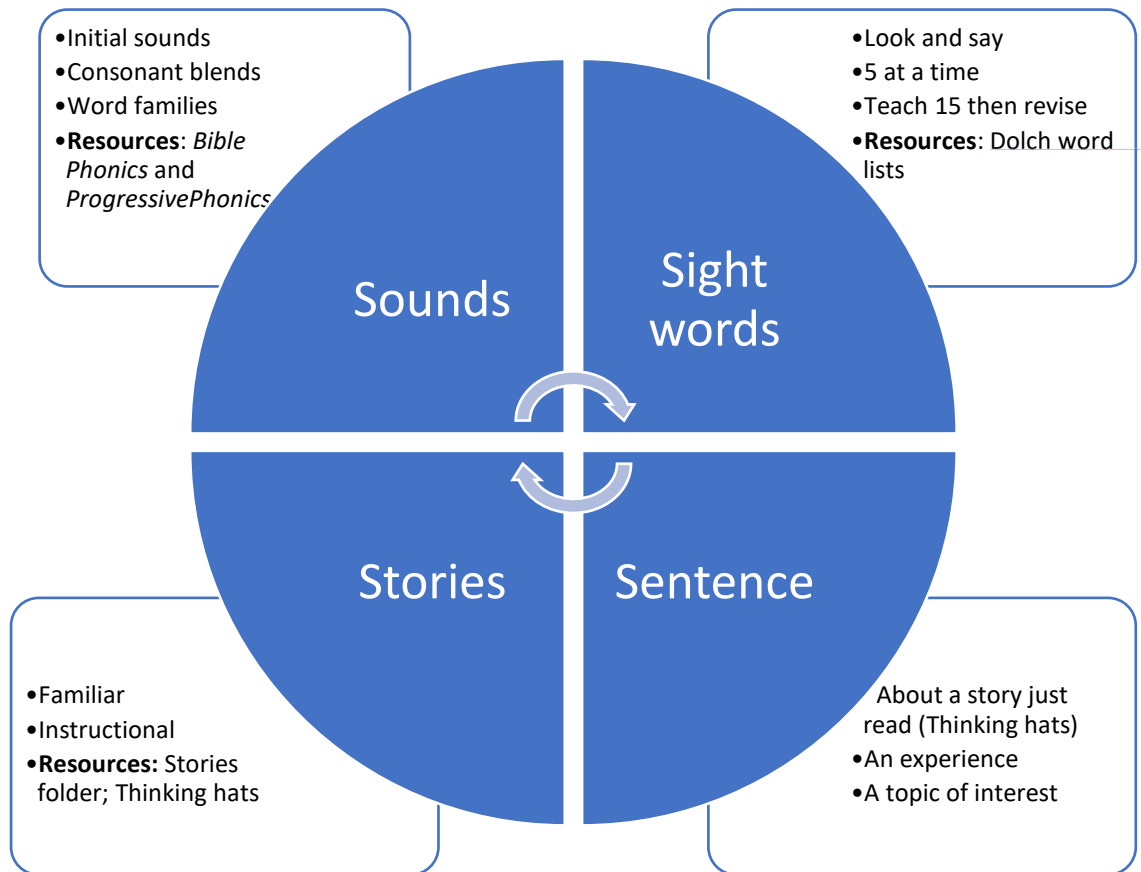
Revise phonics using word games.

Now the student is ready to join the class for reading lessons.

If possible, provide the class teacher with *Beacon Media* Levels 12-14 stories. The student can read these stories with a Reading Buddy as a daily practice organized by the class teacher.

Activity 3

Make a mind map if the four “S”s, (Sounds, Sight words, Stories, Sentence).
Use the following as an idea. Add the games and activities.



Equipping Literacy Assistants Session 13

Running Records and phonics testing

Main ideas

- Learning how to take a Running Record of a student's reading performance
- Learning how to test initial sounds

Outcomes

At the completion of this session trainees will understand:

- The reasons for conducting Running Records testing
- How to conduct a Running Record of a student's reading
- That the testing material is not practiced before the test
- How to use the "Quick Test".
- The 4 types of errors that are recorded in the test: unknown word, word left out, word added, wrong word
- How to apply the results of the test
- The three categories of text difficulty: Frustration level, Instructional level and Independent level
- How to keep good student records

Materials required

A copy of the two practice texts, either one in large print, large enough for all to see, or individual A4 copies, one per trainee.

A copy of the Running Records progress sheet which is filled out after each test with each student

Content

A Running Record

- is a test to see how well a student can read.
- The test is conducted one-on-one, by asking the student to read a short story or piece of information. (This is called a text).
- Whenever the student makes a mistake, it is marked as an error. The errors are counted and a score is given.
- The test results show us whether the text is too easy, too difficult or at the right level for the child.

Why Running Records?

- In one class, there will be a wide range of reading ability levels.
- One standard reading book will not be suitable for all children in the class.
- Those who cannot cope will be left behind
- Therefore, children should be reading texts suited to their own reading ability level.

Text leveling

- Texts are leveled from 1 to 30
- Level 1 is very simple, suitable for someone just starting to learn to read, e.g. beginning of Year 1
- Level 30 texts are the most difficult, suitable for students who can read very well.
- A school student could reach Level 30 by the end of Year 5 or 6
- BUT reading levels are not fixed to Year levels. Every child progresses at their own rate.
- Individual reading levels matched to individual reading texts

ONE reading book for one class will not be enough. The book might be too hard for some children. There must be MANY reading resources for each class... Simple texts and more advanced texts.

Our literacy resource kit contains many texts at different levels. These can be printed out and laminated in order to make strong, long-lasting reading cards. Laminated cards are much more affordable than books.

How texts are levelled

Levels 1 - 2

- Direct match between text and pictures
- One line of text per page plus a picture.
- Word count between 0 and 50 words.
- Repetitive sentences using sight words. Students rely on pictures for meaning.

Levels 3- 5

- 1-5 lines of text per page
- Direct speech used – “said” and “asked”
- Beginning to make use of phonics, including 3-letter words

Levels 6-12

- Sentences may contain more than one idea.
- A full range of punctuation used.

Level 18 up

- The story may be in episodes.
- A more complicated story.

Activity 1

Look at some of the leveled reading cards in your Literacy kit.

Now get out your “Running Records” folder and look through it, in preparation for the next piece of information.

Note that the stories in the “Running Records” folder are not to be used to teach reading. These are kept unseen by the student for the purpose of testing.

Testing a new student

Imagine that you are meeting a student for the first time. You do not know how well they can read.

You will have to find out which level the child is at. In this case use the "Quick Test". The Quick Test starts at Level 3. If the student makes 3 errors or more in the first line, we know that the student is below Level 3.

Activity 2

Look at the "Quick Test" and watch a role play of a student being tested on the "Quick Test".

What next?

The 'Quick Test' starts at Level 3. We have found out that a student cannot read the first sentence on the "Quick Test". So now we will test the student on the "Level 1" test in the Running Records folder.

How to take a Running Record

Give a copy of the text to the student and take a copy of the text for yourself.

Sit next to the student. Read the story title to them.

Ask the student to start reading. Take a record of every word that is:

- Words left out
- Words added
- Words unknown (give about 3 seconds)
- Wrong words

(Make a note of the 4 points above for yourself to refer to.)

You will also record words that the child self-corrects (not errors).

Note that the title of the story is not counted in the score because YOU read it to them.

Recording

On a piece of paper, draw up a record sheet that looks like this:

Name:

Date:

Recorded by:

Errors 	Self-corrections
-------------------	-----------------------------

Total self-corrections:

Total errors:

Total score:

Percentage:

Comprehension:

Comments:

Scoring

- The aim is to find out the percentage of words read correctly.
- If there are 99 words in the passage, and the child makes 8 errors, then his score is 91 out of 99.
- Use a calculator to convert this to a percentage: 92%
- “Self-corrections” are not marked as errors. The self-corrections are in indication of fluency. This can be noted in the “comments” section.

Activity 2

Trainees will pretend they are the literacy assistant giving a Running Records test, (*“The wheel comes off the truck”*)

The course presenter will read the text as if they were the child. The presenter (child) will make mistakes. The assistants have to listen carefully and mark every mistake made. They also take a note of the self-corrections.

The following errors are marked: words left out, words added, words unknown, wrong words.

The person giving the test must not help the child. They just make a mark for every word that is an error or self-correction.

A Running Records Sample Test 1

This is the text without mistakes:

The wheel comes off the truck.
It rolls down the hill, faster and faster.
The wheel rolls along the road.
It rolls past the houses, faster and faster.
The wheel rolls past the gate.
It rolls past the farm, faster and faster.
The wheel rolls towards the river.
It rolls over the bridge, faster and faster.
The wheel rolls into the school.
It rolls out the door, faster and faster.

The wheel rolls through the town.
It rolls past the policeman, faster and faster.
The wheel rolls into the garage.
It stops rolling.
The wheel is on the truck.

A sample of mistakes that could be made by the student

The wheel comes **of...off** the truck. (*Self-correction*)

It rolls down the hill, f...**faster (T)** and faster. (*Error – Teacher tells the word*)

The wheel rolls **over** the road. (*Error – wrong word*)

It rolls past the houses, faster and faster.

The wheel rolls p...**past (T)** the gate. (*Error – Teacher tells word*)

It rolls past the **fence**, faster and faster. (*Error – wrong word*)

The wheel rolls towards the **water**. (*Error – wrong word*)

It rolls over the **bridge (T)**, faster and faster. (*Error – Teacher tells the word*)

The wheel rolls **inside ...into** the school. (*Self-correction*)

It rolls out **of** the door, faster and faster. (*Error – word added*)

The wheel rolls through the town.

It rolls past the policeman, faster and faster.

The wheel rolls into the **garage (T)**. (*Error – Teacher tells the word*)

It stops rolling.

The wheel is on the **track... truck** (*Self-correction*)

99 words

SC: 3

Errors: 8

Score: 91 correct words out of 99

= 92%

Drawing conclusions from the test results:

The actual text	Mistakes made by the student
The wheel comes off the truck.	' of ' Self corrected to 'off' (SC)
The wheel rolls along the road.	The wheel rolls over the road.
It rolls past the farm .	It rolls past the fence .
The wheel rolls towards the river .	The wheel rolls towards the water .
It rolls out the door.	It rolls out of the door.
The wheel is on the truck .	The wheel is on the track . (SC)

This child relies mostly on meaning to work out unfamiliar words but makes little use of phonics.

How to use the test results

100% = too easy, but may be used for practicing fluency

95% = a suitable level (called the "instructional" level)

92% or below: the "frustration" level (too difficult)

- Independent level – 100% accuracy. A good level to use for take-home books.
- Instructional level – 95% accuracy with good comprehension. This is the text level you work on with the student.
- Frustration level - less than 95% accuracy and poor comprehension. This book is too hard for the child.

Note that a student cannot move on to the next level unless they have scored 95% or higher and have answered a couple of comprehension questions correctly.

How would you rate the student's reading effort on "The wheel came off the truck" ... too easy, too hard or just right for instruction?

Activity 3

Take another Running Records test, (*The little red hen*)

Sample Running Records test no. 2

This is the text without mistakes:

The little red hen has six chicks.
She wants to make some food.

She gets some wheat and some water.
“Who will help me to make the food?” she says.
The dog will not help.
The cat will not help.
The pig will not help.
Will her little chicks help?
Yes, they will.
The little red hen and the little chicks make the food.
The little red hen and the chicks eat the food.
The dog will not get any.
The cat will not get any.
The pig will not get any.
They did not help to make the food.

A sample of mistakes that could be made by the student

The little red hen has six chicks.

She wants to make some **fod...food**. (*Self-correction*)

She gets some **(T) wheat** and some water. (*Error – Teacher tells the word*)

“Who will help me to make **some** food?” she says. (*Error – wrong word*)

The dog will not help.

The cat will not help.

The pig will not help.

Will **the** little chicks help? (*Error – wrong word*)

Yes, they will.

The little red hen and the little chicks make the food.

The little red hen and the **little** chicks eat the food. (*Error - word added*)

The dog will not get **(T) any**. (*Error – Teacher tells word*)

The cat will not get any.

The pig will not get any.

They did not help to make the food.

100 words

SC: 1

Errors: 5

Score: 95 correct words out of 100

= 95%

How would you rate the student's reading effort on this story ... too easy, too hard of just right for instruction?

Comprehension and fluency

Ask a few questions after the child has read a story, to test comprehension.

Fluency refers to the speed of reading, the expression and observance of punctuation.

Make your own comments on fluency at the bottom of the Running Records assessment sheet.

If a child scores over 95% for word accuracy, but is poor on comprehension and fluency, then they stay on the same level for a while and practice these.

Summary of taking a Running Record

- Count the number of errors.
- Count the number of self-corrections. (This shows you how fluent their reading is.)
- Work out the percentage of errors.
- Ask a few questions about the text to see if they have understood what they read, (comprehension)
- Write some comments, e.g. How fluent? Do they use expression? Do they stop at full stops? Did they understand what they read? Can they sound out words?

Keeping records organized

- One page for each child
- Record date, score and comments

How to fill out a Running Records progress sheet

A separate sheet will be required to record the results of Running Records Tests. Students should be tested approximately once every few weeks, or when they have completed all the story titles on a particular level in the kit.

Name..... Class

Date	Test Level	Score
9 . 2 . 17	Level 1	85%
20. 2 .17	Level 1	95%
15 . 3 . 17	Level 2	97%

Note that the score on the first Level 1 test was not satisfactory, (not 95% or above) so more work had to be done on sounds and sight words, then the test repeated.

How often to test

- If we find out that a new student is on Level 1, they must read all the stories in the practice folder at Level 1. Then they sit the Level 1 test again.
- If they get 95% or more they go on to read the Level 2 stories in the practice folder.
- Do not use the Running Records stories for reading practice!
- **No coaching or practicing the actual text and no helping out during the test**

How to test sounds:

- Write the sounds a – z vertically down the side of an A4 sheet of paper.

- Show the student the alphabet letters chart and ask them to say the sounds.
- On your A4 sheet of paper, put a tick for the known and sounds and a cross for those unknown.
- Write a summary when you have finished the test: “Sounds unknown”.

Appendix

The following two texts can be printed in large print, (A3 size paper), and stuck on a wall for the assistants to follow while the presenter read. Alternatively, each trainee could have their own A4 photocopy. The presenter will read the text using ***A sample of mistakes that could be made by the student*** on pages 76 & 78.

Running Records Practice Text No. 1

The wheel comes off the truck.
 It rolls down the hill, faster and faster.
 The wheel rolls along the road.
 It rolls past the houses, faster and faster.
 The wheel rolls past the gate.
 It rolls past the farm, faster and faster.
 The wheel rolls towards the river.
 It rolls over the bridge, faster and faster.
 The wheel rolls into the school.
 It rolls out the door, faster and faster.
 The wheel rolls through the town.
 It rolls past the policeman, faster and faster.
 The wheel rolls into the garage.
 It stops rolling.
 The wheel is on the truck.

Running Records Practice Text No. 2

The little red hen has six chicks.
 She wants to make some food.
 She gets some wheat and some water.
 “Who will help me to make the food?” she says.
 The dog will not help.
 The cat will not help.
 The pig will not help.
 Will her little chicks help?
 Yes, they will.
 The little red hen and the little chicks make the food.
 The little red hen and the chicks eat the food.
 The dog will not get any.
 The cat will not get any.
 The pig will not get any.
 They did not help to make the food.

Equipping Literacy Assistants Session 14

Learning difficulties

Main idea

Understanding the special needs of children who have learning difficulties

Outcomes

At the completion of this session trainees will understand:

- The special support strategies required when teaching children with learning difficulties
- How to identify learning difficulties in the pre-school and primary school years
- Some of the teaching strategies that can be used in the one-on-one session
- Some strategies to assist with behavior problems

Preparation: Be familiar with the memory games and listening game outlined; be familiar with the exercises for developing left-right brain coordination

Materials required

Five different objects on a tray for one of the memory games

Content

Special support strategies

- Make allowances for short attention span – not too long on one activity
- They will respond to the ‘warm and close’ (one-on-one) experience
- Make your session interesting! It should be an enjoyable experience – connecting with you as a friend and helper
- Use learning aids that catch their interest – colour, objects, games e.g. bottle top letters
- Plenty of interesting activities
- Right time of day
- Set a routine

Helping them know left from right

- Put a dot on the hand they write with.
- Make a capital L with the thumb and first finger of the left hand.
- Help them to know that they start writing on the left-hand side of the page.

Rewards - short term and long term: Star charts / Progress charts

Goal setting

- Help them see the big picture.

Ask questions such as:

- “Why would it be good to be able to read well?”
- “What do we have to do to become good at reading?”
- “Who would you like to read a story to?”

Encourage the student to practice a story until they are confident enough to read to someone.

Difficulties in performing language-based tasks

- Especially reading, spelling, writing
- Difficulties in co-ordination
- Reversing letters and words
- Sometimes called ‘dyslexia’. The same support principles apply to A.D.D, A.D.H.D and Autism

Learning difficulties may be caused by...

The underdevelopment of certain parts of the brain. These are:

- The part that gives signals to connect the left and right sides of the brain
- The part for balance and coordination

There can be an imbalance between the right and left sides of the brain.

- The right side is responsible for creative activities.
- The left side is responsible for language, mathematics and putting things in order.

In some people, the brain has to work much harder than in others because they are trying to use their right side of the brain (the creative side) for the purpose that the left side of the brain does best (language). They will become tired!

Positives

Creativity!

Many famous people have learning difficulties, e.g. Einstein, Leonardo Da Vinci, Steve Jobs

Causes

- Hereditary factors
- Environmental toxins
- Nutrition

Special support

People with learning difficulties will have a greater chance of improving if the problem is identified early (pre-school years), and if attention is given to:

- language learning strategies
- nutrition
- exercises for coordination and strengthening the parts of the brain that are weaker.

The pre-school child with learning difficulties

Strengths:

- building and construction activities
- creative activities
- problem-solving activities

Weaknesses:

- memory e.g. forgetting instructions
- putting things in the right order, e.g. patterns; letters, numbers
- speech e.g. getting words mixed up
- listening - poor concentration
- physical activities like catching balls
- rhythm – can't clap in time
- trouble knowing left/right
- colour recognition

Students with these difficulties will need more help and additional practice in:

- ball skills
- balancing
- using play equipment
- dance
- songs and rhymes with actions
- stories and listening games
- memory games
- putting things in order
- activities with colours, shapes and patterns
- threading beads, play dough (for small finger muscles)
- sorting and grouping things, e.g. put all the red things together
- holding a pencil

Activities: Memory games

- "I went shopping". (First person says, "I went shopping and bought a pineapple. Second person says, "I went shopping and bought a pineapple and a coconut. Third person says, "I went shopping and bought a pineapple, a coconut and a pair of shoes etc.)
- 5 objects on a tray. Take one away. Which one is missing?
- Play a listening game: "Listen and copy". Leader makes a series of sounds while partner closes eyes, e.g. clap, clap, clap, tap, tap, tap, (with a pen on a table), ting, ting, ting (with a pen on a glass). Partner has to copy. Then change the order.

The Primary School child with learning difficulties

Strengths

- reading maps and diagrams
- building, making things, art
- drama

Weaknesses

- memory
- concentration
- putting things in order
- following instructions
- remembering information
- literacy
- reading difficulties
- difficulty in recognizing sight words
- problems with phonics
- problems with retelling stories in correct order of events
- difficulties reading aloud – lack of fluency and expression; leaving out words; making up words; pronunciation problems
- spelling difficulties
- reversal of letters (back-to-front)
- wrong use of phonics
- problems identifying individual sounds

Expressive Writing difficulties

- ideas are jumbled (mixed up)
- words/phrases missed out
- punctuation problems

Handwriting difficulties

- poor muscle control in their fingers
- letters not written correctly, e.g. back-to-front
- write slowly
- messy writing

Problems with focusing on the task

- poor concentration
- poor listening
- doesn't want to read or write
- easily distracted
- think up things to do, to avoid doing what they have to do
- lack confidence

Behaviour problems

- Identify the cause
- Physical problems – tired, hungry, itchy, has a cold, poor eyesight
- Learning problems
- Emotional problems

Dealing with misbehaviour

- By forming strong relationships with the children in your care, they will respect you.
- When they respect you they will take to heart your words of correction.

- They will not respond to physical or verbal abuse.
- Never discipline out of anger.

Proverbs 15:1

A gentle answer turns away wrath, but a harsh word stirs up anger.

Positive behaviour charts

You could make a personal list of positive behaviour points the child must aim for. A reward can be given at the end of the week for doing well.

Week ending:	15 th July
Trying my best	✓✓
Neat writing	✓
Good listening	✓
Being on time	✓ ✓

Summary of Support strategies

- 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. (Bottle top letters can be good!)
- 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. No more than 5.
- talk about the pictures to help them get the meaning
- break words up into syllables

Raising self-esteem

Self-esteem is: how well or how badly a person feels about themselves

- 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

Activities

Learn some action rhymes and other activities that help with left-right brain coordination.

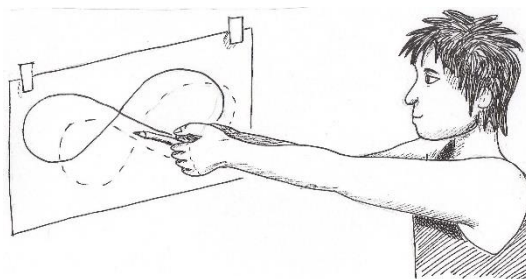
Appendix
Activities for L-R brain coordination
Pat head while rubbing stomach

Figure 8 drawing

Ask student to draw a figure 8 holding the pencil with both hands.
Or say this rhyme several times while drawing a figure 8 in the air using both hands.

Ishy Wishy

Ishy Wishy was a fishy, swish, swish, swish.



Mirror drawing

Ask the student to take two pencils, one in each hand. Draw a dotted line vertically down the centre of a blank page. Ask them to draw something symmetrical using both hands at once, e.g. a house, a flower, a ball, a tree



Students can mirror draw in the air to this rhyme:

I can draw a circle, I can draw a square
I can draw a diamond in the air.
I can draw a tower, I can draw a flower
I can draw a pussy cat sitting on a chair

Peas Porridge

Peas porridge hot, peas porridge cold,
Peas porridge in the pot, nine days old.
Some like it hot, some like it cold.
Some like it in the pot, nine days old.

Actions:

First time: Knees, clap, pat, clap
Second time: Knees, clap, cross, cross

The “Cross crawl”

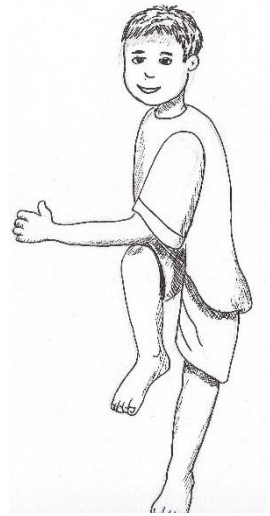
Say a rhyme such as:

One potato, two potato, three potato four
Five potato, six potato, seven potato more
Eight potato, nine potato, now we’re up to ten,
Eleven potato, twelve potato time to start again. (or no time to start again)

Actions:

While standing, do the following in time to the rhyme, said several times:

1. Lift left knee and slap with right palm.
2. Place left foot on ground.
3. Lift right knee and slap with left palm.
4. Place right foot on ground.
5. Continue with this pattern for the whole rhyme.



Ear-nose switch

Hold nose with left first finger and thumb.

At the same time hold left earlobe with right first finger and thumb.

Now switch so that right hand is holding nose and left hand is holding right earlobe.

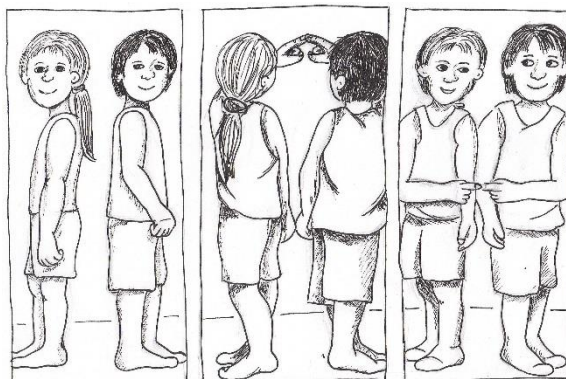
Keep switching

Bead on a String (Activity to strengthen near far focus)

String 60 cm in length and 1 bead. Student holds one end of string at chest height. The other end is tied to something like a window lever. Start with the bead far away and the adult gradually moves bead closer to the student’s nose. The student should concentrate on the bead continually. Then move the bead to the other end of the string again while the student focuses.

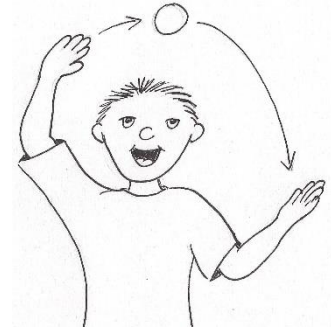
Robot Zap

Students line up in pairs, back to back. Students reach right hand over their left shoulders, touching the tip of the index finger of the student behind. Then they reach left hand over right shoulder. Repeat alongside their hips left and right, and finally bend over and do alongside their ankles, left and right. As they touch finger tips, they call out, “zap.”



Solo Catch

Play catch with yourself! Hold the ball in your right hand, Then toss the ball over your head and catch it with the left hand. How many times can you toss it back and forth without missing?



Brain Squeeze

Squeeze a tennis ball or play dough in the right hand hard, then in the left hand.

Over, Under

Over, under, round and through
What a tricky thing to do.

Actions:

1. Take a small object, like a rubber or eraser.
2. Stand.
3. Take the rubber in your right hand and pass it under your left knee.
4. With your left hand take the rubber and pass it under your right knee.
5. Repeat steps 3 and 4.

Simple playground equipment and activities:

- Climbing ladders
- Log or board to balance on, jump over in zigzag pattern
- Swings
- Overhead bars to swing from, cross over
- Jump ropes
- Balls to shoot into basket, kick at goal, hit with bat, bounce to another student

Equipping Literacy Assistants Session 15

Record Keeping

Initial Test

Student's Name

Date

For the following INITIAL SOUNDS, put a tick if the sound is known or a cross if unknown.

a	j	s
b	k	t
c	l	u
d	m	v
e	n	w
f	o	x
g	p	y
h	qu	z
i	r	

Unknown sounds:

.....

Quick Test score: Level

Student Progress Record **Name of Student** **Year / Class**

LEVEL

Lesson number	Date	Sounds	Sight Words	Stories	Sentence	Assistant

Test score – Phonics:

Test score – Running Records:

Running Records assessment sheet

Name Class:

Date	Level	Score	Comments

Revision Questions

Session 1 What is literacy?

What is literacy?

How does literacy help us communicate with others?

How does literacy help us to learn about God?

How does literacy help us to communicate God's word to others?

Why are stories important?

What do they teach us?

Should we use all story books that are given to us for free?

Session 2a. About this course

What is in the literacy kit?

Why do we need literacy assistants in our schools?

Where did this course originate? Which students will be on the program?

How successful is this program in Fiji?

What will you do? (See poster)

How many students will you work with?

When will you take the students out of class?

What support will you be given? Who is the coordinator?

Session 2b.

How will you show care for your students?

How will you work with the classroom teacher?

What does it mean to be a servant? (See poster)

What is a teacher?

Which members of the community are teachers?

What personal qualities should a teacher have? (includes spiritual)

What abilities should a literacy assistant have?

Session 3. Biblical worldview

What is a worldview?

What are the big questions about life?

How would a Biblical Christian answer these questions?

How would a non-believer answer these questions?

What are some of the consequences of not believing Biblical truth?

What are some of the consequences of believing Biblical truth? (See Creation – evolution belief trees poster)

What is a pillar?

What are some of the Biblical truths that hold up the Christian faith? (See poster Ten pillars of Biblical worldview)

Session 4 Literacy in the Pre-school years

How do babies and young children develop language?

What activities can help pre-school children in language development?

How can parents help to develop a child's language in the home?

Why is listening important?

What activities can we do to encourage listening?

What are initial sounds?

What is the first step to teaching initial sounds? (Listen for the beginning sound of a word but do not show the alphabet symbol)

How can a picture collection help to teach initial sounds?

What activities can introduce children to the fact that print has meaning?

How can children be encouraged to see the shapes of words? What pre-school activities can help them do this?

What are some other activities that help children get ready to read?

Session 5 Phonics

What is a text?

What is the name given to words that are identified by the shape they make?

When teaching reading, which two strategies must be taught together? (sounds and sight words)

What is a visual learner?

What is an auditory learner?

What are the strengths and weaknesses of both types of learners?

How can we help them?

How can we teach initial sounds in the Primary school? Which resources can we use?

How do we use Bible Phonics?

Which games can we play? (Sound Bingo, I spy, matching activities such as the box game)

What are 3-letter phonetic words?

How do we teach 3-letter words? (listen for beginning, middle, end sounds)

What resources can we use? (Progressive Phonics)

What games can we play? (word wheels, phonics flipper, circle of sounds, bottle top letters)

What are consonant blends?

Which resource do we use? (Progressive Phonics)

How can we teach consonant blends?

What are long vowels and short vowels?

Which resource do we use for teaching the word families with vowel combinations? (Progressive Phonics)

How can we teach these?

What are 'key words'?

How do we use the picture chart?

Which games or activities can be used? (matching key words with other words in the group)

Session 6 God-centred curriculum

What place should God have in our children's education?

What is the difference between a school that includes God and a school that doesn't?

What is the difference between knowing God and just knowing about Him?

How do we show our students what God is like?

Three types of schools: 1. Excludes God completely 2. Allows teaching about God and the Bible **only** in special Bible study classes or devotions 3. Gives freedom to talk about God in every subject. What kinds of schools exist in your country?

What is the Hebrew model of education?

What is the Greek model of education?

What is 'humanism'?

What is true Christian education in a school?

What is God-centred curriculum?

What is a nominal Christian, and how might separating God out exclusively to a Bible class create nominal Christians?

Why is it important for teachers to hear God's voice?

How can we practice this?

How will listening to God help you as a literacy assistant?

Session 7 The character of God and values

What are values?

"All values have some sort of faith basis." What does this mean?

What is the character of God like?

What *responses* can we make as a result of knowing God's character?

What is the best way to teach values?

What can happen if human effort is the basis for teaching values, and not love and obedience for God?

Session 8 Sight words

We learn to read by learning the sounds that the letters make and also by ?

What are high frequency words?

What are some examples of words that are hard to sound out, so best learned by sight?

What did Mr. Dolch create in 1936?

Give an example of how sight words can be taught by using repetitive sentences.

Stories with repetitive sentence make use of lots of pictures. Should a student who is just beginning to read be expected to know all the words or can they just look at the pictures for some words?

Which games and activities can be used to teach sight words? (Sentence starters, Word Bingo, Throw the word, Concentration).

Which resource would you use to help the student read faster, once they have learned all 120 sight words? ("Dolch words in sentences" in the Activities folder)

What is the best way to store your Dolch word cards? (in bags, in labelled sets of 15)

Session 9 Fluency and Comprehension

What is 'fluency' in reading?

What activities can help students to become fluent readers?

What is 'expression' in reading?

What are some of the things we can do to read with expression?

What is comprehension?

How can we assist the student in their comprehension of a story?

What are 'Thinking Hats' and how can they be used to test comprehension?

Session 10a

What responsibilities does God give to all parents?

Why is a child valuable?

How does God want children to be treated?

How does God want children to feel about themselves?

What kind of negative experiences can damage a child's feelings?

What are the effects of positive and negative words on a child?

What an appropriate way for school staff to show affection to children?

How can we care for our students' physical needs?

How can we care for our students' emotional needs?

What impact does a neat and attractive physical environment have on our students?

What impact does the opposite have?

What are some characteristics of a classroom teacher you had a child, who you admire most?