**Handbook for Creative Teaching**

Questions

**Ch. 5 What to do first with the books.**

1. List 10 things to do or look for as you overview a new text you will use.
2. List 5 reasons for good planning of lessons.

**Ch. 6 What shall I talk about?**

1. List 5 types of things to “talk about” in teaching a lesson.

**Ch. 7 How to be a good classroom salesman.**

1. What does the author say we should sell; and what does he mean by this?
2. What’s interesting about the biology lesson?
3. How can someone teach without realizing it?
4. Is teaching (at least partly) an art? If so, what does that mean?
5. Whose teaching style should you emulate?
6. What does asking questions have to do with teaching and interest?
7. Know the key steps to heightening *your own* interest.

**Ch. 8 Lesson & Teaching period skeletons.**

1. What is the distinctive difference between a skill (how-to) and a content lesson?

**Ch 9 Preparing a how-to lesson.** 1. What’s the challenge of teaching a simple skill lesson?

2, Why should we limit the illustrations we use as we teach?

3. What *snags* might there be in grade 2?

**Ch 10 Preparing study-skill lessons.**

1. What’s the *purpose?* Why is it important to have a specific purpose?
2. In one sentence, state what it means to have a *system* about the way you approach your work.
3. Several acronyms have been developed for some basic approaches to teaching lessons. What is meant by

a. POINT

b. PQRST

4. When using the SQRRR approach, give one good guideline for each part:

a. S

b. Q

c. R

d. R

e. R

1. Now list a dozen preparation nutshells in your own words, using only one word or a short phrase for each:

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

l.

**Ch.11: Preparing for Reading Class**

1. How is the major goal of 1st grade reading distinctly different from that of 3rd-8th grade reading?
2. List the 8 steps for a 2nd grade reading class and a good suggestion or 2 for each.
3. Now, for each of the 8 steps in #2 above, briefly explain one difference in the way it is handled for an eighth grade class.

**Ch. 12: Using Units**

1. List several advantages and disadvantages of the “assign-study-recite-test” approach to learning.
2. What are some advantages of the “unit” approach to teaching?
3. How does the unit approach operate?
4. What are some disadvantages of the unit approach?
5. What are some guidelines to follow in using the unit approach?

**Ch. 13: Be Realistic About Lesson Planning**

1. If there’s not enough time to plan properly, why should we still aim for the ideal?
2. How do short classes affect the size of assignments you give?
3. Main ideas are what we really want students to understand—so why do students need to include and/or study some details in assignments—not just the main ideas?
4. How do you teach a class if you aren’t prepared?
5. What’s the advantage of emphasizing preparation with one or two subjects if there’s not time to do well with all?
6. How can students be led to talk more in class?
7. What is meant by a “self-propelled” student activity?
8. Describe an example of one you could design for a social studies or science class with an elementary grade class.
9. What’s a good purpose for reports?
10. What are some strengths and weaknesses of using student helpers?

**Ch. 14. Assignments: How Big?**

1. Explain the symptoms of too much or too little homework.
2. What are some advantages of requiring extra work to go home even if you don’t aim to give much HOMEwork?
3. How can assignment be adjusted rather than always “assigning the next set of problems”?
4. What are some ways of evening out the workload to avoid big “piles” at one time and little to do another time?

**Ch. 15 Assignments: Providing for Individual Differences**

1. Briefly summarize how to help each of the four types of students described in this chapter—the extra-slow, the extra-conscientious, the extra-hasty, and the genuinely fast.

Ch. 16 **Why Must We Study This?**

List several pointers for teaching each of these subjects well:

1. Math
2. English
3. Composition
4. Reading
5. Science
6. History
7. Penmanship

How do the above pointers fit in with the chapter title?

Ch. 17 **Art for the Nonartist Teacher**

List the 3 major goals for art class and several examples of each

a.

b.

c.

List 5 pieces of miscellaneous advice you find particularly helpful:

a.

b.

c.

d.

e.

Ch. 18 **Teaching Music**

What should the results of music class be?

What part does *drill* play?

List 10 of the most useful pieces of advice from this chapter or from Appendix D.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

Ch. 19 **Suggestions for Memorizing**

How many verses per month should children memorize?

Explain how you come up with this number.

What are some pro’s and con’s of grading Bible memory work?

In grading memory, what merits a grade of

A

B

C

What are 5 ways to make memorizing easier?

a.

b.

c.

d.

e.

How would you manage memory teaching in the classroom?

Ch. 20 **Devotions**

List 10 formats for devotions

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

List 10 guidelines for giving devotions

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

Outline three complete devotion plans—one for grade 1,2; one for 3-5; one for 6-9

Do these on another paper.

Ch. 21 **Things Teachers Forget to Teach**

List 10 things you’d want to be sure to teach your grade 3-5 class.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

**Ch. 22 Making it sink in.**

1. How can a teacher do too much for his students?
2. What is “listening”?
3. How can we cause students to engage their minds? List 10 or more ways.

**Ch. 23 Making it Stay in.**

1. What is the value of “overlearning?”
2. What’s the danger of repetition?
3. What caution should you keep in mind in starting something new?
4. List some thoughts to keep in mind regarding “surveillance” or “inspection”.
5. How can remembering 2 things sometimes be easier than remembering one thing?

\

1. What do we drill?

How long?

1. Tell what the author says about talking and impressions.
2. What are strengths and weaknesses (if any) of the 3 approaches to monologues?
3. List a few ideas for “keeping it in.”

**Ch. 24 Understanding the Way Students Think**

1. Illustrate 4 common problems in student thinking.
2. Why shouldn’t we always try to determine where their thinking went wrong?

**Ch. 25 How Students Block Their Own Thinking.**

1. How can we think too much about thinking?
2. What are “wrong cues”?
3. What’s meant by steps?
4. How can students be lost and still “pass”?
5. How can a school book be a “crutch”?
6. How do we teach thinking?

**Ch. 26 How Students Block Their Own Thinking, cont.**

1. How can we have students do paperwork without thinking of school as a paperwork factory?
2. Write a mind stirring question related to this chapter.
3. How much do you expect of yourself?
4. How can we encourage students to pay attention to spelling tests or assignments?

**Ch. 27 How Teachers Block Their Students’ Thinking.**

1. How can we unknowingly play “guessing games?”
2. What’s wrong with facts?
3. What are some things you might assume about children that you shouldn’t?
4. How can we avoid overload?
5. What’s a “pause”?
6. How can we make children tense?

Should we?

1. Why pray for students?

**Ch. 28 Why Did My Child Fail?**

1. What does the word “fail” imply?
2. Describe 3 reasons why a child may repeat.
3. How can some repeats be avoided?
4. What is good advice for summer work?
5. How can the stigma of being with younger children the next year be overcome?

What causes it?

**Ch. 29 60 Ways to Help a Slow Learner**

1. Explain way #1 in the text.
2. How can you cultivate a good attitude toward him/her?
3. How can you take extra time, yet use the least time to do it?
4. What are some of the various problems he may have?
5. What are some of the “first things” that must be done first?
6. Explain 3 “penetrating methods” to use with him.
7. What are 3 of the most important “special considerations” to take?
8. How can you help him achieve success?
9. What part does discipline play?
10. What guidelines are there for praising him?
11. What are some resources to use?

**Ch. 30 Learning Disabilities**

Explain how a “learning disabled” student is different from a “slow learner.”

Summarize some causes of learning disabilities.

List some ways to help and explain why they help.

**Ch. 31 Checking Papers in Class**

Why check papers in class?

List some ways to check papers efficiently.

**Ch. 32 Checking Papers: Teaching Hard Fact Thinking**

Illustrate 5 of the types of thinking outlined by creating your own illustrative examples.

**Ch. 33 Checking Papers: Teaching Logical Thinking**

Give 3 examples of specific explanations children might give to tell why they had a wrong answer.

Illustrate 6 types of illogical answers and how you could help the child see his error in thinking.

**Ch. 34 Checking Papers: Strategies for Common Interruptions**

Summarize the approach behind the suggestions given for handling the types of interruptions outlined in this chapter. (What is the basic approach the teacher should take in responding to them?)

**Ch. 35 Why Students do not Talk in Class**

In 1 sentence each, summarize in your own words the 6 student-caused and the 12 teacher-caused reasons that discourage students from talking in class.

A

B

C

D

E

1

2

3

4

5

6

7

8

9

10

11

12

**Ch. 36 Discussion**

Give several guidelines for guiding

1. Lower grade discussion
2. Upper grade discussion

**Ch. 37 Quick, I Need a Question**

What’s a “seed” question?

What uses can be made of questions in the book besides assigning them?

**Ch. 38 What to do with all the Questions**

Distill this chapter into 10 good rules for limiting unnecessary student questions or streamlining the question/answer process.

1

2

3

4

5

6

7

8

9

10

**Ch. 39 Jesus, Master of Every Discussion**

Give one example of how Jesus did each of the following and then an example of how you might do it in the classroom.

1. Stimulated people to ask questions.
2. Involved His listeners.
3. Got His point across.
4. Understood His listeners.
5. Just let His point sink in.
6. Didn’t become too personal.

**Ch. 40 Making a Schedule**

As you develop a schedule for your classroom, you must look at it from a number of points of view to make sure it is well balanced. Explain what is meant by balancing it from each of the following perspectives:

1. teaching load (amount of teacher preparation needed)
2. teaching sequence or routine throughout the day
3. time allotments per class
4. student work load
5. alertness with time of day
6. overall school schedule

**Ch. 41 Using a Plan Book**

What are some guidelines you would follow in using a plan book for a grade 3-5 room with the classes that are typically taught at the school you are familiar with?

**Ch. 42 Exploring old grade books**

What questions remain after reading these examples?

How can you accumulate more scores for minor subjects?

**Ch. 48 Pitfalls for first-year teachers**

1. Why can apologizing be a problem?
2. Shouldn’t children *like* us? Explain.
3. What’s the difference between pressuring and directing.
4. List the five pitfalls *you* are the most likely to fall into ☺.

a.

b.

c.

d.

e.

**Ch. 49 How to prepare yourself**

1. What things have you done that will serve you well as a teacher? (personal experiences, travels, work experience, studies…)
2. Be prepared to discuss #’s 2, 3, 4, 13, 14, 15, 16, 17, 20, 21 on pp. 541-542.
3. What are some things anyone can do on an ongoing basis that help prepare or improve his ability for teaching?
4. Be able to recite 10 of the 40 things to watch for in observing other teachers at work.

**Ch. 51 Keeping respect and good will**

1. Be prepared to explain each of the items on pp. 564-569.
2. In your own words, explain some things teachers can do to require respect.
3. How can good will be cultivated in the classroom?

**Ch. 53 Order, please**

List some bits of advice you find especially helpful.

List some of the rules you think are the most important to have in place and enforce.

List a couple things you wonder about on the subject of keeping good order.

**Ch. 54 Keeping your wits about you**

What are some effective ways to be aware of student behavior?

**Ch. 55 Consistency, thou art a jewel**

What does consistency have to do with security?

Why would a teacher **not** be consistent, since he/she knows it’s so important?

How can we be consistent?

What are advantages and disadvantages of a point system?

**Ch. 56 Getting their want-to working**

1. How can teaching help foster good discipline?
2. Why can a few rules be better than many?
3. What part does trusting the students play?
4. How can we aim at the child’s will?

**Ch. 57 Avoiding sticky discipline problems**

1. What distinguishes following the rules from “nitpicking”?
2. What’s the difference between the left and right column of rules on p. 605?
3. Give an example of an effective student-controlled rule.
4. Why should we act promptly?
5. What problem can there be in acting promptly?
6. Why are some goals unrealistic?

**Ch. 58**

1. Give some pro’s and con’s of artificial rewards.
2. If you use them, what are some good guidelines to follow?
3. What are some good awards for

Lower grades

Upper grades

1. What rewards can you add that weren’t listed in this chapter?
2. Are grades artificial rewards?

**Ch. 60 Praise is Potent**

1. List several guidelines for praising.
2. List several cautions related to praising.

**Ch. 61 Remember Your Childhood**

1. Give three examples of things that can be BIG problems or concerns to children which we might think are no problem at all.
2. Give 2 other examples of situations in which children might suddenly be shy.
3. Why do children like to know what’s what, i.e., do things in a routine way?
4. Is a child lying when his imagination runs away with him? Explain.

**Ch. 62 Careless Work & Unfinished Papers**

1. Know several causes
2. Know 8 ways to help the disorganized student.
3. Know 8 ways to apply more pressure if necessary.

**Ch. 63 Whispering & Disturbances**

Describe what whispering you will allow in your class, and how you will control it.

**Ch. 64 Rudeness & Arguing**

1. List 6 of the suggestions you find especially helpful.
2. What’s the “law of replacement?”

**Ch. 65 Handling Influential Problem-makers**

Using one sentence for each, describe a reasonable way to deal with each type of “problem-maker.”

Attention-getter, Annoyance-maker, Sour student, Feet-dragger, Live-wire