



Session 8 | How to Teach - Part 2

Recommended Book:

- *The Seven Laws of Teaching*, by John Milton Gregory

The Law of the Lesson

- **The truth to be taught must be learned through truth already known.**

Your job is to find the point of connection between what is known and what is unknown. Connect the dots!

- I can't connect it with facts in my own head. I have to put myself into the shoes of the student.
- Each day, learn something new and connect it to what was learned before.
- Master today's facts before going on.
- Link the facts – which is why systems are important.

To know something is to be able to compare it to something else and judge whether it's true or not.

- True or false?
- Discernment

To explain, take something familiar and compare it to something new.

Not: Speaking in a loud, clear voice, with slow and careful enunciation.

Not: Speaking with urgency.

Not: Repeating myself exactly.

*"And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord."
- Ephesians 6:4*



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Frameworks & Structures



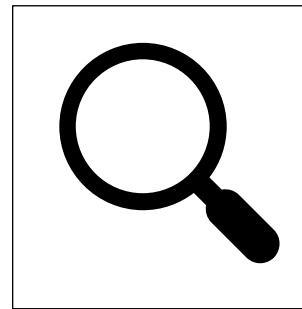
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Caution: Be careful not to borrow from your own experiences instead of your student's experiences. Experiences must be shared.

Goal: Make the new concept as familiar as household words.

Steps of Problem Solving:

1. **Question** (*I don't know...*)
2. **Organize** (*What tools do I have?*)
3. **Solve** (*Let's select the best solution.*)



Knowledge is a record of all solved problems.

- Don't get frustrated! Allow plenty of time.
- Encourage students to freshen their knowledge by clearly stating it.
- Relate new lessons to former lessons.
- Let students tell stories from their own experiences.
- Encourage students to explain in any way they can. (Be patient!)
- Choose problems from the students' own activities.
- Make basic facts *thoroughly* familiar.
- Keep lessons short.
- Help students have the "attitude of a discoverer."





The Law of the Teaching Process

- Don't tell your students anything they cannot learn themselves.

Should the student always depend on the teacher?

- Saves time.
- But – the student might be weak in that area.
- There might be an urgent need for information.

But the goal is to help the student become a discoverer of truth.

Can we learn without a teacher?

Genesis 2:15, Genesis 3:8, 1 Timothy 2:14

- We need a teacher to help us connect (discern) what we discover with Truth, so we are not deceived.
- We need a teacher so we don't waste time, energy, or money, or so that we do not have needless difficulties.
- We need a teacher so that, with the teacher's supervision, we can learn how to discern Truth. When we learn to discern, we gain confidence.

We should be interdependent, not independent.

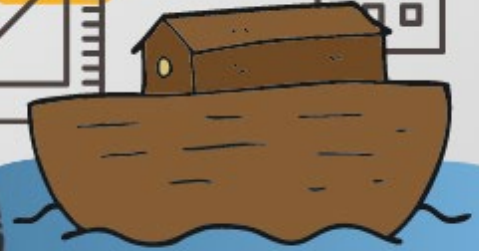
How students are motivated:

- Younger children – bright colors, animals, movement, etc.
- Older children – facts, thoughts, feeling, reflection, etc.



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Learning Is Like Planting a Seed:

And as he sowed, some seed fell by the wayside; and the birds came and devoured them. Some fell on stony places, where they did not have much earth; and they immediately sprang up because they had no depth of earth. But when the sun was up they were scorched, and because they had no root they withered away. And some fell among thorns, and the thorns sprang up and choked them. But others fell on good ground and yielded a crop: some a hundredfold, some sixty, some thirty.

- Matthew 13:4-8

Therefore hear the parable of the sower: When anyone hears the word of the kingdom, and does not understand it, then the wicked one comes and snatches away what was sown in his heart. This is he who received seed by the wayside. But he who received the seed on stony places, this is he who hears the word and immediately receives it with joy; yet he has no root in himself, but endures only for a while. For when tribulation or persecution arises because of the word, immediately he stumbles. Now he who received seed among the thorns is he who hears the word, and the cares of this world and the deceitfulness of riches choke the word, and he becomes unfruitful. But he who received seed on the good ground is he who hears the word and understands it, who indeed bears fruit and produces: some a hundredfold, some sixty, some thirty.

- Matthew 13:18-23

1. **By the Wayside** – the student does not understand
2. **Stony Ground** – only works when driven, but easily overwhelmed by difficult tasks; borrowed impulse.
3. **Thorny Ground** – distracted
4. **Good Ground** – hears, understands, bears fruit.





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The more knowledge your student has, the more understanding will come.

- Knowledge grows by being fostered.
- Point out the value of what you're learning.
- Connect emotions and feeling to what you're teaching.
- Join with students in discovering.
- Don't be impatient for answers when asking questions.
- Students show mental activity by asking questions.
- Answer questions with questions. Use the Six Serving Men.
- Don't hurry!

"Do all things without complaining and disputing..."
- Philippians 2:14

SIX SERVING MEN:
WHO
WHAT
WHEN
WHERE
WHY
HOW

The Law of the Learning Process

- **The student must be able to reproduce the truth that is learned.**

The student can tell you what he has learned.

- This is not memorization or repetition of facts.
- The goal is to see a child investigate so he can learn new things on his own later.

Can he say it in his own words?

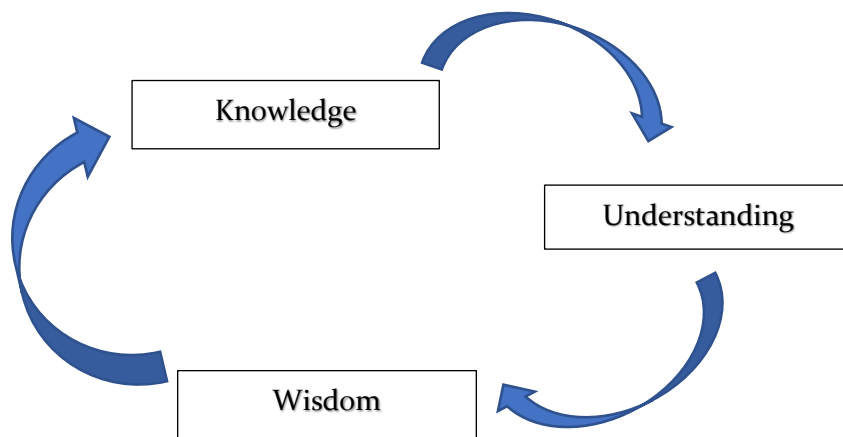
Examples:

Copywork → Original Writing



The student must know the original well in order to reproduce it.

- Don't rush this growth process.
- Seek evidence for knowledge. Do we know *why*?
- The student needs to know how knowledge will be *used*.



How I Can Check My Own Learning Progress:

1. What does the lesson say? (copywork/dictation)
2. What does it mean? (discussion)
3. How do I say this in my own words? (language translation)
4. What is this true? (reason for my beliefs)
5. What is the good of it? (use it in life)

*“The first one to plead his cause seems right, until his neighbor comes and examines him.”
- Proverbs 18:17*

Notes:

- Take into account the age of the student.
- All five steps are important, to avoid being deceived by falsehood.
- Don't just take the word of a teacher or book. Prove it!
- Don't neglect the application.



The Law of Review

- **The completion and test of teaching must be made by review and application.**

Why Review?

- To perfect knowledge
- To confirm knowledge
- To make knowledge ready
- To make knowledge useful

No time is more profitable than time spent in review!

Review brings to light hidden things.

- Over days and weeks, we see things from a new point of view. The position of the observer is changed.
- We need time for mental incubation. A seed is growing.

Testing: A student *knows* what he *remembers* and *uses*.

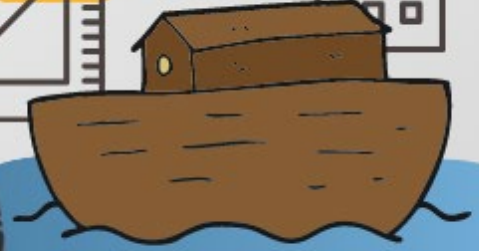
Review is not a luxury for when we have extra time. It is essential! Make time for it!

- Younger students need repetition.
- Older students need deeper restudy.
- Oldest students need to apply it.



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Question: How will a teacher remember to review?

This is the value of curriculum and lesson plans.

This is also the value of worksheets and notebooking pages.¹

- List all the things mentioned in the lesson.
- Make tables, charts, timelines, etc.
- Make maps, plans, drawings, etc.
- Write sentences, paragraphs, essays, and papers.
- Answer questions and research.

Good Times for Review:

- At the beginning of the lesson
 - Remember what was learned earlier.
- At the end of the lesson
 - Ask the student to verbally summarize what has been learned.
- After several lessons
 - Review should make up about 1/3 of class time.
 - *"Make haste slowly."*
- In the middle of a lesson
 - Pause to reference prior knowledge.
- When a student has a question
 - Don't be too busy to discuss.

Hear, Learn, Keep, Do –

- <https://homeschoolingtorah.com/what-is-our-hear-learn-keep-do-method>
- <https://homeschoolingtorah.com/biblical-homeschool-methods-hear-learn-keep-do-2016-homeschool-family-conference>

¹ For an explanation of notebooking, visit <https://homeschoolingtorah.com/category/blog/notebooking>.