

Quiz
Chapter 4 - Momentum

Name: _____

The Skillful Teacher, 6th edition (2008)
Saphier, Haley-Speca & Gower
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I. Matching: Match each example to the item that most clearly relates to it.

- | | |
|-----------------------------|---|
| _____ 1. Provisioning | a. "Try another way" |
| _____ 2. Overlapping | b. Distracting interruptions |
| _____ 3. Fillers | c. Preventing physical bottlenecks |
| _____ 4. Intrusions | d. Managing two groups at once |
| _____ 5. Lesson Flexibility | e. "Simon says..." |
| _____ 6. Notice | f. Forewarning students about transitions |
| _____ 7. Sub-Dividing | g. Set up equipment in advance |
| _____ 8. Anticipation | h. Anticipate trouble spots |

II. Short Answer: For each *Momentum move*, pick one situation (a or b) and explain how you would use the *Momentum move* to keep the class running smoothly.

I. Provisioning:

a) Today you plan to work with a small group of your 2nd graders on punctuation. The rest of the class will be involved in center activities. What do you need to do to make sure that you will be able to put your attention on your small group?

b) In our fifth period Social Studies class, you plan to ask your 10th graders to form 5 groups of 4 students and create a poster. What do you need to do to ensure this is a smooth process?



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2. Fillers:

- a) Today you are taking your 6th graders to an assembly. You arrive at the auditorium and are told that you must wait 5 minutes in the hall while other classes are seated. How do you hold their attention for these 5 minutes?
- b) You finish a lesson 5 minutes before you are supposed to line your 3rd graders up for lunch. What could you do to fill the time?

3. Dealing with Intrusions:

- a) You are in a small group doing catch-up instruction and a student from another group keeps coming to you for help. You have talked to this student repeatedly about not interrupting and that once you redirect him he should seek help from other students. He does well but still can't seem to remember to seek out other students before you. What strategy could you employ to help him remember and to limit the intrusions?



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(Dealing with intrusions, continued)

b) A student in your 7th grade English class arrives to class late. You know that this student is easily embarrassed and can become withdrawn when too much attention is given to her, but also that she may have trouble plugging in to the class book discussion. How would you deal with this situation?

4. Sub-Dividing

a) You have been experiencing problems with students rushing to be first in line. What could you do to make this process smoother?

b) In your 8th grade math class you need students to write in their math journals at the end of class. Having each student get their journal from the book shelf is causing a traffic jam. What could you do to make this a smoother process?



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III. Identification: Which Momentum strategy does each of these scenes illustrate?

A. Students are returning from gym in ones and twos a few at a time. The teacher is in the room holding several novel objects and asking the returning students what they are used for.

B. A teacher says, “Boys and girls, we will be ending independent reading and going to the lunch room in five minutes. Be sure your desks are clear and your books are ready to take to your locker.”

C. A group of students is obviously bored during a grammar lesson. The teacher who was lecturing stops and faces the group. She then asks the students to come to the front of the room to act out several parts of speech and tell how these parts behave in a sentence.

IV. Short Answer

1. How are the Momentum and Attention areas of performance related?

