

Quiz
Chapter 7 - Routines

Name: _____

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I. Agree or Disagree: Decide whether you agree or disagree with the following statements and explain your response.

a) It is important to model all routines. Agree Disagree

b) Routines themselves can teach useful material to students Agree Disagree

c) The purpose of routines does not need to be explained to students
They should just learn to do them. Agree Disagree

d) Each and every routine should apply to all students. Agree Disagree



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II. Explanation.

1. Describe the purpose of each of the following types of routines and give an example.

a) Academic:

b) Momentum:

c) Personal and Social Learning (PSL):

2. What constitutes good communication of routines?



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III. Routines in Action: The following are examples of routines used by real teachers for a variety of purposes. Analyzing each routine and determining its general purpose will help reinforce for you the intentions that may underlie different routines.

For each of the following routines determine which purpose(s) it serves. There may be more than one.

- Momentum**
- Academic**
- Personal and Social Learning**

Circle the best choice or choices in the right hand margin. To help make your choice, ask yourself what the routine is for or what it seems to accomplish.

	A Teacher's Routine	Check all that apply
1.	Extra credit on enrichment papers: "If a student an assignment early, I have a set of follow-up 'fun' sheets that provide extra practice in —or extension of —the concept we are studying. I give the set of papers to the first student finished and I then direct other early finishers to get their extra credit papers from that first student. This gives the first student finished early some extra responsibility and it frees me from breaking up another group to get enrichment papers."	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning
2.	"I have a decorative tin can sitting on my desk with a sign 'Dear Mr. S.' I use this for collecting notes from students who have a request, a need, who want to get my ear about something, or who have a private message they would rather write than say directly. It is also a place for students to deposit notes from home. As soon as students are settled in and working independently on the "Bell Ringer" activity of the period I check the box. This saves a lot of interruptions, really facilitates communication, and insures that I remember to follow through and follow-up as needed. The best part about this routine is that I hear more from students who tend to be more reticent in class."	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning
3.	Door holder: "When we go somewhere, I ask the first child in line to hold the door. He then goes to the end of the line. This has helped eliminate some of the rush to be first since he who is first shall be last. There is often no rush for second either because we usually go through several doors."	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning



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4.	<p>“Each day when students are arriving at and settling in there is a 3-5 minute “Do Now” activity of some sort on the board. It might be: a question to respond to connecting a personal experience to the topic of the day, a brief quiz on the previous night’s reading, a short burst of practice with a skill we have previously worked on, directions for preparing a notebook page (i.e., margins, numbering, etc.) for work that will follow, a list of terms to be copied into notebooks, or instructions for specific group work. In the upper right-hand corner I indicate when I will call time. Students understand that I expect the work to be completed by that time.</p>	<p>___ Momentum</p> <p>___ Academic</p> <p>___ Personal & Social Learning</p>
5.	<p>Story folders: “Story folders contain all second drafts of a student’s writings. They give each child the opportunity to reread a past story, to note improvement, and to simply enjoy his or her own stories. They are also nice to have during conferences.”</p>	<p>___ Momentum</p> <p>___ Academic</p> <p>___ Personal & Social Learning</p>
6.	<p>“Children who come to work with me as a specialist each have a folder in which they keep work papers completed and others still to be done or in process. These folders are kept in a plastic milk carton crate with oaktag dividers for each group. When the children come to their session, they get their materials from the box. On the outside of the folders lists can be kept that indicate books read, materials being used, schedule of sessions and other pertinent information.”</p>	<p>___ Momentum</p> <p>___ Academic</p> <p>___ Personal & Social Learning</p>
7.	<p>“Each Friday morning, I sit down with a predesignated student [presumably different each week]. Together we mark out a dummy copy of the weekly [class] newspaper. I guide the story, and the student writes it correctly. Then the student copies it over on a master. This provides a positive writing experience for the student. There is little technical risk, and the feedback helps to encourage other types of writing.”</p>	<p>___ Momentum</p> <p>___ Academic</p> <p>___ Personal & Social Learning</p>
8.	<p>“When students enter class each day there is a focus question on the board related to the objective of the day (e.g. “How are the processes of meiosis and mitosis similar? different? What are the genetic implications of each?”) Students are expected to get into their seats, open their notebooks, record the date and the question on a clean page in their notebooks. At least 5 minutes before the end of the period we stop and students return to the focus question. This time they have to write their own answer to the question based on what we have discussed in class and what they have come to understand. Sometimes they finish this task for</p>	<p>___ Momentum</p> <p>___ Academic</p> <p>___ Personal & Social Learning</p>



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	homework. Frequently we use their responses to begin class the next day."	
9.	Posting long-term assignments on the board, with deadlines and expecting students to work on them with free class time, helps the children take the responsibility of organizing their time to do the assignments, and by checking the list frequently it helps them to learn to meet deadlines."	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning
10.	"Three times a week the class has a period of silent reading, at which time the children may read books, magazines, articles, and other materials of their choice. At the end of the period they add to a list, which is kept in their folder, the title of the reading material they read that day and also they indicate the date. I have the children keep this record and collect the sheets about once a month. This helps me keep tabs on what they are reading and to see if they are selecting books at their reading level. I feel it helps the children also to be conscious about how much they are reading. It seems to give some of them a really supportive boost!"	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning
11.	"Today's Work Chart lists the work to be done each day [large piece of paper, two axes, students' names up the side and kinds of work across the top; thus, a matrix. Students can look across opposite their name and see which tasks have been marked for them to do]. This chart provides a means of individualizing daily assignments and holds children accountable for knowing what they should be doing each day. Children check off assignments as they are completed, giving them a sense of control."	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning
12.	"When students are singled out to do something special in class, such as coming up to play a rhythm instrument, I vary the routine of choosing who participates in these ways: (1) Number off down the row. (2) Begin at either the top or the bottom of the class list. (3) Have the children who have already played give their instrument to a 'quiet' person who hasn't played."	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning
13.	"Weekly clean-up. On Friday afternoon, I assign students to clean or straighten certain areas of the classroom. I alternate the jobs, and on some weeks kids may have no assignment. Then they can straighten their own desks or notebooks. This gets a clean, neat classroom and cooperation on the job."	<input type="checkbox"/> Momentum <input type="checkbox"/> Academic <input type="checkbox"/> Personal & Social Learning



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14.	"I give students options of any one of three ways for learning new vocabulary words: create flash cards with word, meaning and illustration; write the word with the meaning and create a mnemonic association for remembering the meaning; or, make a 'flip-book' for studying and saying the word with its meaning. This helps students learn alternative ways of memorizing and, hopefully, discover the one which works best for them."	___ Momentum ___ Academic ___ Personal & Social Learning
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IV. Invent Your Own: For each of the following situations describe a routine you might implement to make the process smoother.

1. Maintaining parent communication.

2. Students who are absent.

3. Limiting bathroom visits.

V. Your Favorite Routines: What is a favorite routine that you use in your classroom or that you have seen someone else use? Describe it on a separate page and explain how it aids in the overall functioning of the classroom—is it related to momentum? Does it foster personal and social learning? Does it have cognitive learning built in? Are there any ways you might modify the routine in order get more mileage or different types of payoffs?

