

Quiz
Chapter 5 - Space

Name: _____

The Skillful Teacher, 6th edition (2008)
Saphier, Haley-Speca & Gower
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I. Short Answer

1. The physical organization of the classroom can have a large impact on student learning. Explain.
2. The arrangement of classroom space should change depending on the kind of instruction going on at a particular time. How can a teacher manage to do this with only a few minutes between lessons?
3. Empty space absorbs energy. It can lead to illegitimate and off-task behavior. Why is this?
4. For most students, a cubby, mailbox, or locker is adequate personal space. Do you agree or disagree? Explain.

II. Analysis of Classroom Space Arrangement: Refer to the diagrams in Figures 5.1 and 5.2 on pages 43-44 in the text. On separate paper, choose 5 of the arrangements. For each, explain what objectives in your subject area or learner needs would be supported by each of these arrangements. Another way of asking this question is: what benefits for teaching and learning might be achieved by having the arrangement?

Two Chalkboard	Clusters	Centers	Circle
Rows	Perimeter	U – version A	U – version B
Center Aisle A	Center Aisle B	Wheel	Arena
Double “E”			



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3. You teach seventh- and eighth-grade science. You have a large room of which two-thirds is furnished with fixed lab tables. The remaining third has movable student desks and blackboards. You have lab stations and student desks for twenty-four students. Today is a lab prep for a lab on saturated solutions. You want students to review their homework, hear a brief summary from you on the definition of saturated solutions, hear the objective of the lab and the directions, and work with their lab group of four to plan how they will approach their task tomorrow.
4. You are a fourth-grade teacher. You have twenty-eight students this year in a room that can comfortably hold twenty-six. You started using cooperative learning last year and want to continue this year, so you need some way to easily get students into cooperative groups of two, three or four. You also like to do a lot of checking for understanding with partners, sometimes partners that they can turn to and other times with partners they have to get up and move to. You have five computers in the room and you usually set up four learning centers which students go to for individual practice. You like to do whole group instruction, followed by smaller practice groups that you can circulate among and help. Draw some options for configuring this room to meet your needs. If you don't think you can meet them all, explain why.



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5. You are teaching advanced placement American history to thirty students. You are in a room with six tables and five chairs at each table. The room is large enough so that you can move the tables to the wall and have room to arrange the chairs in other configurations. During the five days of classes this week you have the following activities planned: *Day 1*: Lecture and discussion; *Day 2*: Conferencing with individual students about their semester research paper, while the remainder of the class meets in topic groups to compare bibliographies, outlines, ideas and problems; *Day 3*: Progress reports from each topic group, review of lecture and reading from Day 1, checking for understanding in learning buddies; *Day 4*: 20-minute video, each student writes a five-sentence reaction to the central theme of the video, meet in groups of three to compare ideas and reach consensus on a three-sentence reaction; and *Day 5*: Test. Draw the configuration of this room for each day, matching your arrangement with the activity/activities for that day.

DAY 1

DAY 4

DAY 2

DAY 5

DAY 3

