

Domino Discover

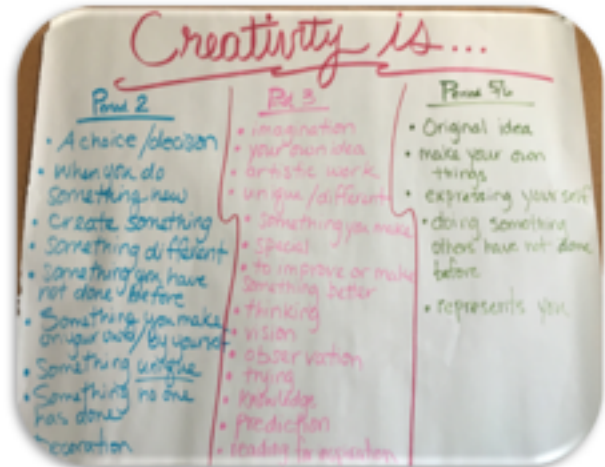


Week 1



R 1 3 5
4 4 4
2 4 6

Record Student Responses



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Classroom Photo: K. Gaston (2016)

Bondie, R., & Zuhro, A. (under contract). Book proposal: *Engaging the Extremes: Classroom Routines for Precise, Efficient, and Effective Learning for All*. Routledge.

Week 1

Welcome to week two of Domino Discover. This we will continue using Domino Discover and we will add Recording Student Responses in the most convenient manner, on the board, chart paper, or Smart Board.

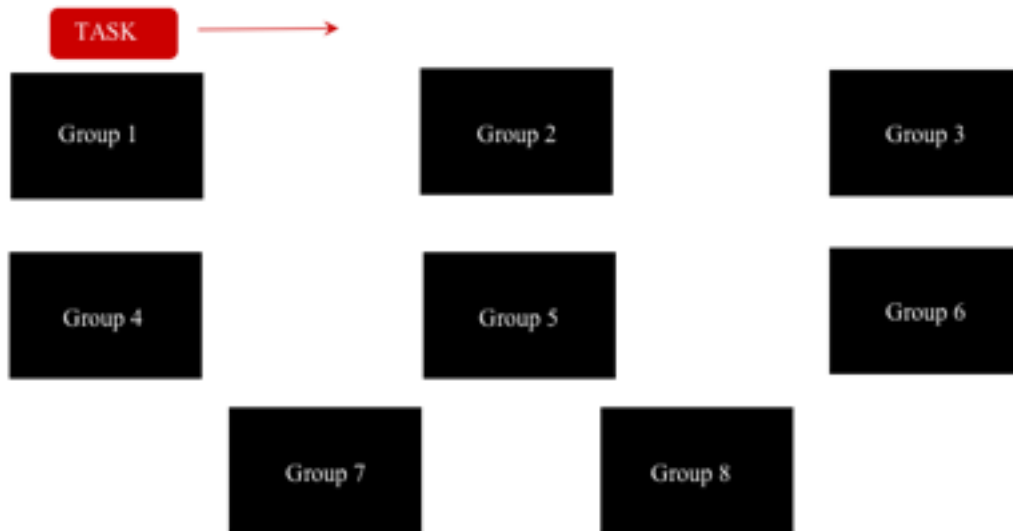


Set goals

- ☐ How to increase accountability during *Domino Discover*?
- ☐ How *Domino Discover* supports differentiated instruction?

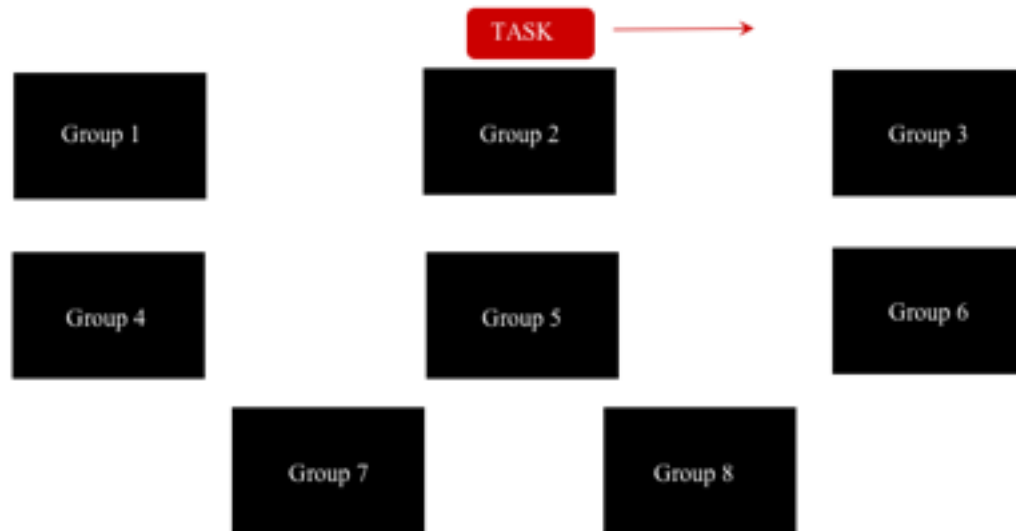
Through watching this video you will be able to increase student accountability during Domino Discover and begin to consider how Domino Discover can support your efforts to differentiate instruction.

Record reporter responses



This week's shift is to record the responses of each reporter

from each table



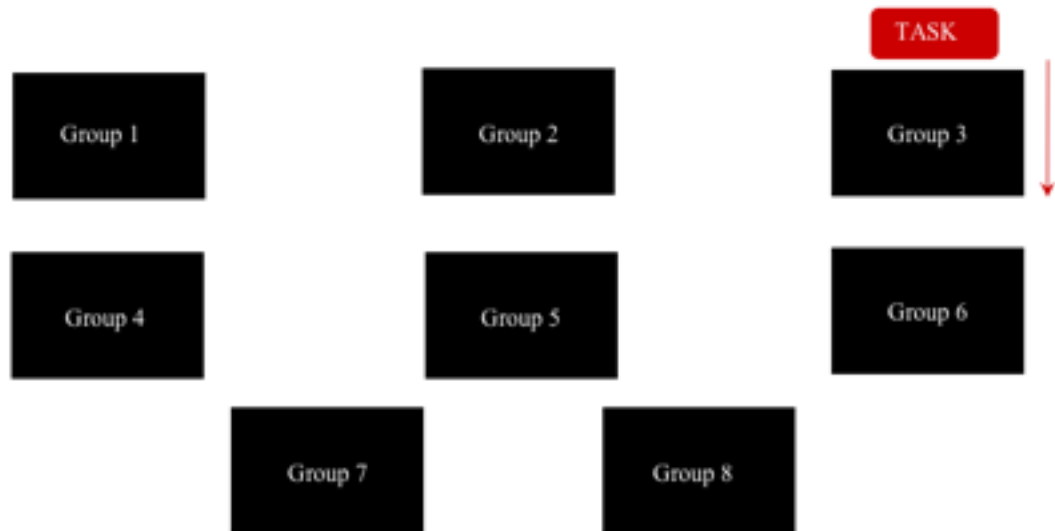
From each table.

Make student thinking visible



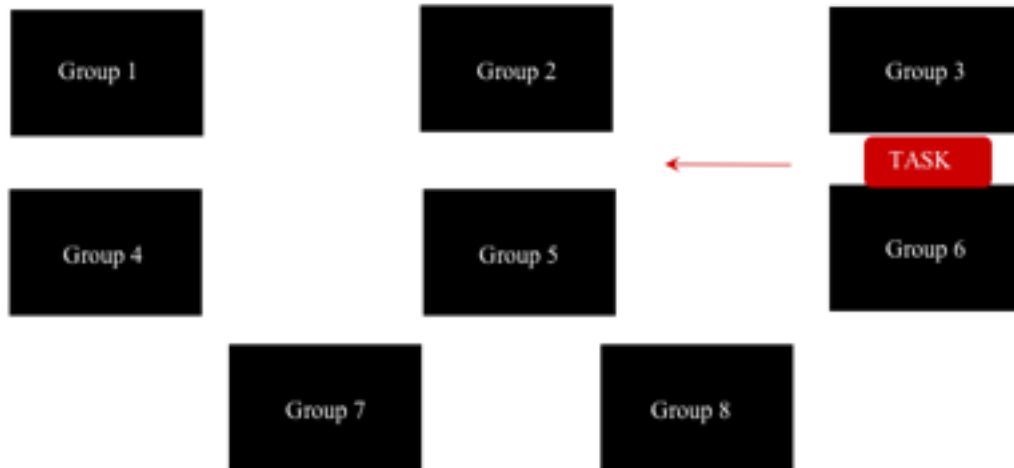
The teacher might record the responses on the board,

After gathering responses from each group



Be sure to call on any student, so that all students must be prepared.

Call on hands for additional responses
that should be added to the list.





Set a Goal for Listeners



Gather student responses to:

- ☐ discover *patterns* and *surprises* in thinking
- ☐ test ability to justify an idea with evidence
- ☐ use a vocabulary word properly in a meaningful context
- ☐ gather questions
- ☐ build on to the responses of other students

A visible list makes it easier for both the teacher and the students to notice the goal for listening – maybe patterns among the responses or vocabulary words used.

1

Ask Question



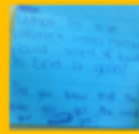
2

Buzz Words

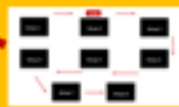
Listening Goal



Document Responses



Starting Position



Action

3

Call on Hands



Gather Responses

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Accountability

Individual

The hardest part was introduction

Group

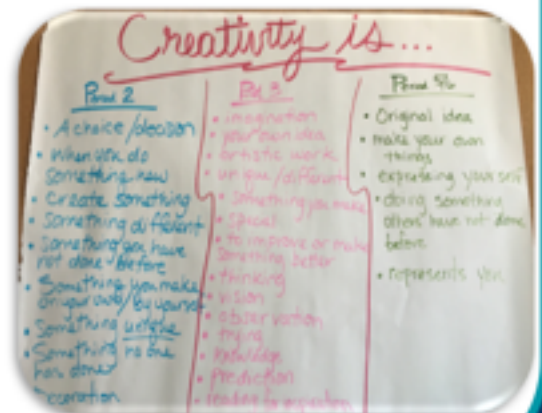


★ Response

↳ Back-up #1

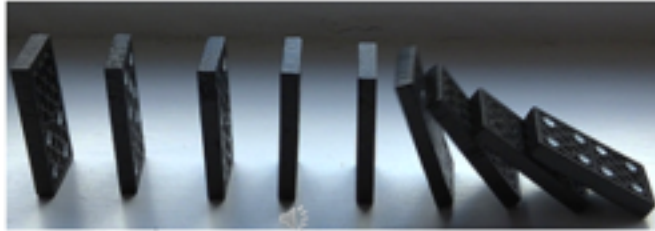
↳ Back-Up #2

Class



Pre

Domino Discover



Roles

- ☐ **Reporters: Take turns reporting out one at a time**
- ☐ Listeners (Teacher & Students): Listen for goal assigned by the teacher
- ☐ **Recorder: Jots down responses**

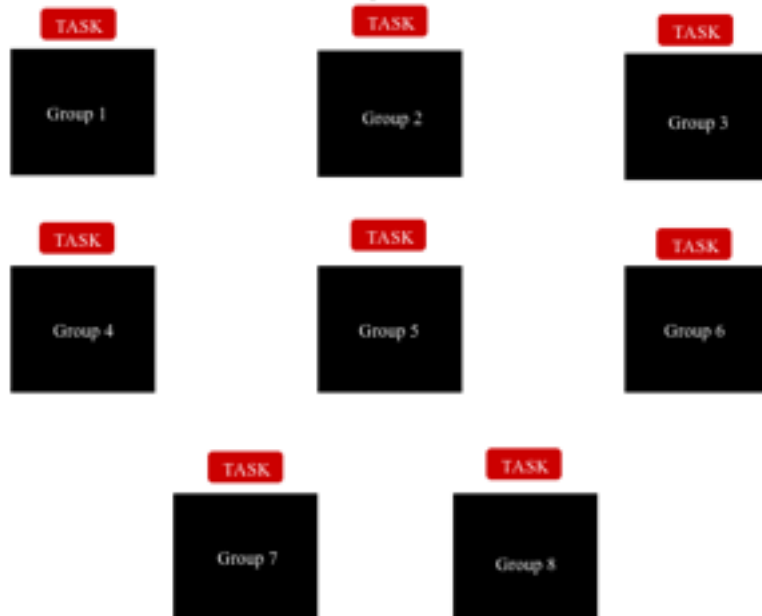
Typically, teachers use the roles of reporter and recorder to hold students accountable.

Teaching Tips



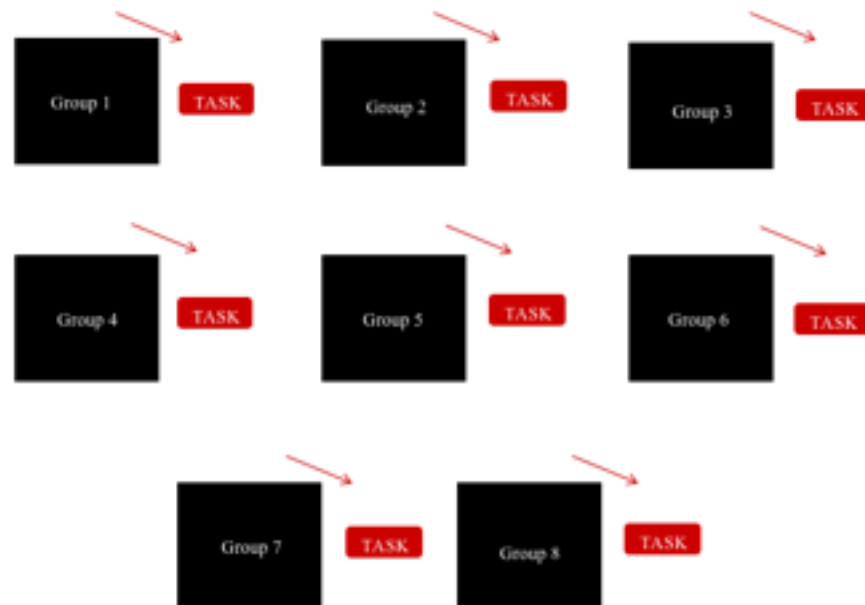
Here are a few teaching tips for the second week.

Each student answers the question in their small group



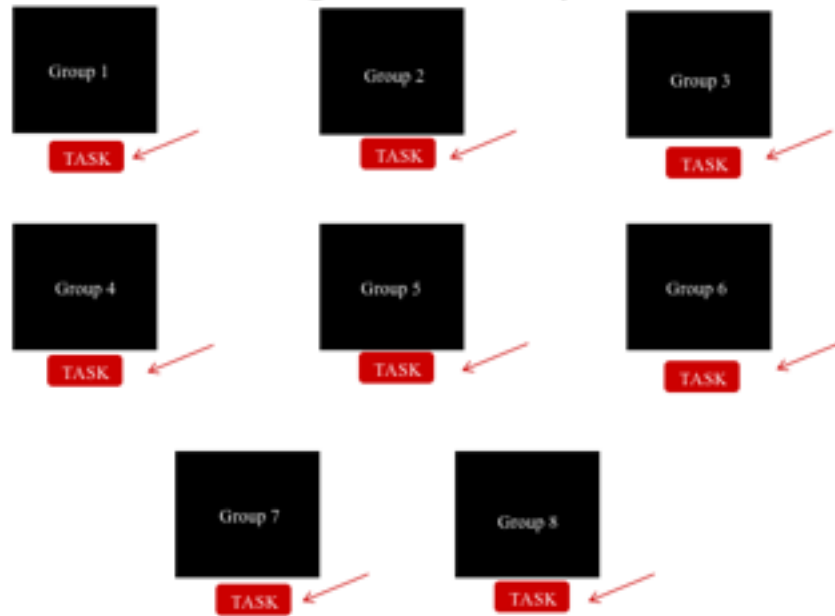
You may remember, we talked about a small group variation of Domino Discover, where the teacher asks the whole class a question, and then each small group does a Domino Discover within the group before the table discussions. A quick small group Domino Discover ensures that every students shares at least one idea with their small group.

The first domino is around each table in the room



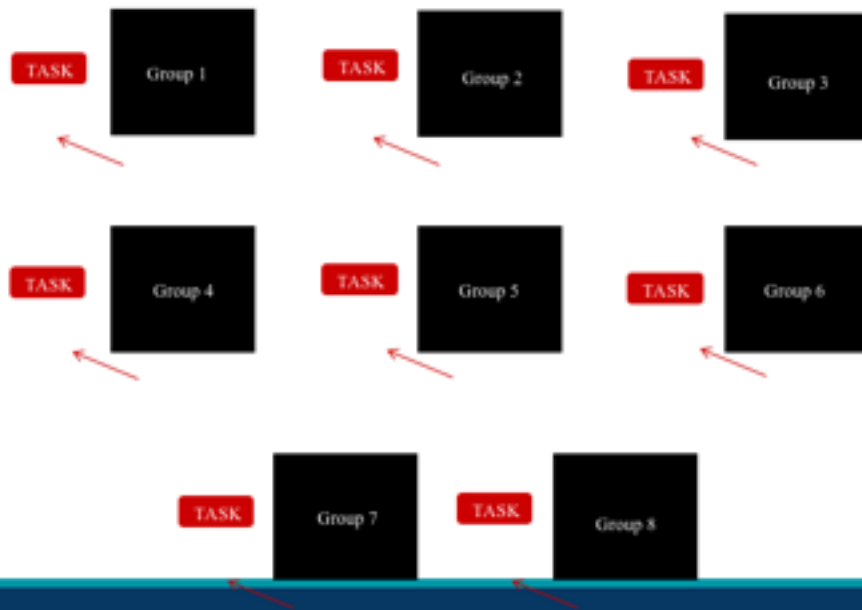
So, the first Domino Discover, could be a round each small group.

Be sure to assign who will speak first



Be sure to start this process by assigning or asking for a volunteer to be the reporter first at each group. You don't want students to waste time choosing where to start.

and the direction of the domino



After you know, who is going first then have the student point so that you know the direction of the sharing or direction that dominos will fall in – or the order that reporters will speak out.

Then complete a class Domino to hear from each group

TASK

Group 1

Group 2

Group 3

Group 4

Group 5

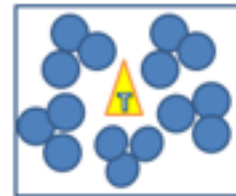
Group 6

Group 7

Group 8

After the small group Domino – ask students to have a short discussion about what they heard – did they notice patterns or whatever the learning goal was. Ask them to work together, given everyone’s ideas to formulate one response and two back-ups. Then you are ready for the domino discover around the room with one reporter from every table.

Domino Discover can be done with everyone standing or sitting in a whole group, two circles, or in small groups



Domino Discover can also be done with everyone standing or sitting in a whole group, two circles, or in small groups. These configurations help students get used to the teacher being in the role of listener instead of manager.



How do I know this is going well?

Quality Criteria: *Domino Discover Week 2*

Must Haves

- ☐ Listening has a purpose
- ☐ Each table or group of students reports
- ☐ Everyone shares an idea in the small group

Amazing

- ☐ Teacher points out how a response meets goal
- ☐ Students build on a response from another group

A few criteria will support high quality implementation of Domino Discover. For this first week, Must Haves include stating a purpose or reason for listening (remember this is also your formative assessment goal as the teacher) and be sure that each table has an opportunity to respond. Amazing qualities that you can strive for, but might not get every time in this first week, include a moment where you as the teacher notice out loud for students responses that met the listening goal – you might notice patterns or compliment the use of vocabulary words in a response. You might also compliment students who explicitly stated that they were building on the response of another group, showing that they were listening and making connections.

Share How You Use Domino Discover

Document



- ☐ class agenda
- ☐ quotes from students
- ☐ student reflections on routine
- ☐ lesson plan with the routine

Save



- ☐ your name
- ☐ description

We'd like to hear about how you have used Domino Discover with students. Take a cell phone picture of the class agenda, quotes from students either from the routine or reflections on how they like it, or lesson plan with the routine. Along with your submission include a brief description of what you noticed about student learning from their responses in Domino Discover. Be sure to save it with your name.