Now that students are engaged, it is time to ensure reflection by asking students to return to their starting position.
Prepare all students to be the reporter by asking tables to jot down a response and two back-ups. You might have a recorder at the table jot down the responses or ask all students to jot down in their notes the responses so that they are prepared to be the reporter.
Noticing Learning

<table>
<thead>
<tr>
<th>How well do I understand this learning target (LT)?</th>
<th>At the beginning of the period</th>
<th>At the end of the period</th>
</tr>
</thead>
</table>
Record Responses

The collection of responses might be nice to return to the next day or after another lesson to see what was confirmed and what ideas students might add or change.
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.
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.