

Hands on Practice

Planning Time

Group Learning

Planning Time

10 Steps to Group Learning

Move	Teachers:
<input type="checkbox"/> Listening Purpose	1. State a reason for listening and call on each group for an answer in every lesson.
<input type="checkbox"/> Visible Responses	2. Record student responses (capture responses on the board/chart/computer)
<input type="checkbox"/> Starting Position	3. Ask students to document their Starting Position.
<input type="checkbox"/> Return to Reflect	4. Return to Starting Position to notice learning
<input type="checkbox"/> Rules for Engagement	5. Introduce Rules for the process to increase engagement.
<input type="checkbox"/> Student Feedback	6. Ask students for feedback on Rules.
<input type="checkbox"/> Quality Criteria	7. Introduce Quality Criteria adding rigor to responses and reflection.
<input type="checkbox"/> Student Compliments	8. Student generated compliments to reporters using specific criteria.
<input type="checkbox"/> Explore Usefulness	9. Use of Domino Discover at different times during lessons (e.g. Do Now, Mini-Lesson, Exit)
<input type="checkbox"/> Tailor Instruction	10. Tailor instruction based on student responses.

Multiple Pathways

Planning Time

1 What is the story of _____? (Narrative)	2 How can I measure or quantify the parts of this or the consequences of this? (Logical/Quantitative)	3 What does this remind me of? What other _____ is this like? (Foundational)
4 Create something that shows what you know about this topic by drawing, speaking, moving, building, or writing. (Experiential)	5 Who could I talk with to learn more about this topic? (Collaborative)	6 How is this put together? What are the parts and why are they arranged in this way? (Aesthetic)

Structured Choice

Planning Time

Targeted Practice

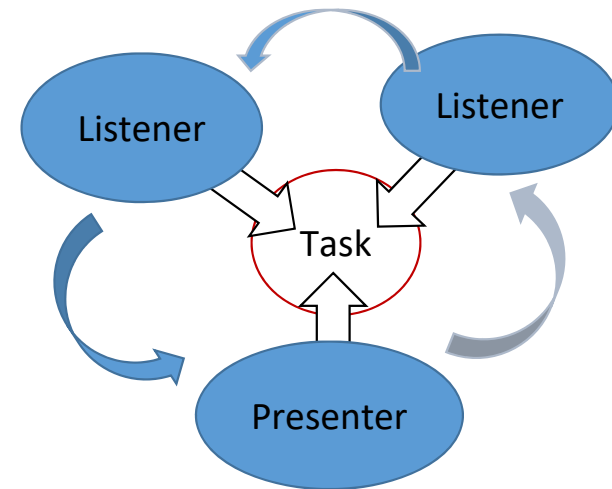
Planning Time

Think – Talk - Open Exchange

Repeat
once for
each
person in
your
group



Think
Talk



Open Exchange

