

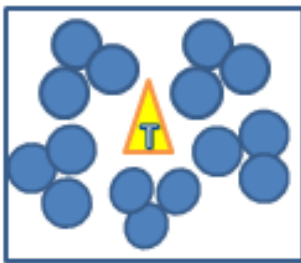
Domino Discover

Instructional Goal: Find patterns and surprises



This routine helps groups share efficiently, giving each person an opportunity to participate. Tell learners that we are going to do a “Domino Discover” – just like the Domino game – where one domino falls after the next one - the process of sharing ideas goes very quickly, one after another completing the exact same task in Domino Discover. Note that if someone does something different or goes off on a tangent then the whole chain won’t work. This can also be compared to a pass the microphone game where you pass the any object that serves as a “microphone” (markers, ball, around in a circle and the person with the ball is speaking. Some teachers call this a “Wave” like in a football field, “Let it Rock” because all answers are given whether right or wrong or incomplete and no one interrupts, or “Family Feud” because the listeners can be challenged to add what is missing from the sharing. Name the routine with students so that the purpose and action has meaning.

What might Domino Discover look like in the classroom?



Use *Domino Discover* when brainstorming or gathering questions and ideas from the class to ensure that every student’s ideas are heard. Begin by asking students to generate questions or ideas in small groups. Ask students to Domino Discover first to ensure everyone’s ideas are heard and then use open exchange to gather additional ideas from group members. A recorder jots down the ideas. Then the group prepares one or more reporters to share out ideas generated in the group. The reporters share out from each group around in a domino fashion, one reporter after another without interruption. The teacher or a student records ideas from all

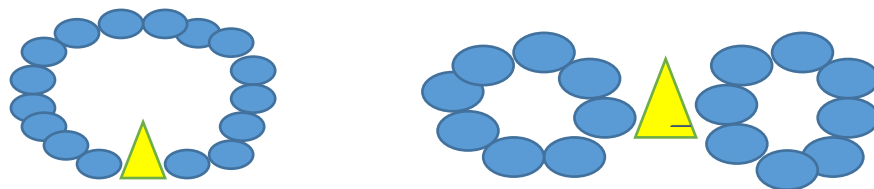
groups. When reporters are sharing everyone else is in the “listener” role noting patterns and surprises that emerge as each group shares. After Domino Discover the teacher invites anyone to add something that came up in the group and was not captured yet in our notes. This is much more efficient and inclusive than calling on students randomly and requires students to listen to each other.

Learn More – Watch Examples of Domino Discover in Action

<http://www.alled.org/about-us/professional/video-library/>

See four examples of Domino Discover in different classrooms. Notice how teachers give directions, identify who is going first, collect and record responses.

How to Begin



Consider teaching Domino Discover as a **whole class** in a large circle, then dividing the class into **halves** with the teacher monitoring both circles from a central location, and then using Domino Discover in **small groups** such as triads or four students. Students can share a word or phrase written on a post it note.

Directions for Implementation

Starting Position

1. Ask learners to jot down their initial thinking; could be an answer to a question, the vocabulary words they remember, or the solution to a math problem. This should result in data the teacher needs to tailor instruction and that will clarify, further or review student learning.
2. Post Quality Criteria for a high-quality response, e.g. uses vocabulary words, uses the word because, represents ideas in more than one way or uses more than one strategy, or uses evidence. Quality Criteria can be divided into Must Haves (required by all students) and AMAZING (optional criteria to stretch students, these may be assigned to students who need extra challenge).
3. Ask student to revise their response to meet the high quality Must Have criteria and include one of the AMAZING criteria.

Actions

1. Decide who will go first in the group (small or large).
2. Point to the person that will go second – establishing the direction for the circle.
3. State a Purpose for Listening, e.g. same and different responses, missing ideas, old and new ideas, connections, questions, vocabulary words, explanations, vivid descriptions, text evidence, or something specific related to the days objective. The purpose for listening is the same as the teachers purpose for asking students to share – think about how the answers will be used to tailor instruction, share that purpose with students.
4. Take turns completing the task until everyone has gone, one after the other, like dominoes falling.

Return and Reflect

5. Take a few minutes to notice patterns and surprises that learners noticed as well as add missing responses and pose questions. Ask students to identify shared responses that met the required MUST HAVE criteria and responses that were AMAZING.

10 Steps to Using Domino Discover as Formative Assessment

Move	Teachers:
<input type="checkbox"/> Listening Purpose	1. State a reason for listening and call on each group for an answer in every lesson. (Examples: same/different, missing, old/new, “because”, or vocabulary)
<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 <i>Starting Position</i> .
<input type="checkbox"/> Return to Reflect	4. Return to <i>Starting Position</i> to notice learning
<input type="checkbox"/> Rules for Engagement	5. Introduce <i>Rules</i> for the process to increase engagement.
<input type="checkbox"/> Student Feedback	6. Ask students for feedback on <i>Rules</i> .
<input type="checkbox"/> Quality Criteria	7. Introduce Quality Criteria adding rigor to starting position, 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.

Domino Discover 6 Week Implementation Guide

Week 1: Instead of calling on hands, use of Domino Discover.

Instead of calling on hands to use Domino Discover to gather responses from every student. After asking a question to check for understanding or when you want to gather student questions, use Domino Discover instead of calling on hands first. Then call on hands for additional responses. As a response is shared from each group, challenge students to listen for patterns and surprises or differences in responses from their peers. Use the responses to monitor learning and tailor instruction to meet student learning needs. Build a culture of equity and expectations of engagement in lessons by routinely using Domino Discover instead of calling on hands first. Make Domino an equitable inclusive teaching habit.

Take it Up a Notch, Mid-Week 1 Challenge: Record responses from each group on chart paper, the board, or a slide on a SMART board, then ask if there are any other responses that should be added to your list. In this way, everyone's responses are included and there is an opportunity after the routine to call on hands to gather additional responses. Refer back to these responses during the lesson either to confirm when you are building on ideas from the chart or answering questions.

Week 2: Students Document their Starting Position

Ask students to jot down their own ideas before sharing in their small group. This creates a starting position that students can use to track how the discussion and listening to peer responses confirms, changes, and/or contributes to their own initial thinking.

Take it Up a Notch, Mid-Week 2 Challenge: Submit one piece of evidence showing noticed patterns and use of Domino Discover. Take a few minutes to return to the starting position to notice how talking and sharing with other has confirmed, changed, and/or contributed to thinking. Take time to notice patterns and surprises in the responses and questions gathered by the learners over a few days. Think about what students are consistently doing and showing they know and possible ways to challenge students. Submit one piece of evidence showing your noticing of patterns and use of Domino Discover.

Week 3: Introduce Rules to increase engagement.

Use rules to ensure access and rigor for all students. Try a rule such as "Confirm or Contribute"; so that students without a response can repeat another student's response. Make sure that the person who "is ready to share" goes first and then everyone else can "confirm or contribute". Explore rules for "passing" or what to do if someone is unprepared. Create a rule to work around any obstacle that might prevent engagement. Think of "Norms", rules are very similar and can involve input from students like norms. However, Rules are different in that the teacher uses ultimately assigns specific rules to tailor the group learning process to meet student needs. Submit a picture of the rules.

Take it Up a Notch, Mid-Week 3 Challenge: Ask students to listen for reporters who give a "high quality" response. Listeners can give compliments to reporters and their group by restating what was said as evidence of a specific quality criteria. Submit one piece of evidence showing your use of student generated compliments.

Week 4: Brainstorm with students what makes a **high quality** response. Generate a few **criteria of high**

quality responses such as using the word “because” or “used vocabulary word” or “connected to a previous group’s response”. Create a few criteria for an “amazing” response. Perhaps an amazing response: “applies idea to life or another subject”, “presents two points of view” or “represents the answer in numbers as well as words”, “connects to a previous unit”, “shared a novel idea” or maybe the response is “sung”. The amazing criteria push students to stretch their thinking and use their knowledge in their responses. The criteria may refer to the response or the presentation from the representative or both.

Take it Up a Notch, Mid-Week 4 Challenge: Ask students to listen for reporters who give a “high quality” response. Listeners can give compliments to reporters and their group by restating what was said as evidence of a specific quality criteria.

Week 5 Use of Domino Discover at different times in a lesson.

Implement Domino Discover in at least two different times during lessons with students recording their starting position, criteria for high quality responses, and a return and reflect for students to notice learning (for example, after the bell work, to correct homework or an assignment, instead of calling on hands during a mini-lesson). Collect both student responses as well as questions using Domino Discover. Submit two pieces of evidence showing your use of Domino Discover at different times in a lesson.

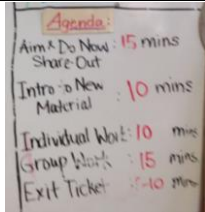
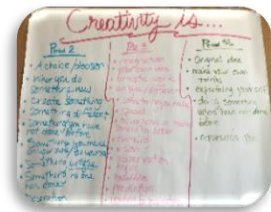
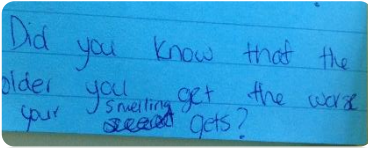
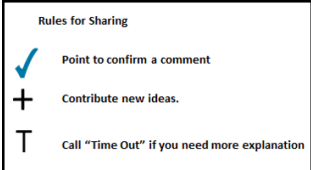
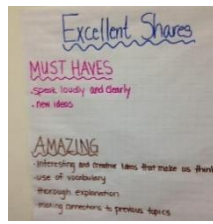
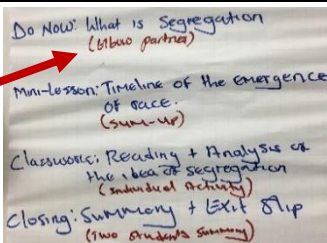
Take it Up a Notch Tailor instruction based on student responses from Domino Discover. Use student responses from Domino Discover to tailor instruction to meet student learning needs. Submit one piece of evidence showing how you tailored instruction based on student responses from Domino Discover.

Week 6 Implement all 10 steps routinely in lessons

Implement all 10 steps routinely until both the teacher and the student naturally do all 10 steps.

Take it Up a Notch Measure time and impact on student learning. Record how many minutes Domino Discover takes during a lesson, reflect on if there are ways to make Domino more efficient and effective. Examine impact on student learning by monitoring responses, looking for student use of Quality Criteria when not prompted through the Domino Discover routine, such as in responses on unit tests or oral responses to questions.

Use *Domino Discover* before calling on hands in every lesson.

WEEK	DO	What we see in Classroom	Gathering Responses						
1 Listen Record	State a reason for listening and call on each group for an answer in every lesson.	 <p>Students can Listen for:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Same and Different <input type="checkbox"/> Old and New <input type="checkbox"/> Connections <input type="checkbox"/> Buzz Words 							
	Record student responses (capture responses on the board/chart/computer)								
2 Start Return to Reflect	Ask students to document their <i>Starting Position</i> .		<table border="1"> <tr> <th colspan="2">How well do I understand this learning target (LT)?</th> </tr> <tr> <td>At the beginning of the period</td> <td>At the end of the period</td> </tr> <tr> <td> </td> <td> </td> </tr> </table>	How well do I understand this learning target (LT)?		At the beginning of the period	At the end of the period		
	How well do I understand this learning target (LT)?								
At the beginning of the period	At the end of the period								
3 Rules	Introduce <i>Rules</i> for the process to increase engagement.		<p>Teacher: "How's <i>Domino Discover</i> working?"</p> <p>Students: "Group together students who speak different languages."</p>						
	+ Ask students for feedback on <i>Rules</i> .								
4 Quality Criteria	Introduce Quality Criteria adding rigor to responses and reflection.		<p>"I heard Jo use the word 'division' in the response."</p> <p>"Shout-out to group 3 for a great huddle, to give a novel response when there were a lot of ideas already shared."</p>						
	+ Student generated compliments to reporters using specific criteria.								
BONUS	Use of <i>Domino Discover</i> at different times during lessons (e.g. Do Now, Mini-Lesson, Exit)	Group Learning in each part of a lesson							
BONUS	Tailor instruction based on student responses.	Teacher, "I only reviewed the vocabulary that students were not using during <i>Domino</i> ."							