

# More Dominoes

## Experience 1

### Summary

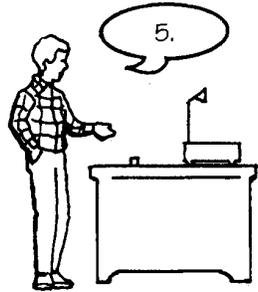


Children use dominoes to help them visualize a group of objects as a whole and to informally explore *number composition* and *decomposition*. Children have opportunities to take responsibility for themselves as they share the work and the materials.

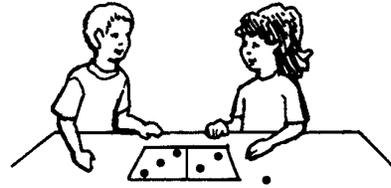


### Materials

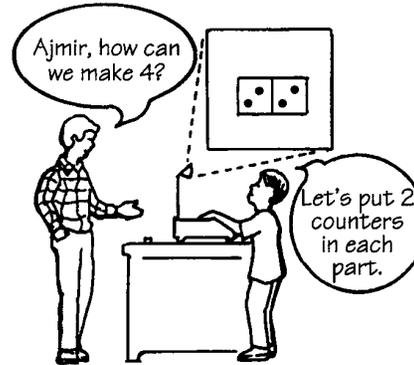
- “Large Domino Cards” (from Set 1, Experience 3)
- “More Large Domino Cards”
- “Blank Domino Frame” for each pair (from Set 1, Experience 3)
- Transparency of “Blank Domino Frame” (from Set 1, Experience 3)
- 6 counters (all the same color) for each pair and for the teacher
- Die for each pair and for the teacher
- *Domino, Domino!* book (from Set 1, Experience 4)
- “More *Domino, Domino!* Pages”



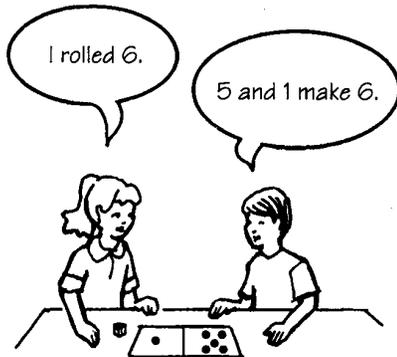
Mr. Leary rolls a die and reads the number to be made by pairs.



Partners make the domino for five using a “Blank Domino Frame” and counters.



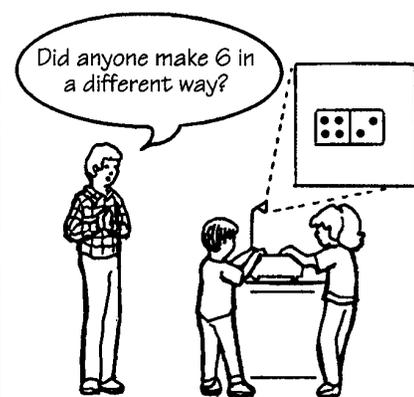
Mr. Leary models the activity with Ajmir as his partner.



Then, pairs repeat the activity independently.



Pairs repeat the activity several times.



Pairs show their favorite domino as Mr. Leary asks questions.

## Getting Ready

Decide how you will form pairs to work together during this experience (see p. xiv for random-grouping suggestions). The same partners will work together during this experience and Experience 2.



- Introduce a team-building activity (see p. xxvii).
- Introduce the complete set of “Large Domino Cards.” (The complete set has 15 cards.) Show the cards one at a time, and ask children how many dots are on each card and how they know.
- Have children visualize the number of dots on the “Large Domino Cards.” (See Set 1, Experience 3, Extending the Experience, for a description of visualization activities.)
- Copy the “More Large Domino Cards” onto tagboard (see the “More Large Domino Cards” blackline masters, pp. 65-73). Add them to the set of “Large Domino Cards” (from Set 1, Experience 3) to make the complete set of 15 cards. The “Large Domino Cards” will be used again in Experience 8, Extending the Experience.
- For Extending the Experience, copy the additional pages for the *Domino, Domino!* book onto tagboard (see the “More *Domino, Domino!* Pages” blackline masters, pp. 74-93). Add them to the *Domino, Domino!* book from Set 1, Experience 4.

## The Experience

**Introduce the experience** by showing pairs any one of the “Large Domino Cards” with five dots. After a few seconds, remove it. First in pairs, then as a class, discuss the following question:

**Q. How many dots are on the domino?  
How do you know?**

Show a different “Large Domino Card” with five dots, remove it, and ask:

**Q. How many dots are on the domino?  
How do you know?**

Give each pair a “Blank Domino Frame” and six counters. Roll your die, and say aloud the number shown on the die. Have partners use the same number of counters as the number on the die to make a domino on their “Blank Domino Frame.” Then, ask questions, such as:

**Q. [Laura and Ajmir’s] domino for four looks like this.** (Show the domino on the “Blank Domino Frame” transparency.) **What other ways did you and your partner make four on the domino?** (Have pairs show other dominoes for four on the “Blank Domino Frame” transparency.)

Explain that each pair will roll a die, count out the same number of counters as dots on the die, and make that number on their “Blank Domino Frame.” Ask a child to be your partner, and model the activity and ways partners can share the materials and work fairly. As a class, discuss how you and your partner worked together.

**Continue the experience** by giving each pair a die. Have pairs repeat the activity independently. Observe pairs working and, when appropriate, ask questions, such as:

**Q. What number do you have on your domino? What are other ways to make [six] on a domino?**

**Q. How are you sharing the work?**

**Reflect on the experience** by having pairs discuss and make their favorite domino on their “Blank Domino Frame.” Ask several pairs to show their favorite domino on the “Blank Domino Frame” transparency. Ask questions, such as:

**Q. Who has a domino with the same number of dots but a different pattern?**

**Q. What is different about your favorite domino and [Scott and José’s] domino? Explain.**

**Q. Who has a number greater than [three]? What is your number? Who has a number less than [three]? What is your number?** (Have several pairs show their dominoes on the “Blank Domino Frame” transparency.)

Have children tell their partner one thing they like about working with a partner. Ask if any pairs would like to share with the class what they like about working with a partner.

Collect the “Blank Domino Frames,” counters, and dice for later use.

## Extending the Experience

- Read the *Domino, Domino!* book with the class.
- Use the complete set of “Large Domino Cards” to continue the short visualization activities described in Set 1, Experience 3, Extending the Experience.

[Source: Number Power®Grade Kindergarten, Regan, Contestable and Robertson, Developmental Studies Center, [www.devstu.org](http://www.devstu.org), 2000]