Collecting and Handling Data Dominoes

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The webaddress for this activity is:
http://www.collaborativelearning.org/datadominoes.pdf

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening . They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.
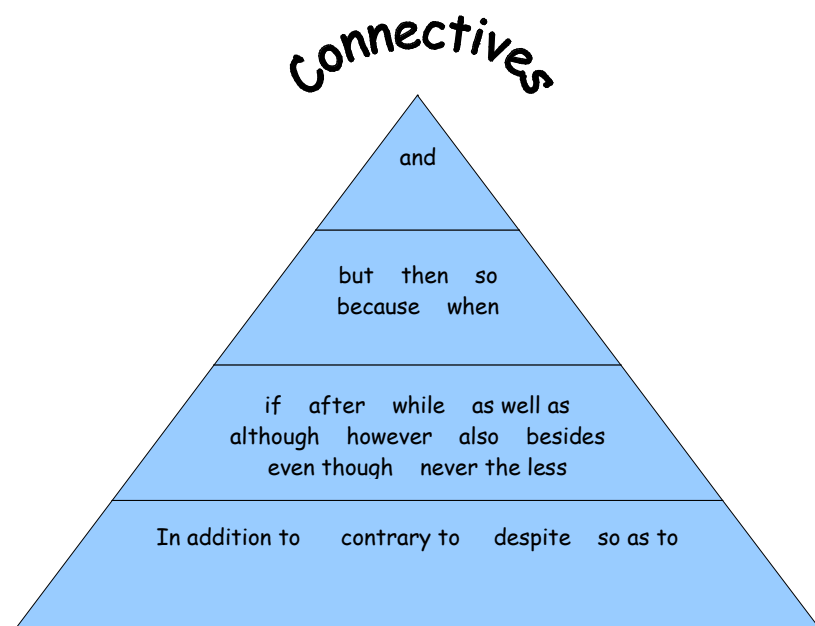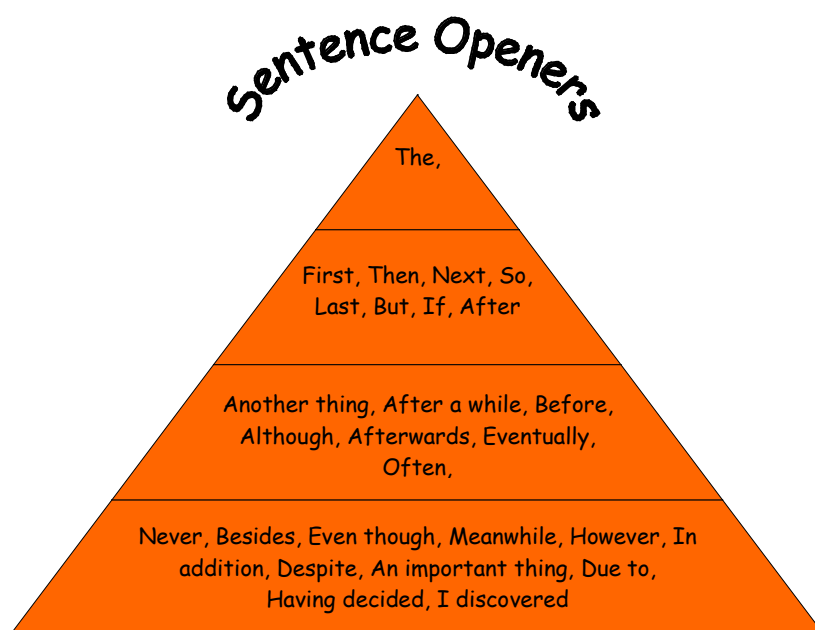
Collecting and Handling Data

Revise data collecting and handling through the dominoes game.
How to play!
Cut out the dominoes. Try to match the Key Words to make the longest line of dominoes (e.g. "data" can go with "survey"). There are lots of possibilities and patterns (e.g. "data" also goes with "outcomes", "tallying", "frequency" etc. When you play with a friend, deal all the dominoes. Players must agree on the links. Winner is the one to get rid of most of their dominoes!

When you place your domino next to another domino you have to explain WHY they fit together. Think carefully about your explanation. Try using one of these CONNECTIVES or SENTENCE OPENERS in your explanation.

Sentence Openers

The,

First, Then, Next, So, Last, But, If, After

Another thing, After a while, Before, Although, Afterwards, Eventually, Often,

Never, Besides, Even though, Meanwhile, However, In addition, Despite, An important thing, Due to, Having decided, I discovered

Connectives

and

but   then   so
because   when

if   after   while   as well as
although   however   also   besides
even though   never the less

In addition to   contrary to   despite   so as to

Data Dominoes

Tallying	Collecting
Counting	Data
Groups of Five	Recording
Total	Tally Chart
Survey	Range
Frequency	Two way table
Value	2 | 1 3 4 4 5 7
Stem	$\bcancel{||||}$
Units	3 | 0 4 8 4 | 0 1 1 1 4 6
Results	Numbers
	Tens
Whole Number	Decimal
Frequency Charts	Continuous Data
Grouping Data	Stem and Leaf Diagram
Outcomes	Grouped Frequency Table
Integer	Investigate