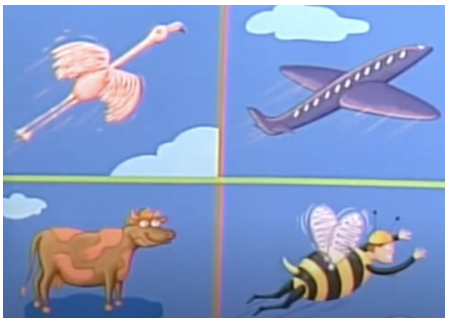
New To Me & Maybe You Too!

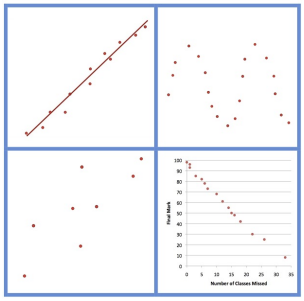
As I sit here writing this, I am thankful for the sunny fall day, my trees are bare, but the snow is not flying yet! This month, instead of bringing in one new resource, I am bringing a routine called Which One Doesn't Belong. It is good for all ages and has the potential to get kids thinking, moving and defending their reasoning!



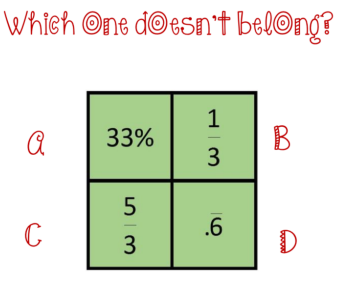
When I first heard of this routine I was immediately taken back to my youth. Sesame Street had a classic game called, Three of These Things. Take a peak at this video, it may bring back a long lost childhood song that you forgot you knew!

While this form of Which One Doesn't Belong allows kids to notice similarities and differences, there is truly only one correct answer. Christopher Danielson, resident of Minnesota and creator of Math On A Stick transformed this routine (pretty sure he gets the credit) such that all of the pictures could be the one that "doesn't belong."

In 2016, Christopher's book was published and it has been bringing pure joy and wonderment to classrooms and households. So, how does it work? You show a set of four pictures. You ask, which one doesn't belong? Then, the best part of the whole routine is you ask, why? When you ask why students have the opportunity to speak mathematically. Not only this, but students have the opportunity to listen to the reasoning of others. Finally, the parent/teacher will be in awe of the brilliance each student brings to the table.



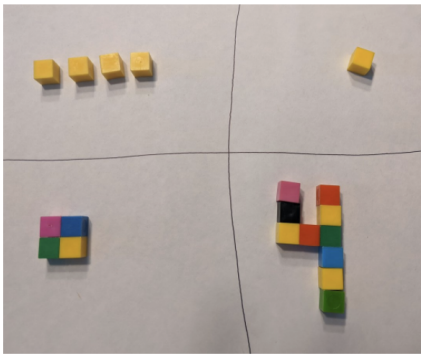
Since 2016, teachers across the globe have been using this routine and doing so much with it. Mary Bourassa, created a website called www.wodb.ca and it is loaded with a variety of free images that will spark conversation and get students noticing different properties among them.



Need some tips? A variety of teachers have written about using this routine. Greta Bergman, also a MN educator, suggests color coding the boxes or labeling them so that students can use the color or label to name which box they chose? In other blog posts from Twitter, teachers suggest giving plenty of time for students to think of their justification. If students have one justification, ask them to determine a second justification.

You can also get students up and moving for this routine. Identify 4 corners of the classroom, one to represent each choice. Have students move to their chosen corner. Give students time in their corner to share with the other students their justification. If students get very good at this once they are in their corner, rotate every group and then ask the group to defend the new corner.

Another idea is to ask your own students to generate their own WODB. When the pandemic struck an amazing group of educators from St. Paul Public schools introduced teachers to MathWithMeMN. They put together videos to encourage teachers to have their students experience more joy and creativity with mathematics. Here is a video helping teachers get students started with creating their own WODB. These are student submissions that appeared on twitter in the spring of 2020.



Have you tried WODB? What are your tips? Share them with us in our Facebook group or on Twitter. If you have never tried WODB, be sure to check it out, you won't be disappointed.

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