

Lesson 18: Which One Doesn't Belong?

Standards Alignments

Addressing 5.MD.C.3

Teacher-facing Learning Goals

- Categorize shapes by their shared attributes.

Student-facing Learning Goals

- Let's create a Which One Doesn't Belong.

Lesson Purpose

The purpose of this lesson is for students to apply their understanding of volume to create a Which One Doesn't Belong activity.

This lesson offers teachers the opportunity to listen to ways in which students describe and calculate volume. After the warm-up, three activities are given, but it is not expected that students do all three. As the activities progress, there is one additional element missing from the Which One Doesn't Belong. The choice of which activities to use is left to the teacher based on how much scaffolding the students may need. This lesson can take 1–2 days if students facilitate their creations with other groups.

Access for:

Students with Disabilities

- Action and Expression (Activity 1)

English Learners

- MLR8 (Activity 1)

Instructional Routines

Which One Doesn't Belong? (Warm-up)

Materials to Copy

- Shape Cards for WODB Design (groups of 2): Activity 1
- Shape Cards for WODB Design (groups of 2): Activity 2

Lesson Timeline

Warm-up

10 min

Teacher Reflection Question

Reflect on your experience with the instructional

Activity 1	15 min
Activity 2	15 min
Activity 3	15 min
Lesson Synthesis	10 min
Cool-down	5 min

routines in the curriculum. What moves or questions have improved the learning for each or your students during this routine? What improvements would you make next time?

Cool-down (to be completed at the end of the lesson)

🕒 5 min

Reflection

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Student-facing Task Statement

As mathematicians, it is important to justify our thinking and listen to the reasoning of others. Describe a time when you learned something new or thought differently about something based on what someone else in the class said today.

Student Responses

Sample response: When we were creating a Which One Doesn't Belong, I thought we could use a square for the final shape, but we couldn't because we needed a quadrilateral that didn't have right angles.