

Odd One Out

Odd One Out provides an opportunity for students to access scientific knowledge to analyze relationships between items in a group. By thinking about the similarities and differences, students are encouraged to use their reasoning skills in a challenging and engaging way. The strategy can be used to stimulate small group discussion after students have had an opportunity to think through their own ideas. As students discuss their ideas in a group, they may modify their thinking or come up with ways to further test or research their ideas.

How to Implement the Strategy:

1. Teacher/facilitator explains the task and the process, and then checks for understanding among the group.
2. Teacher/facilitator presents the topic of discussion to students prior to providing lists students will consider as they work to identify the “odd one out.”

NOTES:

- In order to promote deeper thinking, the teacher/facilitator should choose items and a relationship that is not immediately obvious.
 - Make clear to students that they should explore what they think rather than trying to guess the answer they think you, the teacher, is expecting.
3. Students work independently to identify and record:
 - a. the relationship of the items in the list
 - b. which item does not fit
 4. Students come together in pairs or small groups to share their individual thinking.
 5. Allow students enough time to discuss the various possibilities before homing in on “the odd one out.”
 6. Each small group shares its findings with the whole group. Further discussion should follow.

Taken from:

- Keeley, Page. (2008). *Science formative assessment: 75 practical strategies for linking instruction, assessment, and learning*. Thousand Oaks, CA. Corwin Press in conjunction with NSTA Press.