What Doesn't Belong? 3 — Facilitator Guide

KINDERGARTEN–GRADE 1 · LANGUAGE ARTS · PRINT READY WORKSHEET

What Doesn't Belong? 3: Name it, sort it, circle it. Use the original one-page worksheet; the numbered directions below reproduce the printed task.

Quick Start

Learning target: Work out what three pictures have in common; Spot the picture that does not belong to the group; Say WHY it does not belong

Time	Grouping	Materials
Teacher-paced; adjust to the student	Individual work with adult support as needed	Printed worksheet · Pencil

GUIDING QUESTIONS

What do three of these things have in common? Which one is different, and why?

Show me how you checked your work on What Doesn't Belong? 3.

Facilitation Sequence

1 Introduce the worksheet

Look at What Doesn't Belong? 3. Read the title and printed directions aloud together.

Watch for: Check that students can locate the first task before starting.

TEACHING TIP · A useful prompt here is: "What do three of these things have in common? Which one is different, and why?"

2 Work through the printed tasks

1. Three things in each row go together. Circle the one that does not.

Watch for: Name the objects in each row. Discuss what three have in common, then circle the remaining object. Accept a reasonable explanation when an item could fit more than one grouping.

TEACHING TIP · A useful prompt here is: "Complete the tasks in the order printed on the page."

3 Review together

Revisit the completed parts of What Doesn't Belong? 3. Ask the student to point to their work and explain or demonstrate one choice.

Watch for: Use the actual printed examples when checking a response; do not infer an answer from the worksheet title.

4 Choose a next step

Review progress towards: Work out what three pictures have in common

Watch for: Record which task was completed independently and which needed modelling. Revisit the same printed task with support if needed.

Likely Student Responses, Misconceptions, and Helpful Teacher Moves

Anticipate these — and the response that moves thinking forward.

Students may…	What that might mean…	A helpful next move…
Begin What Doesn't Belong? 3 without following the printed direction.	The task language or order may need clarification.	Read the direction aloud and ask the student to point to where they will begin.

Students may…	What that might mean…	A helpful next move…
Need more practice with this skill: Work out what three pictures have in common	The skill may still need modelling or practice.	Name the objects in each row. Discuss what three have in common, then circle the remaining object. Accept a reasonable explanation when an item could fit more than one grouping.

Equity, SEL, and Trauma-Informed Prompts

Equity

Perspective invitations you can offer students — a second context, a missing voice, a different lived reality.

Offer oral directions and time to become familiar with the worksheet pictures. Do not assume that every pictured object is familiar.

SEL

The emotional and interpersonal demands of this task — confidence, disagreement, frustration points, collaboration.

Use specific feedback about a strategy or effort. Allow a pause and another attempt when the task becomes frustrating.

Trauma-Informed

Participation safety and predictability — a private response option, lower-stakes sharing, predictable structure.

Keep the task sequence predictable. Offer private sharing and do not require personal or family disclosures about the pictures.

UDL, Differentiation, and Language Supports

If students need more support

Scaffolds for the same core thinking: oral rehearsal first, sketch or sort before writing, a worked example, chunked steps.

Name the objects in each row. Discuss what three have in common, then circle the remaining object. Accept a reasonable explanation when an item could fit more than one grouping.

Cover later tasks temporarily and work through one printed direction at a time.

If students are ready for more

Extensions that add complexity, not busywork: compare two approaches, justify a choice, transfer to a new context.

Ask the student to explain how they checked a completed task on What Doesn't Belong? 3.

Invite another example orally; treat this as an optional extension, not an extra printed question.

Language supports

Name the language function (explain, compare, argue, justify) with sentence frames and oral rehearsal.

Read each printed instruction aloud and pair the action word with a demonstration.

Allow pointing, oral rehearsal, or a response in a familiar language before a written response.

Assessment Look-Fors and Next Steps

What to look for

Criterion	What it looks like here	Possible evidence	Helpful next step
Work out what three pictures have in common	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.
Spot the picture that does not belong to the group	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Criterion	What it looks like here	Possible evidence	Helpful next step
Say WHY it does not belong	The student demonstrates this skill in the corresponding printed task.	Observe the completed task and ask the student to explain or demonstrate their approach.	Model the part that needed support, then offer another attempt on the same task.

Reteach signal: If the student cannot explain or demonstrate the printed task, model one example and revisit: Work out what three pictures have in common