EXAMPLES / NON-EXAMPLES

What's it? What's not it?

TRY IT

Give students a mathematical term and ask them to create at least two examples and two non-examples of that term. Invite students to also include some they are not sure about.

WHY TRY IT?

This instructional nudge:

- has an entry point for all students
- supports attending to precision
- gives meaning to each part of a definition
- spurs student creativity

Examples/Nonexamples

1. **Create at least 2 examples of a linear equations and create at least two non-examples of linear equations.**

Examples	Non-Examples
$2x + 6y = 12$	$x^2 = 16$
$y = \frac{-4}{3}x - \frac{5}{9}$	$2x + 4y^3 = 9$
$y + 7 = .5(x - 2)$	$3x^3 + 2x + 9 = y$
$17y - 2x = x + 3$	$\sqrt{x + 6} = y$

Not Sure

$$\frac{x + 4}{12} = 3y \qquad \frac{14}{x} = 9y$$

CLICK FOR TEMPLATE

TEACHER NOTES

Start with an important mathematical term/concept.

Mathematical terms/concepts may include functions, vocabulary words, shapes, etc.

Before assigning this task, take the time to create your own list of examples and non-examples.

⚠ CAUTION

Make sure to check student responses because incorrectly placed examples can lead to lasting misconceptions.

LEVEL UP

- Have students share their examples and non-examples with the class, to create a large list.
- Before providing students with a definition, give them examples and non-examples and have them try to define the term.
- Give students a set of math objects and have them sort the examples and the non-examples accordingly.

DOWNLOAD +1 TRY ANOTHER HOW'D IT GO?