

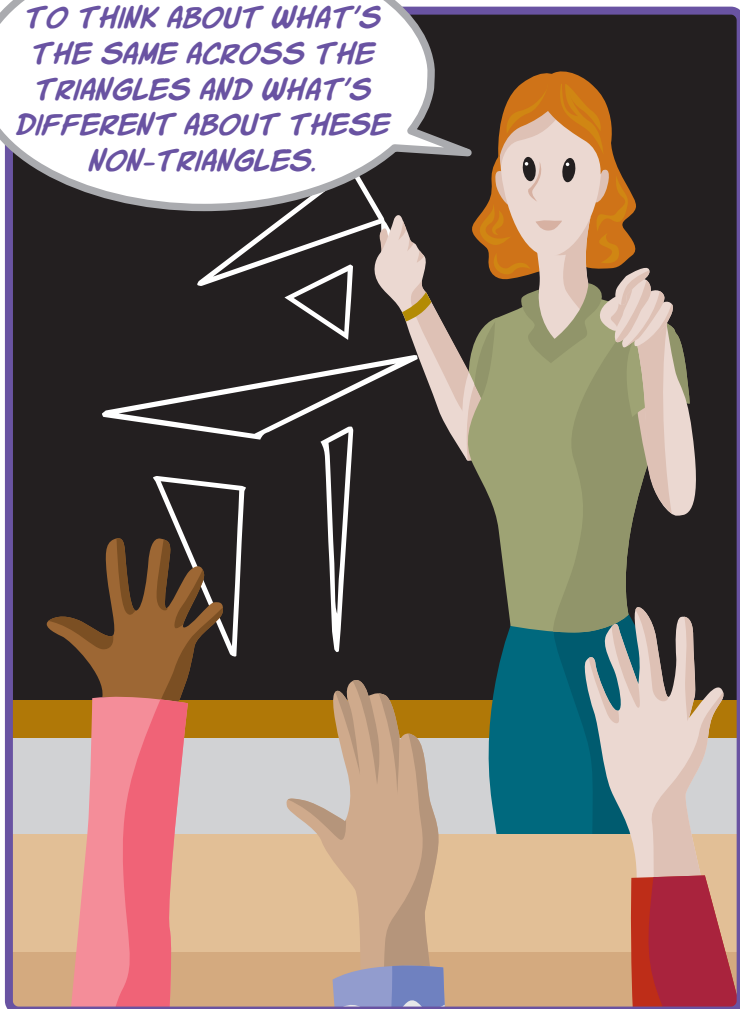


EXAMPLES/NON-EXAMPLES

TRY IT

Provide examples and non-examples of a mathematical concept and ask students to identify the differences between the two sets.

I WANT YOU
TO THINK ABOUT WHAT'S
THE SAME ACROSS THE
TRIANGLES AND WHAT'S
DIFFERENT ABOUT THESE
NON-TRIANGLES.



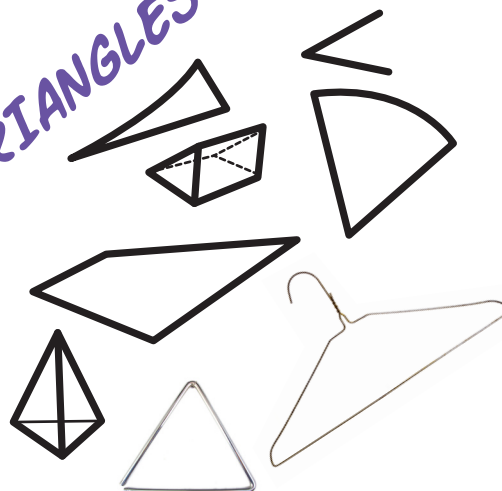
WHY TRY IT?

- Provides an entry point for all students
- Gives meaning to each part of a definition
- Supports precision and creativity in thinking

TRIANGLES

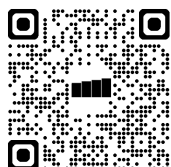


NON-TRIANGLES



TEACHER NOTES

Choose a mathematical concept with clearly identifiable features, such as integer, rectangle, or linear function. Design non-examples that are close to correct examples but violate one important characteristic. Use discussion about the contrasts to build conceptual understanding.



CAUTION

Make sure the non-examples are close to the term/concept because far out non-examples are not especially helpful.

