### Three Criteria

<table>
<thead>
<tr>
<th></th>
<th>Varied Examples</th>
<th>Contrasting Non-Examples</th>
<th>Prompts to Elaborate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There are varied examples that will draw student attention to the deep structure of the concept</td>
<td>There are contrasting non-examples that will draw student attention to the boundaries of the concept</td>
<td>Students are prompted to elaborate about the connections and differences among examples and non-examples</td>
</tr>
</tbody>
</table>

### Session Resources

|   | Handout: [Analyzing the Use of Varied Examples](#) | Handout: [Analyzing the Use of Contrasting Non-Examples](#) | Click HERE to access Sample Prompts to Connect/Distinguish Varied Examples and Contrasting Non-Examples |

## Additional Activities

### 4 But when will I use examples and non-examples?

1. Introducing new vocabulary
2. Categorizing
3. Building understanding of new concepts or procedures

Click HERE to access sample scenarios to use examples and non-examples

### 5 Vignette

A 5th grade teacher is facilitating a lesson on substances that are soluble and insoluble as part of a unit on Modeling Matter.

Click HERE to access the vignettes for analysis. Be sure to evaluate each vignette based on the three criteria.

### 6 Let's put it into practice

Two examples with Missouri Learning Standards

**Content-Literacy Unit: The Circulatory System**

**Mathematics: Subtracting Fractions from Mixed Numbers**