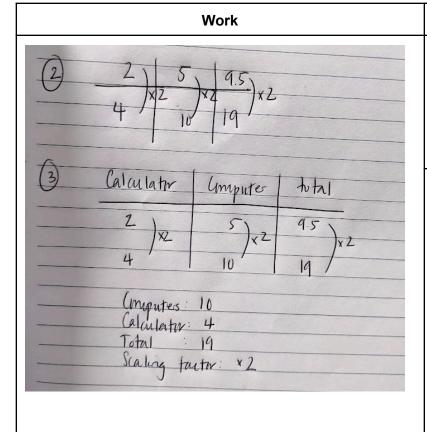
## **Exemplar vs Non Exemplar**

Identify which sequence of questions are exemplar for show-calling in whole-class discussion. Why and why not?

• Today is the benchmark day, Miss Walker has to take away all students' electronic devices. She finds out that the ratio of the calculator to the computer is 2 to 5 while the ratio of the calculator to total numbers of electronics is 4:19. How many electronic devices of each type are there?



## **Sequence of Questions**

## Show-calling work #2

- What did this scholar do?
- What model is this?
- How did the model help the scholar solve the problem?
- What can be better about this model?

## Show-calling work #3

- What did this scholar do? (Use a table to find equivalent ratio)
- What model is this? (Ratio table because this is a ratio problem)
- How did the model help the scholar solve the problem? (they put the 2 in the calculator, 5 in computer)
- Why? (Because the ratio of the calculator to the computer is 2 to 5)
- Someone explain the second set of ratio for me and where it comes from (the ratio of the calculator to total numbers of electronics is 4:19)
- How did they find the missing calculators? (They identify the scaling factor as 2 because 2 x 2 is 4. The they know ratio is constant so the scaling factor of computer must also be 2, so 5 x 2 = 10)
- What did you notice about the way this scholar organize their

	work? (They label all quantities and have their work organized neatly. They also have a sentence to answer the question)
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