

Facilitation Guide

This guide provides an overview of common scenarios and questions that may arise during the implementation of the nudge, along with strategies to support its success.

MLR Nudge 6

Withhold the Question

Recap

The nudge encourages students to focus on the problem's context by momentarily withholding the question. It promotes contemplative problem-solving skills and keeps the class on the same page instead of some students racing ahead of others.



Situation: There is a lack of problem contexts to choose from based on the topic.

Word problems are great starting points for this strategy. Use your curriculum resources and find word problems, but withhold the final question.

Sometimes, teachers may struggle to find a variety of engaging contexts that align with specific math topics; they should consider collaborating with colleagues to share and develop a broader range of problem contexts.

To create more engaging scenarios, they can draw inspiration from real-world events, student interests, and interdisciplinary connections.



How long should this discussion be?

The discussion about context could become longer, depending on personal experiences and questions that students might share.

Try to set clear boundaries and gently steer the conversation back on track if tangents occur.

Use targeted questions to guide the discussion and ensure it remains focused on the key aspects of the context.

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Situation: Students become focused on solving.

Students may not have ever been asked to answer a question about the context of the problem. Encourage them to predict the question but guide them to focus on understanding the context first. Make sure to explain the purpose of withholding the question and emphasize the importance of understanding context first. After revealing the question, if these students finish their problems early, have them create more problems to solve based on the context.

Use these questions to guide a discussion and remind students that understanding is just as important as solving the problem.

Do you have a question about what is presented in this problem?



Is there anything familiar in this problem to you?

What do you notice about the problem?



What do you wonder about the problem?



Situation: Only a few students participate in the discussion.

Ensure all students have the opportunity to engage by incorporating individual think time before group discussions.

Use strategies like **think-pair-share** to allow students to formulate their thoughts and share them with a partner before contributing to the whole class.



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What should the teacher be focusing on during this nudge?

Teachers should consistently work to create a classroom environment where all students feel comfortable participating, which includes building strong relationships with them.

During the activity, teachers should emphasize the importance of understanding the context of problems and guide students to make meaningful connections.

