

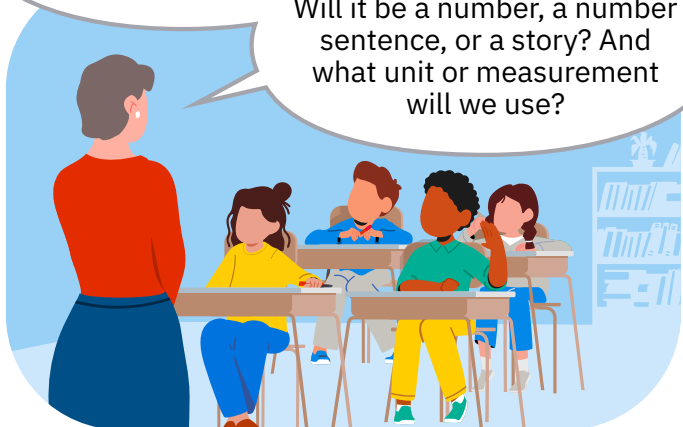
And the Answer Is...

Anticipating the format of the answer increases successful solutions.

Prior to solving a task, have students anticipate the format (e.g., numerical, number sentence, equation) and unit (e.g., meters, inches, serving size, apples) of the solution.

Before we solve this, what do you think the solution will look like?

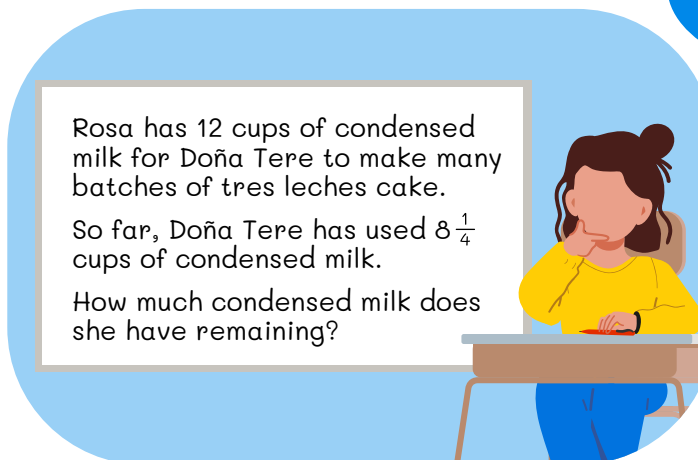
Will it be a number, a number sentence, or a story? And what unit or measurement will we use?



Rosa has 12 cups of condensed milk for Doña Tere to make many batches of tres leches cake.

So far, Doña Tere has used $8\frac{1}{4}$ cups of condensed milk.

How much condensed milk does she have remaining?



My answer will be a number that is measured in cups or my answer will be a fraction.



Why Try It



*This nudge **supports students' understanding** by having them anticipate the solution format and unit before solving. It **focuses their attention** on what the solution will look like and connects it to the problem context.*

MLR 6: Three Reads

Students reading through a task should focus on the aim. This strategy can complement the three-read approach by encouraging students to anticipate the solution during the final read-through of the task.

Teacher Notes

- Treat students' thinking as a conjecture. If it's incorrect, encourage them to revisit their initial reasoning. With incorrect formats/units, you may also wish to point out that it might be correct for a slightly different problem but then reorient them to the actual question.
- Students can compare and contrast their thinking about the solution format prior to solving the task.



Caution

Avoid having students solve the problem. The point is to anticipate the solution form to build sense-making, not to get the answer.