

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., real number, expression, equation, ordered pair) and unit, if applicable (e.g., meters, inches, square units, dollars) of the solution.

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

Will it be a number, an equation, an ordered pair?
And what unit or measurement will we use?



Ray Ji is a social media influencer. So far he has earned \$21,123.43 this year and makes \$0.238 per ad view.

His goal is to earn \$57,262 by year-end.

Write and solve an equation to find how many ad views he needs to meet this goal.



I'll need two answers: an equation and a number that is measured in the number of ad views.



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.