PDPD

AND THE ANSWER IS...

TRY IT

Before solving a task, ask students to predict the form (e.g., numerical, number sentence, equation) and unit (e.g., meters, inches, apples) of the solution.

WHY TRY IT?

- Supports understanding of solution format and units
- Focuses attention on what the solution should look like
- Promotes connections to the problem context



TEACHER NOTES

Treat students' predictions as conjectures rather than final answers. If predictions are incorrect, encourage students to revisit and revise their reasoning after solving. Students can also compare and discuss their predicted formats and units before beginning the task.

CAUTION Avoid having students solve the problem right away. The initial point is to anticipate the solution form to build sense-making.

Zwiers, J., Dieckmann, J., Rutherford-Quach, S., Daro, V., Skarin, R., Weiss, S., & Malamut, J. (2017). *Principles for the design of mathematics curricula: Promoting language and content development.* https://ul.stanford.edu/resource/principles-design-mathematics-curricula-and-mlrs

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