



MONITOR AND ADJUST		
UNDERSTAND	Definition	Students reflect on and review their work, correcting any miscalculations. If necessary, they adjust their strategy or the equation they used to help them accurately solve the problem.
	When to Teach This Strategy	<ul style="list-style-type: none"> This strategy should be employed <i>all</i> the time. That being said, students can use this strategy <ul style="list-style-type: none"> when they get stuck and cannot find a solution; and as a way to check over their work, ensuring their work is accurate and that their method for solving makes sense.
PREPARE	Why We Teach It	For students to solve problems accurately, they need to be able to independently monitor and adjust their methods for solving.
	Secrets to Success	For students to be successful with this strategy they must be able to <ul style="list-style-type: none"> understand what the problem is asking them to do; be able to organize a method for solving the problem; and think critically about the problem so that if they get stuck, they can solve it in a different way.
TEACH	How We Teach It	<p>Modeling a think-aloud during the “I Do” focus lesson:</p> <p>Explain to students that they are going to learn a math strategy called Monitor and Adjust that they will use all the time. It will help them be accurate with their work and make adjustments when they make a mistake.</p> <p>Using the strategy Monitor and Adjust looks like this:</p> <p>First, read through the problem. Then ask yourself what the problem is asking you to do. Consider which method you will use to find a solution. As you work to find a solution to the problem, regularly ask yourself whether the method you’re using and the calculations you find make sense. If you find a mistake in your thinking, make changes to help yourself get back on track.</p> <p>After modeling this strategy three or four times with several different math problems we provide chances for students to practice during the “We Do” focus lesson. Students practice the strategy Monitor and Adjust using several different types of math problems.</p>
		<p>Suggested Language</p> <ul style="list-style-type: none"> <i>Have I solved a problem similar to this one before? If so, how did I arrive at my solution?</i> <i>What am I being asked to solve?</i> <i>If I am stuck, where can I go for help?</i> <i>What is another way that I can go about solving this problem?</i>
SUPPORT	Instructional Pivots	<ul style="list-style-type: none"> Teach students to mark up the problem (for example, underline important information, symbols, patterns). Teach students to look at how the problem is organized to determine if they’ve already seen and solved a similar problem. Introduce students to multiple ways to solve the same type of problem. (Mental math is excellent for showcasing this.)
	Partner Strategies	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> Draw a Picture Estimate Use a Math Formula Think Aloud Look for a Pattern Create an Organized List Work Backward