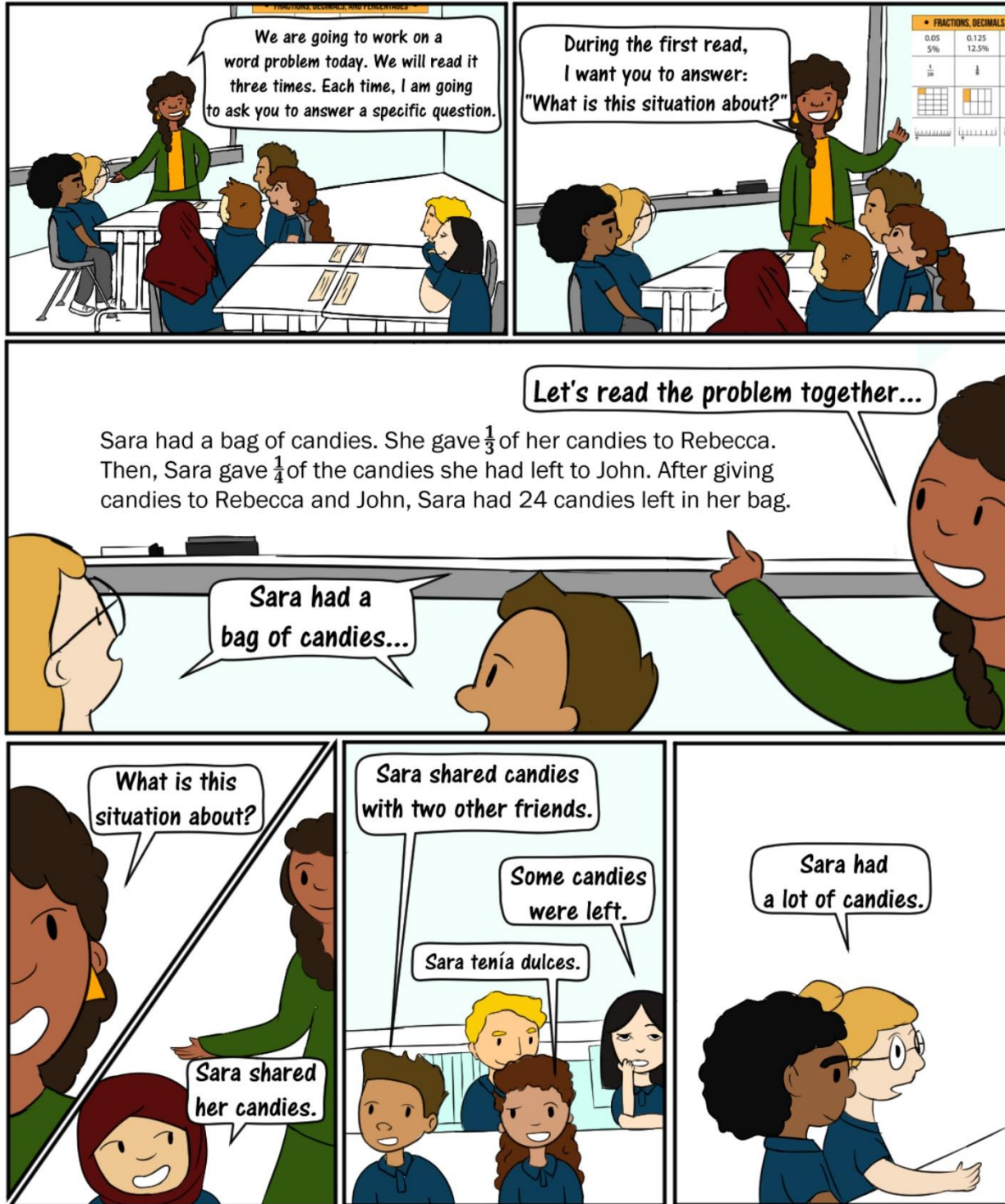


## The First Read

The **three reads** routine helps students gain access to the language and mathematics of word problems. The purpose of the first read is for students to get the gist of the situation. Use a problem stem—a word problem from which the question has been removed: a situation.



**Panel 1:** The teacher stands at the front of the classroom, addressing the students. A speech bubble says: "We are going to work on a word problem today. We will read it three times. Each time, I am going to ask you to answer a specific question."

**Panel 2:** The teacher points to a poster on the wall titled "FRACTIONS, DECIMALS, AND PERCENTS". A speech bubble says: "During the first read, I want you to answer: 'What is this situation about?'"

**Panel 3:** The teacher reads the problem aloud. A speech bubble says: "Let's read the problem together..."

**Problem Text:** Sara had a bag of candies. She gave  $\frac{1}{3}$  of her candies to Rebecca. Then, Sara gave  $\frac{1}{4}$  of the candies she had left to John. After giving candies to Rebecca and John, Sara had 24 candies left in her bag.

**Panel 4:** A student repeats the first sentence of the problem. A speech bubble says: "Sara had a bag of candies..."

**Panel 5:** A student asks a question. A speech bubble says: "What is this situation about?"

**Panel 6:** A student shares their understanding. A speech bubble says: "Sara shared her candies."

**Panel 7:** A student shares their understanding. A speech bubble says: "Sara shared candies with two other friends."

**Panel 8:** A student shares their understanding. A speech bubble says: "Some candies were left."

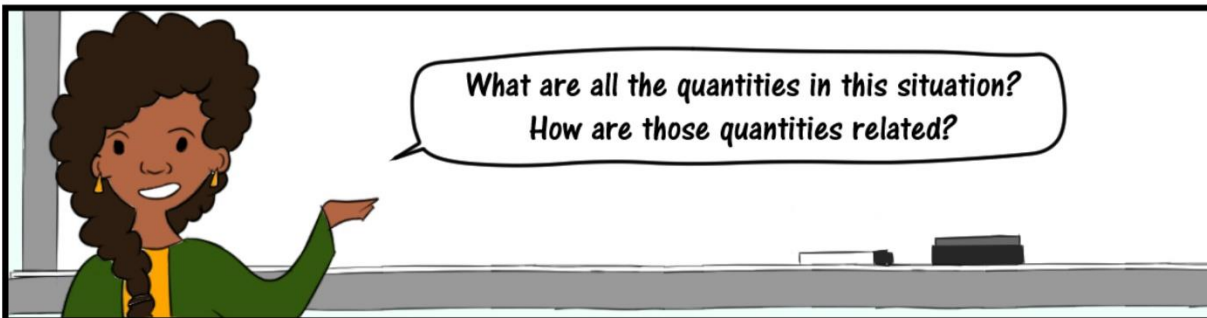
**Panel 9:** A student shares their understanding. A speech bubble says: "Sara tenía dulces."

**Panel 10:** A student shares their understanding. A speech bubble says: "Sara had a lot of candies."

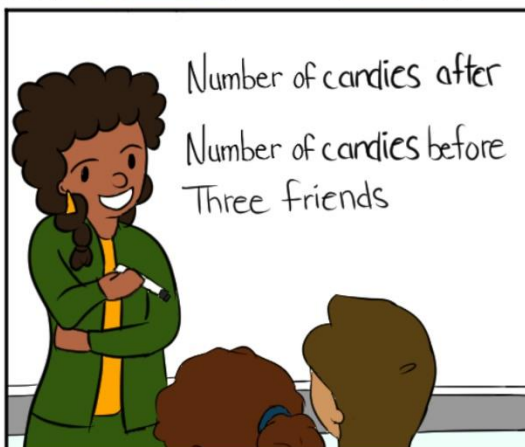
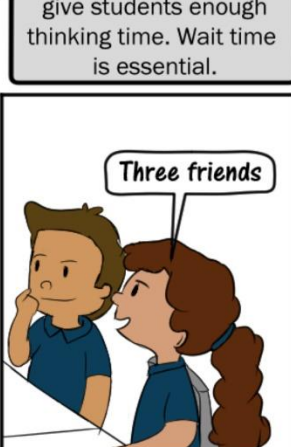
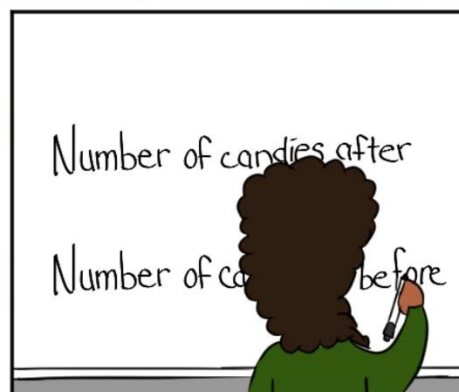


## The Second Read

In the second read, focus students' attention on identifying the implicit and explicit quantities—numbers and units—in the situation.



It is very important to give students enough thinking time. Wait time is essential.







Number of candies after  
Number of candies before  
Three friends  
24 candies

NOTICE: The teacher does not point out that "24 candies = number of candies after". Inferring the equality of the two phrases is the student's problem-solving job, not the teacher's.

$\frac{1}{3}$  of the candies.

Which candies?

The candies in the bag.

In the bag before or after?

Before

Number of candies after  
Number of candies before  
Three friends  
24 candies  
 $\frac{1}{3}$  of candies before

The sum of all the candies she took out of the bag.

Thank you for pointing that out.  
That's a number that is not mentioned in the text but can be "inferred" from comprehending the text.

24 candies  
 $\frac{1}{3}$  of candies before  
The sum of all candies

What does it mean when we "infer" something while comprehending a text?

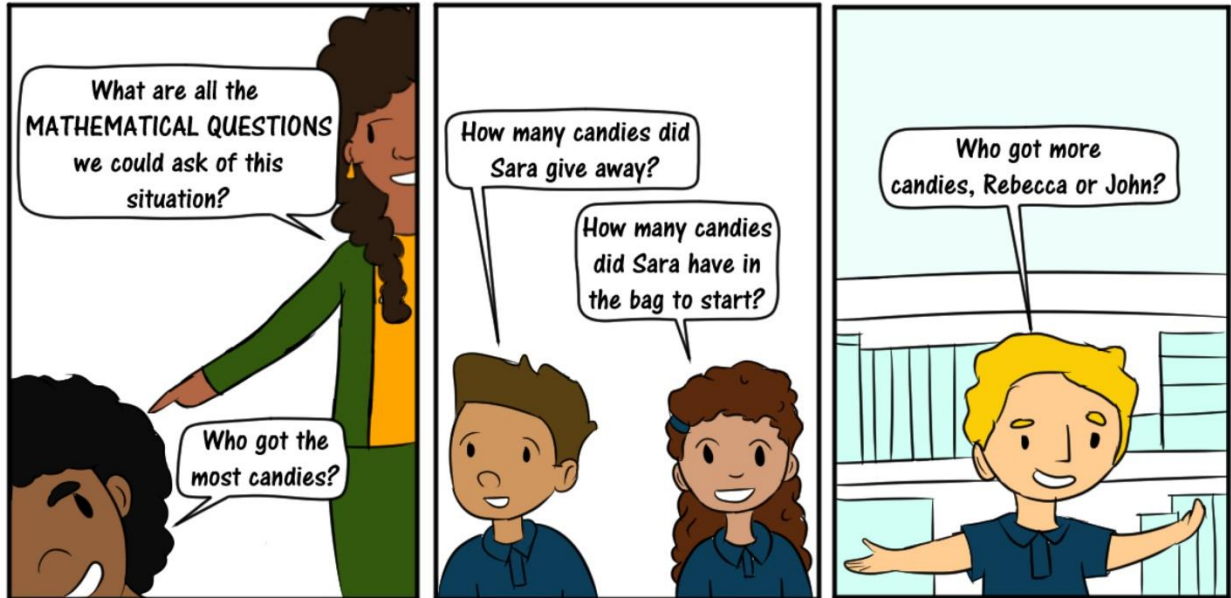
When it doesn't say it, but you know it because you know what is going on.

Before you read it a third time, ask students to draw a diagram that represents the quantities in the situation and how those quantities are related.



## The Third Read

The purpose of the third read is to identify all the possible **mathematical questions** that could be asked of the situation. Focus students' attention on **mathematical questions** that can be answered with the information given.



Listen for questions that would require additional information and use them as extensions later.



After the third read, choose a question for the class to solve based on the mathematical learning goals of the lesson, either from the questions posed by students or one that you selected ahead of time.