Three Reads Instructional Routine Planner

Problem or Problem Stem

Read “Like a Mathematician” Three Times Yourself

Read once: This problem is about...

Read second time: I am trying to find out...

Read third time: Important information is...

Anticipate Student Responses to each of the Three-Reads Questions

This problem is about...

I am trying to find out...

Important information is...

Consider the Language Complexity of the Problem

Are students familiar with context? If not, how will you familiarize (e.g. picture, realia, video...)
Are there words that need to be defined and/or recorded?
### Launch

**Lesson Goal**

Learn to “read like a mathematician”. Pay attention to quantities and relationships in a problem statement.

### Read the Problem 3 Times

1. **1st Read** What is the problem about?
2. **2nd Read** What is the question?
3. **3rd Read** What is the important information?

### First Read

1. **1st Read**
   - What is the problem about?
   - What, if anything, will you record?

### Second Read

1. **2nd Read**
   - What question variations will your record?

### What’s the Question?

INSERT TASK HERE

State the question in your own words.

What quantity am I trying to find?
THIRD READ

Pair → Full Group Share

What quantities do you want recorded?
What relationships do you want recorded?

NOTES AND POST ROUTINE STEPS

NEXT STEPS: What will students do after the 3-Reads?
- Reflect on “Reading like a mathematician”?
- Create a visual or picture of the problem context?
- Solve the problem?
- Pose and solve their own questions about the problem stem?
- Other