***Read Two Ways* Overview**

**Directions for Read Two Ways**

* **First Read:** Share what is known about the problem without using any numbers or operations.
* **Second Read:** Share what is known about the problem, relating the numbers to the observations in the first read. Don’t use any operations.

**Characteristics of Problems Suited for Read Two Ways**

* The situation in the problem is imperative to the solution.
* The problem cannot be solved by solely extracting the numbers.
* There are multiple pieces of information.
* There are multiple ways to start and solve the problem.
* The problem allows for collaboration and discussion.
* The problem has the potential to broaden learners’ skills or deepen their mathematical understanding.

***Example:*** *Marcus can choose between a monthly salary of $1500 plus 5.5% of sales or $2400 plus 3% of sales. He expects sales between $5000 and $10,000 a month. Which salary option should he choose? Explain.*

**Characteristics of Problems *Not* Suited for Read Two Ways**

* The context of the problem is irrelevant to the solution.
  + *Diana calculated that she spent about 5.4 x* *seconds doing her math homework in October. Write this time in standard notation.*
* The problem simply asks for identification.
  + *A grocery store has a shelf with half-gallon containers of milk. What type of number best represents the total number of gallons?*

**Read Two Ways Protocol for Word Problems in Math**

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|  | **What the teacher does** | **Key Question** | **What the students do** |
| **Preparation** | * Identifies word problem/story * Anticipates language and math challenges * Anticipates possible student solution pathways * Anticipates possible student misconceptions |  |  |
| **1st Read** | * Orally reads the word problem/story * Prompts Turn and Talk about the context only- no numbers, no solution * Whole class gist of the story | **Who can share an idea about one thing you know about the problem?** | * Sit with a partner * Listen to the problem * Turn and Talk: discuss the problem or story in their own words without exact numbers or solution * Share out gist of problem as a class |
| **2nd Read** | * Whole class choral read of the story again * Prompts Turn and Talk about the numbers and how they relate to the problem * Leads discussion of quantities and units and their relationships | **Who can share an idea about at least one number in the problem?** | * Turn and Talk: discuss quantities, units and how they relate to the situation * Share out during discussion |
| **Work Time** | * Monitors student work * Facilitates through questioning * Directs student thinking back to the situation in the problem and how the quantities relate to it |  | * Decide on the solution pathway * Select strategies/tools to solve the problem |