Lesson 8 – Reading to Create a Plan
In this lesson, students will work with Numberless Word Problems to focus on reading carefully, determining important information, and creating a plan strategically.

Resources:

Materials:
- Dot card (for Number Talks)
- RD2W Anchor Chart
- RD2W Graphic Organizer
- Selection of Numberless Word Problems ([https://bstockus.wordpress.com/numberless-word-problems/](https://bstockus.wordpress.com/numberless-word-problems/))

Procedure:
Part 1 – Number Talk (10 min.)
- “Good morning, Mathematicians! Once again, we will begin today with a Number Talk. (Transition to the Meeting Area.)
- “Ok, Mathematicians. Get ready!” Show the dot card briefly, then hide it. Ask students to share their initial answers.
- Repeat the procedure, reminding students that it is OK if they want to revise their first answer. That’s a sign that their brain is growing!
- Ask students to share how they saw the dots. Record student ideas in drawings and equations.

Part 2 – Reading to Create a Plan (20 min.)
- Connect
  - “Mathematicians, yesterday we learned about a useful process for helping us to organize our thinking while solving problems, called the RD2W Process. Let’s review the parts of the process together.”
  - Review the RD2W Process anchor chart, probing students to explain parts of the process further. This can be done in partners or with the whole group.
- Teaching Point
  - “Today, we are going to focus on the first part of the process – Read. It is very important for mathematicians to make sense of problems by reading them carefully before, during, and after the solution process. We are going to do this today using a special kind of problem to help us focus on the reading and sense-making called Numberless Problems.”
- Modeling
  - “Now I am going to model how I read and make sense of a Numberless Problem.”
Choose a simple word problem and demonstrate the 3 reads – Reading to Get the Gist, Reading to Determine Essential Information, and Reading to Review – using a Notice and Wonder process. Ask students questions during the think aloud. Record the important information on the READ section of the recording chart.

- What do you see?
- What did I do? Why did I do it?
- What did _____ just say?

Active Engagement
- Distribute the RD2W Organizer and Recording Chart
- “Now, Mathematicians, we are going to read another problem together using the RD2W Process.”
- Present another simple word problem using projector or document camera, if available. Write it on the board if not.
- Alternate between having students work independently, with a partner, and discussing with the whole class through a Notice and Wonder of the problem or problems you choose.

Part 3 – Independent Practice (20 min.)
- “Mathematicians, now you are going to have a chance to practice reading and making sense of problems on your own. During this independent work time, I’d like you to focus on the habits of productive problem solvers, asking your tablemates for ideas or feedback and using the charts we have made.”
- “There are three levels of challenge for the problems I am going to give you. The easy level problems are simple, like the ones we did together. The middle level problems are a bit more challenging, and the challenge level problems are the most challenging. You may choose which level of challenge you feel that you are ready to start with.”
- Give students 20 minutes to work, circulating while observing, probing student thinking. Also, refer back to the Math Mindset Charter to praise student efforts.
- Today’s practice time is not about getting answers correct. It is about giving students an opportunity to practice reading and making sense of problems and using the habits of productive problem solvers.

Part 4 – Closure (5 min.)
- “Mathematicians, you worked very hard today to learn the three reads of problem solving. Think for a moment about something you felt challenged you today.” Give 20-30 sec. wait time.
- Ask students to share something they felt challenged them and how they worked through those challenges.