Example:
Ms. Smith's Classroom

Ms. Smith shares the problem on her screen and reminds students of their Three Reads Strategy: "First, we are going to read to understand what the problem is about, then we will read it a second time to look for the quantities, or amounts, and then we will read one more time before determining how to solve the problem." Ms. Smith then supports students in going through the process:

1st Read: **Visualize and Summarize**

Ms. Smith: "Remember that for our first read we are listening and visualizing what is happening in the scenario to make sense of the problem. Follow along as I read aloud and make a picture in your head about what is happening and what we are trying to find out."


Geoffrey wants to make one planter that extends from the ground to just below his back window. The window starts 3 feet off the ground. If he wants the planter to hold 36 cubic feet of soil, name one way he could build the planter so it is not taller than 3 feet. Explain how you know.

Students follow along as Ms. Smith reads aloud. Afterwards, she tells students to take a moment to think about how they would summarize what the problem is about and what we are trying to find out. She encourages them to draw it out if that helps them. She then uses the Breakout Rooms feature on Zoom to send students to breakout rooms with a partner where they can take turns summarizing what's happening in the problem. Afterwards, Ms. Smith brings the students back to the class zoom and draws their attention to the language in the word problem and provides visuals that help them understand what's happening:

A planter is a container where plants are grown.

Ms. Smith connects this new concept of a planter to the rectangular prisms students have been working with in the past few lessons and helps them understand that the planter is made up of layers of cubic units like this:
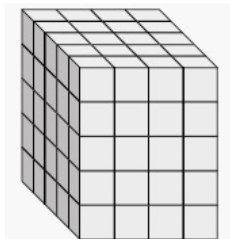
2nd Read: Look for Quantities

Ms. Smith then has students do a 2nd read of the problem, this time with a focus on identifying the quantities. Students take note of the following quantities:

- 3 feet: the space between the window and the ground (Ms. Smith points out that this is also the "maximum height of the planter box")
- 36 cubic feet: the amount of soil the planter box should hold (Ms. Smith points out that this is the "volume of the planter box")

3rd Read: Discuss Possible Solutions

Ms. Smith then has students read the problem for a third time and this time, think about what questions they can ask based on the information shared in the problem. Students use the chat feature in Zoom to write at least one question that could be answered using the information in the problem. Students write things like:

How tall is the box?
How long is the box?
How big is the box?
What are the different sizes the box can be?
How wide is the box?

Ms. Smith reads aloud some of the questions as students share them in the chat, then says "These are all such great questions! I am going to say it another way for us. **What are the possible dimensions of his planter box?** Notice I said "possible dimensions" - that's because there is more than one way this can be done! Now you will take a few minutes on your own to think about at least one way that works and just remember that your box can not be higher than 3 feet tall."

She gives students a moment to think and work independently before sending them back to breakout rooms to share their ideas with their partner. This time, she asks them to switch the order so that the person who shared first last time listens first this time. Ms. Smith pops into a few breakout rooms to listen to student conversations and identifies 2 students who had different approaches to share their ideas once everyone comes back to the whole group Zoom.

Mr. Clark shows the word problem on his screen.

> Geoffrey wants to make one planter that extends from the ground to just below his back window. The window starts 3 feet off the ground. If he wants the planter to hold 36 cubic feet of soil, name one way he could build the planter so it is not taller than 3 feet. Explain how you know.

He uses the Breakout Rooms in Zoom to group students by ability to work on the problem so that faster students won't be bored and so that he can help the slower students who need more help. He decides to meet with his "red group," which is comprised mostly of ELs. First, he reads aloud the problem. Mr. Clark expects that his students will have a lot of difficulty with this problem so he decides to "walk them" through the problem so that it will be easier. He begins by explaining a visual he drew to represent the problem:
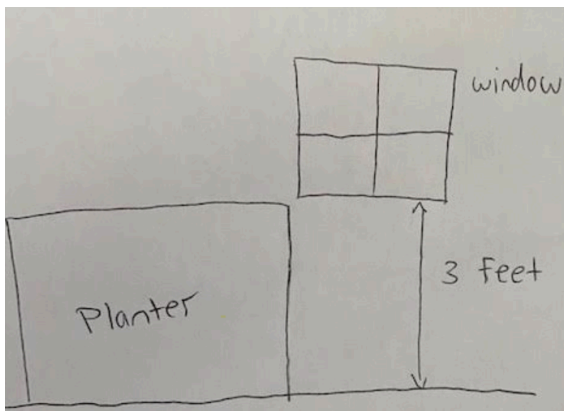
"We know that his window is 3 feet above the ground and that he wants to build a planter box that fits underneath his window, so it can't be taller than 3 feet. We also know that the planter box has to hold 36 cubic feet of soil. Our job is to figure out how tall, wide and deep the planter box has to be to hold that much soil." He then uses the WhiteBoard feature on Zoom to write the following:

_____ x _____ x _____ = 36 cubic feet

"What three numbers can we multiply to get 36?"

He gives students a few minutes to try a few different combinations. Students hold up their homemade white boards to show the ways they multiplied to get a product of 36. He sees that all of the students had a correct answer and notices that there were several different solutions.

He says, "Awesome job! And look, a few of us had different ways of solving but they are all right because they all equal 36 - that's pretty cool!"