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## MLR 6: Three Reads

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### Read #1: Understand the Situation, Context or Main Idea (1 min)

- Conduct a Shared Reading (one person reads aloud, everyone else reads with them).
- Ask students “what is this situation about?” after the reading.
- Identify and resolve any challenges with any non-mathematical vocabulary.

### Read #2: Identify Quantities

- Conduct an Individual, Pairs, or Shared Reading.
- Have students list the things that can be counted or measured.
  - Encourage them to focus on the names of the quantities, not specific values.
- Urge students to be specific about the quantities rather than discuss their relevance.
  - Examples: “*number of people in her family*” rather than “people,” or “*number of markers*” instead of “markers”
- Listen for quantities that are explicit (example: 32 apples) in comparison to others which are implicit (example: the time it takes to brush one tooth).

### Read #3: Final Question or Prompt (1-2 mins)

- Conduct an Individual, Pairs, or Shared Reading.
- Reveal the final question or prompt.
- Facilitate discussion about possible solution strategies, referencing the relevant quantities recorded after the second read.
- Suggest that students create diagrams to represent the relationships among quantities identified in the second read, or to represent the situation with a picture (Asturias, 2014).