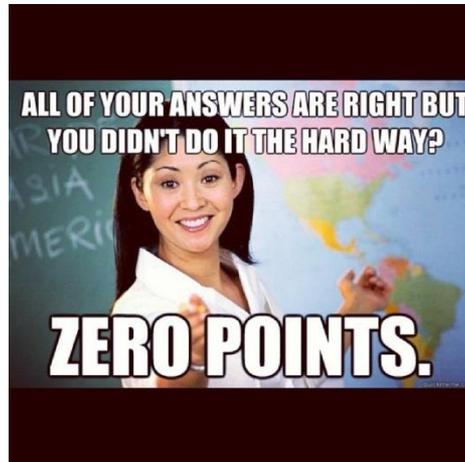


Eureka: Read, Draw, Write Process



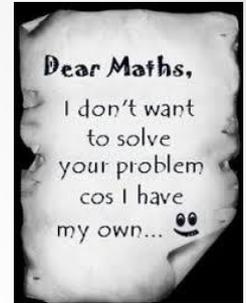
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Math Does Not Have to Be Hard!

<https://www.youtube.com/watch?v=6bID-cfko1A>

Objectives



- Participants will gain a deeper understanding of the Read, Draw, Write Process.
- Participants will learn how to engage students in using the Read, Draw, Write Process to solve word problems.

Real-World Problems in LSSM

K	K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
1	1.OA.A.1	Use addition and subtraction within 20 to solve word problems.
	1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20.
2	2.OA.1	Two-step, addition and subtraction within 100
3	3.OA.8	Two-step, involving the four operations.
	3.MD.3	Two-step, how many more and how many less questions using the information presented in scaled bar graphs with several categories.
4	4.OA.3	Multi-step, involving whole numbers and the four operations.
5		Multi-step, real world problems involving whole numbers, fractions, and decimals using the four operations.

The Read, Draw, Write Process

1st- Read the entire problem. Whole Group or Independently.



2nd -Students read the 1st sentence, then draw and label. Students read the second sentence, **THEN** draw and label some more etc...



3rd - Students write an equation and then a statement that includes the solution to directly answer the question.

RDW

Instructional Indicators

- Students moving back and forth between reading the problem and drawing to make sense.
- Teachers strategically choosing a model or offering a choice between models. Overtime, students selecting appropriate models.
- Teacher facilitating the sharing and critiquing of answers.



RDW in Action

Pink: How were students engaged in reading and understanding the problem?

Yellow: What strategic models were used?

Green: How were students engaged in writing equations and written statements?

Orange: How did the presenter facilitate the sharing and/or critiquing of answers?

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Kindergarten: M5 L21

Peter saw 8 puppies at the pet store in a cozy cage. While he was watching them, 2 hid in a little box. How many puppies could Peter see then?

1st Grade: M4 L8

Anthony picked 25 strawberries.
He picked some more
strawberries. Then, he had 35
strawberries.

How many more strawberries
did Anthony pick?

2nd Grade: M5 L1

The shelter rescued 27 kittens in June. In July, 11 kittens were rescued. In August, 40 more were rescued.

- a. How many kittens did the shelter rescue during those 3 months?
- b. If 64 of those kittens found homes by the end of August, how many still needed homes?

3rd Grade: M1 L5

Stacey has 18 bracelets. After she organizes the bracelets by color, she has 3 equal groups. How many bracelets are in each group?

4th Grade: M3 L6

There are 400 children at Park Elementary School. Park High School has 4 times as many students.

- a. How many students in all attend both schools?
- b. Lane High School has 5 times as many students as Park Elementary. How many more students attend Lane High School than Park High School?

5th Grade: M3 L3

One ninth of the students in Mr. Beck's class list red as their favorite color. Twice as many students call blue their favorite, and three times as many students prefer pink. The rest name green as their favorite color. What fraction of the students say green or pink is their favorite color?

What surprised you about
working through the RDW
process yourselves?