

## RDW or Read, Draw, Write (a Number Sentence and a Statement)

Mathematicians and teachers suggest a simple process applicable to all grades:

- 1) Read.
- 2) Draw and label.
- 3) Write a number sentence (equation).
- 4) Write a word sentence (statement).

The more students participate in reasoning through problems with a systematic approach, the more they internalize those behaviors and thought processes.

- What do I see?
- Can I draw something?
- What conclusions can I make from my drawing?

Modeling with Interactive Questioning	Guided Practice	Independent Practice
<p>The teacher models the whole process with interactive questioning, some choral response, and talk such as “What did Monique say, everyone?” After completing the problem, students might reflect with a partner on the steps they used to solve the problem. “Students, think back on what we did to solve this problem. What did we do first?” Students might then be given the same or a similar problem to solve for homework.</p>	<p>Each student has a copy of the question. Though guided by the teacher, they work independently at times and then come together again. Timing is important. Students might hear, “You have 2 minutes to do your drawing.” Or, “Put your pencils down. Time to work together again.” The Debrief might include selecting different student work to share.</p>	<p>The students are given a problem to solve and possibly a designated amount of time to solve it. The teacher circulates, supports, and is thinking about which student work to show to support the mathematical objectives of the lesson. When sharing student work, students are encouraged to think about the work with questions such as, “What do you notice about Jeremy’s work?” “What is the same about Jeremy’s work and Sara’s work?”</p>