Intervention Session Plan Template

Date: ____11/16_____

Planned Session Time: __21-26 min.
Actual Session Time: __

Pre-lesson

Learning Goals/Objectives What will your students be able to do by the end of the lesson?	**Student(s):** Please use student codes if submitting electronically. Number: 4
My version: Students will be able to draw arrays to solve multiplication problems involving single digits. Student version: Students will solve multiplication problems with arrays.	**S.A., I.B., A.C., K.L.** Broader Common Core objective: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Materials	**Timed Agenda**
2 White Boards (Do Now and Goal), 6 pieces of graph paper, index cards, printed spinner with single digit numbers	3 minutes - Review of arrays 1 minutes - I do: Explain array game 3 minute - We Do: Students review Mrs. Rodrigue's rules for solving arrays 6-10 minutes - Students play array game 2 minutes - Exit ticket 5 minutes - Buffer Time

Assessment

- How will you know whether your students have made progress toward the objective?
- What would an exemplar response look like?

Students should be able to successfully solve every problem that they "create" through the array game. Students should be able to solve the more complex array problem on their exit ticket.

Reading Concepts Covered:	• Reading Comprehension • Fluency • Vocabulary • Writing	**Math Concepts Covered:**	• Conceptual Understanding • **Procedural Fluency** • Strategic Competence • Adaptive Reasoning

Key Points
What three to five key points will you emphasize?

WHAT?
- Arrays are an important way to solve multiplication problems

WHY?
- This will allow you to visualize what you're actually doing when you multiply

HOW?
- Use the 3-step plan that Mrs. Rodrigue has taught in class

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Lesson	**Warm-Up:** (_3_ minutes) • How will you communicate *what* is about to happen? • How will you communicate *how* it will happen? • How will you communicate its *importance*? • How will you make *connections* to previous lessons? • How will you *engage* students and capture their interest?	**Materials**
	- Call six Math focus list students: "Please sit at my desk in front of the card with your name on it. Each of you should have a pencil out." - "Please take one sheet of white paper from the center of the desk and begin working on the Do Now." Do Now: "Use an array to answer the problem: 3 x 4." - Students work on and finish the Do Now - Students show their answers to the group	6 sheets of graph paper, White Board with the Do Now
	Introduction to New Material (*I Do*): (__1_ minutes) • What key points will you emphasize and reiterate? • How will you ensure that students actively take-in information? • What questions will you ask that will help identify if students are mastering the key points and objective? • Which potential misunderstandings will you anticipate? • Why will students be engaged/interested?	
	- Explain array game: • Students will use their pencil to spin twice on the focus group's spinner • Students will draw an array to multiply the two numbers they are given, and write the answer on the side • Students hold up their answers when they're done, and whoever gets it right gets a point • Whoever has the most points at the end wins: gets to put the white boards back	
	Guided Practice (*We Do*): (_3__ minutes) • How will you ensure that students have multiple opportunities to practice? • How will you scaffold practice exercises from easy to hard? • What questions will you ask that will help identify if students are mastering the key points and objective? • Why will students be engaged/interested?	
	- Students review Mrs. Rodrigue's steps for solving arrays • Step 1: Look at the 1st number, and draw that many squares across • Step 2: Look at the 2nd number, and draw that many squares down • Step 3: Complete the shape	
	Independent Practice (*You Do*): (_6-10_ minutes) In what ways will students attempt to demonstrate independent mastery of the objective (i.e. what is your assessment/exit ticket)?	
	- Students play the array game, with the rules as explained - Winner puts the markers and white board away	Graph Sheets, Spinner
Reinfor	**Closing: Exit Ticket and Goal Setting** (3 minutes) • How will students summarize what they learned? • How will students be asked to state the significance of what they learned? • What goal(s) will you set with students for time until next session?	

ce m en t	- Every student completes an exit ticket before leaving, on the back of their Do Now paper - “Draw an array to solve the problem: 9 x 5	