

## INTERVENTION SESSION PLAN Guide

Group of Students:

ACM:

Week in SSM:

Dates:

DESSA Focus(es):

### Plan Flow

What CCSS standard and specific scaffolded skill/s are targeted in this session?

**CCSS State Standard:**

This is the same standard from your current SSM that contains the 4-6 skills you're using to scaffold the Session Plans for this SSM Round.

**Learning Objective:** Students will be able to (skill) by (method/process for learning).

Creating an objective is important because it will:

- Create transparency with your student about what they'll do during this Planned Intervention and how they will do it.
- Help you hold yourself accountable for the details you built around the structure of the 'I Do, We Do, You Do' portion of this Planned Intervention
- Allow whoever might observe you (e.g. your PM, peer, PD, Impact Coach, etc.) or come across this SP on CYconnect know what you are doing with your students.

**Materials:** (Example: Strips of paper for creating Tape Diagrams, index cards, Lexile leveled reading, handouts)

**Room Set-Up:** (Example: students facing the board, pictures posted, objective written on the board)

Mins:

### Opening

**Soft Check-In:** (An activity that asks student/s to reflect on a share how they are doing today.)

- Gives student/s an opportunity to pause and think about how they are feeling and will let you know how students are feeling today before you begin your session.

**Expectations:** (Review the expectations you have for your student/s in this session)

- Review no more than 4 to 5 group expectations that have been created together by the group that you will revisit in the Opening of each Planned Intervention

**Warm-Up:** (Introduce student/s to what they'll do and learn during the session)

- Introduce the Learning Objective **And** Choose to do one of the following:
  - Activate Prior Knowledge (i.e. *vocabulary review or open-ended questions*)
  - Introduce/Teach relevant vocabulary or concepts related to the Learning Objective (*vocabulary preview, video connected to skill, Frayer Model*)
  - Share how this skill is relevant to them (*i.e. real world connections, fluency practice (i.e. multiplication, pre-fixes)*)

### Gradual Release of Responsibility

Mins:	<b>I Do:</b> <ul style="list-style-type: none"><li>• <b>Model</b> the method or process they will use to focus on the above skill</li><li>• <b>Invite</b> student/s to review or ask questions about anything you did during your 'Model'/I Do</li><li>• <b>Ask student/s to show you</b> how well they understand so that you know if they are ready to move on</li></ul>	<b>CFUs/OEQs:</b> <i>What Checks For Understanding or Open Ended Questions will you use to ensure progress at each step?</i>
Mins:	<b>We Do:</b> <ul style="list-style-type: none"><li>• <b>Question</b> student/s around the steps of the process that you 'modeled' in the I Do.<ul style="list-style-type: none"><li>○ <b>For Math</b>, do this with a sample problem of the same level of difficulty.</li><li>○ <b>For ELA</b>, do this with a different section of the text or a different text at the same Lexile Level.</li></ul></li><li>• <b>List the Open-Ended Questions</b> you will use to guide your student/s' thinking as they attempt to carry out the method/process they observed you doing in the I Do.</li></ul>	<b>CFUs/OEQs:</b> <i>What Checks For Understanding or Open Ended Questions will you use to ensure progress at each step?</i>
Mins:	<b>You Do:</b> <ul style="list-style-type: none"><li>• <b>Student/s do</b> work independently/pairs/groups with less or no supports from ACM.</li><li>• <b>ACM observes</b> and actively monitors student/s work to check for understanding.</li></ul>	<b>CFUs/OEQs:</b> <i>What Checks For Understanding or Open Ended Questions will you use to ensure progress at each step?</i>
Mins:	<b>Closing:</b> <i>What final check for understanding are you using? How will you ensure students met the learning objective met?</i>  <b>Optimistic Closure:</b> <ul style="list-style-type: none"><li>a. <b>Student/s complete a</b> student-centered check for understanding in their preferred modality (e.g., through a visual modality, or journaling, etc.) that will tell you if they have met the objective of the lesson. (<i>Examples: exit ticket, Twitter post, practice problem, real world connection, etc.</i>)</li><li>b. <b>Connect new learning</b> to current class through the closing CFU activity or by asking open ended questions. (<i>Ex: How might you use this in class or your wider life?</i>)</li></ul>	
<b>Reflection and SSM Commitments:</b> <i>What worked well in this session? What could have gone better? How well did the students master the learning objective? What are your next steps? From what you've learned about your student, what might you use to inform the next session you have with this/these student/s?</i>		