Intervention Session Plan

Group: Geometric Reasoning, Measurement, and Data | **Generated:** January 24, 2026

■ HOOK (2 minutes)

Materials: Whiteboard or chart paper

SAY:

"Say to students: 'Good morning, mathematicians! Today we're going to become experts at Fractional Reasoning. Before we start, I want you to think about this: Where might you use Fractional Reasoning in real life? Turn to your partner and share one idea.' [Wait 30 seconds] 'Great ideas! I heard some of you say...'"

Check: Can you give me a thumbs up if you've seen this skill before?

■ LESSON STRUCTURE

I DO - Teacher Models (5-7 min)

SAY:

"Say: 'Watch me carefully as I solve this problem. I'm going to think out loud so you can hear my brain working.' [Write problem on board] 'First, I'm going to read the problem carefully. Then I ask myself: What do I know? What do I need to find? Let me show you step by step...' [Model solving] 'Notice how I checked my work at the end. That's SO important!'"

Key Points: Always read the problem first • Show your work step by step • Check your answer

Ask: What did I do first? | Why did I check my work?

WE DO - Guided Practice (5-7 min)

SAY:

"Say: 'Now it's your turn to help me! Let's solve this one together.' [Write new problem] 'Everyone, what should I do first? [Call on student] Yes! Now what's next? Talk to your partner - what should I write?' [Continue with guided practice]"

Practice Problems: Fractional Reasoning practice problem 1 | Fractional Reasoning practice problem 2

YOU DO - Independent Practice (5 min)

SAY:

"Say: 'Now you're going to try some on your own. I'll be walking around to help if you get stuck. Remember: read carefully, show your work, and check your answer!'"

Monitor for: Look for students who are stuck on the first step - they may need the problem re-read to them

■■ COMMON MISCONCEPTIONS

Mistake #1: Students rush through without reading the problem carefully

Why: They want to finish quickly or feel pressure

CORRECTION SCRIPT:

"Say: 'I notice you jumped right to calculating. Let's slow down together. Can you read the problem out loud to me? What is it actually asking us to find?'"

Mistake #2: Students don't show their work

Why: They do mental math or don't see the value

CORRECTION SCRIPT:

"Say: 'I can see you got an answer, but I can't see HOW you got it. Showing your work is like leaving a trail of breadcrumbs - it helps you find mistakes AND helps me see your awesome thinking!'"

■ GAME TIME

Math Challenge Relay - Practice Fractional Reasoning with speed and accuracy
Materials: Whiteboards (1 per student), Dry erase markers, Problem cards (prepared in advance)
Setup: Divide students into 2 teams. Each team lines up facing the board.
Rules:

- Step 1: Teacher shows a problem card to the first person in each line
- Step 2: Students solve on their whiteboard WITHOUT talking to teammates
- Step 3: When done, they hold up their board. Teacher checks answer.
- Step 4: Correct answer = 1 point for team. Student goes to back of line.
- Step 5: If incorrect, student can try again OR pass to next teammate

Win Condition: First team to 5 points wins! Or team with most points after 5 minutes.

Your Role: Keep energy high, verify answers quickly, help struggling students discreetly

■ DIFFERENTIATION SUPPORT

For ELLs:

Vocabulary: Fractional Reasoning: [point to visual] This means... | equals: [gesture =] the same as

Sentence Frames: First, I will ___ | The answer is ___ because ___

For Struggling Learners:

- Scaffolded: Break the problem into smaller steps. Ask: 'What's the FIRST thing we do?' then 'What's next?'
- Manipulatives: Use counters, base-ten blocks, or fraction tiles to make the math visible
- Backup: If they're still stuck, have them draw a picture of the problem first

For Advanced Learners:

Extension: Can you create your own Fractional Reasoning problem for a partner to solve?

EXIT TICKET

Group: Geometric Reasoning, Measurement, and Data

Name: _____

Date: _____

1. What is 24 + 35?

Answer: _____

Show your work:

2. What is 50 - 28?

Answer: _____

Show your work:

3. What is 6 x 4?

Answer: _____

Show your work:

■■ TEACHER COPY - DO NOT DISTRIBUTE TO STUDENTS

■ ANSWER KEY

1. What is 24 + 35?

Answer: 59 (24 + 35 = 59)

2. What is 50 - 28?

Answer: 22 (50 - 28 = 22)

3. What is 6 x 4?

Answer: 24 (6 groups of 4 = 24)

■ FEEDBACK QR CODE

Scan after the session to record student progress:

https://fastixl.com/track/session/grp-76b1f73a/4e3cbbf1/eyJwYXlsb2FkIjogeyJncm91cF9pZCI6ICJncnAtNzZiMWY3M2EiLCAiY3JlYXRlZF9hdCI6ICIyMDI2LTAxLTI0VDEzOjMwOjU3LjMzMjMyOCIsICJleHBpcmVzX2F0IjogIjIwMjYtMDEtMzFUMTM6MzA6NTcuMzMyMzQzIiwgIm5vbmNlIjogIjgyODc2NmMyYWUzMDVkY2EifSwgInNpZ25hdHVyZSI6ICI4OWFmMmUxMzAwMDRhOTFhNWM1Y2I0MmVmM2FlOWM2YWE5ZTBlZjZmZGI0NmVjOGVhOTdiZTVhM2NmNmE1YjZjIn0=

■ CLOSING REFLECTION

> *"Say: 'Before you go, tell your partner: What's one thing you learned today that you want to remember?'"*