

INTERVENTION

Join Groups to Add - Informal

We have included Intervention Anchor Charts for Addition and Subtraction concepts.

Each Intervention Anchor Chart contains steps to allow the child to investigate independently. Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

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| Join Groups to Add – Informal Recording | <u>page 2</u> |
| Progress Sheet | <u>page 3</u> |



Join Groups Together using counters (to add single-digits numbers) (Early Counting and Grouping 13)

RESOURCES: number cards, counters, pencil, paper / Maths book

Select numbers to add.

7

5

Make a group of the first number of counters.

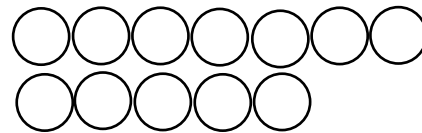
Make a group of the second number of counters.



Record your number sentence.

7 and 5

Record your groups of counters.



Count all of the counters.

Record your answer.

7 and 5 is 12

Reflection: How can we add using counters?

Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as:
ASSESSMENT OF LEARNING (SUMMATIVE) – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

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| Date | | | | | | | | | |
| Number size Investigated | | | | | | | | | |
| Independent or with support? | | | | | | | | | |

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| Date | | | | | | | | | |
| Number size Investigated | | | | | | | | | |
| Independent or with support? | | | | | | | | | |

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