

INTERVENTION

Length – Multiple and Single
Uniform Informal Units

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.

Length – Multiple and Single Uniform Informal Units [page 2](#)

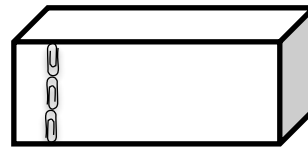
Progress Sheet [page 3](#)

Select an object.

Describe the dimensions as up and down,
left to right, front to back.

Select 1 dimension to measure the length of.
Place paperclips end to end
with no gaps or overlaps
to measure the length.

Record the length and the unit of measurement.



3 paperclips

Select a different dimension to measure the length of.
Place paperclips end to end
with no gaps or overlaps
to measure the length.

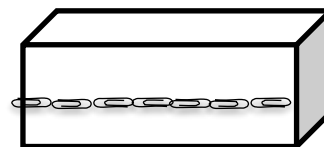
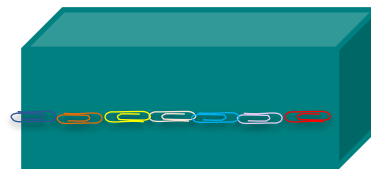
Record the length and the unit of measurement.



2 paperclips

Select a different dimension to measure the length of.
Place paperclips end to end
with no gaps or overlaps
to measure the length.

Record the length and the unit of measurement.



**6 and a bit
paperclips**

Repeat with other lengths and other units of measurement.

Reflection: How can we measure length?

Select an object.

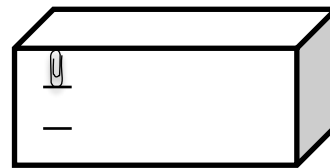
Describe the dimensions as up and down,
left to right, front to back.



Select 1 dimension to measure the length of.
Measure the length by marking and moving
paperclips with no gaps or overlaps.

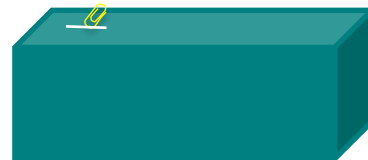


Record the length and the unit of measurement.



3 paperclips

Select a different dimension to measure the length of.
Measure the length by marking and moving
paperclips with no gaps or overlaps.



Record the length and the unit of measurement.

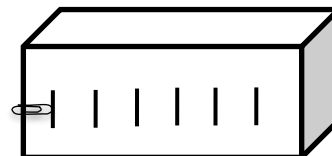


2 paperclips

Select a different dimension to measure the length of.
Measure the length by marking and moving
paperclips with no gaps or overlaps.



Record the length and the unit of measurement.



**6 and a bit
paperclips**

Repeat with other lengths.

Reflection: How can we measure length?

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.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									