

INTERVENTION

Describe Sides and Vertices on Two-dimensional Shapes

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.

Describe Sides and Vertices on Two-dimensional Shapes [page 2 - 3](#)

Progress Sheet [page 4](#)



Describe Sides and Vertices on Two-dimensional Shapes (Measurement and Geometry 20)

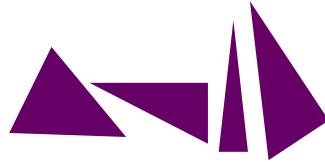
RESOURCES: triangles, quadrilaterals, pentagons, hexagons, octagons, pencil, paper / Maths book

Have some two-dimensional shapes with sides and vertices.



Select 1 of the shapes.

Describe the lines on the shape.



The lines are straight so they are sides.

Count the sides on the shape.

The shape has 3 sides.

Describe where the sides meet.

The sides meet at points.

Describe the lengths of the sides.

Some sides are equal length to other sides, some are unequal lengths to other sides.

What is the point where sides meet called?

The point where sides meet is called a vertex. More than 1 vertex are vertices.

Count the vertices on the shape

The shape has 3 vertices.

Name the shape based on the number of sides and vertices.

The shape with 3 sides and 3 vertices is a triangle.

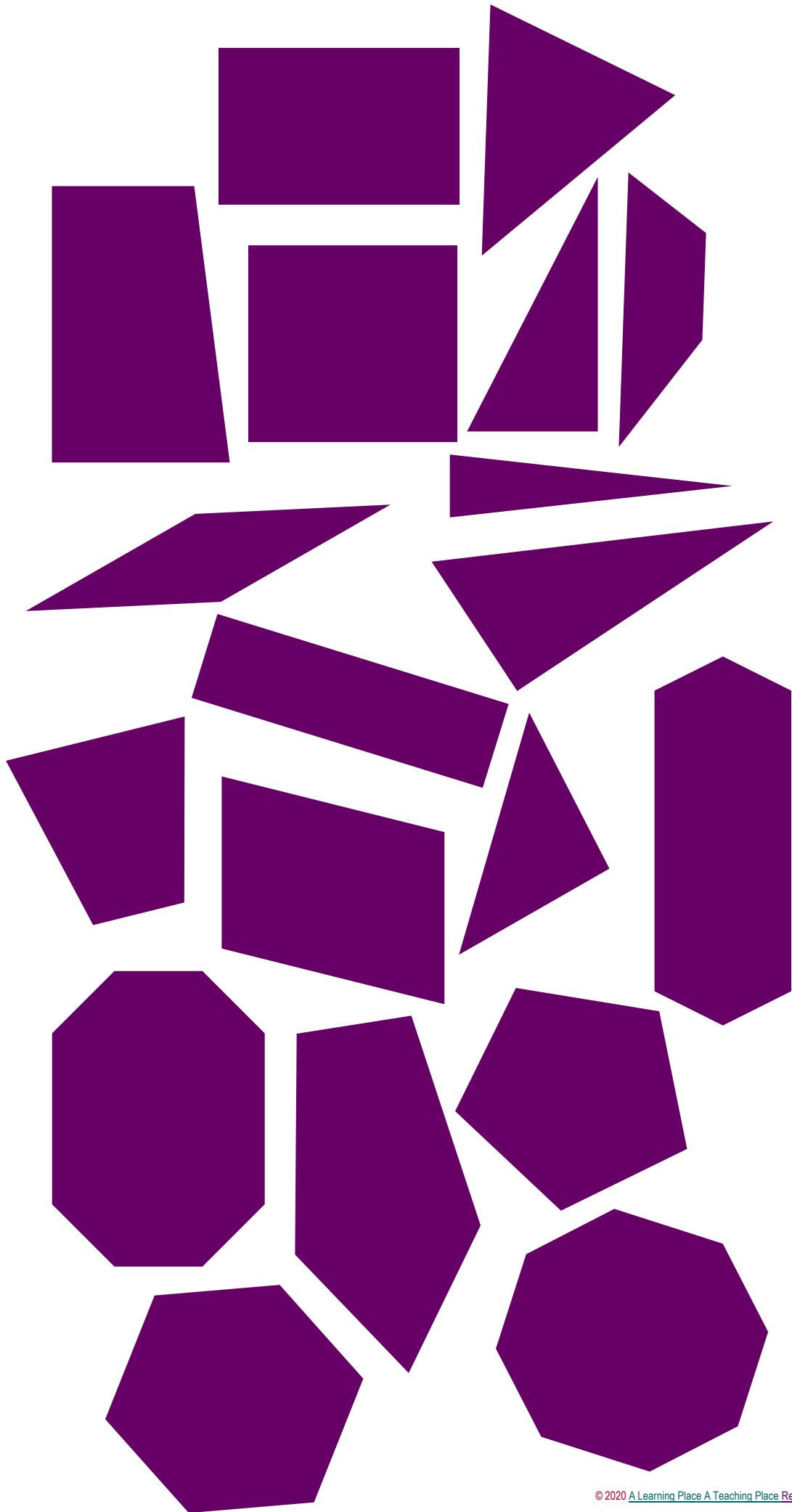
Repeat with the quadrilaterals, pentagons, hexagons, and octagons.

Reflection: What is a side?

What is a vertex?

How can we count the sides and vertices on a shape?

How can we use the number of sides and vertices to name a shape?



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?									

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