

INTERVENTION

Area – Single Informal Square 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.

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Progress Sheet [page 3](#)



Area – Single Informal Square Units

(Measurement and Geometry 23)

RESOURCES: paper rectangle shapes, square pattern blocks, pencil, paper / Maths book

Select a paper rectangle shape.

Describe the 2 dimensions as left to right, front to back.
When we measure how much space a shape takes up in 2 dimensions, are we measuring area?

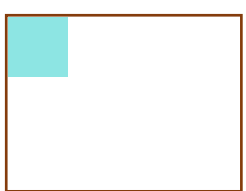


front to back

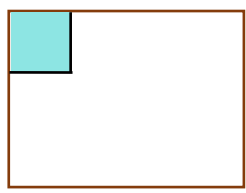
left to right

Select a square.

Place the square in the top left of the square.

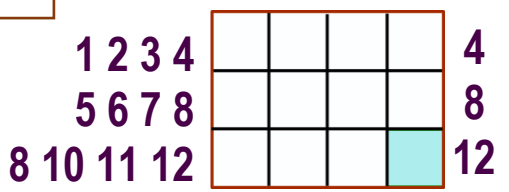


Mark around the square.



Continue to mark and move the square to cover the shape.

Use skip or rhythmic counting to find the area of the shape.



Record the number of rows and the number of squares in each row. **3 rows of 4 squares**

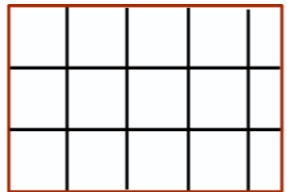
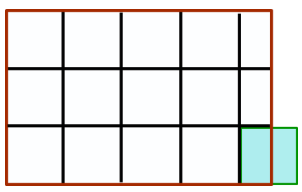
Record multiplication number sentence.

$$3 \times 4 = 12$$

Record the area of the shape.

area = 12 squares

Repeat with other rectangle shapes.



1	2	3	4					4
5	6	7	8					8
9	10	11	12					12

3 rows of 4 = 12

$$3 \times 4 = 12$$

Area: 12 squares + 1 and a half squares = 13 and a half squares

Reflection: What is area?

How can we measure area by marking and moving a square to create a grid?

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									
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Date									
Number size Investigated									
Independent or with support?									