

INTERVENTION

Area – Metric Units - Length Units Turned into Squares by Extending into Second Dimension

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

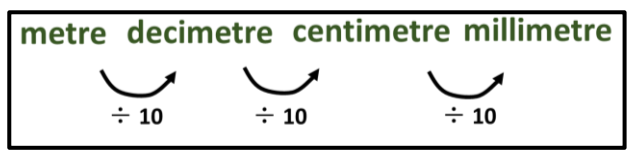
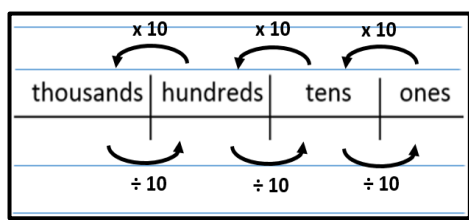
Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

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

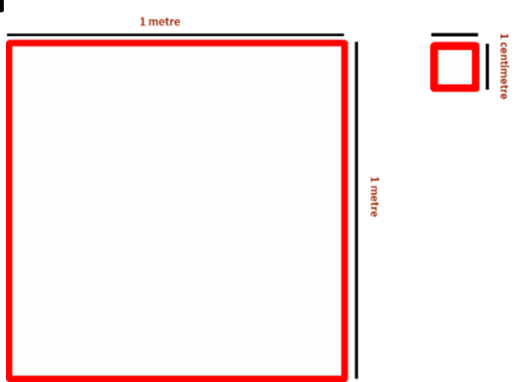
Area – Metric Units - Length Units Turned into Squares by Extending into Second Dimension [page 2](#)

Progress Sheet [page 3](#)

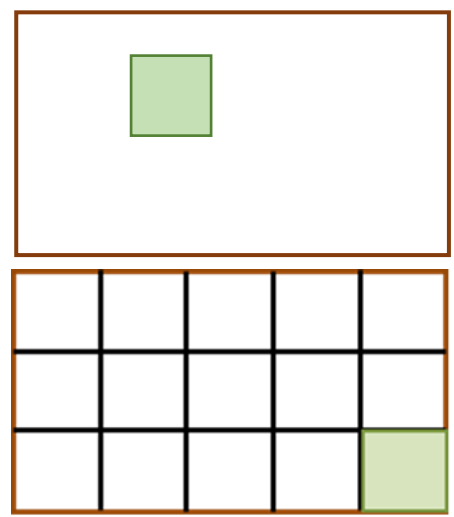
Record a multiplicative place value chart and a metric length measurement chart.



Add a dimensions to the length units drawing a square under the metre and the centimetre, and record the square unit.



Have a rectangle and a square centimetre.
 How many dimensions do the square and the rectangle have?
 Do the square and the rectangle go left to right and front to back?
 Do the square and the rectangle have 2 dimensions?
 When we measure area, are we measuring how much space a shape takes up in 2 dimensions?



Mark and move the square centimetre to measure the area of the rectangle.

Record the number of rows and the number of square centimetres in each row.

3 rows of 5 square centimetres = 15 square centimetres

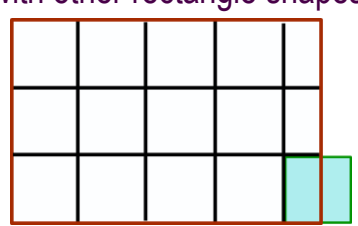
Record multiplication number sentence.

$3 \times 5 = 15$

Record the area of the shape.

Area = 15 square centimetres

Repeat with other rectangle shapes.



3 rows of 4 square centimetres = 12 square centimetres

$3 \times 4 = 12$

Plus 1 and a half squares

Area = 13 and a half square centimetres

Reflection: What is area?
 How can we measure area in square centimetres?

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									
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