

INTERVENTION

Cross-sections on Prisms and Pyramids

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.

Cross-sections on prisms and pyramids [page 2](#)

Progress Sheet [page 3](#)

Constrict a prism from modelling clay.



Describe the bases and the faces that are not the bases on the prism.

There are 2 bases. The bases are squares.

The faces that are not the bases are quadrilaterals.

Name the prism.

Because the bases are squares, this is a square prism.

Because a square is a rectangle, this is also a rectangular prism.

Construct a pyramid from modelling clay.



Describe the base and the faces that are not the base on the pyramid.

There is 1 base. The base is a square.

The faces that are not the base are triangles.

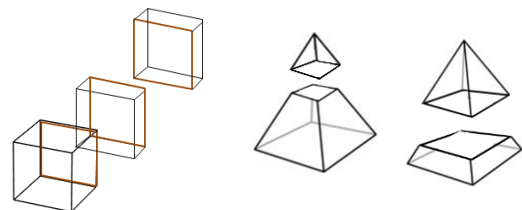
Name the pyramid.

Because the base is a square, this is a square pyramid.

Because a square is a rectangle, this is also a rectangular pyramid.

Cut 2 cross-sections from the prism.

Cut 2 cross-sections from the pyramid.



Describe the cross-section's relationship to the base.

The cross-section is the same shape as the base.

Which object has a uniform cross-section? Why?

The cross-section on the prism is the same size as the base.

A prism has a uniform cross-section.

Which object has a non-uniform cross-section? Why?

The cross-section on the pyramid is not the same size as the base.

A pyramid has a non-uniform cross-section.

Reflection: What is prism?

What is a pyramid?

How are prisms named?

How are pyramids named?

What is a cross-section?

Why does a prism have a uniform cross-section?

Why does a pyramid have a non-uniform cross-section?

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									
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