

## INTERVENTION

Draw Prisms and Pyramids  
 from Nets

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

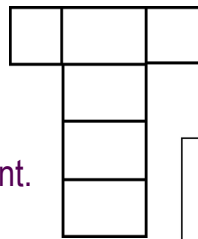
Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

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

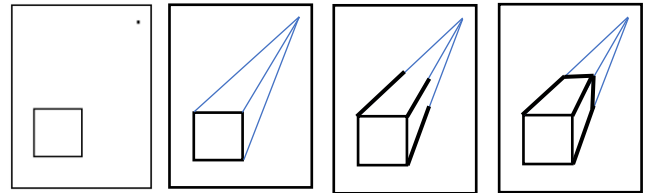
Draw prisms and pyramids from nets ..... [page 2](#)

Progress Sheet ..... [page 3](#)

Have a net of a prism.



Draw the prism using a perspective point.



Describe the bases on the prism.

**There are 2 bases. The bases are squares.**

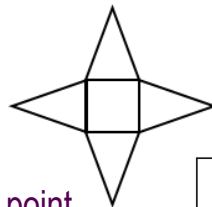
Describe the faces that are not the bases on the prism.

**The faces that are not the bases are quadrilaterals.**

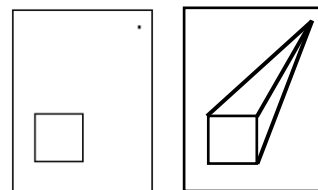
If the base is a square, what type of prism is this?

**square prism**

Have a net of a pyramid.



Draw the pyramid using a perspective point.



Describe the base on the pyramid.

**There is 1 base. The base is a square.**

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

**The faces that is not the base are triangles.**

If the base is a square, what type of pyramid is this?

**square pyramid**

Reflection: What is prism?

What is a pyramid?

How are prisms named?

How are pyramids named?

# 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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