

# INTERVENTION

## Transforming Effects and Patterns Formed by Combinations Of Translation, Reflection and Degrees Of Rotation

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 .....	<a href="#"><u>page 3</u></a>



# Transforming Effects and Patterns Formed by Combinations Of Translation, Reflection and Degrees Of Rotation

(Measurement and Geometry 62)

RESOURCES: pattern block shapes, pencil, paper / Maths book

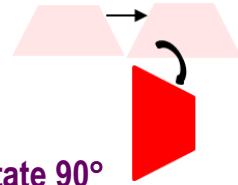
Have some pattern block shapes.

Select 1 shape.

Transform the shape using combinations of translation and rotation.

Describe the transformation.

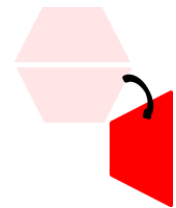
**Translate right and rotate 90°**



Transform the shape using combinations of reflection and rotation.

Describe the transformation.

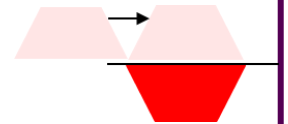
**Reflect the shape down over a line of symmetry and rotate 90°**



Transform the shape using combinations of translation and reflection.

Describe the transformation.

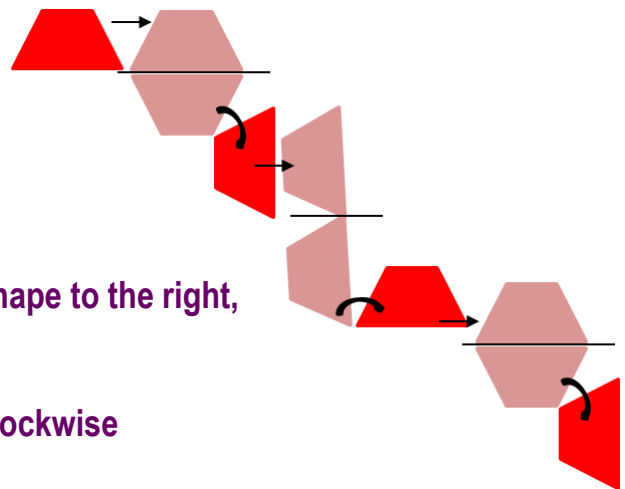
**Translate right and reflect the shape down over a line of symmetry.**



Create patterns using repeated combinations of translations, reflections, and rotations.

Describe the transformations.

**Repeatedly translate the shape to the right, then reflect it downward over a line of symmetry, then rotate it 90 degrees clockwise**



Reflection: How do we translate a shape?

How do we reflect a shape?

How do we rotate a shape?

How can we use combinations of translations, reflections and rotations to create transformations?

# 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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