

INTERVENTION

Count by Fractions

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.

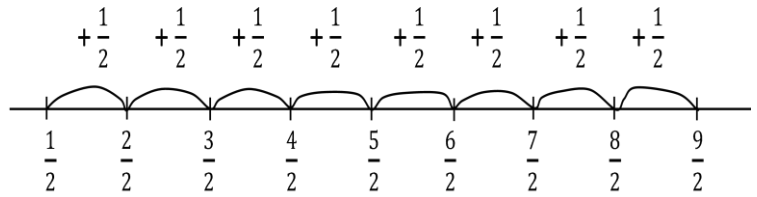
Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Patterns – Halves [page 2 - 3](#)

Patterns – Quarters [page 4 - 5](#)

Progress Sheet [page 6](#)

Create a pattern
by counting backwards by halves.



Record the number pattern.

$$\frac{1}{2} \quad 1 \quad 1\frac{1}{2} \quad 2 \quad 2\frac{1}{2} \quad 3 \quad 3\frac{1}{2} \quad 4 \quad 4\frac{1}{2}$$

Describe rules to describe how the pattern repeats.

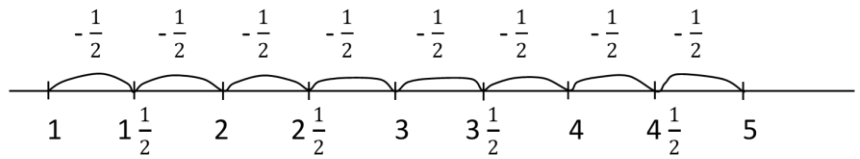
Rule: Repeats by adding $\frac{1}{2}$

Rule: Start at $\frac{1}{2}$ and repeatedly add $\frac{1}{2}$

Rule: multiples of $\frac{1}{2}$

Reflection: How can we record patterns counting by fractions?

Create a pattern
by counting backwards by halves.



Record the number pattern.

$$5, 4\frac{1}{2}, 4, 3\frac{1}{2}, 3, 2\frac{1}{2}, 2, 1\frac{1}{2}, 1, \dots$$

Describe rules to describe how the pattern repeats.

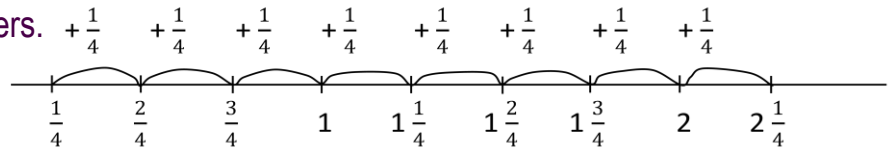
Rule: Repeats by subtracting $\frac{1}{2}$

Rule: Start at 5 and repeatedly subtract $\frac{1}{2}$

Rule: multiples of $\frac{1}{2}$ backwards from 5

Reflection: How can we record patterns counting by fractions?

Create a pattern
by counting backwards by quarters.



Record the number pattern.

$$\frac{1}{4}, \frac{2}{4}, \frac{3}{4}, 1, 1\frac{1}{4}, 1\frac{2}{4}, 1\frac{3}{4}, 2, 2\frac{1}{4} \dots$$

Describe rules to describe how the pattern repeats.

Rule: Repeats by adding $\frac{1}{4}$

Rule: Start at $\frac{1}{4}$ and repeatedly add $\frac{1}{4}$

Rule: multiples of $\frac{1}{4}$

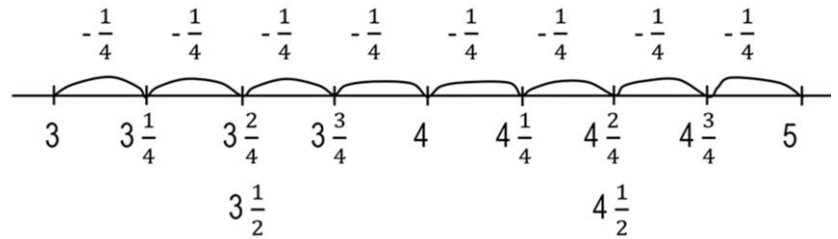
Reflection: How can we record patterns counting by fractions?

Patterns Counting Backwards by Fractions - Quarters

(Patterns Algebra 23 Addition Subtraction 26 Fractions Decimals 15)

RESOURCES:
pencil, paper /
Maths book

Create a pattern
by counting backwards by quarters.



Record the number pattern.

5, $4\frac{3}{4}$, $4\frac{2}{4}$, $4\frac{1}{4}$, 4, $3\frac{3}{4}$, $3\frac{2}{4}$, $3\frac{1}{4}$, 3, ...

Describe rules to describe how the pattern repeats.

Rule: Repeats by subtracting $\frac{1}{4}$

Rule: Start at 5 and repeatedly subtract $\frac{1}{4}$

Rule: multiples of $\frac{1}{4}$ backwards from 5

Reflection: How can we record patterns counting by fractions?

Progress Sheet

Child's Details (Name and Intervention Concept):
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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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