

INTERVENTION

Describe Outcomes of Familiar Events involving Chance,
Everyday Language

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.

Describe Outcomes of Familiar Events involving Chance, Everyday Language [page 2 - 3](#)

Progress Sheet [page 4](#)



Describe Outcomes of Familiar Events involving Chance, Everyday Language (Statistics and Probability 2)

RESOURCES: data in tally marks, numbers, picture graph, pencil, paper / Maths book

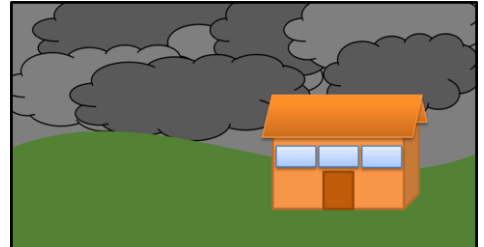
What does chance mean?

Chance means something might or might not happen.

Look at this picture.

Will it rain today? **It might rain today.**

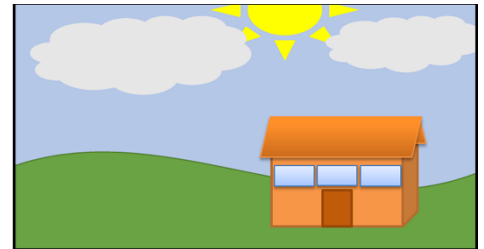
Does a cloudy sky mean it might rain? **yes**



Look at this picture.

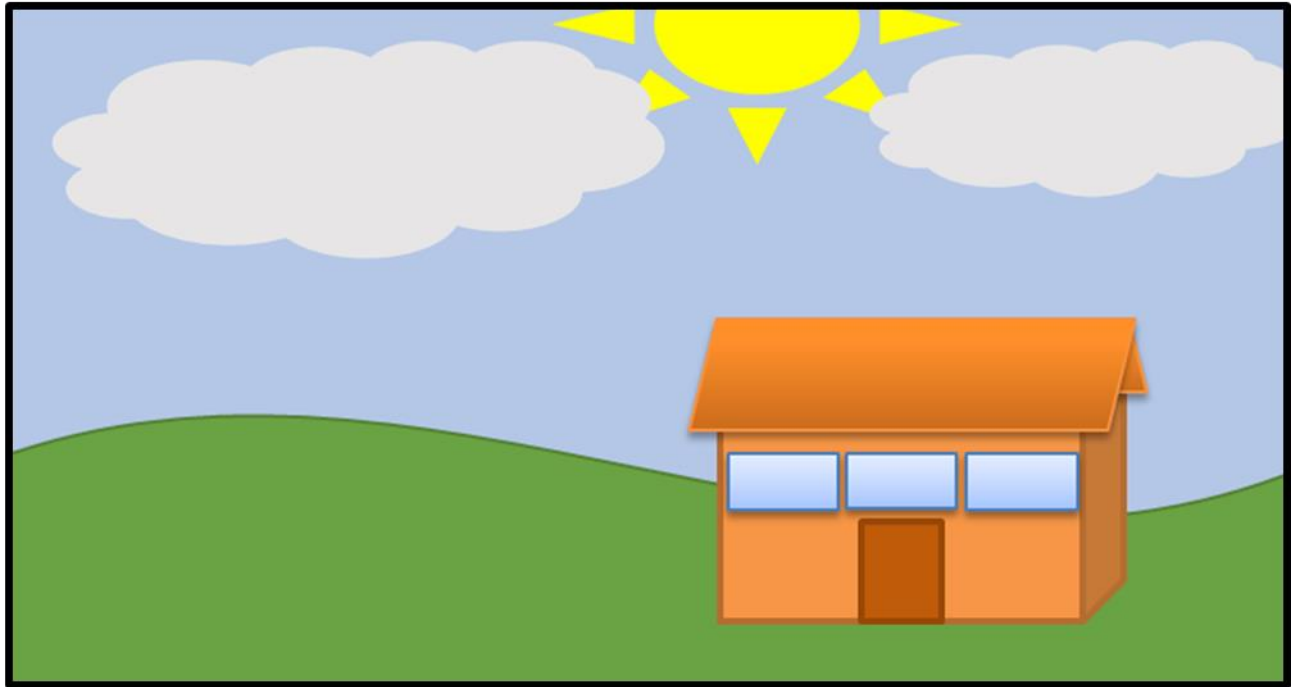
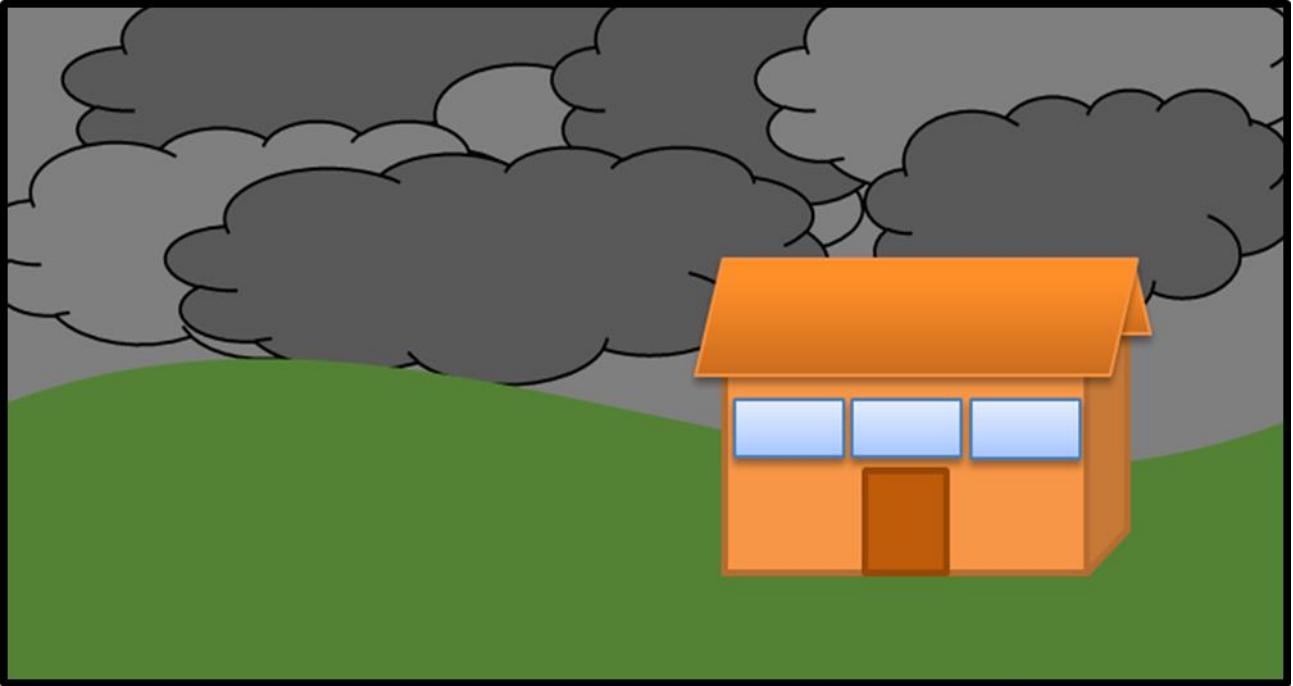
Will it rain today? **It might not rain today.**

Does a blue sky mean it might not rain today? **yes**



What does maybe mean? **Maybe means it might happen or it might not happen.**

Reflection: How could we describe the chance of something happening?



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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