

INTERVENTION

Interpret Picture Graphs using the Language of Chance

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 [page 4](#)



Interpret Picture Graphs using the Language of Chance (Statistics and Probability 4)

RESOURCES: data in a picture graph, pencil, paper / Maths book

Have data displayed in a picture graph.

Which fruit is most popular? **mangos**

Which fruit is the least popular? **oranges**

Which column is the shortest? **oranges**

Is the column of with the least popular fruit the shortest?

yes

Which fruit is more popular than strawberries? **mangos**

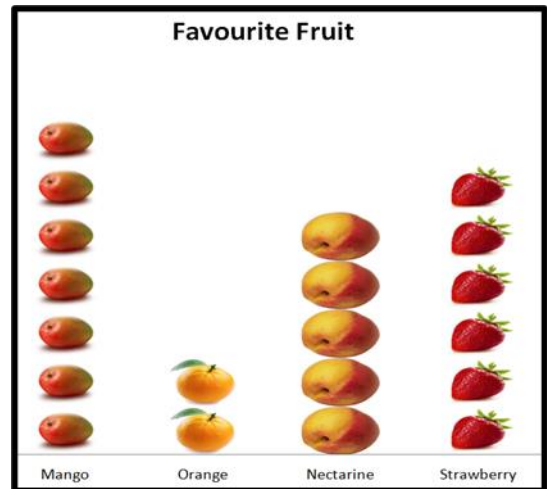
What fruit is it possible to find on this graph? **mangos, oranges, nectarines and strawberries**

What fruit is it impossible to find on this graph? **any other fruit – for example, apples**

How many people like mangos best? **7**

What is the chance that we will find a child in this graph who likes mangoes best? **maybe**

Reflection: How could we find information in a picture graph?
How could we work out least popular or most popular?
How could we work out how many?
How can we describe data using chance words?



Favourite Fruit



Mango



Orange



Nectarine



Strawberry

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									
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