



**INTERVENTION**

Estimate, Measure Duration of Time  
- Informal Units

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.

Estimate, Measure Duration of Time - Informal Units ..... [page 2](#)

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



Have a friend.

How could we measure how long it takes your friend to write their name?

What could we use as our unit of measurement?

**We could use clapping as our unit of measurement.**

Could we count the number of claps it takes to write your name?

How many times do you estimate that we will be able to clap while ... writes their name?

**I estimate I could clap 5 times while .... writes their name.**

Let's clap and count while ... writes their name.

How many times did we clap?



**I could clap 11 times while .... wrote their name.**

Is that close to what we estimated?

Have your friend measure how long it takes you to write your name.



**.... could clap 9 times while I wrote my name.**

Who took longer to write their name?

**.... took longer to write their name.**

Why did ... take longer to write their name?

**.... might have clapped more slowly, or I might have clapped more quickly.**

Is a clap an informal unit of measurement of time?

**Because a clap is not always the same length of time, a clap is an informal unit of measurement of time?**

Reflection: How can we use informal units of time management to measure duration?

# Progress Sheet

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| 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.

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| Date                         |  |  |  |  |  |  |  |  |  |
| Number size Investigated     |  |  |  |  |  |  |  |  |  |
| Independent or with support? |  |  |  |  |  |  |  |  |  |

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