

INTERVENTION

Area – Extend to Hectares, Square Kilometres

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 3](#)

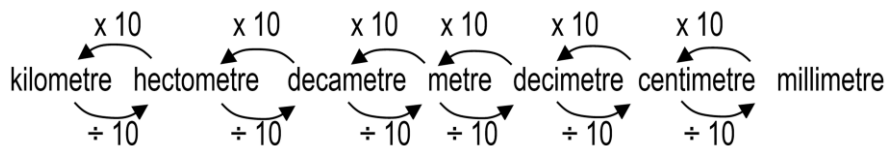


Area – Extend to Hectares, Square Kilometres

(Measurement and Geometry 52)

RESOURCES:
pencil, paper / Maths book

Record a metric length measurement chart.

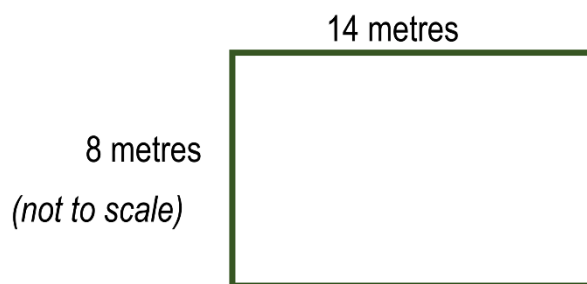


Add a dimensions to the length units of hectometre and kilometre drawing a square under each, and record the square units – hectare, and square kilometre.



Draw a rectangle.

Label its dimensions in metres, hectometres or kilometres.



Work out the area of the rectangle by working out the number of square metres, hectares (square hectometres), or square kilometres in the top row, and then number of rows.

14 in the top row and 8 rows
8 rows of 14
8 x 14 =

Multiply using distributive property.

$$\begin{array}{r}
 8 \times 14 = \\
 \quad \swarrow \searrow \\
 \quad 10 + 4 \\
 8 \times 10 = 80 \\
 4 \times 8 = 32 \\
 80 + 32 = 112
 \end{array}$$

Record the area in square metres, hectares (square hectometres), or square kilometres.

Area: 112 square metres

Reflection: What is area?
How can we calculate area?

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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