

INTERVENTION
 Area of Triangles

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

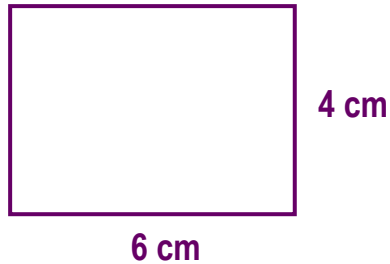
Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

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

Area of triangles [page 2](#)
 Progress Sheet [page 3](#)

Record a rectangle.

Record the dimensions.

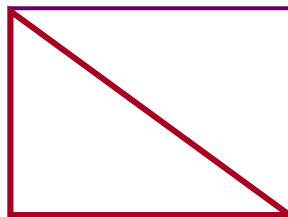


Work out the area of the rectangle.

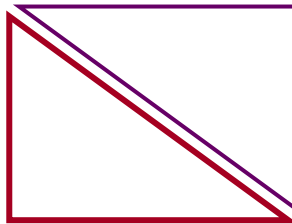
$$4 \text{ cm} \times 6 \text{ cm} = 24 \text{ square centimetres}$$

$$4 \text{ cm} \times 6 \text{ cm} = 24 \text{ cm}^2$$

Create a triangle with 2 vertices as the bottom vertices of the rectangle, and the top vertex as one of the top vertices of the rectangle.



Cut out the triangle.



Demonstrate that the triangle has half the area of the rectangle, by superimposing the triangle on the other triangle.



Work out the area of triangle as half of the area of the rectangle.

$$\frac{1}{2} \times 24 = 12$$

Record the area of the triangle.

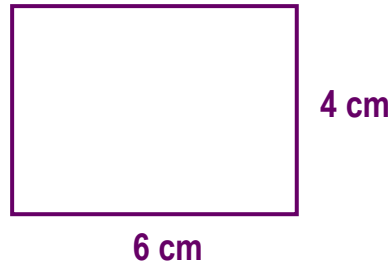
Area of triangle = 12 square centimetres

Reflection: What is area?

How can we calculate the area of a triangle?

Record a rectangle.

Record the dimensions.

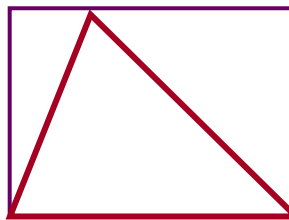


Work out the area of the rectangle.

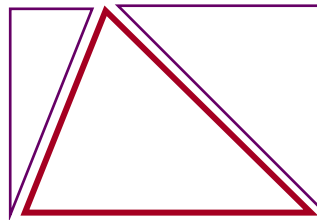
$$4 \text{ cm} \times 6 \text{ cm} = 24 \text{ square centimetres}$$

$$4 \text{ cm} \times 6 \text{ cm} = 24 \text{ cm}^2$$

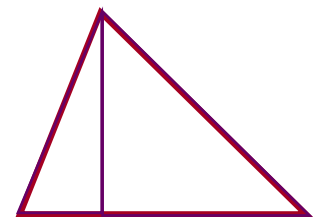
Create a triangle with 2 vertices as the bottom vertices of the rectangle, and the top vertex as along the top side of the rectangle.



Cut out the triangle.



Demonstrate that the triangle has half the area of the rectangle, by superimposing the other triangles on top.



Work out the area of triangle as half of the area of the rectangle.

$$\frac{1}{2} \times 24 = 12$$

Record the area of the triangle.

Area of triangle = 12 square centimetres

Reflection: What is area?

How can we calculate the area of a triangle?

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?									

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