Bond Blocks Support

Bond Blocks Support Book:

Tier Two & Three Intervention Implementation

- Introduction
- General Implementation Instructions
- Tier Two and Three Intervention Implementation
- Tier Two and Three Intervention Implementation Planner

Bond® Blocks
bondblocks.com

drpaulswan.com.au

Narelle Rice
& Dr Paul Swan

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Bond Blocks Support Book - Tier Two and Three Intervention Implementation

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Authors: Narelle Rice and Dr Paul Swan

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The author may be contacted at: info@bondblocks.com.au

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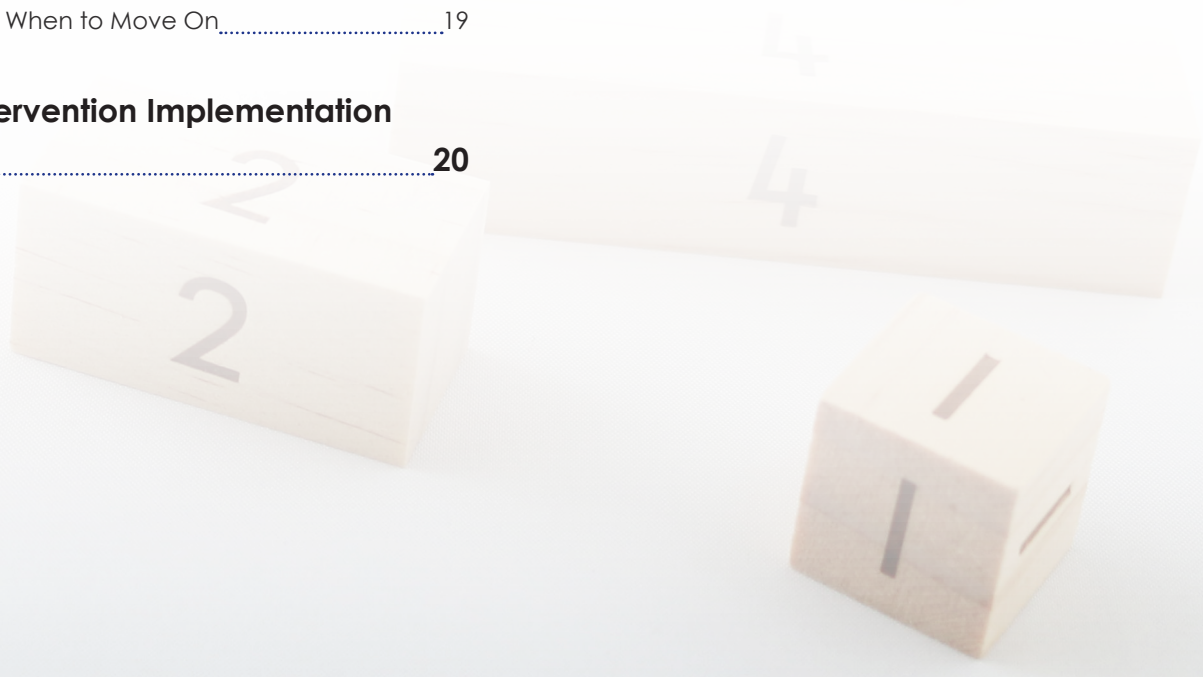
Thank you for purchasing Bond Blocks.

We hope they help build

Curiosity,
Connections and
Confidence with maths.

- Narelle and Paul.

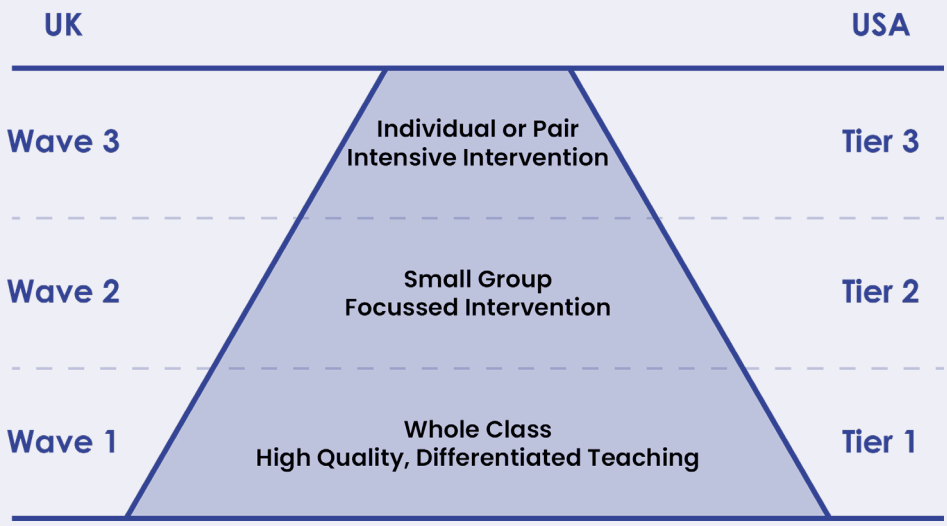
Contents



Introduction

Response to Intervention

The Bond Blocks System has been designed to be implemented at a whole school level. Implementation occurs at three different levels in line with a Response To Intervention process of instruction.



Bond Blocks is implemented at three different levels in line with a **Response To Intervention** process of instruction.

Tier One

Firstly, Bond Blocks Core Kit is implemented at a **tier one whole class** level as part of a whole school approach to teaching addition and subtraction, including word problems and related algebraic thinking, in Years 1 to 3.

- Bond Blocks typically **requires three, 8 minute sessions per week** as part of the mental maths and warm up program. There are a small number of Core Lessons that **require three, forty minute sessions** per week.
- For whole class implementation classrooms need one set of wooden Bond Blocks per pair of students.

Tier Two and Three

Secondly, the Bond Blocks Core Kit is implemented at **tier two and three** as an **intervention program** for students in Years 1 to 6 who have specific difficulties with foundational addition and subtraction. For example, students who count to add or subtract.

- Intervention using the Bond Blocks Core Kit requires **four, 10 minute sessions per week.**
- Tier Two Intervention is run in small groups of four students.
- Tier Three Intervention is run as an individualised intervention program with either one or two students.
- In an intervention setting students need one set of blocks each to maximise time on task.

Prevention is better than a cure

Using the Bond Blocks system as a whole school approach from years 1 to 3 ensures basic addition and subtraction facts along with word questions are taught in a systematic manner. This will in turn reduce the number of students requiring tier two and tier three intervention.

Tier Two and Three Intervention Implementation

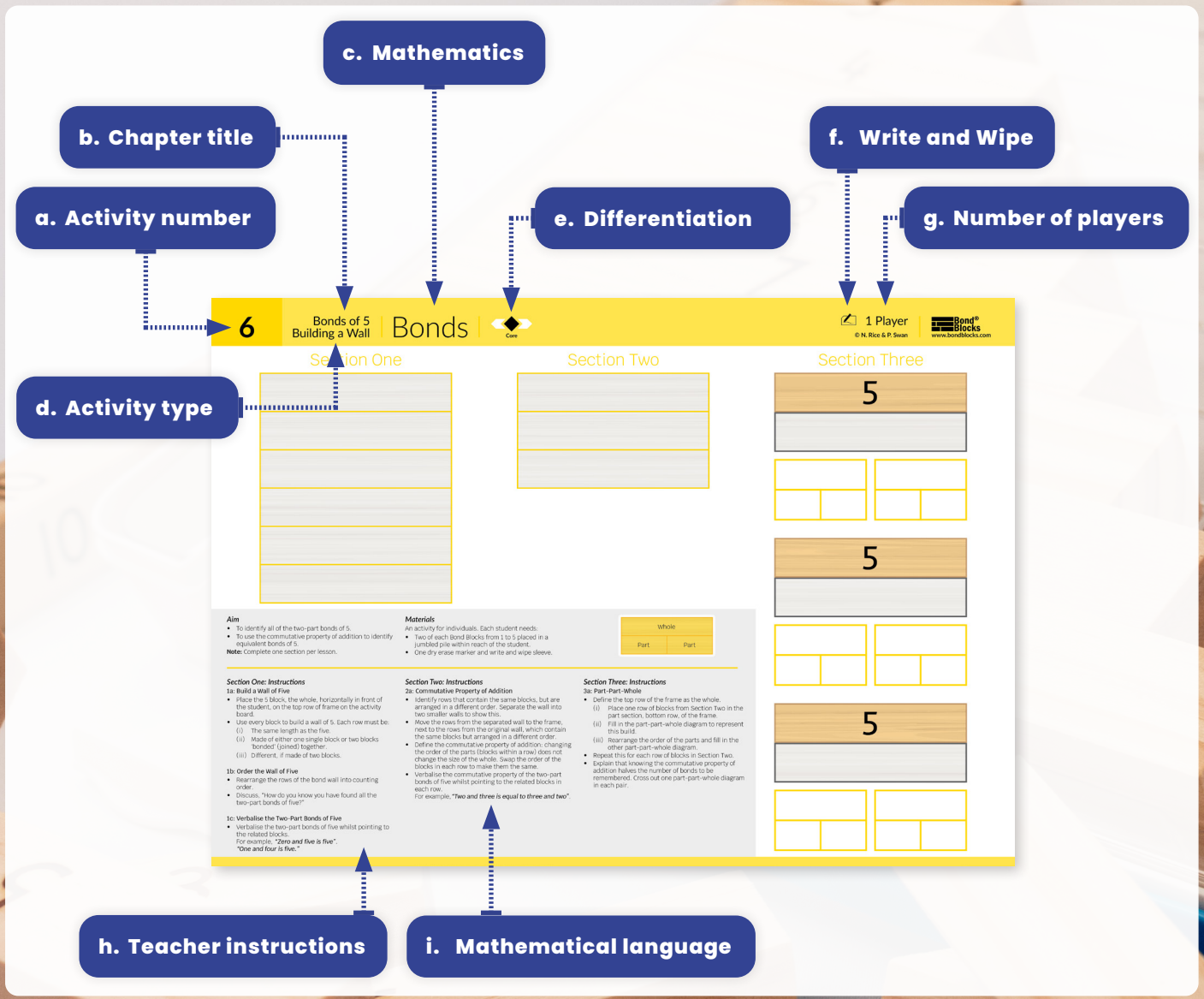
This is an Implementation Guide for **using Bond Blocks at tier two and three**.

There is a separate Implementation Guide for using Bond Blocks at tier one.

General Implementation Instructions

Activity Boards

Every Bond Block Core Activity is completed on one or more boards.



a. Activity Number

Activity boards are numbered from 1 to 71. However, some activity numbers are repeated where sections span multiple boards.

b. Chapter Title

The Chapter Title for this activity board identifies the set of bonds being focussed on.

c. Mathematics

This part of the activity board title indicates the mathematics involved. The mathematics is elaborated on the activity's web page. These can be used to create specific learning intentions.

d. Activity Type

Bond Blocks chapters feature a similar progression of activities. These are identified here.

e. Differentiation

The activity boards are differentiated.

- **Core** Activity boards have the rotated square coloured in black.
- The icon is for **'a little easier'** board has the left arrow in black. Not all students will use this board.
- The icon is for **'a little harder'** board has the right arrow in black. Not all students will use this board.

f. Write and Wipe

The 'Write and Wipe' symbol indicates that a dry erase marker and write and wipe sleeve are needed for this activity board to complete the written component.

g. Number of Players

Approximately one-quarter of the activities are individual. One Player activities are often split into sections.

Approximately three-quarters of the activities are paired activities. Two Player activities are usually very quick and can be completed in 3 minutes. Students will be able to play multiple rounds in the eight minute session.

h. Teacher Instructions

The lightly shaded part of the board, with very small font, is for the teacher. This section contains the Activity:

- Aim
- Materials
- Instructions

i. Mathematical Language

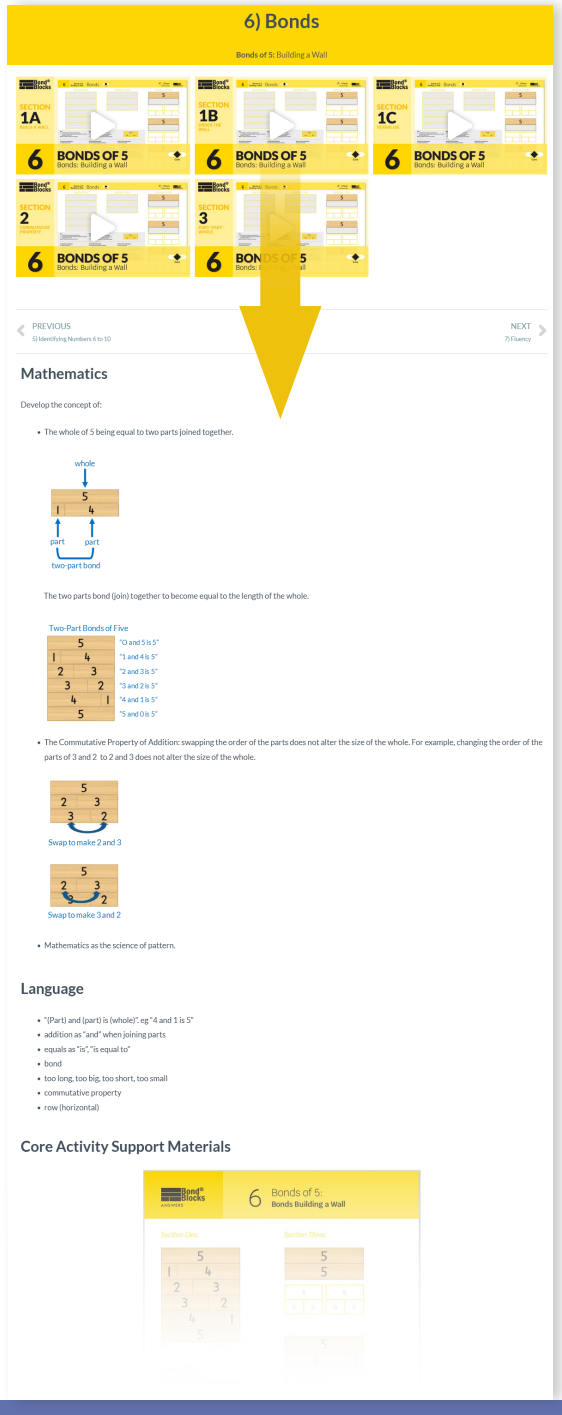
The mathematical language to be used is specified on every board in ***italics bold*** in the Instructions written on the board. It is also listed on the web-page of each activity.

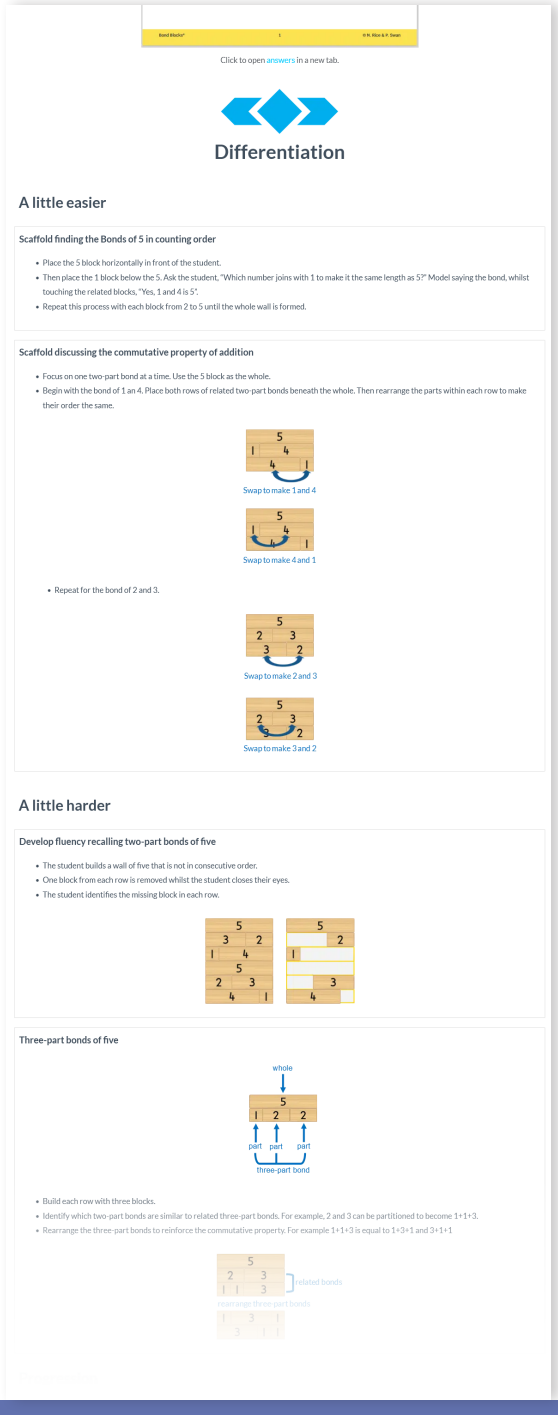
Activity Web Pages

Each activity has its own web page that contains:

- A **video** modelling the activity. These have been made to show to the students so that they receive consistent teaching from year to year.
- **Activity notes** specifying the **mathematical concepts** and **mathematical language**.
- **Differentiation** suggestions to make the activity either a little easier or a little harder.
- Links to relevant pages of **Teacher Notes** for more in depth information about the mathematical concept. These are useful for ongoing professional learning.

Scroll down below the video on each activity web page to find these resources.

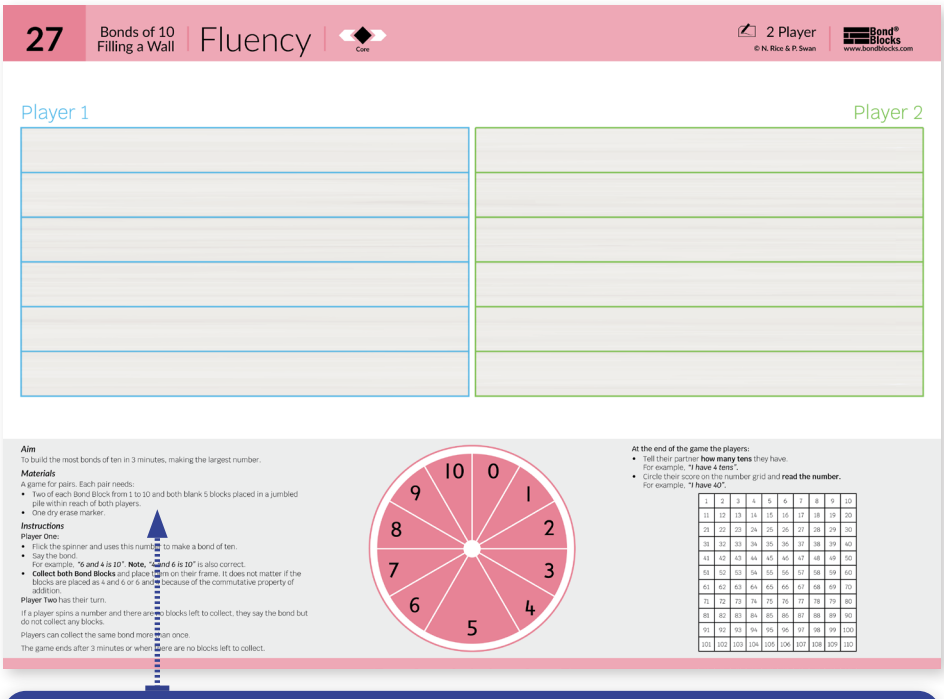




Take Out the Specified Blocks Only

Every Bond Block Core Activity Board can be completed with one set of wooden Bond Blocks. On each activity board there is a "Materials" heading that lists the specific blocks needed for that board. Students should begin by taking out the blocks listed on the activity board under the heading Materials and ONLY these blocks. After this students should shut the lid on the case so they cannot access the other blocks. Some students find storing the box of blocks on the floor under their chair whilst they are completing the activity helps to reduce visual distraction.

If students do not follow this routine they can become distracted and build towers with the blocks instead of focusing on the activity. Also, many of the activities require the students to use every block listed under the Materials heading on the board. If students have access to the whole box of blocks the activity won't work.



"A game for pairs. Each pair needs:
- Two of each Bond Block from 1 to 10 and both blank 5 blocks placed in a jumbled pile within reach of both players."

The materials list will often specify placing the specified blocks required for the activity in a **"jumbled pile"**. Following this instruction is essential. If the specified blocks are taken out of the box and placed on the desk ready for play, in the same order as they were in the box, the students will not have to do any thinking. The blocks will already be organised in the two-part bonds for them!

Packing Away

It is important that the students are taught to pack away the blocks at the end of the activity. The template inside the box was included to help make sure every block is returned to the box at the end of the activity.

Initially students will need help but eventually they will grow in independence and be able to do this by themselves. Students will need to be taught to do the clips up on the box after packing away, otherwise all the blocks will end up on the floor when they pick up the block case. They quickly learn to listen for the 'click' noise of the clips securing shut.

Packing away the blocks helps students develop consideration for others who will use the blocks after them and for their environment.

The template inside the box includes numbers and lines to help students place the blocks away in the correct places.

Printing Activity Boards

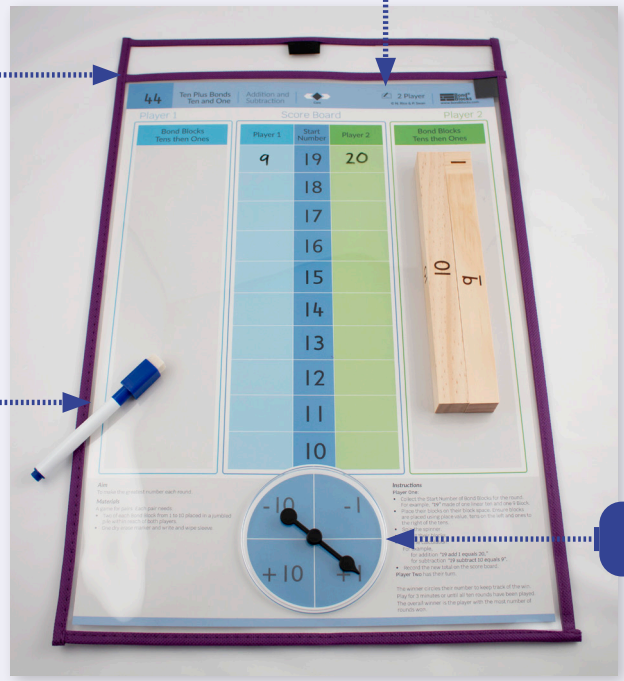
Print the A3 Activity Boards for student use from the PDF file located on the **wooden thumbdrive**.
Please save this onto your school drive. When printing please:

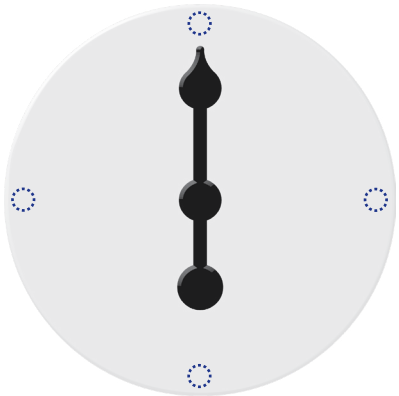
- Use **colour**. The system is colour coded. Do not print in black and white.
- Ensure your printer is set to **'actual size'** or **'100% scale'**. If it is set to the default 'shrink to fit' the boards will look right until you put the blocks on. Then you will realise they don't fit.
- Print 1× number of students for **Individual Activity Boards**. For example, 24 of each.
- Print half × number of students for **Pair Activity Boards**. For example, 12 of each.

Write and Wipe Sleeves

Place the printed copies of the activity boards that students use inside a write and wipe sleeve.

The 'Write and Wipe' symbol indicates that a **dry erase marker and write and wipe sleeve** are needed for this activity board as it contains a written component or makes use of the pen in some way.





Spinners

Included with each spinner are four silicone feet. Place these at 12, 3, 6 and 9 o'clock positions. These feet 'stick' to the plastic on the write and wipe sleeve and stop the spinner from sliding around when it is flicked.

Tier Two and Three Intervention Implementation

Tier Two and Three Intervention Implementation

- The Tier Two and Three Implementation Planner has been written for **Intervention Implementation** in Year 1 to 6.
- **The planner is a guide**. Please use teacher judgement to adapt the implementation to suit students.
- For tier two intervention groups of four students are ideal.
- For tier three intervention students work individually with a teacher/education assistant as their 'partner'. Occasionally, two students can work as a pair, overseen by the teacher/ education assistant. It is appropriate for students to work as a pair if they are a similar age, achievement level and work effectively together.

Tier Two and Three Intervention Implementation Planner

Please note that for consistency when reading the term "teacher" has been used.
This includes education assistants who are implementing intervention.

Tier Two and Three Intervention Routine

Intervention with Bond Blocks requires **four, ten-minute sessions a week**. This is the high impact teaching strategy of multiple exposures.

During these four weekly sessions:

- **Sessions 1, 2 and 3** are on the activity that is the focus of the week.
- **Session 4** is a review of a previously completed activity.

The first three sessions of the week, on the focus activity, follow this structure:

i. **Session 1:** Students watch the video with their teacher. The teacher reinforces one key message from the video. For example, specific language. The students complete the activity once.

ii. **Session 2:** The teacher starts the session by restating the one key message they will be looking for while the students are working. Students repeat the activity to develop fluency.

iii. **Session 3:** The teacher states the mathematical focus for the activity (stated on the web page). For example, "In this activity we are thinking about the two-part bonds of 6". Students repeat the activity again.

During these sessions transitions or changes in the activity are kept to a minimum. This helps students develop fluency. After students are fluent repeating an activity then changes are introduced to help generalisation.

Session Four

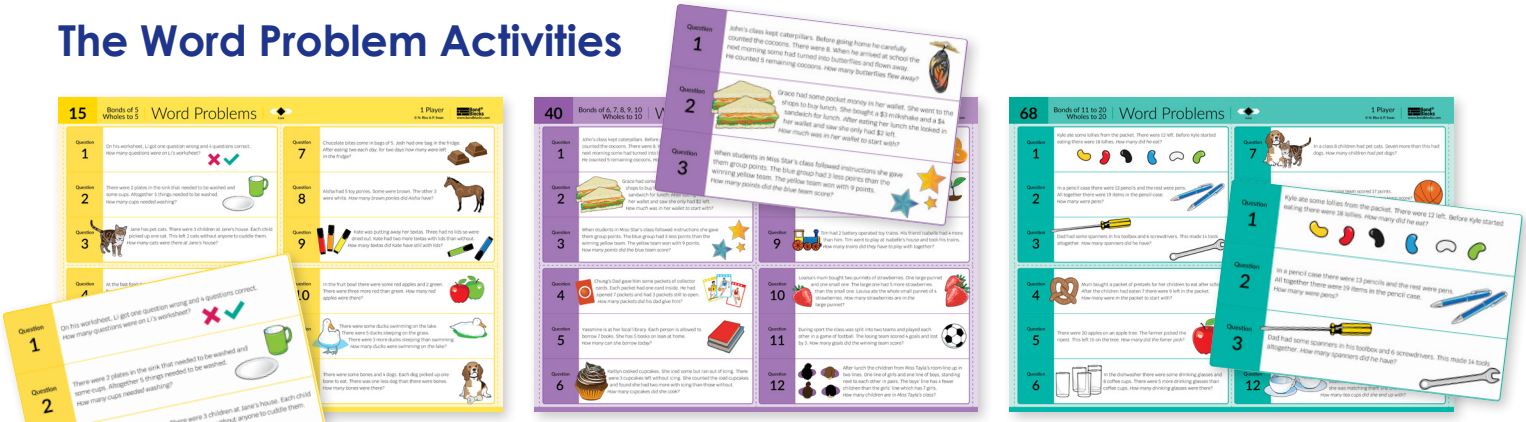
Students who require intervention often have difficulty retaining knowledge. This fourth session is essential to help them maintain fluency with concepts they have already mastered.

The activities chosen for the fourth session are up to the discretion of the teacher. They could be from the same chapter, a different chapter, a similar type of activity or a different type of activity.

Some reasons informing the choice of this fourth activity could be:

- **Variety.** If the focus activity of the week is a little dry, such as Equation Building, an exciting activity such as Fluency Racing game is a great choice.
- **Pre-loading.** If the activity next week is Building a Bond Wall for Bonds of 6, then reviewing the previously completed activity Building a Bond Wall for Bonds of 10 will prepare students for what to do in next week's focus activity.
- **Reviewing.** To maintain fluency recalling bonds, especially when applied to subtraction, students need ongoing practice. For example, if students were working in a Doubling and Halving chapter, which tends to be quite 'light', reviewing a previous subtraction activity from a prior bond chapter would help to maintain fluency.
- **Consolidating.** Some concepts, such as Missing Number Equations and Word Problems, are much more difficult than others because they involve higher-order thinking concepts. After these have been completed in the week as a focus activity, students who require intervention will most likely still not be able to complete these without support. After one week of focus students will most likely need a break. Coming back to these activities in the future will help students develop understanding of these difficult concepts.

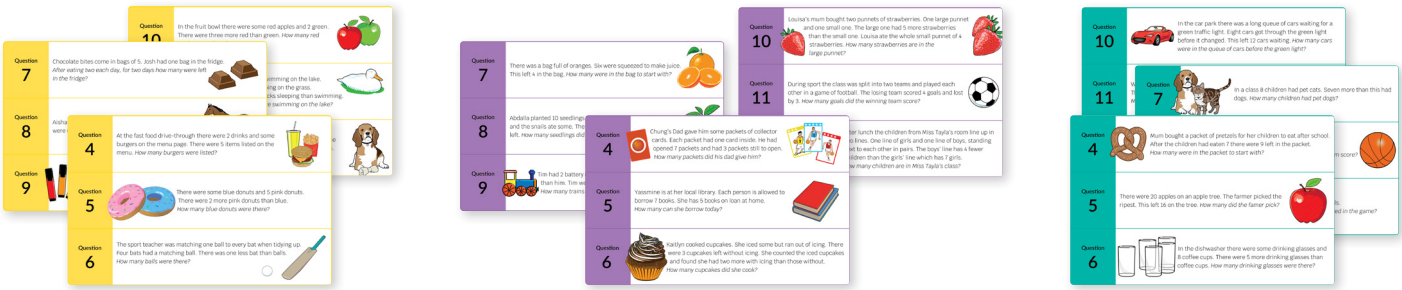
The Word Problem Activities



Photocopy and cut Word Problem activities into four separate cards.

The Word Problem Activity Card must be cut into four separate cards. The questions increase in difficulty.

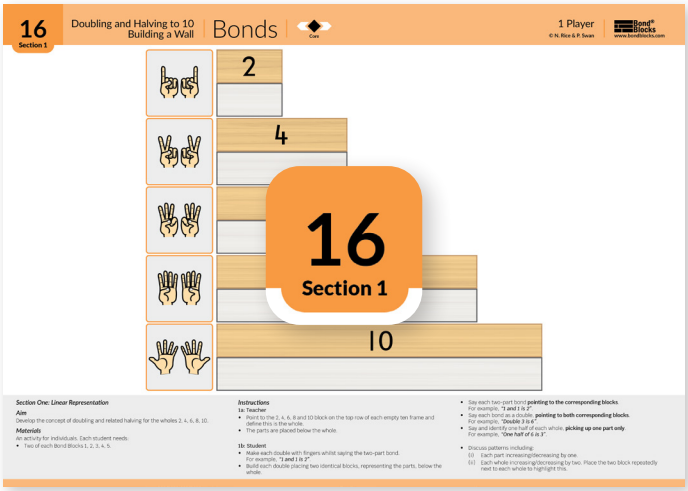
For Intervention complete the first one or two cards (questions 1 to 6) when the activity is first introduced. This will be the first three sessions of that week. Use the other cards later, during the fourth session of activities from other chapters.



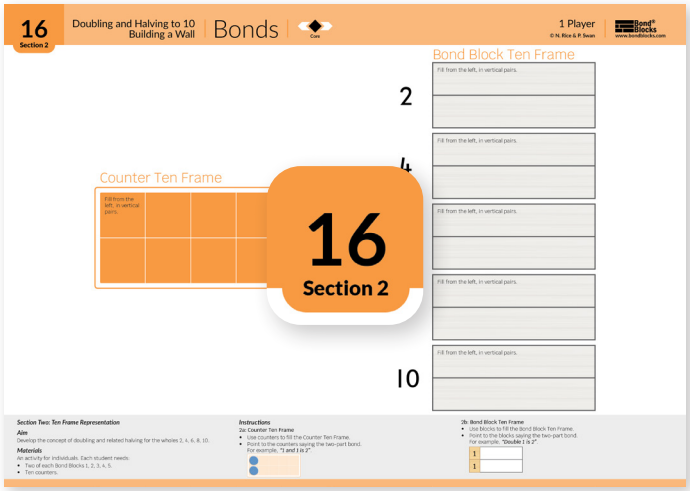
1 Player Activity Boards

Approximately one-quarter of the activities are individual. One Player activities are often split into Sections. Usually, each section has its activity board. For example, activity 16.

One Player activities are often split into sections. In an Intervention Setting students complete **one section each week**.



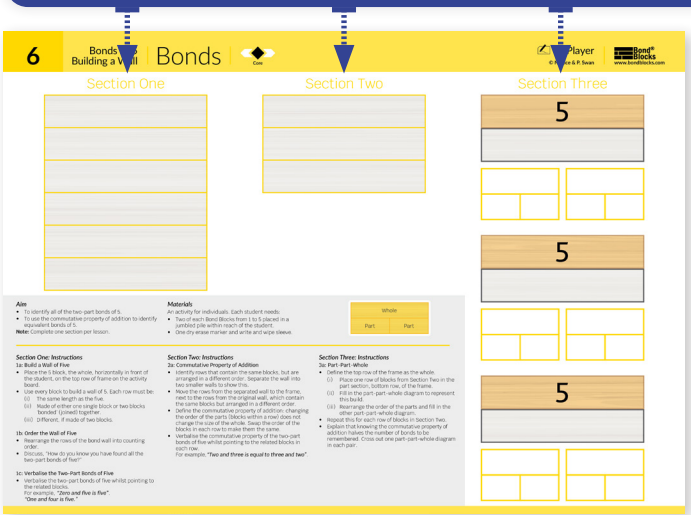
Complete Activity 16, section 1, one week.

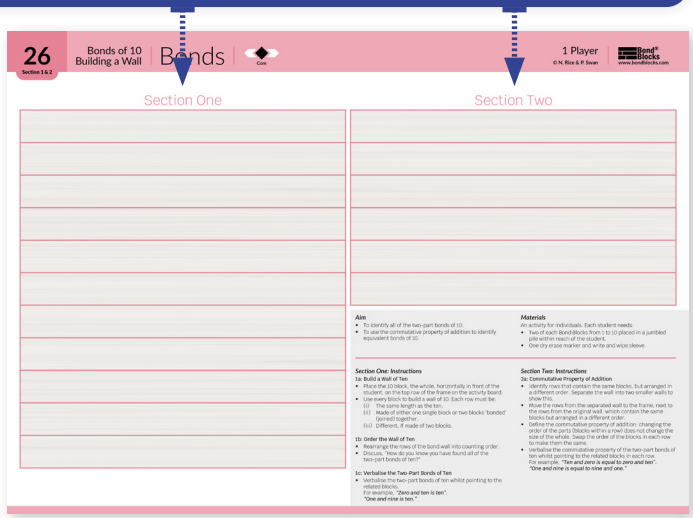


Complete Activity 16, section 2, the following week.

The only activities where each section does NOT have its own board are the **'Bonds: Building a Wall'** activities. These boards were designed like this because students have to use the wall of blocks made in Section One, to complete Section Two. In an Intervention Setting students complete one section per week. These boards will take three weeks to complete.

'Building a Wall' activities have multiple sections on one board which will need to be completed over a number of weeks.





When completing **'Bonds: Building a Wall'** activities complete one section per week. This activity will take three weeks to complete.

Section One

- **Session 1:** Watch the videos to build the wall, order the wall and say the bonds once.
- **Session 2:** Repeat Section One. When building the wall for a second time students often ask if they can build it in in counting order straight away. When they do this celebrate and reply, "Yes you can because maths is the science of pattern!"
- **Session 3:** Repeat Section One again. This will be the third time students build the wall and say the bonds.

Section Two

Section Two: Complete this the following week. Repeat it over three sessions.

Section Three

Section Three: Complete this the following week. Repeat it over three sessions.

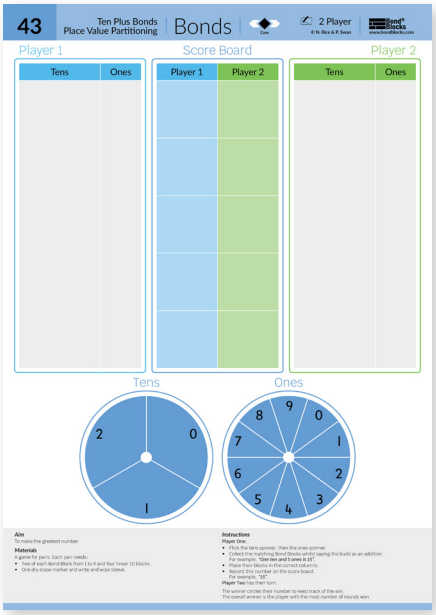
Please be guided by the students. It they are getting bored after two sessions on one Section, and you think they have understood the activity, then move on. The bonds will be repeated in the fluency games that follow this. Keeping a positive disposition during sessions is important.

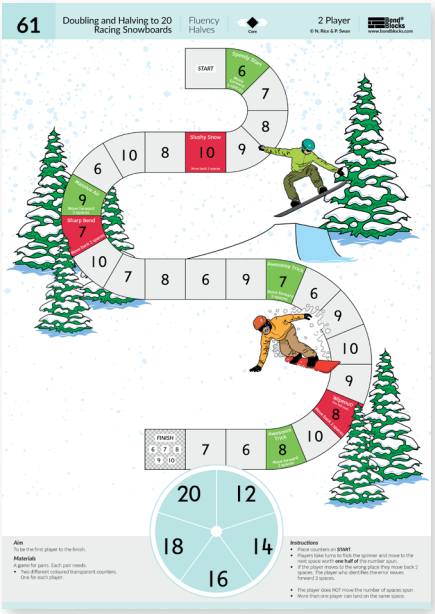
2 Player Activity Boards

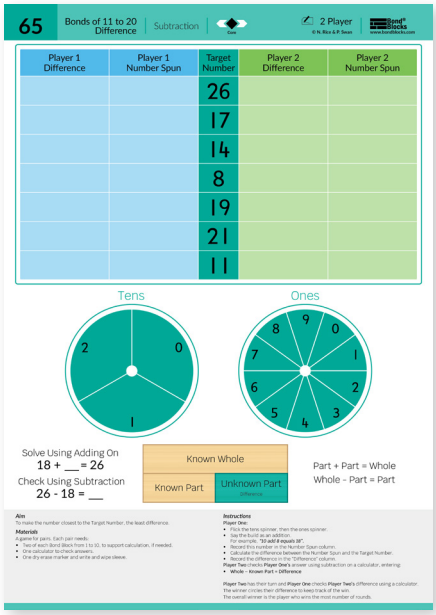
Approximately three-quarters of the activities are paired activities. Two Player activities are usually very quick and can be completed in 3 minutes. Students will be able to play multiple rounds in the one 10 minute session.

As a guide 2 player activity boards can be completed in one week:

- **Session 1:** Students watch the video with their teacher. Then complete the activity once.
- **Session 2:** Students repeat the activity to develop fluency.
- **Session 3:** Students repeat the activity again.







Using Bond Blocks Test Results

Students in Years 1 to 6 who are experiencing difficulty in mathematics sit the Bond Blocks Test:

- The test questions are colour coded and match to the Core Kit Activities.
- Students in **Years One and Two** who have been identified as requiring Intervention will work through the whole Core Kit, completing every activity. The results will indicate the starting chapter. Students will then progress through all the chapters in the order shown in the **'Tier Two and Three Intervention Implementation Planner'**. This is because the Core Kit Activities are year level curriculum.
- Students in **Year Three and onwards** who have been identified as requiring intervention only complete the chapters indicated by their test results. Their results will determine their starting point in the Core Kit and identify specific gaps in learning. Please note:
  - Test questions 9 and 10 relate to Chapter 6: Activities 34 - 40 for Bonds of **6 and 7**.
  - Test questions 11 and 12 relate to Chapter 6: Activities 34 - 40 for Bonds of **8 and 9**.
  - Test questions 13 and 14 relate to Chapter 7: Activities 41 - 49 for Ten Plus Bonds (Bonds to 20).
  - Test question 15 relates to Chapter 7: Activities 50 - 56 for Ten Plus Bonds (Bridging Ten).

Intervention is Differentiated

Differentiating Activities

The **Tier 2 & 3 Intervention Implementation Planner** does not contain week numbers, but as a guide, **each row is equivalent to one week**. Students requiring intervention may take longer than one week to complete an activity.

Please read the **'a little easier'** suggestions on the website for the specified activity. Completing these prior to the Core Activity will double the amount of time it takes to complete an activity.

Some students will be able to complete the **'core'** activities after completing the 'a little easier'. Students might continue onto **'a little harder'** activities. Other students might only be able to complete **'core'** or **'a little harder'** activities with assistance.

How long students take to complete this intervention will depend on their individual needs. For example, some tier two, Year 6 students fill gaps in their learning in one year. Whereas for other tier three, students the Core Kit will form a significant part of their Individualised Education Plan from Years 1 to 6. The Core Kit provides these students with consistent teaching. There are different Recording Sheets to assist monitoring progress at tier one and tier two levels.

Tier Three

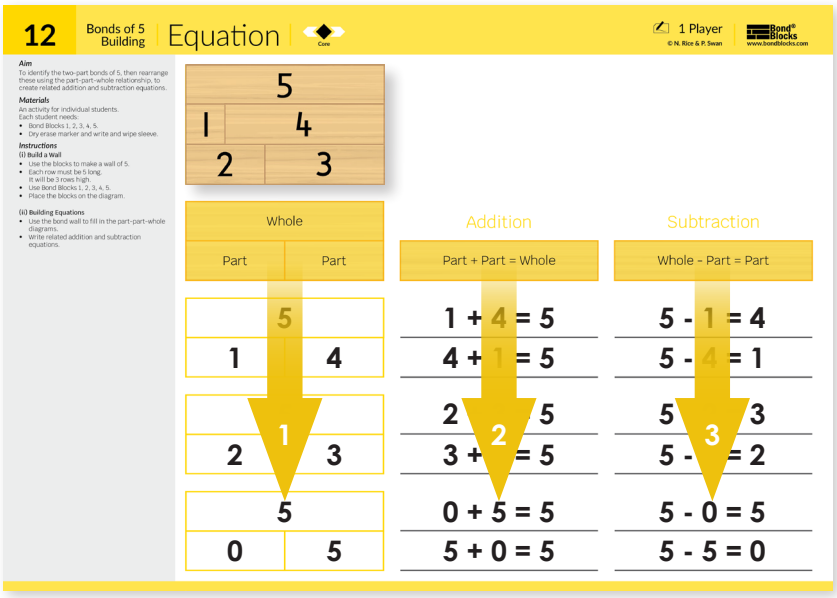
Students working at a tier three level may take up to six years of primary school to cover the three years of curriculum. This is okay. It is better to work at the rate of the student if they are on an individualised education plan. Leaving primary school with a solid grasp on functional addition and subtraction is often an appropriate goal for tier three students.

Using the Core Kit over these students schooling will provide them with a consistent approach to teaching and learning.

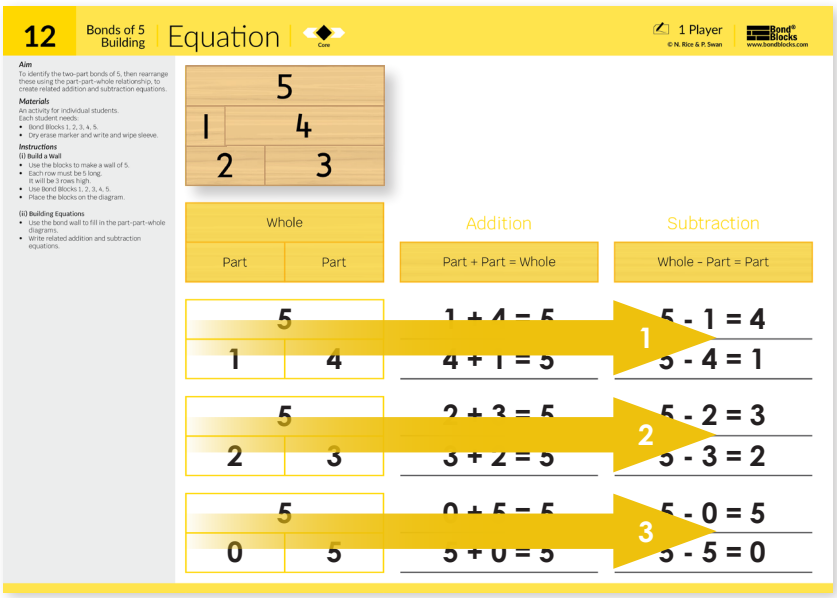
Reducing Transitions

Some students, such as those with executive functioning difficulties, will find transitioning between activities and mathematical concepts more difficult than others. When completing an activity such as Equation Building these students will find it easier to complete it in this order:

- **Session 1:** fill in part-part-whole diagrams
- **Session 2:** write all the addition equations
- **Session 3:** write all the subtraction equations.



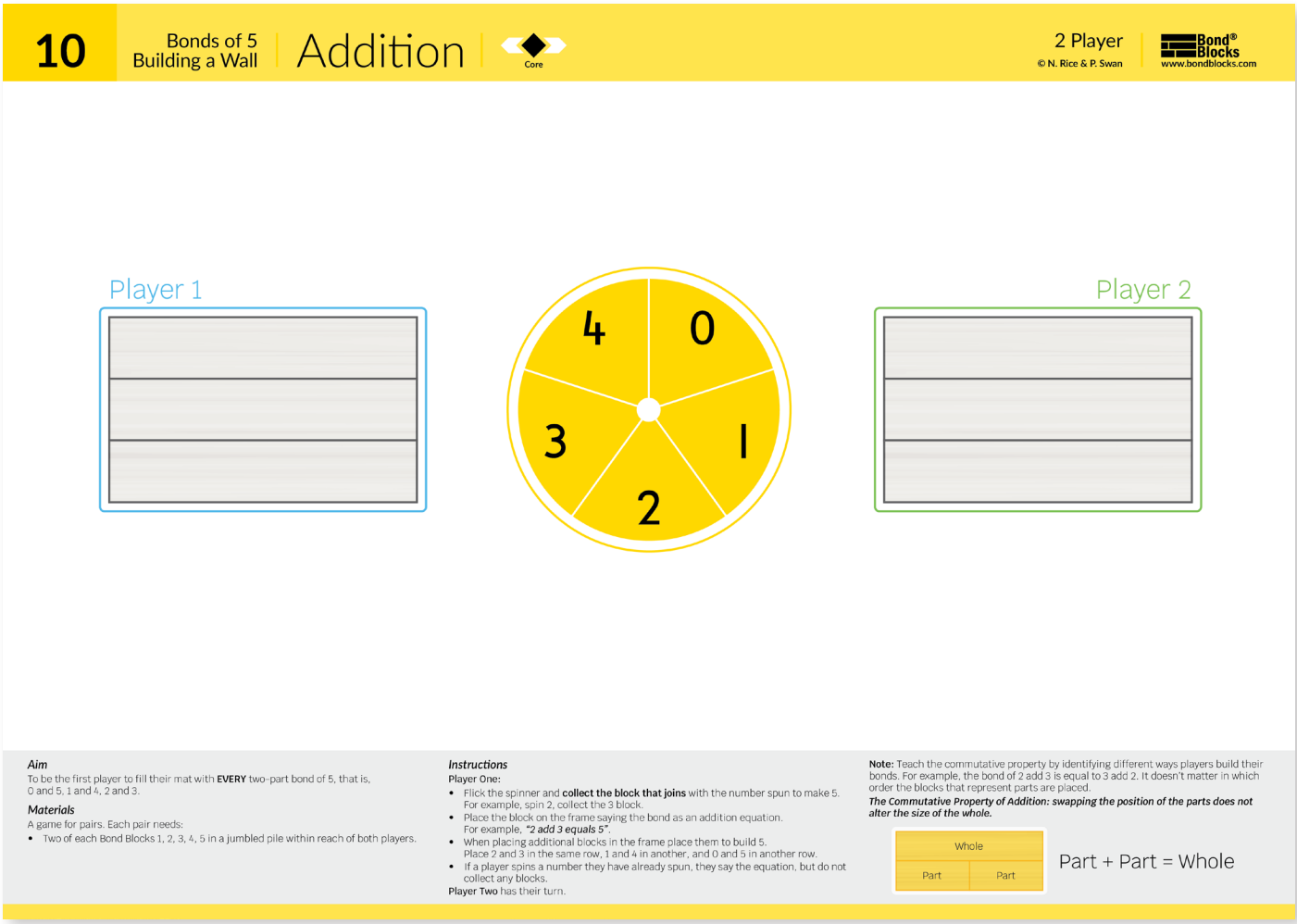
Working vertically helps students understand the difference between addition and subtraction. It also helps to develop fluency in writing each operation.



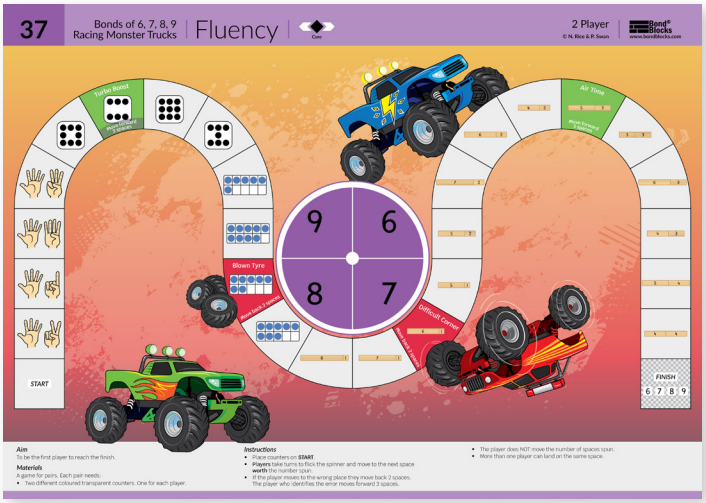
Once students are fluent with they can work horizontally across the board.

Doing this will help them make connections between addition and subtraction. It will also help them generalise these skills.

Adjusting Play



In the activity above the winner is the first player to fill their wall with two-part bonds of five. This takes around 3 minutes. Towards the end of these types of games many students enjoy spinning, trying to get that final piece to fill their wall and be the winner. However, other students get excessively frustrated at this point. Whilst the end part of the game is an excellent opportunity to develop grit and understand how chance can play out, it can also be too much for some students. When this is the case give these students a 2-minute timer and change the aim of the game to be the player who places the most number of blocks in 2 minutes.

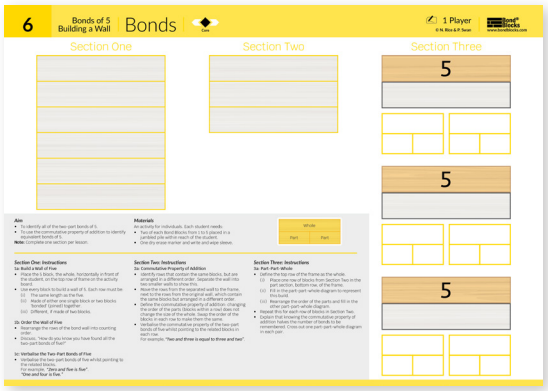


TIP: Some two player games have an accountability rule built in such as ***"If the player moves to the wrong place they move back 2 spaces. The player who identifies the error moves forward 3 spaces."*** Please use this with discretion. There are many students for whom using this rule would be counter-productive.

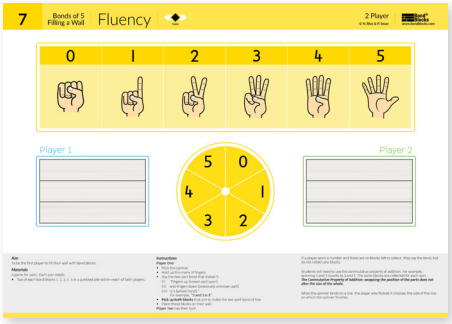
Activities: When to Move On

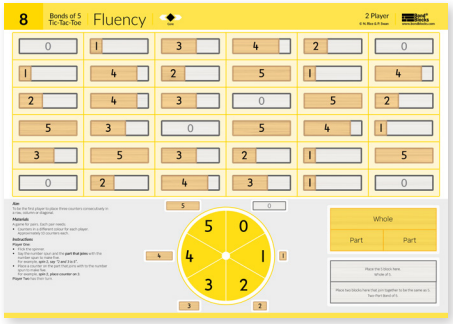
If students don't master an activity within the week or fortnight it is okay to move onto the next activity.
The system builds gradually and is cyclical. Students are constantly re-exposed to activities.

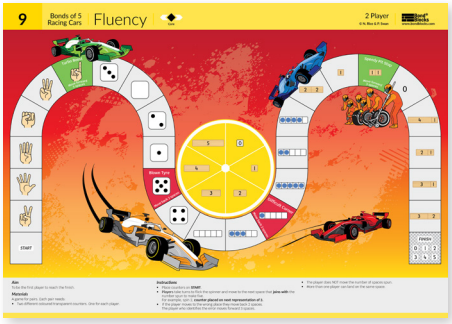
For example, most students requiring intervention will not be able to recall bonds of five after completing Activity 6.



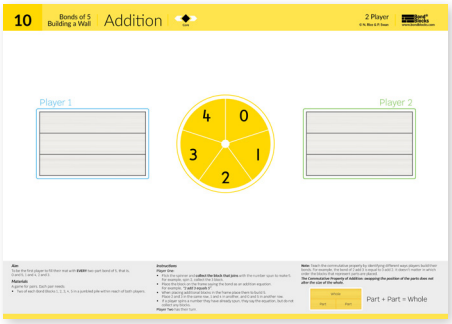
Students spend the next three activities (at least three weeks) just practising the two-part bonds.

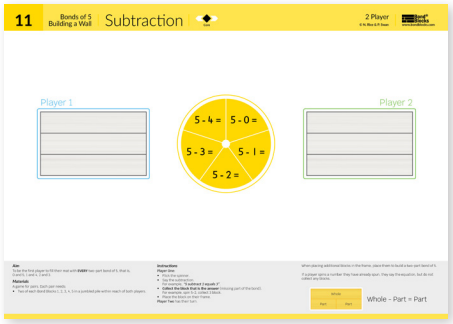


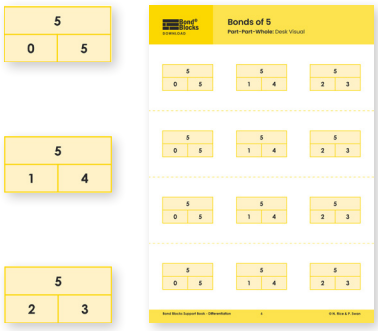




After this they apply the bonds to addition, then subtraction. Students who still have difficulty recalling the three, two-part bonds of five would benefit from using a desk visual.



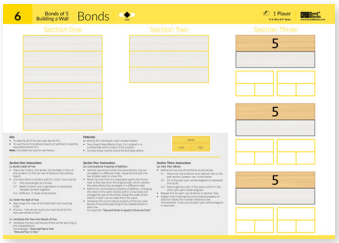


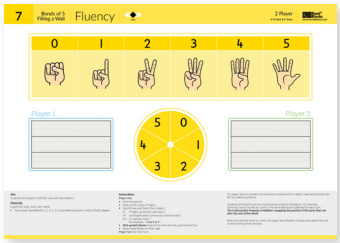


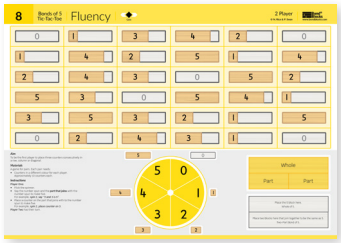
Bonds of 5: Part-Part-Whole Desk Visual.

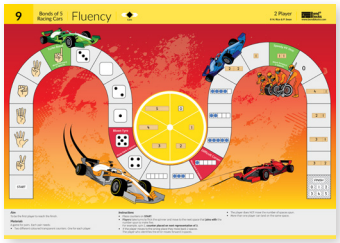
Chapters: When to Move On

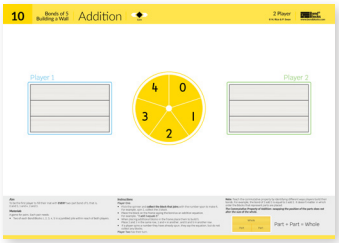
There are different levels of difficulty within each Bond Blocks chapter. Understanding, Fluency, Addition and Subtraction activities are easier, **lower-order cognitive skills**. The application of these to Missing Number Equations and solving Word Questions activities is more difficult because they are **higher-order cognitive skills**.

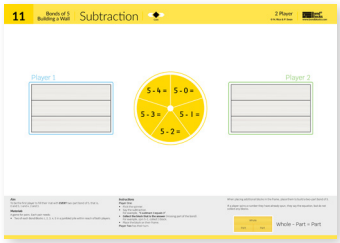


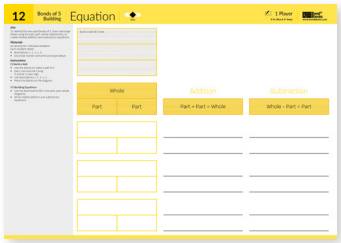






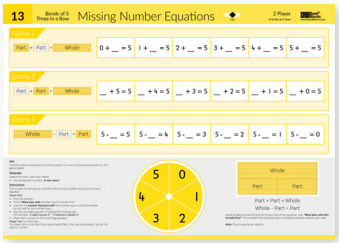


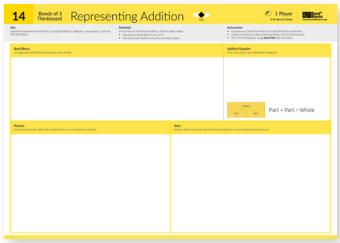




Core activity boards 6, 7, 8, 9, 10, 11 and 12 are examples of lower-order cognitive skills.

Students working at tier three can complete the more difficult higher order activities with adult prompting. This is appropriate. During these sessions students are exposed to higher level thinking and given the opportunity to develop this. If they don't master higher-order activities it is okay. They should still progress to the next chapter of activities.





Core activity boards 13, 14 and 15 are examples of higher-order cognitive skills.

If at the end of the chapter of activities the student still is having significant **difficulty mastering the lower-order cognitive activities** such as Build a Wall, Addition and Subtraction boards make a note on their Recording Sheet.

- Continue onto the next chapter or two. The chapters have been ordered so as there is a chapter with very heavy content (such as Bonds of 5), followed by chapters with lighter content (such as Doubling and Halving to 10, Five Plus Bonds).
- After this return to the activity chapter that the student had difficulty mastering the lower-order cognitive activities (such as Bonds of 5). Repeat the lower-order cognitive activities such as Build a Wall, Addition and Subtraction from that chapter.
- Then return to the chapter of activities that the student was up to.

Bond® Blocks
IMPLEMENTATION

Tier 2 & 3 Intervention Implementation Planner

Chapter 1	Counting to 10 and 20	Activities 1 to 5
Chapter 2	Bonds of 5	Activities 6 to 10
Chapter 3	Doubling and Halving to 10	Activities 16 to 20
Chapter 4	Five Plus Bonds	Activities 21 to 25
Chapter 5	Bonds of 10	Activities 26 to 33
Chapter 6	Bonds of 6 and 7	Activities 34 to 40
Chapter 7	Ten Plus Bonds (Bonds to 20)	Activities 41 to 49
Chapter 6	Bonds of 8 and 9	Activities 34 to 40
Chapter 7	Ten Plus Bonds (Bridging Ten)	Activities 50 to 56
Chapter 8	Doubling and Halving to 20	Activities 57 to 63
Chapter 9	Bonds of 11 to 20	Activities 64 to 71

Differentiating Activities

The **Tier 2 & 3 Intervention Implementation Planner** does not contain week numbers, but as a guide, each row is equivalent to one week. Students requiring intervention may take longer than one week to complete an activity.

Please refer to the **Tier Two and Three Intervention Implementation** instructions under the heading of **"Intervention is Differentiated"**.

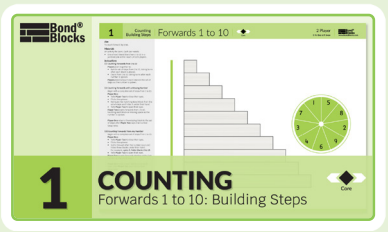
Activity Number

Bond Blocks Test and Student Goal Setting

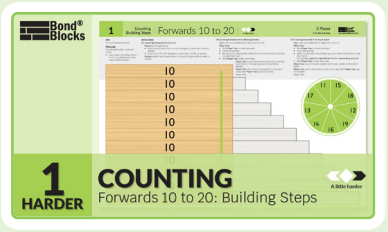
Exploratory Play

- If this is the first-time students used Bond Blocks they will need at least three sessions of Exploratory Play.
- Exploratory Play Activity Notes are in the Implementation section of the website.

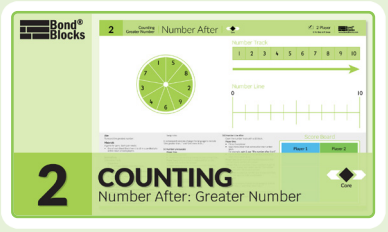
Chapter 1) Counting



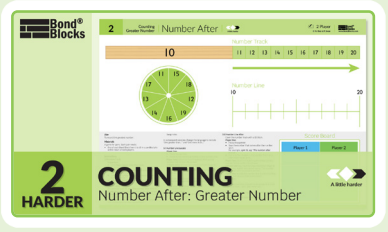
1) Forwards 1 to 10: Building Steps



1) Forwards 10 to 20: Building Steps **(a little harder)**



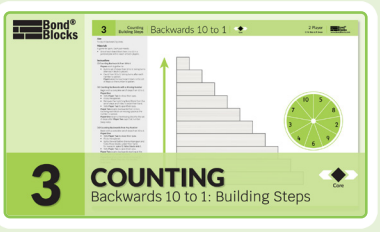
2) Number After: Greater Number



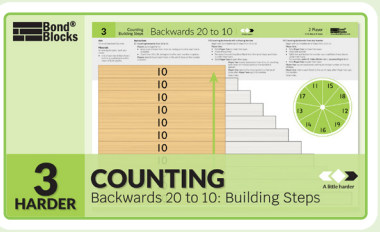
2) Number After: Greater Number **(a little harder)**

Activity Number

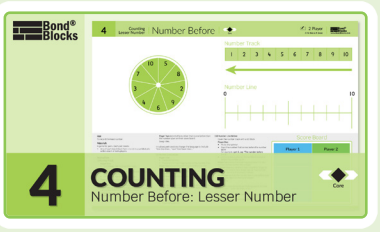
Chapter 1) Counting



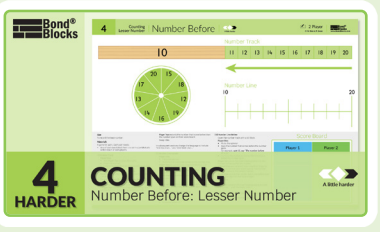
3) Backwards 10 to 1: Building Steps



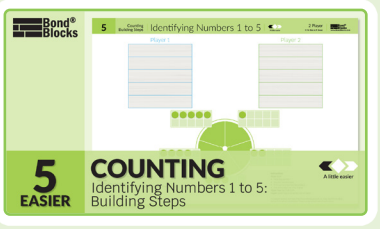
3) Backwards 20 to 10: Building Steps **(a little harder)**



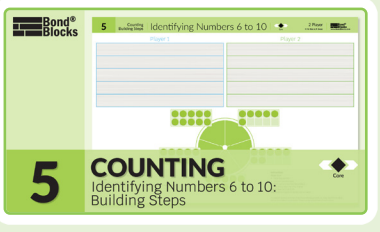
4) Number Before: Lesser Number



4) Number Before: Lesser Number **(a little harder)**

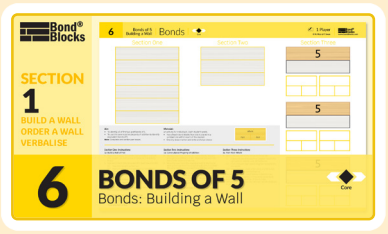
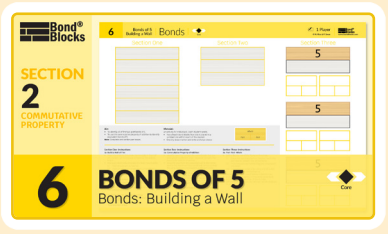
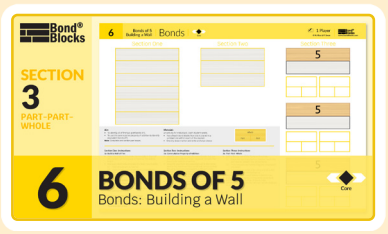
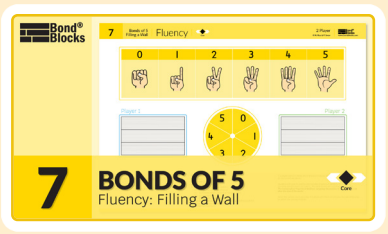
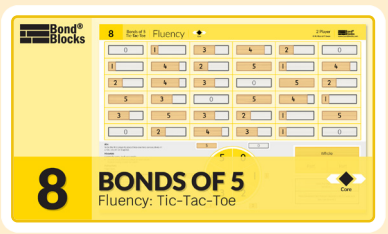


5) Identifying Numbers 1 to 5: Building Steps **(a little easier)**

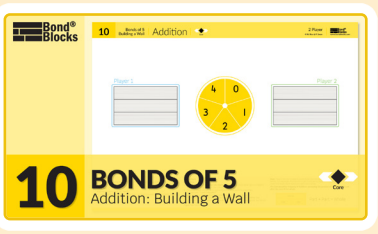
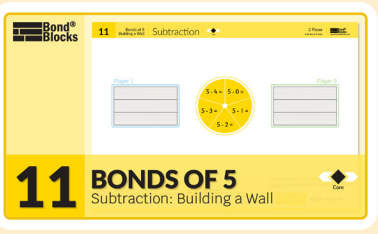
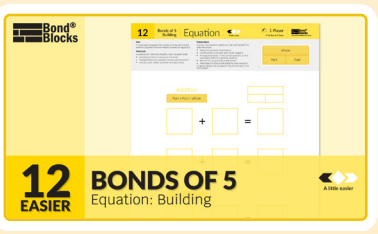
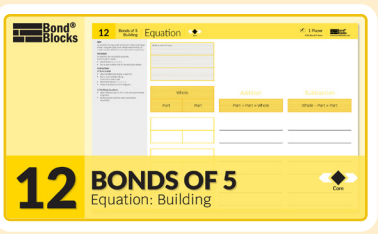
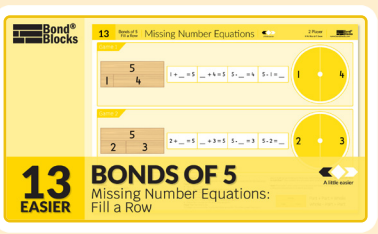
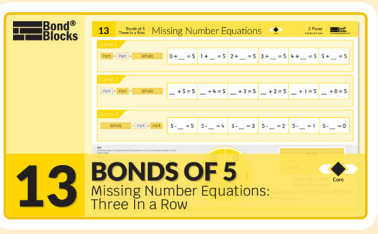


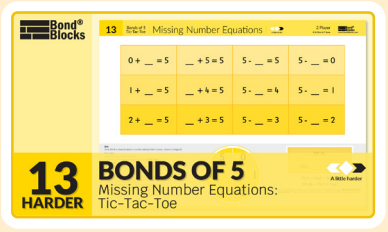
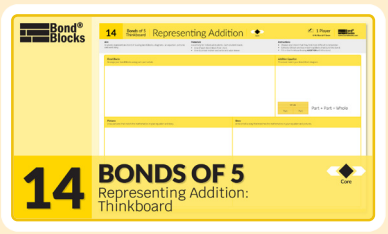
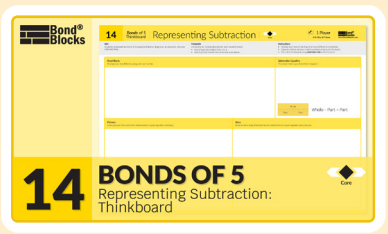
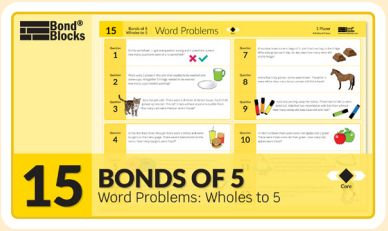
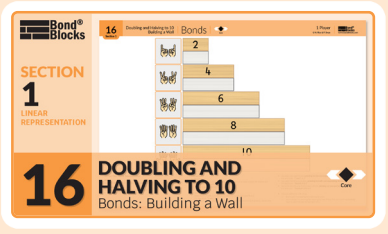
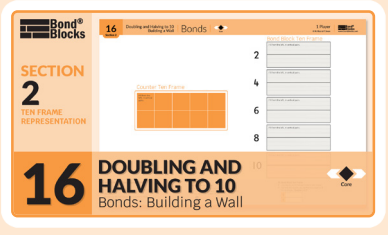
5) Identifying Numbers 6 to 10: Building Steps

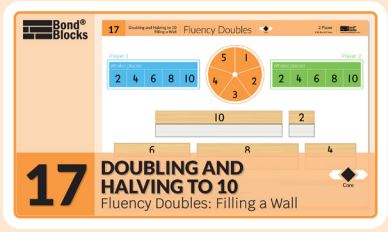
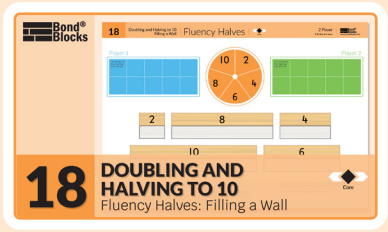
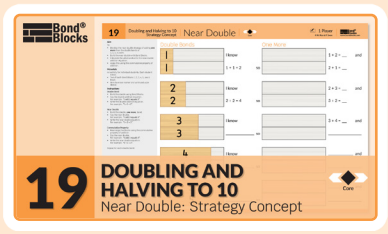
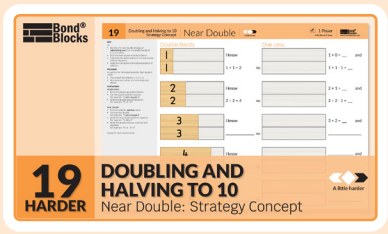
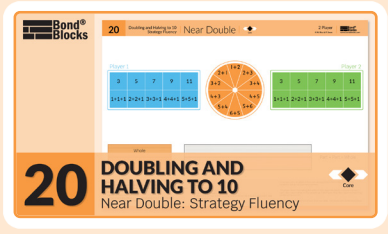
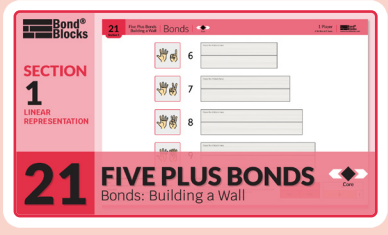
Chapter 2) Bonds of 5

Activity Number	
	**6) Bonds:** Building a Wall **(Section 1)**
	**6) Bonds:** Building a Wall **(Section 2)**
	**6) Bonds:** Building a Wall **(Section 3)**
	**7) Fluency:** Filling a Wall
	**8) Fluency:** Tic-Tac-Toe
	**9) Fluency:** Racing Cars

Chapter 2) Bonds of 5

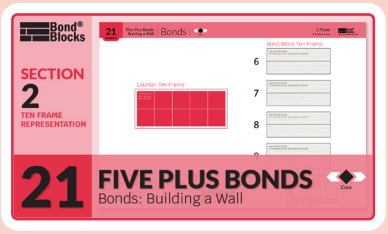
Activity Number	
	**10) Addition:** Building a Wall
	**11) Subtraction:** Building a Wall
	**12) Equation:** Building **(a little easier)**
	**12) Equation:** Building
	**13) Missing Number Equations:** Fill a Row **(a little easier)**
	**13) Missing Number Equations:** Three In a Row

	Activity Number
Chapter 2) Bonds of 5	 **13) Missing Number Equations:** Tic-Tac-Toe **(a little harder)**
	 **14) Representing Addition:** Thinkboard
	 **14) Representing Subtraction:** Thinkboard
	 **15) Word Problems:** Wholes to 5
Chapter 3) Doubling and Halving to 10	 **16.1) Bonds:** Building a Wall **(Section 1)**
	 **16.2) Bonds:** Building a Wall **(Section 2)**

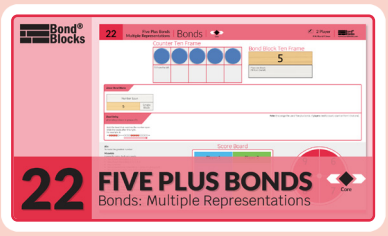
	Activity Number
Chapter 3) Doubling and Halving to 10	 **17) Fluency Doubles:** Filling a Wall
	 **18) Fluency Halves:** Filling a Wall
	 **19) Near Double:** Strategy Concept
	 **19) Near Double:** Strategy Concept **(a little harder)**
	 **20) Near Double:** Strategy Fluency
Chapter 4)	 **21.1) Bonds:** Building a Wall **(Section 1)**

Activity Number

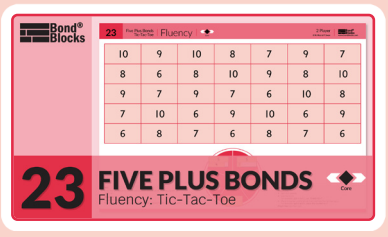
Chapter 4) Five Plus Bonds



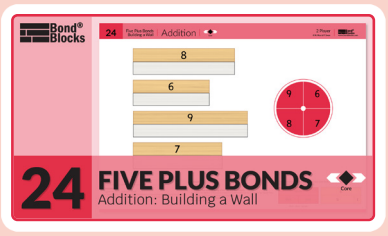
21.2) **Bonds:** Building a Wall **(Section 2)**



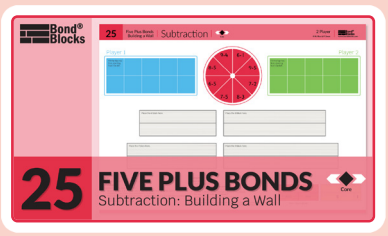
22) **Bonds:** Multiple Representations



23) **Fluency:** Tic-Tac-Toe

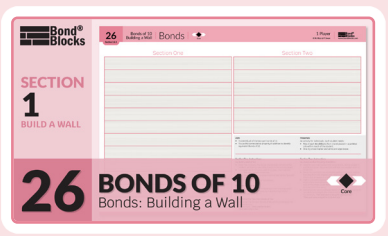


24) **Addition:** Building a Wall



25) **Subtraction:** Building a Wall

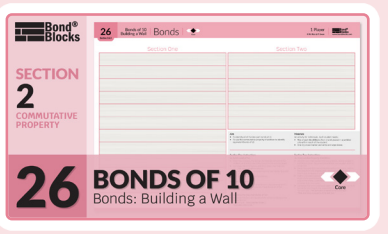
Chapter 5) Bonds of 10



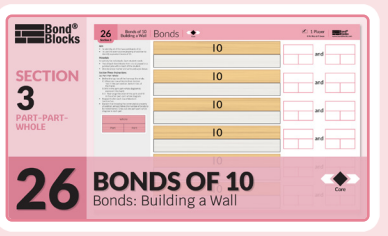
26.1) **Bonds:** Building a Wall **(Section 1)**

Activity Number

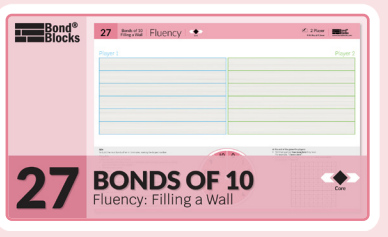
Chapter 5) Bonds of 10



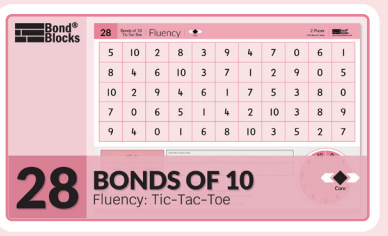
26.1) **Bonds:** Building a Wall **(Section 2)**



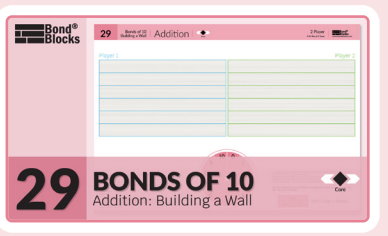
26.2) **Bonds:** Building a Wall **(Section 3)**



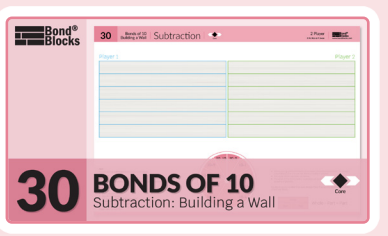
27) **Fluency:** Filling a Wall



28) **Fluency:** Tic-Tac-Toe



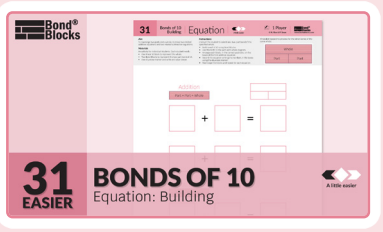
29) **Addition:** Building a Wall



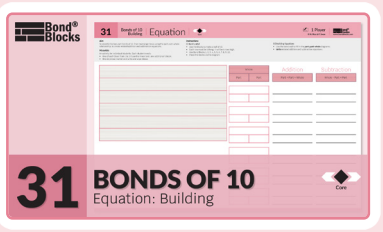
30) **Subtraction:** Building a Wall

Chapter 5) Bonds of 10

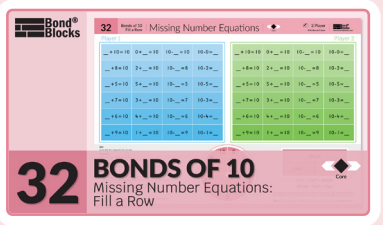
Activity Number



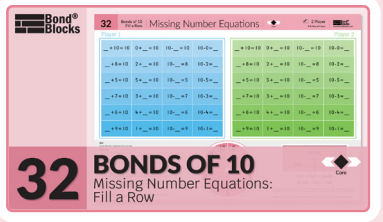
31) Equation: Building **(a little easier)**



31) Equation: Building

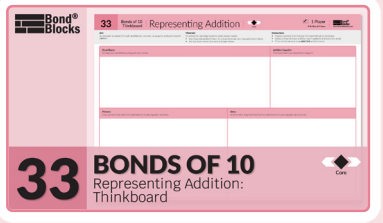


32) Missing Number Equations: Fill a Row

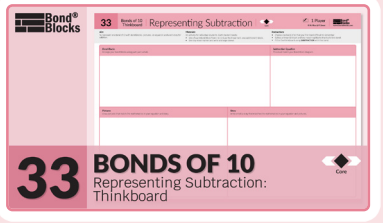


32) Missing Number Equations: Tic-Tac-Toe **(a little harder)**

- Note, this board is very difficult and is not usually appropriate for intervention.



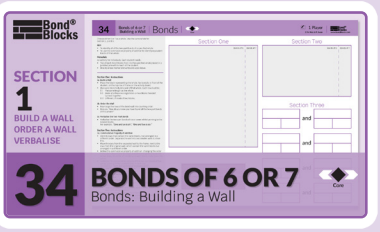
33) Representing Addition: Thinkboard



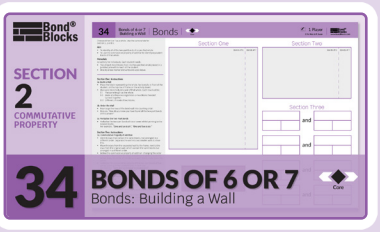
33) Representing Subtraction: Thinkboard

Chapter 6) Bonds of 6 and 7

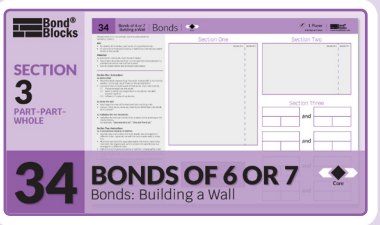
Activity Number



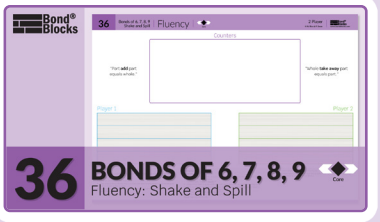
34) Bonds of 6: Building a Wall **(Section 1)**



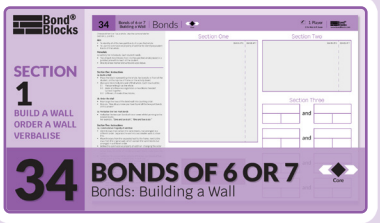
34) Bonds of 6: Building a Wall **(Section 2)**



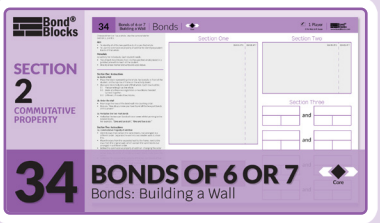
34) Bonds of 6: Building a Wall **(Section 3)**



36) Fluency: Shake and Spill



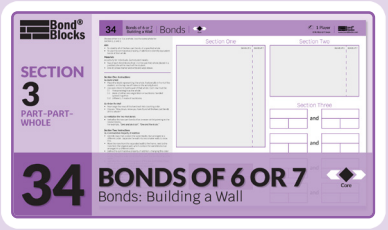
34) Bonds of 7: Building a Wall **(Section 1)**



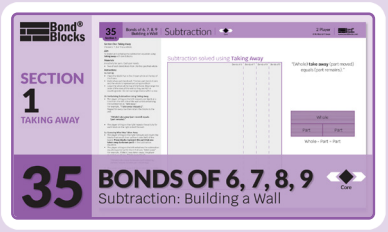
34) Bonds of 7: Building a Wall **(Section 2)**

Activity Number

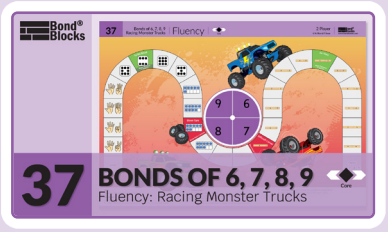
Chapter 6) Bonds of 6 and 7



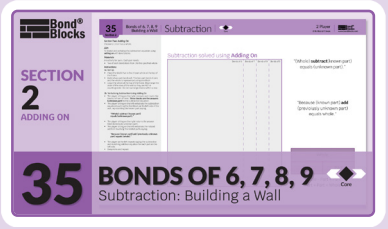
34) Bonds of 7: Building a Wall (Section 3)



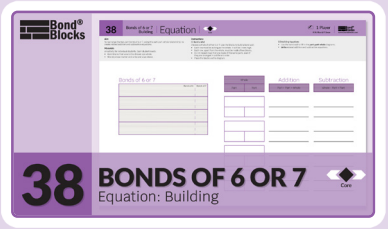
35.1) Subtraction: Building a Wall (Section 1) Bonds of 6



37) Fluency: Racing Monster Trucks



35.2) Subtraction: Building a Wall (Section 2) Bonds of 7

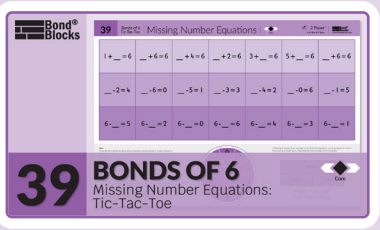


38) Equation: Building Bonds of 6

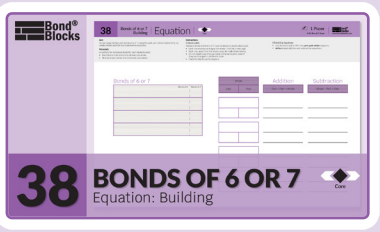
- **Session 1:** Build the wall and fill in part-part-whole diagrams.
- **Session 2:** Write the addition equations.
- **Session 3:** Write the subtraction equations.
- Students who find this easy can write the matching addition and subtraction equations for each bond working horizontally across the board.

Activity Number

Chapter 6) Bonds of 6 and 7

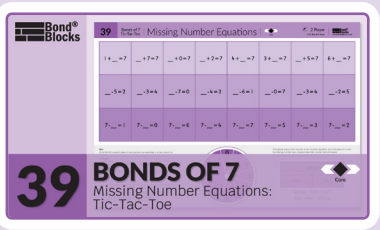


34) Missing Number Equations: Tic-Tac-Toe Bonds of 6

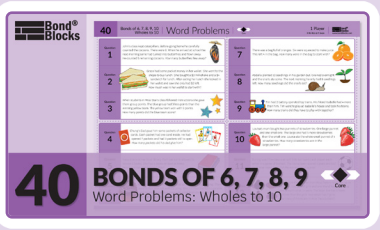


38) Equation: Building Bonds of 7

- **Session 1:** Build the wall and fill in part-part-whole diagrams.
- **Session 2:** Write the addition equations.
- **Session 3:** Write the subtraction equations.
- Students who find this easy can write the matching addition and subtraction equations for each bond working horizontally across the board.



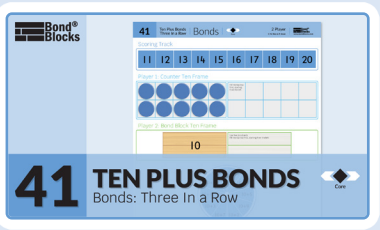
39) Missing Number Equations: Tic-Tac-Toe Bonds of 7



40)Word Problems: Wholes to 10

Cards 1 and 2, Questions 1 to 6

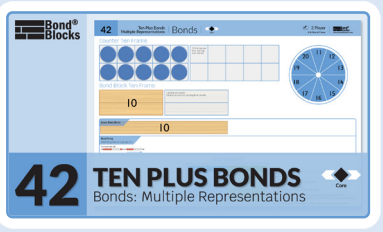
Chapter 7)



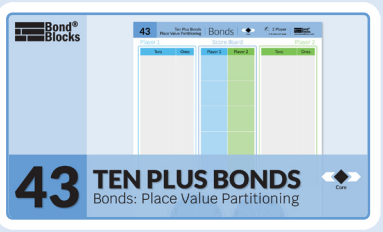
41) Bonds: Three In a Row

Chapter 7) Ten Plus Bonds (Bonds to 20)

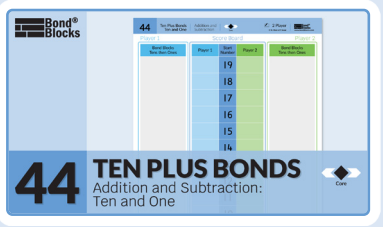
Activity Number



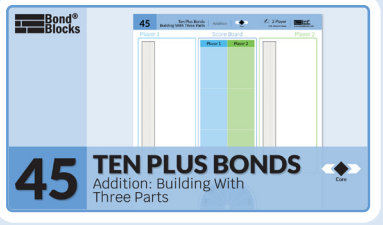
42) Bonds: Multiple Representations



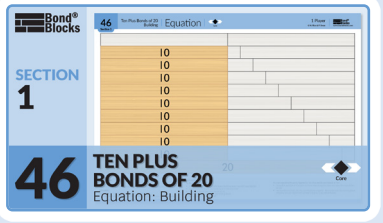
43) Bonds: Place Value Partitioning



44) Addition and Subtraction: Ten and One



45) Addition: Building With Three Parts

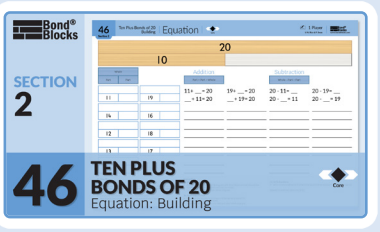


46.1) Equation: Building **(Section 1)**

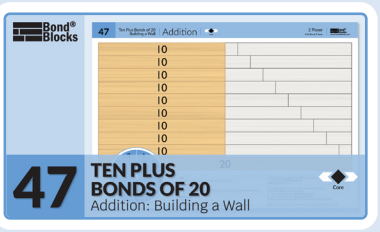
- **Session 1:** "Say and Point to Two-Part Bonds of 20".
- **Session 2:** "Fluency Option One". "Fluency Option Two" is optional for extension.
- **Session 3:** "Swap the Position of the Parts" through to "Say and Point Rearranged Two-Part Bonds of 20". The "Fluency Options One, Two and Three" that follow are optional for extension.

Chapter 7) Ten Plus Bonds (Bonds to 20)

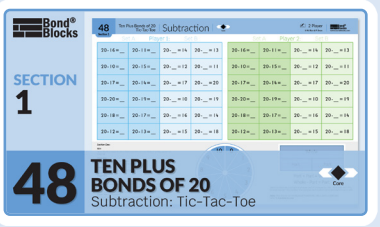
Activity Number



46.2) Equation: Building **(Section 2)**

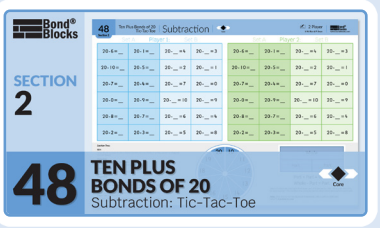


37) Addition: Building a Wall



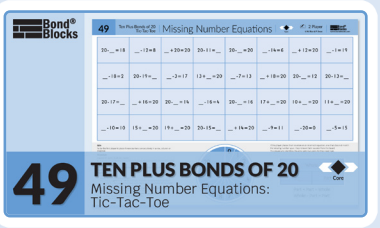
48.1) Subtraction: Tic-Tac-Toe **(Section 1)**

- Develop fluency Playing Game A.
- Then Play Game B.



48.2) Subtraction: Tic-Tac-Toe **(Section 2)**

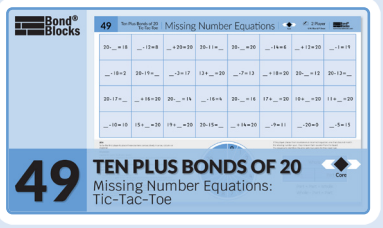
- Develop fluency Playing Game A.
- Then Play Game B.



49) Missing Number Equations: Tic-Tac-Toe

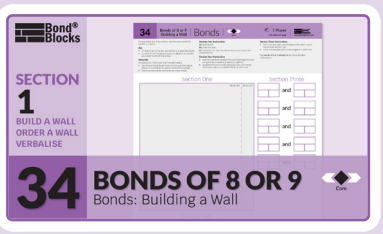
Activity Number

Chapter 7)



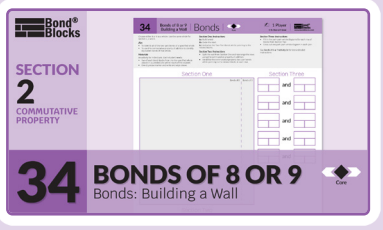
49) Missing Number Equations:
Tic-Tac-Toe **(a little harder)**

Chapter 6) Bonds of 8 and 9

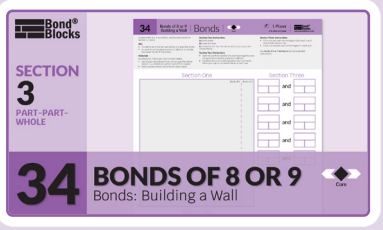


34) Bonds of 8: Building a Wall (Section 1)

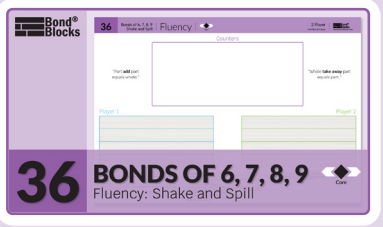
- The first time students build a wall it will not be in counting order.
- When repeating the building a wall activity if they ask "Can we do it in counting order straight away?" Celebrate and reply "Yes you can because maths is the science of pattern!"



34) Bonds of 8: Building a Wall (Section 2)



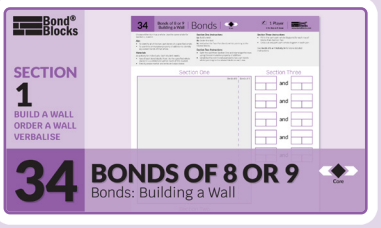
34) Bonds of 8: Building a Wall (Section 3)



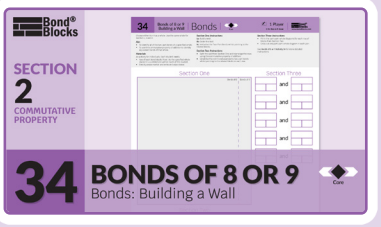
36) Fluency: Shake and Spill

Activity Number

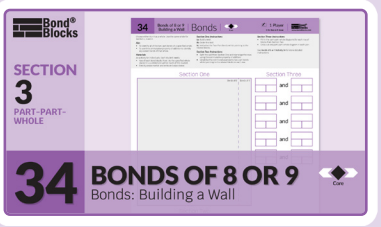
Chapter 6) Bonds of 8 and 9



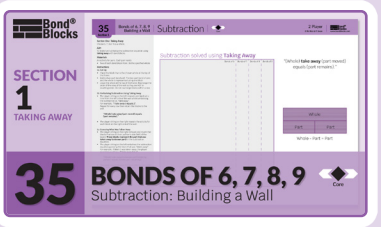
34) Bonds of 9: Building a Wall (Section 1)



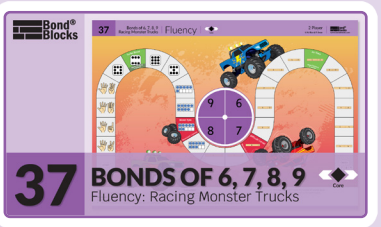
34) Bonds of 9: Building a Wall (Section 2)



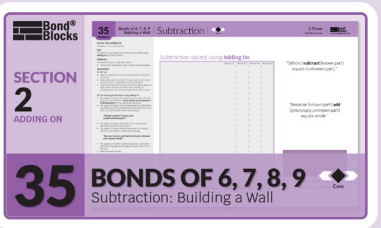
34) Bonds of 9: Building a Wall (Section 3)



35) Subtraction: Building a Wall (Section 1) Bonds of 8



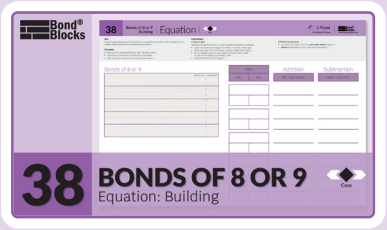
37) Fluency: Racing Monster Trucks



35) Subtraction: Building a Wall (Section 2) Bonds of 9

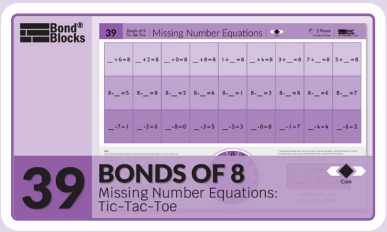
Activity Number

Chapter 6) Bonds of 8 and 9

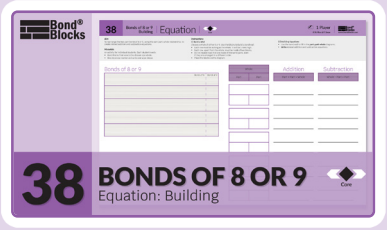


38) Equation: Building **Bonds of 8**

- **Session 1:** Build the wall and fill in part-part-whole diagrams.
- **Session 2:** Write the addition equations.
- **Session 3:** Write the subtraction equations.
- Students who find this easy can write the matching addition and subtraction equations for each bond working horizontally across the board.

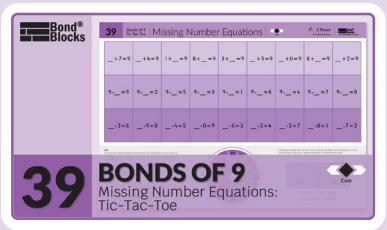


39) Missing Number Equations:
Tic-Tac-Toe **Bonds of 8**



38) Equation: Building **Bonds of 9**

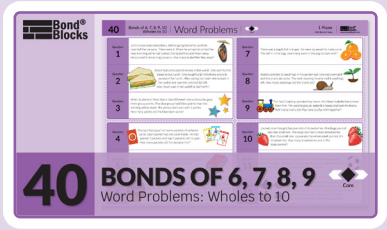
- **Session 1:** Build the wall and fill in part-part-whole diagrams.
- **Session 2:** Write the addition equations.
- **Session 3:** Write the subtraction equations.
- Students who find this easy can write the matching addition and subtraction equations for each bond working horizontally across the board.



39) Missing Number Equations:
Tic-Tac-Toe **Bonds of 9**

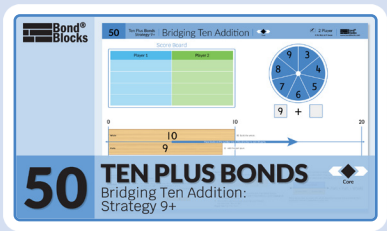
Activity Number

Chapter 6)

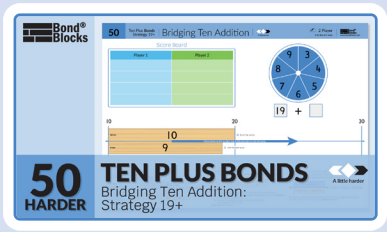


40) Word Problems: Wholes to 10
Cards 3 and 4, Questions 7 to 12

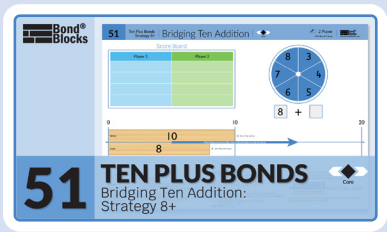
Chapter 7) Ten Plus Bonds (Bridging Ten)



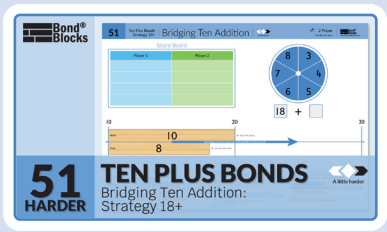
50) Bridging Ten Addition: Strategy 9+



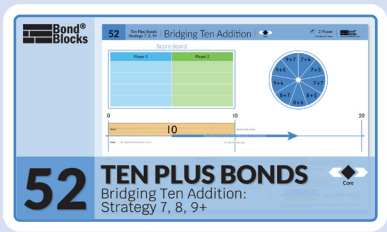
50) Bridging Ten Addition: Strategy 19+
(a little harder)



51) Bridging Ten Addition: Strategy 8+



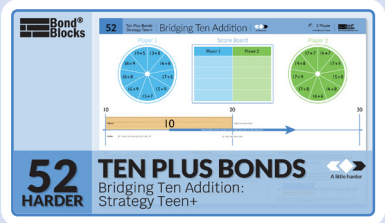
51) Bridging Ten Addition: Strategy 18+
(a little harder)



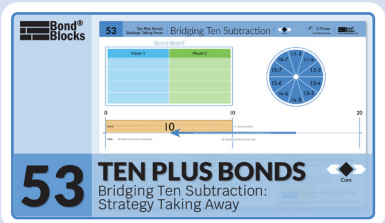
52) Bridging Ten Addition: Strategy 7, 8, 9+

Activity Number

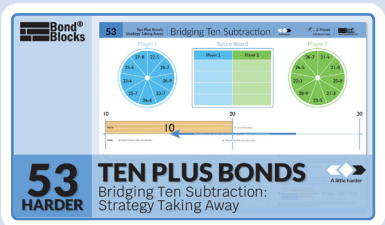
Chapter 7) Ten Plus Bonds (Bridging Ten)



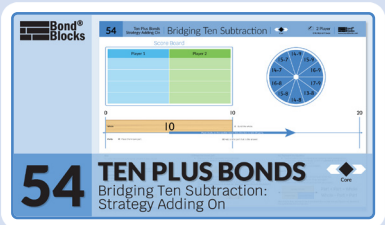
52) Bridging Ten Addition: Strategy Teen+ **(a little harder)**



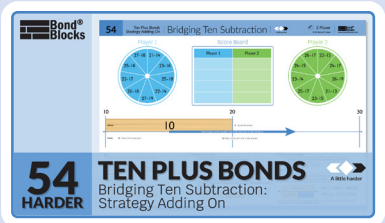
53) Bridging Ten Subtraction: Strategy Taking Away



53) Bridging Ten Subtraction: Strategy Taking Away **(a little harder)**



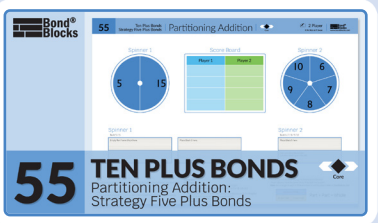
54) Bridging Ten Subtraction: Strategy Adding On



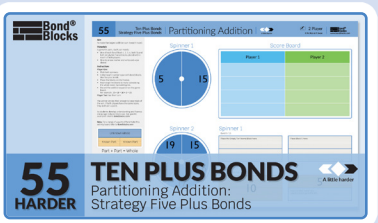
54) Bridging Ten Subtraction: Strategy Adding On **(a little harder)**

Activity Number

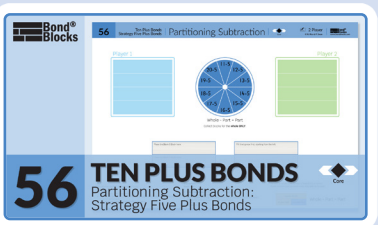
Chapter 7) Ten Plus Bonds (Bridging Ten)



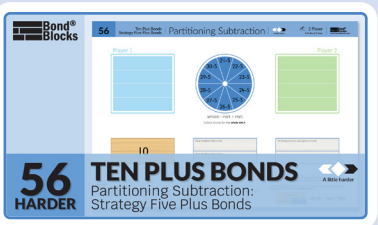
55) Partitioning Addition: Strategy Five Plus Bonds



55) Partitioning Addition: Strategy Five Plus Bonds

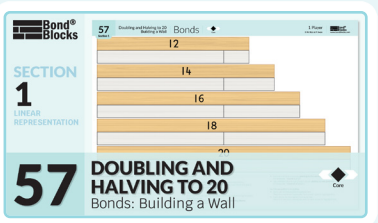


56) Partitioning Subtraction: Strategy Five Plus Bonds

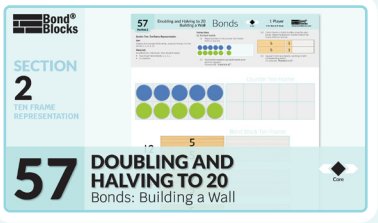


56) Partitioning Subtraction: Strategy Five Plus Bonds **(a little harder)**

Chapter 8) Doubling and Halving to 20



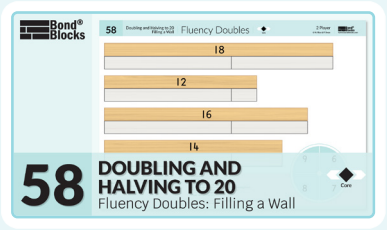
57.1) Bonds: Building a Wall **(Section 1)**



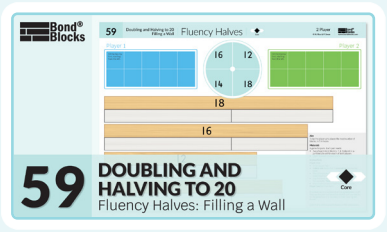
57.2) Bonds: Building a Wall **(Section 2)**

Activity Number

Chapter 8) Doubling and Halving to 20



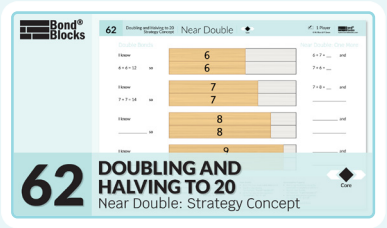
58) Fluency Doubles: Filling a Wall



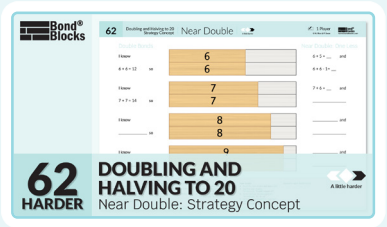
58) Fluency Halves: Filling a Wall

60) Fluency Doubles: Racing Kayaks

61) Fluency Halves: Racing Snowboards



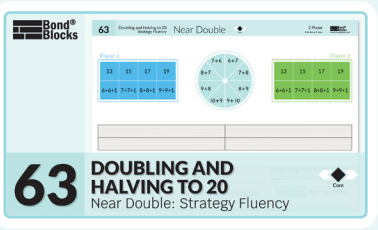
62) Near Double: Strategy Concept



62) Near Double: Strategy Concept **(a little harder)**

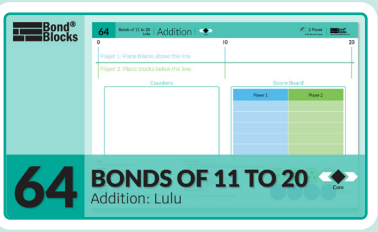
Activity Number

Chapter 8)

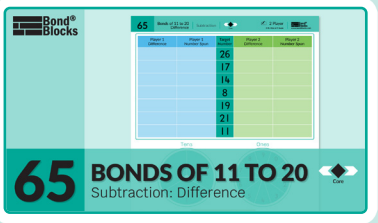


63) Near Double: Strategy Fluency

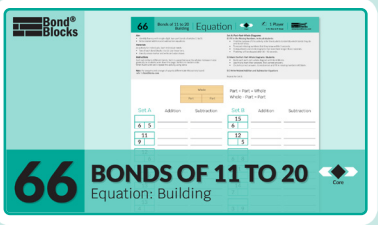
Chapter 9) Bonds of 11 to 20



64) Addition: Lulu

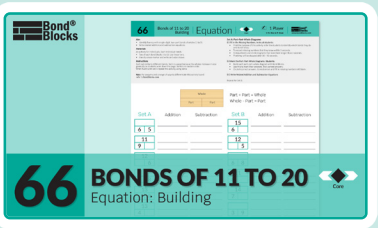


65) Subtraction: Difference



66) Equation: Building **(Set A)**

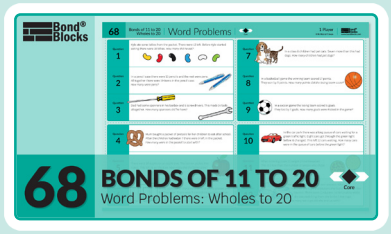
67) Missingn Number Equations: Racing Motorcyles



66) Equation: Building **(Set B)**

Chapter 9) Bonds of 11 to 20

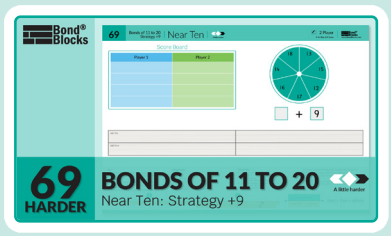
Activity Number



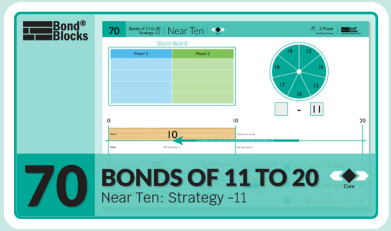
68) Word Problems: Wholes to 20

Cards 1 and 2, Questions 1 to 6

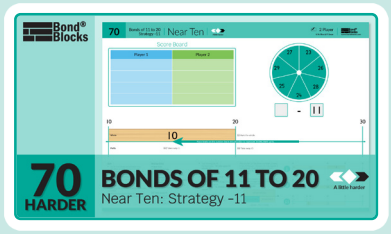
69) Near Ten: Strategy +9



69) Near Ten: Strategy +9 **(a little harder)**

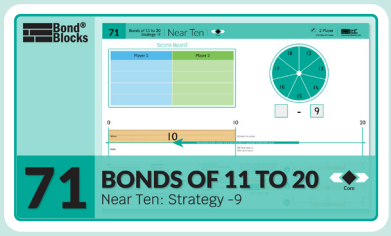


70) Near Ten: Strategy -11



70) Near Double: Strategy -11

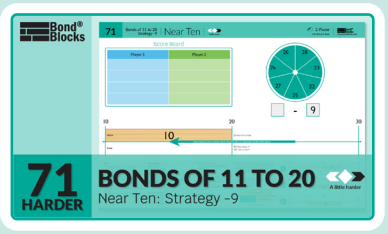
(a little harder)



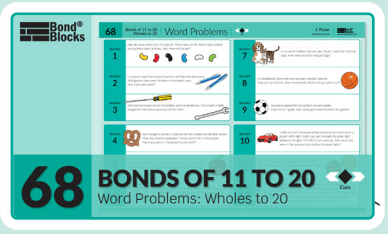
71) Near Ten: Strategy -9

Chapter 9) Bonds of 11 to 20

Activity Number



71) Near Ten: Strategy -9 **(a little harder)**



68) Word Problems: Wholes to 20

Cards 3 and 4, Questions 7 to 12