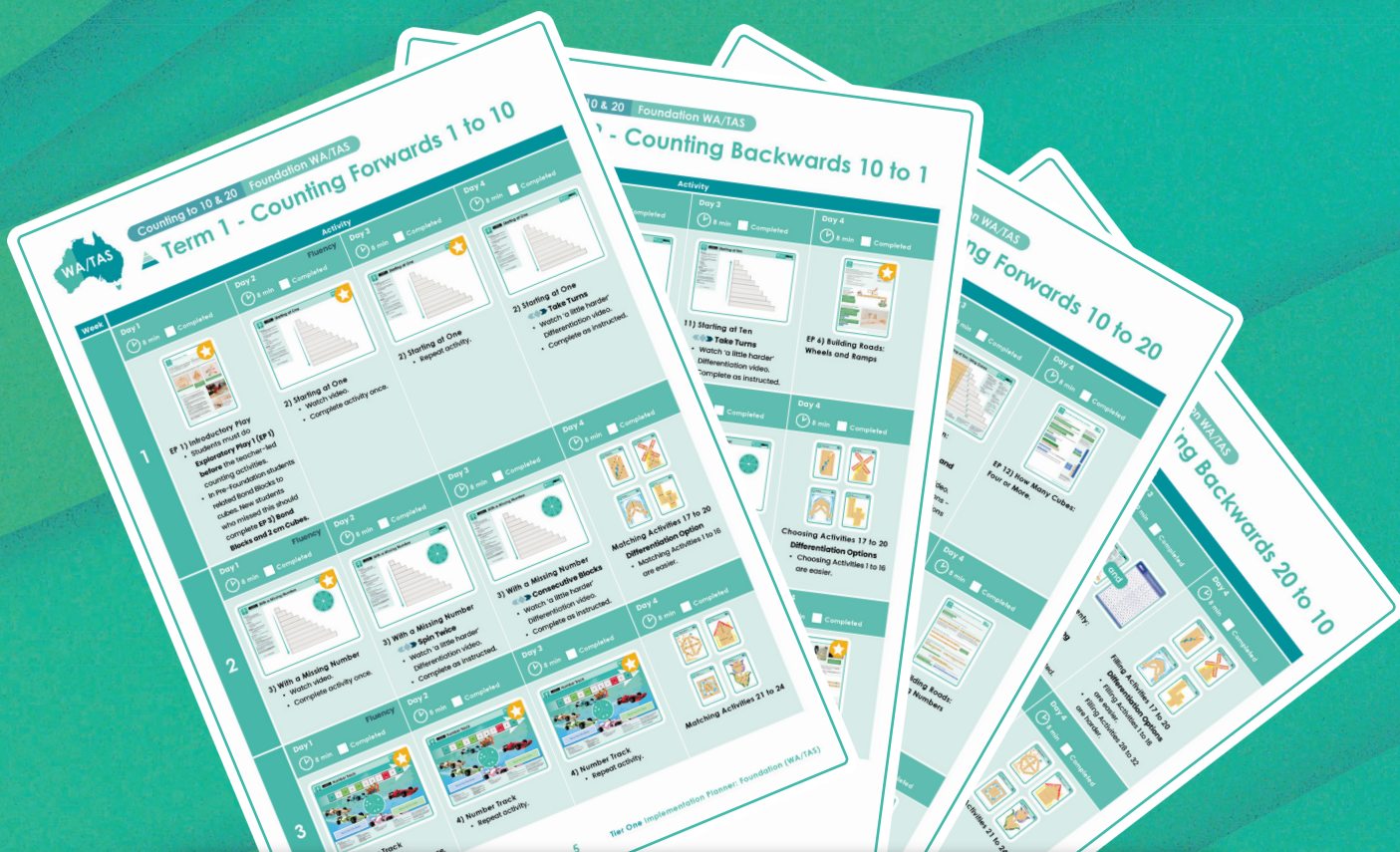




Tier One Implementation Planner:

Foundation

WA / TAS



Follows on from Pre-Foundation Tier One

This planner is specifically designed for schools who have previously used the Bond Blocks Counting to 10 & 20 in **Pre-Foundation** and is a continuation of that planner.



Tier One Implementation Planner: Foundation (WA/TAS)

Term 1 - Counting Forwards 1 to 10

p.5

9 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
weeks 1 - 6	• 2 to 7 Fluency: Warm Up	• 1 to 5	• Matching Activities 17 to 32
weeks 7 - 8	• 8 & 9 Understanding: Lesson Body		
week 9	• 10 Fluency: Warm Up		

Term 2 - Counting Backwards 10 to 1

p.8

9 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
weeks 1 - 6	• 11 to 16 Fluency: Warm Up	• 6 to 11	• Choosing Activities 17 to 32
weeks 7 - 8	• 17 & 18 Understanding: Lesson Body		
week 9	• 19 Fluency: Warm Up		

Term 3 - Counting Forwards 10 to 20

p.12

10 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
weeks 1 - 4	• 20 to 22 Understanding: Lesson Body	• 12 and 13	• Building Activities 17 to 32
weeks 5 - 8	• 23 to 27 Fluency: Warm Up		
weeks 9 - 10	• 28 & 29 Understanding: Lesson Body		

Term 4 - Counting Backwards 20 to 10

p.16

9 weeks	Teacher Led Activities	Exploratory Play Activities	Guided Play Activities
weeks 1 - 3	• 31 to 32 Understanding: Lesson Body	• 14 to 17	• Filling Activities 17 to 28
weeks 4 - 7	• 33 to 37 Fluency: Warm Up		
weeks 8 - 9	• 38 to 39 Understanding: Lesson Body		

Fluency Boards

Most of the Teacher-Led boards are fluency activities. These are completed during the lesson warm-up and typically have one video per week, shown in the first session.

Please note, it takes time to develop an efficient whole class routine. Over time the Teacher-Led Fluency Activities sessions can go from initially taking 30 minutes, down to 15 minutes. Within the 15 minutes students engage in the specific Bond Blocks activity for 8 minutes. On the planner, these are denoted with an 8 minute timer symbol (🕒). The goal is frequent, short practice.

Understanding Boards



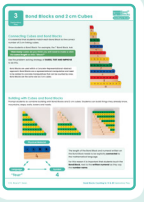





A small number of Teacher-Led boards are understanding activities. These are completed as the main body of the lesson. During this lesson, do a non-Bond Block activity for the warm-up.

On the planner, understanding activities are denoted with a 40 minute timer symbol (🕒). These have a **different video** for every session.

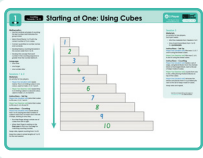
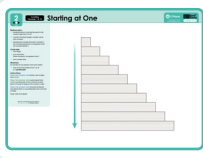
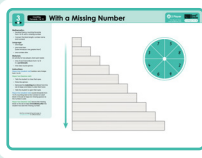
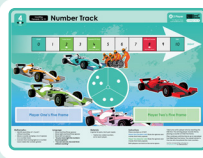
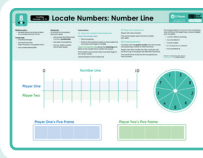
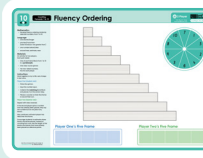
Previously Completed Activities

This planner is a continuation of the “Bond Blocks Counting to 10 Pre-Founda-tion” planner. The following activities have already been completed.

Exploratory Play Activities already completed:


							
EP 1	EP 2	EP 3	EP 4	EP 5	EP 6	EP 7	EP 8

Teacher Led Activities already completed:

					
1) Starting at One: Using Cubes	2) Starting at One	3) With a Missing Number	4) Number Track	8) Locate Numbers: Number Line	10) Fluency Ordering

Guided Play Activities of Matching, Choosing, Building and Filling already completed:

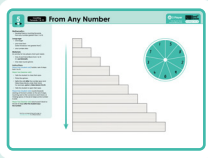
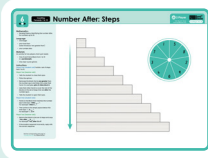
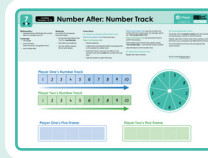
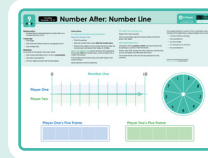
			
Matching Activities 1 to 16	Choosing Activities 1 to 16	Building Activities 1 to 16	Filling Activities 1 to 16

Some of these activities are repeated at the beginning of Foundation as a review. Repeating provides opportunities to develop whole class instruction routines. These activities are identified in the planner with a yellow star . Please move through these more quickly than the planner states if students are fluent.

Foundation Only Teacher Led Activities

Counting to 10: Pre-Founda-tion only covers the counting forwards to ten sequence starting at one. It does not cover counting to 10 from any number. For this reason the following “Counting Forwards to 10” activities will be new to the students.

Teacher Led Activities for Counting Forwards 1 to 10 that will be new to students:

			
5) From Any Number	6) Number After: Steps	7) Number After: Number Track	9) Number After: Number Line

Where Bond Blocks Fit

Bond Blocks are used within a Concrete–Representational–Abstract approach to teaching.

Bond Blocks are a **representational manipulative** designed to help students move from the concrete stage of counting single objects to the abstract stage of a mental number line. The length and number on the block represent a quantity of countable cubes.

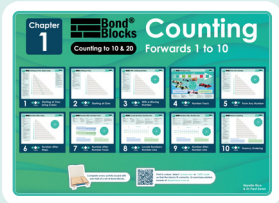
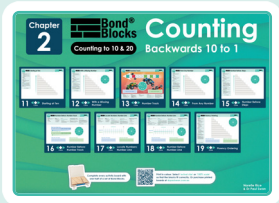
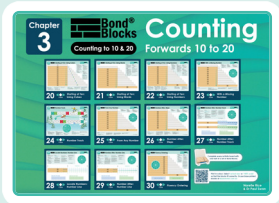
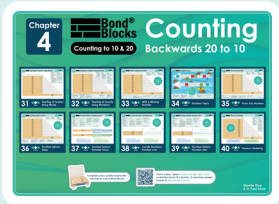
Before using Bond Blocks, students should practise counting objects that are the same size, shape and colour, in a collection, with one-to-one correspondence. Examples include cubes and counters on ten strips.

Focus on developing the first three counting principles.

- 1 Stable Order**
Number names are said in the conventional order.
- 2 One-to-One Correspondence**
Each item is counted once, as the corresponding word is said.
- 3 Cardinal Value**
The last number said indicated the total for the group.

Gelman, R. & Gallistel, C. (1978) *The Child's Understanding of Number*. Cambridge, MA. Harvard University Press.

After this, students consolidate and extend this counting sequence using Bond Blocks. For example,

Term	Counting <i>discrete objects</i> using the first three counting principles:	Consolidating and extending counting sequences using Bond Blocks
Term 1	Forwards zero ¹ to ten Backwards ten to zero	 <p>Forwards 1 to 10</p>
Term 2	Forwards ten to twenty Forwards beyond ² twenty	 <p>Backwards 10 to 1</p>
Term 3	Backwards twenty to ten	 <p>Forwards 10 to 20</p>
Term 4	Review backwards from ten Forwards beyond twenty	 <p>Backwards 20 to 10</p>

¹Zero can be used when Bond Blocks are arranged in a set of steps by pointing to the space before the 1 block. There is no Bond Block for zero, because zero means no blocks.

²It is essential students count beyond 20. Foundation curriculum states “to at least 20”. Counting beyond 20 helps students see patterns in the ones and tens digits of two-digit numbers and understand how these digits relate to the size of the number. This increases students’ awareness as to why writing the teen numbers as they are said is not correct. For example, it is common for students to initially write ‘fourteen’ incorrectly, as 41. However, once they learn the counting into the forties, they often self-correct, realising they have written ‘forty-one’. Increasing students understanding of the number sequence past 20 is a more effective way to correct errors in writing teen numbers, than focusing on numbers only to 20. Stopping students learning about numbers beyond 20 because they write the teen numbers incorrectly is counterproductive.

Term 1 - Counting Forwards 1 to 10

Week	Activity			
1	Day 1 8 min <input type="checkbox"/> Completed	Day 2 Fluency 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	EP 1) Introductory Play <ul style="list-style-type: none"> Students must do Exploratory Play 1 (EP 1) before the teacher-led counting activities. In Pre-Foundation students related Bond Blocks to cubes. New students who missed this should complete EP 3) Bond Blocks and 2 cm Cubes. 	2) Starting at One <ul style="list-style-type: none"> Watch video. Complete activity once. 	2) Starting at One <ul style="list-style-type: none"> Repeat activity. 	2) Starting at One <ul style="list-style-type: none"> Take Turns <ul style="list-style-type: none"> Watch 'a little harder' Differentiation video. Complete as instructed.
2	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	3) With a Missing Number <ul style="list-style-type: none"> Watch video. Complete activity once. 	3) With a Missing Number <ul style="list-style-type: none"> Spin Twice <ul style="list-style-type: none"> Watch 'a little harder' Differentiation video. Complete as instructed. 	3) With a Missing Number <ul style="list-style-type: none"> Consecutive Blocks <ul style="list-style-type: none"> Watch 'a little harder' Differentiation video. Complete as instructed. 	Matching Activities 17 to 20 Differentiation Option <ul style="list-style-type: none"> Matching Activities 1 to 16 are easier.
3	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	4) Number Track <ul style="list-style-type: none"> Watch video. Complete activity once. 	4) Number Track <ul style="list-style-type: none"> Repeat activity. 	4) Number Track <ul style="list-style-type: none"> Repeat activity. 	Matching Activities 21 to 24

Week	Activity			
4	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	5) From Any Number <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	5) From Any Number <ul style="list-style-type: none"> • Repeat activity. 	5) From Any Number ◀▶ Cover Remaining Blocks <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	EP 2) Building Things I Know
5	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	6) Number After Steps <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	6) Number After Steps ◀▶ Place Block Spun <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	6) Number After Steps ◀▶ Number Between <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	EP 3) Bond Blocks and 2 cm Cubes
6	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	7) Number After: Number Track <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	7) Number After: Number Track ◀▶ <ul style="list-style-type: none"> • Repeat activity. Note 'a little harder' and 'a little easier' differentiation options. 	7) Number After: Number Track <ul style="list-style-type: none"> • Repeat activity. 	Matching Activities 25 to 28



Week	Activity				
7	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed	
	<p>8) Locate Numbers: Number Line <math>\leftarrow \rightleftarrows \rightarrow</math> Locate 1, 2, 3, 5, 9</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 1, 2, 3, 5, 9". • This is hard. Working with number lines lays the foundation for next year. 	<p>8) Locate Numbers: Number Line <math>\leftarrow \rightleftarrows \rightarrow</math> Locate 4, 6, 7, 8</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 4, 6, 7, 8". 	<p>8) Locate Numbers: Number Line <math>\leftarrow \rightleftarrows \rightarrow</math> Core</p> <ul style="list-style-type: none"> • Watch video. • Complete activity without 'a little easier' differentiation as appropriate. 	<p>Matching Activities 29 to 32</p>	
	8	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
		<p>9) Number After: Number Line <math>\leftarrow \rightleftarrows \rightarrow</math> Locate 1, 2, 3, 5, 9</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 1, 2, 3, 5, 9". • This is hard. Working with number lines lays the foundation for next year. 	<p>9) Number After: Number Line <math>\leftarrow \rightleftarrows \rightarrow</math> Locate 4, 6, 7, 8</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 4, 6, 7, 8". 	<p>9) Number After: Number Line <math>\leftarrow \rightleftarrows \rightarrow</math> Core</p> <ul style="list-style-type: none"> • Watch video. • Complete activity without 'a little easier' differentiation as appropriate. 	<p>EP 4) How Many Cubes? Up to Three</p>
9		Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
		<p>10) Fluency Ordering</p> <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	<p>10) Fluency Ordering</p> <ul style="list-style-type: none"> • Repeat activity. 	<p>10) Fluency Ordering</p> <ul style="list-style-type: none"> • Repeat activity. 	<p>EP 5) Building Roads: Routes</p>



Term 2 - Counting Backwards 10 to 1

Week	Activity			
1	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	11) Starting at Ten <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	11) Starting at Ten <ul style="list-style-type: none"> • Repeat activity. 	11) Starting at Ten Take Turns <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	EP 6) Building Roads: Wheels and Ramps
2	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	12) With a Missing Number <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	12) With a Missing Number Spin Twice <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	12) With a Missing Number Consecutive Blocks <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	Choosing Activities 17 to 20 Differentiation Options <ul style="list-style-type: none"> • Choosing Activities 1 to 16 are easier.
3	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	13) Number Track <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	13) Number Track <ul style="list-style-type: none"> • Repeat activity. 	13) Number Track <ul style="list-style-type: none"> • Repeat activity. 	EP 7) Building Roads: Counting Order



Week	Activity			
4	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	14) From Any Number <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	14) From Any Number <ul style="list-style-type: none"> • Repeat activity. 	14) From Any Number <ul style="list-style-type: none"> • Cover Remaining Blocks • Watch 'a little harder' Differentiation video. • Complete as instructed. 	Choosing Activities 21 to 24
5	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 3 - Teacher Led Activity 8 min <input type="checkbox"/> Completed	Day 4 - Teacher Led Activity 8 min <input type="checkbox"/> Completed
	15) Number Before: Steps <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	15) Number Before: Steps <ul style="list-style-type: none"> • Place Block Spun • Watch 'a little harder' Differentiation video. • Complete as instructed. 	15) Number Before: Steps <ul style="list-style-type: none"> • Number Between • Watch 'a little harder' Differentiation video. • Complete as instructed. 	EP 8) Building Towers
6	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	16) Number Before: Number Track <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	16) Number Before: Number Track <ul style="list-style-type: none"> • Repeat activity. Note 'a little harder' and 'a little easier' differentiation options. 	16) Number Before: Number Track <ul style="list-style-type: none"> • Repeat activity. 	Choosing Activities 25 to 28

Week	Activity			
7	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	17) Locate Numbers: Number Line ◀▶▶ Locate 1, 2, 3, 5, 9 <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 1, 2, 3, 5, 9". • This is hard. Working with number lines lays the foundation for next year. 	17) Locate Numbers: Number Line ◀▶▶ Locate 4, 6, 7, 8 <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 4, 6, 7, 8". 	17) Locate Numbers: Number Line ◀▶▶ Core <ul style="list-style-type: none"> • Watch video. • Complete activity without 'a little easier' differentiation as appropriate. 	EP 9) Building Steps: Counting Forwards or EP 10) Building Steps: Counting Backwards or EP 11) Building Mountain Steps
8	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	18) Number Before: Number Line <ul style="list-style-type: none"> • Watch video. • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 1, 2, 3, 5, 9". • This is hard. Working with number lines lays the foundation for next year. 	18) Number Before: Number Line ◀▶▶ Locate 4, 6, 7, 8 <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 4, 6, 7, 8". 	18) Number Before: Number Line ◀▶▶ Core <ul style="list-style-type: none"> • Watch video. • Complete activity without 'a little easier' differentiation as appropriate. 	Choosing Activities 29 to 32
9	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	19) Fluency Ordering <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	19) Fluency Ordering <ul style="list-style-type: none"> • Repeat activity. 	19) Fluency Ordering <ul style="list-style-type: none"> • Repeat activity. 	13) Number Track <ul style="list-style-type: none"> • Complete activity.



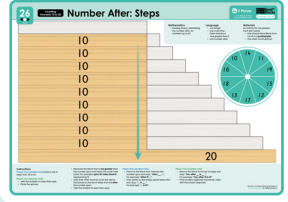
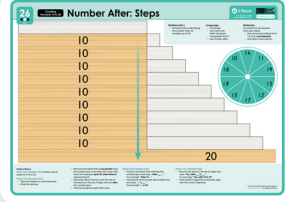
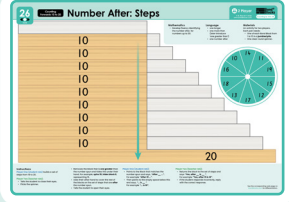
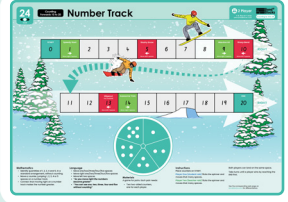
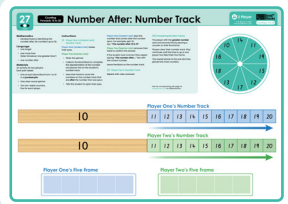
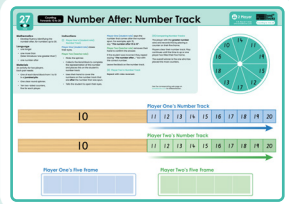
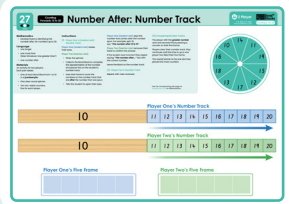



Term 3 - Counting Forwards 10 to 20

Week	Activity			
1	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	20) Starting at Ten: Using Cubes Session 1: Cubes Only <ul style="list-style-type: none"> Watch Session 1 video. Complete "Instructions - Set Up" and "Instructions - Counting". 	20) Starting at Ten: Using Cubes Session 2: Cubes Only <ul style="list-style-type: none"> Watch Session 2 video. Repeat "Instructions - Set Up" and "Instructions - Counting". 	20) Starting at Ten: Using Cubes Session 3: Cubes and Bond Blocks <ul style="list-style-type: none"> Watch Session 3 video. Complete "Instructions - Set Up" and "Instructions - Counting". 	EP 12) How Many Cubes: Four or More.
2	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
		and	and	
	21) Starting at Ten: Using Words Session 1: Core <ul style="list-style-type: none"> Watch video. Complete as instructed. 	21) Starting at Ten: Using Words Session 2: Saying 'teen' and 'ty' <ul style="list-style-type: none"> Watch video. Complete as instructed. 	21) Starting at Ten: Using Words Session 3: Listening 'teen' and 'ty' <ul style="list-style-type: none"> Watch video. Complete as instructed. 	EP 13) Building Roads: Comparing Numbers
3	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	and	and	and	
	22) Starting at Ten: Using Numbers Session 1: Place Value Arrow Cards Say "Tens then ones" <ul style="list-style-type: none"> Watch video. Complete as instructed. 	22) Starting at Ten: Using Numbers Session 2: 'a little easier': Place Value Arrow Cards Say "Tens and ones" <ul style="list-style-type: none"> Watch video. Complete as instructed. 	22) Starting at Ten: Using Numbers Session 2: Place Value Arrow Cards Say "Tens add ones" <ul style="list-style-type: none"> Watch video. Complete as instructed. 	Building Activities 17 to 20 Differentiation Option <ul style="list-style-type: none"> Building Activities 1 to 16 are easier and are an option for differentiation.



Week	Activity			
4	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	22) Starting at Ten: Using Numbers Session 3: Number Cards Say "Number Names" <ul style="list-style-type: none"> • Watch video. • Complete as instructed. 	22) Starting at Ten: Using Numbers «» 'a little harder': Place Value Arrow Cards Write Numbers <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	22) Starting at Ten: Using Numbers «» 'a little harder': Place Value Arrow Cards Write Numbers <ul style="list-style-type: none"> • Repeat activity. 	Building Activities 21 to 24
5	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	23) With a Missing Number <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	23) With a Missing Number «» Spin Twice <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	23) With a Missing Number «» Consecutive Blocks <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	24) Number Track <ul style="list-style-type: none"> • Watch video. • Complete activity once.
6	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	25) From Any Number <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	25) From Any Number <ul style="list-style-type: none"> • Repeat activity. 	25) From Any Number «» Cover Remaining Blocks <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	24) Number Track <ul style="list-style-type: none"> • Complete activity.

Week	Activity			
7	Day 1 Understanding 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	 <p>26) Number After: Steps</p> <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	 <p>26) Number After: Steps</p> <p>◀▶ Place Block Spun</p> <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	 <p>26) Number After: Steps</p> <p>◀▶ Number Between</p> <ul style="list-style-type: none"> • Watch 'a little harder' Differentiation video. • Complete as instructed. 	 <p>24) Number Track</p> <ul style="list-style-type: none"> • Complete activity.
	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	 <p>27) Number After: Number Track</p> <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	 <p>27) Number After: Number Track</p> <p>◀▶</p> <ul style="list-style-type: none"> • Repeat activity. Note 'a little harder' and 'a little easier' differentiation options. 	 <p>27) Number After: Number Track</p> <ul style="list-style-type: none"> • Repeat activity. 	 <p>Building Activities 25 to 28</p>



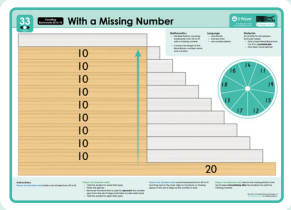
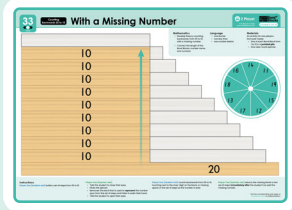
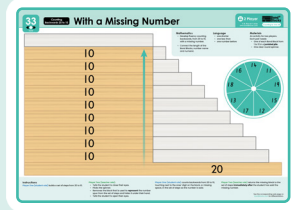
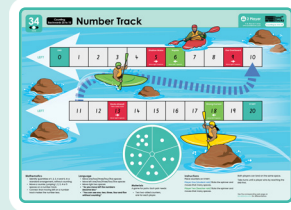
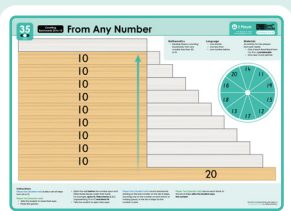
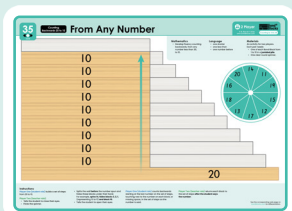
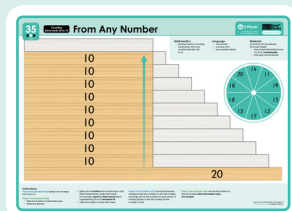
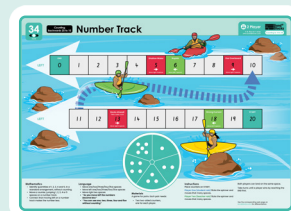
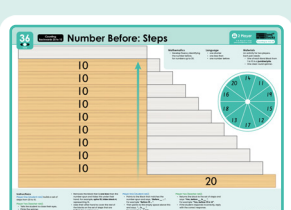
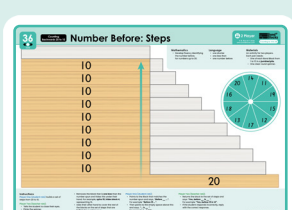
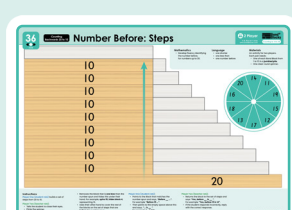
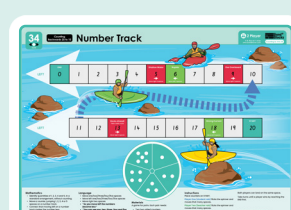
Week	Activity			
9	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	 28) Locate Numbers: Number Line $\blacktriangleleft\blacktriangleright$ Locate 11, 12, 13, 15, 19 <ul style="list-style-type: none"> • Watch video. • Complete activity using the ‘a little easier’ differentiation instructions “Locate 11, 12, 13, 15, 19”. • This is hard. Working with number lines lays the foundation for next year. 	 28) Locate Numbers: Number Line $\blacktriangleleft\blacktriangleright$ Locate 14, 16, 17, 18 <ul style="list-style-type: none"> • Watch video. • Complete activity using the ‘a little easier’ differentiation instructions “Locate 14, 16, 17, 18”. 	 28) Locate Numbers: Number Line $\blacktriangleleft\blacktriangleright$ Core <ul style="list-style-type: none"> • Watch video. • Complete activity without ‘a little easier’ differentiation as appropriate. 	 Building Activities 29 to 32
10	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	 29) Number After: Number Line $\blacktriangleleft\blacktriangleright$ Locate 11, 12, 13, 15, 19 <ul style="list-style-type: none"> • Watch video. • Complete activity using the a little easier differentiation instructions “Locate 1, 2, 3, 5, 9”. • This is hard. Working with number lines lays the foundation for next year. 	 29) Number After: Number Line $\blacktriangleleft\blacktriangleright$ Locate 14, 16, 17, 18 <ul style="list-style-type: none"> • Watch video. • Complete activity using the a little easier differentiation instructions “Locate 14, 16, 17, 18”. 	 29) Number After: Number Line $\blacktriangleleft\blacktriangleright$ Core <ul style="list-style-type: none"> • Watch video. • Complete activity without ‘a little easier’ differentiation as appropriate. 	 30) Fluency Ordering <ul style="list-style-type: none"> • This board appears at the end of each chapter and is good for review



Term 4 - Counting Backwards 20 to 10

Week	Activity			
1	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	<p>31) Starting at Twenty: Using Words Session 1: Saying 'teen' and 'ty'</p> <ul style="list-style-type: none"> Watch video. Complete as instructed. 	<p>31) Starting at Twenty: Using Words Session 2: Understanding 'teen' and 'ty'</p> <ul style="list-style-type: none"> Watch video. Complete as instructed. 	<p>31) Starting at Twenty: Using Words Session 3: Listening 'teen' and 'ty'</p> <ul style="list-style-type: none"> Watch video. Complete as instructed. 	<p>Filling Activities 17 to 20 Differentiation Options</p> <ul style="list-style-type: none"> Filling Activities 1 to 16 are easier. Filling Activities 28 to 32 are harder.
2	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	<p>32) Starting at Twenty: Using Numbers Session 1: Place Value Arrow Cards Say "Tens then ones"</p> <ul style="list-style-type: none"> Watch video. Complete as instructed. 	<p>32) Starting at Twenty: Using Numbers Session 2: 'a little easier': Place Value Arrow Cards Say "Tens and ones"</p> <ul style="list-style-type: none"> Watch video. Complete as instructed. 	<p>32) Starting at Twenty: Using Numbers Session 2: Place Value Arrow Cards Say "Tens add ones"</p> <ul style="list-style-type: none"> Watch video. Complete as instructed. 	<p>Building Activities 21 to 24</p>
3	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	<p>32) Starting at Twenty: Using Numbers Session 3: Number Cards Say "Number Names"</p> <ul style="list-style-type: none"> Watch video. Complete as instructed. 	<p>32) Starting at Twenty: Using Numbers Session 3: 'a little harder': Place Value Arrow Cards Write Numbers</p> <ul style="list-style-type: none"> Watch 'a little harder' Differentiation video. Complete as instructed. 	<p>32) Starting at Twenty: Using Numbers Session 3: 'a little harder': Place Value Arrow Cards Write Numbers</p> <ul style="list-style-type: none"> Repeat activity. 	<p>Building Activities 25 to 28</p>



Week	Activity				
4	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed	
	 33) With a Missing Number <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	 33) With a Missing Number <ul style="list-style-type: none"> • Spin Twice • Watch 'a little harder' Differentiation video. • Complete as instructed. 	 33) With a Missing Number <ul style="list-style-type: none"> • Consecutive Blocks • Watch 'a little harder' Differentiation video. • Complete as instructed. 	 34) Number Track <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	
	5	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
		 35) From Any Number <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	 35) From Any Number <ul style="list-style-type: none"> • Repeat activity. 	 35) From Any Number <ul style="list-style-type: none"> • Cover Remaining Blocks • Watch 'a little harder' Differentiation video. • Complete as instructed. 	 34) Number Track <ul style="list-style-type: none"> • Complete activity.
6		Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
		 36) Number Before: Steps <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	 36) Number Before: Steps <ul style="list-style-type: none"> • Place Block Spun • Watch 'a little harder' Differentiation video. • Complete as instructed. 	 36) Number Before: Steps <ul style="list-style-type: none"> • Number Between • Watch 'a little harder' Differentiation video. • Complete as instructed. 	 34) Number Track <ul style="list-style-type: none"> • Complete activity.

Week	Activity			
7	Day 1 Fluency 8 min <input type="checkbox"/> Completed	Day 2 8 min <input type="checkbox"/> Completed	Day 3 8 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	37) Number Before: Number Track <ul style="list-style-type: none"> • Watch video. • Complete activity once. 	37) Number Before: Number Track <p>◀▶</p> <ul style="list-style-type: none"> • Repeat activity. Note 'a little harder' and 'a little easier' differentiation options. 	37) Number Before: Number Track <ul style="list-style-type: none"> • Repeat activity. 	EP 14) Comparing Steps or EP 15) Comparing Mountain Steps
8	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	38) Locate Numbers: Number Line <p>◀▶▶▶ Locate 11, 12, 13, 15, 19</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 1, 2, 3, 5, 9". • This is hard. Working with number lines lays the foundation for next year. 	38) Locate Numbers: Number Line <p>◀▶▶▶ Locate 14, 16, 17, 18</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 4, 6, 7, 8". 	38) Locate Numbers: Number Line <p>◀▶▶▶ Core</p> <ul style="list-style-type: none"> • Watch video. • Complete activity without 'a little easier' differentiation as appropriate. 	EP 16) Comparing Towers or EP 17) Building Walls
9	Day 1 Understanding 40 min <input type="checkbox"/> Completed	Day 2 40 min <input type="checkbox"/> Completed	Day 3 40 min <input type="checkbox"/> Completed	Day 4 8 min <input type="checkbox"/> Completed
	39) Number Before: Number Line <p>◀▶▶▶ Locate 11, 12, 13, 15, 19</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 1, 2, 3, 5, 9". • This is hard. Working with number lines lays the foundation for next year. 	39) Number Before: Number Line <p>◀▶▶▶ Locate 14, 16, 17, 18</p> <ul style="list-style-type: none"> • Watch video. • Complete activity using the 'a little easier' differentiation instructions "Locate 4, 6, 7, 8". 	39) Number Before: Number Line <p>◀▶▶▶ Core</p> <ul style="list-style-type: none"> • Watch video. • Complete activity without 'a little easier' differentiation as appropriate. 	40) Fluency Ordering <ul style="list-style-type: none"> • This board appears at the end of each chapter and is good for review.

