

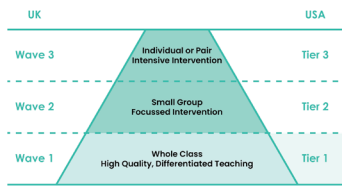
Tier 1

Whole Class

Implementation

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 Whole Class Teaching

This support book outlines implementation of the "Bond Blocks Counting to 10 and 20" kit at a tier one, whole class level in Foundation.

- This requires **four, 8 minute sessions** per week, typically as part of the lesson warm up.

Sets of Bond Blocks Required

A foundation class of 24 students requires 6 sets of Bond Blocks. This is enough blocks for:

- Every student to participate in the A3, Teacher Led Activities at the same time.
- Six students to complete the A4, play activities (either Exploratory or Guided) at the same time.

The ratio of students to blocks is 4:1. For example,

- A class of 28 students requires 7 sets of Bond Blocks.
- A class of 20 students requires 5 sets of Bond Blocks.

Counting to 10 and 20 Foundation Overview:

The following pages contain an annual overview for "Bond Blocks Counting to 10 and 20" Tier One Whole Class Teaching.

This overview is elaborated in the "Tier One Sample Planners", which are a lesson-by-lesson sequence of activities.



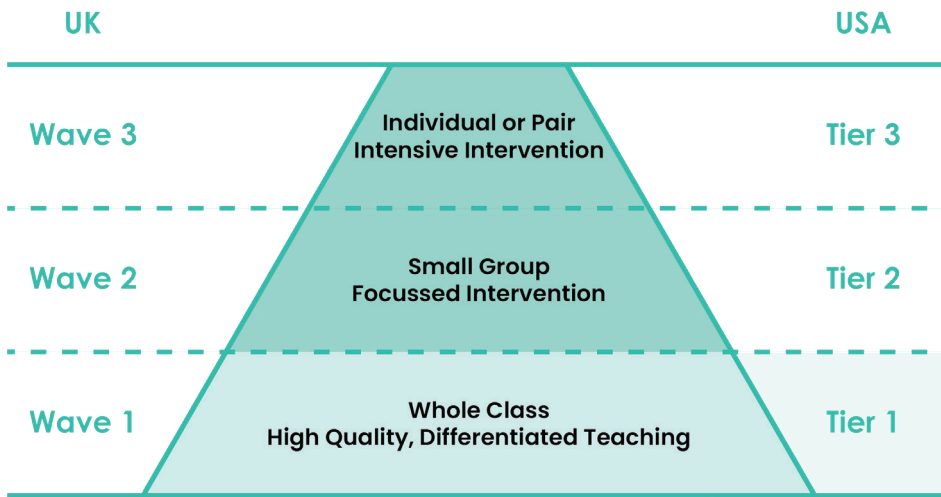
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IMPLEMENTING BOND BLOCKS COUNTING TO 10 & 20

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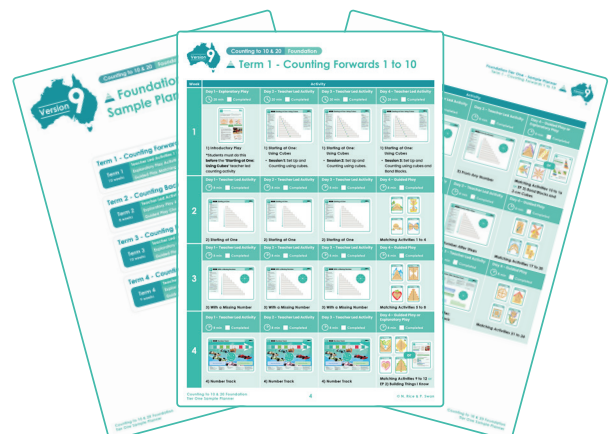
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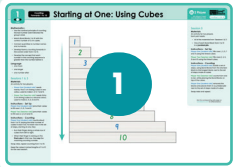


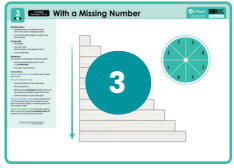



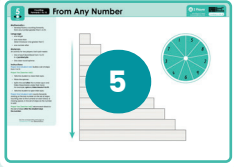
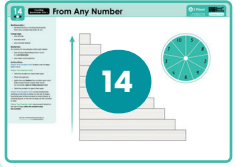
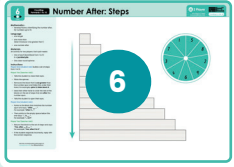
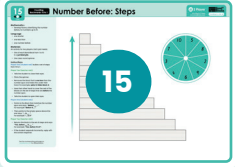
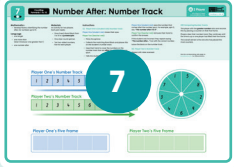
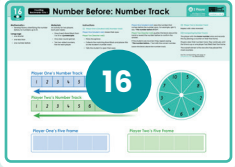
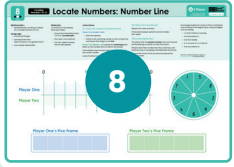
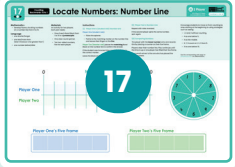
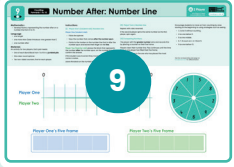
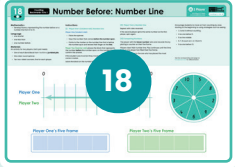
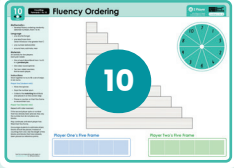
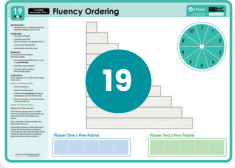











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Counting to 10 and 20 Foundation Overview:

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This overview is elaborated in the “Tier One Sample Planners”, which are a lesson-by-lesson sequence of activities.



Focus	Term 1 – Counting Forwards 1 to 10	Term 2 – Counting Backwards 10 to 1
Counting in order using: <ul style="list-style-type: none"> • Cubes • Words • Numbers 	 	
Counting with a Missing Number		
Number Track		
Counting From Any Number		
Number After/Before: Steps		
Number After/Before: Number Track		
Locate Numbers: Number Line		
Number After/Before Number Line		
Fluency Ordering		
Guided Play Activities	 <div style="text-align: center; background-color: #008080; color: white; border-radius: 15px; padding: 5px; display: inline-block;"> Matching 1 - 32 </div>	 <div style="text-align: center; background-color: #008080; color: white; border-radius: 15px; padding: 5px; display: inline-block;"> Choosing 1 - 32 </div>
Exploratory Play Activities	    	   

Term 3 – Counting Forwards 10 to 20

Term 4 – Counting Backwards 20 to 10



Building 1 - 32



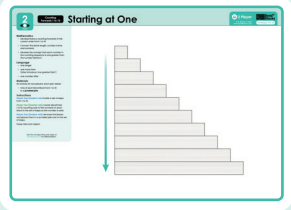
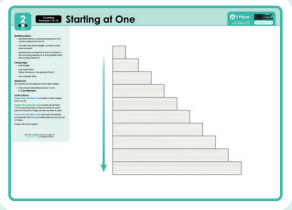
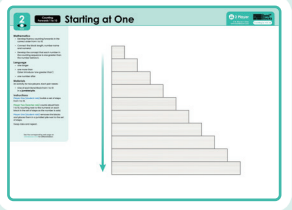

Filling 1 - 32

Four Sessions a Week

Bond Blocks Counting to 10 and 20 at a tier one whole class level requires **four, 8 minute sessions per week**, typically as part of the lesson warm up.

- 3 × Teacher Led Activity sessions.
- 1 × Guided/Exploratory Play Activity session.

Below is a sample from the “**Foundation Tier One Sample Planner (v9)**” showing week two of term one.

	Day 1 – Teacher Led Activity 🕒 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 – Guided Play 🕒 8 min <input type="checkbox"/> Completed
2	 <p>2) Starting at One</p>	 <p>2) Starting at One</p>	 <p>2) Starting at One</p>	 <p>Matching Activities 1 to 4</p>

Three Teacher Led Activity Sessions a Week

Gradual Release Approach

In tier two and three intervention, each Teacher Led Activity is completed four times each week. Intervention has one additional “I do” session to tier one whole class teaching in Foundation.

- i. Day 1: “I do” explicit instruction. The teacher models activity as per the activity video. The teacher can choose to show the video to the class or replicate the video with their students. This is followed by “We do”. The students repeat the activity once with the teacher’s support.
- ii. Day 2: “We do”. The students repeat the activity with the teacher’s support. This is followed by “I do”, independent practice. During this time identify students who are fluent. These students complete the ‘a little harder’ activity where appropriate.
- iii. Day 3: “You do”, independent practice.

Mathematical Language

The mathematical language that relates to each Teacher Led Counting Activity has been specified on each board under the heading “Language”. There are several phrases, listed in dot points, that can be used on each board. Start using one phrase for a week until the students are familiar with it. Then use a different phrase the following week.

In the first session of the week the teacher tells the class the mathematical word/phrase they are focusing on and writes this on the board. For example,

Teacher: “**Today we are using the maths words, “one more”.**”

Teacher: Writes “**one more**” on the board.

Teacher: “**When we play the game, we need to say...**”

Students: “**one more**” [choral response as the teacher points to the words written on the board].

For more information, read the related Teacher Note “Mathematical Language”.

Where Bond Blocks Fit in a Lesson

Tier one teaching can be implemented using either (i) whole class teaching or (ii) group rotations.

(i) Whole Class Teaching

Teacher Led Activity Sessions

The whole class completes the same activity, at the same time. To do this a class of 24 students requires 6 sets of Bond Blocks. Students are supported using the activity differentiation suggestions on the related web page.

Guided and Exploratory Play Session

The Guided and Exploratory Play Activities require one set of blocks and one activity card per student. They are used in group rotations.

In this model of group rotations, the class is split into four groups for the lesson body:

- The **lesson body** is made up of four different activities. Each group rotates through four different activities, spending 10 minutes on each activity. This allows for 8 minutes on task and 2 minutes transition.
- Bond Blocks would be **one of the four rotational activities**. Four Guided Play Activity Cards have been allocated to this rotation. Some students will complete one card, others all four.

Term 1 – Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Warm Up 8 minutes				Non-Bond Block Warm Up	Non-Bond Block Warm Up
Tune In 8 minutes					
Lesson Body 40 minutes	Non-Bond Block Lesson	Non-Bond Block Lesson	Non-Bond Block Lesson	Non-Bond Block Lesson	 10 minutes Non-Bond Block Activity A 10 minutes Non-Bond Block Activity B 10 minutes Non-Bond Block Activity C 10 minutes
Reflection 4 minutes					

(ii) Group Rotations

The Teacher Led Activity Sessions can be taught using group rotations. Every student completes the Teacher Led Activity three times in the week and a Guided or Exploratory Play Activity once.

When to move on

Typically, students complete one Teacher Led Activity per week. Do not expect students to be fluent counting after the first activity in a chapter. Students should still progress to the next activity the following week. Fluency with the targeted counting sequence will take all term. Students who are experiencing difficulty should be supported using the 'a little easier' differentiation information on the web page for each activity.

Intervention

If at the end of the term a student is still experiencing significant difficulty counting forwards/backwards from any number, they need one extra session each week as per the Intervention Implementation instructions.

Before/After

It is common for students in Foundation to confuse '**before**' and '**after**'.

- At the end of a counting forwards term check these students can identify '**one more**', without counting starting at one/ten.
- At the end of a counting backwards term check these students can identify '**one less**', without counting back from ten/twenty.

Being able to identify one more/less without saying the whole counting sequence is important because it relates to the top two predictors of difficulty.

There can be a range of different reasons for students confusing the terms 'before' and 'after'. Some reasons include language, directional and executive functioning difficulties. Use desk visuals, pointing prompts and pre-loading to support these students to develop fluency with these terms.

