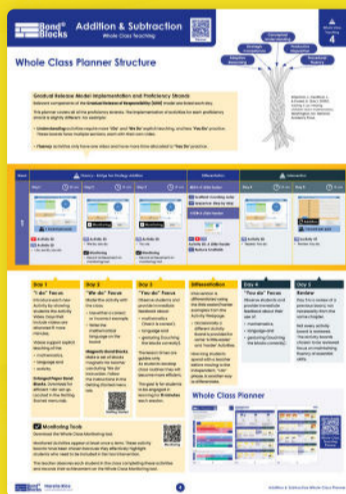


Bond® Blocks

Addition and Subtraction

Composite Class Planning Guide



Planner



Year 1 and 2 Composite Class Options

There are two common ways Bond Blocks is implemented in composite classes. Choose an approach that suits your context best.

- **Option A:** Teach both year levels together as one whole class.
- **Option B:** Teach each year level separately as two mini-classes.

Both options are used in conjunction with the **sequence for each year level** outlined in the **Whole Class Teaching Planner**. Composite classes require four sessions a week, instead of three.

Option A

This is suitable for classes who benefit from extra explicit 'I do' and 'We do' instruction. This option ensures that the:

- Year One students receive 'We do' instruction twice (once on Day 1 and once on Day 2).
- Year Two students review the Year One content before their explicit 'I do' and 'We do' instruction.

Level	Day 1 20 min	Day 2 20 min	Day 3 15 min	Day 4 15 min
Teacher	Teaching Focus Year 1: 'I do, We do'	Teaching Focus Year 1 and 2: 'We do' Year 2: 'I do, We do'	Feedback Focus Year 1 and 2: 'You Do'. Observe and provide feedback.	
Year One	 Year 1 students complete the focus activity: 'I Do, We Do'.	 All students complete 'We Do' of the Year 1 focus activity.	 'You do' independent practice of the Year 1 activity board.	 Review: 'You do' independent practice of the Year 1 review board.
Year Two	 Review: 'You do' independent practice of the Year 2 review board.	 This is helpful for Year 2 students who benefit from reviewing Year 1 content.	 'I do, We do' teaching focus of the Year 2 activity board.	 'You do' independent practice of the Year 2 activity board.

Option B

- Teach each year level separately as two mini-classes.
- This is suitable for classes where students can learn to work independently and there is an Educational Assistant to oversee the group of students working independently.

Level	Day 1 20 min	Day 2 20 min	Day 3 15 min	Day 4 15 min
Teacher	Teaching Focus		Feedback Focus	
Year One	 Year 1 students complete the focus activity: 'I Do, We Do'.	 'You do' independent practice of the Year 1 activity board.	 'You do' independent practice of the Year 1 activity board.	 Review: 'You do' independent practice of the Year 1 review board.
Teacher		Teaching Focus	Feedback Focus	
Year Two	 Review: 'You do' independent practice of the Year 2 review board. This review is from the previous week on the Whole Class Teaching Planner.	 'I do, We do' teaching focus of the Year 2 activity board.	 'You do' independent practice of the Year 2 activity board.	 'You do' independent practice of the Year 2 activity board.

Note: Both options require a different approach for boards that have two or three sections.

The teacher's focus will be with the year level completing the two or three section board. The other year level will need to complete independent work. Either use the Bond Block Activity Boards from the Day 5 'Review' or assign other non-Bond Block independent Fluency 'I do' activities.

These options are guide and will need to be modified to suit individual contexts.