

Bond® Blocks

Counting to 10 & 20

Foundation Whole Class Teaching

Response to Intervention
Counting to 10 & 20

Tier 1
High quality, explicit, systematic instruction for all students.

Tier 2
Targeted interventions for students who are at risk of falling behind.

Tier 3
Intensive, individualized interventions for students who are significantly below grade level.

Tier 1 Whole Class Teaching
Tier 1 teaching is the high quality, explicit, systematic instruction for all students.

Tier 2 Intervention
Tier 2 interventions are targeted interventions for students who are at risk of falling behind.

A3 Teacher-Led Activity Boards
A3 Teacher-Led Activity Boards are designed to support Tier 1 teaching.

A4 Exploratory and Guided Play Cards
A4 Exploratory and Guided Play Cards are designed to support Tier 2 and Tier 3 interventions.

Foundation Whole Class Year Planner

Chapter	Lesson	Chapter	Lesson	Chapter	Lesson	Chapter	Lesson
Chapter 1	1	Chapter 2	1	Chapter 3	1	Chapter 4	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10

Whole Class Planner Structure

Global Release Model Implementation and Pedagogical Strategy

Lesson Planning

Lesson Delivery

Lesson Reflection

Lesson Review

Lesson Evaluation

Lesson Improvement

Bond Block Prerequisites

Where Bond Blocks Fit

Concrete

Representational

Abstract

Counting Principles

- Stable Order
- One-to-One Correspondence
- Cardinal Value

Concrete Prerequisite

Representational Prerequisite

Abstract Prerequisite

Connecting Mathematical Language

Term 1 - Counting Forwards 1 to 10

Lesson	Lesson	Lesson	Lesson	Lesson
1	2	3	4	5
6	7	8	9	10



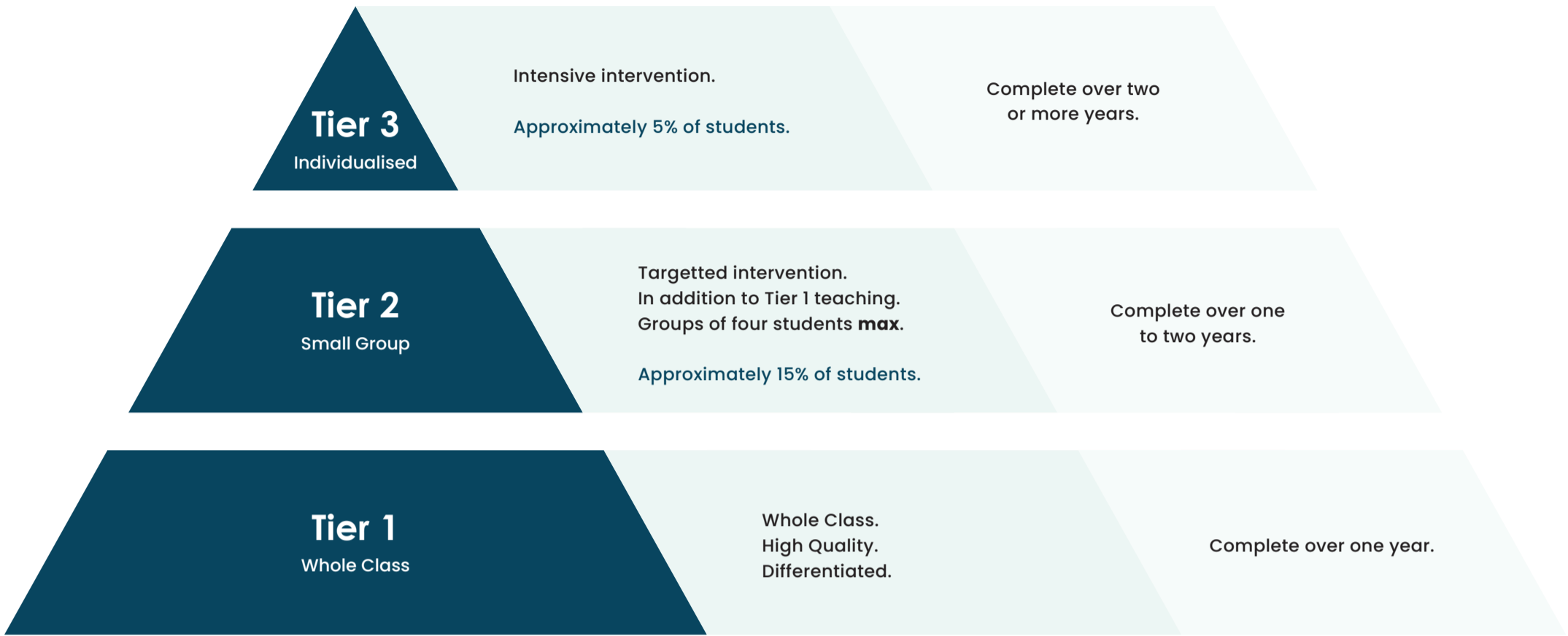


Response to Intervention

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

Counting to 10 & 20

Bond Blocks Counting to 10 & 20 targets the counting phase of reasoning.



Tier 1 Whole Class Teaching

Tier One teaching is whole class, high quality and differentiated.

- All students participate in whole class Tier 1 teaching.
- Bond Blocks takes one year to cover in Tier 1.
- A3 Teacher-Led Activity Boards are completed by all students in **PAIRS** using **one half of a set** of Bond Blocks.

Group rotations are **not recommended for Teacher-Led Boards** that require explicit, whole class teaching. Specific, targeted teaching groups can be used where appropriate.

A4 Guided and Exploratory Play Activities are completed in small groups because **each student** requires one A4 Activity Card and **one whole set** of Bond Blocks.

Tier 2 Intervention

Students requiring Tier 2 intervention need two more, small group sessions, in addition to the three whole class Bond Block sessions.

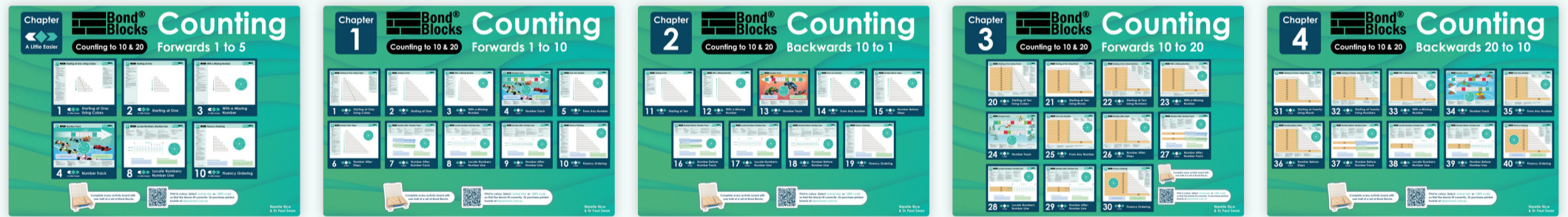
Tier 2 small group intervention is implemented:

- In groups of four students. Groups of five or more are ineffective.
- **In addition to** tier one class teaching. Students who require intervention need extra practice.
- Outside of Maths and English. Do not schedule intervention regularly during the student's favourite subject, such as Art.

A3 Teacher-Led Activity Boards

Use one A3 Teacher Led Activity board **per pair** of students with **one-half of a set** of Bond Blocks.

Teacher-Led Activities are sequenced to develop fluency counting to and from twenty. Each activity is modelled in a video for explicit teaching.



A4 Exploratory and Guided Play Cards

Use one A4 Card **per student** with **one whole set** of Bond Blocks.



Exploratory Play Cards focus on number and spatial skills.



Matching and Choosing Cards focus on **number skills**.



Building and Filling Cards focus on **spatial skills**.



Pre-Foundation

Students that use Bond Blocks in Pre-Foundation will have completed:

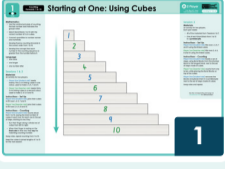
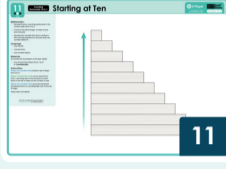
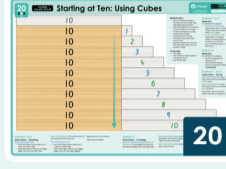
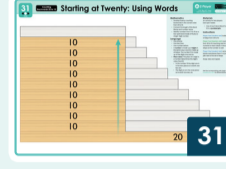

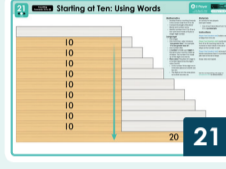
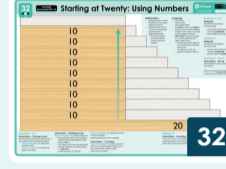
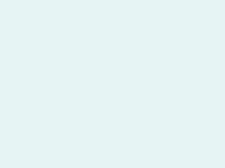
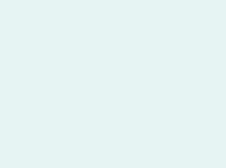
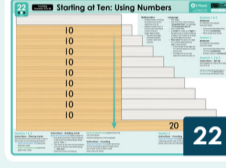
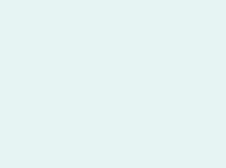


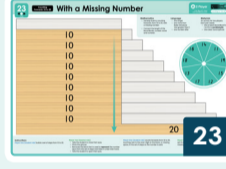
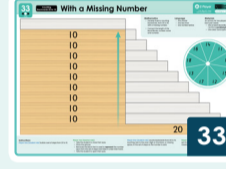
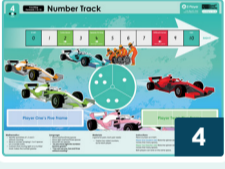

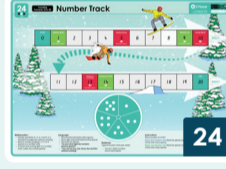
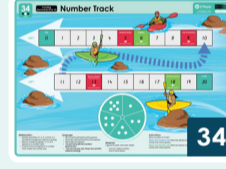
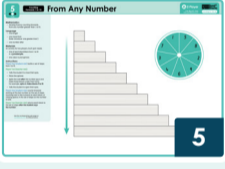
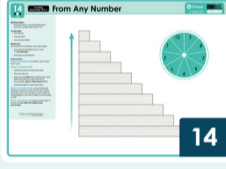
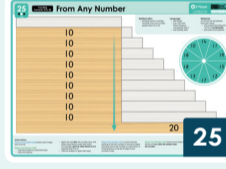
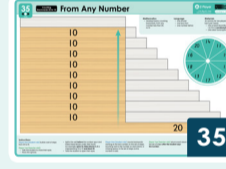
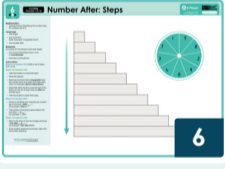
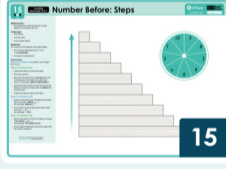
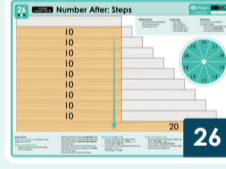
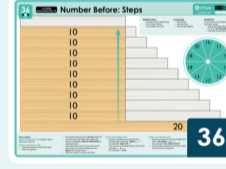

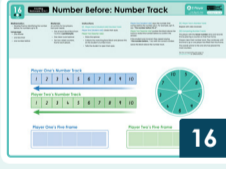
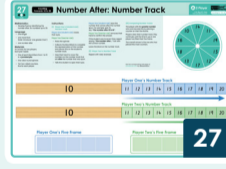
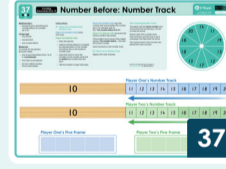
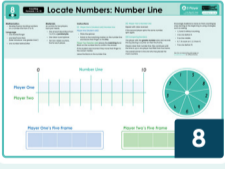
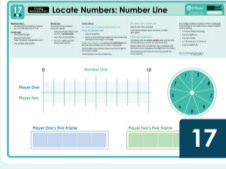
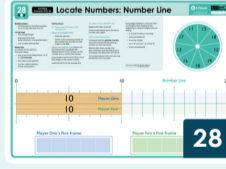
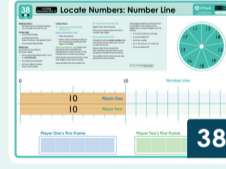
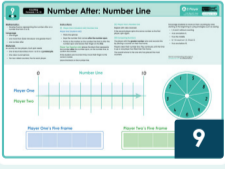
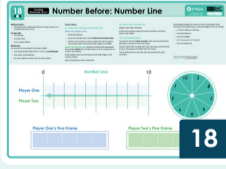
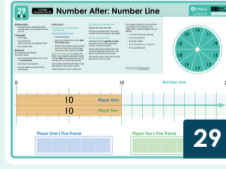
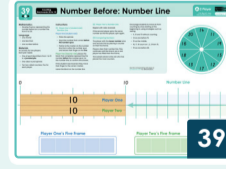
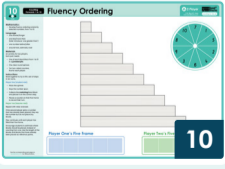
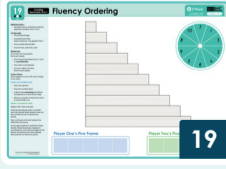
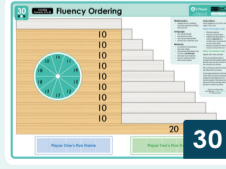
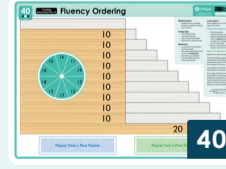
- A3 Teacher-Led Activities 1, 2, 3, 4 and 10.
- A4 Exploratory Play Activities 1 to 8, and
- A4 Guided Activity Cards 1 to 16. (Matching, Choosing, Building, Filling)

Review the A3 Teacher-Led Activities and A4 Exploratory Play Cards.

Either review A4 Guided Play Cards 1-16 or swap these for cards 17-32.



Foundation Whole Class Year Planner

Skill Focus	Term 1		Term 2		Term 3		Term 4	
	Week	Chapter 1 Counting Forwards 1 to 10	Week	Chapter 2 Counting Backwards 10 to 1	Week	Chapter 3 Counting Forwards 10 to 20	Week	Chapter 4 Counting Backwards 20 to 10
Counting in order using: • Cubes • Words • Numbers	1		1		1		1	
	2				2		2	
	3		2		3		3	
Counting with a Missing Number	3		3		4		4	
Number Track	4		4		1-3 Day 4		5	
Counting From Any Number	5		5		5		6	
Number After / Before: Steps	6		6		6		7	
Number After / Before: Number Track	7		7		7		8	
Locate Numbers: Number Line	8		8		8		9	
Number After / Before: Number Line	9		9		9		10	
Fluency Ordering	10		10		10		10	



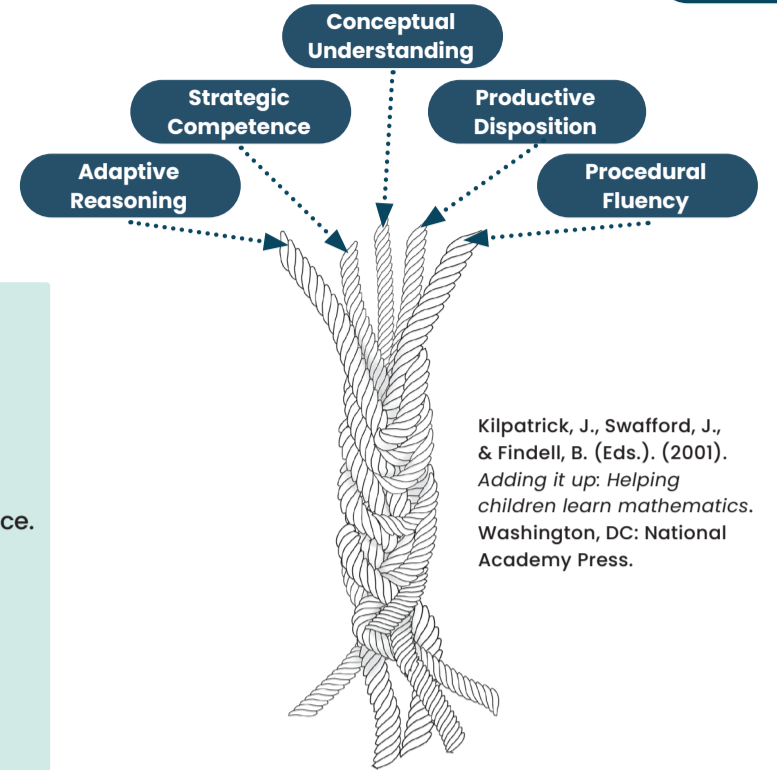
Whole Class Planner Structure

Gradual Release Model Implementation and Proficiency Strands

Relevant components of the **Gradual Release of Responsibility (GRR)** model are listed each day.

This planner covers all of the proficiency strands. The implementation of activities for each proficiency strand is slightly different. For example:

- **Understanding** activities require more 'I Do' and 'We Do' explicit teaching, and less 'You Do' practice. These boards have multiple sections, each with their own video. They are completed as the **main body of the lesson**, for 40 minutes, three days a week. During this lesson, do a non-Bond Block activity for the warm-up.
- **Fluency** activities only have one video and have more time allocated to 'You Do' practice. These are completed during the **lesson warm-up**.



Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: National Academy Press.

Week	Fluency - Number Before: Steps				Differentiation
5	Day 1 20 min Activity 15 Activity 15 • I do, we do, you do.	Day 2 15 min Activity 15 • We do, you do.	Day 3 15 min Activity 15 • You do.	Day 4 10 min GP Guided Play Choosing Activity Cards 17-20	A Little Harder • Place Block Spun • Number Between

Day 1: Whole Class

"I do" Focus

Introduce each new Activity by showing students the Activity Video.

This provides explicit teaching modelling of the:

- mathematics,
- language and
- completion of the activity.

Enlarged Paper Bond Blocks.

Download for efficient 'I do' set up. Located in the Getting Started menu tab.

Day 2: Whole Class

"We do" Focus

Model the activity with the class:

- Use either a correct or incorrect example.
- Write the mathematical language on the board

Magnetic Bond Blocks.

Make a set of blocks magnetic for teacher use during 'We do' instruction. Follow the instructions in the Getting Started menu tab.



Day 3: Whole Class

"You do" Focus

Observe students and provide immediate feedback about:

- mathematics (that it is correct),
- language and
- gesturing (touching the blocks correctly).

The lesson times are guides only. As students develop class routines they will become more efficient.

The goal is for students to be engaged in learning for **8 minutes** each session.

Day 4: Small Group

EP Exploratory Play

GP Guided Play

Use one A4 Activity Card **per student** with **one whole set** of Bond Blocks.

This is not a whole class activity. Complete as one small group in rotation with other non-Bond Block activities

The Exploratory and Guided Play Activity Cards have been allocated to each chapter of Teacher-Led Activity Boards.

Differentiation

A Little Easier

A Little Harder

Intervention is differentiated using 'a little easier' and 'a little harder' examples from the Activity Webpage.

FOUNDATION

Whole Class Planner



Foundation Whole Class Planner



Monitoring Tools

Record student achievement using the **Tier 1 Monitoring Sheet for a Whole Class**. Available in PDF and Excel formats.



Screening Test

The **Screening Test** can be administered at the start and end of the year.





Bond Block Prerequisites

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.

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 indicates the total for the group.

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

Concrete

"I need to count this." (next to blocks)

"I can see five without counting." (next to hand)

Representational

Abstract

Concrete Prerequisite

Begin using Bond Blocks in conjunction with discrete objects that can be counted with one-to-one correspondence. Bond Blocks were designed to be the same size as standard 2 cm cubes for this reason. Using discrete materials such as 2 cm cubes in conjunction with Bond Blocks helps students move towards a length based concept of number.

This follows Bruner's (1966) pedagogical principle of moving from Concrete to Representational to Abstract.

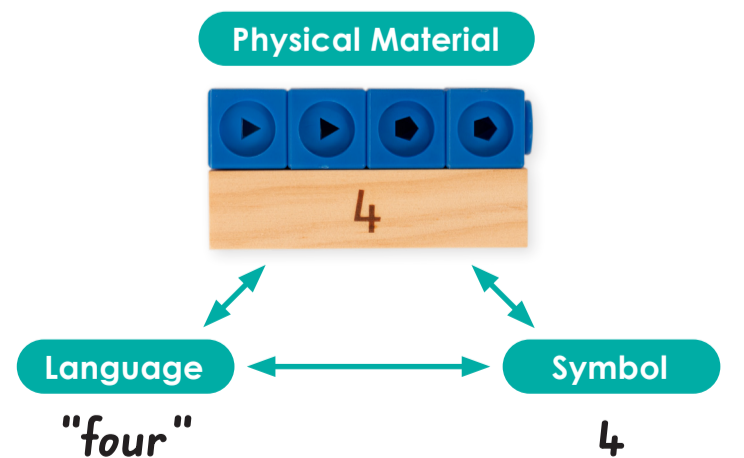


Bruner, J. S. (1966). *Toward a theory of instruction*. Cambridge: Harvard University Press.

Connecting Mathematical Language

Mathematical understanding is strengthened when connections are made between the physical materials, mathematical language and symbols (written numerals).

For this reason students say the number name as they touch next to the written numeral on the block.

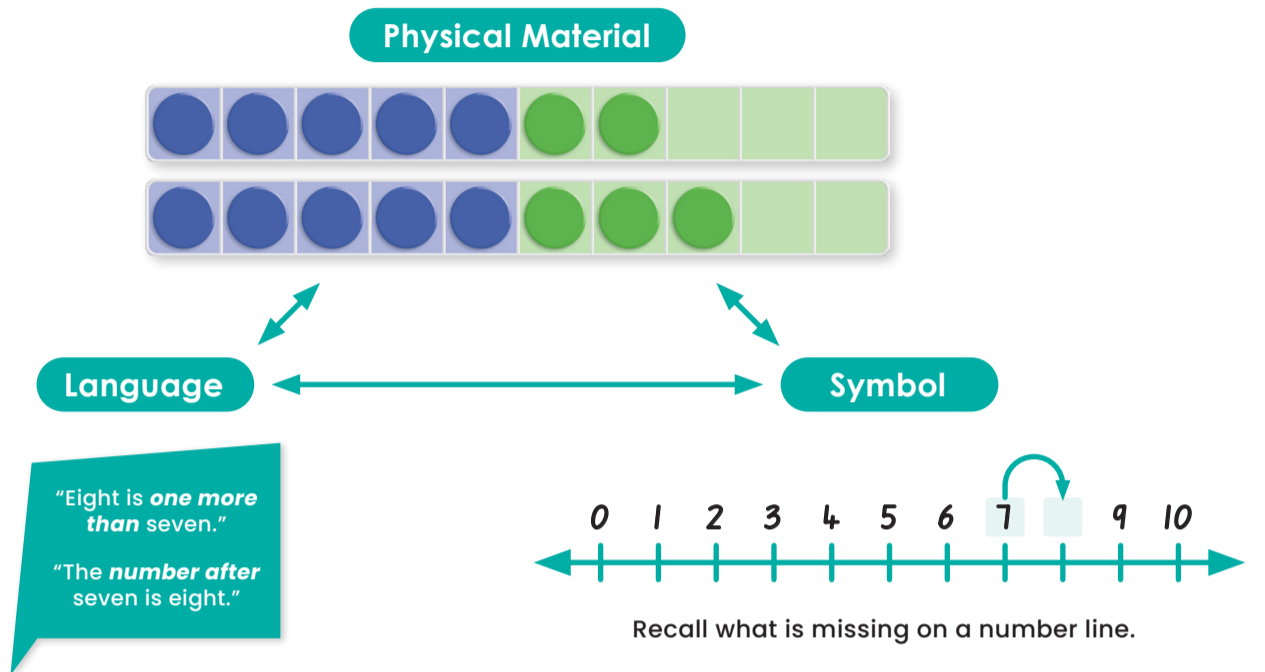




Structuring Concrete Materials

Using length based representations such as Bond Blocks, Ten Strips, Number Tracks and Number Lines helps students increase their understanding of the relationships between numbers. Once students can count from one to ten using the first three counting principles, organise countable manipulatives to develop number line thinking. To do this the manipulative should be organised so that students can identify how many without having to count the collection from one, but can instead look for relationships between quantities. For example, this ten strip is coloured in two fives so as quantities to ten can learn to be identified without counting from one.

- 1, 2, and 3 can be seen without counting (perceptual subitising)
- 4 is **one fewer/less** than 5
- 5 is one colour filled. It looks like half.
- 6 is **one more** than 5
- 7 and 8 can be found by **counting on from 5**.
- 9 is **one fewer/less** than 10
- 10 is the frame filled.



Programming Mathematics with Bond Blocks

Bond Blocks does not cover all areas of the curriculum. It focusses on covering essential content, identified through research predictive of mathematical difficulties. Counting to 10 & 20 covers this essential content in a sequential built and cyclically reviewed way, using evidence-informed teaching strategies.

Implementing the Counting Kit in Foundation, as per the planner, will use one-third of your total maths time. Using Bond Blocks ensures that essentials are covered, whilst freeing up time to cover other content descriptors. See the curriculum links page for specific content covered.

When programming for the year, plan to **teach the first three counting principles using discrete materials**. Then, the term after this, program to extend this sequence using Bond Blocks. For example,



Curriculum Covered

	Term 1	Term 2	Term 3	Term 4
Non-Bond Block Counting Activities	Counting discrete objects using the first three counting principles.			
	Forwards zero to ten. ⚠ Forwards one to ten is taught in Pre-Foundation in some states. Backwards ten to zero.	Forwards ten to twenty Forwards beyond twenty.	Backwards twenty to ten.	Forwards beyond twenty . ⚠ In some states, counting is only taught up to twenty .
Bond Blocks Counting to 10 & 20	Consolidating and extending counting sequences using Bond Blocks.			

Term 1 - Counting Forwards 1 to 10

Week	Understanding - Starting at One: Using Cubes				Differentiation
1	Day 1 20 min 	Day 2 40 min 	Day 3 40 min 	Day 4 40 min 	◀▶ A Little Easier ▶▶▶ Activity 1: A Little Easier Sessions 1, 2 & 3
	EP Exploratory Play Card 1	▶▶▶ Activity 1: Session 1 ▶▶▶ Activity 1: Session 1 • I do, we do, you do. ⚠ Using Cubes ONLY. 🕒 This activity is taught in Pre-Foundation in some states.	▶▶▶ Activity 1: Session 2 ▶▶▶ Activity 1: Session 2 • I do, we do, you do. ⚠ Using Cubes ONLY.	▶▶▶ Activity 1: Session 3 ▶▶▶ Activity 1: Session 3 • I do, we do, you do. ⚠ Using Cubes and Bond Blocks.	
Week	Fluency - Starting at One				Differentiation
2	Day 1 20 min 	Day 2 15 min 	Day 3 15 min 	Day 4 10 min 	◀▶ A Little Easier ▶▶▶ Activity 2: A Little Easier Sessions 1, 2 & 3 ◀▶ A Little Harder ▶▶▶ Take Turns
	▶▶▶ Activity 2 ▶▶▶ Activity 2 • I do, we do, you do.	▶▶▶ Activity 2 • We do, you do.	▶▶▶ Activity 2 • You do.	EP Exploratory Play Card 2 GP Guided Play Matching Activity Cards 1-4	
Week	Fluency - With a Missing Number				Differentiation
3	Day 1 20 min 	Day 2 15 min 	Day 3 15 min 	Day 4 10 min 	◀▶ A Little Easier ▶▶▶ Activity 3: A Little Easier ◀▶ A Little Harder ▶▶▶ Spin Twice ▶▶▶ Consecutive Blocks
	▶▶▶ Activity 3 ▶▶▶ Activity 3 • I do, we do, you do.	▶▶▶ Activity 3 • We do, you do.	▶▶▶ Activity 2 • You do.	EP Exploratory Play Card 3 GP Guided Play Matching Activity Cards 5-8	
Week	Fluency - Number Track				Differentiation
4	Day 1 20 min 	Day 2 15 min 	Day 3 15 min 	Day 4 10 min 	◀▶ A Little Easier ▶▶▶ Activity 4: A Little Easier
	▶▶▶ Activity 4 ▶▶▶ Activity 4 • I do, we do, you do.	▶▶▶ Activity 4 • We do, you do.	▶▶▶ Activity 4 • You do.	EP Exploratory Play Card 4 GP Guided Play Matching Activity Cards 9-12	
Week	Fluency - From Any Number				Differentiation
5	Day 1 20 min 	Day 2 15 min 	Day 3 15 min 	Day 4 10 min 	◀▶ A Little Harder ▶▶▶ Cover Remaining Blocks
	▶▶▶ Activity 5 ▶▶▶ Activity 5 • I do, we do, you do.	▶▶▶ Activity 5 • We do, you do.	▶▶▶ Activity 5 • You do.	EP Exploratory Play Card 5 GP Matching Cards 13-16	

Week	Fluency - Number After: Steps				Differentiation
6	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<p>◀▶ A Little Harder</p> <p>▶ Place Block Spun</p> <p>▶ Number Between</p>
	 ▶ Activity 6 ▶ Activity 6 • I do, we do, you do.	 ▶ Activity 6 • We do, you do.	 ▶ Activity 6 • You do.	 ▶ Activity 6 • You do.	 ▶ Activity 6 • You do.

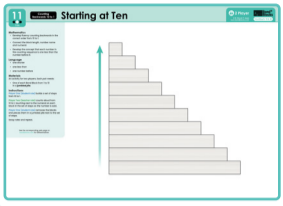
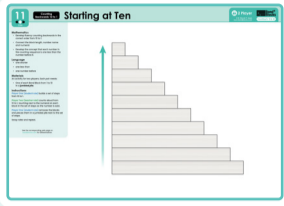
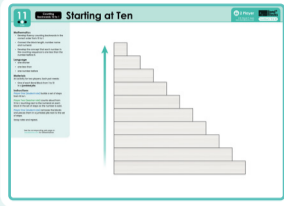

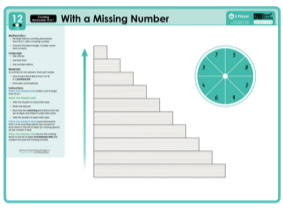
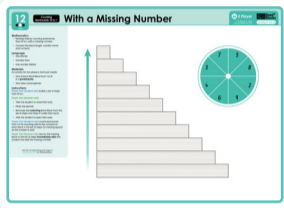
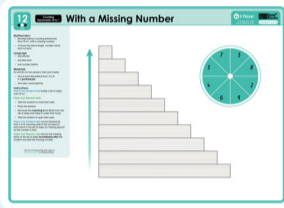
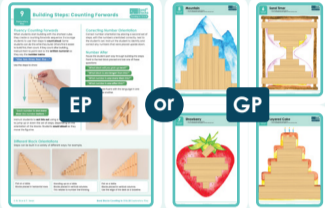
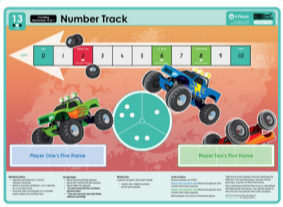
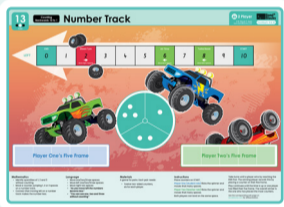
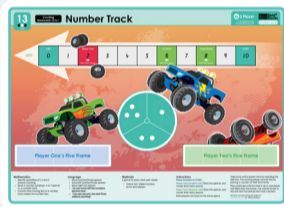

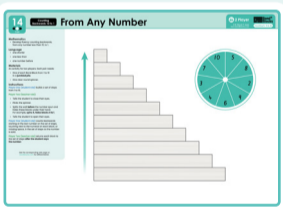
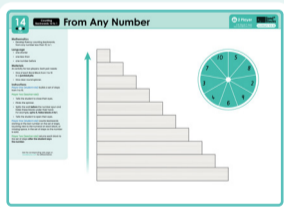
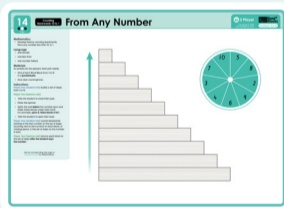
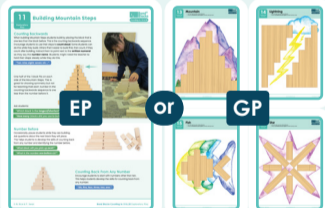
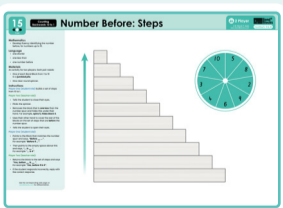
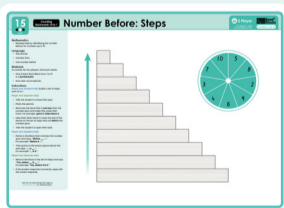
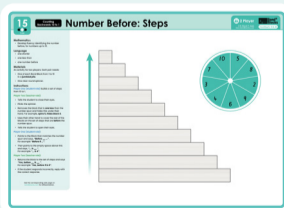
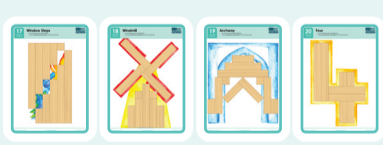
Week	Fluency - Number After: Number Track				Differentiation
7	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<p>◀▶ A Little Easier</p> <p>▶ Player One</p> <p>◀▶ A Little Harder</p> <p>▶ Player Two</p>
	 ▶ Activity 7 ▶ Activity 7 • I do, we do, you do.	 ▶ Activity 7 • We do, you do.	 ▶ Activity 7 • You do.	 ▶ Activity 7 • You do.	 ▶ Activity 7 • You do.





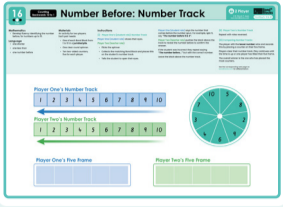
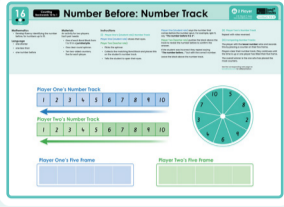
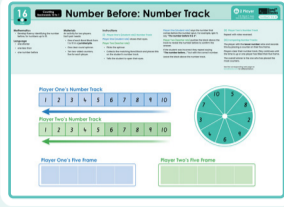

Week	Understanding - Locate Numbers: Number Line				Differentiation
8	Day 1 40 min	Day 2 15 min	Day 3 40 min	Day 4 15 min	<p>◀▶ A Little Easier</p> <p>▶ Activity 8: A Little Easier Numbered</p> <p>▶ Activity 8: A Little Easier Partly Numbered</p> <p>⚠ These differentiations are completed on Activity 8 - Locate Numbers: Number Line 'a little easier' activity board.</p> <p>◀▶ A Little Harder</p> <p>▶ Activity 8: (CORE)</p>
	 ▶ Activity 8: Locate 1, 2, 3, 5, 9 ▶ Activity 8: Locate 1, 2, 3, 5, 9 • I do, we do, you do. ⚠ "Locate 1, 2, 3, 5, 9" is played on the CORE Activity board.	 ▶ Activity 8: Locate 1, 2, 3, 5, 9 • We do, you do.	 ▶ Activity 8: Locate 4, 6, 7, 8 ▶ Activity 8: Locate 4, 6, 7, 8 • I do, we do, you do. ⚠ "Locate 4, 6, 7, 8" is played on the CORE Activity board.	 ▶ Activity 8: Locate 4, 6, 7, 8 ▶ Activity 8: Locate 4, 6, 7, 8 • I do, we do, you do.	 ▶ Activity 8: Locate 4, 6, 7, 8 • We do, you do.





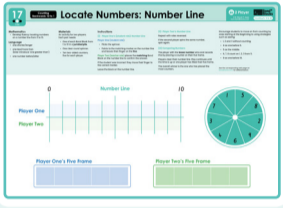
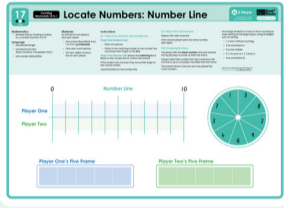
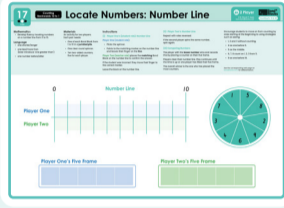
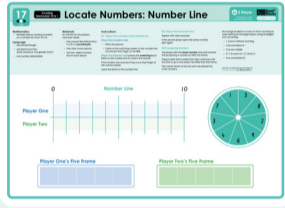
Week	Understanding - Number After: Number Line				Differentiation
9	Day 1 40 min	Day 2 15 min	Day 3 40 min	Day 4 15 min	<p>◀▶ A Little Harder</p> <p>▶ Activity 9: (CORE)</p>
	 ▶ Activity 9: Locate 1, 2, 3, 5, 9 ▶ Activity 9: Locate 1, 2, 3, 5, 9 • I do, we do, you do. ⚠ "Locate 1, 2, 3, 5, 9" is played on the CORE Activity board.	 ▶ Activity 9: Locate 1, 2, 3, 5, 9 • We do, you do.	 ▶ Activity 9: Locate 4, 6, 7, 8 ▶ Activity 9: Locate 4, 6, 7, 8 • I do, we do, you do. ⚠ "Locate 4, 6, 7, 8" is played on the CORE Activity board.	 ▶ Activity 9: Locate 4, 6, 7, 8 ▶ Activity 9: Locate 4, 6, 7, 8 • I do, we do, you do.	 ▶ Activity 9: Locate 4, 6, 7, 8 • We do, you do.





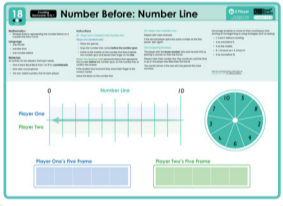
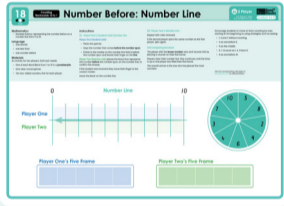
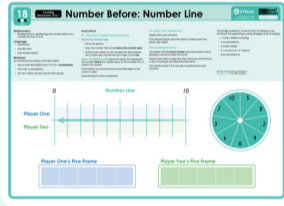
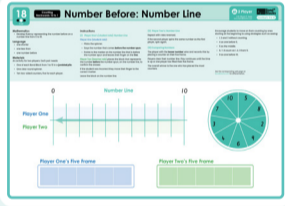
Week	Fluency - Fluency Ordering				Differentiation
10	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<p>◀▶ A Little Easier</p> <p>▶ Activity 10: A Little Easier</p>
	 ▶ Activity 10 ▶ Activity 10 • I do, we do, you do.	 ▶ Activity 10 • We do, you do.	 ▶ Activity 10 • You do.	 ▶ Activity 10 • You do.	 ▶ Activity 4 • Review: You do.





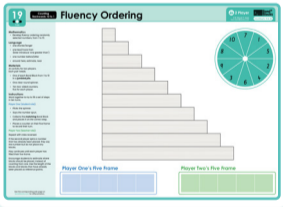
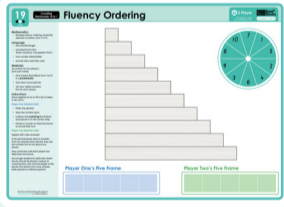
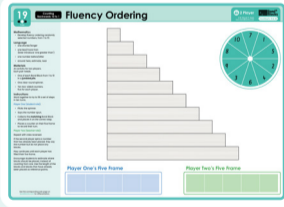

Term 2 - Counting Backwards 10 to 1

Week	Fluency - Starting at Ten				Differentiation
1	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<<>> A Little Harder <<>> Take Turns
	 Activity 11 Activity 11 • I do, we do, you do.	 Activity 11 • We do, you do.	 Activity 11 • You do.	 EP Exploratory Play Card 8 Introductory Play GP Guided Play Choosing Activity Cards 1-4	
2	Fluency - With a Missing Number				Differentiation
	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<<>> A Little Harder <<>> Spin Twice <<>> Consecutive Blocks
	 Activity 12 Activity 12 • I do, we do, you do.	 Activity 12 • We do, you do.	 Activity 12 • You do.	 EP Exploratory Play Card 9 Introductory Play GP Guided Play Choosing Activity Cards 5-8	
3	Fluency - Number Track				Differentiation
	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	
	 Activity 13 Activity 13 • I do, we do, you do.	 Activity 13 • We do, you do.	 Activity 13 • You do.	 EP Exploratory Play Card 10 Introductory Play GP Guided Play Choosing Activity Cards 9-12	
4	Fluency - From Any Number				Differentiation
	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<<>> A Little Easier <<>> Set Up Instructions <<>> A Little Harder <<>> Set Up Instructions <<>> Cover Up Remaining Blocks
	 Activity 14 Activity 14 • I do, we do, you do.	 Activity 14 • We do, you do.	 Activity 14 • You do.	 EP Exploratory Play Card 11 Introductory Play GP Guided Play Choosing Activity Cards 13-16	
5	Fluency - Number Before: Steps				Differentiation
	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<<>> A Little Harder <<>> Place Block Spun <<>> Number Between
	 Activity 15 Activity 15 • I do, we do, you do.	 Activity 15 • We do, you do.	 Activity 15 • You do.	 GP Guided Play Choosing Activity Cards 17-20	

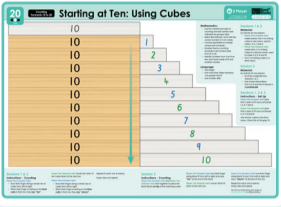
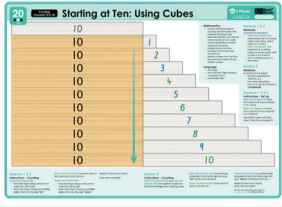
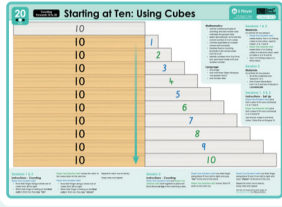
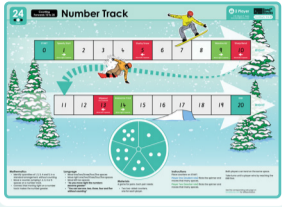
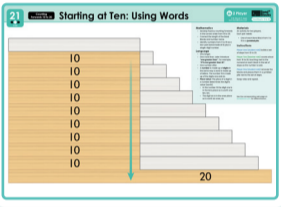
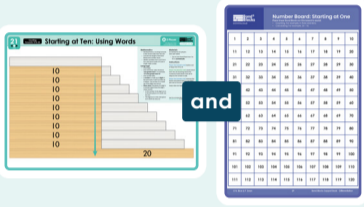
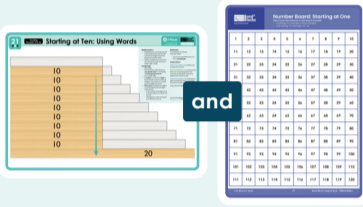
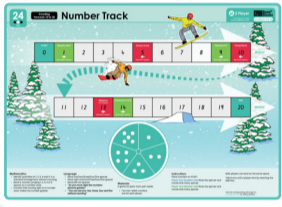
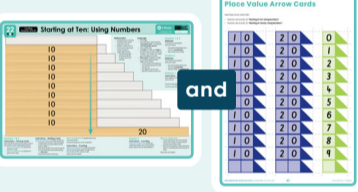
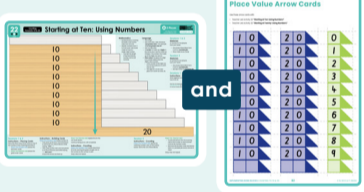
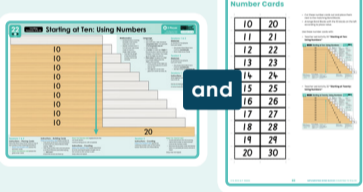

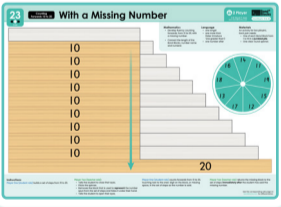
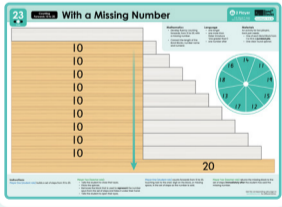
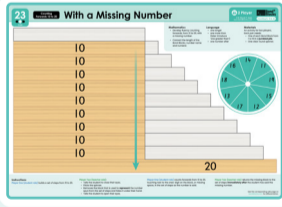
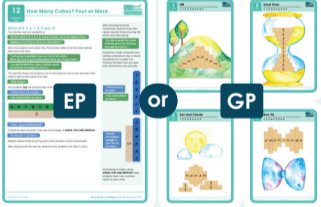
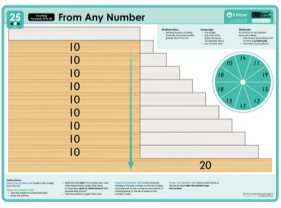
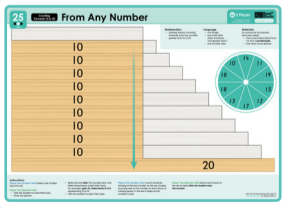
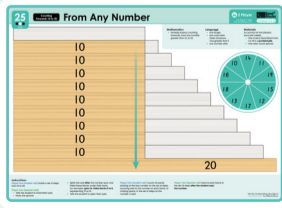
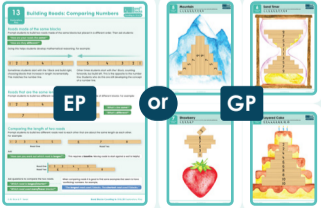
Week	Fluency - Number Before: Number Track				Differentiation
6	Day 1  20 min	Day 2  15 min	Day 3  15 min	Day 4  10 min	<p>◀▶ A Little Easier</p> <p>▶▶ Player One</p> <p>◀▶ A Little Harder</p> <p>▶▶ Player Two</p>
	 <p>▶ Activity 16 ▶ Activity 16 • I do, we do, you do.</p>	 <p>▶ Activity 16 • We do, you do.</p>	 <p>▶ Activity 16 • You do.</p>	 <p>GP Guided Play Choosing Activity Cards 21-24</p>	

Week	Understanding - Number After: Number Line				Differentiation
7	Day 1  40 min	Day 2  15 min	Day 3  40 min	Day 4  15 min	<p>◀▶ A Little Harder</p> <p>▶▶▶ Activity 17: (CORE)</p>
	 <p>▶▶▶ Activity 17: Locate 1, 2, 3, 5, 9 ▶ Activity 17: Locate 1, 2, 3, 5, 9 • I do, we do, you do. ⚠ "Locate 1, 2, 3, 5, 9" is played on the CORE Activity board.</p>	 <p>▶ Activity 17: Locate 1, 2, 3, 5, 9 • We do, you do.</p>	 <p>▶▶▶ Activity 17: Locate 4, 6, 7, 8 ▶ Activity 17: Locate 4, 6, 7, 8 • I do, we do, you do. ⚠ "Locate 4, 6, 7, 8" is played on the CORE Activity board.</p>	 <p>▶ Activity 17: Locate 4, 6, 7, 8 • We do, you do.</p>	

Week	Understanding - Number After: Number Line				Differentiation
8	Day 1  40 min	Day 2  15 min	Day 3  40 min	Day 4  15 min	<p>◀▶ A Little Harder</p> <p>▶▶▶ Activity 18: (CORE)</p>
	 <p>▶▶▶ Activity 18: Locate 1, 2, 3, 5, 9 ▶ Activity 18: Locate 1, 2, 3, 5, 9 • I do, we do, you do. ⚠ "Locate 1, 2, 3, 5, 9" is played on the CORE Activity board.</p>	 <p>▶ Activity 18: Locate 1, 2, 3, 5, 9 • We do, you do.</p>	 <p>▶▶▶ Activity 18: Locate 4, 6, 7, 8 ▶ Activity 18: Locate 4, 6, 7, 8 • I do, we do, you do. ⚠ "Locate 4, 6, 7, 8" is played on the CORE Activity board.</p>	 <p>▶ Activity 18: Locate 4, 6, 7, 8 • We do, you do.</p>	

Week	Fluency - Fluency Ordering				Differentiation
9	Day 1  20 min	Day 2  15 min	Day 3  15 min	Day 4  10 min	
	 <p>▶ Activity 19 ▶ Activity 19 • I do, we do, you do.</p>	 <p>▶ Activity 19 • We do, you do.</p>	 <p>▶ Activity 19 • You do.</p>	 <p>▶ Activity 13 • Review: You do.</p>	

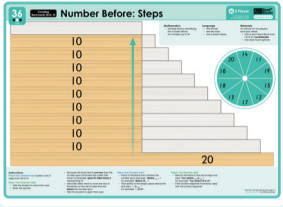
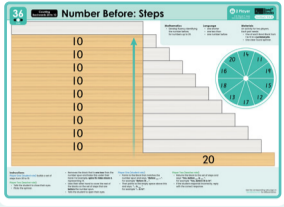

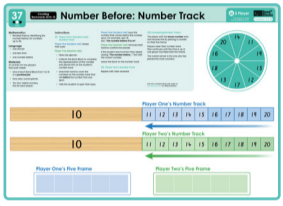
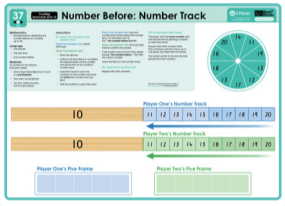
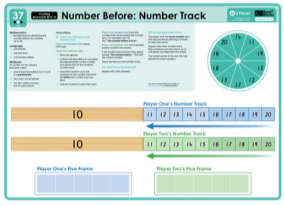

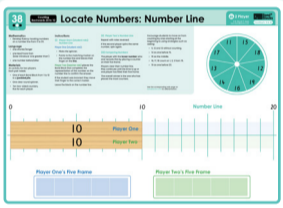
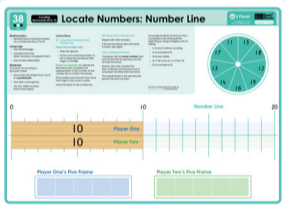
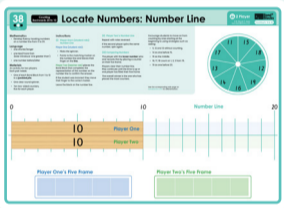
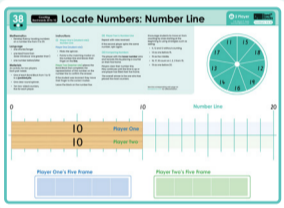
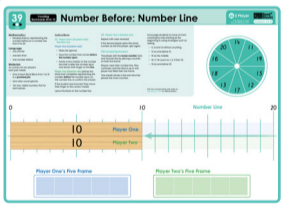
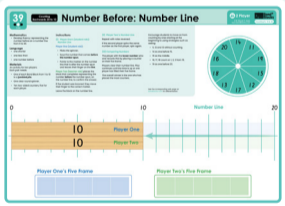
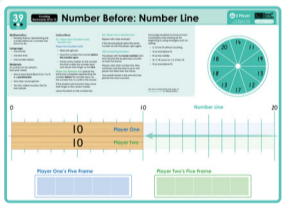
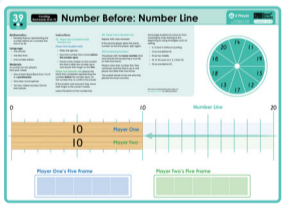
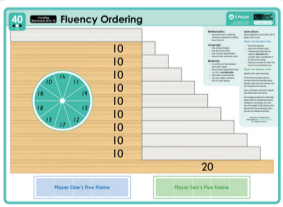
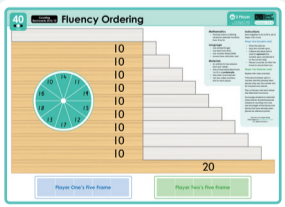
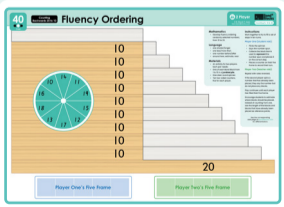
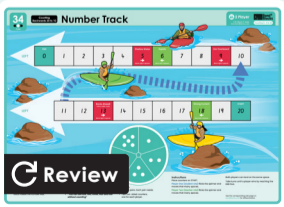
Term 3 - Counting Forwards 10 to 20

Week	Understanding - Starting at Ten: Using Cubes				Differentiation
1	Day 1	Day 2	Day 3	Day 4	
	 <p>Activity 20: Session 1 Activity 20: Session 1 • I do, we do, you do. ⚠ Using Cubes ONLY.</p>	 <p>Activity 20: Session 2 Activity 20: Session 2 • I do, we do, you do. ⚠ Using Cubes ONLY.</p>	 <p>Activity 20: Session 3 Activity 20: Sessions 3 • I do, we do, you do. ⚠ Using Cubes and Bond Blocks.</p>	 <p>Activity 24 Activity 24 • I do, we do, you do. ⚠ Number Track is completed over weeks 1 to 3, making the term 10 weeks. ⚠ Complete as a whole class, not in group rotations.</p>	
Week	Understanding - Starting at Ten: Using Words				Differentiation
2	Day 1	Day 2	Day 3	Day 4	⚡ A Little Easier 🔗 Correcting 'teen' and 'ty' Errors
	 <p>Activity 21: Session 1 Activity 21: Session 1 • I do, we do, you do.</p>	 <p>Activity 21: Session 2 Activity 21: Session 2 • I do, we do, you do.</p>	 <p>Activity 21: Session 3 Activity 21: Sessions 3 • I do, we do, you do.</p>	 <p>Activity 24 • We do, you do. ⚠ Complete as a whole class, not in group rotations.</p>	
Week	Understanding - Starting at Ten: Using Numbers				Differentiation
3	Day 1	Day 2	Day 3	Day 4	⚡ A Little Easier 🔗 "Ten and Ones" ⚡ A Little Harder 🔗 Write the Number
	 <p>Activity 22: Session 1 "Ten then Ones" Activity 22: Session 1 • I do, we do, you do.</p>	 <p>Activity 22: Session 2 "Ten add Ones" Activity 22: Session 2 • I do, we do, you do.</p>	 <p>Activity 22: Session 3 Activity 22: Session 3 • I do, we do, you do.</p>	 <p>Activity 24 • You do. ⚠ Complete as a whole class, not in group rotations.</p>	
Week	Fluency - With a Missing Number				Differentiation
4	Day 1	Day 2	Day 3	Day 4	⚡ A Little Harder 🔗 Spin Twice 🔗 Consecutive Blocks
	 <p>Activity 23 Activity 23 • I do, we do, you do.</p>	 <p>Activity 23 • We do, you do.</p>	 <p>Activity 23 • You do.</p>	 <p>EP Exploratory Play Card 12 Introductory Play GP Guided Play Building Activity Cards 1-4</p>	
Week	Fluency - From Any Number				Differentiation
5	Day 1	Day 2	Day 3	Day 4	⚡ A Little Harder 🔗 Cover Remaining Blocks
	 <p>Activity 25 Activity 25 • I do, we do, you do.</p>	 <p>Activity 25 • We do, you do.</p>	 <p>Activity 25 • You do.</p>	 <p>EP Exploratory Play Card 13 Introductory Play GP Guided Play Building Activity Cards 5-8</p>	

Week	Fluency - Number After: Steps				Differentiation
6	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<p>◀▶ A Little Harder</p> <p>▶ Place Block Spun</p> <p>▶ Number Between</p>
	<p>▶ Activity 26</p> <p>▶ Activity 26</p> <p>• I do, we do, you do.</p>	<p>▶ Activity 26</p> <p>• We do, you do.</p>	<p>▶ Activity 26</p> <p>• You do.</p>	<p>EP Exploratory Play Card 14 Introductory Play</p> <p>GP Guided Play Building Activity Cards 9-12</p>	
Week	Fluency - Number After: Number Track				Differentiation
7	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	<p>◀▶ A Little Easier</p> <p>▶ Player One</p> <p>◀▶ A Little Harder</p> <p>▶ Player Two</p>
	<p>▶ Activity 27</p> <p>▶ Activity 27</p> <p>• I do, we do, you do.</p>	<p>▶ Activity 27</p> <p>• We do, you do.</p>	<p>▶ Activity 27</p> <p>• You do.</p>	<p>GP Guided Play Building Activity Cards 13-16</p>	
Week	Understanding - Locate Numbers: Number Line				Differentiation
8	Day 1 40 min	Day 2 15 min	Day 3 40 min	Day 4 15 min	<p>◀▶ A Little Harder</p> <p>▶ Activity 28: (CORE)</p>
	<p>▶ Activity 28: Locate 11, 12, 13, 15, 19</p> <p>▶ Activity 28: Locate 11, 12, 13, 15, 19</p> <p>• I do, we do, you do.</p> <p>⚠ "Locate 11, 12, 13, 15, 19" is played on the CORE Activity board.</p>	<p>▶ Activity 28: Locate 11, 12, 13, 15, 19</p> <p>• We do, you do.</p>	<p>▶ Activity 28: Locate 14, 16, 17, 18</p> <p>▶ Activity 28: Locate 14, 16, 17, 18</p> <p>• I do, we do, you do.</p> <p>⚠ "Locate 14, 16, 17, 18" is played on the CORE Activity board.</p>	<p>▶ Activity 28: Locate 14, 16, 17, 18</p> <p>• We do, you do.</p>	
Week	Understanding - Number After: Number Line				Differentiation
9	Day 1 40 min	Day 2 15 min	Day 3 40 min	Day 4 15 min	<p>◀▶ A Little Harder</p> <p>▶ Activity 29: (CORE)</p>
	<p>▶ Activity 29: Locate 11, 12, 13, 15, 19</p> <p>▶ Activity 29: Locate 11, 12, 13, 15, 19</p> <p>• I do, we do, you do.</p> <p>⚠ "Locate 11, 12, 13, 15, 19" is played on the CORE Activity board.</p>	<p>▶ Activity 29: Locate 11, 12, 13, 15, 19</p> <p>• We do, you do.</p>	<p>▶ Activity 29: Locate 14, 16, 17, 18</p> <p>▶ Activity 29: Locate 14, 16, 17, 18</p> <p>• I do, we do, you do.</p> <p>⚠ "Locate 14, 16, 17, 18" is played on the CORE Activity board.</p>	<p>▶ Activity 29: Locate 14, 16, 17, 18</p> <p>• We do, you do.</p>	
Week	Fluency - Fluency Ordering				Differentiation
10	Day 1 20 min	Day 2 15 min	Day 3 15 min	Day 4 10 min	
	<p>▶ Activity 30</p> <p>▶ Activity 30</p> <p>• I do, we do, you do.</p>	<p>▶ Activity 30</p> <p>• We do, you do.</p>	<p>▶ Activity 30</p> <p>• You do.</p>	<p>▶ Activity 24</p> <p>• Review: You do.</p>	

Term 4 - Counting Backwards 20 to 10

Week	Understanding - Starting at Twenty: Using Words				Differentiation
1	Day 1	Day 2	Day 3	Day 4	<<>> A Little Easier <<>> Correcting 'teen' and 'ty' Errors
	40 min	40 min	40 min	10 min	
	Activity 31: Session 1 Activity 31: Session 1 • I do, we do, you do.	Activity 31: Session 2 Activity 31: Session 2 • I do, we do, you do.	Activity 31: Session 3 Activity 31: Sessions 3 • I do, we do, you do.	EP Exploratory Play Card 15 Introductory Play GP Guided Play Filling Activity Cards 1-4	
2	Understanding - Starting at Twenty: Using Numbers				Differentiation
	Day 1	Day 2	Day 3	Day 4	<<>> A Little Easier <<>> "Ten and Ones" <<>> A Little Harder <<>> Write the Number
	40 min	40 min	40 min	10 min	
	Activity 32: Session 1 "Ten then Ones" Activity 32: Session 1 • I do, we do, you do.	Activity 32: Session 2 "Ten add Ones" Activity 32: Session 2 • I do, we do, you do.	Activity 32: Session 3 Activity 32: Session 3 • I do, we do, you do.	EP Exploratory Play Card 16 Introductory Play GP Guided Play Filling Activity Cards 5-8	
3	Fluency - With a Missing Number				Differentiation
	Day 1	Day 2	Day 3	Day 4	<<>> A Little Harder <<>> Spin Twice <<>> Consecutive Blocks
	20 min	15 min	15 min	10 min	
	Activity 33 Activity 33 • I do, we do, you do.	Activity 33 • We do, you do.	Activity 33 • You do.	EP Exploratory Play Card 17 Introductory Play GP Guided Play Filling Activity Cards 9-12	
4	Fluency - Number Track				Differentiation
	Day 1	Day 2	Day 3	Day 4	
	20 min	15 min	15 min	10 min	
	Activity 34 Activity 34 • I do, we do, you do.	Activity 34 • We do, you do.	Activity 34 • You do.	GP Guided Play Filling Activity Cards 13-16	
5	Fluency - From Any Number				Differentiation
	Day 1	Day 2	Day 3	Day 4	<<>> A Little Harder <<>> Cover Remaining Blocks
	20 min	15 min	15 min	10 min	
	Activity 35 Activity 35 • I do, we do, you do.	Activity 35 • We do, you do.	Activity 35 • You do.	GP Guided Play Filling Activity Cards 17-20	

Week	Fluency - Number Before: Number Steps				Differentiation
6	Day 1	Day 2	Day 3	Day 4	<<>> A Little Harder <<>> Place Block Spun <<>> Number Between
	20 min  Activity 36 Activity 36 • I do, we do, you do.	15 min  Activity 36 • We do, you do.	15 min  Activity 36 • You do.	10 min  GP Guided Play Filling Activity Cards 21-24	
7	Fluency - Number Before: Number Track				Differentiation
	Day 1	Day 2	Day 3	Day 4	<<>> A Little Easier <<>> Player One <<>> A Little Harder <<>> Player Two
	20 min  Activity 37 Activity 37 • I do, we do, you do.	15 min  Activity 37 • We do, you do.	15 min  Activity 37 • You do.	10 min  GP Guided Play Filling Activity Cards 25-28	
8	Understanding - Locate Numbers: Number Line				Differentiation
	Day 1	Day 2	Day 3	Day 4	<<>> A Little Harder <<>> Activity 38: (CORE)
	40 min  Activity 38: Locate 11, 12, 13, 15, 19 Activity 38: Locate 11, 12, 13, 15, 19 • I do, we do, you do. ⚠️ "Locate 11, 12, 13, 15, 19" is played on the CORE Activity boards.	15 min  Activity 38: Locate 11, 12, 13, 15, 19 • We do, you do.	40 min  Activity 38: Locate 14, 16, 17, 18 Activity 38: Locate 14, 16, 17, 18 • I do, we do, you do. ⚠️ "Locate 14, 16, 17, 18" is played on the CORE Activity boards.	15 min  Activity 38: Locate 14, 16, 17, 18 • We do, you do.	
9	Understanding - Number Before: Number Line				Differentiation
	Day 1	Day 2	Day 3	Day 4	<<>> A Little Harder <<>> Activity 39: (CORE)
	40 min  Activity 39: Locate 11, 12, 13, 15, 19 Activity 39: Locate 11, 12, 13, 15, 19 • I do, we do, you do. ⚠️ "Locate 11, 12, 13, 15, 19" is played on the CORE Activity boards.	15 min  Activity 39: Locate 11, 12, 13, 15, 19 • We do, you do.	40 min  Activity 39: Locate 14, 16, 17, 18 Activity 39: Locate 14, 16, 17, 18 • I do, we do, you do. ⚠️ "Locate 14, 16, 17, 18" is played on the CORE Activity boards.	15 min  Activity 39: Locate 14, 16, 17, 18 • I do, we do, you do.	
10	Fluency - Fluency Ordering				Differentiation
	Day 1	Day 2	Day 3	Day 4	
	20 min  Activity 40 Activity 30 • I do, we do, you do.	15 min  Activity 40 • We do, you do.	15 min  Activity 40 • You do.	10 min  Activity 34 • Review: You do.	