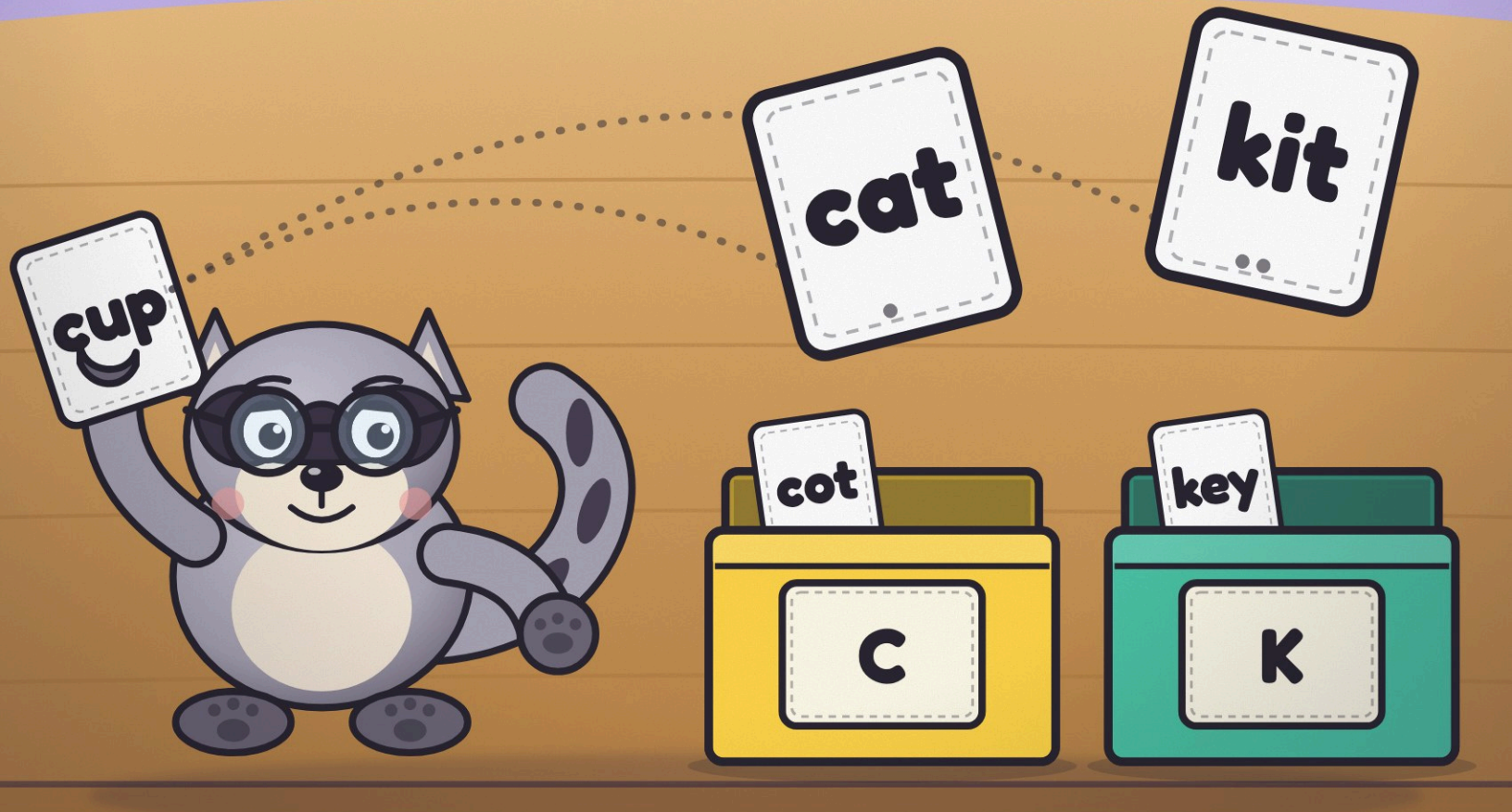
C and K Rule

TASK BOX

INDEPENDENT Work



Special Education · Independent Work · K – 2nd

by Bright Path Sped

CONTENTS

What Is Inside, and Where

Before you begin

PAGE 4



Start Here — Three Steps
START HERE
4

01 The Color Set

PAGES 6–9



Sort Mat (Color)
MAT
6



Level 1 Cards (Color)
CARDS
7



Level 2 Cards (Color)
CARDS
8



Level 3 Cards (Color)
CARDS
9

02 The Ink-Saver Set

PAGES 11–14



Sort Mat (Ink-Saver)
MAT
11



Level 1 Cards (Ink-Saver)
CARDS
12



Level 2 Cards (Ink-Saver)
CARDS
13



Level 3 Cards (Ink-Saver)
CARDS
14

03 Key, Data and Home

PAGES 16–21



Answer Key and Word List
REFERENCE
16



Task Box Data Sheet
LOG
17



Percent Graph
TRACKER
18



Filled Example
EXAMPLE
19



Practice at Home
NOTES
20



Phrase Bank
REFERENCE
21

TWO SETS, ONE BOX

Section 1 prints the 36 word cards on tinted paper for a laminated box; section 2 prints the same words in plain black on white for the copier. Only the tint differs, and nothing on a card names its level except the dots in the corner.

PRACTICE, NOT A TEST

Independent work with a data sheet attached. It counts cards filed in the right box and nothing else; what that count means for a student is your team's call.

☆ START HERE Start Here — Three Steps

Ninety seconds of reading. The cards need scissors and nothing else.

1

Print and cut

Print the mat and three card pages of the color set (pages 6–9) on cardstock, or the ink-saver set (pages 11–14) on plain paper. Laminate for a rotation.

Cut along the dashed lines. The cards touch edge to edge, so each cut is one straight line. One bag per level; the dots in the corner mend a mixed-up box.

2

Run a round on the mat

Lay the mat down. Hand over one round and say the same short line each time (page 21). The child files each card in the C box or the K box.

Begin at Level 1 unless the child already handles three-card rounds alone; every round is on the key (page 16).

3

Record and graph

On the data sheet (page 17) write the date, level, cards correct, cards given and the help you gave, the same day.

Plot the percent on page 18. Send the home page (page 20) the week the box is new.

WHAT THIS FILE IS

A fillable PDF: a two-box sort mat, 36 cut-apart word cards in two print sets, and the data pages behind them. It works offline, needs no account, and prints the same everywhere.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. It holds no prompt ladder, fading plan or mastery rule; it shows how to run the rounds printed in it and how to count what happened.

THE RULE ON THE CARDS

One classroom pattern: C comes before a, o or u, and K comes before e or i. Every card follows it. Whether and when your students meet the words that do not is your curriculum's call.

IF SOMETHING DOES NOT WORK

A field will not take typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A child files by the side, not the letter.** Swap the two boxes for a session; the **Ask a Question** tab on the product page reaches me, and a fix is a free update.

WHAT YOU DECIDE

The goal wording, the criterion and the moment to move up a level are blanks for your own team and district. Nothing printed here chooses them.

CONFIDENTIALITY, AND WHERE THIS LIVES

A filled-in data sheet, graph or example-style note is a student record: initials only on anything that leaves your hands, first name only on the home page. Cards and mat stay in the box; the data sheet and graph go in the student's folder.

MAT

Sort Mat (Color)

MY NAME

Read the word. Does it start with C or K? Put it in a box.

Cc	Kk
starts with C	starts with K

CARDS

Level 1 Cards (Color)

6 rounds, two cards per round — 12 cards: 6 C-word, 6 K-word. Print on cardstock and cut along the dashed lines. This is the color set; the same rounds are on page 12 in the ink-saver set.

ROUND 1 cat	ROUND 1 kit	ROUND 2 kid	ROUND 2 cup
ROUND 3 cot	ROUND 3 kiss	ROUND 4 kite	ROUND 4 cap
ROUND 5 cub	ROUND 5 keep	ROUND 6 king	ROUND 6 cut

RUNNING A LEVEL 1 ROUND

Hand over one strip. It holds one C word and one K word, each 3 to 4 letters long, so a child can sound out the first letter and file the card. The answer for every round is on page 16.

THE DOT CODE

One dot in the corner marks Level 1. When strips from different levels end up in one pile, the dots put them back without anyone reading a word.

CARDS Level 3 Cards (Ink-Saver)

3 rounds, four cards per round — 12 cards: 6 C-word, 6 K-word. Print on cardstock and cut along the dashed lines. This is the ink-saver (black and white) set; the same rounds are on page 9 in the color set.

ROUND 1 carrot •••	ROUND 1 kitten •••	ROUND 2 kitchen •••	ROUND 2 cookie •••
ROUND 1 candy •••	ROUND 1 kettle •••	ROUND 2 kennel •••	ROUND 2 camel •••
ROUND 3 cotton •••	ROUND 3 kingdom •••	ROUND 3 cousin •••	ROUND 3 ketchup •••

RUNNING A LEVEL 3 ROUND

Four cards cut as a block, 5 to 7 letters each, the longest being “kitchen”. A long word is no more likely to be a C word or a K word, so the child has to look at where it starts. Three dots mark this level.

MIXING LEVELS IN ONE BOX

A child who is steady here can file a mixed handful from all three levels, with the dots to sort the pile back afterward. Write “M” for the level on the data sheet and the graph.

LOG

Task Box Data Sheet

One row per session. It measures one thing: word cards filed in the correct box (C or K). Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	DATE	LEVEL	ROUNDS GIVEN	CARDS CORRECT	CARDS GIVEN	PERCENT	HELP GIVEN	INITIALS
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. Score cards, not rounds: a Level 3 round with three of four placed right is 3 of 4. A card left off the mat counts as given and not correct.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed at the mat, repeated the words, showed one card first. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

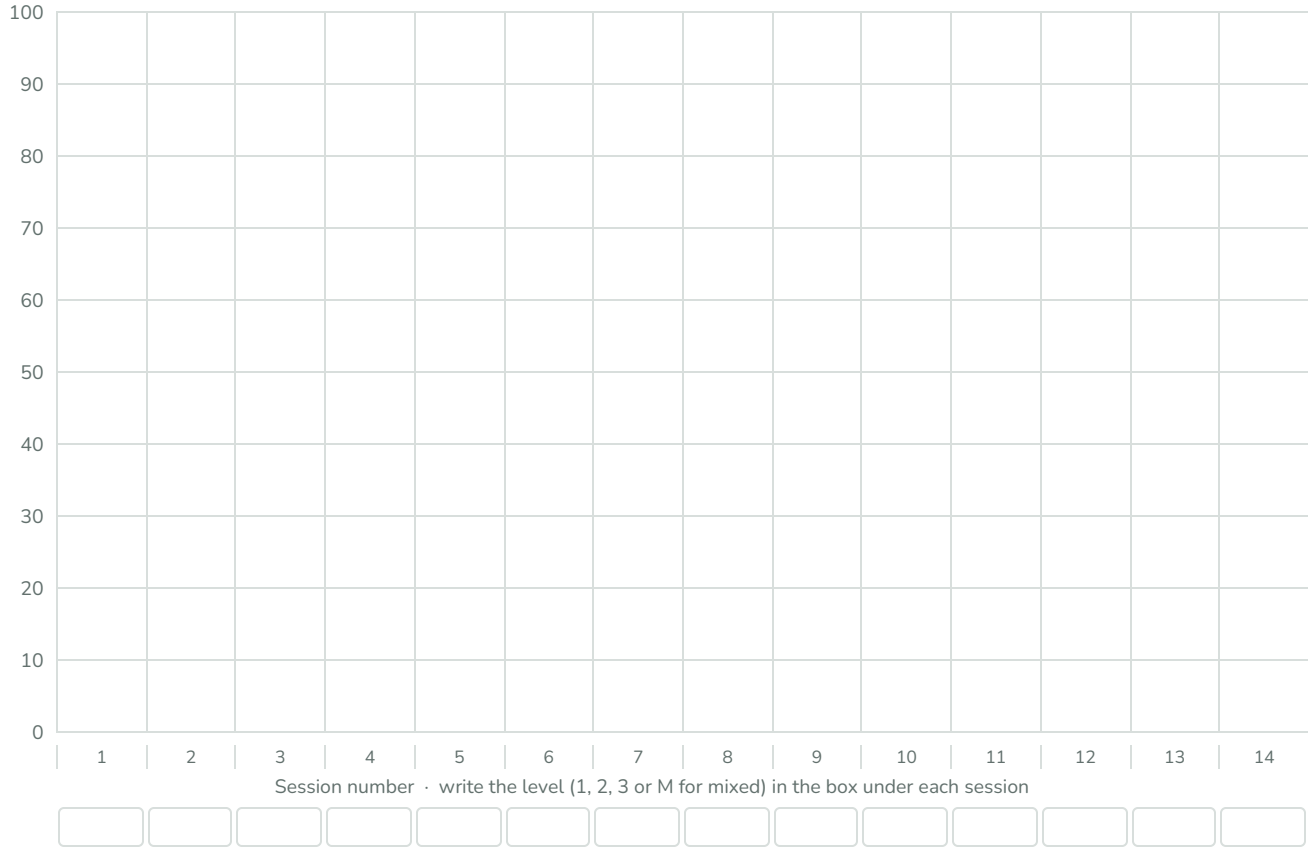
TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

STUDENT _____ TASK BOX _____ CRITERION (YOUR TEAM SETS IT) _____

PERCENT CORRECT · ONE DOT PER SESSION, THEN DRAW THE LINE



A LEVEL CHANGE IS A BREAK IN THE LINE

When the level goes up, expect the percent to dip — that is a harder set, not a lost skill. Start a fresh line segment at each level change so the graph is read within a level, not across one.

SETTING THE CRITERION FIELD

This page prints no target and no typical rate. Write the criterion your team agreed to in the field above before the first session, from the goal on the data sheet (page 17), so every dot is read against the same line.

BRINGING THIS PAGE TO A MEETING

A line is easier to read across a table than a column of percents. Copy or screenshot this page for a progress report or a family conference; the raw rows stay on the data sheet.

THREE FLAT SESSIONS

Three sessions in a row flat or falling within one level is a reason to read the help column and the notes on the data sheet, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

> Every figure in the read-out is re-counted straight from the table above.

Marisol is invented, and so is every mark on this page. 8 sessions on this task box, across 3 levels.

#	DATE	LEVEL	ROUNDS	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/8	L1	1–6	9	12	75%	Said the first letter aloud
2	9/10	L1	1–6	11	12	92%	None
3	9/15	L2	1–4	9	12	75%	Pointed at the mat once
4	9/17	L2	1–4	10	12	83%	None
5	9/22	L2	1–4	12	12	100%	None
6	9/24	L3	1–3	8	12	67%	Read two cards aloud
7	9/29	L3	1–3	10	12	83%	Said the first letter aloud
8	10/1	L3	1–3	11	12	92%	None

READING THE NUMBERS

First session (9/8, Level 1): 9 of 12, 75 percent. Level changes: 9/15, Level 1 to Level 2: 92 percent became 75 percent (lower); 9/24, Level 2 to Level 3: 100 percent became 67 percent (lower). Lowest session: 9/24 at 67 percent. 1 of 8 sessions reached 100 percent. Most recent (10/1): 11 of 12, 92 percent. Each percent is that row's correct count over its given count, rounded to a whole number.

A LINE THIS SHEET COULD WRITE

"On the C and K sort task box (Level 3, four cards per round), Marisol filed 8 of 12 cards correctly on 9/24 and 11 of 12 on 10/1 (help given: none)."

HOW THE GRAPH WOULD LOOK

8 dots across (page 18), the level box under each session reading 1, 1, 2, 2, 2, 3, 3, 3, and a fresh line segment at every level change. The criterion field would hold whatever Marisol's team wrote, never a number this file supplies.

WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It sets no usual speed for moving up and says nothing about any real student. It is here so the data sheet, the graph and the phrase bank have numbers to read against.

THE HELP COLUMN, FILLED IN

4 of the 8 rows say "none." The others name what the adult did in a few repeated words. None of them labels Marisol; each one is what happened that day.