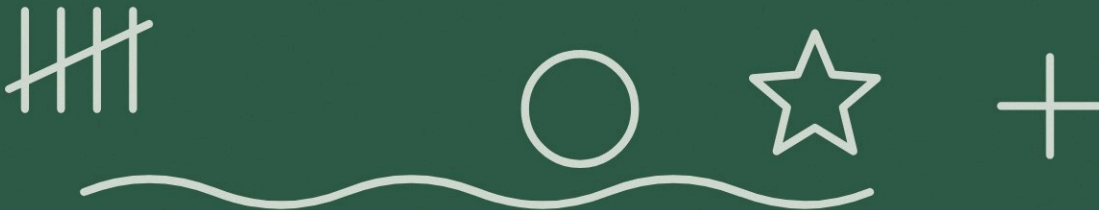


# Coin Value ID

TASK BOX



Nickel

Dime

Quarter

• 22 pages • 3 levels

# What Is Inside, and Where

## Before you begin

PAGE 4



**Start Here —  
Three Steps  
START HERE**

**4**

## 01 The Color Set

PAGES 6–9



**Coin Reference  
Strip (Color)  
STRIP**

**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



**Coin Reference  
Strip (Ink-Saver)  
STRIP**

**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  
Card 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 COIN SETS, ONE BOX

Sections 1 and 2 are the same cards twice: filled copper and silver coins for a laminated classroom box, outline-only coins for a photocopier or a copy that goes home. Nothing on a card says its level except a dot code in the corner.

### PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards with the right coin name marked and nothing else; what that means for a student is your team's call.



START HERE

## Start Here — Three Steps

Ninety seconds of sorting coins by sight. The cards need scissors and nothing else.



1

### Print and cut

Print the reference strip and the three card pages from the color set (pages 6–9) on cardstock, or the ink-saver set (pages 11–14) on plain paper. Laminate if the box will live in a rotation.

Cut along the dashed lines. Keep each level in its own bag; the dot code puts a mixed-up box back together.



2

### Run the cards

Hand over one card and say the same short line each time (page 21). The child reads the coin's size and edge and marks one choice tile — a circle, a clothespin or a chip. Laminated cards take a dry-erase marker and wipe clean.

Start at Level 1 unless the student already names all four coins without help; the answer key (page 16) has every card.



3

### Record and graph

Write the date, the level, cards correct and cards given on the data sheet (page 17) the same day, and what help was given in your own words.

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

#### WHAT THIS FILE IS

A fillable PDF with cut-apart coin identification cards built in, plus the data pages behind them. The cards are a print task (a coin name is circled, clipped or covered); the data sheet, graph, family page and headers take typing. It works offline, with no account or subscription, and prints the same on every machine.

#### 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 does not teach coin values in addition or making change — it is denomination identification only, naming which coin is which. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the cards already printed and how to count what happened.

#### THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a percent means for a student, when to move up a level, or what the goal should say. Every one of those is a blank you fill from your own team's plan and your district's wording.

#### IF SOMETHING DOES NOT WORK

**A field will not hold my typing.** Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

**A student answers only by matching the strip.** That is expected at first; put the strip away once a level runs clean without it. The **Ask a Question** tab on the product page reaches me, and a fix is a free update.

#### CONFIDENTIALITY, AND WHERE THIS FILE 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 family page. The cards and strip live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

## STRIP

## Coin Reference Strip (Color)

Four coins, smallest value to largest, each beside its own name, plus two size-order comparisons. Print once, laminate, keep it with the box.



**Penny • 1¢**

smooth edge



**Nickel • 5¢**

smooth edge



**Dime • 10¢**

reeded (ridged) edge



**Quarter • 25¢**

reeded (ridged) edge

## SIDE BY SIDE, SMALLEST TO LARGEST

Lined up by size instead of by value. The Dime is worth more than the Nickel but is drawn here as the smallest coin in the whole box — the one mix-up this strip exists to head off before Level 3.



Dime  
10¢



Penny  
1¢



Nickel  
5¢



Quarter  
25¢

**The three that get confused:** Dime, Penny, Nickel, in that size order, smallest to largest, even though their values run Penny, Nickel, Dime. Color sorts the Penny out on sight; size and the ridged edge are what separate the Dime from the Nickel.



Dime  
10¢



Penny  
1¢



Nickel  
5¢

## HOW THE STRIP IS USED

Lay it beside the box. A child who is unsure finds the matching coin on the strip and reads the name beside it; an aide who is checking does the same. The list above shows all four coins, smallest to largest by value, each beside its own name and value, and nothing else printed on it.

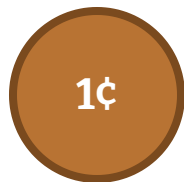
## SIZES ARE RELATIVE, NOT TRUE SIZE

Every coin on this page is drawn to keep the same size relationship to the others — the Dime really is the smallest and the Quarter really is the largest — but printing scales a page slightly differently machine to machine, so this strip is not a substitute for a real coin held in the hand.

## CARDS

## Level 1 Cards (Color)

4 cards (Penny, Quarter), two coin names to choose from. Print on cardstock, cut along the dashed lines. This is the color set; the same cards are on page 12 in the ink-saver set.

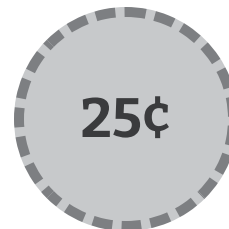


Which coin is this?

Penny

Quarter

1

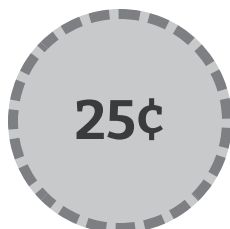


Which coin is this?

Penny

Quarter

2

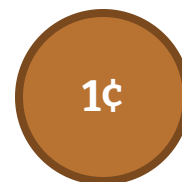


Which coin is this?

Penny

Quarter

3



Which coin is this?

Penny

Quarter

4

## RUNNING A LEVEL 1 CARD

Hand over one card and say the same short line each time: "Which coin is this?" This level shows only the Penny and the Quarter — the most different-looking pair in the box, a large copper coin against a small silver one — so the first cards are nearly impossible to get wrong.

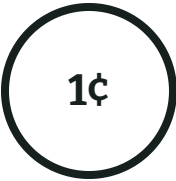
## THE DOT CODE

One dot in the corner means a Level 1 card. If the box gets mixed up, the dots put it back together without reading a coin name. Every card is listed on the answer key (page 16) by the small number in its bottom-left corner.

## CARDS

## Level 3 Cards (Ink-Saver)

4 cards (Penny, Nickel, Dime, Quarter), four coin names to choose from. Print on cardstock, cut along the dashed lines. This is the ink-saver (outline only) set; the same cards are on page 9 in the color set.



**1¢**

Which coin is this?

Penny

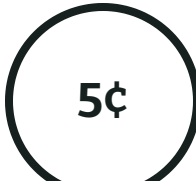
Nickel

Dime

Quarter

...

1



**5¢**

Which coin is this?

Penny

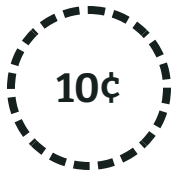
Nickel

Dime

Quarter

...

2



**10¢**

Which coin is this?

Penny

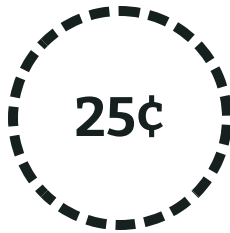
Nickel

Dime

Quarter

...

3



**25¢**

Which coin is this?

Penny

Nickel

Dime

Quarter

...

4

**RUNNING A LEVEL 3 CARD**

All four coins are choices on every card here — Penny, Nickel, Dime and Quarter. This is the only level where the Dime sits beside the Penny and the Nickel: it is worth more than either but is the smallest coin in the box, a well-known mix-up. A child who has only ever sorted two or three coins at a time may need the reference strip back out for the first few Level 3 cards. Three dots mark this level.

**MIXING LEVELS IN ONE BOX**

A student who is solid at Level 3 can get a mixed handful from all three levels; the dots sort them back afterward. Record the level as “mixed” on the data sheet so the percent is read against the right cards, and note in the help column which coin, if any, was still being confused.



# Task Box Data Sheet

One row per session. It measures one thing: cards with the right coin name marked. Plot the percent on page 18.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

| #  | DATE | LEVEL | CARDS USED | 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. A card is correct when exactly one coin name is marked and it matches the coin shown; a card with two marks, or none, counts as given and not correct. “Cards used” is the card numbers handed over that session.

THE HELP COLUMN IS YOUR OWN CODE

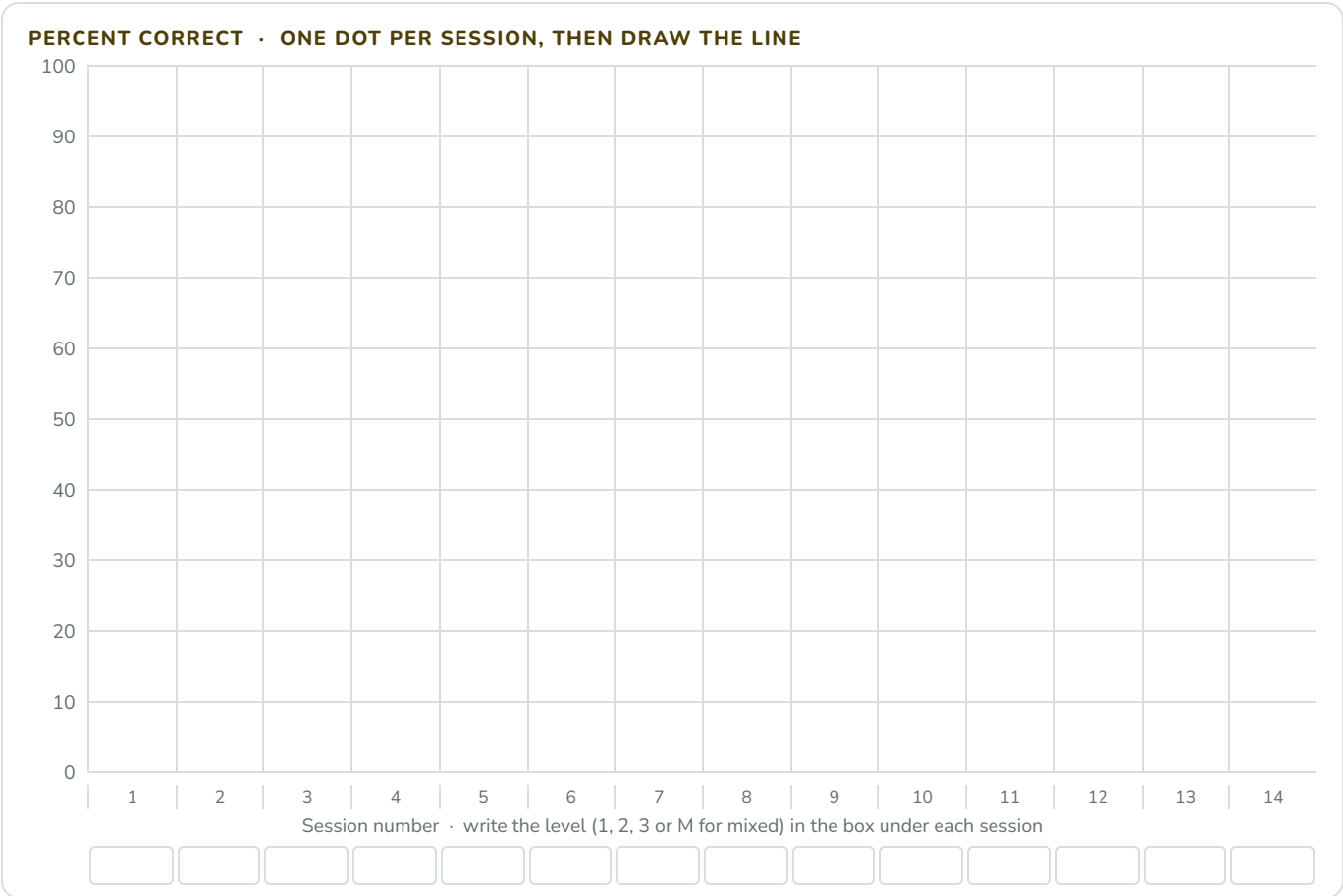
Write what you actually did — nothing, pointed to the reference strip, compared two coins side by side. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team’s plan.

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) |
|---------|----------|-------------------------------|
|         |          |                               |



**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 number in the read-out is re-counted straight from the table above.

Marcus is invented, and so is every mark on this page. 8 sessions on this task box, moving up a level when the percent held at the team's criterion for two sessions running.

| # | DATE | LEVEL | CARDS USED | CORRECT | GIVEN | PERCENT | HELP GIVEN                                    |
|---|------|-------|------------|---------|-------|---------|-----------------------------------------------|
| 1 | 9/9  | L1    | 1-4        | 2       | 4     | 50%     | Pointed to the coin's color and size          |
| 2 | 9/11 | L1    | 1-4        | 4       | 4     | 100%    | None                                          |
| 3 | 9/16 | L2    | 1-4        | 3       | 4     | 75%     | Compared the Dime and the Nickel side by side |
| 4 | 9/18 | L2    | 1-4        | 3       | 4     | 75%     | Pointed to the reference strip                |
| 5 | 9/23 | L2    | 1-4        | 4       | 4     | 100%    | None                                          |
| 6 | 9/25 | L3    | 1-4        | 2       | 4     | 50%     | Mixed up the Dime and the Penny               |
| 7 | 9/30 | L3    | 1-4        | 3       | 4     | 75%     | Pointed to the reference strip                |
| 8 | 10/2 | L3    | 1-4        | 4       | 4     | 100%    | None                                          |

### READING THE NUMBERS

Session 1, Level 1: 2 of 4 cards, 50 percent. The first Level 3 session was 2 of 4, 50 percent — a dip on a harder set, which is the expected shape. The most recent session is 4 of 4, 100 percent. Every percent above is that row's own correct count divided by its given count, rounded to the nearest whole number.

### A LINE THIS SHEET COULD WRITE

"On the coin value identification task box (Level 3, four coin names to choose from), Marcus marked the right coin name on 2 of 4 cards on 9/25 and 4 of 4 on 10/2 (help given: none)."

### HOW THE GRAPH WOULD LOOK

8 dots across, with a fresh line segment starting at each level change (page 18); the level box under each session reads 1, 1, 2, 2, 2, 3, 3, 3 for this table. The criterion field would hold whatever Marcus's team wrote, not a number this file supplies.

### WHAT THIS EXAMPLE IS NOT

One invented child's 8 sessions. It does not predict how quickly any real student moves between levels and sets no typical rate for coin identification — it exists only to show how the data sheet, the graph and the phrase bank read once real numbers are on them.

### THE HELP COLUMN, FILLED IN

Every entry is what the adult did, in the same short words each time — "none," "pointed to the reference strip," "compared two coins side by side." None of them is a label for Marcus. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.