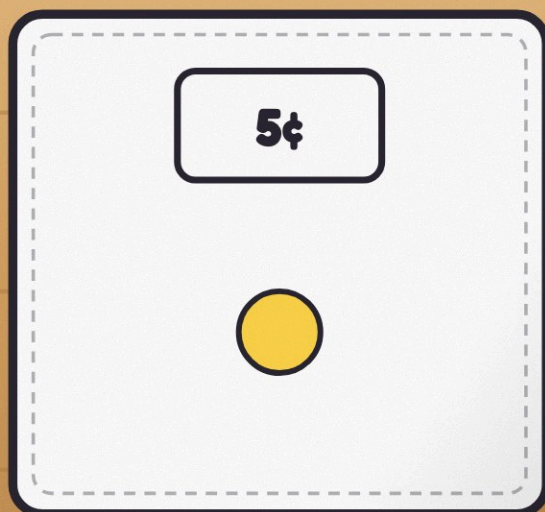


Coins to a Target



• 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



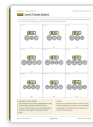
Sort Mat (Color)
MAT

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



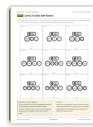
Sort Mat (Ink-Saver)
MAT

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
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: 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 or its bin except a dot code in the corner. Every amount in this box, on every card, is under a dollar.

PRACTICE, NOT A TEST

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



START HERE

Start Here — Three Steps

Ninety seconds of counting coins. The cards need scissors and nothing else.



1

Print and cut

Print the sort mat 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 a round on the mat

Lay the mat down. Hand over one round — two, three or four cards — and say the same short line each time (page 21). The child reads the target, adds the coins, and places the card in the REACHES bin or the FALLS SHORT bin.

Start at Level 1 unless the student already adds mixed 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 target-and-coin cards and a sort mat built in, plus the data pages behind them. Coins only — no bills — and every amount in the box is under a dollar. 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. The coins are drawn small, not true size, and no target on a card is a real price. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the rounds already printed and 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 sorts by the size of the pile instead of adding it. Put real coins on the card, one on each drawn coin, and count them together; 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 mat live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

MAT

Sort Mat (Color)

REACHES

The coins add up to the target amount, or more.

TARGET

15¢

25¢

FALLS SHORT

The coins add up to less than the target amount. Not yet.

TARGET

50¢

10¢

10¢

CARDS

Level 1 Cards (Color)

6 rounds, two cards per round — 12 cards: 6 reaches the target, 6 falls short. Print on cardstock, cut along the dashed lines. This is the color set; the same rounds are on page 12 in the ink-saver set.

ROUND 1 TARGET 5¢ 25¢	ROUND 1 TARGET 75¢ 10¢	ROUND 2 TARGET 10¢ 10¢ 10¢ 10¢	ROUND 2 TARGET 60¢ 5¢ 5¢
ROUND 3 TARGET 30¢ 25¢ 25¢	ROUND 3 TARGET 65¢ 5¢ 5¢ 5¢	ROUND 4 TARGET 20¢ 10¢ 10¢ 10¢ 10¢	ROUND 4 TARGET 50¢ 1¢ 1¢ 1¢ 1¢ 1¢
ROUND 5 TARGET 5¢ 5¢ 5¢ 5¢ 5¢ 5¢	ROUND 5 TARGET 45¢ 10¢ 10¢	ROUND 6 TARGET 10¢ 5¢ 5¢ 5¢ 5¢ 5¢ 5¢	ROUND 6 TARGET 85¢ 25¢ 25¢

RUNNING A LEVEL 1 ROUND

Hand over one strip, cut into its two cards. Each scoop here is a single coin type, sitting at least twenty cents to either side of the printed threshold, so these first sorts are nearly impossible to miss. Every card lands in the REACHES bin or the FALLS SHORT bin.

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 target. Every card is listed on the answer key (page 16).

CARDS

Level 3 Cards (Ink-Saver)

3 rounds, four cards per round — 12 cards: 7 reaches the target, 5 falls short. Print on cardstock, cut along the dashed lines. This is the ink-saver (outline only) set; the same rounds are on page 9 in the color set.

ROUND 1 TARGET 60¢ 25¢ 10¢ 10¢ 10¢ 5¢ ...	ROUND 1 TARGET 40¢ 25¢ 10¢ 5¢ 1¢ ...	ROUND 1 TARGET 70¢ 25¢ 25¢ 10¢ 5¢ ...	ROUND 1 TARGET 45¢ 25¢ 10¢ 10¢ 5¢ ...
ROUND 2 TARGET 70¢ 25¢ 25¢ 10¢ 10¢ ...	ROUND 2 TARGET 52¢ 25¢ 25¢ 5¢ 1¢ ...	ROUND 2 TARGET 85¢ 25¢ 25¢ 25¢ 5¢ ...	ROUND 2 TARGET 58¢ 25¢ 10¢ 10¢ 5¢ 5¢ ...
ROUND 3 TARGET 80¢ 25¢ 25¢ 25¢ 10¢ ...	ROUND 3 TARGET 33¢ 25¢ 5¢ 1¢ 1¢ 1¢ ...	ROUND 3 TARGET 50¢ 10¢ 10¢ 10¢ 5¢ 5¢ 5¢ ...	ROUND 3 TARGET 53¢ 25¢ 10¢ 5¢ 5¢ 5¢ ...

RUNNING A LEVEL 3 ROUND

Four cards per round, cut as one strip. Every scoop stays within a nickel of the threshold, including cards that land on it exactly. Watch for the scoop that holds a penny, a nickel and a dime together — the dime outvalues both, yet it is the smallest disc on the card, a classic mix-up. Three dots mark this level.

MIXING LEVELS IN ONE BOX

A student who is solid at Level 3 can be handed a jumbled trove pulled from all three levels at once; the dots sort it back afterward. Record the level as “mixed” on the data sheet so the percent is read against the right rounds.

 LOG

Task Box Data Sheet

One row per session. It measures one thing: cards placed in the correct bin (reaches the target or falls short, the coins added against the printed target amount). 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

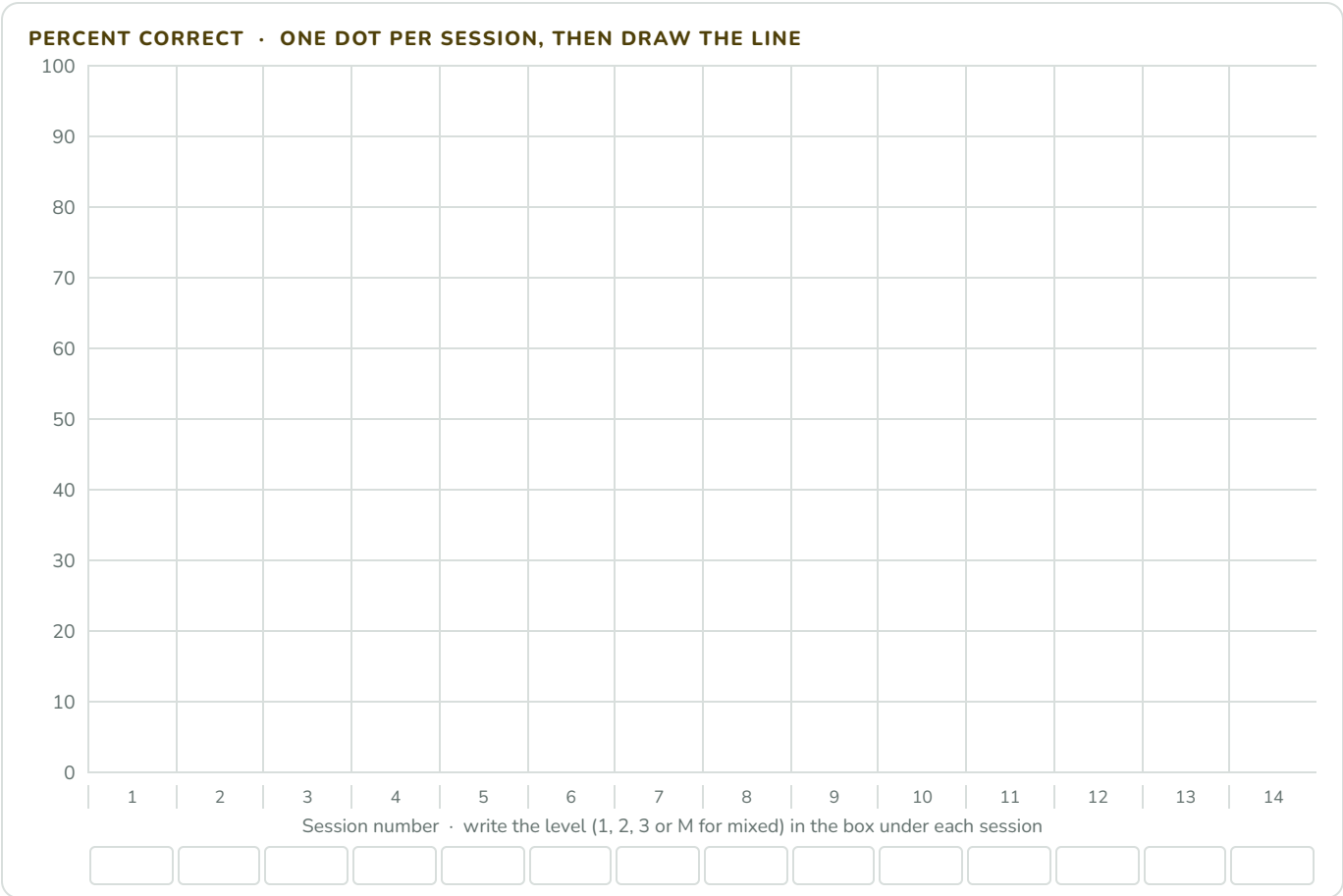
Write what you actually did — nothing, pointed at the mat, repeated the words, showed one card first. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

 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)



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.

Soraya 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	1–6	9	12	75%	None
2	9/11	L1	1–6	11	12	92%	None
3	9/16	L2	1–3	5	9	56%	Counted along
4	9/18	L2	1–3	6	9	67%	Pointed at the target once
5	9/23	L2	1–3	8	9	89%	None
6	9/25	L3	1–3	7	12	58%	Counted along
7	9/30	L3	1–3	9	12	75%	Pointed at the target once
8	10/2	L3	1–3	11	12	92%	None

READING THE NUMBERS

Session 1, Level 1: 9 of 12 cards, 75 percent. The first Level 3 session was 7 of 12, 58 percent — a dip on a harder set, which is the expected shape. The most recent session is 11 of 12, 92 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 coins-to-a-target task box (Level 3, four cards per round), Soraya sorted 7 of 12 cards correctly on 9/25 and 11 of 12 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 Soraya'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 sorting coins against a target — 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 target," "counted along." None of them is a label for Soraya. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.