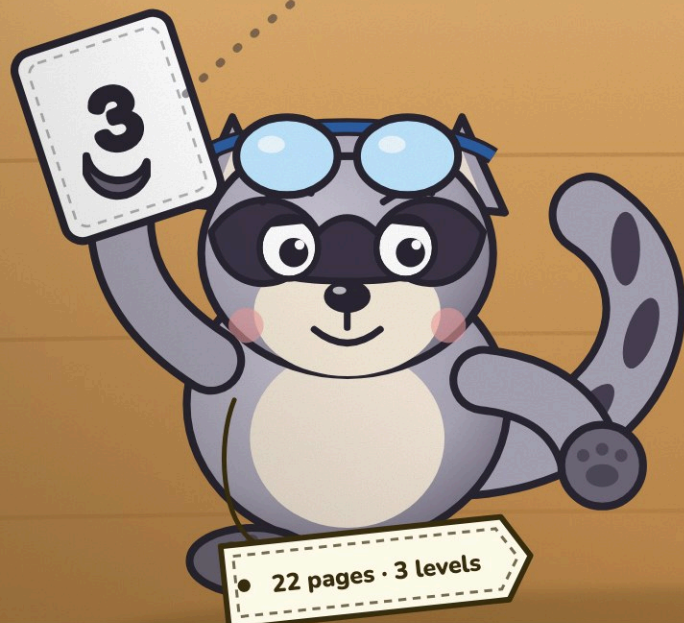
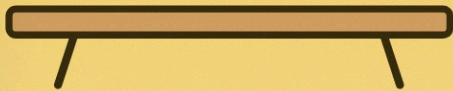


Counting Dollar Bills to Twenty

TASK BOX



What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps
START HERE**

4

01 The Color Set

PAGES 6–9



**Bill Reference
(Color)
REFERENCE**

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



**Bill Reference
(Ink-Saver)
REFERENCE**

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 BILL SETS, ONE BOX

Sections 1 and 2 are the same cards twice: tinted bills for a laminated box, outline-only bills for a photocopier or a copy that goes home. Every bill is a plain drawn rectangle with its number inside. 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 total marked and nothing else; what that means for a student is your team's call.



START HERE

Start Here — Three Steps

Ninety seconds of adding bills. The cards need scissors and nothing else.



1

Print and cut

Print the bill reference page 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 bills shown, adds them, and marks one total 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 adds mixed bills 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 bill-counting cards and a reference page built in, plus the data pages behind them. The cards are a print task (a total 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 making change or comparing prices — it is adding bills to a total only. 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 reference page. That is expected at first; put the reference page 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 reference page live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

REFERENCE

Bill Reference (Color)

All four bills, smallest value to largest, each beside its own word and value. Print once, laminate, keep it with the box.

**One-dollar bill**

Worth the same as 1 one-dollar bills

**Five-dollar bill**

Worth the same as 5 one-dollar bills

**Ten-dollar bill**

Worth the same as 10 one-dollar bills

**Twenty-dollar bill**

Worth the same as 20 one-dollar bills

BILLS THAT ADD UP THE SAME WAY

Two tens add up the same as one twenty. Four fives add up the same as one twenty. A ten and a five and five ones add up the same as one twenty, too. This box never prints a twenty next to another bill — the totals on every card stay at twenty or under, built only from ones, fives and tens — but recognizing the twenty here is still worth a few minutes before a card is handed over.

$$\begin{array}{|c|} \hline 10 \\ \hline \text{TEN} \\ \hline \end{array} + \begin{array}{|c|} \hline 10 \\ \hline \text{TEN} \\ \hline \end{array} = \begin{array}{|c|} \hline 20 \\ \hline \text{TWENTY} \\ \hline \end{array}$$

HOW THE STRIP IS USED

Lay it beside the box. A child who is unsure finds the matching bill on the strip and reads its value; an aide who is checking does the same. The list above shows all four bills once, each beside its own word and value, and nothing else printed on it.

SAME SIZE, EVERY BILL

Unlike coins, a real bill is the same size no matter its value — so every bill on this strip, and on every card, is drawn at one size. The number, the word underneath it, and the color or ring are the only things that change.

A WORKED TOTAL, BIGGEST BILL FIRST

Start with the bill worth the most and add on from there. A ten, a five and a one make sixteen dollars, said as “ten... fifteen... sixteen,” not “one plus one plus one.” Lining the bills up biggest to smallest before counting — the order every card in this box is drawn in — keeps the running total in order.

$$\begin{array}{|c|} \hline 10 \\ \hline \text{TEN} \\ \hline \end{array} + \begin{array}{|c|} \hline 5 \\ \hline \text{FIVE} \\ \hline \end{array} + \begin{array}{|c|} \hline 1 \\ \hline \text{ONE} \\ \hline \end{array} = \begin{array}{|c|} \hline 16 \\ \hline \text{dollars} \\ \hline \end{array}$$

REPEATED BILLS STILL COUNT ONE AT A TIME

Two fives and a one, or three fives and a one, are both honest cards in this box — a repeated bill is not a shortcut, it is one more number to add on. Counting “five, ten...” for two fives keeps the running total moving the same way a single bill would.

CARDS

Level 1 Cards (Color)

6 cards, two bills per card, totals 2–20, two totals to choose from. Print on cardstock, cut along the dashed lines. This is the color tile set; the same cards are on page 12 in the ink-saver set.

1 ONE 1 ONE Total value? 2 dollars 12 dollars 1	1 ONE 5 FIVE Total value? 6 dollars 16 dollars 2
5 FIVE 5 FIVE Total value? 3 dollars 10 dollars 3	1 ONE 10 TEN Total value? 1 dollars 11 dollars 4
5 FIVE 10 TEN Total value? 5 dollars 15 dollars 5	10 TEN 10 TEN Total value? 10 dollars 20 dollars 6

STARTING THE TWO-BILL SET

Hand over one card and keep the wording identical every time: “Count the bills. What do they add up to?” Every card here shows two bills, and the six totals are spread at least four dollars apart, so one addition settles it.

READING THE CORNER MARKS

A single dot in the corner flags a Level 1 card. Should the stack get shuffled, those marks sort it back without anyone adding a thing. Every card is listed on the answer key (page 16) under the small figure printed in its lower-left corner.

CARDS

Level 3 Cards (Ink-Saver)

6 cards, four bills per card, totals 8–20, four totals to choose from. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) tile set; the same cards are on page 9 in the color set.

1 ONE 1 ONE 1 ONE 5 FIVE Total value? 7 dollars 8 dollars 12 dollars 13 dollars 1 ...	1 ONE 1 ONE 5 FIVE 5 FIVE Total value? 8 dollars 12 dollars 13 dollars 16 dollars 2 ...
1 ONE 1 ONE 1 ONE 10 TEN Total value? 12 dollars 13 dollars 16 dollars 17 dollars 3 ...	1 ONE 5 FIVE 5 FIVE 5 FIVE Total value? 13 dollars 16 dollars 17 dollars 20 dollars 4 ...
1 ONE 1 ONE 5 FIVE 10 TEN Total value? 16 dollars 17 dollars 18 dollars 20 dollars 5 ...	5 FIVE 5 FIVE 5 FIVE 5 FIVE Total value? 16 dollars 17 dollars 19 dollars 20 dollars 6 ...

STARTING THE FOUR-BILL SET

Four bills on every card, and several totals in this set sit only a dollar apart (two fives and a ten is twenty; three fives and a one is sixteen). Reading the single biggest bill is not enough here — every bill on the card has to be added. Three corner marks flag this set.

SHUFFLING SETS TOGETHER

Once a learner is steady on four bills, hand over a shuffled batch pulled from all three sets at once; the corner marks resort it afterward. Log that batch as “shuffled” on the data sheet so the score is read against the right cards.

 LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the right bill total correctly 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 total is marked and it matches the bills 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

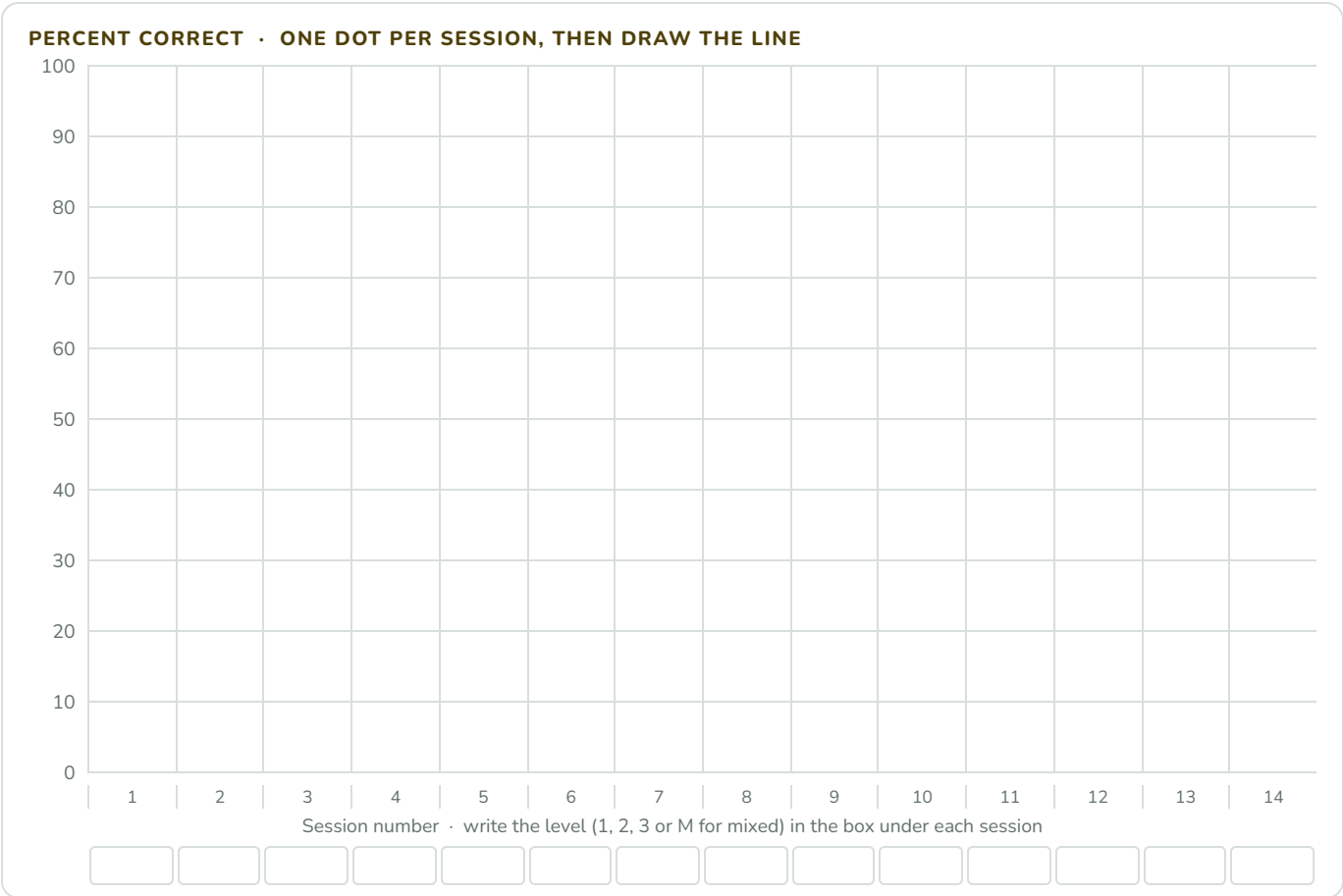
Write what you actually did — nothing, pointed to the reference page, counted the bills aloud together. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team’s plan.

 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.

Elias 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	1–2	1	2	50%	Pointed to the reference page once
2	9/11	L1	1–6	6	6	100%	None
3	9/16	L2	1–2	1	2	50%	Counted each bill aloud
4	9/18	L2	1–4	3	4	75%	Pointed to the reference page once
5	9/23	L2	1–6	6	6	100%	None
6	9/25	L3	1–2	1	2	50%	Counted each bill aloud
7	9/30	L3	1–4	3	4	75%	Added the bills aloud together
8	10/2	L3	1–6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 1 of 2 cards, 50 percent. The first Level 3 session was 1 of 2, 50 percent — a dip on a harder set, which is the expected shape. The most recent session is 6 of 6, 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 counting dollar bills task box (Level 3, four totals to choose from), Elias marked the right total on 1 of 2 cards on 9/25 and 6 of 6 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 Elias'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 counting bills — 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 page," "counted the bills aloud together." None of them is a label for Elias. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.