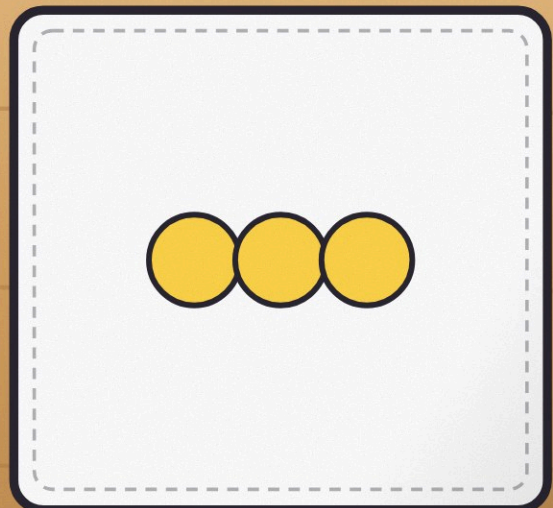
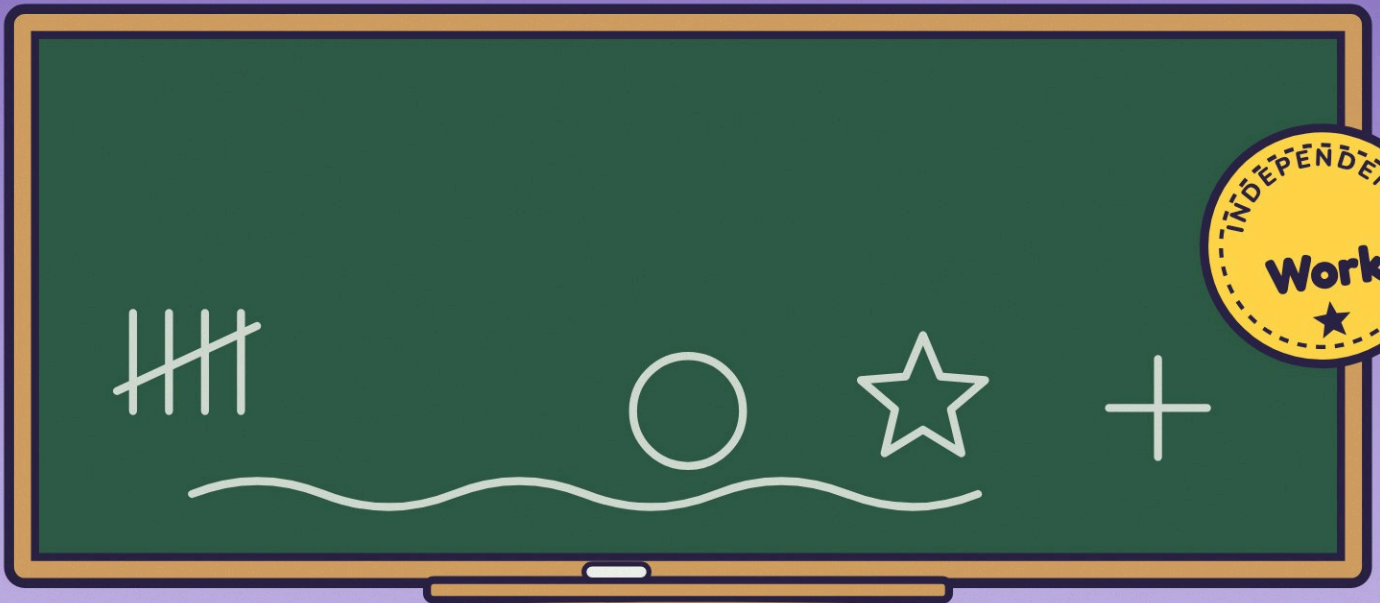


Counting Mixed Coins to a Dollar

TASK BOX



6

16 ✓

26

What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps
START HERE**

4

01 The Color Set

PAGES 6–9



**How to Add Coins
(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



**How to Add Coins
(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 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, and the total is never printed on the card.

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 — Three Steps

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



1

Print and cut

Print the 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 adds the coins shown, biggest value first, 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 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 coin-total 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 sort coins into bins and it does not compare a pile against a printed price — it is coin-total addition only, up to a dollar. 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 it 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

How to Add Coins (Color)

Four coins and their values, two worked additions, and the one mix-up this box watches for. Print once, laminate, keep it with the box.



Penny • 1¢



Nickel • 5¢



Dime • 10¢



Quarter • 25¢

COUNT THE BIGGEST COIN FIRST

Start with the coin worth the most and add on from there. A Dime and a Nickel make fifteen cents, said as “ten... fifteen,” not “one plus one.” Lining the coins up biggest to smallest before counting (the order every card in this box is drawn in) makes the running total easier to keep in order.

$$10¢ + 5¢ = 15¢$$

THE SIZE TRICK STILL MATTERS FOR A TOTAL

A Dime is worth more than a Nickel or a Penny, but it is the SMALLEST coin on this page. A child who sorts by size before adding can mistake a Dime for a Penny and add one cent instead of ten — the final total comes out wrong even though every coin on the card was counted.

A SECOND WORKED TOTAL, FOUR COINS THIS TIME

A Quarter plus two Pennies still starts with the biggest coin: “twenty-five... twenty-six... twenty-seven.” Two coins of the same kind are counted one at a time, not skipped — a card with a repeated coin is not a shortcut, it is one more number to add on.

$$25¢ + 1¢ + 1¢ = 27¢$$

SIDE BY SIDE, SMALLEST TO LARGEST

Lined up by SIZE instead of by value. The Dime sits at the left even though it is worth more than the Penny or the Nickel — the one mix-up this page exists to head off before a child starts adding.



CARDS

Level 1 Cards (Color)

6 cards, 2 coins each, two totals 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.

 Add the coins 2¢ 20¢ 1	 Add the coins 10¢ 30¢ 2
 Add the coins 5¢ 20¢ 3	 Add the coins 25¢ 50¢ 4
 Add the coins 15¢ 35¢ 5	 Add the coins 10¢ 35¢ 6

STARTING LEVEL 1

Hand over one card and say the same short line each time: "Add the coins. What is the total?" Two coins only, and every wrong choice sits at least fifteen cents from the real total, so a rough glance at the pile already gets a student close before any real adding happens.

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 adding anything up. 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)

6 cards, 4 coins each, four totals 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.

 Add the coins 31¢ 36¢ 41¢ 51¢ 1 ...	 Add the coins 20¢ 30¢ 35¢ 45¢ 2 ...
 Add the coins 50¢ 60¢ 65¢ 75¢ 3 ...	 Add the coins 75¢ 85¢ 95¢ 1.00 4 ...
 Add the coins 10¢ 20¢ 25¢ 35¢ 5 ...	 Add the coins 40¢ 50¢ 60¢ 70¢ 6 ...

STARTING LEVEL 3

Four coins per card, and the wrong choices close in again to within five cents of the real total. At least one card in this set mixes a Penny, a Nickel and a Dime together — the Dime is worth more than either but is the smallest coin of the three, a well-known mix-up, and here it changes the actual total if it is miscounted, not just a label. 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.

 LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the correct coin total 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 what the pile really adds up to; 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

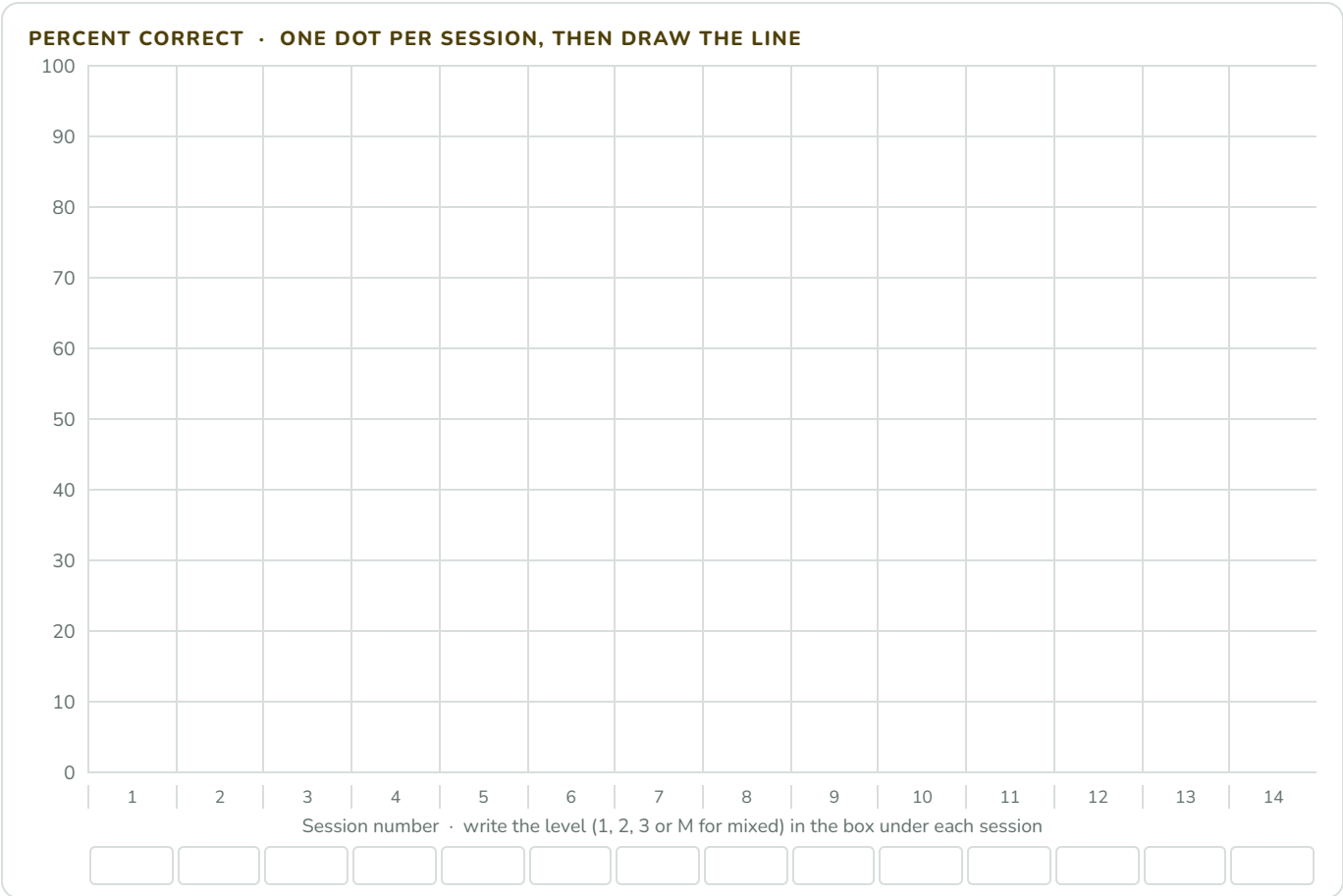
Write what you actually did — nothing, pointed to the reference page, counted the coins aloud together. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team’s plan.

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.

Jayden 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	4	6	67%	None
2	9/11	L1	1-6	6	6	100%	None
3	9/16	L2	1-6	3	6	50%	Counted each coin aloud
4	9/18	L2	1-6	5	6	83%	Pointed to the reference page once
5	9/23	L2	1-6	6	6	100%	None
6	9/25	L3	1-6	3	6	50%	Counted each coin aloud
7	9/30	L3	1-6	5	6	83%	Pointed to the reference page once
8	10/2	L3	1-6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 4 of 6 cards, 67 percent. The first Level 3 session was 3 of 6, 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 coin total counting task box (Level 3, four totals to choose from), Jayden marked the right total on 3 of 6 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 Jayden'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 coins — 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 each coin aloud." None of them is a label for Jayden. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.