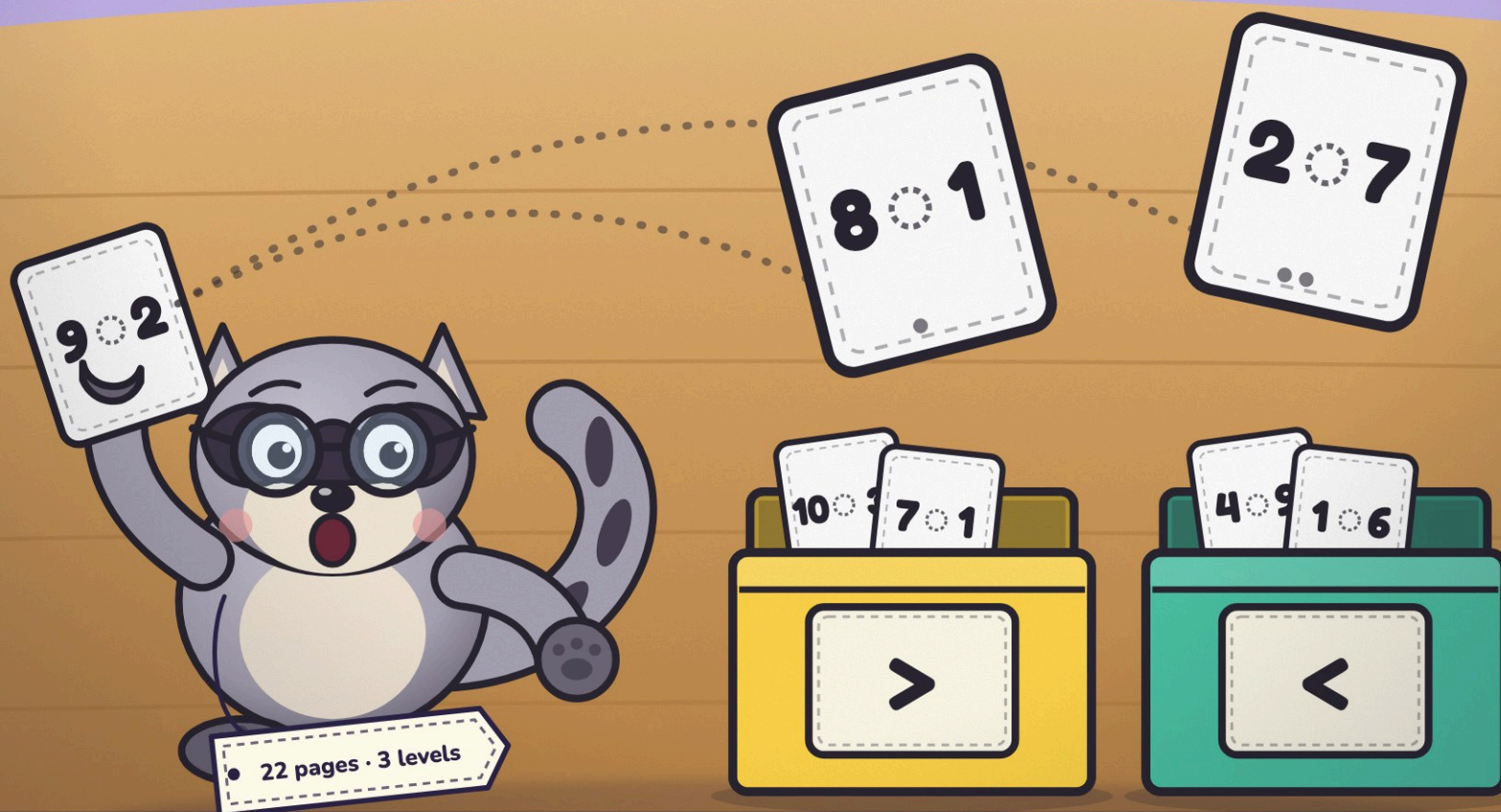


Greater or Less Than?



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
Number 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 TILE COLORS, ONE BOX

Sections 1 and 2 are the same cards twice: accent-colored numeral tiles for a laminated box, black-on-white tiles for a photocopier or a copy that goes home. Every numeral is plain printed text; nothing on a card says its level or its bin except a dot code in the corner.

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 reading. 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). Reading left number, then right number, the child places each card in the $>$ bin or the $<$ bin.

Start at Level 1 unless the student already sorts three-card rounds without help; the answer key (page 16) has every round.



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 two-numeral cards and a sort mat built in, plus the data pages behind them. 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 carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the rounds 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 sorts by which numeral looks bigger on the page instead of comparing the pair. Cover one number and ask about the other, then uncover it and compare; 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)

>

The LEFT number is BIGGER

9

2

<

The LEFT number is SMALLER

3

8

CARDS

Level 1 Cards (Color)

12 rounds, two cards per round — 24 cards: 12 in the > bin, 12 in the < bin. Print on cardstock, cut along the dashed lines. This is the color tile set; the same rounds are on page 12 in the ink-saver set.

ROUND 1 9 2 .	ROUND 1 3 8 .	ROUND 2 8 1 .	ROUND 2 2 7 .	ROUND 3 10 3 .	ROUND 3 4 9 .
ROUND 4 7 1 .	ROUND 4 1 6 .	ROUND 5 9 3 .	ROUND 5 2 8 .	ROUND 6 10 4 .	ROUND 6 3 9 .
ROUND 7 8 2 .	ROUND 7 1 7 .	ROUND 8 9 1 .	ROUND 8 4 10 .	ROUND 9 7 2 .	ROUND 9 3 10 .
ROUND 10 10 5 .	ROUND 10 2 9 .	ROUND 11 6 1 .	ROUND 11 1 9 .	ROUND 12 9 4 .	ROUND 12 5 10 .

RUNNING A LEVEL 1 ROUND

Hand over one strip, cut into its two cards. Every pair here is at least five apart (2 and 9, 8 and 1) so a glance settles it. Each card goes into the > bin or the < bin, read left number, then right number.

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 number. Every round is listed on the answer key (page 16).

CARDS

Level 3 Cards (Ink-Saver)

6 rounds, four cards per round — 24 cards: 12 in the > bin, 12 in the < bin. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) tile set; the same rounds are on page 9 in the color set.

ROUND 1 7 6 ...	ROUND 1 9 10 ...	ROUND 2 5 4 ...	ROUND 2 16 17 ...	ROUND 3 13 12 ...	ROUND 3 8 9 ...
ROUND 1 14 13 ...	ROUND 1 11 12 ...	ROUND 2 19 18 ...	ROUND 2 2 3 ...	ROUND 3 17 16 ...	ROUND 3 4 5 ...
ROUND 4 10 9 ...	ROUND 4 15 16 ...	ROUND 5 12 11 ...	ROUND 5 3 4 ...	ROUND 6 9 8 ...	ROUND 6 14 15 ...
ROUND 4 6 5 ...	ROUND 4 18 19 ...	ROUND 5 20 19 ...	ROUND 5 7 8 ...	ROUND 6 2 1 ...	ROUND 6 6 7 ...

RUNNING A LEVEL 3 ROUND

Four cards cut as a 2 × 2 block. Every pair here is exactly one apart (6 and 7, 13 and 12) — the closest comparison this box makes, so every card takes reading both numbers, never a glance. 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 rounds.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards placed in the correct bin (greater or less, read left number first). 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

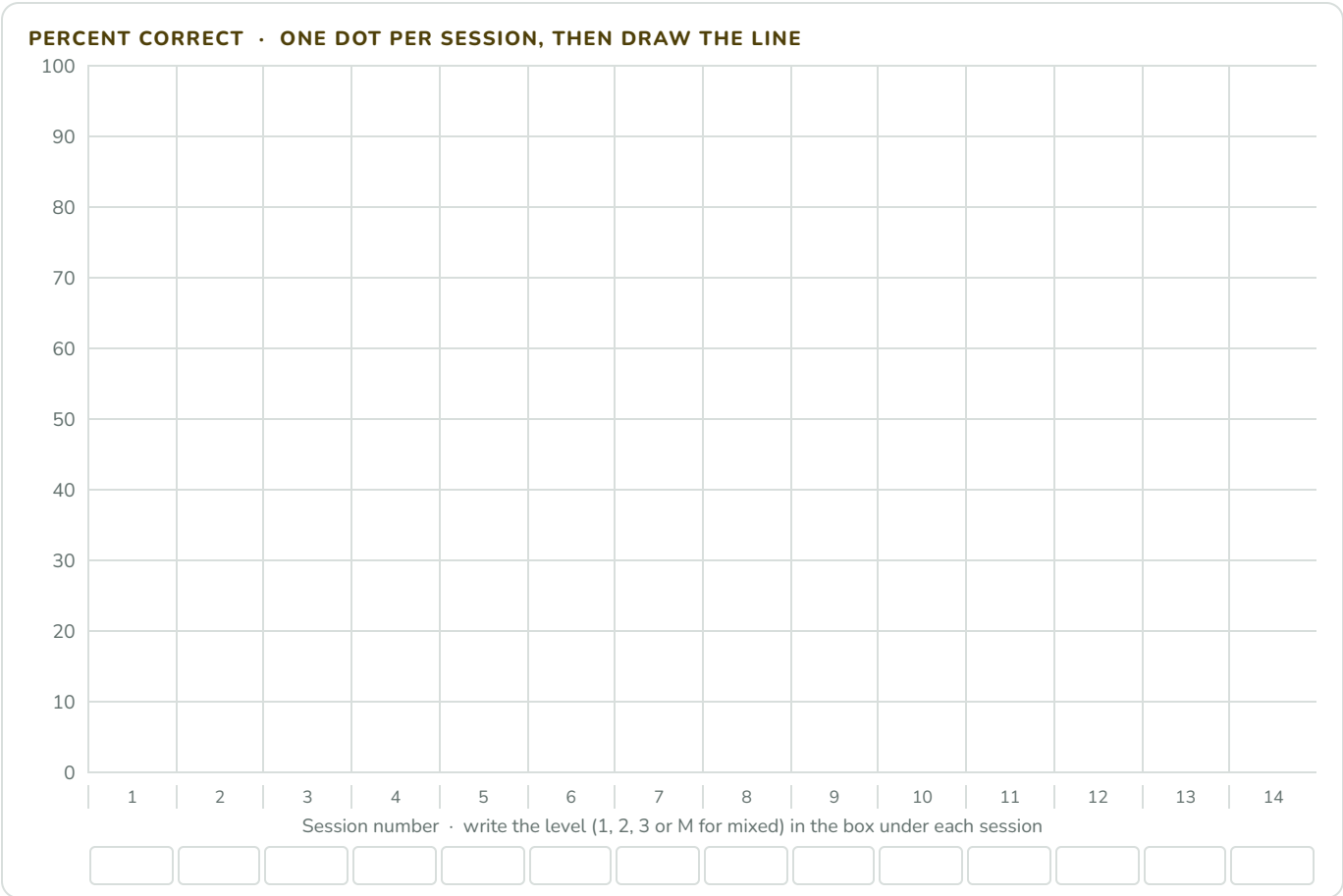
Write what you actually did — nothing, pointed at the mat, repeated the words, showed one card first. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

 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.

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	ROUNDS	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/9	L1	1–6	11	12	92%	None
2	9/11	L1	7–12	12	12	100%	None
3	9/16	L2	1–4	8	12	67%	Repeated the words
4	9/18	L2	5–8	10	12	83%	Pointed at mat once
5	9/23	L2	1–4	11	12	92%	None
6	9/25	L3	1–3	7	12	58%	Repeated the words
7	9/30	L3	4–6	9	12	75%	Pointed at mat once
8	10/2	L3	1–3	10	12	83%	None

READING THE NUMBERS

Session 1, Level 1: 11 of 12 cards, 92 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 10 of 12, 83 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 greater / less sort task box (Level 3, four cards per round), Marcus sorted 7 of 12 cards correctly on 9/25 and 10 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 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 this sort — 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 at mat once," "repeated the words." 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.