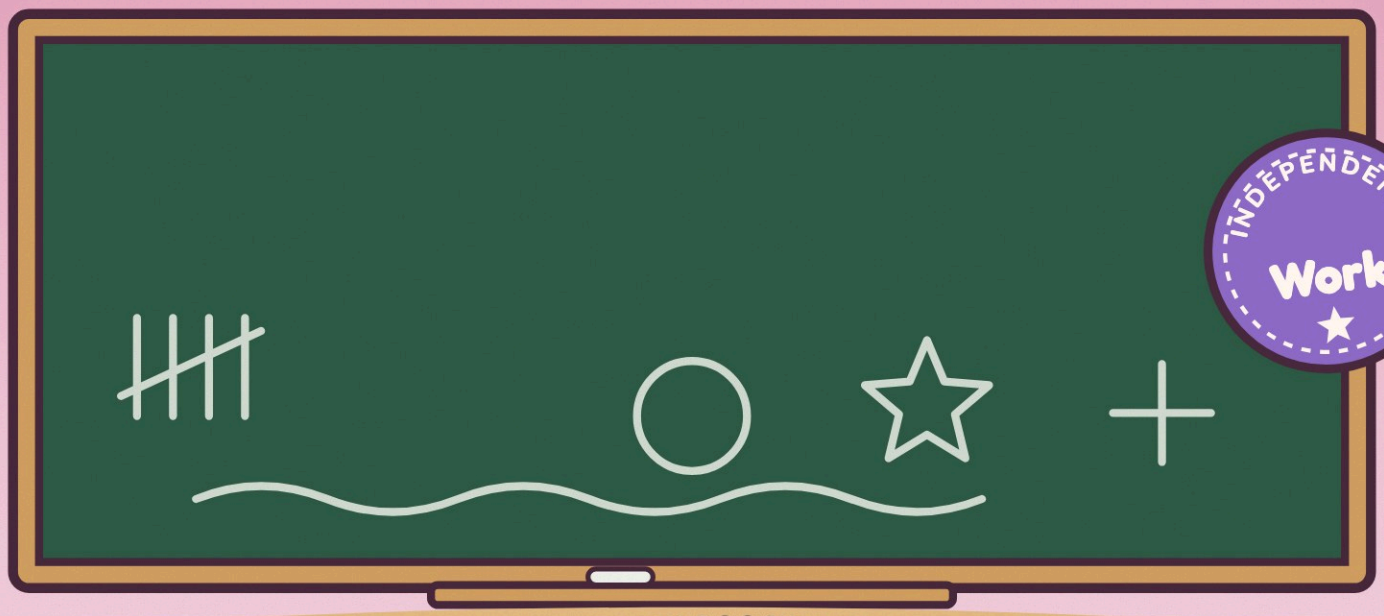
Letter Matching

TASK BOX



INDEPENDENT Work





Special Education · Independent Work · PreK – 2nd

by Bright Path Sped

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TWO LETTER SETS, ONE BOX

Section 1 and Section 2 hold the identical cards twice over — accent-tinted tiles built for a laminated box, black-on-white tiles built for a bulletin display or a take-home copy. A dot code in the corner is the only place a card's level ever shows.

PRACTICE, NOT A TEST

This is independent work practice carrying its own data sheet, counting nothing beyond which cards had the matching tile marked, not a timed assessment. What that count means for any one student stays 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 letter list 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, touch the top letter and say the same short line each time (page 21). The child marks the tile that is the same letter — a chip, a clothespin or a dry-erase circle. Laminated cards wipe clean.

Start at Level 1 unless the student already finds the match in a row of three 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

Cut-apart letter-matching cards and a letter list are built into this fillable PDF, with the data pages sitting right behind them, a desk set. Marking a card is a print task — a tile gets circled, clipped or covered — while the data sheet, the graph, the family page and every header take typing instead. No account, no subscription: it opens offline and prints the same from any machine.

WHAT THIS FILE IS NOT

This is not an editable slideshow or a word-processor document, and it is not a test. It is not a phonics program: no page asks a child to say a letter's sound, and no prompt hierarchy, fading schedule or mastery rule sits inside it. It only describes how cards already printed get run and what happened gets counted.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

No page in this file decides what a passing percent is, when a student is ready for the next level, or how the goal itself should be worded. Each of those stays blank for your team to fill in, using your own plan and your district's language.

IF SOMETHING DOES NOT WORK

A field will not accept what I type. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.
A student always marks the first tile. That is a position habit, not a letter read; it is exactly what Level 1's shifting match is built to break. The **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

Treat a filled-in data sheet, graph or example-style note as a student record — initials only, and a first name only on the family page. The box itself holds the cards and the letter list; the student's folder is where the data sheet and graph belong, so anyone who opens it finds the trend first.

LETTERS

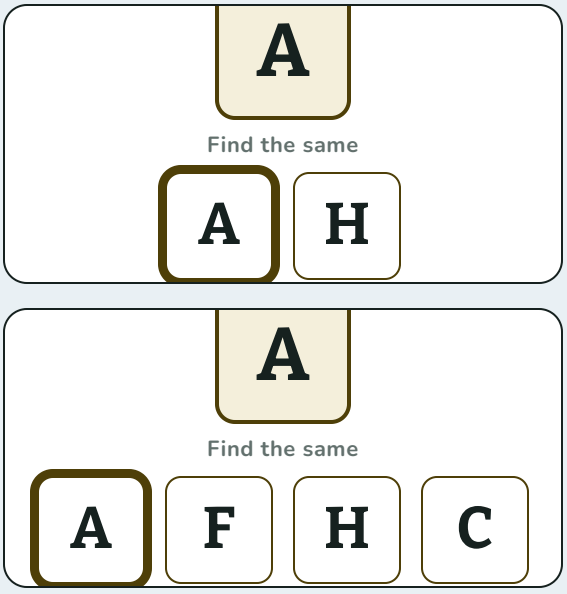
Letter List and a Finished Card (Color)

All 12 letters in this box, and one card marked the way a finished card is marked. Print once, keep it with the box.

A	B	C	D
E	F	G	H
I	J	K	L

WHAT A FINISHED CARD LOOKS LIKE

Find the letter at the top first. The ring shows where a chip, a clothespin or a dry-erase circle lands — on its match.



The lightest card here (Level 1, two tiles) next to the hardest (Level 3, four tiles) — the row grows wider as levels climb; the layout itself never shifts.

HOW THE LETTER LIST IS USED

Keep this page in the box. Before a first session, an aide who has never run the box can hold a mixed-up handful of cards against it, the way a crate of returned library books gets checked against a shelf chart, and find every letter the set uses, listed in order.

WHY B AND D NEVER SHARE A CARD

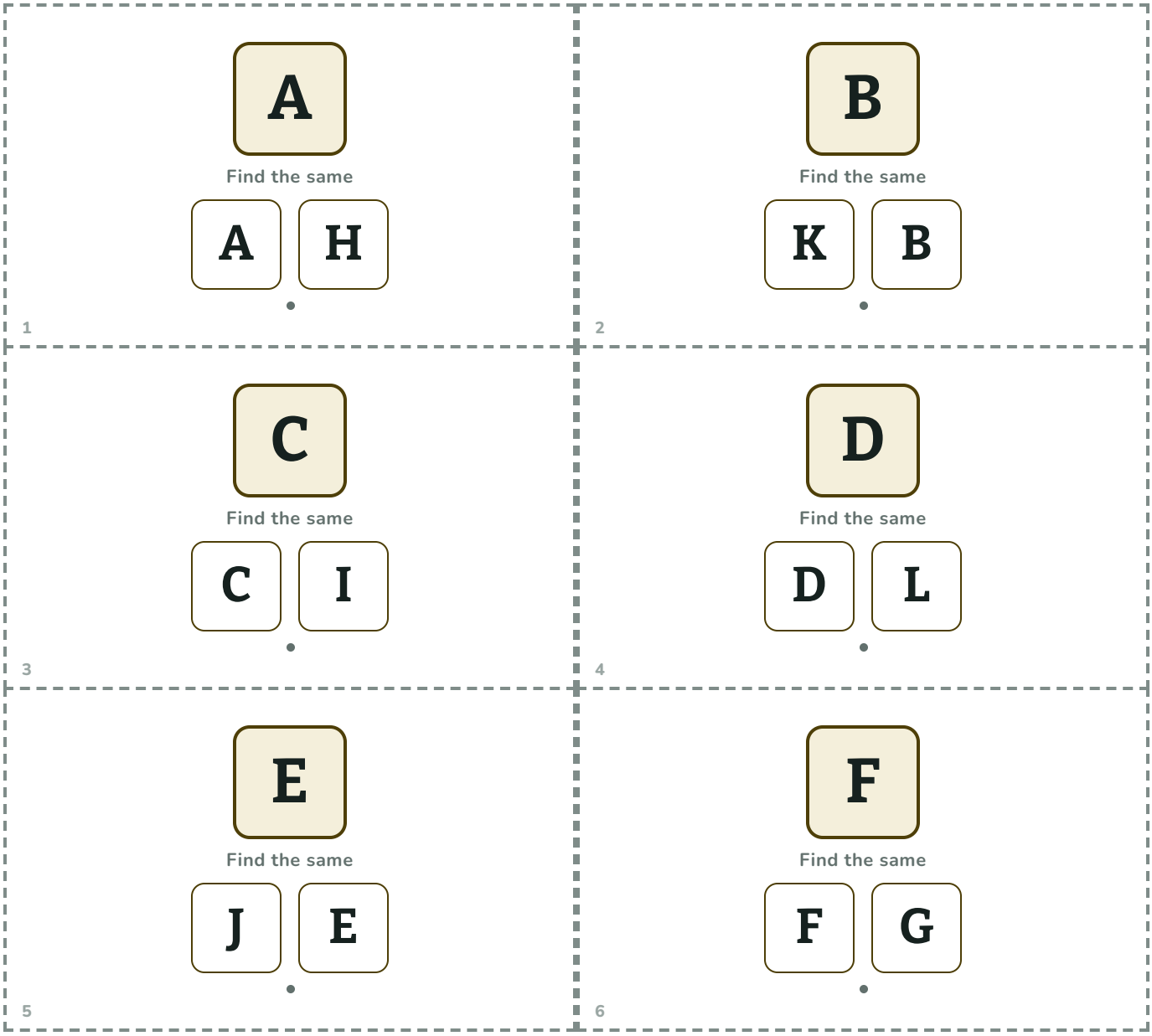
Trace a capital B onto a stencil and flip it over: it reads D — the one reversal early readers confuse most often, close enough to settle by a glance at shape rather than by truly reading either letter. Every other pairing in the box is fair game.

MAKING A CARD EASIER, NO PRINTING

Cover the farthest tiles with a hand so only two remain visible, then reveal one more at the next try. Write what you did in the help column on the data sheet (page 17) — your own words, kept the same every time.

CARDS Level 1 Cards (Color)

6 cards, two letters to choose from; the match is a different tile on every card. 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.



RUNNING A LEVEL 1 CARD

Hand over one card and touch the letter printed at the top. Say the opening line the same way every time: “Find the same.” A cubby row at drop-off works on the same idea — one printed letter the student already half-knows, found again a little lower down — so these first cards are really teaching the instruction itself, not yet asking for a hard discrimination.

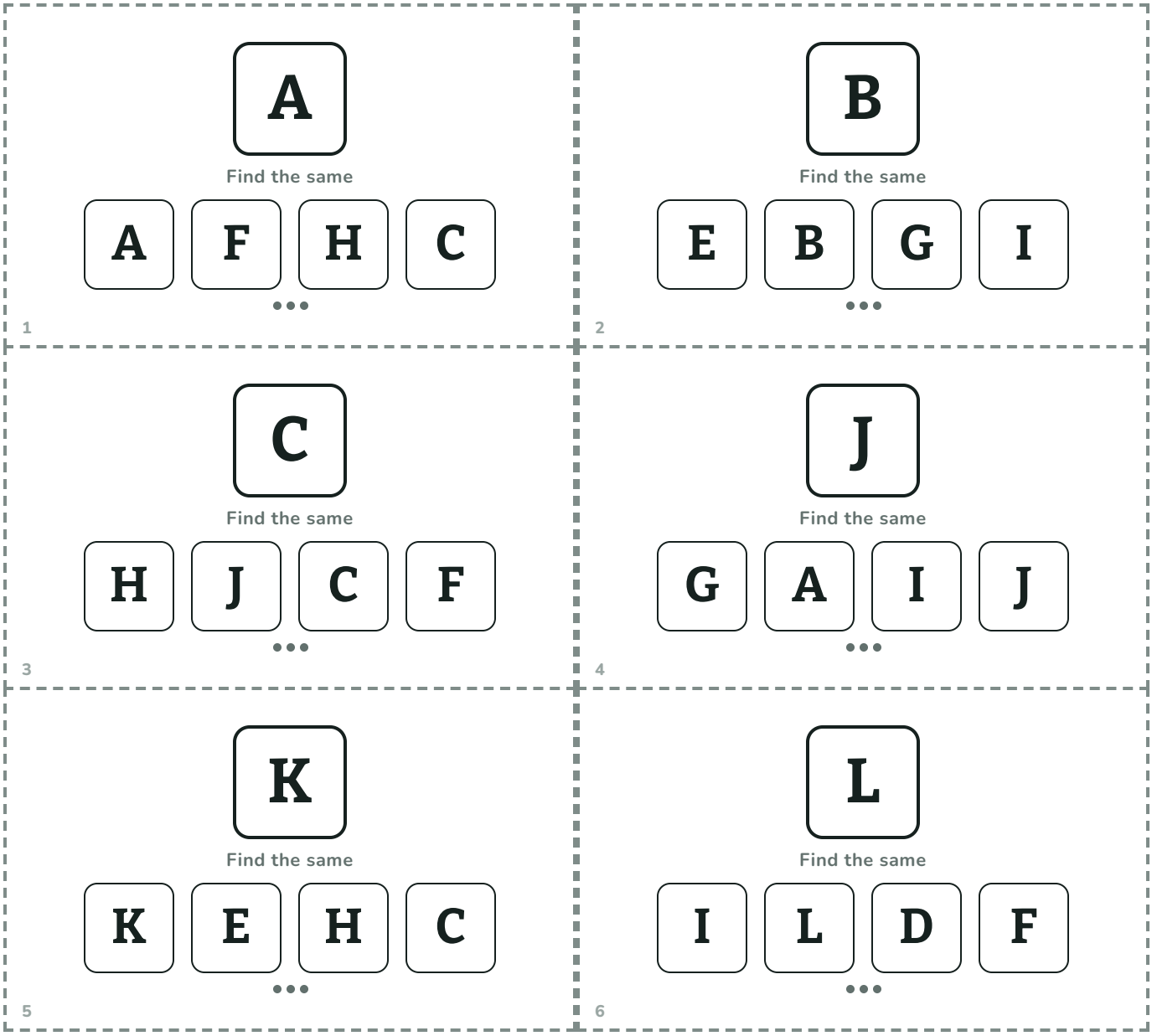
THE DOT CODE

A single dot tucked in the corner marks a Level 1 card, a plainer version of the small number a binder divider carries so a dropped stack goes back in order without anyone reading the tab. The answer key (page 16) lists every card by that same small number, printed in its bottom-left corner.

CARDS

Level 3 Cards (Ink-Saver)

6 cards, four letters to choose from; the match is a different tile on every card. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) set; the same cards are on page 9 in the color set.



RUNNING A LEVEL 3 CARD

Four tiles now share the row. Even the hardest card here only asks for a longer scan across more letters, the way reading a coat-hook row down a mudroom wall takes longer with twenty pegs than with five — never a close call between two letters that genuinely look alike, since the one reversed pair stays off every card at every level. Three dots mark this level.

MIXING LEVELS IN ONE BOX

Once a student is solid through Level 3, deal a mixed handful pulled from all three levels — it still sorts itself back afterward by the dots, the way a tray of loose keychain letters sorts back into its own bin once the game is over. Mark the level as “mixed” on the data sheet so the percent gets compared against the right set of cards.

LOG

Task Box Data Sheet

One row per session. It tracks a single thing: how many cards had the matching tile marked correctly. 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

Divide cards correct by cards given, multiply by 100, and round to the nearest whole number. A card only counts as correct when a single marked tile matches the top letter; two marks or zero marks still counts as given, not correct. "Cards used" records which card numbers were handed over that session.

THE HELP COLUMN IS YOUR OWN CODE

Record exactly what happened — nothing, a touch to the top letter, saying the letter together out loud, or covering the far tiles. Keep the wording short and identical across sessions so two rows line up for comparison. No prompt hierarchy or fading rule comes built into this file; that stays your team's own plan.

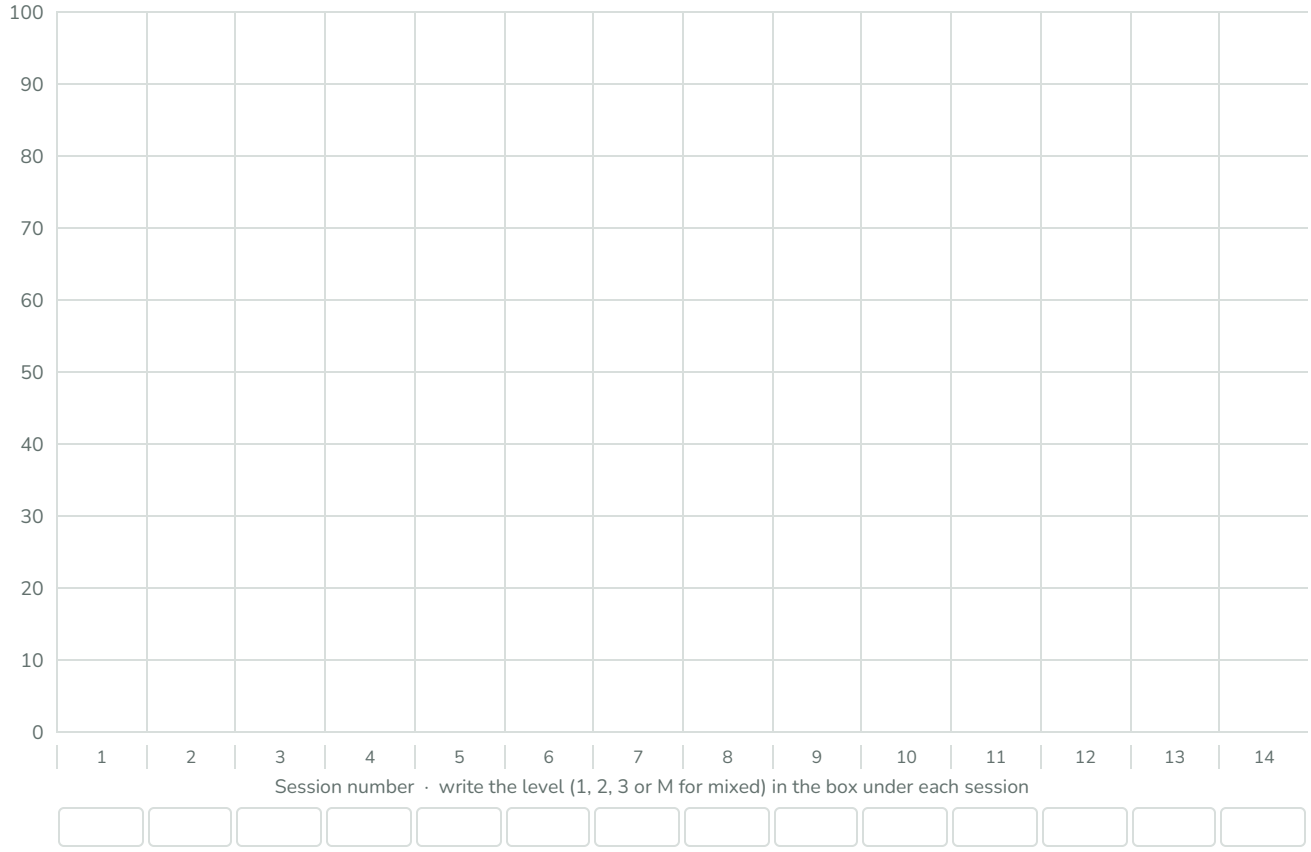
TRACKER

Percent Graph

Fourteen sessions across, 0 to 100 percent. One graph per student per task box.

STUDENT _____ TASK BOX _____ CRITERION (YOUR TEAM SETS IT) _____

PERCENT CORRECT · ONE DOT PER SESSION, THEN DRAW THE LINE



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.

Priya is an invented student, and every mark on this page is invented along with them. Across 8 sessions, the level moves up whenever the team decides the percent is high enough — this file sets no number and no session count of its own.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/14	L1	1–6	4	6	67%	Touched the top letter first
2	9/16	L1	1–6	6	6	100%	None
3	9/21	L2	1–6	4	6	67%	Touched the top letter first
4	9/23	L2	1–6	5	6	83%	Said the letter out loud together
5	9/28	L2	1–6	6	6	100%	None
6	9/30	L3	1–6	3	6	50%	Covered the far tiles, then uncovered them
7	10/5	L3	1–6	5	6	83%	Touched the top letter first
8	10/7	L3	1–6	6	6	100%	None

READING THE NUMBERS

The first logged session, Level 1, landed at 4 of 6 cards — 67 percent. The jump to Level 3 dropped back to 3 of 6, 50 percent, a dip that is expected the moment the row of tiles grows longer. By the most recent session the count stands at 6 of 6, 100 percent. Each percent above comes straight from its own row's correct count divided by its given count, rounded to the nearest whole number.

A LINE THIS SHEET COULD WRITE

"Working the letter-matching task box at Level 3 (four letters to choose from), Priya marked the correct match on 3 of 6 cards on 9/30, improving to 6 of 6 on 10/7 (help given: none)."

HOW THE GRAPH WOULD LOOK

Picture 8 dots running left to right, a new line segment starting wherever the level changes (page 18); under each dot, the level box would read 1, 1, 2, 2, 2, 3, 3, 3 to match this table. Whatever Priya's own team entered belongs in the criterion field — this file never supplies that number.

WHAT THIS EXAMPLE IS NOT

Just 8 sessions belonging to one invented child. Nothing here predicts how fast an actual student should move through the levels, and no typical pace for letter matching is implied — its only job is to show how the data sheet, the graph and the phrase bank look once genuine numbers fill them in.

THE HELP COLUMN, FILLED IN

Each entry names what the adult did, in the same short wording every time — "none," "touched the top letter first," "said the letter out loud together" — never a description of Priya as a person. "None" paired with a 100 percent score is independent work, written down.