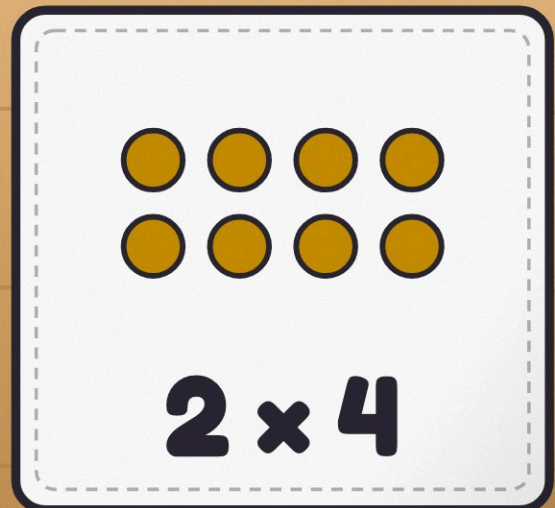
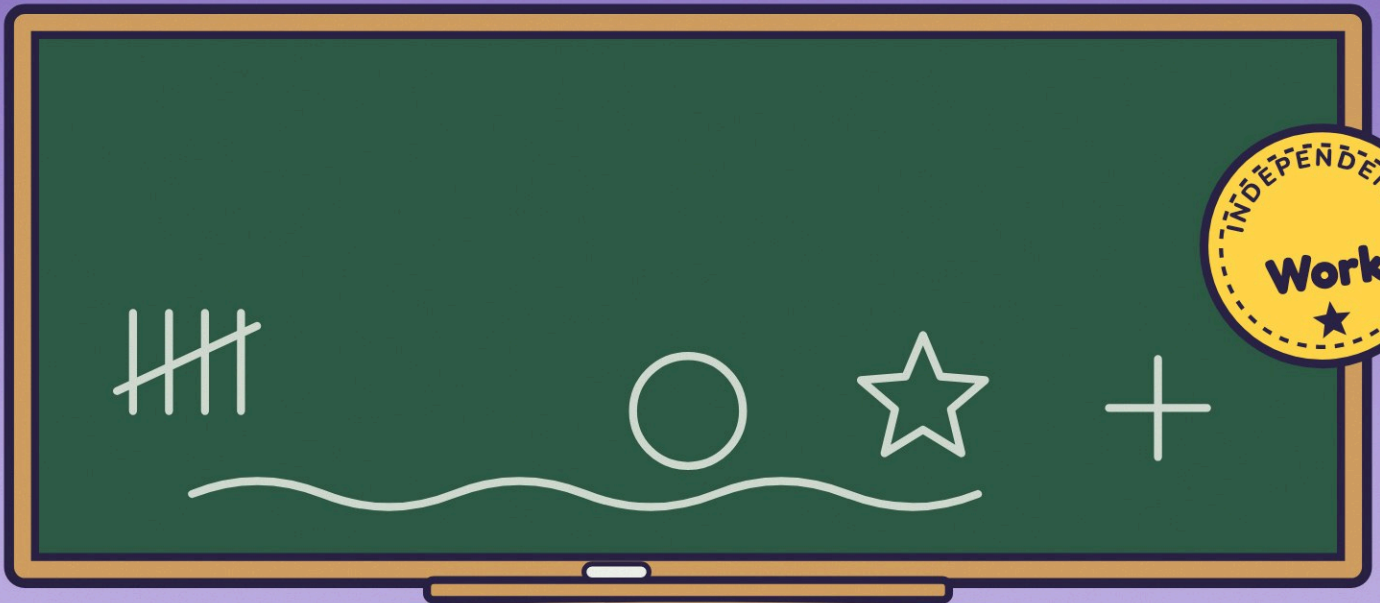


Multiplication Facts to 5

TASK BOX



5

8 ✓

11

• 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



Multiplication
Facts Reference
Strip (Color)
STRIP

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



Multiplication
Facts Reference
Strip (Ink-Saver)
STRIP

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 DOT COLORS, ONE BOX

Sections 1 and 2 are the same cards twice: accent-colored dots for a laminated classroom box, black dots for a photocopier or a copy that goes home. 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 numeral marked and nothing else; what that means for a student is your team's call.

Start Here — Three Steps

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



1

Print and cut

Print the reference strip 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 counts every dot in the array — row by row, or all at once — 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 names small array totals 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 multiplication fact cards built in, plus the data pages behind them. The cards are a print task (a numeral 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 carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the cards already printed and how to count what happened. It covers 12 chosen facts (factors 1 to 5, products 2 to 25) — it is not a full multiplication table.

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 strip. That is expected at first; put the strip 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 strip live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

STRIP

Multiplication Facts Reference Strip (Color)

The 12 facts this box trains, low product to high, each beside its own dot array. Print once, laminate, keep it with the box.



$1 \times 2 =$

2 · two

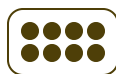

$1 \times 3 =$

3 · three


$2 \times 2 =$

4 · four

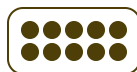

$1 \times 5 =$

5 · five


$2 \times 4 =$

8 · eight

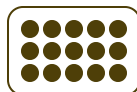

$3 \times 3 =$

9 · nine


$2 \times 5 =$

10 · ten

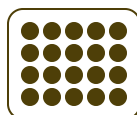

$3 \times 4 =$

12 · twelve


$3 \times 5 =$

15 · fifteen


$4 \times 4 =$

16 · sixteen


$4 \times 5 =$

20 · twenty


$5 \times 5 =$

25 · twenty-five

HOW THE STRIP IS USED

Lay it beside the box. A child who is unsure finds the matching array on the strip and reads the product beside it; an aide who is checking does the same. It lists the 12 facts this box trains, low to high — not every multiplication fact, just the ones on these cards.

FOLD IT AWAY WHEN IT IS NOT NEEDED

The strip is a support, not part of the task. Note on the data sheet whether it was out (“strip out” in the help column) so two sessions can be compared, and put it away once a level runs clean without it.

CARDS

Level 1 Cards (Color)

4 cards, two numerals to choose from. Print on cardstock, cut along the dashed lines. This is the color dot set; the same cards are on page 12 in the ink-saver set.



How many dots in all?

2	10
---	----

•

1

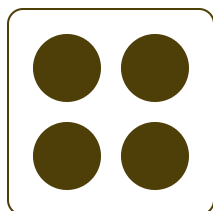


How many dots in all?

3	11
---	----

•

2



How many dots in all?

4	12
---	----

•

3



How many dots in all?

5	13
---	----

•

4

RUNNING A LEVEL 1 CARD

Hand over one card and say the same short line each time: "How many dots in all?" Arrays on this level are small (products 2–5), and the wrong numeral is always far from the product, so the first cards are nearly impossible to get wrong.

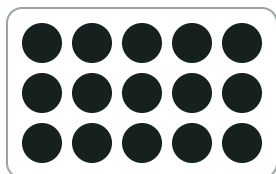
THE DOT CODE

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 card is listed on the answer key (page 16) by the small number in its bottom-left corner.

CARDS

Level 3 Cards (Ink-Saver)

4 cards, four numerals to choose from. Print on cardstock, cut along the dashed lines. This is the ink-saver (black and white) dot set; the same cards are on page 9 in the color set.



How many dots in all?

10

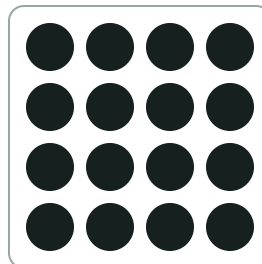
12

15

20

...

1



How many dots in all?

12

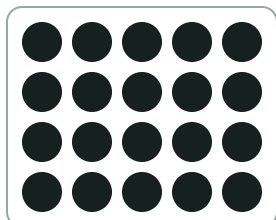
16

20

24

...

2



How many dots in all?

15

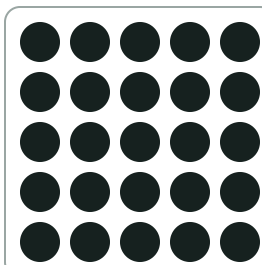
18

20

25

...

3



How many dots in all?

18

20

25

30

...

4

RUNNING A LEVEL 3 CARD

More numerals to choose from, the largest arrays in the box (products 15–25). At least one wrong numeral is the product a child would get by miscounting one row or one column — the near-miss after losing track of the grid. 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 right product 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 numeral is marked and it matches the total dots in the array; 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

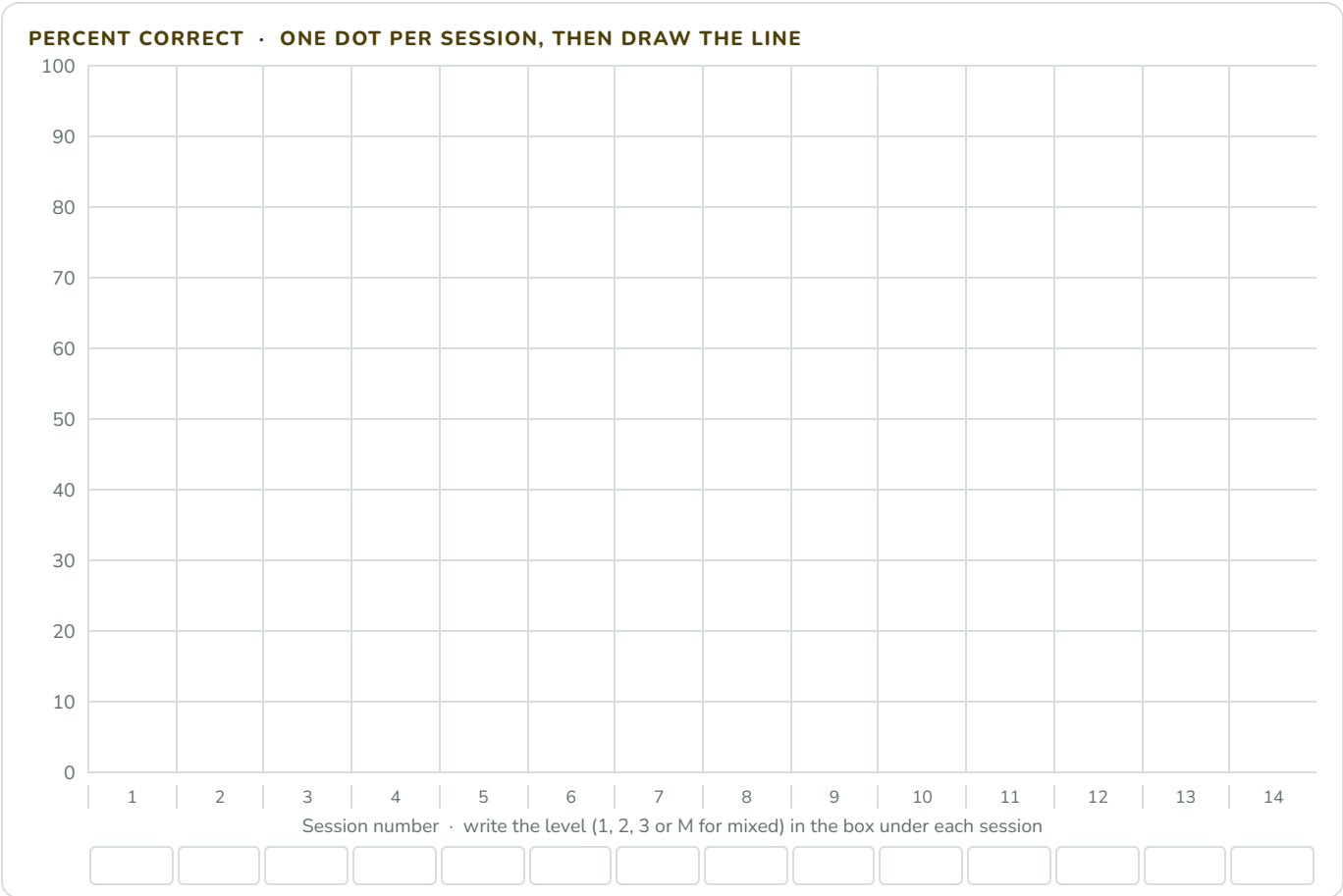
Write what you actually did — nothing, pointed to the reference strip, counted the array out loud together. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team’s plan.

 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.

Malik 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	1-4	2	4	50%	Pointed to each dot while counting
2	9/11	L1	1-4	4	4	100%	None
3	9/16	L2	1-4	3	4	75%	Counted the array out loud together
4	9/18	L2	1-4	3	4	75%	Pointed to the reference strip
5	9/23	L2	1-4	4	4	100%	None
6	9/25	L3	1-4	2	4	50%	Counted rows and columns out loud together
7	9/30	L3	1-4	3	4	75%	Pointed to the reference strip
8	10/2	L3	1-4	4	4	100%	None

READING THE NUMBERS

Session 1, Level 1: 2 of 4 cards, 50 percent. The first Level 3 session was 2 of 4, 50 percent — a dip on a harder array, which is the expected shape. The most recent session is 4 of 4, 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 multiplication facts task box (Level 3, four numerals to choose from), Malik marked the right numeral on 2 of 4 cards on 9/25 and 4 of 4 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 Malik'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 multiplication facts — 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 strip," "counted the array out loud together." None of them is a label for Malik. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.