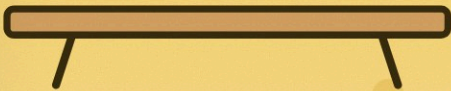


# Next Dollar Up?

TASK BOX



The main task area features a cartoon raccoon character wearing blue goggles and holding a white card with the number "3" and a smiley face. A dotted line connects the card to a large white box with a dashed border. Inside this box, the number "2.80" is displayed above a blue button labeled "next dollar" with a right-pointing arrow. Below the large box are two smaller boxes: a white one with "2.00" and a blue one with "3.00" and a checkmark. The background is a yellow sky with orange dots and a brown ground.

# What Is Inside, and Where

## Before you begin

PAGE 4



**Start Here —  
Three Steps  
START HERE**

**4**

## 01 The Color Set

PAGES 6–9



**Dollar Line (Color)  
DOLLAR LINE**

**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



**Dollar Line (Ink-Saver)  
DOLLAR LINE**

**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  
Price 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 tiles for a laminated box, black-on-white tiles for a photocopier or a copy that goes home. Nothing on a card says its level except a dot code; the instruction is printed on every card on purpose.

### PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards with the right dollar tile marked 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 dollar line 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 price and marks the choice tile that is the smallest whole dollar covering it — a circle, a clothespin or a real dollar bill laid on top. Laminated cards wipe clean.

Start at Level 1 unless the student already rounds a price up 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 price cards and a dollar line built in, plus the data pages behind them. The cards are a print task (a dollar tile 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. No price on a card is a real store's price. 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 checking the dollar line.** That is expected at first; put the line 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, first name only on the family page. The cards and dollar line live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

## DOLLAR LINE

**Dollar Line (Color)**

Eight rows, one per whole dollar from 1.00 to 8.00, each with the same rule: any amount over this dollar still rounds up to the next one. Print once, laminate, keep it with the box.

**1.00**  
dollarsany price over 1.00 →  
rounds up to**2.00**  
dollars**2.00**  
dollarsany price over 2.00 →  
rounds up to**3.00**  
dollars**3.00**  
dollarsany price over 3.00 →  
rounds up to**4.00**  
dollars**4.00**  
dollarsany price over 4.00 →  
rounds up to**5.00**  
dollars**5.00**  
dollarsany price over 5.00 →  
rounds up to**6.00**  
dollars**6.00**  
dollarsany price over 6.00 →  
rounds up to**7.00**  
dollars**7.00**  
dollarsany price over 7.00 →  
rounds up to**8.00**  
dollars**8.00**  
dollarsany price over 8.00 →  
rounds up to**9.00**  
dollars**HOW THE DOLLAR LINE IS USED**

Lay it beside the box. A child who is unsure finds the row for the given price's floor dollar and reads off the rule — one cent over is enough to need the dollar on the right. There is never a tie and never a “down” answer in this box: a price that is not already on a whole dollar always needs the next one.

**FOLD IT AWAY WHEN IT IS NOT NEEDED**

The dollar line is a support, not part of the task. Note on the data sheet whether it was out (“line 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)

6 cards, two dollar tiles 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.

|                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div data-bbox="440 390 540 489">2.80<br/>dollars</div> <p>Find the next dollar up</p> <div data-bbox="406 562 475 636">2.00<br/>dollars</div> <div data-bbox="500 562 574 636">3.00<br/>dollars</div> <div data-bbox="483 646 496 663">•</div> <div data-bbox="168 695 185 716">1</div>              | <div data-bbox="1118 390 1219 489">5.65<br/>dollars</div> <p>Find the next dollar up</p> <div data-bbox="1084 562 1154 636">5.00<br/>dollars</div> <div data-bbox="1179 562 1253 636">6.00<br/>dollars</div> <div data-bbox="1162 646 1175 663">•</div> <div data-bbox="846 695 862 716">2</div>           |
| <div data-bbox="440 793 540 892">9.90<br/>dollars</div> <p>Find the next dollar up</p> <div data-bbox="406 966 475 1039">9.00<br/>dollars</div> <div data-bbox="500 966 574 1039">10.00<br/>dollars</div> <div data-bbox="483 1047 496 1066">•</div> <div data-bbox="168 1100 185 1121">3</div>       | <div data-bbox="1118 793 1219 892">3.70<br/>dollars</div> <p>Find the next dollar up</p> <div data-bbox="1084 966 1154 1039">3.00<br/>dollars</div> <div data-bbox="1179 966 1253 1039">4.00<br/>dollars</div> <div data-bbox="1162 1047 1175 1066">•</div> <div data-bbox="846 1100 862 1121">4</div>     |
| <div data-bbox="440 1199 540 1297">12.75<br/>dollars</div> <p>Find the next dollar up</p> <div data-bbox="406 1371 475 1444">12.00<br/>dollars</div> <div data-bbox="500 1371 574 1444">13.00<br/>dollars</div> <div data-bbox="483 1453 496 1472">•</div> <div data-bbox="168 1507 185 1528">5</div> | <div data-bbox="1118 1199 1219 1297">7.60<br/>dollars</div> <p>Find the next dollar up</p> <div data-bbox="1084 1371 1154 1444">7.00<br/>dollars</div> <div data-bbox="1179 1371 1253 1444">8.00<br/>dollars</div> <div data-bbox="1162 1453 1175 1472">•</div> <div data-bbox="846 1507 862 1528">6</div> |

## RUNNING A LEVEL 1 CARD

Hand over one card and say the same short line each time: “Read the price tag. Is it over a whole dollar?” Every price here lands 60 to 95 cents into its dollar — like handing a vending machine a price just short of the next bill — so the next dollar up is clearly the better guess, not the dollar it just passed.

## 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 price. 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, four dollar tiles 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.

|                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>4.05</b><br/>dollars</p> <p style="text-align: center;">Find the next dollar up</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div>2.00<br/>dollars</div> <div>3.00<br/>dollars</div> <div>4.00<br/>dollars</div> <div>5.00<br/>dollars</div> </div> <p style="text-align: center;">...</p> <p>1</p>      | <p style="text-align: center;"><b>7.02</b><br/>dollars</p> <p style="text-align: center;">Find the next dollar up</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div>5.00<br/>dollars</div> <div>6.00<br/>dollars</div> <div>7.00<br/>dollars</div> <div>8.00<br/>dollars</div> </div> <p style="text-align: center;">...</p> <p>2</p>  |
| <p style="text-align: center;"><b>3.12</b><br/>dollars</p> <p style="text-align: center;">Find the next dollar up</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div>1.00<br/>dollars</div> <div>2.00<br/>dollars</div> <div>3.00<br/>dollars</div> <div>4.00<br/>dollars</div> </div> <p style="text-align: center;">...</p> <p>3</p>      | <p style="text-align: center;"><b>9.08</b><br/>dollars</p> <p style="text-align: center;">Find the next dollar up</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div>7.00<br/>dollars</div> <div>8.00<br/>dollars</div> <div>9.00<br/>dollars</div> <div>10.00<br/>dollars</div> </div> <p style="text-align: center;">...</p> <p>4</p> |
| <p style="text-align: center;"><b>13.15</b><br/>dollars</p> <p style="text-align: center;">Find the next dollar up</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div>11.00<br/>dollars</div> <div>12.00<br/>dollars</div> <div>13.00<br/>dollars</div> <div>14.00<br/>dollars</div> </div> <p style="text-align: center;">...</p> <p>5</p> | <p style="text-align: center;"><b>5.01</b><br/>dollars</p> <p style="text-align: center;">Find the next dollar up</p> <div style="display: flex; justify-content: center; gap: 10px;"> <div>3.00<br/>dollars</div> <div>4.00<br/>dollars</div> <div>5.00<br/>dollars</div> <div>6.00<br/>dollars</div> </div> <p style="text-align: center;">...</p> <p>6</p>  |

## RUNNING A LEVEL 3 CARD

Four dollar tiles to choose from. Some of these prices land only a cent or two over their dollar — “4.05” looks almost like a flat four dollars, but it still needs a whole dollar more, the same as “4.95” does. Three decoy dollar amounts march down from the true answer at once. 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 next-dollar-up tile 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 tile is marked and it is the whole dollar that truly covers the given price; 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

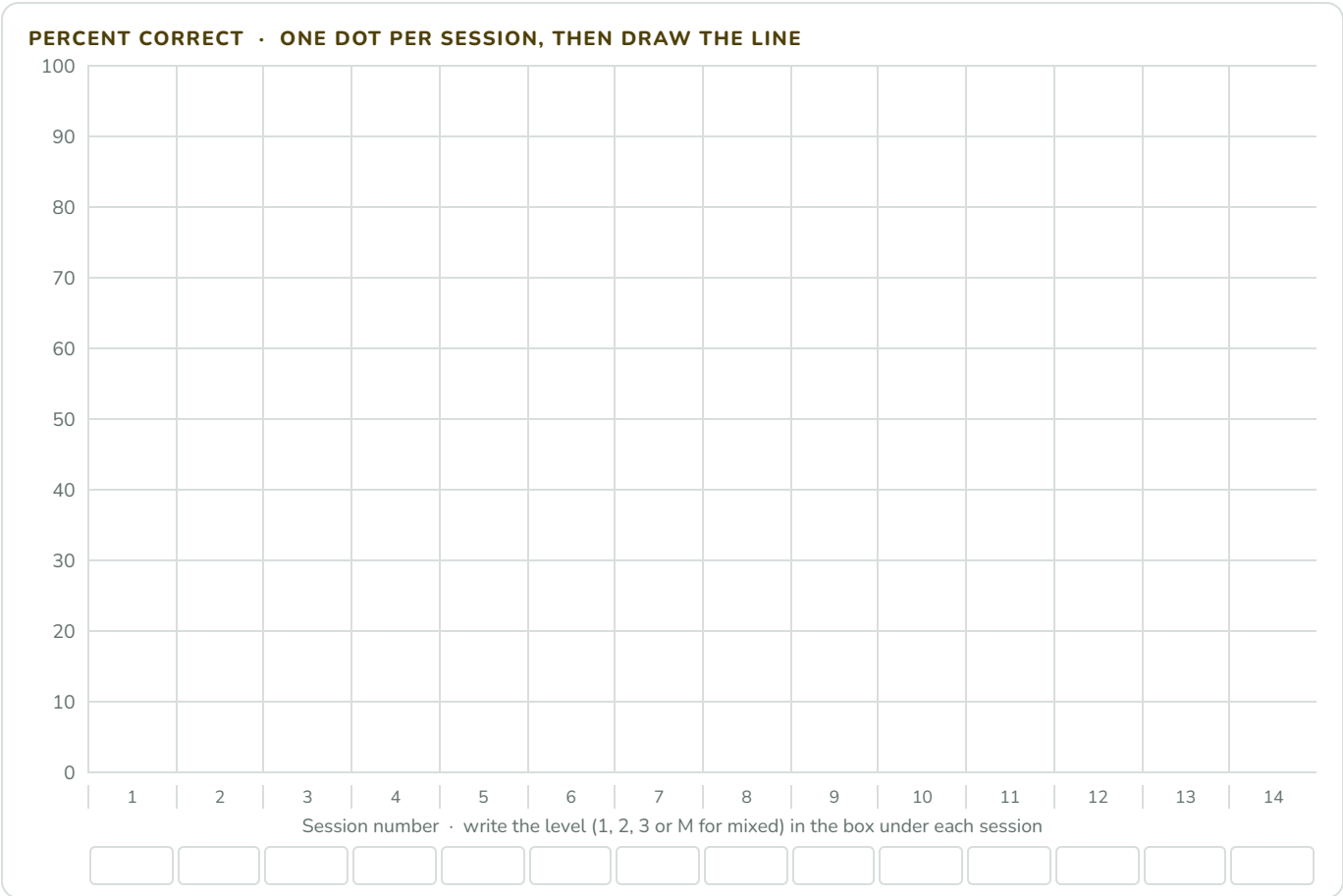
Write what you actually did — nothing, pointed to the dollar line, named the cents amount together. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team’s plan.

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.

Priya 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 | 9/8  | L1    | 1–6        | 4       | 6     | 67%     | Asked what the floor dollar was before showing the choices |
| 2 | 9/10 | L1    | 1–6        | 6       | 6     | 100%    | None                                                       |
| 3 | 9/15 | L2    | 1–6        | 4       | 6     | 67%     | Pointed to the dollar line                                 |
| 4 | 9/17 | L2    | 1–6        | 5       | 6     | 83%     | Named the cents amount aloud together                      |
| 5 | 9/22 | L2    | 1–6        | 6       | 6     | 100%    | None                                                       |
| 6 | 9/24 | L3    | 1–6        | 3       | 6     | 50%     | Named the cents amount aloud together                      |
| 7 | 9/29 | L3    | 1–6        | 5       | 6     | 83%     | Pointed to the dollar line                                 |
| 8 | 10/1 | 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 next dollar up money task box (Level 3, four dollar tiles to choose from), Priya marked the right dollar tile on 3 of 6 cards on 9/24 and 6 of 6 on 10/1 (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 Priya'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 finding the next dollar up — 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 dollar line," "named the cents amount together." None of them is a label for Priya. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.