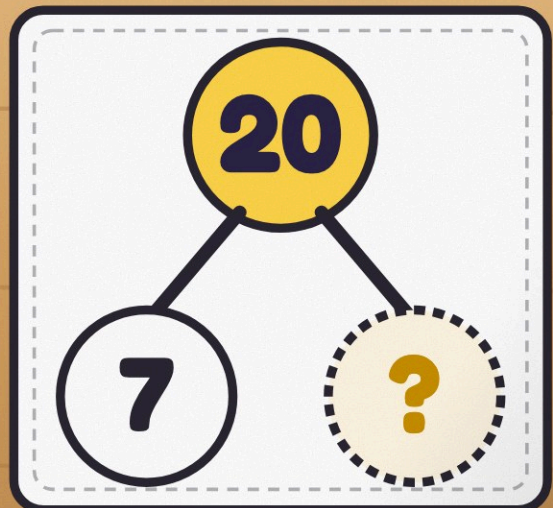
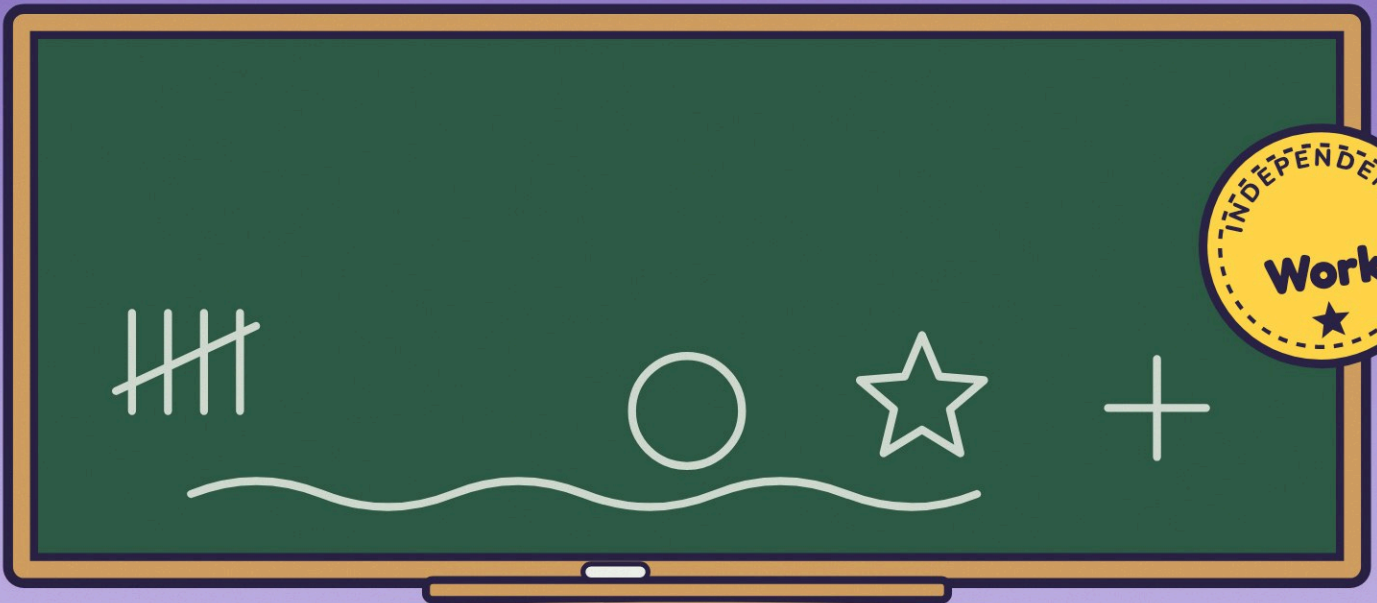


Number Bonds to 20

TASK BOX



9

13 ✓

17



What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 The Color Set

PAGES 6–9



**Number Bond
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



**Number Bond
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 and splitting. The cards need scissors and nothing else.



1

Print and cut

Print the number bond 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 the dots shown, figures how many more make 20, 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 splits 20 into two parts 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 number bond 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.

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

Number Bond Reference Strip (Color)

Every way to split 20 into two parts, each beside its own dot-group pair. Print once, laminate, keep it with the box.



$1 + 19 = 20$



$11 + 9 = 20$



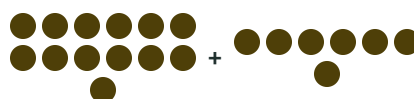
$2 + 18 = 20$



$12 + 8 = 20$



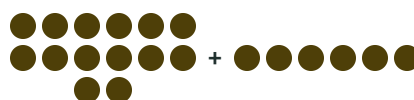
$3 + 17 = 20$



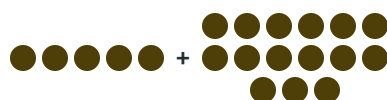
$13 + 7 = 20$



$4 + 16 = 20$



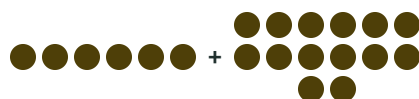
$14 + 6 = 20$



$5 + 15 = 20$



$15 + 5 = 20$



$6 + 14 = 20$



$16 + 4 = 20$



$7 + 13 = 20$



$17 + 3 = 20$



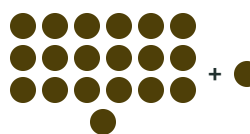
$8 + 12 = 20$



$18 + 2 = 20$



$9 + 11 = 20$



$19 + 1 = 20$



$10 + 10 = 20$

HOW THE STRIP IS USED

Lay it beside the box. A child who is unsure finds the matching part on the strip and reads the missing numeral beside it. All but the middle split (10 and 10) pair a single-digit part with a two-digit teen part — a choice tile the Bonds-to-10 box never has to carry — drawn as dots in five-dot chunks (up to four rows), recognized at a glance rather than counted one by one.

FOLD IT AWAY ONCE A STUDENT IS READY FOR THIS BOX

The strip is a support, not part of the task; note on the data sheet whether it was out. This box is the sibling that follows the Bonds-to-10 box, not a separate track — a natural next box once a student is ready to work with teen numbers, on your team's own timeline.

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.

20

is made of



What is the missing part?

3

19

1

20

is made of



What is the missing part?

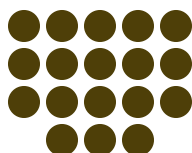
4

18

2

20

is made of



What is the missing part?

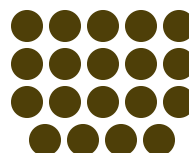
2

10

3

20

is made of



What is the missing part?

1

9

4

RUNNING A LEVEL 1 CARD

Hand over one card and say the same short line each time: “How many more to make twenty?” The known part sits at the extremes of the range (1–19), so the dot group is very small or very large and the missing part is easy to picture; the wrong numeral is always far away. Two of the four missing parts are teens (18, 19), not single digits.

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.

20
is made of



What is the missing part?

10 11 12 14

...

1

20
is made of



What is the missing part?

8 9 10 12

...

2

20
is made of



What is the missing part?

8 9 10 13

...

3

20
is made of



What is the missing part?

7 9 10 11

...

4

RUNNING A LEVEL 3 CARD

More numerals to choose from, the known part at or beside half of twenty (9–11) — the hardest split to eyeball, since both parts are nearly or exactly equal. One wrong numeral sits exactly one away from the missing part — the near-miss a child lands on after miscounting a dot. Three dots mark this level, whose parts (9, 10, 11) sit right at ten.

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 missing part marked, on a box whose cards span both sides of the ten boundary. 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 whole minus the dots shown; 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

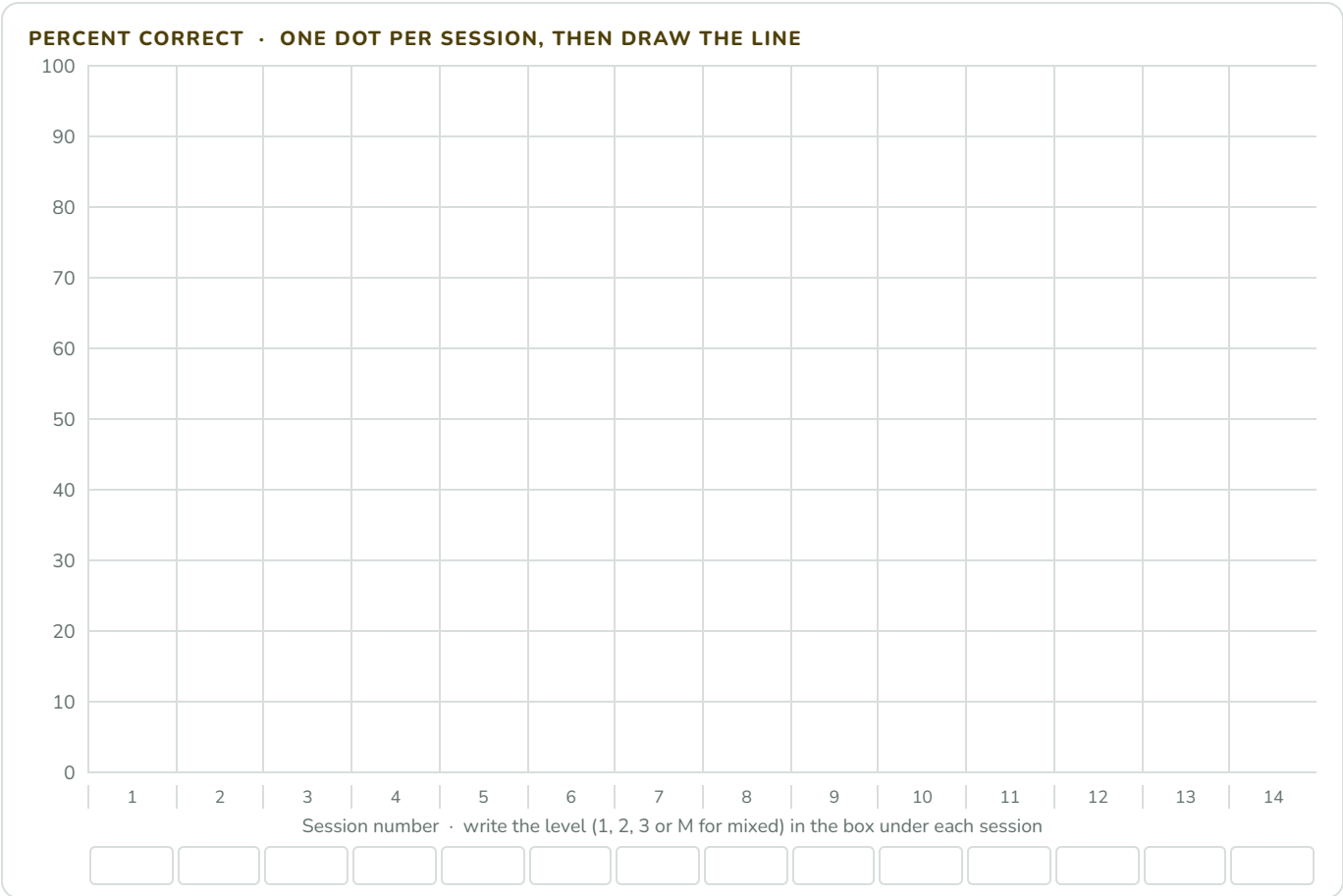
Write what you actually did — nothing, pointed to the reference strip, counted the dots out loud together. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan.

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.

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	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/8	L1	1-4	2	4	50%	Pointed to each dot while counting
2	9/10	L1	1-4	4	4	100%	None
3	9/15	L2	1-4	3	4	75%	Counted the dots out loud together
4	9/17	L2	1-4	3	4	75%	Pointed to the reference strip
5	9/22	L2	1-4	4	4	100%	None
6	9/24	L3	1-4	2	4	50%	Counted the dots out loud together
7	9/29	L3	1-4	3	4	75%	Pointed to the reference strip
8	10/1	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 set, 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 number bonds to 20 task box (Level 3, four numerals to choose from), Marcus marked the right numeral on 2 of 4 cards on 9/24 and 4 of 4 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 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 number bonds — it exists only to show how the data sheet, the graph and the phrase bank read once real numbers are on them. Nor does it mark the milestone of graduating from the Bonds-to-10 box to this one; that call belongs on your team's own plan.

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 dots out loud together." 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.