Number Matching

TASK BOX

INDEPENDENT Work



7

7 2 1

Special Education · Independent Work · PreK – 2nd

by Bright Path Sped

CONTENTS

What Is Inside, and Where

Before you begin

PAGE 4



Start Here — Three Steps
START HERE
4

01 The Color Set

PAGES 6–9



Numeral List and a Finished Card (Color)
NUMERALS
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



Numeral List and a Finished Card (Ink-Saver)
NUMERALS
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 NUMERAL 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 photocopier 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. 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 numeral 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 numeral and say the same short line each time (page 21). The child marks the tile that is the same numeral — 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 numeral-matching cards and a numeral list are built into this fillable PDF, with the data pages sitting right behind them. 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 does not teach counting, and it never explains what a numeral stands for. 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 numeral 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 numeral list; the student's folder is where the data sheet and graph belong, so anyone who opens it finds the trend first.

NUMERALS

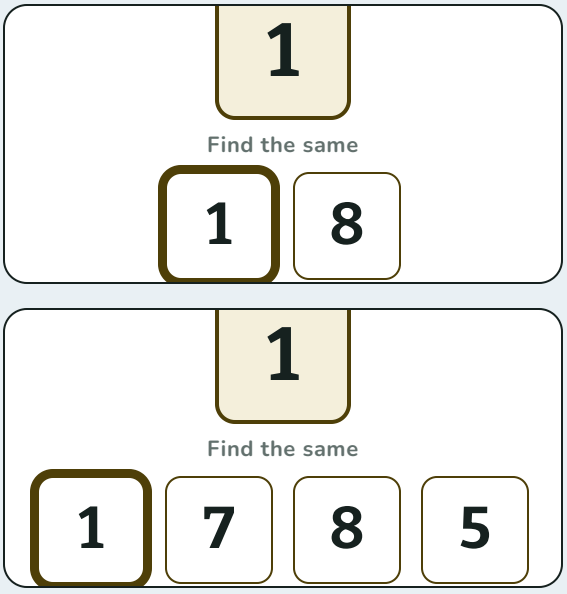
Numeral List and a Finished Card (Color)

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

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

WHAT A FINISHED CARD LOOKS LIKE

Find the numeral 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 spans wider as levels climb; the layout itself never shifts.

HOW THE NUMERAL LIST IS USED

Keep this page in the box. Before a first session, an aide who has not run the box yet can hold a mixed-up set of cards against this page and locate every numeral the set uses, listed in order.

WHY 6 AND 9 NEVER SHARE A CARD

Turn a 6 upside down and it lands on a 9 — a rotational symmetry close enough that a child could sort the two apart by shape alone, without reading either numeral. Every other pairing in the box is fair game, since distinguishing one numeral from another is the entire point of the task.

MAKING A CARD EASIER, NO PRINTING

Block the farthest tiles with a hand so only two are 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 numerals 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.

1

Find the same

1 8

2

Find the same

5 2

3

Find the same

3 11

4

Find the same

9 4

5

Find the same

5 12

6

Find the same

10 6

RUNNING A LEVEL 1 CARD

Hand the child one card, touch the numeral at the top, and use the same short line every time: “Find the same.” Only one other numeral sits in the row to rule out at this level, so almost nothing here can go wrong for the first few cards. That is by design — the child learns what the card is asking before the task gets harder.

THE DOT CODE

A single dot in the corner marks a Level 1 card, so a dropped and reshuffled box can be sorted back without anyone reading a word. 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 numerals 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.

1

Find the same

1 7 8 5

1

2

Find the same

6 2 4 8

2

3

Find the same

7 9 3 5

3

10

Find the same

4 8 6 10

4

11

Find the same

11 5 9 7

5

12

Find the same

4 12 7 9

6

RUNNING A LEVEL 3 CARD

The row now spans four tiles. Even the hardest card here only asks for a longer look across more numerals — never a close call between two numerals that are visually hard to tell apart — so sweeping the whole row before marking is exactly the skill being counted here. Three dots mark this level.

MIXING LEVELS IN ONE BOX

Once a student is solid through Level 3, a mixed handful pulled from all three levels still sorts itself back by the dots afterward. 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 numeral; 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 numeral, saying the numeral together out loud, or blocking 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.

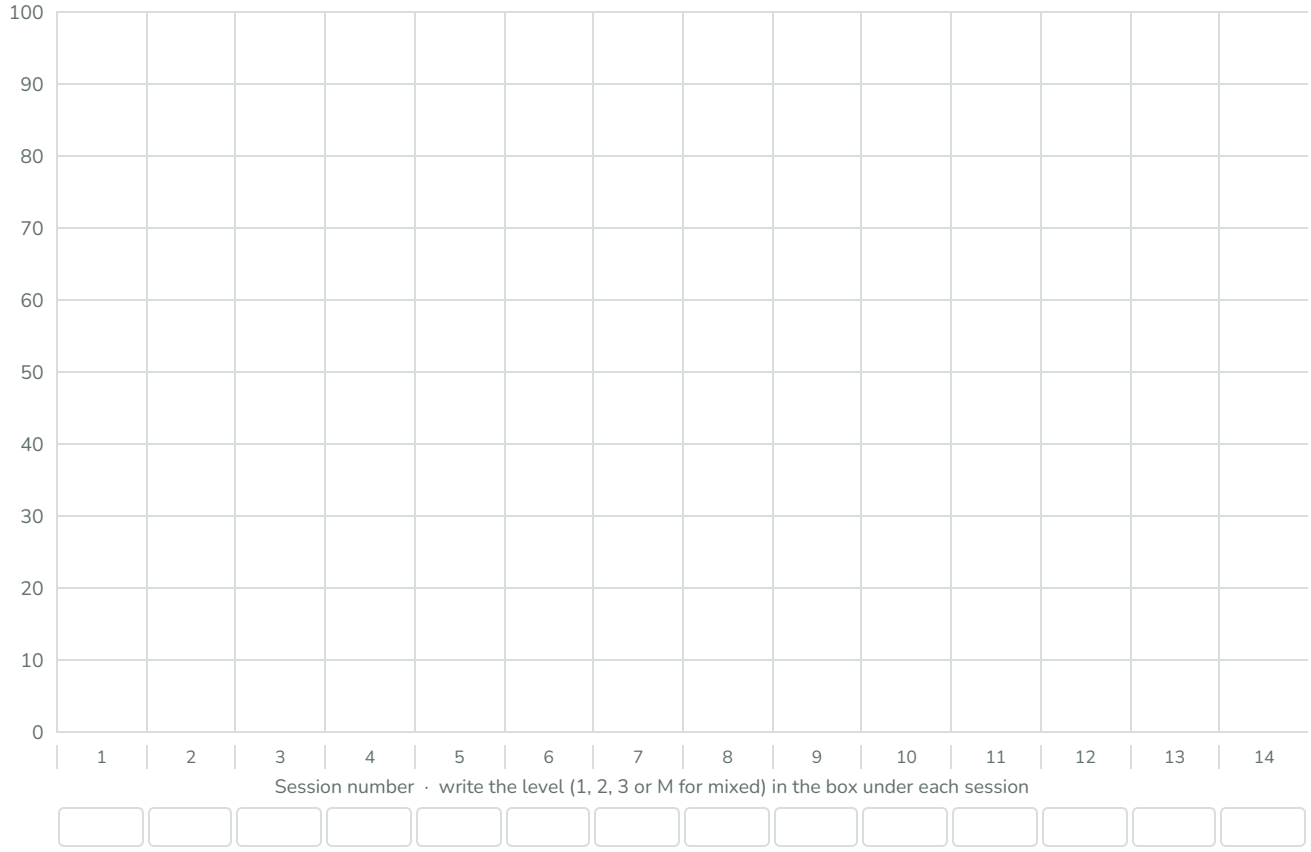
TRACKER

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.

Devon is an invented student, and every mark on this page is invented along with them. Across 8 sessions on this task box, a level change happens once the percent holds at the team's own criterion for two sessions running.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	10/6	L1	1–6	4	6	67%	Touched the top numeral first
2	10/8	L1	1–6	6	6	100%	None
3	10/13	L2	1–6	4	6	67%	Touched the top numeral first
4	10/15	L2	1–6	5	6	83%	Said the numeral out loud together
5	10/20	L2	1–6	6	6	100%	None
6	10/22	L3	1–6	3	6	50%	Covered the far tiles, then uncovered them
7	10/27	L3	1–6	5	6	83%	Touched the top numeral first
8	10/29	L3	1–6	6	6	100%	None

READING THE NUMBERS

The opening session, Level 1, landed at 4 of 6 cards — 67 percent. Reaching Level 3 for the first time dropped to 3 of 6, 50 percent, a dip that is expected once the row of tiles lengthens. By the most recent session the count stands at 6 of 6, 100 percent. Each percent above is 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 numeral-matching task box at Level 3 (four numerals to choose from), Devon marked the correct match on 3 of 6 cards on 10/22, improving to 6 of 6 on 10/29 (help given: none)."

HOW THE GRAPH WOULD LOOK

Picture 8 dots running left to right, a new line segment beginning 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 Devon'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 progress through the levels, and no typical pace for numeral 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 actually did, worded the same short way every time — "none," "touched the top numeral first," "said the numeral out loud together." None of these describes Devon as a person. A row pairing "none" in the help column with a 100 percent score is what independent work looks like once it is written down.