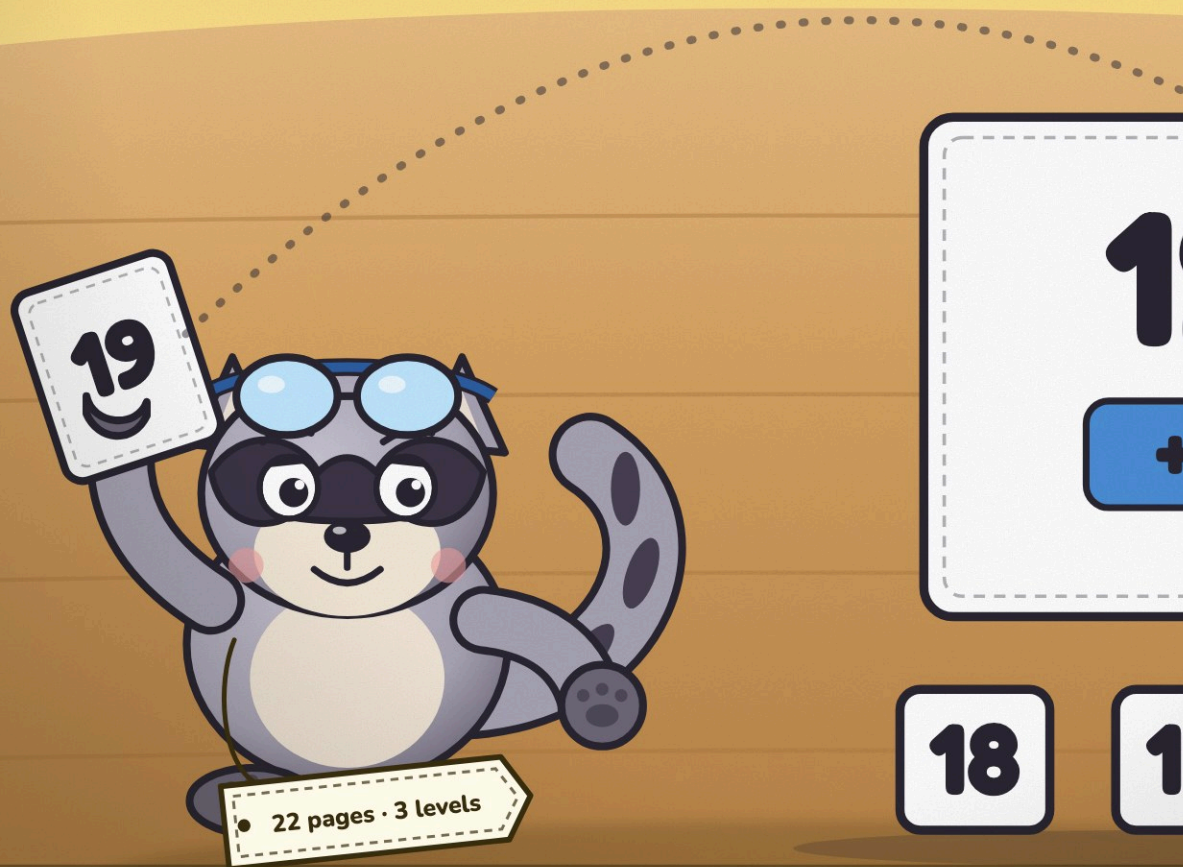
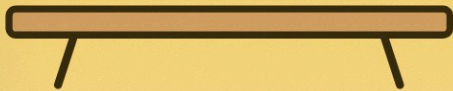


One More, One Less

TASK BOX



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 Line
(Color)**
NUMBER 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



**Number Line (Ink-
Saver)**
NUMBER 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
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

ONE SET OF PIECES, PRINTED TWICE

Sections 1 and 2 hold the identical pieces: accent-tinted tiles for a laminated box, plain black-on-white tiles for a photocopier or a take-home set. Nothing visible marks a piece's level besides its dot count; the direction stays printed on every single piece on purpose.

INDEPENDENT PRACTICE, NEVER A QUIZ

Independent work practice paired with a data sheet. It tallies pieces where the right numeral got marked, nothing more than that; what the tally means for any one student is a call for your team to make.



START HERE

Start Here — Three Steps

A ninety-second read. Scissors are the only extra tool this box needs.



1

Print and snip

Print the number strip and the three piece pages from the color set (pages 6–9) onto cardstock, or the ink-saver set (pages 11–14) onto plain paper. Laminate if this box will sit in a rotation bin.

Snip along the dashed guides. Bag each level on its own; the dot count rebuilds a spilled box without reading a single numeral.



2

Work the pieces

Pass over one piece and repeat the same short phrase every round (page 21). A student reads the numeral and the printed direction, then marks one tile — circled, clipped or chip-covered. Laminated pieces wipe clean for the next round.

Open at Level 1 unless a student already answers one more or one less unaided; every piece is indexed on the answer key (page 16).



3

Log and chart

Fill in the date, the level, cards correct and cards given on the data sheet (page 17) that same day, plus whatever help was given, worded your own way.

Chart the percent on the graph (page 18). Send the family page (page 20) home the week this box debuts.

WHAT IS INSIDE THIS FILE

A fillable PDF holding snip-apart one-more/one-less pieces, a printed number strip, and the logging pages behind them. The pieces are a print task (a numeral gets circled, clipped or covered); the data sheet, graph, family note and headers take typed entries. No account, no subscription needed.

WHAT THIS FILE WILL NOT DO

It is not an editable slideshow or word-processor file, and it does not test anybody. No prompting ladder, fading plan or mastery rule is built in; it only explains how to run the printed pieces and tally what happened.

ONE RULE, TRUE ON EVERY PAGE HERE

Nothing in this file decides what a given percent means for any one student, when a level should change, or how a goal gets worded. Every one of those stays a blank, filled from your team's own plan and your district's language.

TROUBLESHOOTING

Typed text will not stick in a field. Open the PDF in Adobe Acrobat Reader (free) or Preview, never inside a browser tab.

A student leans on the number strip for every answer. Expected at the start; retire the strip once a level holds steady without it. Reach me through the **Ask a Question** tab on the product page, and any fix ships as a free update.

PRIVACY, AND WHERE THIS LIVES

A filled-in data sheet is a student record: initials only, first name only on the family note. Pieces and strip stay in the box; the data sheet and graph go in the folder.

NUMBER LINE

Number Line (Color)

Eight printed numbers, each flanked by its own one-less and one-more box. Print once, laminate, store it alongside the task box.

10

← one less

11

one more →

12

22

← one less

23

one more →

24

34

← one less

35

one more →

36

46

← one less

47

one more →

48

58

← one less

59

one more →

60

70

← one less

71

one more →

72

82

← one less

83

one more →

84

94

← one less

95

one more →

96

READING THE STRIP

Set it beside the box. A hesitant student finds whichever printed number is closest to the card in hand and reads off the side the card calls for; a checking adult does the same. Eight rows repeat one idea: the outer boxes are just “before” and “after” the bold middle number.

WHEN TO RETIRE IT

This strip backs up the task; it is not the task itself. Mark “strip out” in the help column whenever it is used so that two sessions stay comparable, and stop setting it out the moment a level runs clean on its own.

CARDS

Level 1 Cards (Color)

6 pieces (3 one more, 3 one less), two numerals to choose from. Print on cardstock, snip along the dashed guides. This is the color tile set; the same pieces repeat on page 12 in the ink-saver set.

23 One more (+1) 22 24 . 1	41 One more (+1) 40 42 . 2
67 One more (+1) 66 68 . 3	35 One less (-1) 34 36 . 4
59 One less (-1) 58 60 . 5	84 One less (-1) 83 85 . 6

HANDING OVER A LEVEL 1 CARD

Use the same two sentences every time: “Read the number. Is it one more, or one less?” Only two tiles sit under the card, and they are neighbors — flipping the direction lands a child on the OTHER side of the starting numeral, a short, visible hop rather than a guess among many numbers. A gentle opener for a brand-new box.

WHY THE CORNER HAS DOTS

A single dot in the corner marks a Level 1 piece. Drop the whole box on the floor and the dots sort it again without anyone reading a numeral. Page 16 lists every piece by the tiny figure printed in that same corner.

CARDS

Level 3 Cards (Ink-Saver)

6 pieces (3 one more, 3 one less), four numerals to choose from. Print on cardstock, snip along the dashed guides. This is the ink-saver (black and white) tile set; the same pieces repeat on page 9 in the color set.

21 One more (+1) 20 21 22 23 ... 1	47 One more (+1) 46 47 48 49 ... 2
69 One more (+1) 68 69 70 71 ... 3	39 One less (-1) 37 38 39 40 ... 4
63 One less (-1) 61 62 63 64 ... 5	91 One less (-1) 89 90 91 92 ... 6

HANDING OVER A LEVEL 3 CARD

Four tiles in a row now — the repeated starting numeral, a tile one STEP past where the answer actually sits, and the flipped-direction pick, surrounding the real answer all together. Nothing else in the box asks a student to sort this many close options at once. Three dots in the corner.

SHUFFLING LEVELS TOGETHER

Once Level 3 feels easy, pull a small stack from across all three sets and hand it over mixed. The dot count sorts the pieces back into their bags afterward. Write “mixed” on that data-sheet row so the percent is read against pieces of varied difficulty, not one level alone.

 LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the one-more-or-one-less tile correctly 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								

WORKING OUT THE PERCENT

Divide cards correct by cards given, multiply by 100, round to the nearest whole number. A piece counts correct only when exactly one numeral is marked and it is genuinely one more or one less than the starting numeral, in whichever direction that piece names; two marks, or none, count toward “given” but not toward “correct.” “Cards used” lists which pieces were handed over that sitting.

YOUR OWN SHORTHAND FOR THE HELP COLUMN

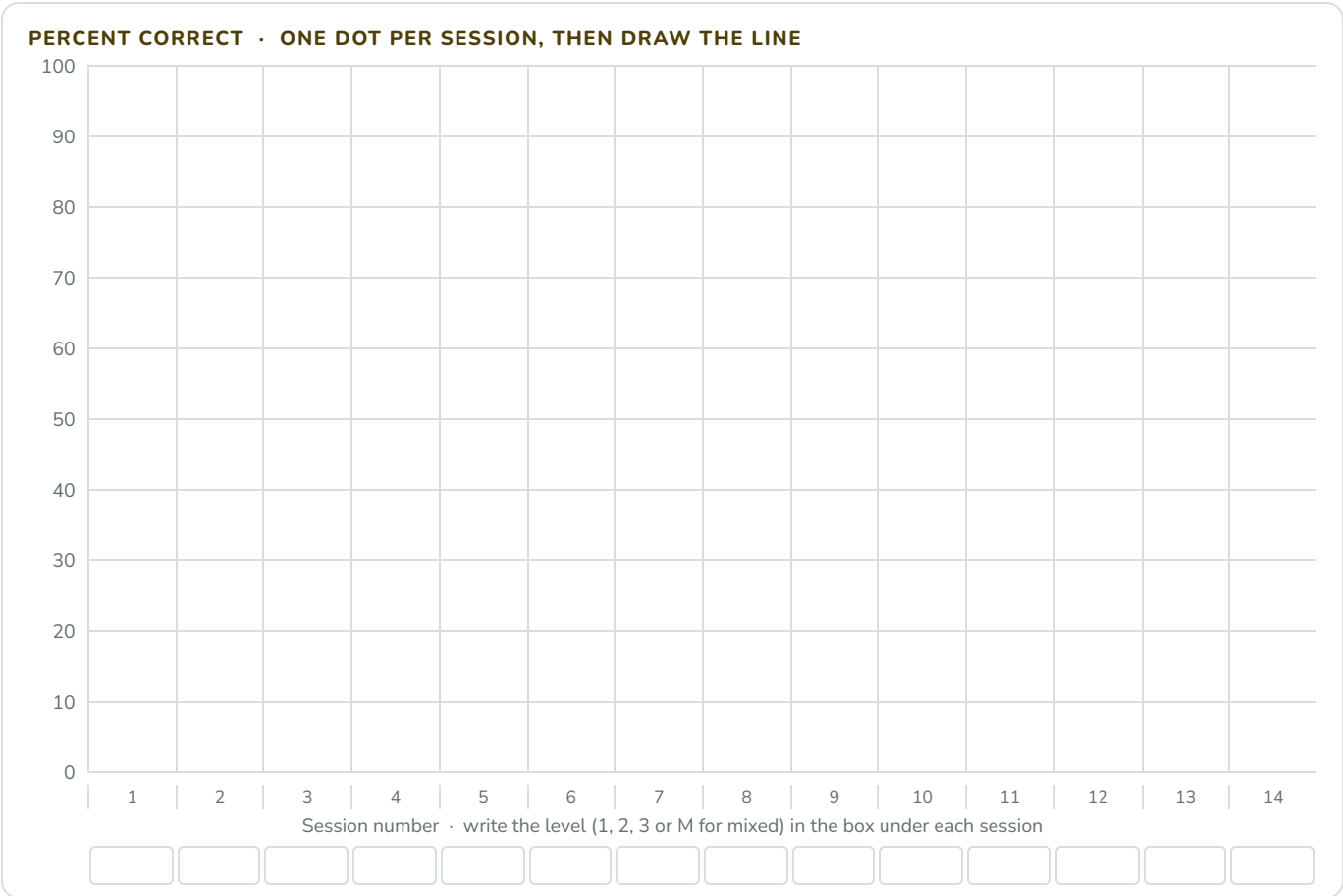
Jot down what actually happened — nothing offered, pointed at the strip, read the starting numeral aloud side by side. Reuse the same short phrases sitting after sitting so rows line up against each other. Nothing here hands you a prompting ladder or a fading plan; write your own team’s.

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.

Maya is a made-up student, and every mark below is invented to match. 8 sittings with this box, stepping up a level once the percent held at the team's own criterion across two sittings in a row.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	9/9	L1	1–6	4	6	67%	Asked what changes by one before showing the choices
2	9/11	L1	1–6	6	6	100%	None
3	9/16	L2	1–6	3	6	50%	Pointed to the number line
4	9/18	L2	1–6	5	6	83%	Read the starting number aloud together
5	9/23	L2	1–6	6	6	100%	None
6	9/25	L3	1–6	3	6	50%	Read the starting number aloud together
7	9/30	L3	1–6	5	6	83%	Pointed to the number line
8	10/2	L3	1–6	6	6	100%	None

WALKING THROUGH THE TABLE

Sitting 1, Level 1: 4 of 6 pieces, 67 percent. The opening Level 3 sitting landed at 3 of 6, 50 percent — a small dip once the set got harder, which is the shape anyone should expect. The latest sitting sits at 6 of 6, 100 percent. Every percent in this table is nothing more than that row's own correct count over its given count, rounded to a whole number.

A SENTENCE THIS TABLE COULD HAND YOU

"On the one more / one less task box (Level 3, four numerals to choose from), Maya marked the correct numeral on 3 of 6 pieces on 9/25 and 6 of 6 on 10/2 (help given: none)."

WHAT THE PLOTTED LINE WOULD SHOW

8 points left to right, with a new line segment wherever the level changes (page 18); the small level box beneath every point reads 1, 1, 2, 2, 2, 3, 3, 3 for this exact table. The criterion field would carry whatever Maya's own team decided on, never a figure this file hands you.

WHAT THIS SAMPLE DOES NOT CLAIM

One made-up student across 8 sittings. It says nothing about how fast any real student should climb between levels, and sets no typical pace for one more or one less — its only job is showing how the data sheet, the graph and the phrase bank look once genuine numbers sit on them.

FILLING IN THE HELP COLUMN

Every entry names what the adult actually did, in the same handful of words each time — "none," "pointed at the strip," "read the starting numeral aloud together." None of these words Maya; they describe the adult's action only. A row reading "none" in that column beside a 100 percent score is what unaided, independent work looks like on paper.