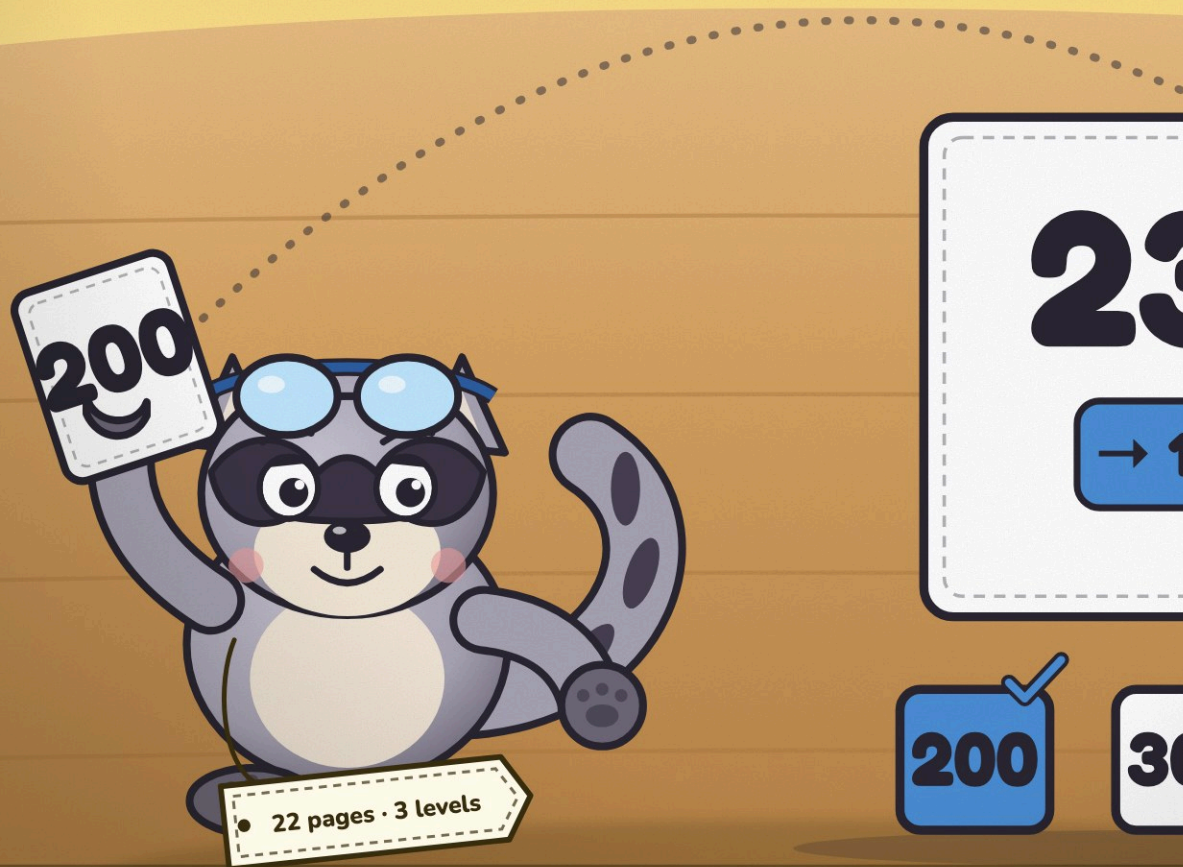
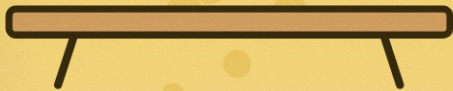


Round to the Nearest Hundred

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



**Hundred Line
(Color)**
HUNDRED 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



Hundred Line (Ink-Saver)
HUNDRED 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

TWO TILE COLORS, ONE BOX

Sections 1 and 2 are the same eighteen 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 names 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 numeral marked and nothing else; what that means for a student is your team's call.

Start Here — Three Steps

Ninety seconds of reading. The cards need scissors and nothing else.



1

Print and cut

Print the hundred 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 number and marks the choice tile that is the nearest hundred — a circle, a clothespin or a chip. Laminated cards wipe clean.

Start at Level 1 unless the student already rounds 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 hundred-rounding cards and a hundred-line reference 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 checking the hundred 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 hundred 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.

HUNDRED LINE

Hundred Line (Color)

Nine rows, one per hundred, each with its own halfway point and the 0–4 / 5–9 tens-digit rule printed beside it. Print once, laminate, keep it with the box.

100	tens 0–4 ← round down	150	tens 5–9 → round up	200
200	tens 0–4 ← round down	250	tens 5–9 → round up	300
300	tens 0–4 ← round down	350	tens 5–9 → round up	400
400	tens 0–4 ← round down	450	tens 5–9 → round up	500
500	tens 0–4 ← round down	550	tens 5–9 → round up	600
600	tens 0–4 ← round down	650	tens 5–9 → round up	700
700	tens 0–4 ← round down	750	tens 5–9 → round up	800
800	tens 0–4 ← round down	850	tens 5–9 → round up	900
900	tens 0–4 ← round down	950	tens 5–9 → round up	1000

HOW THE HUNDRED LINE IS USED

Lay it beside the box, the way a cook tends a thermometer while watching a roast. A child who is unsure finds the row for the given number's hundred and reads the tens digit against the printed rule for that row; a paraprofessional confirming a card does the same. The center tile in every row is the precise halfway point, and this box always rounds it up.

PUT IT AWAY ONCE IT IS NOT NEEDED

The hundred 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 cleanly, and shelve it once a level runs clean without it.

CARDS

Level 1 Cards (Color)

6 cards (3 round up, 3 round down), two numerals 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.

112 Round to the nearest hundred 100 200 . 1	221 Round to the nearest hundred 200 300 . 2
482 Round to the nearest hundred 400 500 . 3	691 Round to the nearest hundred 600 700 . 4
712 Round to the nearest hundred 700 800 . 5	988 Round to the nearest hundred 900 1000 . 6

RUNNING A LEVEL 1 CARD

Hand over one card and keep the question the same every time: "Look at the tens digit. Is this number closer to the hundred below it, or the hundred above it?" Every tens digit on this page is 1, 2, 8 or 9, so one hundred is clearly nearer, like an elevator stopped near the top floor, not the lobby. The other tile is parked a hundred off the mark.

THE DOT CODE

One dot in the corner marks a Level 1 card. If the box gets mixed together, the dots sort it back out without reading a single number. Every card is also listed by its small corner number on the answer key (page 16).

CARDS

Level 3 Cards (Ink-Saver)

6 cards (3 round up, 3 round down), four numerals 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.

350 Round to the nearest hundred 100 200 300 400 ... 1	450 Round to the nearest hundred 200 300 400 500 ... 2
650 Round to the nearest hundred 400 500 600 700 ... 3	243 Round to the nearest hundred 200 300 400 500 ... 4
343 Round to the nearest hundred 300 400 500 600 ... 5	643 Round to the nearest hundred 600 700 800 900 ... 6

RUNNING A LEVEL 3 CARD

Four numerals here. Some cards land exactly halfway between two hundreds — tens digit 5, like an oven dial resting exactly between its 400 and 500 marks. THIS BOX ALWAYS ROUNDS A HALFWAY READING UP, stated plainly, not left for a guess. Tens-digit-4 numbers just short of that midpoint join the pile. Three dots flag this level.

MIXING LEVELS IN ONE BOX

A student who is solid at Level 3 can be given a shuffled pile pulled from all three levels; the dots sort it back out afterward. Write “mixed” in the level column of the data sheet so the percent is read against the right set of cards.

 LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the nearest-hundred 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								

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 is the hundred the given number is truly nearest to; a card with two marks, or none, counts as given and not correct. "Cards used" is the card numbers passed out that session.

THE HELP COLUMN IS YOUR OWN CODE

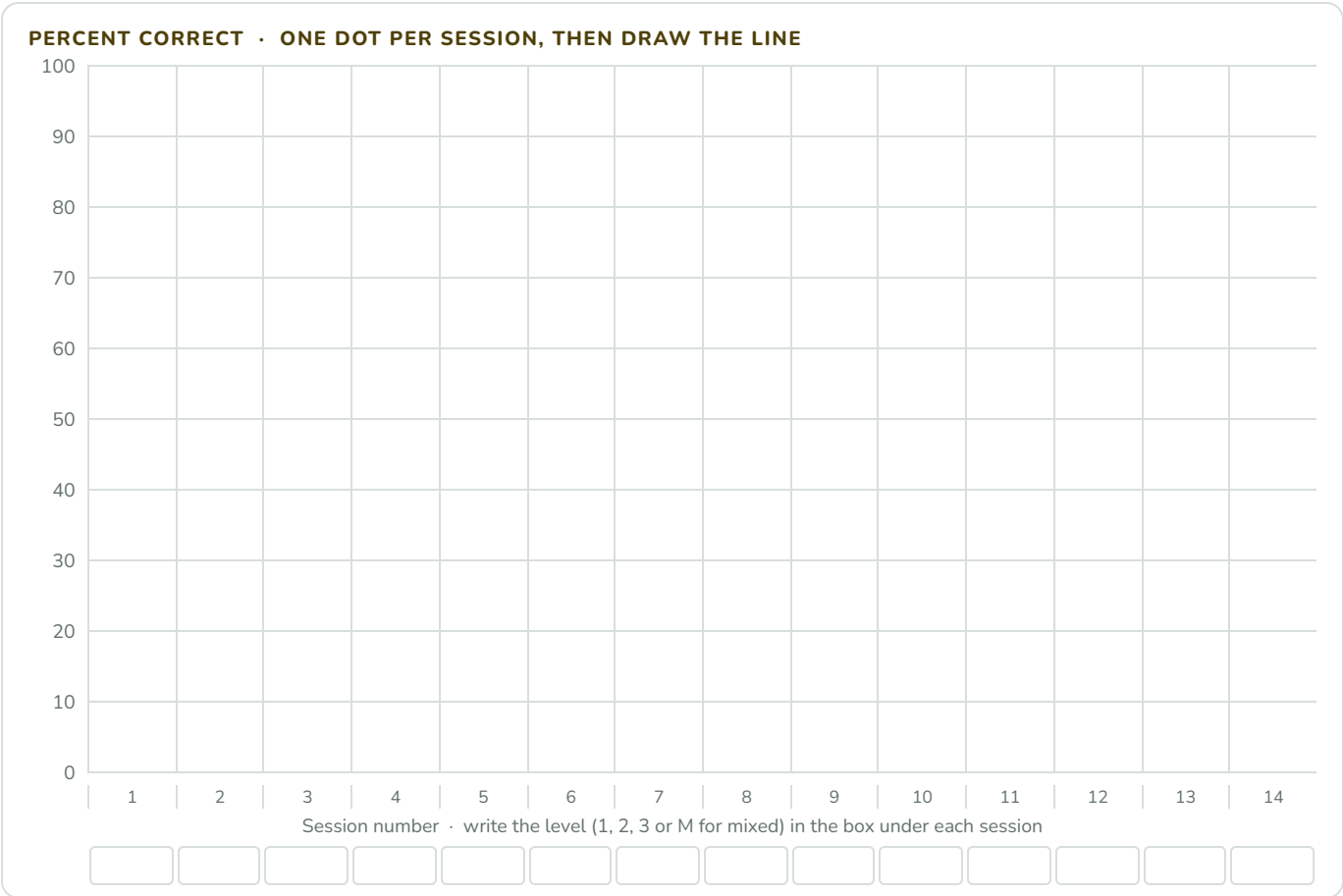
Write what actually happened — nothing, pointed to the hundred line, named the tens digit together. Keep the same short words every session so two rows line up cleanly. This file does not supply a prompt hierarchy or a fading rule; that is your team's plan to write.

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.

Jordan is invented, and so is every mark on this page. 8 sessions on this task box, moving up a level once the percent held at the team's own criterion for two sessions running.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	10/5	L1	1–6	3	6	50%	Named the hundred on each side before choosing
2	10/7	L1	1–6	6	6	100%	None
3	10/13	L2	1–6	4	6	67%	Pointed to the hundred line
4	10/15	L2	1–6	5	6	83%	Named the tens digit aloud together
5	10/20	L2	1–6	6	6	100%	None
6	10/22	L3	1–6	4	6	67%	Named the tens digit aloud together
7	10/27	L3	1–6	5	6	83%	Pointed to the hundred line
8	10/29	L3	1–6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 3 of 6 cards, 50 percent. The first Level 3 session was 4 of 6, 67 percent — a dip on the harder set, which is the expected shape. The most recent session is 6 of 6, 100 percent. Every percent above comes straight from 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 rounding to the nearest hundred task box (Level 3, four numerals to choose from), Jordan marked the right numeral on 4 of 6 cards on 10/22 and 6 of 6 on 10/29 (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 Jordan's own 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 rounding to the nearest hundred — 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 names what the adult did, in the same short words each time — "none," "pointed to the hundred line," "named the tens digit together." None of them is a label for Jordan. A row that reads "none" in the help column and 100 percent in the score is what independent work looks like on paper.