

Skip Counting by 100s

TASK BOX



100	?	300	400
200	500	900	

What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

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01 The Color Set

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**Hundreds
Reference (Color)**
REFERENCE

6



**Level 1 Cards
(Color)**
CARDS

7



**Level 2 Cards
(Color)**
CARDS

8



**Level 3 Cards
(Color)**
CARDS

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02 The Ink-Saver Set

PAGES 11–14



**Hundreds
Reference (Ink-
Saver)**
REFERENCE

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**
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**Task Box Data
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TWO TILE COLORS, ONE BOX

Sections 1 and 2 hold the same cards twice: accent-colored tiles for a classroom box, black-on-white tiles for a photocopier or a take-home copy. Every tile is plain printed text, just the number itself. Nothing on a card names its level except the dot code in the corner.

PRACTICE, NOT A TEST

Independent work practice with a data sheet attached. It counts cards with the correct number marked and nothing else; what that 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 reference page and the three card pages from the color set (pages 6–9) onto cardstock, or the ink-saver set (pages 11–14) onto plain paper. Laminate if the box is going into a rotation.

Cut along every dashed line. Keep each level bagged separately — the dot code will reassemble a mixed-up box without anyone reading a number aloud.



2

Run the cards

Hand over one card and keep the spoken line identical every time (page 21). The child reads the numbers shown, works out the missing hundred, and marks a single choice — a circle, a clip, a chip.

Begin at Level 1 unless the student already counts into the thousands without support; the answer key (page 16) lists 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, with whatever 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 debuts.

WHAT THIS FILE IS

A fillable PDF holding cut-apart skip-counting-by-hundreds cards and a built-in reference page, plus the data pages behind them. The cards are a print task (a number gets circled, clipped or covered); the data sheet, graph, family page and headers take typed input. It runs offline, needs no account, and prints identically on any machine.

WHAT THIS FILE IS NOT

Not an editable slideshow or word processor file, and not a test of anything. It carries no prompt hierarchy, fading plan or mastery rule — it only describes how to run the cards already printed and how to count what happened.

THE RULE EVERY PAGE HERE FOLLOWS

Nothing in this file decides what a percent means for a student, when a level changes, or what a goal should say. Every one of those stays a blank you fill from your own team's plan and your district's wording.

IF SOMETHING ISN'T WORKING

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

A student only answers by reading straight off the reference strip. Expected early on; retire the strip once a level runs clean without it. The **Ask a Question** tab on the product page reaches me, and any fix ships as a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled data sheet, graph or example note is a student record: initials only on anything leaving your hands, first name only on the family page. The cards and reference page stay in the box; the data sheet and graph stay in the student's folder.

REFERENCE

Hundreds Reference (Color)

Three ranges, one per level, each shown in full. Print once, laminate, keep it with the box.

100 TO 1,000 (LEVEL 1)

100	200	300	400	500	600	700	800	900	1000
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100 to 1000, counting by hundreds. 10 numbers in the run.

100 TO 2,000 (LEVEL 2)

100	200	300	400	500	600	700	800	900	1000
1100	1200	1300	1400	1500	1600	1700	1800	1900	2000

100 to 2000, counting by hundreds. 20 numbers in the run.

100 TO 3,000 (LEVEL 3)

100	200	300	400	500	600	700	800	900	1000
1100	1200	1300	1400	1500	1600	1700	1800	1900	2000
2100	2200	2300	2400	2500	2600	2700	2800	2900	3000

100 to 3000, counting by hundreds. 30 numbers in the run.

HOW TO USE THIS PAGE

Keep it next to the box. A student who gets stuck finds the matching strip and reads off the hundred that belongs in the gap; an adult checking an answer does exactly the same thing. Each strip runs the whole count in order, with nothing else printed on it.

RETIRING IT ONCE IT IS NOT NEEDED

This page supports the task; it is not the task. Note on the data sheet whether it was out ("strip out" in the help column) so two sessions compare fairly, and put it away once a level runs clean without it.

WHY THREE STRIPS INSTEAD OF ONE

Every level counts by the same hundred, but over a different stretch of numbers, so this page keeps the three ranges on three separate strips rather than one long line that would run off the page. A Level 2 card is always checked against the 100–2,000 strip, never a shorter or longer one.

A LAMINATING NOTE

One print of this page covers the whole box; the strips never change. Laminate it alongside the three card pages once, and it holds up for the life of the set.

CARDS

Level 1 Cards (Color)

6 cards, counting by hundreds, 100–1000, a pick between two numbers. 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.

100 200 300 ? Missing number 400 700 1	200 300 400 ? Missing number 200 500 2
300 400 500 ? Missing number 600 900 3	400 500 600 ? Missing number 400 700 4
500 600 700 ? Missing number 500 800 5	600 700 800 ? Missing number 600 900 6

OPENING THE TWO-CHOICE SET

Hand over one card and keep the wording identical every round: “Skip count by one hundred. What number finishes the row?” Picture mile markers along a highway shoulder. The blank sits at the end of every run, so a student only ever climbs ahead, reading on from a marker already in view. The wrong choice sits a full three signs off the true one at minimum, a safe bet every time.

READING THE DOT CODE

A single dot in the corner marks a Level 1 card, the same way a single lit button marks the lobby floor on a hotel elevator panel. Should the stack get shuffled, the dots sort it back without anyone reading a number aloud. Every card is listed on the key (page 16) beside the figure printed in its lower-left corner.

CARDS

Level 3 Cards (Ink-Saver)

6 cards, counting by hundreds, 100–3000, a pick between four numbers. 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.

? 200 300 400 Missing number 100 200 700 1300 ...	? 600 700 800 Missing number 500 600 1000 1700 ...
? 1000 1100 1200 Missing number 900 1000 1500 2100 ...	? 1500 1600 1700 Missing number 1400 1500 1900 2500 ...
? 2000 2100 2200 Missing number 1900 2000 2400 2900 ...	? 2400 2500 2600 Missing number 2300 2400 2800 3000 ...

OPENING THE FOUR-CHOICE SET

Four contenders, numbers up to three thousand. The blank opens the run, before anything already printed — the student works out what led into the run, not where it goes next. One decoy option is the hundred sitting one step past the gap, already in view. Scanning for a familiar number takes the lure; rebuilding the order does not. Three dots mark this set.

COMBINING ALL THREE RANGES

Once Level 3 is steady, hand over a shuffled pull of cards from all three ranges at once, the way a carrier resorts mail along a route — the dot code sorts it back out afterward. Mark that batch “mixed” on the data sheet so the score is read against the right group of cards.

LOG

Task Box Data Sheet

One row per session. It records one thing: whether the missing hundred on each card was 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								

TURNING MARKS INTO A PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. A card counts as correct only when exactly one number is marked and it completes the run; a card with two marks, or none, counts toward cards given but not toward cards correct. “Cards used” is simply the card numbers handed over that session.

THE HELP COLUMN IS YOUR OWN SHORTHAND

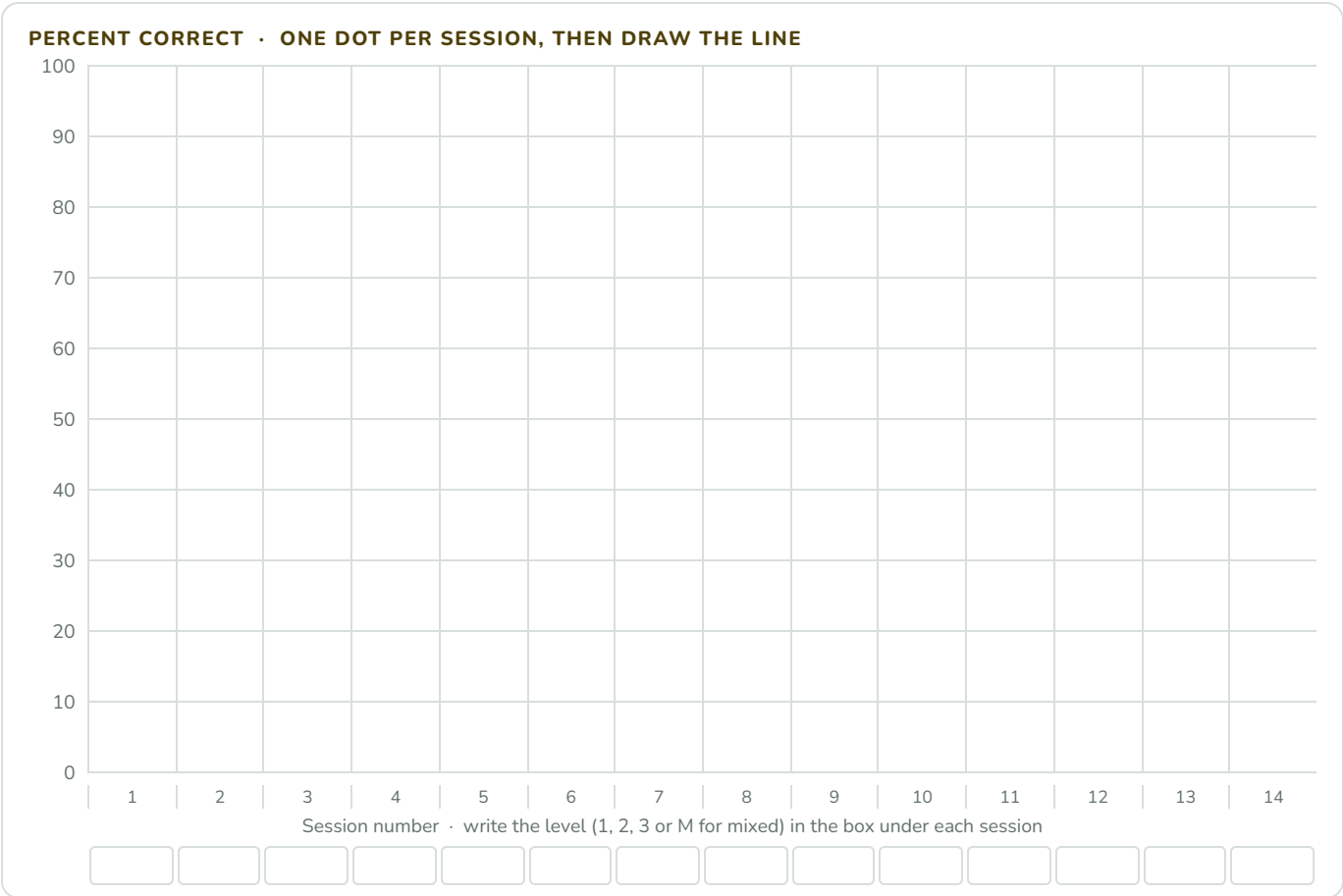
Write what actually happened — nothing, pointed to the strip, counted the hundreds together out loud. Treat it like a pilot’s logbook entry: short and consistent, never a paragraph. Keep the same wording every session so rows stay comparable. This file supplies no prompt hierarchy or fading plan; that stays with your team.

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.

Noor is invented, and every mark on this page is invented along with him. 8 sessions on this box, moving up a level once the percent held at the team's criterion across two sessions in a row.

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	11/3	L1	1–3	2	3	67%	Checked the reference strip
2	11/5	L1	1–6	6	6	100%	None
3	11/10	L2	1–3	2	3	67%	Counted the hundreds out loud together
4	11/12	L2	1–5	4	5	80%	Checked the reference strip
5	11/17	L2	1–6	6	6	100%	None
6	11/19	L3	1–3	2	3	67%	Counted the hundreds out loud together
7	11/24	L3	1–5	4	5	80%	Checked the reference strip
8	11/26	L3	1–6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 2 of 3 cards, 67 percent. The first Level 3 session was 2 of 3, 67 percent — a dip against the wider range, which is the expected shape. The most recent session reads 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 skip-counting-by-100s task box (Level 3, a pick between four numbers), Noor marked the correct number on 2 of 3 cards on 11/19 and 6 of 6 on 11/26 (help given: none)."

HOW THE GRAPH WOULD READ

8 dots across, a new line segment starting at every level change (page 18); the level box beneath each session reads 1, 1, 2, 2, 2, 3, 3, 3 for this table. The criterion field would carry whatever Noor's team actually wrote, not a figure this file supplies.

WHAT THIS EXAMPLE DOES NOT SHOW

One invented student's 8 sessions. It does not forecast how fast any real student climbs between levels, and it sets no typical pace for counting by hundreds — it exists only to show how the data sheet, graph and phrase bank read once real numbers land on them.

THE HELP COLUMN, FILLED IN

Every entry records what the adult actually did, worded the same way each time — "none," "pointed to the strip," "counted the hundreds together out loud." None of it labels Noor. A row reading "none" in the help column alongside a 100 percent score is what independent work looks like on paper.