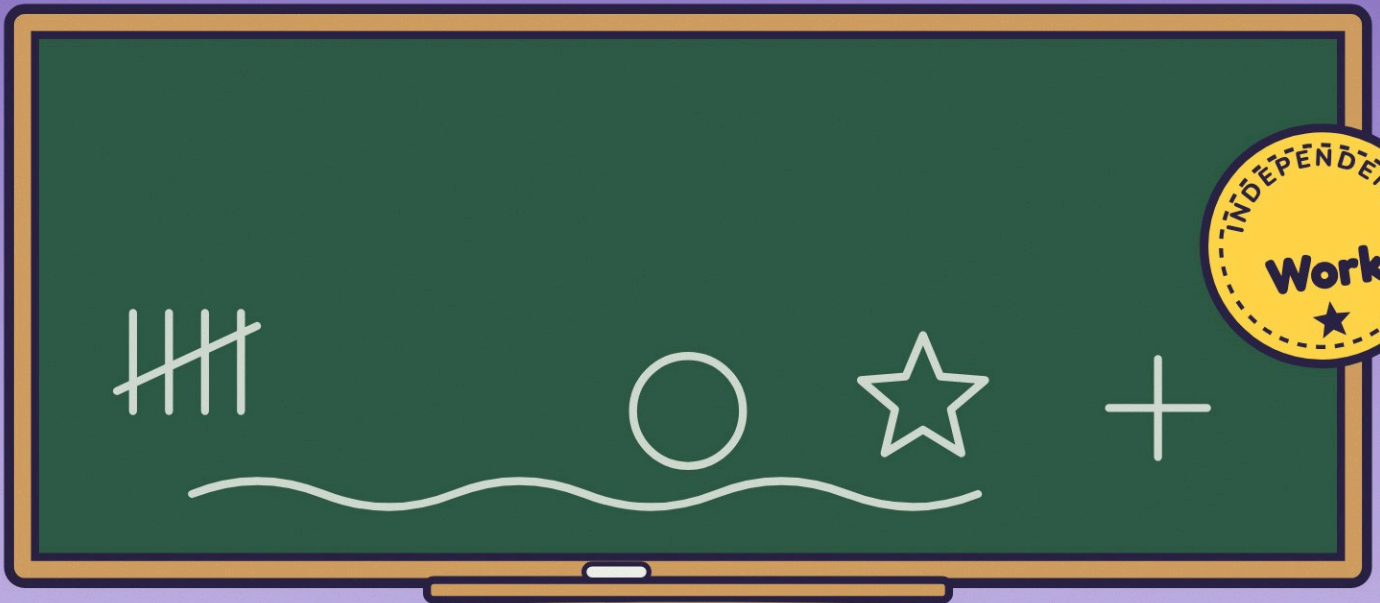


Skip Counting by 2s, 5s and 10s

TASK BOX



5	?	15	20

10 ✓	30	50
------	----	----

10

• 22 pages • 3 levels

What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE **4**

01 The Color Set

PAGES 6–9



**Skip-Counting
Reference (Color)**
REFERENCE **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



**Skip-Counting
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**
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 cards twice: accent-colored tiles for a classroom box, black-on-white tiles for a photocopier or a copy that goes home. No picture on either set — every tile is plain printed text, the number itself. 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 number marked and nothing else; what that means for a student is 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) 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 numbers shown, works out the missing one, 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 counts by fives and tens 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 skip-counting cards and a reference page built in, plus the data pages behind them. The cards are a print task (a number 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 counting on the reference page. That is expected at first; put it 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 reference page live in the box; the data sheet and graph stay in the student's folder so the trend is the first thing anyone finds.

REFERENCE

Skip-Counting Reference (Color)

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

COUNTING BY 10S (LEVEL 1)

10	20	30	40	50	60	70	80	90	100
----	----	----	----	----	----	----	----	----	-----

10 to 100, counting by 10s. 10 numbers in the run.

COUNTING BY 5S (LEVEL 2)

5	10	15	20	25	30	35	40	45	50
55	60	65	70	75	80	85	90	95	100

5 to 100, counting by 5s. 20 numbers in the run.

COUNTING BY 2S (LEVEL 3)

2	4	6	8	10	12	14	16	18	20
22	24	26	28	30	32	34	36	38	40

2 to 40, counting by 2s. 20 numbers in the run.

HOW THE REFERENCE PAGE IS USED

Lay it beside the box. A child who is unsure finds the run on the matching strip and reads the number that would fill the blank; an aide who is checking does the same. Each strip shows its whole count, in order, and nothing else printed on it.

FOLD IT AWAY WHEN IT IS NOT NEEDED

The reference page is a support, not part of the task. Note on the data sheet whether it was out ("reference out" in the help column) so two sessions can be compared, and put it away once a level runs clean without it.

WHY THREE SEPARATE STRIPS

Each level counts by its own step — tens, fives or twos — so this page keeps the three counts on three separate strips rather than mixing them on one number line. A card from Level 2 is always answered against the fives strip, never the tens or twos strip.

LAMINATING TIP

One print of this page covers the whole box — the strips do not change by level. Laminate it once, alongside the three card pages, and it lasts the life of the set.

CARDS

Level 1 Cards (Color)

6 cards, counting by tens, 10–100, two numbers 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.

10 20 30 ? Missing number 40 70 1	30 40 50 ? Missing number 20 60 2
50 60 70 ? Missing number 40 80 3	70 80 90 ? Missing number 60 100 4
20 30 40 ? Missing number 50 80 5	60 70 80 ? Missing number 60 90 6

STARTING THE TENS SET

Pass over a single card and keep the wording identical every round: “Skip count by ten. What is next?” The blank is always the last number in the run, so the student always keeps climbing the same direction. The decoy sits a full three tens away at minimum, which keeps this opening set forgiving.

READING THE CORNER MARKS

A single corner mark flags a tens card. Should the stack get shuffled, those marks sort it back without anyone reading a number aloud. Every card shows up on the key (page 16) under the small figure printed in its lower-left corner.

CARDS

Level 3 Cards (Ink-Saver)

6 cards, counting by twos, 2–40, four numbers 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.

? 4 6 8 Missing number 2 4 14 18 ...	? 12 14 16 Missing number 10 12 22 26 ...
? 22 24 26 Missing number 6 20 22 32 ...	? 32 34 36 Missing number 16 30 32 38 ...
? 18 20 22 Missing number 4 16 18 34 ...	? 30 32 34 Missing number 8 28 30 38 ...

STARTING THE TWOS SET

Four candidates to weigh. The blank is always the first number in the run — the student has to reconstruct what led INTO the printed run, not extend past it. One trap option is the figure sitting one step after the gap, already visible elsewhere on the same card. A student scanning for a familiar shape falls for it; a student tracing the actual order does not. Three corner marks flag this set.

SHUFFLING SETS TOGETHER

Once a learner is steady on the twos, hand over a shuffled batch pulled from all three sets at once; the corner marks resort it afterward. Log that batch as “shuffled” on the tracking sheet so the score is read against the correct group of cards.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the missing number 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 number is marked and it is the one that completes the run; 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

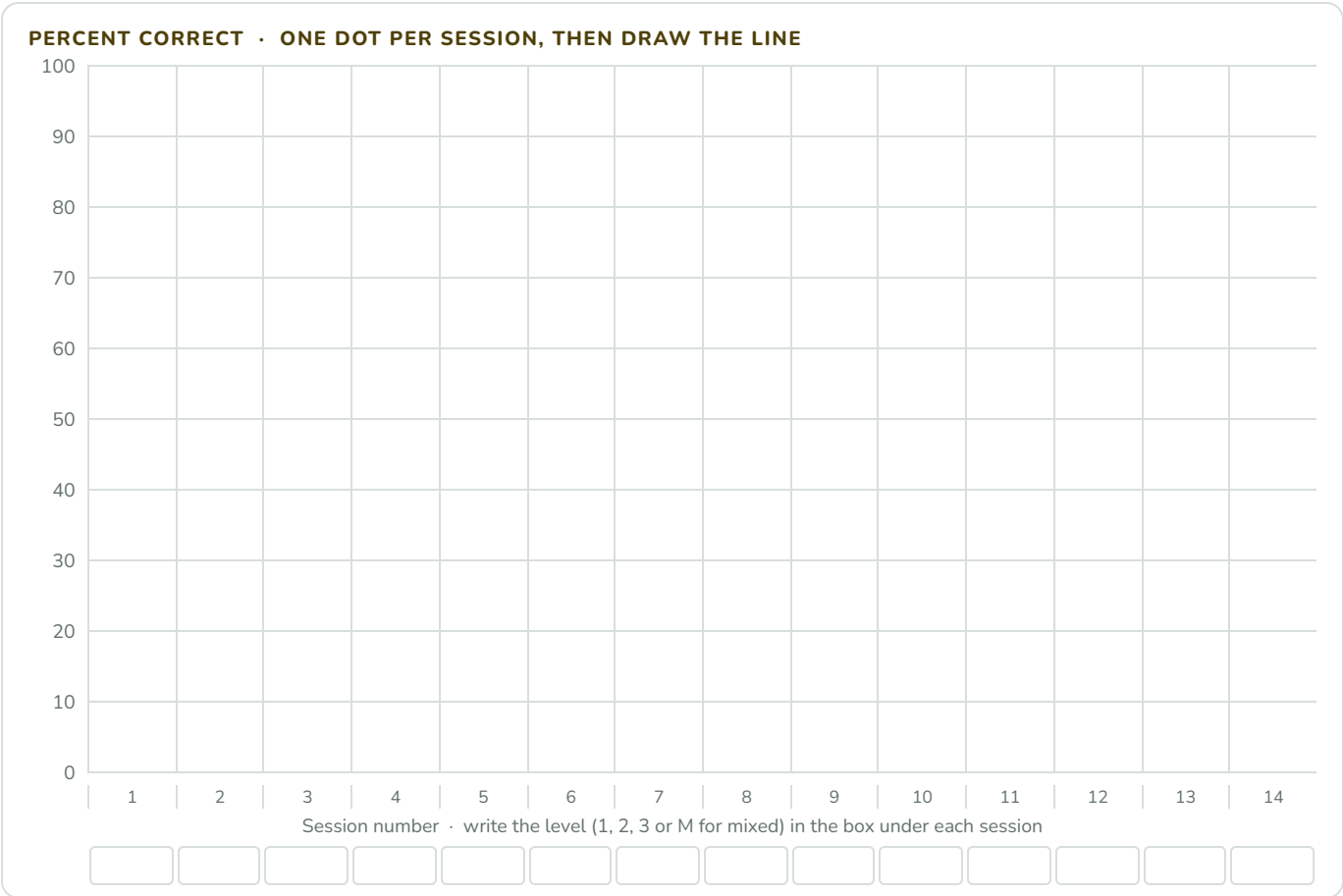
Write what you actually did — nothing, pointed to the reference page, counted the run aloud together. Use the same short words every session so two rows can be compared. This file does not supply a prompt hierarchy or a fading rule; that is your team’s plan.

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.

Marisol 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	9/9	L1	1–2	1	2	50%	Pointed to the reference sheet
2	9/11	L1	1–4	4	4	100%	None
3	9/16	L2	1–2	1	2	50%	Counted the numbers aloud together
4	9/18	L2	1–4	3	4	75%	Pointed to the reference sheet
5	9/23	L2	1–4	4	4	100%	None
6	9/25	L3	1–2	1	2	50%	Counted the numbers aloud together
7	9/30	L3	1–4	3	4	75%	Pointed to the reference sheet
8	10/2	L3	1–4	4	4	100%	None

READING THE NUMBERS

Session 1, Level 1: 1 of 2 cards, 50 percent. The first Level 3 session was 1 of 2, 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 skip-counting task box (Level 3, four numbers to choose from), Marisol marked the right number on 1 of 2 cards on 9/25 and 4 of 4 on 10/2 (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 Marisol'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 skip counting — 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 is what the adult did, in the same short words each time — "none," "pointed to the reference page," "counted the run aloud together." None of them is a label for Marisol. A row that reads "none" on the help column and 100 percent on the score is what independent work looks like on paper.