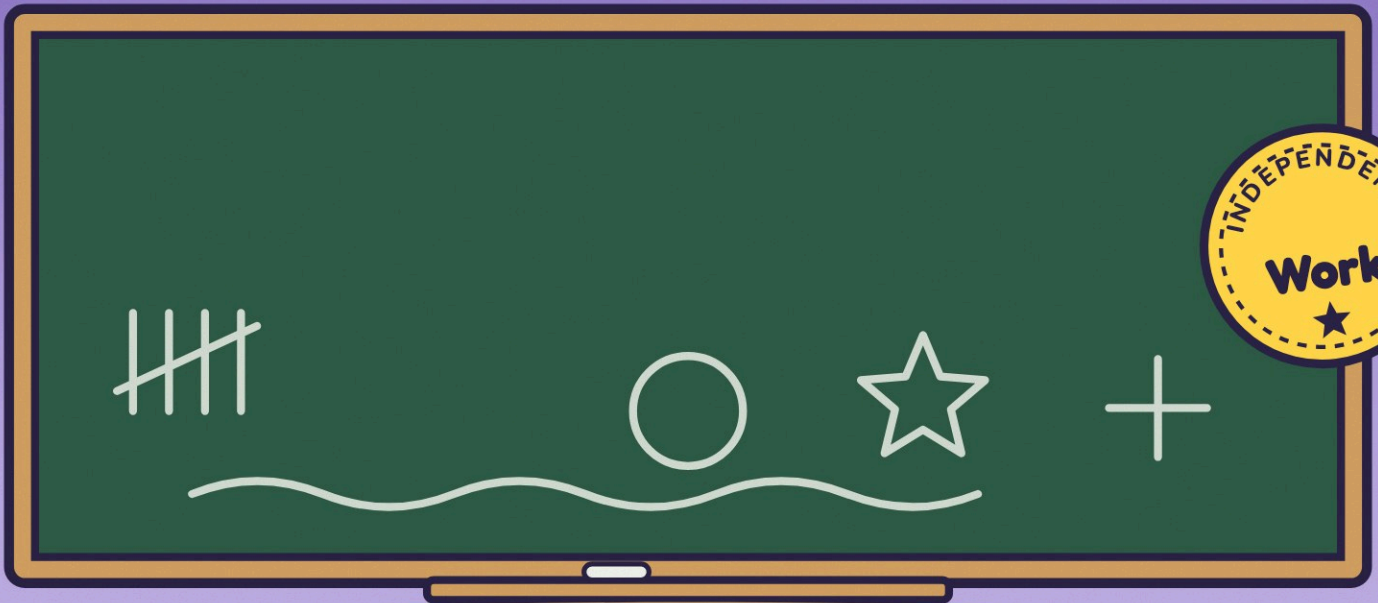


Skip Counting by 3s, 4s and 6s

TASK BOX



4	?	12	16

8 ✓	20	32
-----	----	----

• 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 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 — 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 one, and marks a single choice — a circle, a clip, a chip.

Begin at Level 1 unless the student already counts by fours and sixes 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 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

Skip-Counting Reference (Color)

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

COUNTING BY 3S (LEVEL 1)

3	6	9	12	15	18	21	24	27	30
33	36	39	42	45	48	51	54	57	60

3 to 60, counting by 3s. 20 numbers in the run.

COUNTING BY 4S (LEVEL 2)

4	8	12	16	20	24	28	32	36	40
44	48	52	56	60	64	68	72	76	80

4 to 80, counting by 4s. 20 numbers in the run.

COUNTING BY 6S (LEVEL 3)

6	12	18	24	30	36	42	48	54	60
66	72	78	84	90	96	102	108	114	120

6 to 120, counting by 6s. 20 numbers in the run.

USING THE REFERENCE PAGE

Set it beside the box. A student who is stuck finds the matching strip and reads off the number that belongs in the gap; an adult checking an answer does exactly the same thing. Each strip runs its whole count, start to finish, with nothing else printed on it.

PUTTING IT AWAY ONCE IT IS NOT NEEDED

The reference 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 retire it once a level runs clean without it.

WHY THREE STRIPS INSTEAD OF ONE LINE

Threes, fours and sixes are three separate counts, so this page keeps them on three separate strips instead of crowding them onto a single number line. A Level 2 card is always checked against the fours strip — never the threes or sixes strip.

A LAMINATING NOTE

One print of this page covers the entire box; the strips never change by level. 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 threes, 3–60, 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.

3 6 9 ? Missing number 12 21 1	9 12 15 ? Missing number 9 18 2
21 24 27 ? Missing number 18 30 3	33 36 39 ? Missing number 30 42 4
15 18 21 ? Missing number 24 36 5	45 48 51 ? Missing number 36 54 6

OPENING THE THREES SET

Hand over a single card and keep your line exactly the same every round: “Count by three. What number finishes the row?” The blank sits at the end of every run, so a student only ever climbs forward, never backtracks mid-card. The wrong answer sits a full nine numbers off the true one at minimum, which keeps this first set nearly foolproof.

READING THE DOT CODE

A single dot in the corner flags a threes card. If the stack gets shuffled, those dots sort everything back without reading a single 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 sixes, 6–120, 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.

? 12 18 24 Missing number 6 12 54 90 1	? 36 42 48 Missing number 12 30 36 78 2
? 60 66 72 Missing number 24 54 60 96 3	? 84 90 96 Missing number 42 78 84 114 4
? 24 30 36 Missing number 18 24 66 108 5	? 102 108 114 Missing number 36 96 102 120 6

OPENING THE SIXES SET

Four candidates. The blank opens the run, before anything already printed — the student figures out what led into the run already printed, not where it goes next. One trap candidate is the number sitting one step past the gap, already in view on the card. Scanning for a familiar shape takes the bait; rebuilding the order does not. Three dots mark this set.

MIXING THE SETS LATER

Once the sixes are steady, hand over a shuffled pull from all three sets at once — the dot code sorts it back out afterward. Mark that batch “mixed” on the data sheet so the score gets read against the right group of cards.

LOG

Task Box Data Sheet

One row per session. It tracks one thing only: whether the card's missing number 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								

WORKING OUT THE 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 cards correct. "Cards used" is simply the card numbers handed over that session.

THE HELP COLUMN IS YOUR SHORTHAND

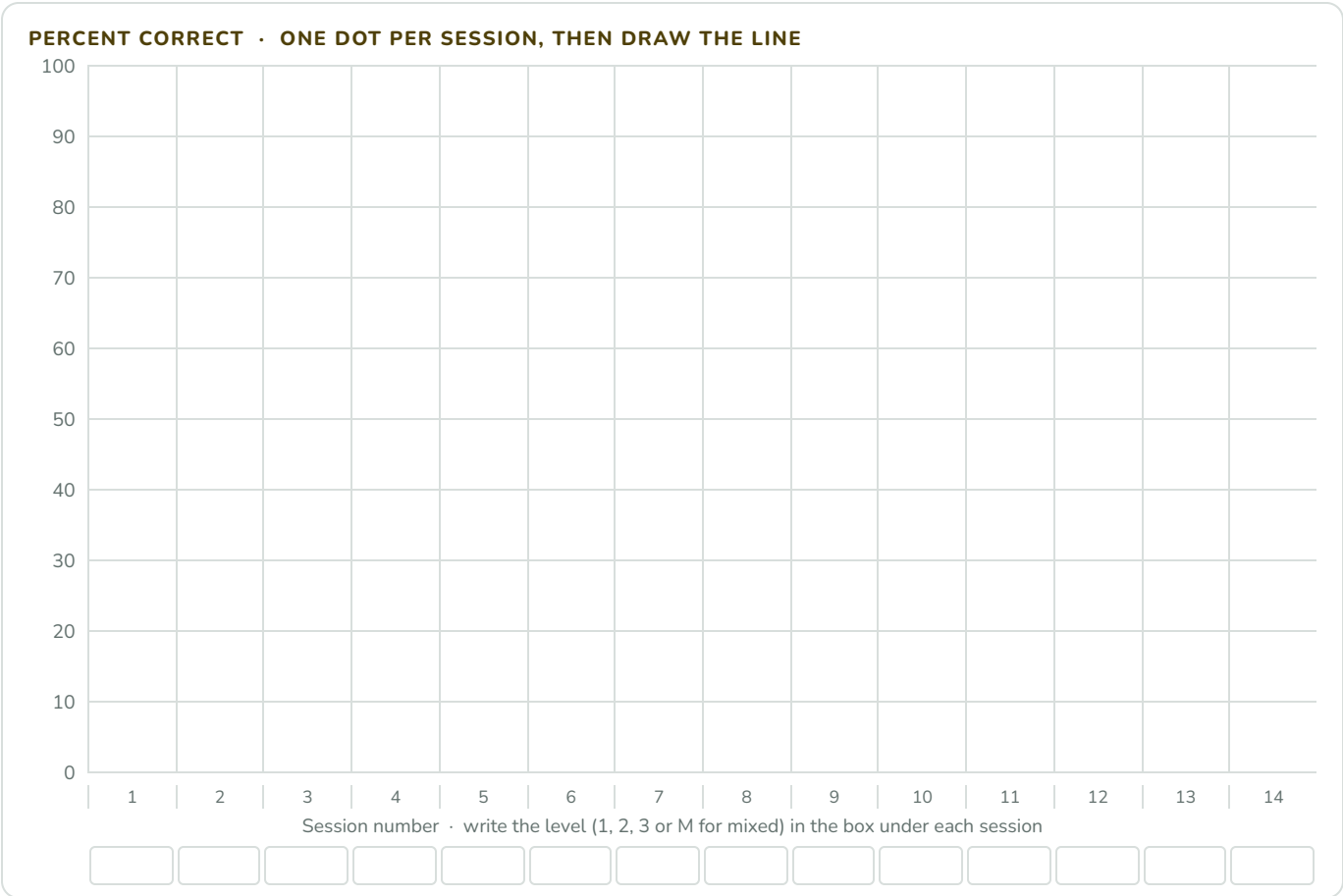
Write what actually happened — nothing, pointed to the strip, counted the run together out loud. Keep the same short wording every session so rows stay comparable. This file supplies no prompt hierarchy or fading plan; that stays with your team.

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.

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

#	DATE	LEVEL	CARDS USED	CORRECT	GIVEN	PERCENT	HELP GIVEN
1	10/6	L1	1–3	2	3	67%	Checked the number strip
2	10/8	L1	1–6	6	6	100%	None
3	10/13	L2	1–3	2	3	67%	Counted it out loud together
4	10/15	L2	1–5	4	5	80%	Checked the number strip
5	10/20	L2	1–6	6	6	100%	None
6	10/22	L3	1–3	2	3	67%	Counted it out loud together
7	10/27	L3	1–5	4	5	80%	Checked the number strip
8	10/29	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 newer set, 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 task box (Level 3, a pick between four numbers), Deshawn marked the correct number on 2 of 3 cards on 10/22 and 6 of 6 on 10/29 (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 Deshawn'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 skip counting — 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 run together out loud." None of it labels Deshawn. A row reading "none" in the help column alongside a 100 percent score is what independent work looks like on paper.