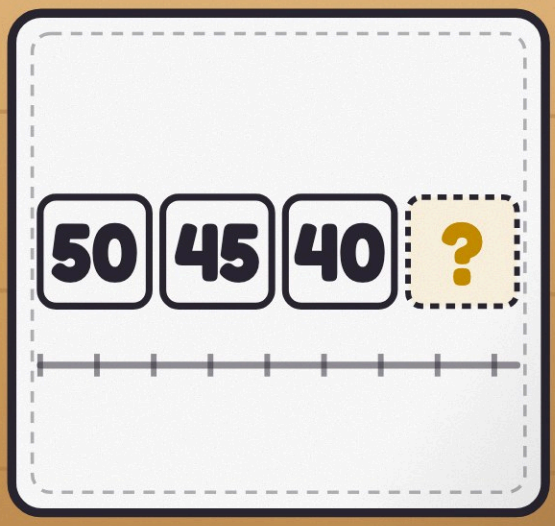
Skip Counting by 5

TASK BOX

INDEPENDENT Work





25 35 55

Special Education · Independent Work · K – 3rd

by Bright Path Sped

PLEASE READ

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TWO TILE COLORS, ONE BOX

Sections 1 and 2 are the same cards twice: accent-colored tiles for a laminated box, black-on-white tiles for the copier or a copy that goes home. No pictures on either set — every tile is the number itself, and a small arrow chip says up or back. A dot code in the corner is the only mark of the level.

PRACTICE, NOT A TEST

Practice with a data sheet stapled to it. It counts tiles marked right and nothing else; what that means for a student is your team's call.

PREVIEW

01

The Color Set

The count-by-5 chart and every card at three levels, in accent-colored tiles, for a laminated classroom box.

IN THIS SECTION

Count-by-5 Chart (Color) 6

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Count Back Cards (Color) 8

Fill the Gap Cards (Color) 9

PREVIEW

REFERENCE

Count-by-5 Chart (Color)

Every number you say when you count by 5, up and back. Print once, laminate, keep it with the box.

COUNT UP BY 5

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

5 to 100, 20 numbers, read left to right and top to bottom.

COUNT BACK BY 5

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

100 to 5, 20 numbers, read left to right and top to bottom.

LANDMARKS TO FIND FIRST

25 **50** **75** **100**

Every fifth number on the chart is one of these four. Point to each one before counting between them.

USING THE CHART BESIDE THE BOX

Lay it next to the cards. A child who is unsure finds the numbers from the card in a row of the chart and reads on to the next one. The last number in each row of five ends on a 25, 50, 75 or 100 on the up chart; look for those landmarks together first.

PUT IT AWAY WHEN IT IS NOT NEEDED

The chart is a support, not part of the task. Write “chart out” in the help column of the data sheet so two sessions can be compared, and slide it back in the folder once a level runs clean without it. One print, laminated, lasts the whole box.

PREVIEW

CARDS

Fill the Gap Cards (Color)

6 cards, fill the gap, counting by 5, four numbers to choose from. Print on cardstock, cut along the dashed lines. This is the color tile set; the same cards are on page 14 in the ink-saver set.

Count up

10 | 15 | ? | 25 | 30

What is missing?

20 | 25 | 40 | 60

1

Count back

60 | ? | 50 | 45 | 40

What is missing?

30 | 50 | 55 | 80

2

Count up

35 | 40 | 45 | ? | 55

What is missing?

30 | 50 | 55 | 75

3

Count back

95 | 90 | ? | 80 | 75

What is missing?

65 | 80 | 85 | 100

4

Count up

50 | ? | 60 | 65 | 70

What is missing?

35 | 55 | 60 | 85

5

Count back

80 | 75 | 70 | ? | 60

What is missing?

40 | 60 | 65 | 90

6

PREVIEW

STARTING WITH FILL THE GAP

Five numbers this time, with the gap in the middle, so the child has to look at the numbers on both sides. Some cards go up and some go back; the chip on each card says which. One tile is always a number already printed on the card, the one just after the gap. A child who scans for a number they recognize picks it; a child who counts in order does not.

MIXING THE THREE SETS

Once a child is steady on all three, hand over a shuffled stack from every set; the corner dots sort it afterward. Write “mixed” on the data sheet so the score is read against the right group of cards.

02

The Ink-Saver Set

The same chart and the same cards in black-on-white tiles, for a photocopier, a spare box, or a copy that goes home.

IN THIS SECTION

Count-by-5 Chart (Ink-Saver) 11

Count Up Cards (Ink-Saver) 12

Count Back Cards (Ink-Saver) 13

Fill the Gap Cards (Ink-Saver) 14

PREVIEW

CARDS

Count Back Cards (Ink-Saver)

6 cards, count back, counting by 5, three 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 8 in the color set.

Count back

50 45 40 ?

What comes next?

25 35 55

1

Count back

100 95 90 ?

What comes next?

65 85 100

2

Count back

75 70 65 ?

What comes next?

40 60 80

3

Count back

30 25 20 ?

What comes next?

5 15 35

4

Count back

90 85 80 ?

What comes next?

55 75 95

5

Count back

60 55 50 ?

What comes next?

25 45 65

6

PREVIEW

STARTING WITH COUNT BACK

The blank is always the last number in the run, and the run goes down. On 5 of the 6 cards one tile is the number you land on by counting the WRONG way, the first number plus five. A child who answers that tile is counting up when the card says back; say “Which way is the arrow?” and let them look at the chip.

MARKING IT RIGHT

A card counts as correct only when one tile is marked and it finishes the run. Two marks, or none, counts toward cards given but not cards correct. Write both totals on the same row of the data sheet (page 17).

03

Key, Data and Home

Every card answered, a data sheet and graph that turn marked tiles into a percent, a filled example, a family page and a phrase bank.

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PREVIEW

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the right tile 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								

PREVIEW

FIGURING THE PERCENT

Cards correct divided by cards given, times 100, rounded to the nearest whole number. A card is correct when exactly one tile is marked and it finishes the run; a card with two marks, or none, counts as given and not correct. "Cards used" is which card numbers went into the lunch tray, bin or folder that session.

THE HELP COLUMN IS YOUR OWN CODE

Write what you actually did — nothing, pointed to the chart, counted back 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.

NOTES

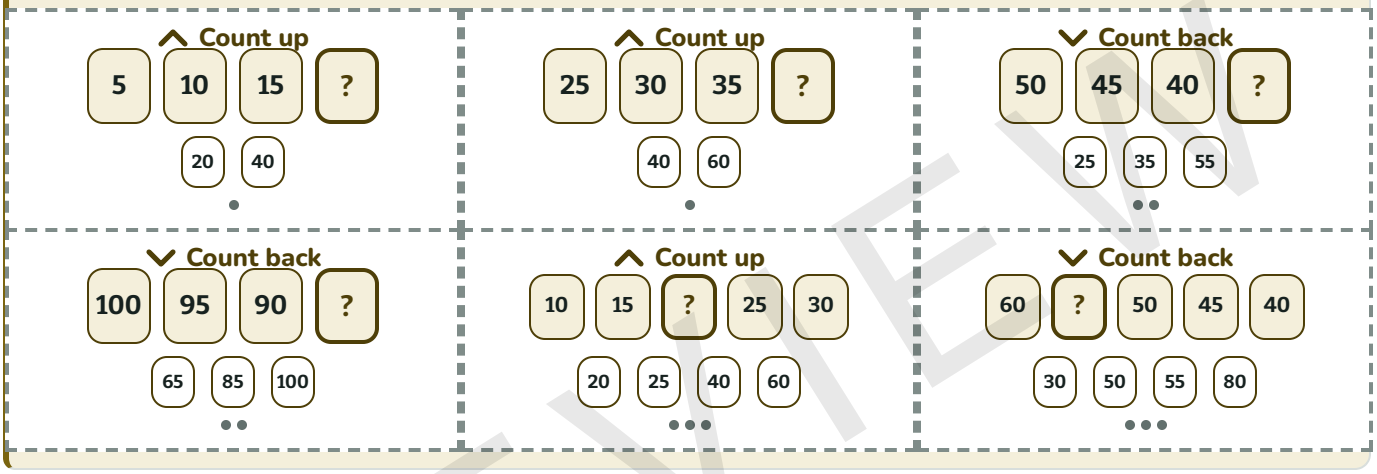
Practice at Home

Send home the week the box is new. No percents and no levels — the data sheet already has those. Six of the same cards the child uses at school.

STUDENT _____ WEEK OF _____ FROM (TEACHER) _____

THE SAME COUNT-BY-5 CARDS WE USE AT SCHOOL (CUT APART, PLAY FOR TWO MINUTES)

Cut the six cards apart. Hand over one and say: “Count by fives. What number goes in the blank?” Your child reads the numbers out loud and circles the tile that fits, or sets a paper clip on it. That is the whole game.



SOMETHING THAT WENT WELL THIS WEEK

_____

_____

WE PLAYED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

THINGS WE COUNTED BY FIVES OUT LOUD

Fingers on one hand, stamps on a sheet of five, the stops on a bus route — anything you can count by fives together, up or back.

_____

_____

QUESTIONS? BEST WAY TO REACH ME _____

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT _____

PREVIEW