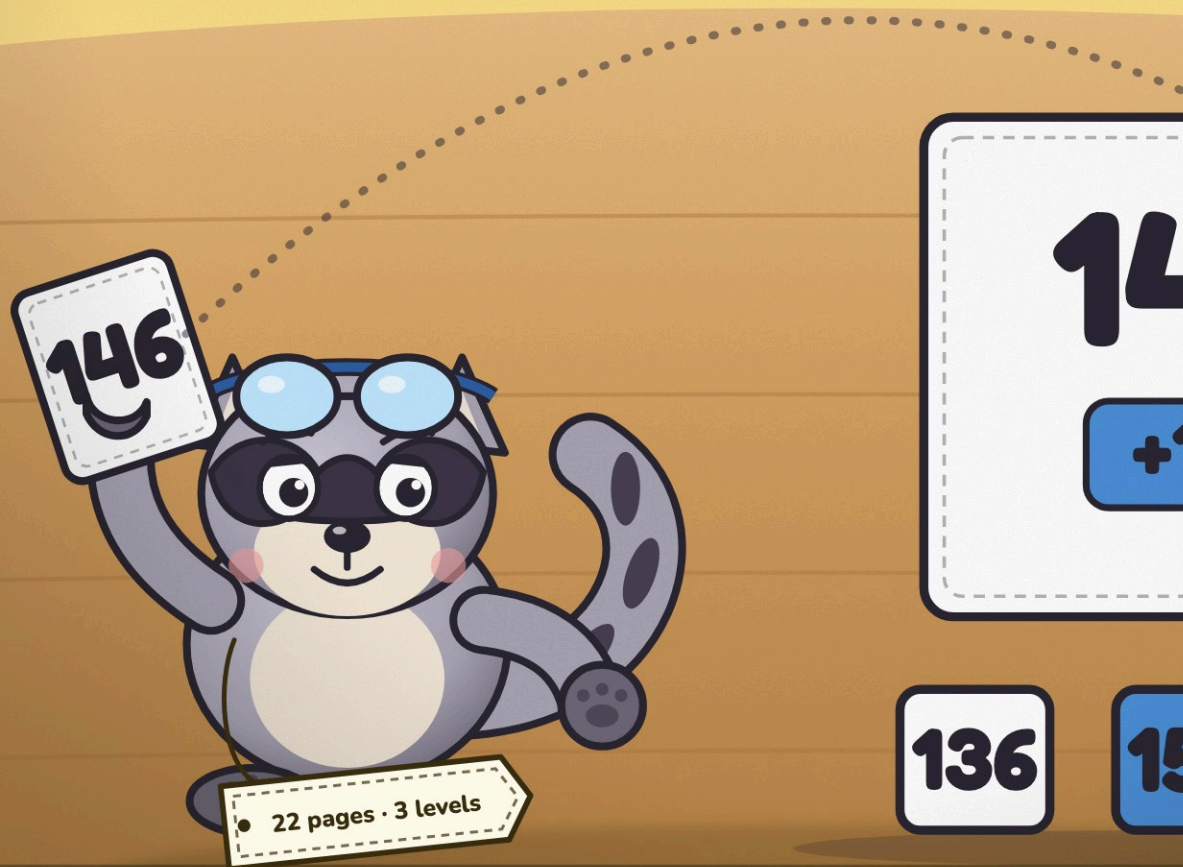
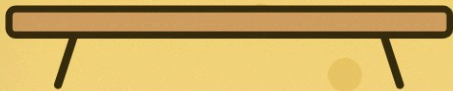


Ten More, Ten Less Within 1,000

TASK BOX



146

+10

136

156

157

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Color Set

PAGES 6–9



Number Line
(Color)
NUMBER 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



Number Line (Ink-Saver)
NUMBER 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 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 says its level except a dot code; the direction stays 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 counts for 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 number 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 numeral and direction on the card and marks one choice tile — a circle, a clothespin or a chip.

Start at Level 1 unless the student already gives ten more or ten less without help; 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, 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 ten-more/ten-less cards for three-digit numbers within 1,000, a number line 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 counting on the number line. 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 number 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.

NUMBER LINE

Number Line (Color)

Eight anchor numbers, each with its ten-less and ten-more neighbor; three anchors sit at a hundred's edge on purpose. Print once, laminate, keep it with the box.

50

← ten less

60

ten more →

70

170

← ten less

180

ten more →

190

285

← ten less

295

ten more →

305

crosses a hundred

388

← ten less

398

ten more →

408

crosses a hundred

591

← ten less

601

ten more →

611

crosses a hundred

700

← ten less

710

ten more →

720

820

← ten less

830

ten more →

840

930

← ten less

940

ten more →

950

USING THE STRIP BESIDE THE BOX

Lay it next to the cards. A student who is not sure finds the printed row closest to the card's starting numeral and reads the tile on whichever side the card names. Three of the eight anchors (295, 398 and 601) sit right where ten more or ten less tips into the next hundred.

PUTTING THE STRIP AWAY

This page backs up the task; it is not the task. Note on the data sheet whenever it was out ("line out" in the help column) so two sessions stay comparable, and stop setting it out once a level runs clean without it — including the boundary-crossing cards.

CARDS

Level 1 Cards (Color)

6 cards (3 ten more, 3 ten less), 2 of which cross into a new hundred, 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.

115 Ten more (+10) 105 125 • 1	395 Ten more (+10) crosses a hundred 385 405 • 2
732 Ten more (+10) 722 742 • 3	258 Ten less (-10) 248 268 • 4
403 Ten less (-10) crosses a hundred 393 413 • 5	876 Ten less (-10) 866 886 • 6

WHAT A LEVEL 1 CARD IS REALLY TESTING

The question is only ever “which way, and how far?” The wrong tile is the SAME starting numeral’s answer going the opposite way — twenty off, too big or too small at a glance. A card marked “crosses a hundred” is run the same way; the hundreds digit changing is not a separate skill.

READING THE DOT CODE

A single dot in the corner means Level 1. If the box spills, sort by dots first and the set rebuilds itself without reading a single numeral. Every card in this set, including which ones cross a hundred, is listed on the answer key (page 16).

CARDS

Level 3 Cards (Ink-Saver)

6 cards (3 ten more, 3 ten less), 2 of which cross into a new hundred, 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.

163 Ten more (+10) 153 172 173 175 ... 1	394 Ten more (+10) crosses a hundred 384 403 404 406 ... 2
715 Ten more (+10) 705 724 725 727 ... 3	286 Ten less (-10) 274 276 277 296 ... 4
602 Ten less (-10) crosses a hundred 591 592 594 612 ... 5	848 Ten less (-10) 837 838 840 858 ... 6

WHAT STACKS UP AT LEVEL 3

Four tiles: the true answer, a one-away near-miss, a two-away near-miss, and the wrong-direction pick, all at once. On a crossing card, BOTH near-misses sit on the far side of the new hundred from the start, so a student tracks the hundreds digit AND the exact ones digit. The hardest sort in this box.

RUNNING A MIXED STACK

Once a student clears Level 3 on its own, pull a small stack across all three dot counts and hand it over shuffled. Write "mixed" on that data-sheet row, and note separately whether any of the mixed cards crossed a hundred, since that is the harder half of the set.

LOG

Task Box Data Sheet

One row per session. It measures one thing: cards with the ten-more-or-ten-less 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								

WORKING OUT THE PERCENT

Cards correct divided by cards given, multiplied by 100, rounded to the nearest whole number. A card counts correct only when exactly one numeral is marked and it is truly ten more or ten less than the starting numeral, in the direction that card prints; two marks, or none, count toward “given” but not “correct.” “Cards used” names which card numbers were handed over that sitting.

YOUR OWN SHORTHAND FOR THE HELP COLUMN

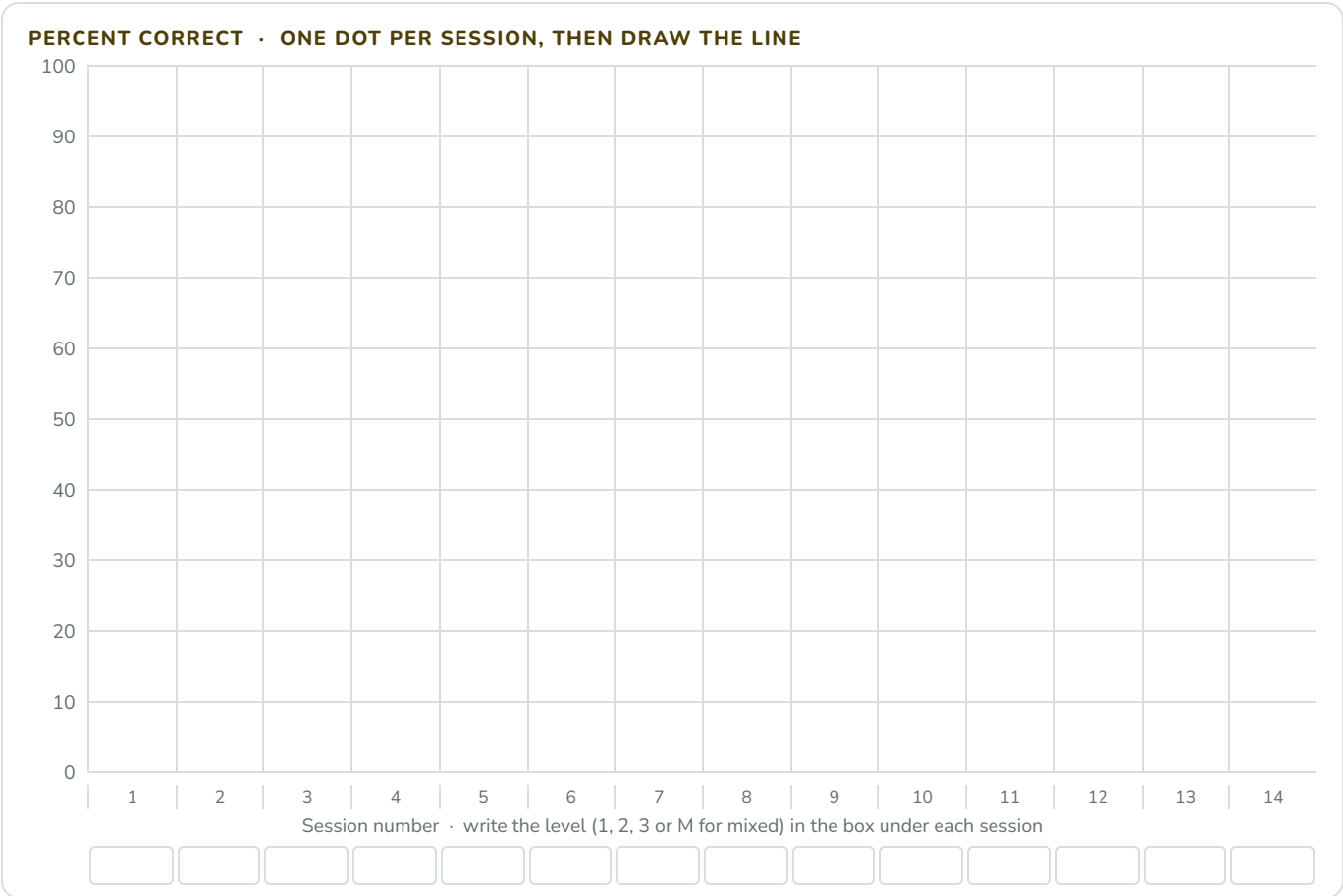
Write down what you actually did — nothing, pointed to the number line, read the starting number aloud together, named the new hundred out loud before showing the choices. Reuse the same short words every session so rows compare cleanly. This file supplies no prompting ladder or fading plan; that stays your team’s own.

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.

Marcus 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	10/6	L1	1–6	4	6	67%	Asked what changes by a hundred before showing the choices
2	10/8	L1	1–6	6	6	100%	None
3	10/13	L2	1–6	4	6	67%	Pointed to the number line
4	10/15	L2	1–6	5	6	83%	Read the starting number aloud together
5	10/20	L2	1–6	6	6	100%	None
6	10/22	L3	1–6	3	6	50%	Read the starting number aloud together
7	10/27	L3	1–6	5	6	83%	Pointed to the number line
8	10/29	L3	1–6	6	6	100%	None

READING THE NUMBERS

Session 1, Level 1: 4 of 6 cards, 67 percent. The first Level 3 session landed at 3 of 6, 50 percent — a dip on the harder set, the shape anyone should expect. The most recent session reads 6 of 6, 100 percent. Every percent above is that row's own correct count divided by its given count, rounded to the nearest whole number — none of it is typed by hand.

A LINE THIS SHEET COULD WRITE

"On the ten more / ten less, within 1,000 task box (Level 3, four numerals to choose from), Marcus marked the right numeral on 3 of 6 cards on 10/22 and 6 of 6 on 10/29 (help given: none)."

WHAT THE GRAPH WOULD SHOW

8 dots across, a fresh line segment starting wherever the level changes (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 Marcus's own team wrote, never a number supplied by this file.

WHAT THIS EXAMPLE IS NOT

One invented student's 8 sessions. It does not predict how fast any real student moves between levels, and it sets no typical pace for crossing a hundred versus staying inside one — it only shows how the data sheet, graph and phrase bank read once real numbers sit on them.

THE HELP COLUMN, FILLED IN

Every entry names what the adult did, in the same short words every time — "none," "pointed to the number line," "read the starting number aloud together." None of it is a label for Marcus. A row reading "none" beside a 100 percent score is what independent work looks like on paper.