

Supply and Bin Visual Labels

SECTION 1 · THE BIN LABELS AND COLOR CARDS

SUPPLY LABELS

Classroom Supply Bin Labels (Color)

All 7 supply labels, cut apart, one per bin, shelf or drawer. This is the color set.



STICKING IT ON THE BIN

Print on cardstock, cut on the dashed lines, and tape or glue the label to the front of the bin, shelf or drawer it names. Cover it with clear tape or a laminate sheet for a bin that gets handled a lot.

A NARROW DRAWER FRONT

These 7 items are also printed as a narrower strip (page 7) sized for a drawer face rather than a bin front.

AN ITEM THIS SET DOES NOT COVER

Use a blank label (page 8): type the item name before printing, or write it by hand, and stick it on the same way.

A PHOTOCOPIER OR A SPARE SET

All 7 items are also printed in black-and-white ink-saver line art (page 10).

Classroom Supply and Bin Visual Labels

Page 6 of 20

+ BRIGHT PATH SPED

BIN LABELS AND COLOR CARDS

SUPPLY LABELS

Shelf and Drawer Labels

Narrow strip label, sized for a drawer front rather than a bin.



Scissors



Crayons



Rulers

THE FULL-SIZE SET

For a bin or a shelf with more room, use the full-size labels instead (page 6).

CUTTING AND STICKING IT ON

Print on cardstock, cut the strip apart on the dashed lines, and tape it flat along the drawer or cubby front. The ink-saver set (page 10) prints the same 7 items if the strip is only run on a photocopier.

drawer faces fit it. A deeper drawer can carry the full-size label

Page 7 of 20

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

20 PAGES

7 SUPPLY ITEMS

FULL + STRIP LABELS

COLOR + INK-SAVER

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Bin Labels and Color Cards

PAGES 6–8



Classroom Supply
Bin Labels (Color)
LABELS

6



Quick Shelf and
Drawer Labels
LABELS

7



Blank Labels
(Type or Write the
Item)
LABELS

8

02 The Ink-Saver Labels

PAGE 10



Classroom Supply
Bin Labels (Ink-
Saver)
LABELS

10

03 Using It, Data and Home

PAGES 12–19



How to Use the
Supply Labels
REFERENCE

12



Supply Return Log
LOG

13



Weekly Roll-Up
and Graph
TRACKER

14



Filled Example
EXAMPLE

15



Family Page
NOTES

16



Hand-Off to
Another Adult or
Room
NOTES

17



Phrase Bank
REFERENCE

18



Storage and
Binder Labels
REFERENCE

19

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Labels** a sheet of picture labels, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

THREE FORMS OF THE SAME LABELS

Full-size cards for a bin or shelf (page 6), a narrower strip for a drawer front (page 7), and blank cards to type or write any item this set does not name (page 8) — every one of the 7 pictures also prints in black-and-white ink-saver (page 10).

Start Here — Three Steps



1

Print and cut

Print the full-size labels (page 6) on cardstock, cut on the dashed lines, and tape or glue one to each bin, shelf or drawer it names.

A narrow drawer front can use the strip labels instead (page 7), or the ink-saver set (page 10) for a photocopier.

Blank labels for any item missing are on page 8: type the item name, print, cut, stick on.



2

Point to the picture and say the name

Point to the label and say the item name out loud (page 18) as a student looks for or returns an item. The picture does the finding; the word is said alongside it.

The how-to page (12) has the rest: teaching the routine and what this set is not.



3

Log it, roll it up, send it home

One row on the log (page 13) each time a student finds or returns an item: which item, whether they did it independently, and what help you gave, in your own words.

Total the week on the roll-up (page 14) and dot the graph. Send the family page (page 16) home when the bins are first labeled; the hand-off page (page 17) goes with the room to any other adult.

WHAT THIS FILE IS

A fillable PDF: 7 supply labels in a full-size card, a narrower strip for a drawer front, and both in color and black-and-white ink-saver, plus the data pages behind them, with type-in fields on the log, the roll-up, the family and hand-off pages and the blank labels. 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 curriculum, an assessment, or a finding of any kind. It supplies no order for which items get their own bin, no rules on how long a label should stay up, and it promises no outcome; it shows a classroom which picture goes with which bin and counts how independently a student uses that match.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
Labeling a bin or shelf	Full-size labels, page 6
A narrow drawer front	Strip labels, page 7
An item this set does not name	Blank labels, page 8
A photocopier, or a copy that goes home	Ink-saver labels, page 10
The IEP meeting or a family conference	Roll-up and graph, page 14; example, page 15

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank label for that item; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

LABELS

Classroom Supply Bin Labels (Color)

All 7 supply labels, cut apart, one per bin, shelf or drawer. This is the color set.

**STICKING IT ON THE BIN**

Print on cardstock, cut on the dashed lines, and tape or glue the label to the front of the bin, shelf or drawer it names. Cover it with clear tape or a laminate sheet for a bin that gets handled a lot.

AN ITEM THIS SET DOES NOT COVER

Use a blank label (page 8): type the item name before printing, or write it by hand, and stick it on the same way.

A NARROW DRAWER FRONT

These 7 items are also printed as a narrower strip (page 7) sized for a drawer face rather than a bin front.

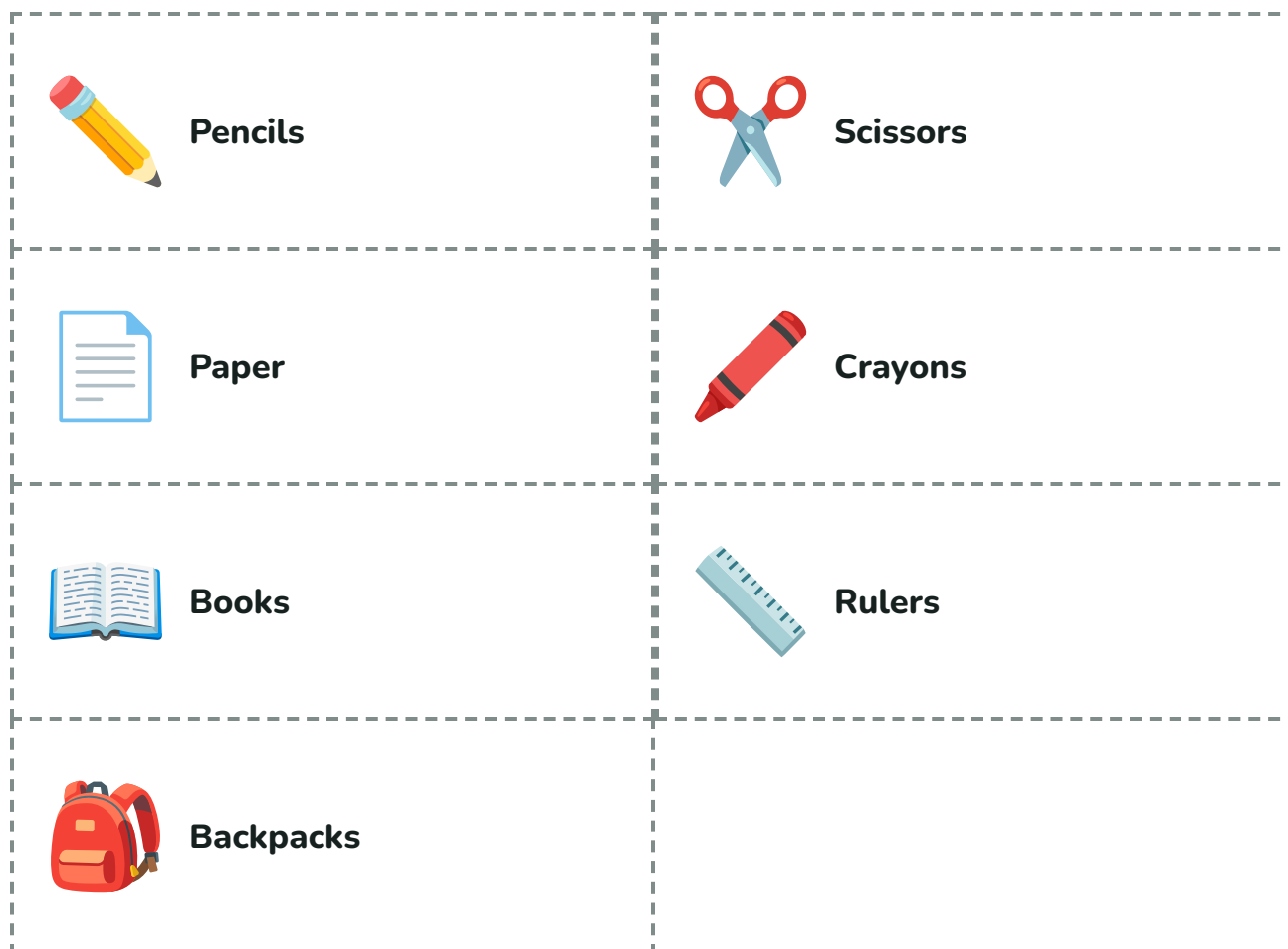
A PHOTOCOPIER OR A SPARE SET

All 7 items are also printed in black-and-white ink-saver line art (page 10).

LABELS

Quick Shelf and Drawer Labels

The same 7 items as a narrow strip label, sized for a drawer front rather than a bin.

**WHY A STRIP, NOT A SMALLER CARD**

A narrow drawer front has room for a strip, not a square 2-inch card. Same 7 pictures, same words, cut on the dashed lines and taped along the drawer face.

THE FULL-SIZE SET

For a bin or a shelf with more room, use the full-size labels instead (page 6).

WHERE A STRIP USUALLY FITS BEST

A rolling supply cart, a narrow cubby face, a locker shelf, or any drawer front too narrow for a square card — one strip along the front edge is enough to see from standing height.

CUTTING AND STICKING IT ON

Print on cardstock, cut the strip apart on the dashed lines, and tape it flat along the drawer or cubby front. The ink-saver set (page 10) prints the same 7 items if the strip is only run on a photocopier.

MEASURING BEFORE YOU PRINT

The strip above is 3.4 inches wide; most drawer faces fit it. A deeper drawer can carry the full-size label (page 6) instead.

LABELS

Classroom Supply Bin Labels (Ink-Saver)

All 7 supply labels, cut apart, one per bin, shelf or drawer. This is the ink-saver set.

**WHY A BLACK-AND-WHITE SET**

Line art holds its shape on a photocopier and uses far less ink on a home printer, so this is the set to send home or to run off a spare copy from.

STICKING IT ON THE BIN

Print on cardstock, cut on the dashed lines, and tape or glue the label to the front of the bin, shelf or drawer it names.

THE COLOR SET

The same 7 items in color are on page 6, for a bin facing the room rather than a photocopier tray.

AN ITEM THIS SET DOES NOT COVER

Use a blank label (page 8): type the item name before printing, or write it by hand.

 LOG

Supply Return Log

One row every time a student finds or returns a supply item. It counts one thing: whether it was independent.

STUDENT OR GROUP

CLASSROOM

WEEK OF

#	DATE	ITEM	INDEPENDENT? (Y / N)	HELP GIVEN	INITIALS
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					

WHAT “INDEPENDENT” MEANS ON THIS SHEET

Y when the student found and used the correctly labeled bin without a reminder or physical help after the item was named once. Anything more is N, and the help given column says what the more was.

THE HELP GIVEN COLUMN IS YOUR OWN CODE

Write what you actually saw — none, a reminder, a point to the picture, or walking with the student to the bin. Use the same short words every day so two rows can be compared, and total the Y rows on the roll-up (page 14) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT OR GROUP

GOAL (YOUR DISTRICT'S OWN WORDING)

#	WEEK OF	ITEMS PUT AWAY	INDEPENDENT	PERCENT	ITEM USED MOST	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT INDEPENDENT · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 13) for the week: every row is one item returned or retrieved, every Y is one independent instance. Independent divided by instances, times 100, rounded to the nearest whole number. The item used most is the one that appears most in that column.

BRINGING THIS PAGE TO A MEETING

A rising line says the student is finding and returning items with less help; the criterion field above is where your team’s own number goes, so every dot is read against the same line. 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 two tables above.

Jordan is invented, and so is every mark on this page. One school week on the log, then a second week on the roll-up, to show how the two pages read once real marks are on them.

The log, one week (page 13)

#	DATE	ITEM	INDEPENDENT? (Y / N)	HELP GIVEN	INITIALS
1	9/22	Pencils	Y	None	KT
2	9/22	Scissors	N	Reminded to check the picture on the bin	KT
3	9/23	Crayons	Y	None	KT
4	9/23	Pencils	Y	None	KT
5	9/24	Paper	N	Walked with him to the correct bin	KT
6	9/24	Scissors	Y	None	KT
7	9/25	Pencils	Y	None	KT

The roll-up, two weeks (page 14)

#	WEEK OF	ITEMS PUT AWAY	INDEPENDENT	PERCENT	ITEM USED MOST	NOTES
1	9/22	7	5	71%	Pencils	New labels just put up this week
2	9/29	8	7	88%	Scissors	Checked the picture before opening each bin

READING THE NUMBERS

The week above: 5 of 7 instances independent, 71 percent, and every N row names the help in the adult's own words. The two roll-up rows: 5 of 7 (71 percent), then 7 of 8 (88 percent) — a line rising week on week. Every percent is that row's own independent count divided by its items put away.

A LINE THIS SHEET COULD WRITE

"When finding or returning a labeled supply item, Jordan did so independently 88 percent of the time the week of 9/29, up from 71 percent the week of 9/22. Most help was needed on items added most recently."

HOW THE GRAPH WOULD LOOK

Two dots on the roll-up graph (page 14) at 71 and 88 percent, joined by a line that rises. With more weeks of data the line would keep showing whether independence is rising, flat, or falling.

WHAT THIS EXAMPLE IS NOT

One invented week, then one more. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Jordan's team wrote — not a number this file supplies.