

Helper and Tool Match Picture Cards

SECTION 1 · THE PICTURE CARDS

HELPER MATCH

CUT APART

Helper and Tool Cards — Color



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: four cuts down and three across, straight lines only. The top two rows are the 10 helpers; the bottom two rows are the 10 tools, dealt so no tool sits under its own helper. Helper cards are tinted, so the two piles are easy to sort apart. The same 20 cards in the ink-saver black-and-white set are on page 7.

10 PICTURES A CHILD MAY NAME ANOTHER WAY
 doctor ("nurse"), police officer ("police"), chef ("cook"), builder ("construction worker"), artist ("painter"), fire engine ("fire truck"), pan ("frying pan or egg"), rocket ("spaceship"), airplane ("plane"), paintbrush ("brush"). Decide once, in your own scoring rule, whether each of these counts, and mark it the same way every session.

Community Helper and Tool Match Picture Cards

Page 6 of 23

+ BRIGHT PATH SPED

ANSWER KEY

Mat 2: Glue the Tool to the Helper

HELPER MATCH

Glue each tool to its helper.



Draw its tool.

Page 10 of 23

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
[START HERE](#)

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01 The Picture Cards

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Helper and Tool
Cards — Color
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Helper and Tool
Cards — Ink-Saver
[CUT APART](#)

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02 Match Mats and Answer Key

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Match Mat 1: Put
the Tool on the
Picture
[MATCH MAT](#)

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Match Mat 2: Glue
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[MATCH MAT](#)

10



Match Mat 3:
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03 Probe and Track

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Quick Probe
Forms A and B
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Helpers at Home
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CUT, MATCH, GLUE

20 cards, 10 helpers and the tool each one uses. Three match mats go from a faint picture guide to writing the tool's name.

TWO LEVELS, SCORED APART

Every quick form (page 14) and the full-deck form (page 15) marks the helper and the tool separately.

PICTURES, NOT A SCRIPT

The pictures replace the word list a child cannot yet read; your scoring rule stays your call.

Start Here — Three Steps

Ninety seconds of reading. The cards themselves need no setup.



1

Print and cut the cards

Print the color card page (page 6) or the ink-saver page (page 7) on cardstock and cut on the dashed lines. The 20 cards touch, so every cut is one straight line.

Read the note on the card page once: 10 pictures have a second name a child may say, and how you mark that is decided before the first probe.



2

Match on a mat

Pick the mat for the child. Mat 1 (page 9, ●) has a faint picture under every slot; Mat 2 (page 10, ■) has empty slots to glue into; Mat 3 (page 11, ▲) is for writing the tool's name.

Check a finished mat against the answer key (page 12).



3

Probe, log and graph it

Mark a quick form (page 14) or the full-deck form (page 15) as the child matches: one mark for the helper, one for the tool.

Copy the correct-out-of-total onto the data log (page 16) the same day, plot the percent on the graph (page 17), and update the caseload page (page 18) on whatever schedule your team reviews data.

Send the family page (page 20) home the same week — it uses the same pictures.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in. It works offline, with no account or subscription, and looks the same on every machine that opens it. Print the student mats; type into the teacher pages.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a norm-referenced or standardized test. It carries no lesson on community helpers and no elicitation, cueing or modeling script; it covers ten helpers and their tools and how to mark and total the match.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct match, a criterion, or a typical rate for matching helpers and tools. Every one of those is a blank you fill in from your own scoring rule and your team's judgment.

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.

I need a helper this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the job.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES IN A CASELOAD FOLDER

A filled-in probe form, log or caseload page is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the picture cards once and keep the set in an envelope with this file; the log, graph and caseload page stay in the student's data folder so the trend is the first thing anyone finds.

CUT APART

Helper and Tool Cards — Color



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: four cuts down and three across, straight lines only. The top two rows are the 10 helpers; the bottom two rows are the 10 tools, dealt so no tool sits under its own helper. Helper cards are tinted, so the two piles are easy to sort apart. The same 20 cards in the ink-saver black-and-white set are on page 7.

10 PICTURES A CHILD MAY NAME ANOTHER WAY

doctor (“nurse”), **police officer** (“police”), **chef** (“cook”), **builder** (“construction worker”), **artist** (“painter”), **fire engine** (“fire truck”), **pan** (“frying pan or egg”), **rocket** (“spaceship”), **airplane** (“plane”), **paintbrush** (“brush”). Decide once, in your own scoring rule, whether each of these counts, and mark it the same way every session.

CUT APART

Helper and Tool Cards — Ink-Saver



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: four cuts down and three across, straight lines only. The top two rows are the 10 helpers; the bottom two rows are the 10 tools, dealt so no tool sits under its own helper. Pure black outlines, so a photocopier spends the least ink it can. The same 20 cards in the full-color set are on page 6.

10 PICTURES A CHILD MAY NAME ANOTHER WAY

doctor ("nurse"), **police officer** ("police"), **chef** ("cook"), **builder** ("construction worker"), **artist** ("painter"), **fire engine** ("fire truck"), **pan** ("frying pan or egg"), **rocket** ("spaceship"), **airplane** ("plane"), **paintbrush** ("brush"). Decide once, in your own scoring rule, whether each of these counts, and mark it the same way every session.

MATCH MAT

Match Mat 2: Glue the Tool to the Helper

MY NAME _____



Glue each tool to its helper.

■
building

 doctor	 firefighter	 police officer	 chef	 mechanic
↓	↓	↓	↓	↓
 builder	 astronaut	 pilot	 artist	 scientist
↓	↓	↓	↓	↓

Draw a helper you know. Draw its tool.



CHECKLIST

Quick Probe Forms A and B

Two forms, 5 pairs each. No pair is on both: A and B together are all 10 pairs. Every pair is scored again on the full-deck form, page 15.

STUDENT

DATE

FORM GIVEN (A OR B)

HOW TO MARK EACH PAIR

Show the helper card and mark the **helper** column; then mark the **tool** column for the tool the child picks out or names. + if it is what your own scoring rule counts as correct, – for an error or no response, ≈ for a close answer (10 pictures on page 6 have a second name a child may say). Helper and tool are marked separately, since a child can know one without the other.

Form A 5 pairs · untimed

#	HELPER	HELPER NAMED	TOOL	TOOL MATCHED
1	doctor	☐ ☐ ☐ + – ≈	stethoscope	☐ ☐ ☐ + – ≈
2	police officer	☐ ☐ ☐ + – ≈	police car	☐ ☐ ☐ + – ≈
3	mechanic	☐ ☐ ☐ + – ≈	wrench	☐ ☐ ☐ + – ≈
4	astronaut	☐ ☐ ☐ + – ≈	rocket	☐ ☐ ☐ + – ≈
5	artist	☐ ☐ ☐ + – ≈	paintbrush	☐ ☐ ☐ + – ≈

HELPER CORRECT (OUT OF 5)

TOOL CORRECT (OUT OF 5)

Form B 5 pairs · untimed

#	HELPER	HELPER NAMED	TOOL	TOOL MATCHED
1	firefighter	☐ ☐ ☐ + – ≈	fire engine	☐ ☐ ☐ + – ≈
2	chef	☐ ☐ ☐ + – ≈	pan	☐ ☐ ☐ + – ≈
3	builder	☐ ☐ ☐ + – ≈	hammer	☐ ☐ ☐ + – ≈
4	pilot	☐ ☐ ☐ + – ≈	airplane	☐ ☐ ☐ + – ≈
5	scientist	☐ ☐ ☐ + – ≈	microscope	☐ ☐ ☐ + – ≈

HELPER CORRECT (OUT OF 5)

TOOL CORRECT (OUT OF 5)



CHECKLIST

Full-Deck Probe — All Ten Pairs

STUDENT

DATE

LEVEL SCORED (HELPER, TOOL, OR BOTH)

#	HELPER	HELPER NAMED	TOOL	TOOL MATCHED	WHAT WAS SAID (VERBATIM)
1	doctor	☐ ☐ ☐ + - ≈	stethoscope	☐ ☐ ☐ + - ≈	
2	firefighter	☐ ☐ ☐ + - ≈	fire engine	☐ ☐ ☐ + - ≈	
3	police officer	☐ ☐ ☐ + - ≈	police car	☐ ☐ ☐ + - ≈	
4	chef	☐ ☐ ☐ + - ≈	pan	☐ ☐ ☐ + - ≈	
5	mechanic	☐ ☐ ☐ + - ≈	wrench	☐ ☐ ☐ + - ≈	
6	builder	☐ ☐ ☐ + - ≈	hammer	☐ ☐ ☐ + - ≈	
7	astronaut	☐ ☐ ☐ + - ≈	rocket	☐ ☐ ☐ + - ≈	
8	pilot	☐ ☐ ☐ + - ≈	airplane	☐ ☐ ☐ + - ≈	
9	artist	☐ ☐ ☐ + - ≈	paintbrush	☐ ☐ ☐ + - ≈	
10	scientist	☐ ☐ ☐ + - ≈	microscope	☐ ☐ ☐ + - ≈	

HELPER TOTAL (CORRECT OUT OF 10)

TOOL TOTAL (CORRECT OUT OF 10)

TWO LEVELS ON ONE SHEET

All 10 pairs in bank order, one line each, marked the same + / - / ≈ way as the quick forms, plus room to write down exactly what a child said when it was not the target. Total each column and carry it to the log (page 16) as correct out of 10. Helper and tool are never combined into one mark.

 **NOTES**

Helpers at Home

Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM

THIS WEEK'S HELPERS AND TOOLS (CIRCLE THE PAIRS WE MATCHED)


doctor
↓

stethoscope


firefighter
↓

fire engine


chef
↓

pan


pilot
↓

airplane


artist
↓

paintbrush

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME: MATCH THE HELPER AND THE TOOL

Cut a few cards apart. Lay the helpers out and let your child pick the tool for each one. Write down which pairs were tricky.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

HELPERS AND TOOLS WE NOTICED OUTSIDE OF PRACTICE

A fire engine on the road, a doctor's office, a pilot on the news — anything your child pointed out and named.

ANYTHING TO FLAG BEFORE NEXT SESSION

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Maya is invented, and so is every mark on this page. Eight quick probes at the Tool level only, Forms A and B alternating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	2	5	40%	baseline
2	9/16	B	1	5	20%	baseline
3	9/23	A	2	5	40%	baseline
4	9/30	B	3	5	60%	chose the hammer for the chef and the microscope for the pilot, both marked –
5	10/7	A	3	5	60%	–
6	10/14	B	4	5	80%	chose the fire engine for the builder, marked –
7	10/21	A	4	5	80%	–
8	10/28	B	5	5	100%	5 of 5, the highest score so far

READING THE NUMBERS

Sessions 1–3 scored 2, 1 and 2 of 5: baseline is the median of the three, 2 of 5, 40 percent. By session 8, Maya matched 5 of 5 tools, 100 percent — a 60 percentage-point rise from baseline. Every percent above is that row's own correct count divided by 5, times 100.

A LINE THIS LOG COULD WRITE

"On picture probes of matching a helper to its tool (5 pairs, untimed), Maya matched 2 of 5 at baseline in September and 5 of 5 on the most recent probe in October."

WHERE MAYA WOULD SIT ON THE CASELOAD PAGE

One row: level "Tool," baseline 40 percent, current 100 percent, trend up, decision "continue current plan" — the same numbers this table already shows, carried onto page 18 in one line instead of eight rows.

WHAT THIS EXAMPLE IS NOT

One invented child's eight sessions. It does not predict how quickly any real student will move, and it sets no typical rate for matching helpers and tools — it exists only to show how the log, the table and the graph read once numbers are actually on them.

THE SESSION-4 NOTE

On session 4 (Form B) Maya scored 3 of 5. The note names both errors: the hammer chosen for the chef (whose tool is the pan) and the microscope chosen for the pilot (whose tool is the airplane); see the answer key, page 12. All four pictures are on Form B. Helper level would get its own copy of the log and graph; the two levels are never averaged.