

Compound Words Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

COMPOUND CARDS

REFERENCE

Parts Cards — Color



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: two straight cuts down and three across make all twelve cards. Each card shows the two small words that make one compound word; its matching whole card is on page 7. Drawn to hold their shape in full color and stay readable at 1 inch. The same 12 parts cards in the ink-saver black-and-white set are on page 9. No prompting or cueing script is included here — that call belongs to the clinician.

11 PICTURES A CHILD MAY NAME ANOTHER WAY

bow (ribbon), **pop** (bang), **lady** (woman), **bug** (beetle), **brush** (paintbrush), **mail** (letter), **snow** (snowflake), **wheel** (tire), **foot** (feet), **ball** (soccer ball), **pan** (frying pan) — each still names the small word correctly, just not with the exact word printed under it. Decide once, in your own scoring rule, whether that counts, and mark it the same way every session.

TRACK

Work Probe Forms A, B and C

COMPOUND CARDS

parts and whole for four words) — forms A, B and C together are the whole 24-card deck is scored again on the full-deck form, page 13.

DATE

FORM GIVEN (A, B OR C)

to the two pictures on this form, and see what the child says; then show the child says. One mark per card: + if it is what your own scoring rule counts as or no response, and = for a close answer (both small words said but not run the picture). Page 6 lists the pictures a child may name another way; the full-column for writing down exactly what was said.

is shown) - untimed

PARTS CARD	WHOLE CARD
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

CORRECT (OUT OF 4)

is shown) - untimed

PARTS CARD	WHOLE CARD
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

CORRECT (OUT OF 4)

is shown) - untimed

PARTS CARD	WHOLE CARD
☐	☐
☐	☐
☐	☐
☐	☐
☐	☐

CORRECT (OUT OF 4)

What Is Inside, and Where

Before you begin

PAGE 4



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

4

01 The Picture Cards — Color

PAGES 6–7



Parts Cards —
Color
[REFERENCE](#)

6



Whole Cards —
Color
[REFERENCE](#)

7

02 The Picture Cards — Ink-Saver (Black and White)

PAGES 9–10



Parts Cards — Ink-
Saver
[REFERENCE](#)

9



Whole Cards —
Ink-Saver
[REFERENCE](#)

10

03 Probe and Track

PAGES 12–16



Quick Probe
Forms A, B and C
[CHECKLIST](#)

12



Full-Deck Probe
— Parts and
Whole
[CHECKLIST](#)

13



Data Log
[LOG](#)

14



Percent Graph
[TRACKER](#)

15



Caseload
Summary
[ROSTER](#)

16

04 Share and Write

PAGES 18–20



Practice at Home
[NOTES](#)

18



Phrase Bank
[REFERENCE](#)

19



Filled Example
[EXAMPLE](#)

20

TWO CARDS, TWO JOBS

Every word gets a parts card (two small pictures and a plus sign) and a whole card (the finished picture) — marked separately everywhere in this file.

EVERY QUICK FORM IS A CLEAN SPLIT

Each quick form (page 12) shows both cards for four words, so the three forms together are the whole deck with no repeats and no overlap.

PICTURES, NOT A SCRIPT

The pictures replace the word list a child cannot yet read. They do not replace a scoring rule, a cueing decision, or a criterion — those stay the clinician's call throughout this file.

Start Here — Three Steps

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



1

Print or load the cards

Print a parts page (page 6 in color, page 9 ink-saver) and a whole page (page 7 in color, page 10 ink-saver) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

A compound word is one word made of two smaller words. Each word has a parts card (two small pictures and a plus sign) and a whole card (the finished picture).



2

Show a card, mark the response

Hold up a parts card and see what the child says, then hold up the whole card and see what the child says.

Mark +, – or ≈ for each card on a quick form (page 12) or the full-deck form (page 13) as you go. Read the note under the parts cards once: 11 small-word pictures have a plausible second name, and how you mark that is decided before the first probe.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 14) the same day.

Plot the percent on the graph (page 15); update the caseload page (page 16) on whatever schedule your team reviews data.

Send the family page (page 18) home the same week — it uses the same pictures, so a child recognizes the practice set at home.

WHAT THIS FILE IS

A fillable PDF with picture cards built in: a parts card and a whole card for every compound word. It works offline, with no account or subscription, and looks the same on every machine that opens it.

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 elicitation, cueing or modeling script; it describes how to mark and total the pictures already printed.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct answer, a criterion, or a typical rate for building compound words. 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 word 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 word.

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.

REFERENCE

Parts Cards — Color



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: two straight cuts down and three across make all twelve cards. Each card shows the two small words that make one compound word; its matching whole card is on page 7. Drawn to hold their shape in full color and stay readable at 1 inch. The same 12 parts cards in the ink-saver black-and-white set are on page 9. No prompting or cueing script is included here — that call belongs to the clinician.

11 PICTURES A CHILD MAY NAME ANOTHER WAY

bow (ribbon), **pop** (bang), **lady** (woman), **bug** (beetle), **brush** (paintbrush), **mail** (letter), **snow** (snowflake), **wheel** (tire), **foot** (feet), **ball** (soccer ball), **pan** (frying pan) — each still names the small word correctly, just not with the exact word printed under it. Decide once, in your own scoring rule, whether that counts, and mark it the same way every session.

Whole Cards — Color



sunflower



cowboy



rainbow



toothbrush



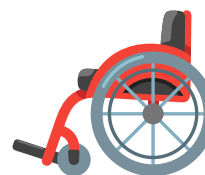
snowman



popcorn



ladybug



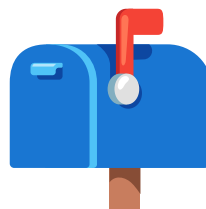
wheelchair



football



basketball



mailbox



pancake

CUTTING THESE APART

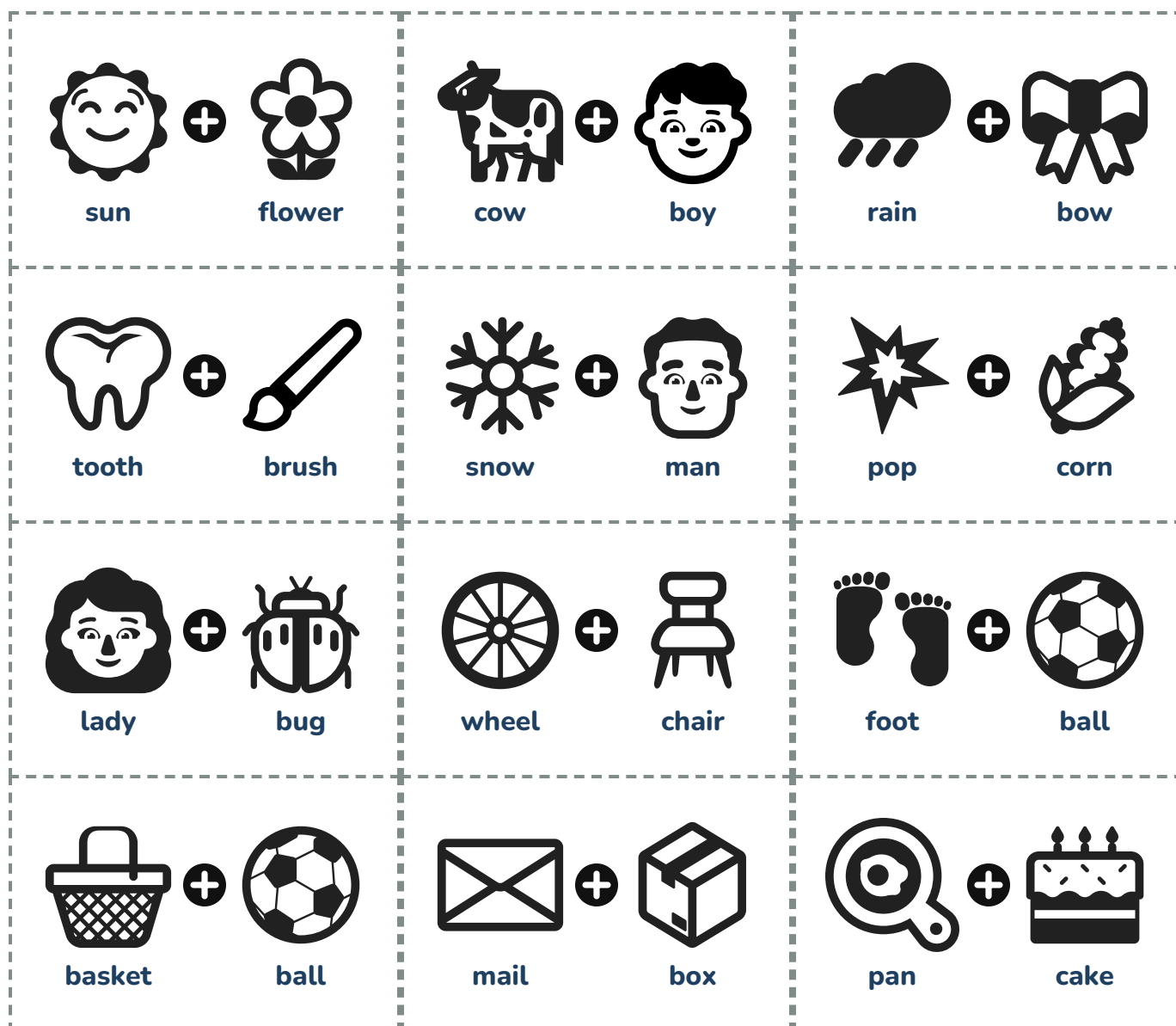
Print on cardstock and cut on the dashed lines: three straight cuts down and two across make all twelve cards. Each whole card matches one parts card on page 6, so the two decks can be laid out and matched. Drawn to hold their shape in full color and stay readable at 1 inch. The same 12 whole cards in the ink-saver black-and-white set are on page 10.

2 PICTURES A CHILD MAY NAME ANOTHER WAY

cowboy is drawn as a face wearing a cowboy hat, so a child may say “cowboy hat.” **pancake** is drawn as a stack, so a child may say “pancakes.” Every other whole picture is the finished thing itself. Decide once what counts, and mark it the same way every session.

REFERENCE

Parts Cards — Ink-Saver



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: two straight cuts down and three across make all twelve cards. Each card shows the two small words that make one compound word; its matching whole card is on page 10. Pure black outlines, so a photocopier spends the least ink it can. The same 12 parts cards in the full-color set are on page 6. No prompting or cueing script is included here — that call belongs to the clinician.

11 PICTURES A CHILD MAY NAME ANOTHER WAY

bow (ribbon), **pop** (bang), **lady** (woman), **bug** (beetle), **brush** (paintbrush), **mail** (letter), **snow** (snowflake), **wheel** (tire), **foot** (feet), **ball** (soccer ball), **pan** (frying pan) — each still names the small word correctly, just not with the exact word printed under it. Decide once, in your own scoring rule, whether that counts, and mark it the same way every session.



CHECKLIST

Quick Probe Forms A, B and C

Three forms, 8 cards each (parts and whole for four words) — forms A, B and C together are the whole 24-card deck with no overlap. Every card is scored again on the full-deck form, page 13.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH CARD

Show the parts card, or point to the two pictures on this form, and see what the child says; then show the whole card and see what the child says. One mark per card: + if it is what your own scoring rule counts as correct, – for a wrong answer or no response, and ≈ for a close answer (both small words said but not run together, or a near name for the picture). Page 6 lists the pictures a child may name another way; the full-deck form (page 13) adds a column for writing down exactly what was said.

Form A 4 words, both cards each (8 cards shown) · untimed

#	WORD	PARTS CARD	WHOLE CARD
1	 +  sunflower	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
2	 +  cowboy	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
3	 +  rainbow	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
4	 +  toothbrush	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈

PARTS CORRECT (OUT OF 4) WHOLE CORRECT (OUT OF 4)

Form B 4 words, both cards each (8 cards shown) · untimed

#	WORD	PARTS CARD	WHOLE CARD
1	 +  snowman	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
2	 +  popcorn	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
3	 +  ladybug	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
4	 +  wheelchair	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈

PARTS CORRECT (OUT OF 4) WHOLE CORRECT (OUT OF 4)

Form C 4 words, both cards each (8 cards shown) · untimed

#	WORD	PARTS CARD	WHOLE CARD
1	 +  football	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
2	 +  basketball	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
3	 +  mailbox	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈
4	 +  pancake	☐ ☐ ☐ + – ≈	☐ ☐ ☐ + – ≈

PARTS CORRECT (OUT OF 4) WHOLE CORRECT (OUT OF 4)



CHECKLIST

Full-Deck Probe — Parts and Whole

STUDENT

DATE

CARDS SCORED (PARTS, WHOLE, OR BOTH)

#	WORD	PARTS CARD — THE TWO PICTURES	WHOLE CARD — THE FINISHED PICTURE	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 +  sunflower	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
2	 +  cowboy	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
3	 +  rainbow	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
4	 +  toothbrush	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
5	 +  snowman	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
6	 +  popcorn	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
7	 +  ladybug	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
8	 +  wheelchair	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
9	 +  football	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
10	 +  basketball	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
11	 +  mailbox	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
12	 +  pancake	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	

PARTS TOTAL (CORRECT OUT OF 12)

WHOLE TOTAL (CORRECT OUT OF 12)

TWO JOBS ON ONE SHEET

All 12 words in deck order, one line each — the parts card and the whole card, each marked the same one-mark way as the quick forms, plus room to write down exactly what a child said when it was not the target. Total each side at the foot and carry it to the log (page 14) as correct out of 12.

WHY THE TWO CARDS ARE SCORED APART

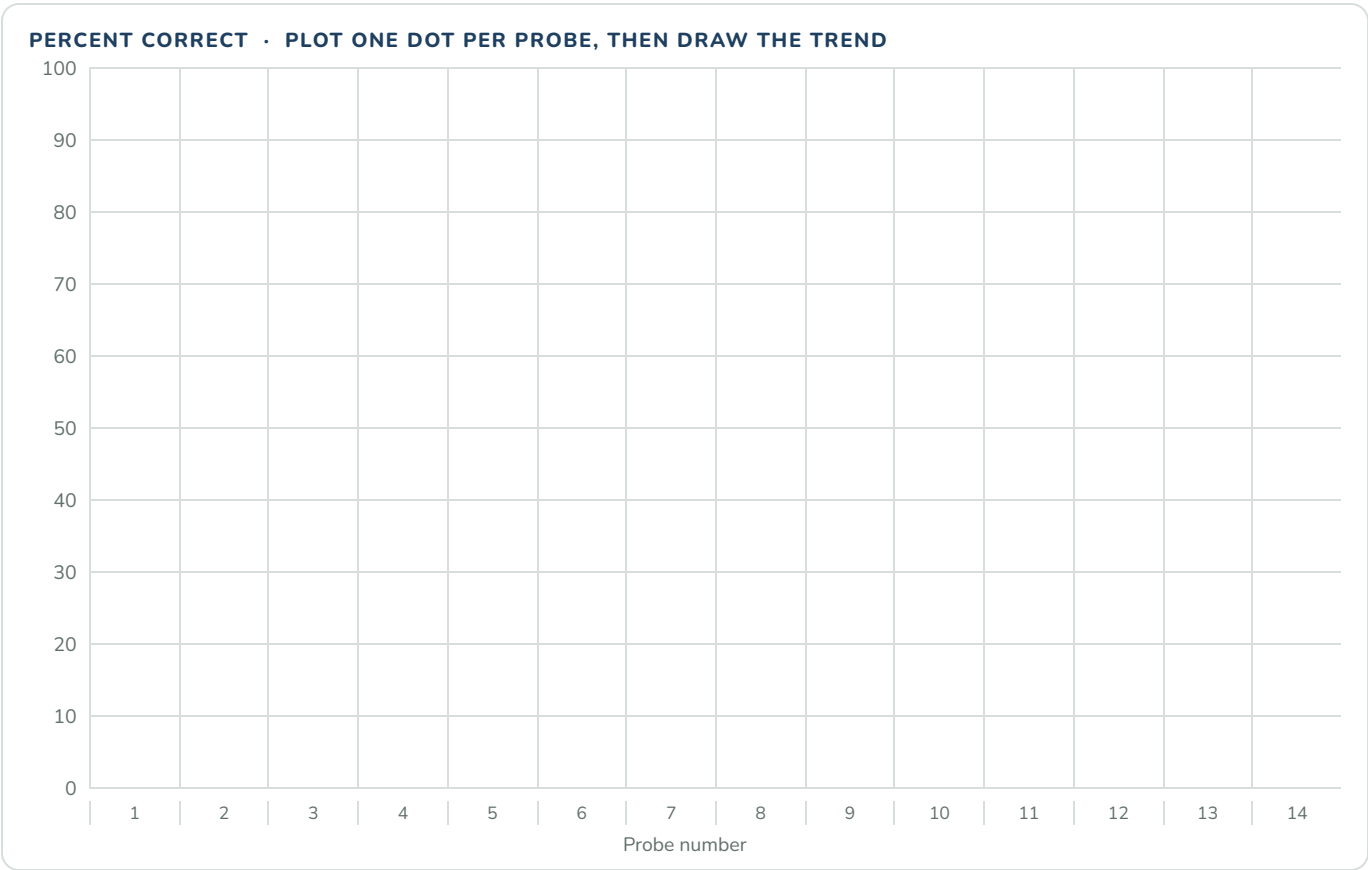
A child can name the finished picture without being able to build the word from its two small words, or the reverse. The two columns are never combined into one mark, so the sheet shows which of the two is the one to work on.

 TRACKER

Percent Graph

Fourteen probes across. Copy this page once per type, the same way as the log.

STUDENT	TYPE GRAPHED HERE (PARTS / WHOLE)	CRITERION (YOUR TEAM SETS IT)



READING THREE POINTS IN A ROW

Three probes in a row flat or moving the wrong way is a reason to look at the notes column on the log, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means for this student.

COPYING THIS PAGE

Keep one graph per type, the same way as the log: a student working on Parts and Whole both gets two copies of this page, each labeled in the field above, never one line mixing the two.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for building compound words. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 14) in the field above before the first probe, so every dot after it is read against the same line.

BRINGING THIS PAGE TO A MEETING

A trend line is easier to read across a table than a stack of percentages. Photocopy or screenshot this page for the annual review or a family conference; the raw rows stay on the data log, out of the meeting packet.

✎ NOTES

Practice at Home

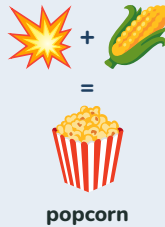
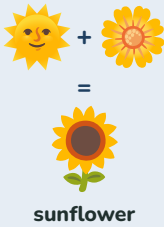
Send home the same week these pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S WORDS (CIRCLE THE ONES WE PRACTICED)



SOMETHING THAT WENT WELL

.....

.....

TWO MINUTES AT HOME (TWO LITTLE WORDS, ONE BIG WORD)

Look at the two little pictures together and talk about the big word they make. Then look for one more big word around the house that is made of two little words.

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

COMPOUND WORDS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere a family heard or said one — at the playground, at the store, at bedtime, at bath time.

.....

.....

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.

Ava is invented, and so is every mark on this page. Eight quick probes of the Parts card only, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	1	4	25%	baseline
2	9/16	B	2	4	50%	baseline
3	9/23	C	1	4	25%	baseline
4	9/30	A	2	4	50%	said “sun, flower” as two words on the sunflower card, marked ≈
5	10/7	B	3	4	75%	–
6	10/14	C	3	4	75%	3 of 4 again, second probe in a row at 75%—team kept the plan
7	10/21	A	3	4	75%	–
8	10/28	B	4	4	100%	4 of 4, the highest score so far

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 1, 2 and 1 of 4: baseline is the median of the three, 1 of 4, 25 percent. By session 8, Ava said the whole word on 4 of 4 parts cards, 100 percent — a 75 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 4, then times 100.

A LINE THIS LOG COULD WRITE

“On picture probes of compound words, parts card (4 cards, untimed), Ava said the whole word on 1 of 4 at baseline in September and 4 of 4 on the most recent probe in October.”

WHERE AVA WOULD SIT ON THE CASELOAD PAGE

One row: type “Parts,” baseline 25 percent, current 100 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 16 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 building compound words — it exists only to show how the log, the table and the graph read once numbers are actually on them.

WHOLE WOULD GET ITS OWN COPY

This example tracks the Parts card only. If Ava were also being probed on the Whole card, that type would get its own copy of the data log, its own graph, and its own row of numbers here — Parts and Whole are never averaged into one score. The session-4 note shows a scoring rule at work: both small words said but not run together was marked ≈, the close answer, because that is what this clinician decided once; the rule lives on page 12 and another team could count it differently, as long as it is the same every session.