

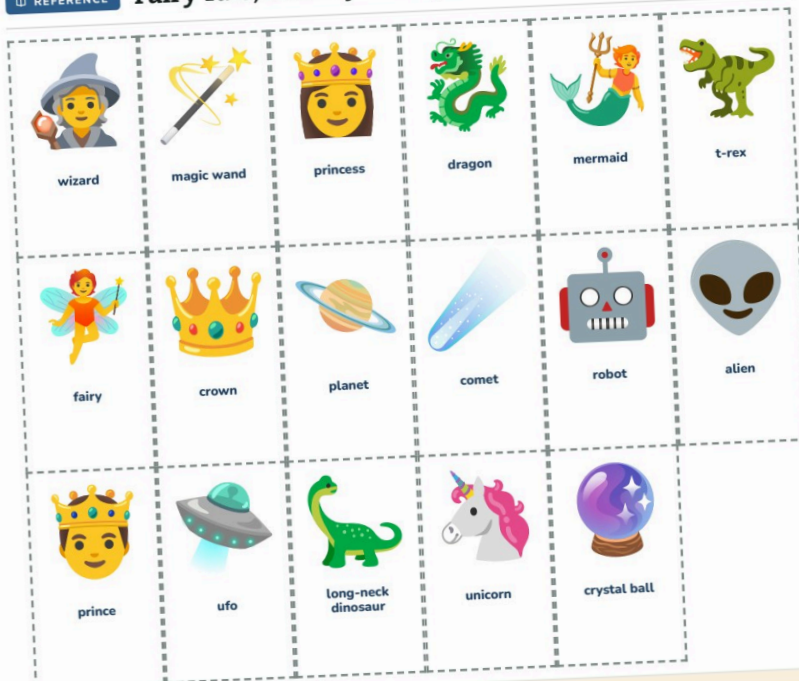
Fairy Tale, Fantasy & Space Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

FANTASY & SPACE CARDS

REFERENCE

Fairy Tale, Fantasy and Space Picture Cards — Color



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card at a time, in any order, and ask what it is; the child names the picture. No prompting or cueing script is included here — that call belongs to the clinician. The same 17 pictures in the ink-saver black-and-white set are on page 8.

10 PICTURES A CHILD MAY NAME ANOTHER WAY

10 of the 17 pictures show a thing a young child may name instead of the target word: **dragon** (dinosaur), **princess** (queen), **prince** (king), **wizard** (witch), **crystal ball** (ball), **t-rex** (dinosaur), **long-neck dinosaur** (dinosaur), **alien** (monster), **ufo** (spaceship), **comet** (shooting star). A child who says the alternate has not produced the target word, but has not mis-read the picture either — decide once, in your own scoring rule, how that response is marked, and mark it the same way every session.

TRACK

Ink Probe Forms A, B and C

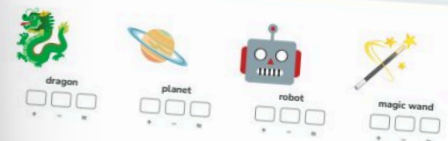
FANTASY & SPACE CARDS

The 17-picture bank: A and B carry 6 pictures each, C carries 5 (17 does not split three ways to cover the whole bank with no picture repeated on more than one. Every picture is scored on page 11.

DATE

FORM GIVEN (A, B OR C)

Put the picture on this form, and ask what it is. Mark + if the child names it the way it is as correct, - for an error or no response, and = for a close form (a related word, on page 6). What counts as which is this clinician's call, written once and



Data Collection

Page 10 of 19

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



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

4

01 The Picture Cards — Color

PAGE 6



Fairy Tale, Fantasy
and Space Picture
Cards — Color
[REFERENCE](#)

6

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

PAGE 8



Fairy Tale, Fantasy
and Space Picture
Cards — Ink-Saver
[REFERENCE](#)

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03 Probe and Track

PAGES 10–14



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

10



Full-Deck Probe
— All 17 Pictures
[CHECKLIST](#)

11



Data Log
[LOG](#)

12



Percent Graph
[TRACKER](#)

13



Caseload
Summary
[ROSTER](#)

14

04 Share and Write

PAGES 16–18



Practice at Home
[NOTES](#)

16



Phrase Bank
[REFERENCE](#)

17



Filled Example
[EXAMPLE](#)

18

FAIRY TALE, FANTASY AND SPACE, DRAWN CLEARLY

17 everyday-fantasy pictures — stories and the night sky — not a lesson about either one. What is here is what the pictures can honestly ask for.

THREE QUICK FORMS, ONE FULL DECK

The quick forms (page 10) split the bank three ways. The full-deck form (page 11) scores all 17 in one sitting. Same cards, same marks.

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 the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

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

Show a card, mark the response

Hold up a picture and ask what it is. The child names the picture.

Mark +, – or ≈ on a quick form (page 10) or the full-deck form (page 11) as you go.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 12) the same day.

Plot the percent on the graph (page 13); update the caseload page (page 14) on whatever schedule your team reviews data.

Send the family page (page 16) 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 drawn picture cards built in. 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 name for a picture, a criterion, or a typical rate for naming these items. 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 picture 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 thing.

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

Fairy Tale, Fantasy and Space Picture Cards — Color



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card at a time, in any order, and ask what it is; the child names the picture. No prompting or cueing script is included here — that call belongs to the clinician. The same 17 pictures in the ink-saver black-and-white set are on page 8.

10 PICTURES A CHILD MAY NAME ANOTHER WAY

10 of the 17 pictures show a thing a young child may name instead of the target word: **dragon** (dinosaur), **princess** (queen), **prince** (king), **wizard** (witch), **crystal ball** (ball), **t-rex** (dinosaur), **long-neck dinosaur** (dinosaur), **alien** (monster), **ufo** (spaceship), **comet** (shooting star). A child who says the alternate has not produced the target word, but has not mis-read the picture either — decide once, in your own scoring rule, how that response is marked, and mark it the same way every session.

REFERENCE

Fairy Tale, Fantasy and Space Picture Cards — Ink-Saver



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed line around each card, and keep the set in an envelope or on a ring. Pure black outlines, so a photocopier spends the least ink it can. Hold up one card at a time, in any order, and ask what it is; the child names the picture. No prompting or cueing script is included here — that call belongs to the clinician. The same 17 pictures in the full-color set are on page 6.

10 PICTURES A CHILD MAY NAME ANOTHER WAY

10 of the 17 pictures show a thing a young child may name instead of the target word: **dragon** (dinosaur), **princess** (queen), **prince** (king), **wizard** (witch), **crystal ball** (ball), **t-rex** (dinosaur), **long-neck dinosaur** (dinosaur), **alien** (monster), **ufo** (spaceship), **comet** (shooting star). A child who says the alternate has not produced the target word, but has not mis-read the picture either — decide once, in your own scoring rule, how that response is marked, and mark it the same way every session.



CHECKLIST

Quick Probe Forms A, B and C

Three forms drawn from the 17-picture bank: A and B carry 6 pictures each, C carries 5 (17 does not split three ways evenly). Together the three cover the whole bank with no picture repeated on more than one. Every picture is scored again on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the card, or point to the picture on this form, and ask what it is. Mark + if the child names it the way your own scoring rule counts as correct, – for an error or no response, and ≈ for a close form (a related word, or the alternate name shown on page 6). What counts as which is this clinician's call, written once and reused every session.

Form A 6 pictures · untimed



ufo

☐ ☐ ☐
+ – ≈

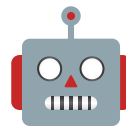

long-neck dinosaur

☐ ☐ ☐
+ – ≈


dragon

☐ ☐ ☐
+ – ≈


planet

☐ ☐ ☐
+ – ≈


robot

☐ ☐ ☐
+ – ≈


magic wand

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form B 6 pictures · untimed



wizard

☐ ☐ ☐
+ – ≈


t-rex

☐ ☐ ☐
+ – ≈


unicorn

☐ ☐ ☐
+ – ≈


fairy

☐ ☐ ☐
+ – ≈


alien

☐ ☐ ☐
+ – ≈


princess

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

Form C 5 pictures · untimed



comet

☐ ☐ ☐
+ – ≈


mermaid

☐ ☐ ☐
+ – ≈


prince

☐ ☐ ☐
+ – ≈


crown

☐ ☐ ☐
+ – ≈


crystal ball

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 5)



CHECKLIST

Full-Deck Probe — All 17 Pictures

STUDENT

DATE

FORM SCORED (A, B, C, OR FULL DECK)

#	PICTURE	RESPONSE	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 wizard	☐ + ☐ - ☐ ≈	
2	 magic wand	☐ + ☐ - ☐ ≈	
3	 princess	☐ + ☐ - ☐ ≈	
4	 dragon	☐ + ☐ - ☐ ≈	
5	 mermaid	☐ + ☐ - ☐ ≈	
6	 t-rex	☐ + ☐ - ☐ ≈	
7	 fairy	☐ + ☐ - ☐ ≈	
8	 crown	☐ + ☐ - ☐ ≈	
9	 planet	☐ + ☐ - ☐ ≈	
10	 comet	☐ + ☐ - ☐ ≈	
11	 robot	☐ + ☐ - ☐ ≈	
12	 alien	☐ + ☐ - ☐ ≈	
13	 prince	☐ + ☐ - ☐ ≈	
14	 ufo	☐ + ☐ - ☐ ≈	
15	 long-neck dinosaur	☐ + ☐ - ☐ ≈	
16	 unicorn	☐ + ☐ - ☐ ≈	
17	 crystal ball	☐ + ☐ - ☐ ≈	

TOTAL CORRECT (OUT OF 17)

ONE MARK PER PICTURE

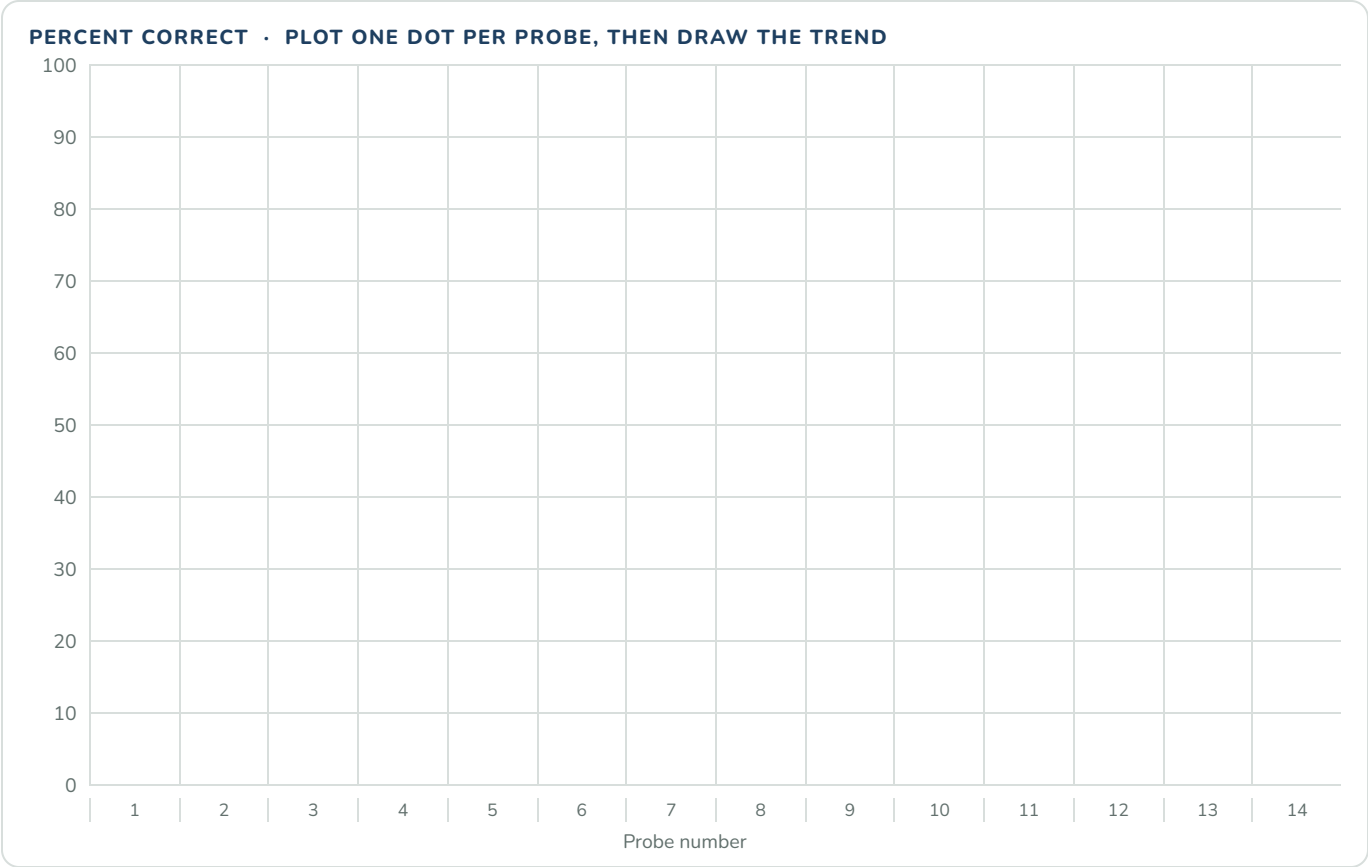
All 17 pictures, one row each, marked + / - / ≈ the same way as the quick forms, with room to write down exactly what was said when it was not the target. Total the correct column at the foot and carry it to the log (page 12) as correct out of 17.

 TRACKER

Percent Graph

Fourteen probes across. Copy this page once per student.

STUDENT	PICTURE SET GRAPHED HERE (FAIRY TALE, SPACE, OR MIXED)	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 student, the same way as the log; a student rotating between quick forms and the full deck still gets one continuous line, since the log carries the “out of” for every point.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for naming these pictures. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 12) 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 a family conference or team check-in; 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

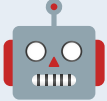
FROM (SLP)

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


dragon


unicorn


princess


robot


alien


planet

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (WHAT IS THIS CALLED?)

Point to a card and ask what it is; your child says the word. Then look for the same idea in a book or a show and name it together.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

WORDS WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere a fairy tale, fantasy or space word showed up on its own — a story, a show, playtime.

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

Malik is invented, and so is every mark on this page. Eight quick probes, Forms A, B and C rotating (A and B are 6 pictures, C is 5).

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	3	6	50%	baseline
2	9/16	B	4	6	67%	baseline
3	9/23	C	3	5	60%	baseline
4	9/30	A	5	6	83%	said “dinosaur” for dragon, marked ≈
5	10/7	B	5	6	83%	–
6	10/14	C	4	5	80%	–
7	10/21	A	6	6	100%	–
8	10/28	B	5	6	83%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 50, 67 and 60 percent: baseline is the median of the three, 60 percent. Percent, not a raw count, is the baseline number here because Form C is a different size (5 pictures) than Forms A and B (6 each). By session 8, Malik scored 83 percent — a 23 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by that row’s own out-of, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture probes of fairy tale, fantasy and space item naming (5 or 6 pictures, untimed), Malik scored 60 percent at baseline in September and 83 percent on the most recent probe in October.”

WHERE MALIK WOULD SIT ON THE CASELOAD PAGE

One row: baseline 60 percent, current 83 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 14 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 naming these pictures — it exists only to show how the log, the table and the graph read once numbers are actually on them.

WHY THE “OUT OF” COLUMN MATTERS HERE

Session 3’s 3 of 5 and session 4’s 5 of 6 are not the same distance from a perfect score, which is exactly why the log and this table both keep a separate “out of” column instead of only a raw correct count — comparing raw counts across differently sized forms would misread the trend. The session-4 note shows the scoring rule at work: “dinosaur” for dragon was marked ≈ because that is what this clinician decided once on page 6; another team could mark it –, as long as it is the same every session.