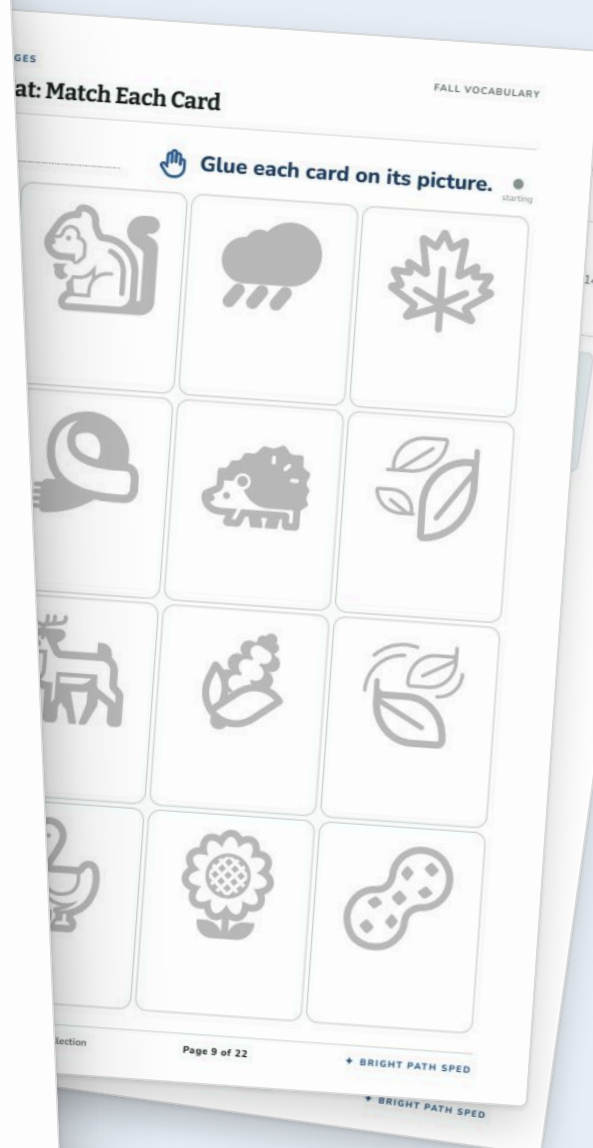


Fall Vocabulary Picture Cards



22 PAGES

16 FALL WORDS, COLOR + INK-SAVER

3 STUDENT PAGES

FILLABLE PDF

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Picture Cards

PAGES 6–7



Fall Word Cards
— Color
CUT APART

6



Fall Word Cards
— Ink-Saver
CUT APART

7

02 Student Pages

PAGES 9–11



Glue Mat: Match
Each Card
BLUE MAT

9



Write the Word
WRITE

10



Write a Sentence
WRITE

11

03 Probe and Track

PAGES 13–17



Quick Probe
Forms A, B and C
CHECKLIST

13



Full-Deck Probe
— All Sixteen
Words
CHECKLIST

14



Data Log
LOG

15



Percent Graph
TRACKER

16



Caseload
Summary
ROSTER

17

04 Share and Write

PAGES 19–21



Fall Words at
Home
NOTES

19



Phrase Bank
REFERENCE

20



Filled Example
EXAMPLE

21

CUT, GLUE, WRITE

16 cards, one fall word each.
Three student pages go from
gluing a card to writing a
sentence.

SCORED THE SAME WAY

Every quick form (page 13) and
the full-deck form (page 14)
uses the same three marks.

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 16 cards touch, so every cut is one straight line.

Read the note on the card page once: 6 pictures have a second name a child may say, and how you mark that is decided before the first probe.



2

Use the cards and student pages

Show a card and the child names it, or hand over a student page: glue each card on its faint picture (page 9, ●), write the word for each picture (page 10, ■), or write a sentence (page 11, ▲).

Every student page has a My name line and one short instruction; nothing on it is written for an adult.



3

Probe, log and graph it

Mark a quick form (page 13) or the full-deck form (page 14) as the child names each picture.

Copy the correct-out-of-total onto the data log (page 15) the same day, plot the percent on the graph (page 16), and update the caseload page (page 17) on whatever schedule your team reviews data.

Send the family page (page 19) 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 pages; 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 elicitation, cueing or modeling script; it covers sixteen fall pictures and how to mark and total the naming.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct name, a criterion, or a typical rate for naming fall 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 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.

CUT APART

Fall Word Cards — Color



maple leaf



fallen leaves



leaves in wind



squirrel



deer



hedgehog



goose



tractor



peanut



apple



corn



sunflower



scarf



boot



rain cloud



football

CUTTING THESE APART

Print on cardstock and cut on the dashed lines: three cuts down and three across, straight lines only. Drawn to hold their shape in full color and stay readable at 1 inch. The same 16 cards in the ink-saver black-and-white set are on page 7.

6 PICTURES A CHILD MAY NAME ANOTHER WAY

fallen leaves (leaves), **leaves in wind** (leaves), **squirrel** (chipmunk), **goose** (duck), **boot** (shoe), **rain cloud** (cloud). Decide once, in your own scoring rule, how that answer is marked, and mark it the same way every session.

CUT APART

Fall Word Cards — Ink-Saver



maple leaf



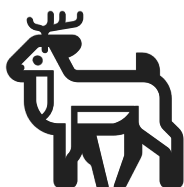
fallen leaves



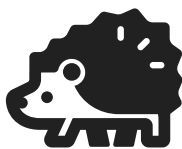
leaves in wind



squirrel



deer



hedgehog



goose



tractor



peanut



apple



corn



sunflower



scarf



boot



rain cloud



football

CUTTING THESE APART

Print on cardstock and cut on the dashed lines: three cuts down and three across, straight lines only. Pure black outlines, so a photocopier spends the least ink it can. The same 16 cards in the full-color set are on page 6.

6 PICTURES A CHILD MAY NAME ANOTHER WAY

fallen leaves (leaves), **leaves in wind** (leaves), **squirrel** (chipmunk), **goose** (duck), **boot** (shoe), **rain cloud** (cloud). Decide once, in your own scoring rule, how that answer is marked, and mark it the same way every session.

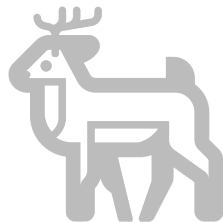
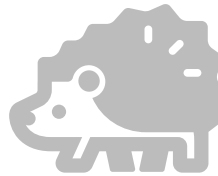
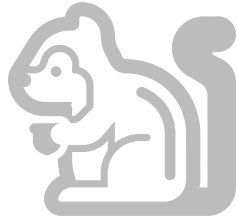
GLUE MAT

Glue Mat: Match Each Card

MY NAME _____

**Glue each card on its picture.**

● starting





CHECKLIST

Quick Probe Forms A, B and C

Three forms, 8 pictures each, from the 16-word deck. Forms A and B split the deck between them with no overlap; Form C re-mixes 8 of the same pictures in a new order, since the deck is small on purpose (every picture has to be nameable by a young child). No picture repeats inside one form. Every picture is scored on the full-deck form, page 14.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show a card, or point to the picture on this form, and the child names it. Mark + if the child says the word the way your own scoring rule counts as correct, – for a different word or no response, and ≈ for a close name (the naming note on page 6 lists them). What counts as which is this adult's call, written once and reused every session.

Form A 8 pictures · untimed



sunflower

☐ ☐ ☐
+ – ≈


hedgehog

☐ ☐ ☐
+ – ≈


football

☐ ☐ ☐
+ – ≈


scarf

☐ ☐ ☐
+ – ≈


apple

☐ ☐ ☐
+ – ≈


fallen leaves

☐ ☐ ☐
+ – ≈


boot

☐ ☐ ☐
+ – ≈


deer

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

WHAT THE CHILD SAID WHEN IT WAS NOT THE WORD (PICTURE, WORD)

Form B 8 pictures · untimed



squirrel

☐ ☐ ☐
+ – ≈


tractor

☐ ☐ ☐
+ – ≈


leaves in wind

☐ ☐ ☐
+ – ≈


peanut

☐ ☐ ☐
+ – ≈


goose

☐ ☐ ☐
+ – ≈


maple leaf

☐ ☐ ☐
+ – ≈


rain cloud

☐ ☐ ☐
+ – ≈


corn

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

WHAT THE CHILD SAID WHEN IT WAS NOT THE WORD (PICTURE, WORD)

Form C 8 pictures · untimed



tractor

☐ ☐ ☐
+ – ≈


hedgehog

☐ ☐ ☐
+ – ≈


squirrel

☐ ☐ ☐
+ – ≈


goose

☐ ☐ ☐
+ – ≈


rain cloud

☐ ☐ ☐
+ – ≈


fallen leaves

☐ ☐ ☐
+ – ≈


scarf

☐ ☐ ☐
+ – ≈


boot

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 8)

WHAT THE CHILD SAID WHEN IT WAS NOT THE WORD (PICTURE, WORD)



CHECKLIST

Full-Deck Probe — All Sixteen Words

STUDENT

DATE

YOUR RULE FOR +, - AND ≈

#	PICTURE	NAMED IT	WHAT WAS SAID (WORD FOR WORD, IF NOT THE TARGET)
1	maple leaf	☐ ☐ ☐ + - ≈	
2	fallen leaves	☐ ☐ ☐ + - ≈	
3	leaves in wind	☐ ☐ ☐ + - ≈	
4	squirrel	☐ ☐ ☐ + - ≈	
5	deer	☐ ☐ ☐ + - ≈	
6	hedgehog	☐ ☐ ☐ + - ≈	
7	goose	☐ ☐ ☐ + - ≈	
8	tractor	☐ ☐ ☐ + - ≈	
9	peanut	☐ ☐ ☐ + - ≈	
10	apple	☐ ☐ ☐ + - ≈	
11	corn	☐ ☐ ☐ + - ≈	
12	sunflower	☐ ☐ ☐ + - ≈	
13	scarf	☐ ☐ ☐ + - ≈	
14	boot	☐ ☐ ☐ + - ≈	
15	rain cloud	☐ ☐ ☐ + - ≈	
16	football	☐ ☐ ☐ + - ≈	

TOTAL CORRECT (OUT OF 16)

PICTURES SHOWN TODAY (IF FEWER THAN ALL)

EVERY CARD IN DECK ORDER

All 16 cards, one row each. Mark + / - / ≈ as on the quick forms, then carry the total to the log (page 15) as correct out of 16. A row left blank was not shown today.

 **NOTES**

Fall Words 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 PICTURES (CIRCLE THE ONES WE PRACTICED)


maple leaf


squirrel


deer


apple


sunflower


football

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME: NAME WHAT YOU SEE

Look at a card together and say its name. Then find the same thing outdoors or at the store — a leaf, a scarf, a cloud — and say the word again.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

FALL WORDS WE HEARD OUTSIDE OF PRACTICE TIME

A walk outside, raking leaves, a book at bedtime — anywhere a fall word showed up on its own.

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.

Sage is invented, and so is every mark on this page. Eight quick probes of naming fall pictures, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	3	8	38%	baseline
2	9/16	B	4	8	50%	baseline
3	9/23	C	3	8	38%	baseline
4	9/30	A	5	8	63%	said “leaves” for fallen leaves, marked ≈
5	10/7	B	5	8	63%	–
6	10/14	C	6	8	75%	3 probes above the last low point
7	10/21	A	6	8	75%	–
8	10/28	B	7	8	88%	highest score in this series

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 3, 4 and 3 of 8: baseline is the median of the three, 3 of 8, 38 percent. By session 8, Sage named 7 of 8, 88 percent — a 50 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 8, times 100, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On fall picture-naming probes (8 pictures, untimed), Sage named 3 of 8 pictures at baseline in September and 7 of 8 on the most recent probe in October.”

WHERE SAGE WOULD SIT ON THE CASELOAD PAGE

One row: baseline 38 percent, current 88 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 17 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 fall words — 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 A) Sage said “leaves” for the fallen leaves. The fallen leaves is on Form A, and its close name is listed on page 6, so the response was marked ≈. In this example the scoring rule does not count ≈ as correct, so it is not in that session’s 5 of 8. Another team could count it; the rule is whatever this adult wrote down once and uses every session.