

Forest and Woodland Animal Picture Cards

SECTION 1 · THE ANIMAL CARDS — COLOR

FOREST AND WOODLAND CARDS

REFERENCE

Forest and Woodland Animal Cards — Color



CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed lines, and keep the set in an envelope or on a ring. Hold up one card at a time, in any order, and ask what it is; the child names the animal. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 pictures in the ink-saver black-and-white set are on page 8.

7 PICTURES A CHILD MAY NAME ANOTHER WAY

7 of the 12 pictures also have a second name a young child may say instead: **boar** (pig), **moose** (elk), **fox** (dog), **otter** (seal), **chipmunk** (squirrel), **badger** (skunk), **wolf** (dog). Fox and wolf, and skunk and badger, also look closest to each other on this deck — they are never placed side by side or one above the other on this page. 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.

Forest and Woodland Animals Picture Cards

Page 6 of 19

+ BRIGHT PATH SPED

TRACK

Probe Forms A, B and C

FOREST AND WOODLAND CARDS

an exact split of the 12-animal bank with no overlap between the three. Every animal is in the bank form, page 11.

DATE

FORM GIVEN (A, B OR C)

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



its own; give whichever one the rotation on the data log calls for on any one session takes the full-deck form instead, page 11.

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+ 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 Animal Cards — Color

PAGE 6



Forest and
Woodland Animal
Cards — Color
[REFERENCE](#)

6

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

PAGE 8



Forest and
Woodland Animal
Cards — Ink-Saver
[REFERENCE](#)

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03 Probe and Track

PAGES 10–14



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

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Full-Deck Probe
— All 12 Animals
[CHECKLIST](#)

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Data Log
[LOG](#)

12



Percent Graph
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Caseload
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04 Share and Write

PAGES 16–18



Practice at Home
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Phrase Bank
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Filled Example
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ONE PICTURE, ONE WORD

Every card pictures a single forest or woodland animal, chosen because both art sets draw it as one clean, nameable-in-one-word picture — nothing forced in to pad the count.

TWO ART SETS, ONE DECK

The color set (page 6) and the ink-saver set (page 8) are the same 12 animals; print whichever fits the printer at hand.

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: 7 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 animal.

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 answer, a criterion, or a typical rate for animal naming. 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 an animal 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 animal.

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

Forest and Woodland Animal Cards — Color



bear



boar



raccoon



moose



fox



otter



chipmunk



badger



skunk



wolf



beaver



bat

CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed lines, and keep the set in an envelope or on a ring. Hold up one card at a time, in any order, and ask what it is; the child names the animal. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 pictures in the ink-saver black-and-white set are on page 8.

7 PICTURES A CHILD MAY NAME ANOTHER WAY

7 of the 12 pictures also have a second name a young child may say instead: **boar** (pig), **moose** (elk), **fox** (dog), **otter** (seal), **chipmunk** (squirrel), **badger** (skunk), **wolf** (dog). Fox and wolf, and skunk and badger, also look closest to each other on this deck — they are never placed side by side or one above the other on this page. 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

Forest and Woodland Animal Cards — Ink-Saver



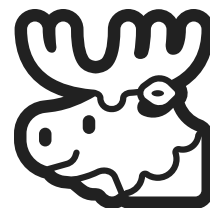
bear



boar



raccoon



moose



fox



otter



chipmunk



badger



skunk



wolf



beaver



bat

CUTTING THESE APART, AND SHOWING ONE

Print on cardstock, cut along the dashed lines, and keep the set in an envelope or on a ring. Hold up one card at a time, in any order, and ask what it is; the child names the animal. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 pictures in the full-color set are on page 6.

7 PICTURES A CHILD MAY NAME ANOTHER WAY

7 of the 12 pictures also have a second name a young child may say instead: **boar** (pig), **moose** (elk), **fox** (dog), **otter** (seal), **chipmunk** (squirrel), **badger** (skunk), **wolf** (dog). Fox and wolf, and skunk and badger, also look closest to each other on this deck — they are never placed side by side or one above the other on this page. 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, 4 pictures each, an exact split of the 12-animal bank with no overlap between the three. Every animal 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 (an alternate name from the list on page 6, or a related word). What counts as which is this clinician's call, written once and reused every session.

Form A 4 pictures · untimed



bear

☐ ☐ ☐
+ – ≈


boar

☐ ☐ ☐
+ – ≈


raccoon

☐ ☐ ☐
+ – ≈


moose

☐ ☐ ☐
+ – ≈

CORRECT (OUT OF 4)

Form B 4 pictures · untimed



fox

☐ ☐ ☐
+ – ≈


otter

☐ ☐ ☐
+ – ≈


chipmunk

☐ ☐ ☐
+ – ≈


badger

☐ ☐ ☐
+ – ≈

CORRECT (OUT OF 4)

Form C 4 pictures · untimed



skunk

☐ ☐ ☐
+ – ≈


wolf

☐ ☐ ☐
+ – ≈


beaver

☐ ☐ ☐
+ – ≈


bat

☐ ☐ ☐
+ – ≈

CORRECT (OUT OF 4)

CHOOSING WHICH FORM TO GIVE

Any of the three is a fair short probe on its own; give whichever one the rotation on the data log calls for next. A student who needs a longer look on any one session takes the full-deck form instead, page 11.



CHECKLIST

Full-Deck Probe — All 12 Animals

STUDENT

DATE

SETTING (CLASSROOM, OFFICE, HOME)

#	ANIMAL	RESPONSE	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	 bear	☐ ☐ ☐ + - ≈	
2	 boar	☐ ☐ ☐ + - ≈	
3	 raccoon	☐ ☐ ☐ + - ≈	
4	 moose	☐ ☐ ☐ + - ≈	
5	 fox	☐ ☐ ☐ + - ≈	
6	 otter	☐ ☐ ☐ + - ≈	
7	 chipmunk	☐ ☐ ☐ + - ≈	
8	 badger	☐ ☐ ☐ + - ≈	
9	 skunk	☐ ☐ ☐ + - ≈	
10	 wolf	☐ ☐ ☐ + - ≈	
11	 beaver	☐ ☐ ☐ + - ≈	
12	 bat	☐ ☐ ☐ + - ≈	

TOTAL CORRECT (OUT OF 12)

ALL 12 ANIMALS ON ONE SHEET

Same one-mark scoring as the quick forms, plus 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 12.

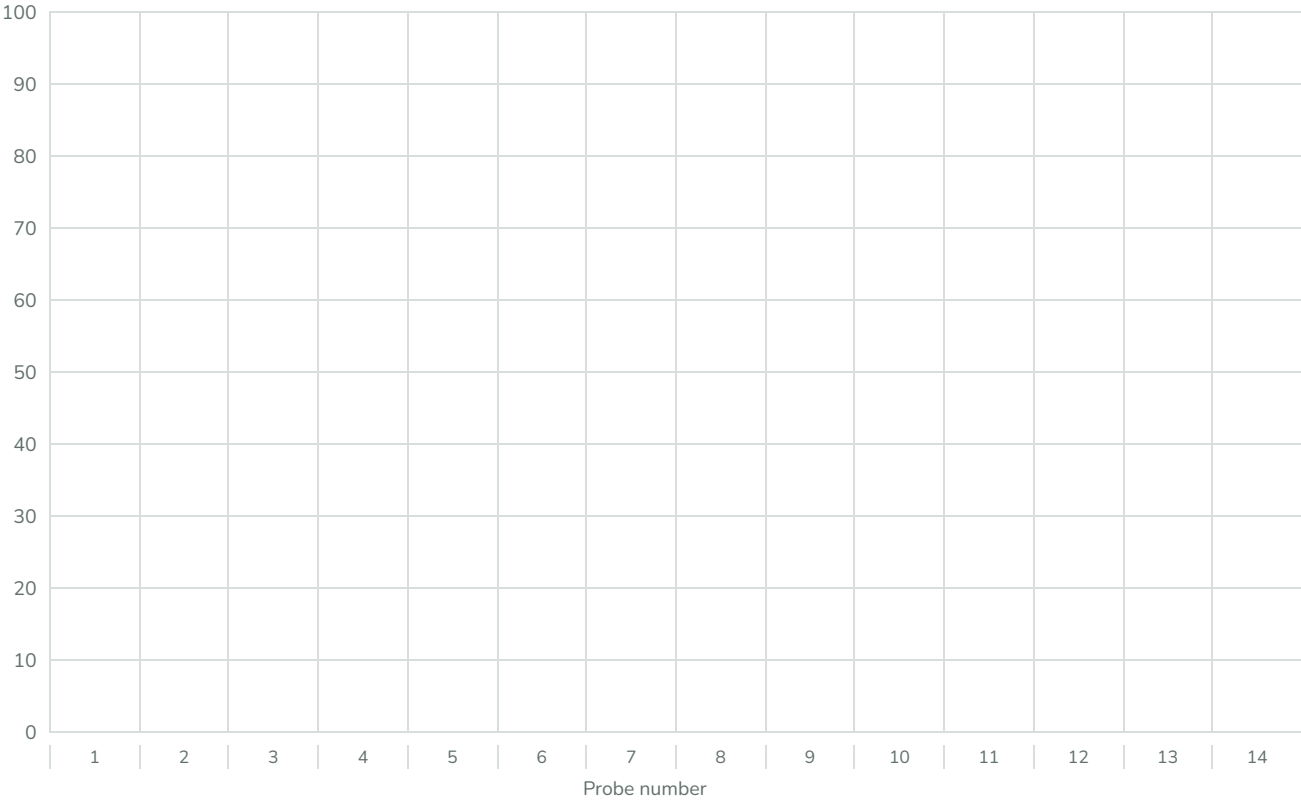
 TRACKER

Percent Graph

Fourteen probes across.

STUDENT	CRITERION (YOUR TEAM SETS IT)	SETTING

PERCENT CORRECT · PLOT ONE DOT PER PROBE, THEN DRAW THE TREND



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 working on this set. If a student is also tracked on a different picture set, that set gets its own copy of this page.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for animal naming. 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 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 (CLINICIAN / TEACHER)

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



bear



fox



raccoon



beaver



chipmunk



skunk

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (NAME THE PICTURE)

Point to a card and ask what it is; your child names the animal. Then look for a book, a show or a walk outside where the same animal turns up and name it together.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

FOREST AND WOODLAND WORDS WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere one of these words showed up on its own — a picture book, a park sign, a nature show, a walk in the backyard.

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.

Theo is invented, and so is every mark on this page. Eight quick probes, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/8	A	2	4	50%	baseline
2	9/15	B	1	4	25%	baseline
3	9/22	C	2	4	50%	baseline
4	9/29	A	3	4	75%	said “elk” for moose, marked ≈
5	10/6	B	3	4	75%	–
6	10/13	C	3	4	75%	two probes in a row at 75% or higher—team kept the plan
7	10/20	A	4	4	100%	–
8	10/27	B	4	4	100%	criterion range reached

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 2, 1 and 2 of 4: baseline is the median of the three, 2 of 4, 50 percent. By session 8, Theo named 4 of 4, 100 percent — a 50 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 4, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture probes of forest and woodland animal naming (4 pictures, untimed), Theo named 2 of 4 pictures at baseline in September and 4 of 4 on the most recent probe in October.”

WHERE THEO WOULD SIT ON THE CASELOAD PAGE

One row: baseline 50 percent, current 100 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 animal naming — it exists only to show how the log, the table and the graph read once numbers are actually on them.

HOW THE ≈ MARK WAS USED

The session-4 note shows the scoring rule at work: “elk” for moose is one of the seven alternate names disclosed on the card page (page 6) — this clinician marked it ≈; another team could mark it –, as long as it is the same every session.