

Fruit, Vegetable and Meal Picture Cards

SECTION 1 · THE FOOD CARDS — COLOR

FOOD CARDS

REFERENCE

Food Cards — Color



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: five cuts down and three across, straight lines only. Drawn to hold their shape in full color and stay readable at 1 inch. The same 24 cards in the ink-saver black-and-white set are on page 8. Row one is the fruits; the vegetables and the meal foods follow. No prompting or cueing script is included — that call belongs to you.

9 PICTURES A CHILD MAY NAME ANOTHER WAY

mushroom (toadstool), bell pepper (pepper), tomato (apple), cucumber (pickle), hamburger (burger), fries (French fries), bread (toast), bagel (donut), drumstick (chicken). Tomato, cucumber, eggplant and bell pepper are grouped with the vegetables, as a grocery store does; breads and fries are grouped with the meal foods. Decide once, in your own scoring rule, how these answers are marked, and mark them the same way every session.

Fruit, Vegetable and Meal Picture Cards

Page 6 of 25

+ BRIGHT PATH SPED

AGES — CIRCLE, WRITE, GLUE

and Glue — Fruit, Vegetable, Meal

FOOD CARDS

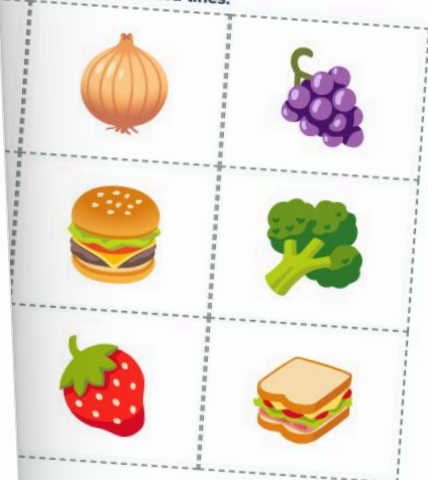


Glue each food in its box.

Vegetable

Meal

Cut on the dashed lines.



Page 13 of 25

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

25 PAGES

24 FOOD CARDS, COLOR + INK-SAVER

5 PROBE FORMS

FILLABLE PDF

What Is Inside, and Where

Before you begin

PAGE 4



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

4

01 The Food Cards — Color

PAGE 6



Food Cards —
Color
[REFERENCE](#)

6

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

PAGE 8



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

8

03 Student Pages — Circle, Write, Glue

PAGES 10–13



Circle the Food 1
— Two Choices
[STUDENT PAGE](#)

10



Circle the Food 2
— Three Choices
[STUDENT PAGE](#)

11



Circle the Food 3
— Circle and
Write
[STUDENT PAGE](#)

12



Cut and Glue —
Fruit, Vegetable,
Meal
[STUDENT PAGE](#)

13

04 Probe and Track

PAGES 15–20



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

15



Quick Probe
Forms C and D
[CHECKLIST](#)

16



Full-Deck Probe
— All 24 Foods
[CHECKLIST](#)

17



Data Log
[LOG](#)

18



Percent Graph
[TRACKER](#)

19



Caseload
Summary
[ROSTER](#)

20

05 Share and Write

PAGES 22–24



Practice at Home
[NOTES](#)

22



Phrase Bank
[REFERENCE](#)

23



Filled Example
[EXAMPLE](#)

24

Start Here — Three Steps

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



1

Print the cards and pages

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.

For seat work, print a student page: page 10 (two choices), page 11 (three choices), page 12 (three choices and writing) or page 13 (cut and glue). Read the note under the cards once: 9 pictures have a second name a child may say.



2

Show a card, mark the answer

Hold up a card. The child names the food and, if you want it scored, says the group it belongs to: fruit, vegetable or meal.

Mark +, – or ≈ for the name and for the group on a quick form (pages 15–16) or the full-deck form (page 17), which also prints every group and is the answer key for the student pages.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 18) the same day.

Plot the percent on the graph (page 19); update the caseload page (page 20) on whatever schedule your team reviews data.

Send the family page (page 22) home the same week — it uses some of 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: 24 foods, each with its name and its group. 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 or group, a criterion, or a typical rate for either. 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.

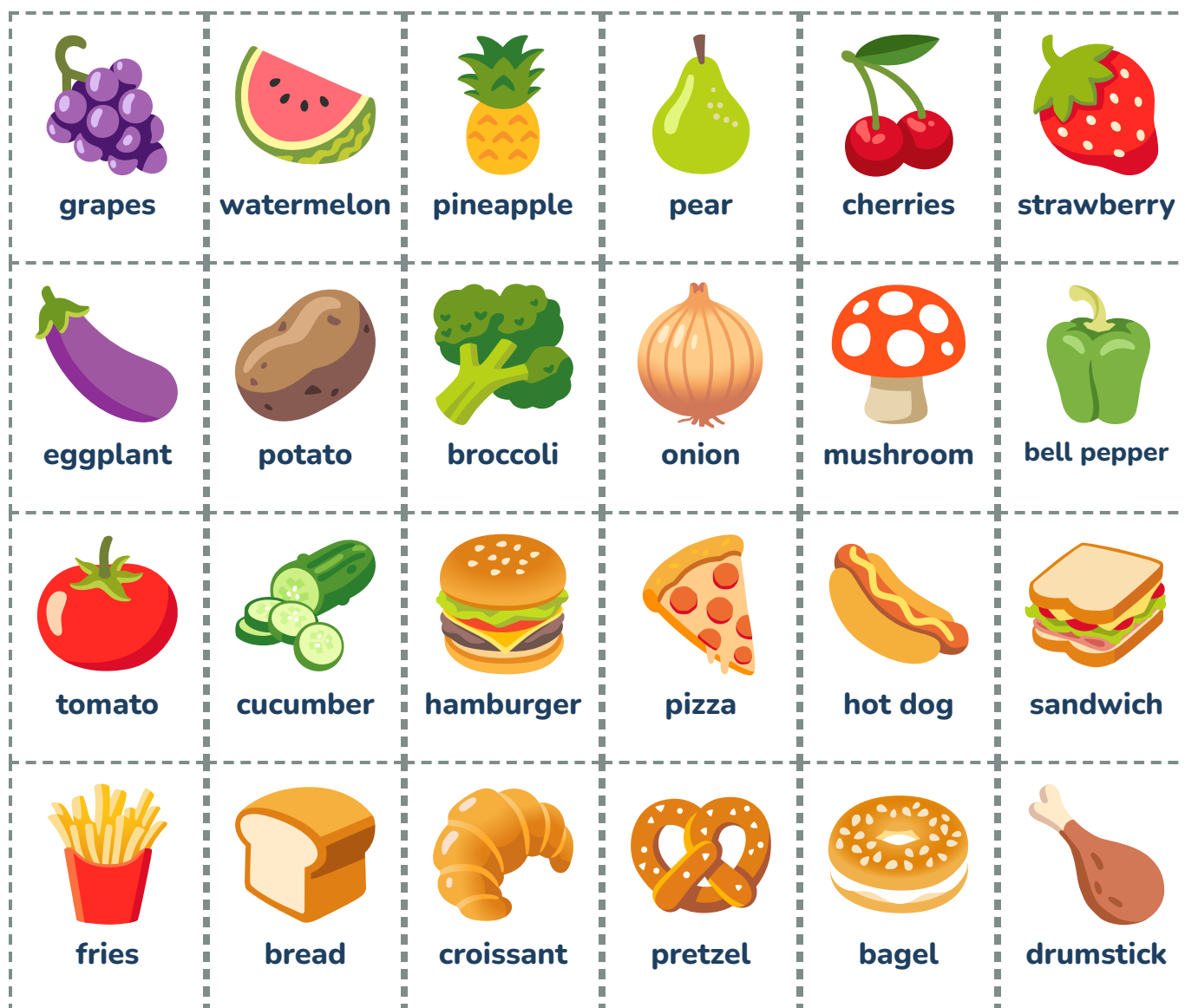
I need a food this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the food.

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

Food Cards — Color



CUTTING THESE APART

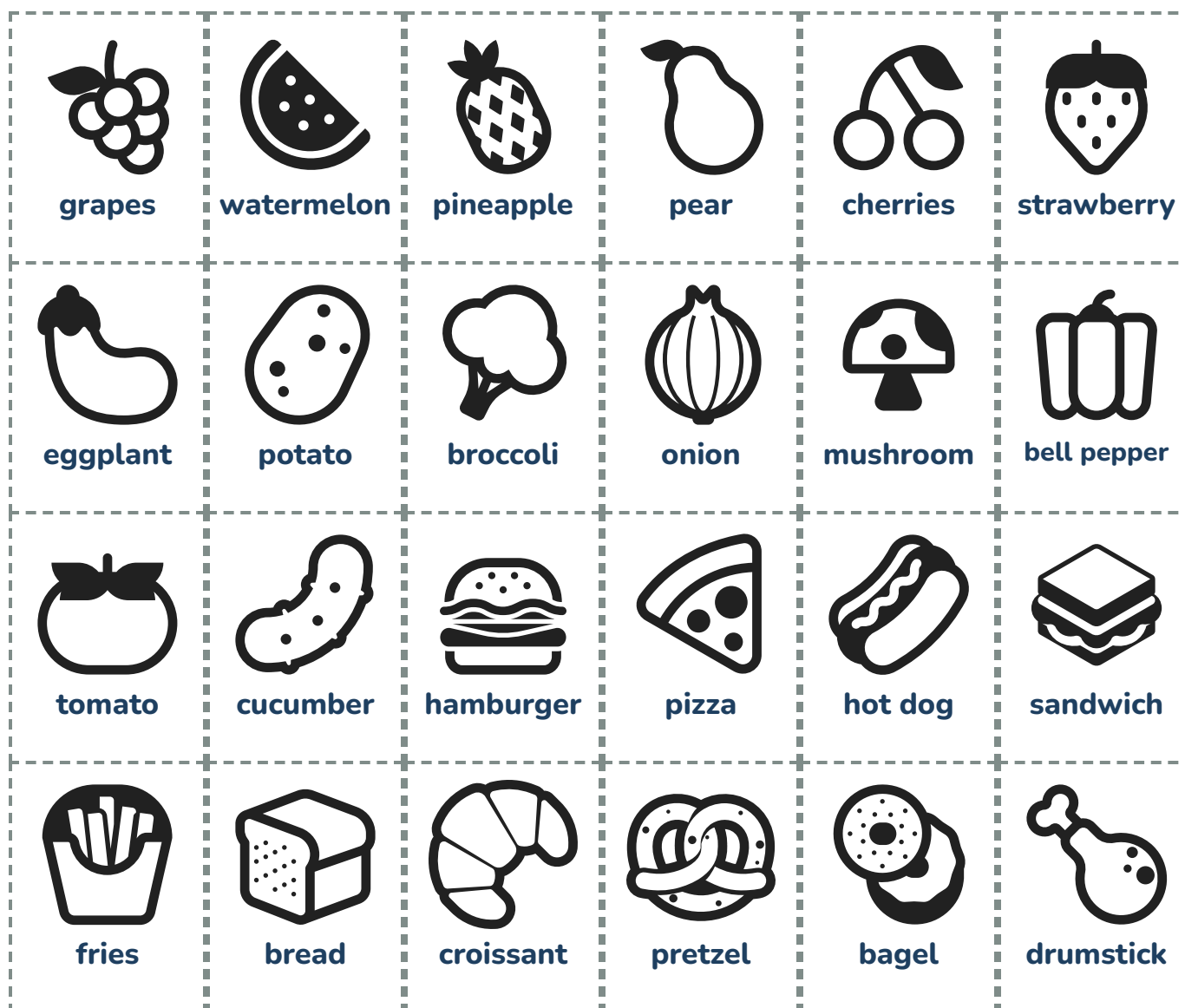
Print on cardstock and cut on the dashed lines: five cuts down and three across, straight lines only. Drawn to hold their shape in full color and stay readable at 1 inch. The same 24 cards in the ink-saver black-and-white set are on page 8. Row one is the fruits; the vegetables and the meal foods follow. No prompting or cueing script is included — that call belongs to you.

9 PICTURES A CHILD MAY NAME ANOTHER WAY

mushroom (toadstool), **bell pepper** (pepper), **tomato** (apple), **cucumber** (pickle), **hamburger** (burger), **fries** (French fries), **bread** (toast), **bagel** (donut), **drumstick** (chicken). Tomato, cucumber, eggplant and bell pepper are grouped with the vegetables, as a grocery store does; breads and fries are grouped with the meal foods. Decide once, in your own scoring rule, how these answers are marked, and mark them the same way every session.

REFERENCE

Food Cards — Ink-Saver



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: five cuts down and three across, straight lines only. Pure black outlines, so a photocopier spends the least ink it can. The same 24 cards in the full-color set are on page 6. Row one is the fruits; the vegetables and the meal foods follow. No prompting or cueing script is included — that call belongs to you.

9 PICTURES A CHILD MAY NAME ANOTHER WAY

mushroom (toadstool), **bell pepper** (pepper), **tomato** (apple), **cucumber** (pickle), **hamburger** (burger), **fries** (French fries), **bread** (toast), **bagel** (donut), **drumstick** (chicken). Tomato, cucumber, eggplant and bell pepper are grouped with the vegetables, as a grocery store does; breads and fries are grouped with the meal foods. Decide once, in your own scoring rule, how these answers are marked, and mark them the same way every session.

STUDENT PAGE

Circle the Food 2 — Three Choices

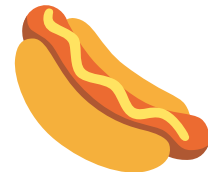
MY NAME _____



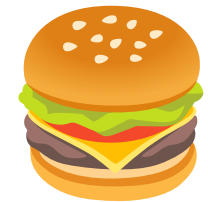
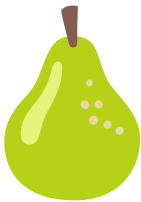
Circle the food.

■
building

1 Circle the broccoli.



2 Circle the hamburger.



3 Circle the strawberry.



4 Circle the mushroom.



STUDENT PAGE

Cut and Glue — Fruit, Vegetable, Meal

MY NAME _____



Glue each food in its box.

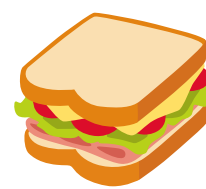
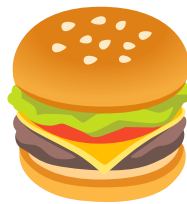
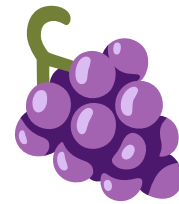
■
building

Fruit

Vegetable

Meal

Cut on the dashed lines.





CHECKLIST

Quick Probe Forms A and B

STUDENT

DATE

FORM GIVEN

NAMES CORRECT (OUT OF 6)

GROUPS CORRECT (OUT OF 6)

Form A 6 foods · untimed

#	FOOD	GROUP	NAMES IT	SAYS ITS GROUP
1	 grapes	fruit	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
2	 pear	fruit	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
3	 potato	vegetable	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
4	 mushroom	vegetable	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
5	 pizza	meal	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
6	 bread	meal	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈

NAMES CORRECT (OUT OF 6)

GROUPS CORRECT (OUT OF 6)

Form B 6 foods · untimed

#	FOOD	GROUP	NAMES IT	SAYS ITS GROUP
1	 watermelon	fruit	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
2	 cherries	fruit	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
3	 broccoli	vegetable	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
4	 tomato	vegetable	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
5	 hamburger	meal	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈
6	 pretzel	meal	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈

HOW TO MARK EACH FOOD

Show the card (page 6 or 8). Mark + if the answer is what your own scoring rule counts as correct, – for an error or no answer, ≈ for a close answer (a second name for the picture, see page 6). Names and groups are marked separately. Four forms of 6 foods, no food on two forms, together the whole 24-food deck.



CHECKLIST

Full-Deck Probe — All 24 Foods

STUDENT

DATE

WHAT EARNS +, – AND ≈ (YOUR OWN RULE)

#	FOOD	GROUP	NAMES IT	SAYS ITS GROUP	SAID (WORD FOR WORD)
1	grapes	fruit	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
2	watermelon	fruit	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
3	pineapple	fruit	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
4	pear	fruit	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
5	cherries	fruit	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
6	strawberry	fruit	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
7	eggplant	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
8	potato	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
9	broccoli	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
10	onion	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
11	mushroom	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
12	bell pepper	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
13	tomato	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
14	cucumber	vegetable	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
15	hamburger	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
16	pizza	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
17	hot dog	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
18	sandwich	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
19	fries	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
20	bread	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
21	croissant	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
22	pretzel	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
23	bagel	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
24	drumstick	meal	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	

NAMES CORRECT (OUT OF 24)

GROUPS CORRECT (OUT OF 24)

All 24 foods in card order with the group printed beside each: the baseline and re-check form, and the answer key for the student pages (pages 10–13). Mark + / – / ≈ as on the quick forms. A row left blank means that food was not shown today. Carry each total to the log (page 18) as correct out of 24.

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. This copy of the log tracks naming the food only: seven quick probes, Forms A, B, C and D rotating, then the full deck once.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/8	A	3	6	50%	baseline
2	9/15	B	2	6	33%	baseline
3	9/22	C	3	6	50%	baseline
4	9/29	D	3	6	50%	said “chicken” for the drumstick, marked ≈ and not counted as correct by this clinician’s rule
5	10/6	A	4	6	67%	–
6	10/13	B	4	6	67%	4 of 6 again, second probe in a row at 67%
7	10/20	C	5	6	83%	–
8	10/27	E	21	24	88%	first full-deck form: 21 of 24, 88%

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 3, 2 and 3 of 6: baseline is the median of the three, 3 of 6, 50 percent. On session 8, the full deck, Maya scored 21 of 24, 88 percent — a 38 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by its own out-of, times 100, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture probes of food names, Maya met the scoring rule on 3 of 6 pictures at baseline in September and 21 of 24 on the full-deck probe in October.”

WHERE MAYA WOULD SIT ON THE CASELOAD PAGE

One row: names, baseline 50 percent, current 88 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 20 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 foods — it exists only to show how the log, the table and the graph read once numbers are actually on them.

THE SESSION-4 NOTE, AND THE RULE BEHIND IT

On session 4 (Form D) Maya said “chicken” when shown the drumstick card. This clinician’s own rule marked that ≈ and did not count it in the 3; another team could mark it differently if it does so every session. Groups are tracked on their own copy of the log, never averaged in. Sessions 1–7 are out of 6 and session 8 is out of 24, so the graph (page 19) takes the percent.