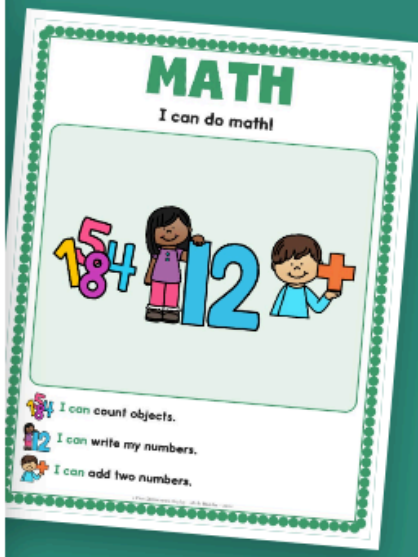
I CAN STATEMENTS
DISPLAY POSTERS











40 I CAN CARDS

5 SUBJECTS + BLANKS

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One classroom license

- This file is for one classroom: one teacher, one group of students.
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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or a box, type, and Save As.
- The name lines, the Today We Can poster, the blank subject header, the blank write-on cards, the desk strips, the type-in list, the reflection page, the planner, the tracker, the family note and every notes area are type-in fields. The posters and picture cards are print pages. You can also print any page and write by hand.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Print at 100 percent

Turn off fit to page and shrink to fit so the cut pieces keep their size. Every page is readable in black and white, and the header posters and the picture cards come in a color set and an ink-saver set. Posters look best on cardstock; cards are fine on copy paper. For a write-on card, slide it into a sheet protector and use a dry-erase marker.

Need help?

If a field will not behave or a page will not print the way you expect, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update.

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PREVIEW

How to Set Up the Display

One way to build it. Your room, your words, your choices.

I CAN STATEMENTS

Reading	Writing	Math	Phonics	Behavior

Five steps

- **Print and post the header.** Hang the bulletin header (page 7) across the top of a board, a wall or a pocket chart.
- **One column per subject.** Hang a subject header (pages 10 to 14) for each column, as many as you teach.
- **Choose the targets.** Cut the cards you are teaching this week (pages 20 to 24) and hang them under their subject. Keep the rest in a folder or an envelope.
- **Write your own.** Blank cards (page 31) take your words. Slide one into a sheet protector and use a dry-erase marker to change it each week.
- **Mark today's target.** Fill in the Today We Can poster (page 9) and hang it beside the board.

Our room's plan: how we will hang it

Where is the board? Which subjects go up first? Who changes the cards?

Our school's own words (in your school's words)

Your school or district decides what a learning target must include. Write it here.

PREVIEW

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I CAN STATEMENTS

Our Learning Targets



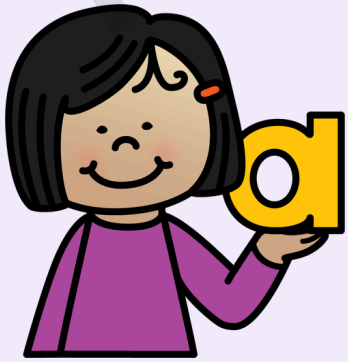
Reading



Writing



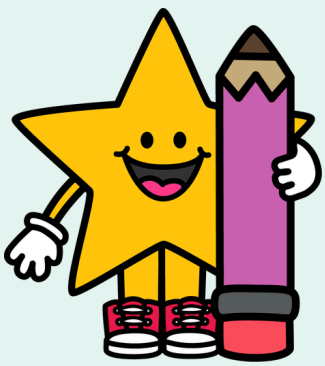
Math



Phonics



Behavior



I can do it!

PREVIEW

Preview - Bright Page Shop

I CAN STATEMENTS

Our Learning Targets



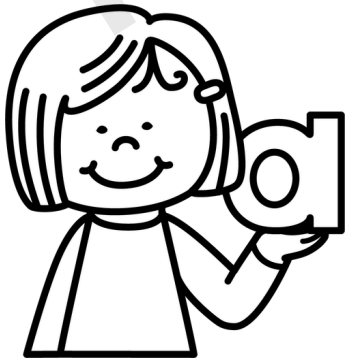
Reading



Writing



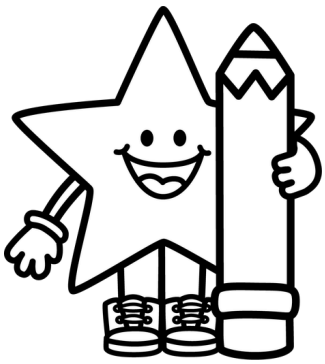
Math



Phonics



Behavior



I can do it!

PREVIEW

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READING

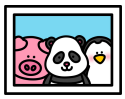
I can read!



PREVIEW



I can read a book.



I can read the pictures.

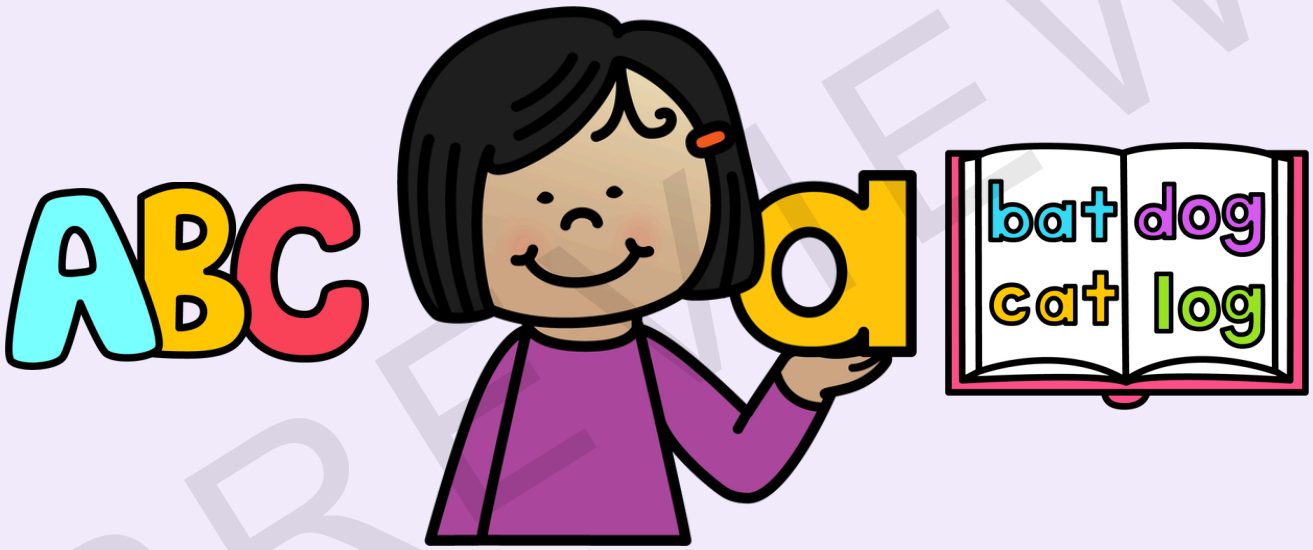


I can tell what happens first, next and last.

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PHONICS

I can use my sounds!



PREVIEW

ABC I can name the letters.


I can say the letter sounds.



I can say the vowel sounds.

Preview - Bright Page Shed

READING

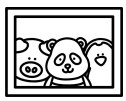
I can read!



PREVIEW



I can read a book.



I can read the pictures.

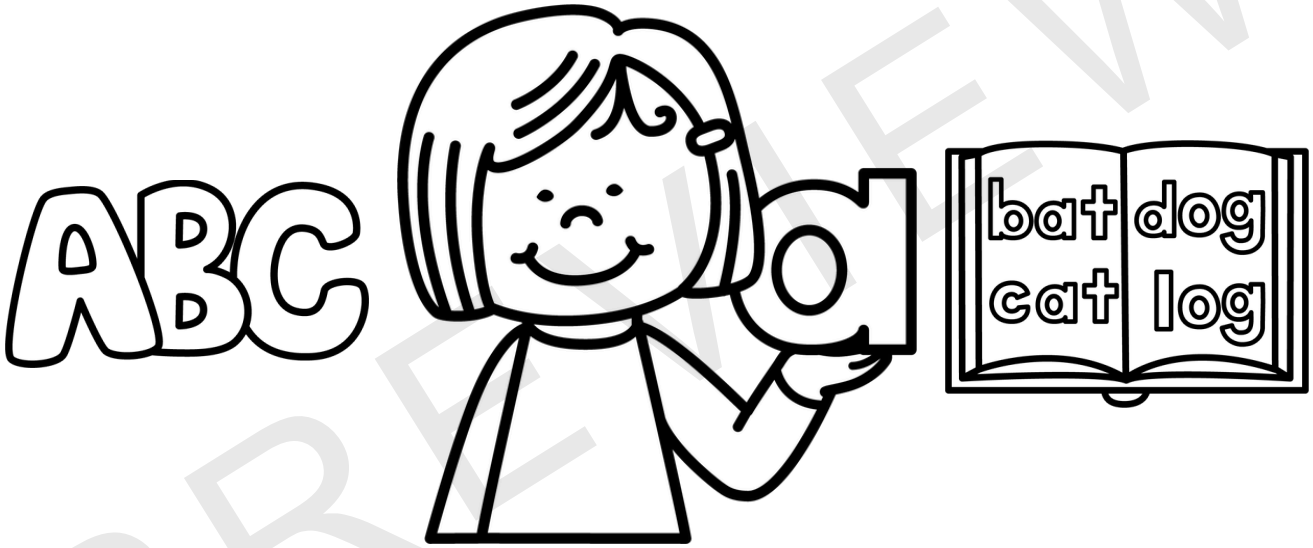


I can tell what happens first, next and last.

Preview - Bright Page Shed

PHONICS

I can use my sounds!



PREVIEW



I can name the letters.



I can say the letter sounds.



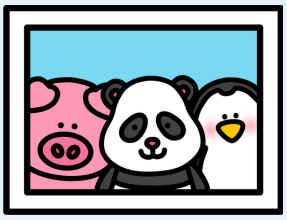
I can say the vowel sounds.

Preview : Bright Path Sped

Cut the cards. Hang one up.



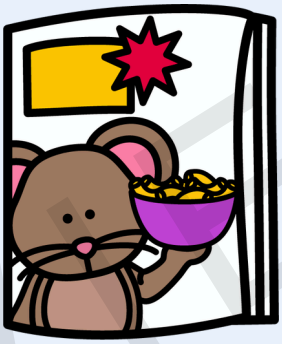
I can read a book.



I can read the pictures.



I can tell what happens first, next and last.



I can find the title.



I can ask a question about a story.



I can find clues in a story.



I can read with a partner.



I can pick a just-right book.

PREVIEW

Preview : Bright Path Sped

Cut the cards. Hang one up.



I can name the letters.



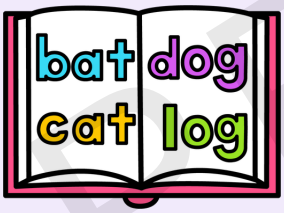
I can say the letter sounds.



I can say the vowel sounds.



I can hear the sounds in a word.



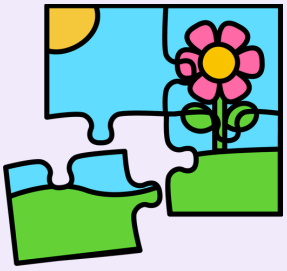
I can blend sounds to read a word.



I can find rhyming words.



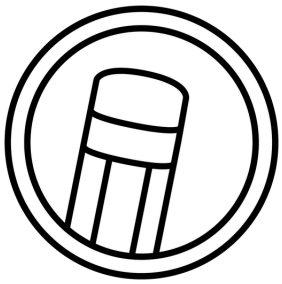
I can clap the parts in a word.



I can read tricky words.

PREVIEW

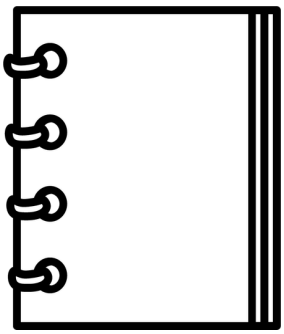
Cut the cards. Hang one up.



I can hold my pencil the right way.



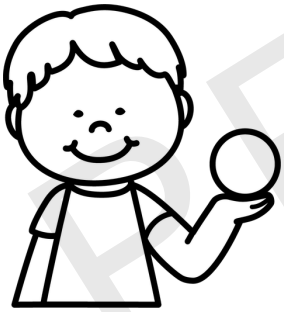
I can write my name.



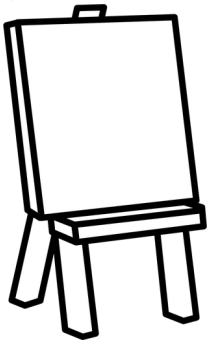
I can write a sentence.



I can start with a capital letter.



I can end with a period.



I can draw and tell about my picture.



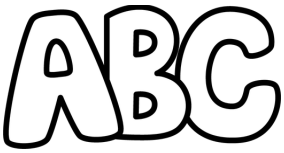
I can write about my day.



I can check my writing.

PREVIEW

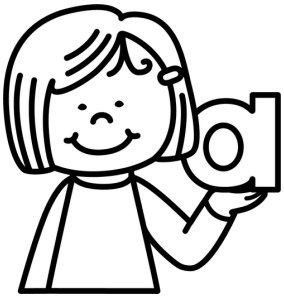
Cut the cards. Hang one up.



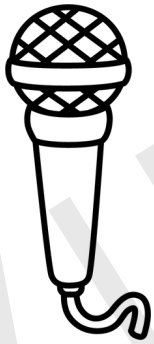
I can name the letters.



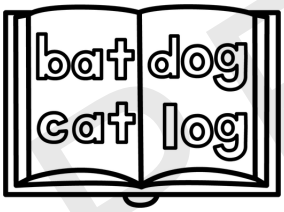
I can say the letter sounds.



I can say the vowel sounds.



I can hear the sounds in a word.



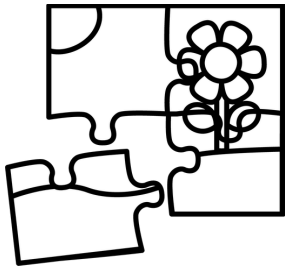
I can blend sounds to read a word.



I can find rhyming words.



I can clap the parts in a word.

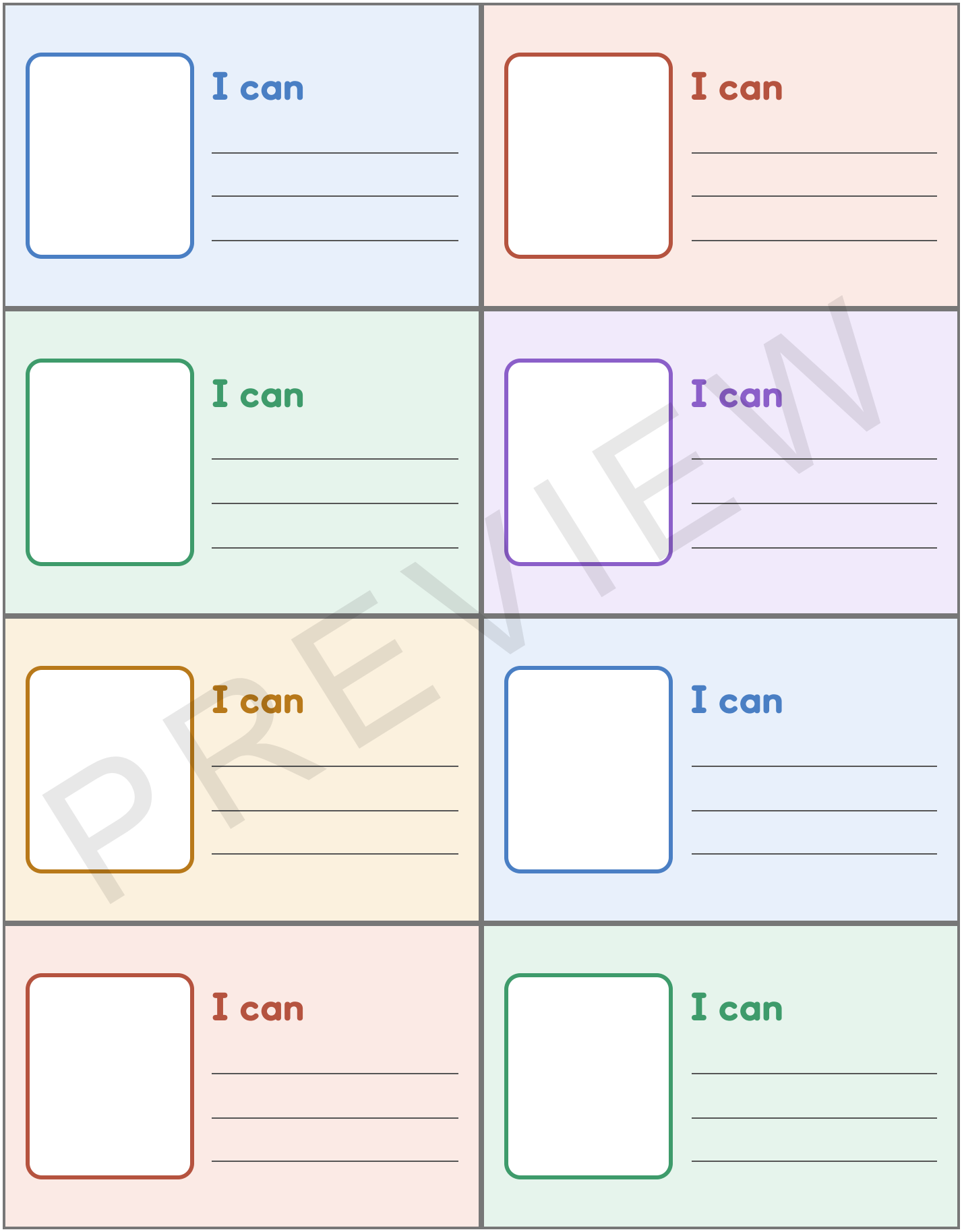


I can read tricky words.

PREVIEW

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Cut the cards. Write your own.



PREVIEW

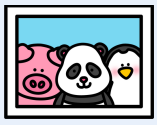
Preview : Bright Path Sped

My name _____

Color the circle when you can.



I can read a book.



I can read the pictures.



I can tell what happens first, next and last.



I can find the title.



I can ask a question about a story.



I can find clues in a story.



I can read with a partner.



I can pick a just-right book.

I am proud that I can

_____

_____

PREVIEW

My name _____

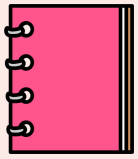
Color the circle when you can.



I can hold my pencil the right way.



I can write my name.



I can write a sentence.



I can start with a capital letter.



I can end with a period.



I can draw and tell about my picture.



I can write about my day.



I can check my writing.

I am proud that I can

PREVIEW

My name _____

Color the circle when you can.



I can use a quiet voice.



I can raise my hand.



I can listen to my teacher.



I can use kind words.



I can take turns.



I can try again when it is hard.



I can clean up after myself.



I can calm my body.

I am proud that I can

PREVIEW

Preview : Bright Path Sped

My name _____

Today I can

_____

Draw it.

PREVIEW

Circle one.

Not yet

Almost

I can!

I learned

_____

Next I want to

_____

A Note Home: Our I Can Display

One page to send home when you start the display.

Date _____ Class _____ Teacher _____

Dear families,

Our room has an I can display. Each card is a short sentence that says what we are learning to do, with a picture. We read them together and children check off what they can do. Here is one from each subject:

- **Reading**: I can read a book.
- **Writing**: I can hold my pencil the right way.
- **Math**: I can count objects.
- **Phonics**: I can name the letters.
- **Behavior**: I can use a quiet voice.

This week our I can is

_____

_____

You can try this at home

Ask your child: "What can you do today?" Then ask them to show you.

_____

_____

A note from me (your words)

_____

_____

_____

Thank you, (teacher) _____ Family signature, if your school asks for one _____

PREVIEW

Phrase Bank

Fill each blank with what you really saw.

Introducing a target

- "Today our I can is: I can ____. Say it with me."
- "Look at the picture. What do you think we will do?"
- "By the end, you will be able to ____."
- "Which card is ours today? Point to it."

Checking in during the lesson

- "Show me with a thumb: Not yet, Almost or I can?"
- "Tell your partner how you can ____."
- "What is one thing you can do now that you could not do before?"
- "Read our card again. Does it match what you did?"

Noticing what a child did

- "I saw you ____. That is how you can ____."
- "You said 'Almost.' What helps you get closer?"
- "Show us how you ____."
- "Thank you for trying again at ____."

Sentence starters for children

- I can ____ now.
- I am working on ____.
- I learned ____ today.
- Next I want to ____.

For the note home

- This week our I can is ____ (the statement from the wall).
- Your child showed me they can ____.
- At home you can ask: "What can you do today?"
- Thank you for ____ (what the family did to help).

PREVIEW