

Insects and Bugs Matching Binder



19 PAGES

21 CUT-APART CARDS

2 BOARDS

COLOR + INK-SAVER



What Is Inside, and Where

Two sections: a Bugs I See request board and a flies-or-stays-on-the-ground sort board, plus the pages that track it, share it and send it home. Start on page 4.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 Bugs I See

PAGES 6–7



**Bugs I See
Request Board
and Cards (Color)**
BOARD

6



**Bugs I See
Request Board
and Cards (Ink-
Saver)**
BOARD

7

02 Flies or Stays on the Ground

PAGES 9–10



**Flies or Stays on
the Ground Sort
Board and Cards
(Color)**
BOARD

9



**Flies or Stays on
the Ground Sort
Board and Cards
(Ink-Saver)**
BOARD

10

03 Track, Share and Take Home

PAGES 12–18



**Weekly Matching
Tracker**
TRACKER

12



**Binder Cover,
Spine and Tabs**
ORGANIZER

13



**Insect Words at
Home**
HOME

14



**Family Update and
Team Hand-Off**
NOTES

15



Phrase Bank
REFERENCE

16



Filled Example
EXAMPLE

17



**Answer Key and
Word List**
REFERENCE

18

TWO SETS, ONE BINDER

Both boards come twice: full color for a laminated binder, black-and-white line art for a photocopier or a copy that goes home. Same boards, same 21 picture cards; only the picture set differs.

PRACTICE, NOT A TEST

Naming and sorting practice with a tracker attached. It counts which boards were done and what help was given, and nothing else; what that means for a student is your team's call.



START HERE

Start Here — Three Steps

Ninety seconds of reading. The boards need scissors, page protectors and a strip of hook-and-loop dots.



1

Print and build the binder

Print the two boards from the color set (pages 6 and 9) on cardstock, or the ink-saver set (pages 7 and 10) on plain paper. Cut the card band off the bottom of each board page; the board stays whole.

Page protectors, hook-and-loop dots on the slots, and the cover, spine and tabs from page 13.



2

Run the boards

Open to the Bugs I See board: “I want,” “I see,” “Show me,” then the seven-picture match. Turn to the Flies or Stays on the Ground board: sort each picture card onto “This bug stays on the ground” or “This bug flies,” then match the two picture grids.

Say the same short line each time (page 16). The answer key (page 18) lists every board and its cards.



3

Record, share, send home

One letter per job on the tracker (page 12) — N, P, S or a dash — the same day.

Copy the week’s counts onto the family update (page 15). Send the home page (page 14) home the week the binder is new.

WHAT THIS FILE IS

A fillable PDF with two matching boards and their cut-apart cards built in, and the tracking pages behind them. It works offline, with no account or subscription, and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the boards already printed and how to count what happened.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a count means for a student, when a board is done with, or what a goal should say. Every one of those is a blank you fill from your own team’s plan and your district’s wording.

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.

A picture reads as a different word to my student. Pull that card and its grid cell and run the board with the rest; the **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in tracker, family update or example-style note is a student record: initials only on anything that leaves your hands, first name only on the home page. The boards live in the binder; the tracker stays in the student’s folder so the week’s counts are the first thing anyone finds.

BOARD

Bugs I See Request Board and Cards (Color)

Put each card where it matches. This is the color set; the same board and cards are on page 7 in the ink-saver set.

I want

I see

Show me

--	--	--

BUGS • MATCH THE SAME PICTURE



ant



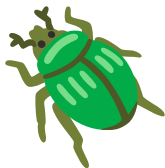
snail



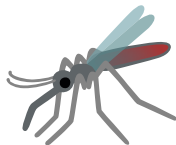
worm



cricket



beetle



mosquito



fly

CUT HERE • THE BOARD ABOVE STAYS WHOLE • THE CARDS BELOW CUT APART

BUG CARDS • 7



ant



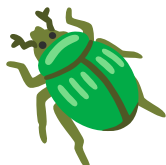
snail



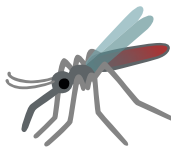
worm



cricket



beetle



mosquito



fly

BOARD

Flies or Stays on the Ground Sort Board and Cards (Color)

Match the picture, then sort the card. This is the color set; the same board and cards are on page 10 in the ink-saver set.

This bug stays on the ground

This bug flies

BUGS THAT STAY ON THE GROUND • MATCH THE SAME PICTURE



ant



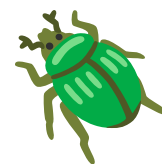
snail



worm

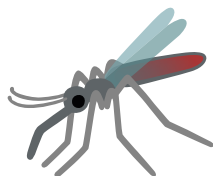


cricket



beetle

BUGS THAT FLY • MATCH THE SAME PICTURE



mosquito



fly

CUT HERE • THE BOARD ABOVE STAYS WHOLE • THE CARDS BELOW CUT APART

GROUND BUG CARDS • 5



ant



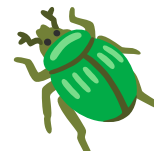
snail



worm

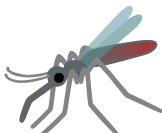


cricket



beetle

FLYING BUG CARDS • 2



mosquito



fly

BOARD

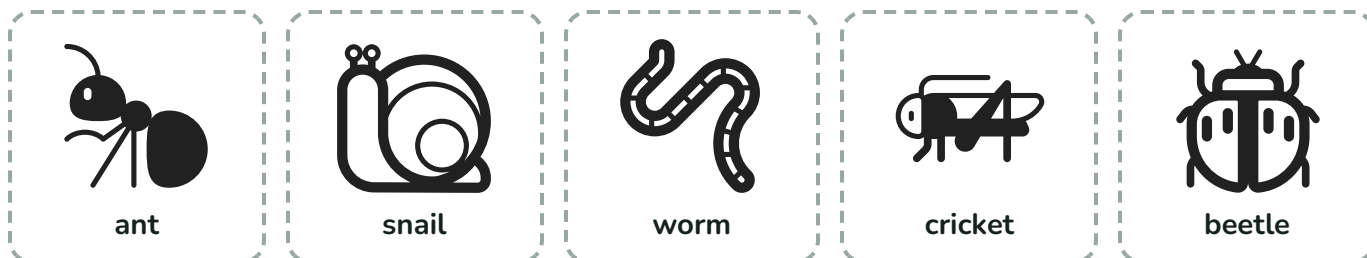
Flies or Stays on the Ground Sort Board and Cards (Ink-Saver)

Match the picture, then sort the card. This is the ink-saver set; the same board and cards are on page 9 in the color set.

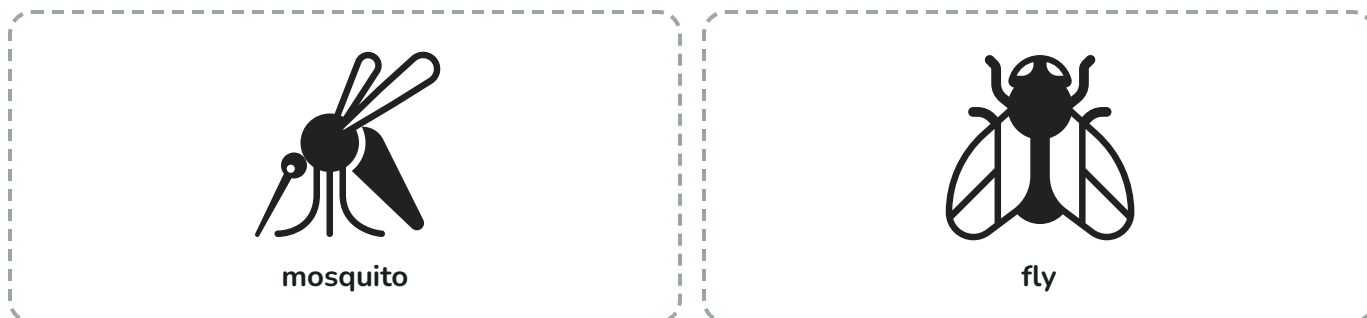
This bug stays on the ground

This bug flies

BUGS THAT STAY ON THE GROUND • MATCH THE SAME PICTURE

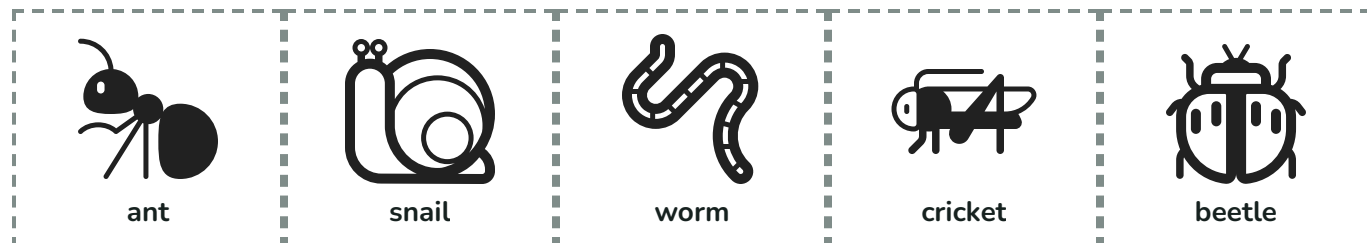


BUGS THAT FLY • MATCH THE SAME PICTURE

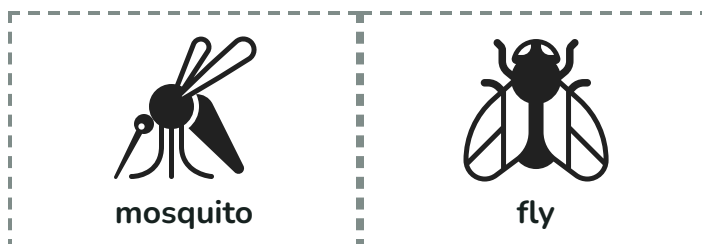


CUT HERE • THE BOARD ABOVE STAYS WHOLE • THE CARDS BELOW CUT APART

GROUND BUG CARDS • 5



FLYING BUG CARDS • 2



TRACKER

Weekly Matching Tracker

One row per board job, one letter per day. The eight rows are the slots and picture grids on the two boards in this binder.

STUDENT		WEEK OF				ADULT RUNNING THE BINDER		
#	BOARD JOB	PAGE	MON	TUE	WED	THU	FRI	NO HELP (OF DAYS RUN)
1	I want	6						
2	I see	6						
3	Show me	6						
4	Bugs match	6						
5	This bug stays on the ground	9						
6	This bug flies	9						
7	Ground bugs match	9						
8	Flying bugs match	9						
WEEK TOTAL: N CELLS			WEEK TOTAL: DAYS RUN				NEXT WEEK, START WITH	

THE CODE, ONE LETTER PER CELL

N no help · P pointed once · S said the words · – not run today. Write what you actually did, the same letter for the same help every day. The last column counts the N cells in the row against the days that job was run — a job not run is not a miss.

READING A WEEK

Add the last column down for the week’s total, and copy it onto the family update (page 15). The filled example (page 17) shows one week of this table with every total re-counted from its own row. This page counts help given; what a count means for a student is your team’s call.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the table above.

Malia is invented, and so is every letter on this page. One week of the tracker (page 12), the week of a Tuesday in spring, filled in by the adult who ran the binder each morning.

#	BOARD JOB	PAGE	MON	TUE	WED	THU	FRI	NO HELP (OF DAYS RUN)
1	I want	6	N	N	N	N	N	5 of 5
2	I see	6	N	N	N	N	N	5 of 5
3	Show me	6	N	N	S	N	N	4 of 5
4	Bugs match	6	P	P	S	N	N	2 of 5
5	This bug stays on the ground	9	N	N	N	N	P	4 of 5
6	This bug flies	9	S	S	P	S	S	0 of 5
7	Ground bugs match	9	N	N	–	N	N	4 of 4
8	Flying bugs match	9	–	N	N	N	S	3 of 4

READING THE NUMBERS

Week total: **27 N cells of 38 days run** (71 percent with no help), counted straight down the last column. 2 jobs ran all five days with no help: I want, I see. 1 job never got an N this week: This bug flies. Help given was P on 4 cells and S on 7.

A LINE THIS SHEET COULD WRITE

“Week of a Tuesday in spring: Malia completed 27 of 38 board jobs with no help. Jobs done without help every day: I want, I see. Jobs still needing help every day: This bug flies. Not run: Ground bugs match (1 day); Flying bugs match (1 day).”

WHY THE LAST COLUMN SAYS “OF DAYS RUN”

Jobs run per day this week, Monday to Friday: 7, 8, 7, 8, 8. A dash is a job that was not run that morning — a short day, an absence, a board not printed yet — and it is never counted as a miss. Every job’s column reads N cells against its own days run.

WHAT THIS EXAMPLE IS NOT

One invented child’s five days. It does not say how quickly any real student moves from S to P to N and sets no typical week for this binder — it exists only to show how the tracker, the family update and the phrase bank read once real letters are on them.

THE LETTERS, FILLED IN

Every letter is what the adult did, in the same short code each day — N, P, S — and a dash where a job was not run. None of them is a label for Malia. A row that reads N across all five days is what independent requesting and sorting looks like on paper; a row that reads S every day is the row the team would look at first, and the family update (page 15) is where those two lists get written down.