

Is and Are Picture Cards

One Is, Many Are

SECTION 1 · THE PICTURE CARDS — COLOR

IS AND ARE CARDS

REFERENCE Is and Are Cards — Color, 1 of 2



CUTTING THESE APART

Print on cardstock and cut on the dashed lines: three cuts down and two across, straight lines only. That is 12 cards. Drawn to hold their shape in full color and stay readable at 1 inch. The same cards in the ink-saver black-and-white set are on page 9. Every ONE card takes "is" and every MANY card takes "are," written on the deck page (page 18), never on a card. No prompting or cueing script is included — that call belongs to the clinician.

ON THIS PAGE, AND 5 PICTURES A CHILD MAY NAME ANOTHER WAY

Verbs here: run, dance, sleep, sing, walk, climb. Each verb is a ONE card (one figure) and a MANY card (three of the same figure). The frame prints the verb, so is and are is what is marked. Across the whole deck, a child may give a second name to **sleep** (bed), **sing** (singer), **cook** (chef), **ride** (biking), **sit** (yoga). Decide once, in your own scoring rule, whether that matters, and mark it the same way every session.

Is and Are Picture Cards: One Is, Many Are

Page 6 of 26

+ BRIGHT PATH SPED

AGES — SORT AND CIRCLE

Is and Are 2 — Circle Is or Are

IS AND ARE CARDS

Circle is or are.

1 Many _____ walking.

is

are

2 One _____ climbing.

is

are

3 One _____ crying.

is

are

4 Many _____ cooking.

is

are

Page 14 of 26

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here — Three Steps
START HERE **4**

01 The Picture Cards — Color

PAGES 6–7



Is and Are Cards — Color, 1 of 2
REFERENCE **6**



Is and Are Cards — Color, 2 of 2
REFERENCE **7**

02 The Picture Cards — Ink-Saver

PAGES 9–10



Is and Are Cards — Ink-Saver, 1 of 2
REFERENCE **9**



Is and Are Cards — Ink-Saver, 2 of 2
REFERENCE **10**

03 Student Pages — Sort and Circle

PAGES 12–15



Sort Mat — One Is, Many Are
STUDENT PAGE **12**



Is and Are 1 — Circle the Picture
STUDENT PAGE **13**



Is and Are 2 — Circle Is or Are
STUDENT PAGE **14**



Is and Are 3 — Circle and Write
STUDENT PAGE **15**

04 Probe and Track

PAGES 17–21



Quick Probe Forms A, B and C
CHECKLIST **17**



Full-Deck Probe — All 12 Verbs
CHECKLIST **18**



Data Log
LOG **19**



Percent Graph
TRACKER **20**



Caseload Summary
ROSTER **21**

05 Share and Write

PAGES 23–25



Practice at Home
NOTES **23**



Phrase Bank
REFERENCE **24**



Filled Example
EXAMPLE **25**

ONE IS, MANY ARE

12 verbs, each a ONE card and a MANY card (24 cards), in color and in ink-saver. Both are marked, separately, everywhere in this file.

Start Here — Three Steps

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



1

Print the cards and sheets

Print the color card pages (pages 6–7) or the ink-saver pages (pages 9–10) 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 the sort mat (page 12) and a sheet: page 13 (circle the picture), page 14 (circle is or are) or page 15 (circle and write). Read the note under the cards once: 5 pictures have a second name a child may say.



2

Show a card, mark the answer

Hold up a ONE card, then the MANY card for the same verb. The card prints a short frame with a blank; the child fills it.

Mark +, – or ≈ for the ONE card AND the MANY card on a quick form (page 17) or the full-deck form (page 18), which also prints the answers.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 19) the same day.

Plot the percent on the graph (page 20); update the caseload page (page 21) on whatever schedule your team reviews data.

Send the family page (page 23) 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: 12 verbs, each a ONE card and a MANY card, plus a sort mat and three student sheets. 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 covers is and are only, and 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 using is and are. 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

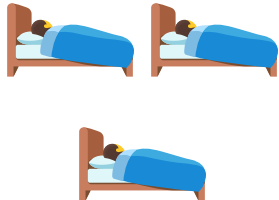
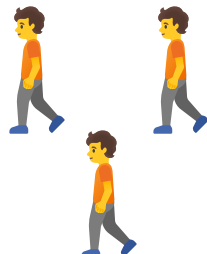
A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab.

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

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.

Is and Are Cards — Color, 1 of 2

 One ____ running.	 Many ____ running.	 One ____ dancing.	 Many ____ dancing.
 One ____ sleeping.	 Many ____ sleeping.	 One ____ singing.	 Many ____ singing.
 One ____ walking.	 Many ____ walking.	 One ____ climbing.	 Many ____ climbing.

CUTTING THESE APART

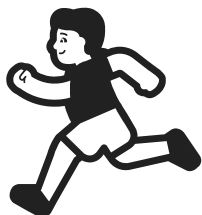
Print on cardstock and cut on the dashed lines: three cuts down and two across, straight lines only. That is 12 cards. Drawn to hold their shape in full color and stay readable at 1 inch. The same cards in the ink-saver black-and-white set are on page 9. Every ONE card takes “is” and every MANY card takes “are,” written on the deck page (page 18), never on a card. No prompting or cueing script is included — that call belongs to the clinician.

ON THIS PAGE, AND 5 PICTURES A CHILD MAY NAME ANOTHER WAY

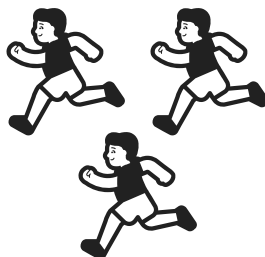
Verbs here: run, dance, sleep, sing, walk, climb. Each verb is a ONE card (one figure) and a MANY card (three of the same figure). The frame prints the verb, so is and are is what is marked. Across the whole deck, a child may give a second name to **sleep** (bed), **sing** (singer), **cook** (chef), **ride** (biking), **sit** (yoga). Decide once, in your own scoring rule, whether that matters, and mark it the same way every session.

REFERENCE

Is and Are Cards — Ink-Saver, 1 of 2



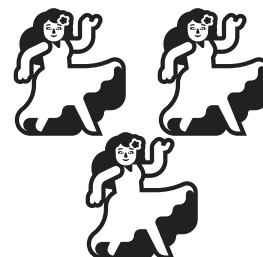
One ____
running.



Many ____
running.



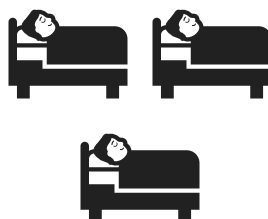
One ____
dancing.



Many ____
dancing.



One ____
sleeping.



Many ____
sleeping.



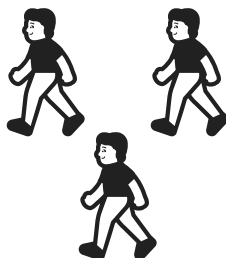
One ____
singing.



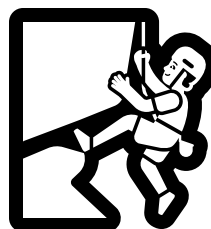
Many ____
singing.



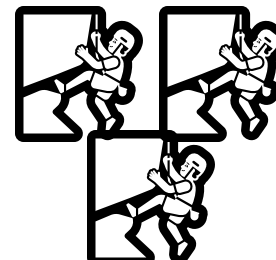
One ____
walking.



Many ____
walking.



One ____
climbing.



Many ____
climbing.

CUTTING THESE APART

Print on cardstock and cut on the dashed lines: three cuts down and two across, straight lines only. That is 12 cards. Pure black outlines, so a photocopier spends the least ink it can. The same cards in the full-color set are on page 6. Every ONE card takes “is” and every MANY card takes “are,” written on the deck page (page 18), never on a card. No prompting or cueing script is included — that call belongs to the clinician.

ON THIS PAGE, AND 5 PICTURES A CHILD MAY NAME ANOTHER WAY

Verbs here: run, dance, sleep, sing, walk, climb. Each verb is a ONE card (one figure) and a MANY card (three of the same figure). The frame prints the verb, so is and are is what is marked. Across the whole deck, a child may give a second name to **sleep** (bed), **sing** (singer), **cook** (chef), **ride** (biking), **sit** (yoga). Decide once, in your own scoring rule, whether that matters, and mark it the same way every session.

STUDENT PAGE

Sort Mat — One Is, Many Are

MY NAME



Sort the cards.

is



are



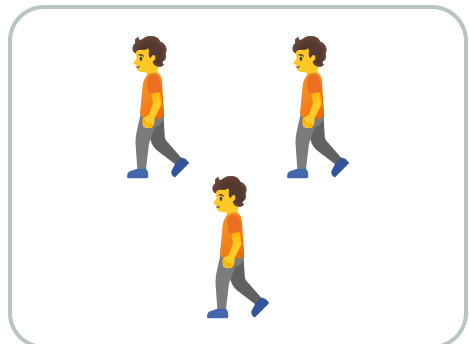
STUDENT PAGE

Is and Are 2 — Circle Is or Are

MY NAME _____



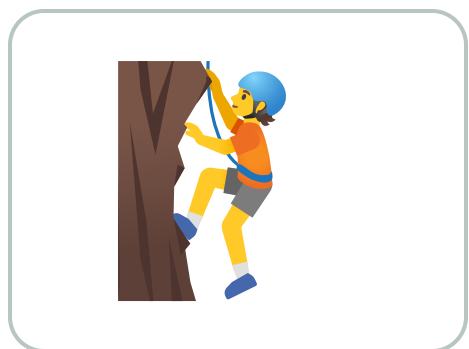
Circle is or are.



1 Many _____
walking.

is

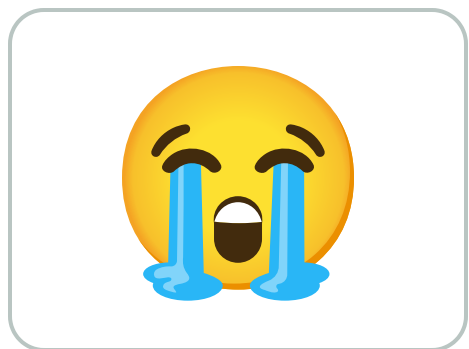
are



2 One _____
climbing.

is

are



3 One _____
crying.

is

are



4 Many _____
cooking.

is

are



CHECKLIST

Quick Probe Forms A, B and C

Show a ONE card, then the MANY card for the same verb (pages 6–7 or 9–10). Mark + if the response is what your own scoring rule counts as correct, – for an error or no response, ≈ for a close form. Three forms of 4 verbs, together the whole 12-verb bank; every verb is scored again on page 18.

STUDENT

DATE

FORM GIVEN (A, B OR C)

ONE CARDS CORRECT (OUT OF 4)

MANY CARDS CORRECT (OUT OF 4)

Form A 4 verbs, 8 cards · untimed

#	VERB	ONE CARD (IS)	MANY CARD (ARE)	WHAT WAS SAID (IF NOT THE TARGET)
1	 running	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
2	 dancing	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
3	 sleeping	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
4	 singing	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	

ONE CARDS CORRECT (OUT OF 4)

MANY CARDS CORRECT (OUT OF 4)

Form B 4 verbs, 8 cards · untimed

#	VERB	ONE CARD (IS)	MANY CARD (ARE)	WHAT WAS SAID (IF NOT THE TARGET)
1	 walking	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
2	 climbing	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
3	 crying	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
4	 cooking	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	

ONE CARDS CORRECT (OUT OF 4)

MANY CARDS CORRECT (OUT OF 4)

Form C 4 verbs, 8 cards · untimed

#	VERB	ONE CARD (IS)	MANY CARD (ARE)	WHAT WAS SAID (IF NOT THE TARGET)
1	 swimming	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
2	 skiing	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
3	 riding	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
4	 sitting	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	



CHECKLIST

Full-Deck Probe — All 12 Verbs

STUDENT

DATE

WHAT EARNS +, – AND ≈ (YOUR OWN RULE)

#	VERB	ONE CARD — ANSWER: IS	MANY CARD — ANSWER: ARE	WHAT WAS SAID (WORD FOR WORD)
1	 running	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
2	 dancing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
3	 sleeping	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
4	 singing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
5	 walking	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
6	 climbing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
7	 crying	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
8	 cooking	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
9	 swimming	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
10	 skiing	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
11	 riding	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
12	 sitting	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	

ONE CARDS CORRECT (OUT OF 12)

MANY CARDS CORRECT (OUT OF 12)

THE ANSWERS, FOR THE ADULT

Every ONE card takes “is” and every MANY card takes “are.” All 12 verbs are in card order (pages 6–7). Mark +, – or ≈ the same way as the quick forms; a row left blank was not asked today. Total each column and carry it to the log (page 19) as correct out of 12. Student sheets: page 13, the picture to circle: 1 left, 2 right, 3 right, 4 left; page 14: 1 are, 2 is, 3 is, 4 are; page 15: 1 is, 2 are, 3 is, 4 are.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Leo is invented, and so is every mark on this page. This copy of the log tracks his MANY cards only: seven quick probes, Forms A, B and C rotating, then the full deck once.

#	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	2	4	50%	said “is” for the MANY card of dance, marked as an error by this clinician’s rule
5	10/6	B	3	4	75%	–
6	10/13	C	3	4	75%	3 of 4 again, second probe in a row at 75%
7	10/20	A	4	4	100%	all 4 MANY cards on Form A
8	10/27	D	10	12	83%	first full-deck form: 10 of 12, 83%

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. On session 8, the full deck, Leo scored 10 of 12, 83 percent — a 33 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 MANY cards (4 verbs per quick form, untimed), Leo met the scoring rule on 2 of 4 cards at baseline in September and 10 of 12 on the full-deck probe in October.”

WHERE LEO WOULD SIT ON THE CASELOAD PAGE

One row: level “MANY,” baseline 50 percent, current 83 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 21 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 using is and are — 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 A) the MANY card for dance drew “is.” This clinician’s own rule marked that an error (–); another team could mark it differently if it does so every session. Sessions 1–7 are out of 4 and session 8 is out of 12, so the graph (page 20) takes the percent. Leo’s ONE cards would get their own copy of the log and the graph.