

Kitchen Tools

WH-Question Read & Match

SECTION 1 · READ AND MATCH: MULTIPLE CHOICE

KITCHEN TOOLS WH-QUESTIONS

BOARD

WH-Question Read and Match, Set 1 (Color)

This is the color set; the same 3 questions are on page 7 in the ink-saver set.

STUDENT

DATE

ADULT ASKING THE QUESTIONS

Read the question aloud, exactly as printed, and wait. The student marks the box under the picture that answers it, or circles the picture with a dry-erase marker. Three picture choices per question; only one answers the question, and none of the others is close enough to argue.

1. What do you use to eat spaghetti at the table?



teapot

MARK OR CIRCLE



fork and knife

MARK OR CIRCLE



pot of food

MARK OR CIRCLE

2. Which one do you use to cut up vegetables before cooking?



kitchen knife

MARK OR CIRCLE



spoon

MARK OR CIRCLE



teapot

MARK OR CIRCLE

3. What do you use to stir soup in a pot?



kitchen knife

MARK OR CIRCLE



teapot

MARK OR CIRCLE



spoon

MARK OR CIRCLE

Page 6 of 22

+ BRIGHT PATH SPED

AND ANSWER

KITCHEN TOOLS WH-QUESTIONS

ch and Answer Board (Color)

ne board and cards are on page 12 in the ink-saver set.

DATE

ADULT READING THE QUESTIONS

Write or trace the tool word, then find the matching picture card below and place it in numbered questions, six picture cards, no picture used twice.

etti at the table?

YOUR ANSWER (WORD)

y vegetables before cooking?

a pot?

up?

the stove?

IE SAME-NUMBERED SLOT

2

3

5

6

RD ABOVE STAYS WHOLE · THE CARDS BELOW CUT APART



kitchen knife



spoon



bowl



pot of food

Page 11 of 22

+ BRIGHT PATH SPED

22 PAGES

6 WH-COMPREHENSION QUESTIONS

6 CUT-APART MATCHING CARDS

COLOR + INK-SAVER

◆ BRIGHT PATH SPED

What Is Inside, and Where

Three sections: the WH-question boards, the cut-and-match board, and 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 Read and Match: Multiple Choice

PAGES 6–9



**WH-Question
Read and Match,
Set 1 (Color)**
BOARD

6



**WH-Question
Read and Match,
Set 1 (Ink-Saver)**
BOARD

7



**WH-Question
Read and Match,
Set 2 (Color)**
BOARD

8



**WH-Question
Read and Match,
Set 2 (Ink-Saver)**
BOARD

9

02 Cut, Match and Answer

PAGES 11–12



**Cut, Match and
Answer Board
(Color)**
BOARD

11



**Cut, Match and
Answer Board
(Ink-Saver)**
BOARD

12

03 Track, Share and Take Home

PAGES 14–21



**Small-Group
Comprehension
Check**
ROSTER

14



**Weekly
Comprehension
Tracker**
TRACKER

15



**Binder Cover,
Spine and Tabs**
ORGANIZER

16



**Kitchen Tool
Questions at
Home**
HOME

17



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

18



Phrase Bank
REFERENCE

19



Filled Example
EXAMPLE

20



**Answer Key and
Word List**
REFERENCE

21

THREE ACTIVITIES, ONE WORD BANK

Six WH-questions to mark or circle, a cut-and-match board with the same six cards, and a small-group check sheet — each in color and ink-saver line art, all on the same six kitchen tools.

PRACTICE, NOT A TEST

A picture-supported comprehension check with a tracker attached. It counts what was answered correctly, 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 cut-and-match board needs scissors; the rest needs nothing but a pen or a typed field.



1

Print what you need

Print the WH-question boards from the color set (pages 6 and 8) on cardstock, or the ink-saver set (pages 7 and 9) on plain paper for one-time use.

Print the cut, match and answer board (page 11 color, page 12 ink-saver) and cut its six picture cards apart along the dashed lines. The binder cover, spine and tabs are on page 16.



2

Ask the six questions

Read each question aloud from the WH-question boards. The student marks the box under the picture that answers it, or circles the picture with a dry-erase marker. On the cut, match and answer board, read the same six questions in order and the student places the matching picture card in the same-numbered slot.

Say the same short line each time (page 19). The answer key (page 21) lists every question, its three choices and the correct one.



3

Record, share, send home

One letter per question on the tracker (page 15) — C, R, X or a dash — the same day. Running a small group at once, use the check sheet (page 14) instead.

Copy the week's counts onto the family update (page 18). Send the home page (page 17) home the week the file is new.

WHAT THIS FILE IS

A fillable PDF with six WH-question read-and-match pages, a hands-on cut-and-match board, a small-group check sheet 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 standardized test. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to ask the six questions 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 question is mastered, 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. Note it on the tracker and ask the question with the choices you have; 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, check sheet 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

WH-Question Read and Match, Set 1 (Color)

This is the color set; the same 3 questions are on page 7 in the ink-saver set.

STUDENT

DATE

ADULT ASKING THE QUESTIONS

Read the question aloud, exactly as printed, and wait. The student marks the box under the picture that answers it, or circles the picture with a dry-erase marker. Three picture choices per question; only one answers the question, and none of the others is close enough to argue.

1. What do you use to eat spaghetti at the table?



teapot

☐

MARK OR CIRCLE



fork and knife

☐

MARK OR CIRCLE



pot of food

☐

MARK OR CIRCLE

2. Which one do you use to cut up vegetables before cooking?



kitchen knife

☐

MARK OR CIRCLE



spoon

☐

MARK OR CIRCLE



teapot

☐

MARK OR CIRCLE

3. What do you use to stir soup in a pot?



kitchen knife

☐

MARK OR CIRCLE



teapot

☐

MARK OR CIRCLE



spoon

☐

MARK OR CIRCLE

BOARD

WH-Question Read and Match, Set 2 (Color)

This is the color set; the same 3 questions are on page 9 in the ink-saver set.

STUDENT

DATE

ADULT ASKING THE QUESTIONS

Read the question aloud, exactly as printed, and wait. The student marks the box under the picture that answers it, or circles the picture with a dry-erase marker. Three picture choices per question; only one answers the question, and none of the others is close enough to argue.

4. Which one pours hot tea into a cup?



bowl

☐

MARK OR CIRCLE



teapot

☐

MARK OR CIRCLE



fork and knife

☐

MARK OR CIRCLE

5. What do you put your cereal in?



bowl

☐

MARK OR CIRCLE



pot of food

☐

MARK OR CIRCLE



kitchen knife

☐

MARK OR CIRCLE

6. Which one do you cook soup in on the stove?



spoon

☐

MARK OR CIRCLE



bowl

☐

MARK OR CIRCLE



pot of food

☐

MARK OR CIRCLE

BOARD

Cut, Match and Answer Board (Color)

This is the color set; the same board and cards are on page 12 in the ink-saver set.

STUDENT

DATE

ADULT READING THE QUESTIONS

Read each question in order. Write or trace the tool word, then find the matching picture card below and place it in the same-numbered slot. Six numbered questions, six picture cards, no picture used twice.

QUESTION	YOUR ANSWER (WORD)
1. What do you use to eat spaghetti at the table?	
2. Which one do you use to cut up vegetables before cooking?	
3. What do you use to stir soup in a pot?	
4. Which one pours hot tea into a cup?	
5. What do you put your cereal in?	
6. Which one do you cook soup in on the stove?	

PLACE THE MATCHING CARD IN THE SAME-NUMBERED SLOT

1	2	3
4	5	6

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

KITCHEN TOOL CARDS • 6



fork and knife



kitchen knife



spoon



teapot



bowl



pot of food


TRACKER

Weekly Comprehension Tracker

One row per question, one letter per day. The six rows are the six WH-questions in this file, in the order they appear on the boards.

STUDENT

WEEK OF

ADULT ASKING THE QUESTIONS

#	COMPREHENSION QUESTION	PAGE	MON	TUE	WED	THU	FRI	CORRECT (OF DAYS ASKED)
1	Eat spaghetti	6						
2	Cut vegetables	6						
3	Stir soup	6						
4	Pour tea	8						
5	Cereal bowl	8						
6	Cook soup	8						

WEEK TOTAL: C CELLS

WEEK TOTAL: DAYS ASKED

NEXT WEEK, START WITH

THE CODE, ONE LETTER PER CELL

C correct, no help · R correct, question reread · X incorrect · – not asked that day. Write what actually happened, the same letter for the same result every day. The last column counts the C cells in the row against the days that question was asked — a day not asked 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 18). The filled example (page 20) shows one week of this table with every total re-counted from its own row. This page counts correct answers; what a count means for a student is your team’s call.

FOUR-WEEK SNAPSHOT	C CELLS	DAYS ASKED	PERCENT CORRECT
Week 1			
Week 2			
Week 3			
Week 4			

COPYING THIS TABLE FORWARD

At the end of each week, copy that week’s total C cells and days asked into the row below, and figure the percent by hand. Four rows read left to right show whether the percent is moving, without opening four separate trackers.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Devon is invented, and so is every letter on this page. One week of the tracker (page 15), filled in by the adult who asked the questions each day.

#	COMPREHENSION QUESTION	PAGE	MON	TUE	WED	THU	FRI	CORRECT (OF DAYS ASKED)
1	Eat spaghetti	6	C	C	C	C	C	5 of 5
2	Cut vegetables	6	C	C	C	R	C	4 of 5
3	Stir soup	6	R	C	R	C	C	3 of 5
4	Pour tea	8	X	R	X	R	X	0 of 5
5	Cereal bowl	8	C	–	C	C	C	4 of 4
6	Cook soup	8	R	C	C	–	C	3 of 4

READING THE NUMBERS

Week total: **19 C cells of 28 days asked** (68 percent correct with no help), counted straight down the last column. 1 question answered correctly all five days: Eat spaghetti. 1 question never got a C this week: Pour tea. Correct after a reread was marked R on 6 cells; incorrect was marked X on 3 cells.

A LINE THIS SHEET COULD WRITE

“Week of a Wednesday in fall: Devon answered 19 of 28 WH-questions correctly with no help. Questions correct every day asked: Eat spaghetti. Questions still missed every day: Pour tea. Not asked: Cereal bowl (1 day); Cook soup (1 day).”

WHY THE LAST COLUMN SAYS “OF DAYS ASKED”

Questions asked per day this week, Monday to Friday: 6, 5, 6, 5, 6. A dash is a question that was not asked that day — a short day, an absence, a page not printed yet — and it is never counted as a miss. Every question’s column reads C cells against its own days asked.

WHAT THIS EXAMPLE IS NOT

One invented child’s five days. It does not say how quickly any real student moves from X to R to C and sets no typical week for this file — 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 happened when the question was asked, in the same short code each day — C, R, X — and a dash where a question was not asked. None of them is a label for Devon. A row that reads C across all five days is what an independent correct answer looks like on paper; a row that reads X most days is the row the team would look at first, and the family update (page 18) is where those two lists get written down.