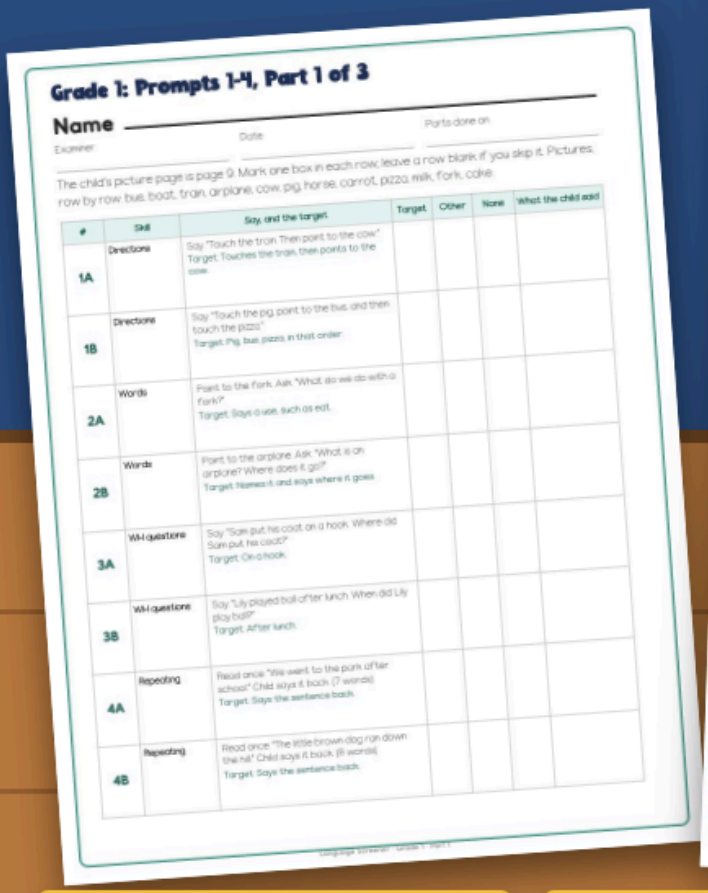
LANGUAGE SCREENER

School age students · Quick screening record


Grade 1: Prompts 1-4, Part 1 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 9. Mark one box in each row; leave a row blank if you skip it. Pictures, row by row: bus, boat, train, airplane, cow, pig, horse, carrot, pizza, milk, fork, cake.

#	Skill	Say, and the target	Target	Other	None	What the child said
1A	Directions	Say "Touch the train. Then point to the cow." Target: Touches the train, then points to the cow.				
1B	Directions	Say "Touch the pig, point to the bus, and then touch the pizza." Target: Pig, bus, pizza, in that order.				
2A	Words	Point to the fork. Ask "What do we do with a fork?" Target: Says a use, such as eat.				
2B	Words	Point to the airplane. Ask "What is an airplane? Where does it go?" Target: Names it and says where it goes.				
3A	WH-questions	Say "Sam put his coat on a hook. Where did Sam put his coat?" Target: On a hook.				
3B	WH-questions	Say "Lily played ball after lunch. When did Lily play ball?" Target: After lunch.				
4A	Repeating	Read once "We went to the park after school." Child says it back. (7 words) Target: Says the sentence back.				
4B	Repeating	Read once "The little brown dog ran down the hill." Child says it back. (8 words) Target: Says the sentence back.				


Name _____

Look. Listen. Point.

1



K-5
six grades

12 SKILLS
in every grade

144 PROMPTS
plus Read & Answer

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- It works offline. No account, no subscription, no internet connection needed.

Student data

A completed form carries a real child's name and what you heard. Store, hand over and destroy this file the same way you would any other student record.

What this is, and is not

An informal screening record. It is not a standardized test, has no scores to compare against and does not replace an evaluation by a licensed speech-language pathologist.

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PREVIEW

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The Pages at a Glance

6 grades, 12 skills, two prompts each. Every grade has its own picture page and its own prompts; none repeats.

Where each grade is (Read and Answer, grades 3-5: page 31)

Grade	Picture page	Prompts 1	Prompts 2	Prompts 3	Story
Kindergarten	5	6	7	8	29
Grade 1	9	10	11	12	29
Grade 2	13	14	15	16	29
Grade 3	17	18	19	20	30
Grade 4	21	22	23	24	30
Grade 5	25	26	27	28	30

The 12 skills in every grade

Skill	Rows	What the child does
1. Directions	1A, 1B (part 1)	Points to pictures in the order you say.
2. Words	2A, 2B (part 1)	Tells what a picture is, or what it is for.
3. WH questions	3A, 3B (part 1)	Answers who, what, where, when, why or how.
4. Repeating	4A, 4B (part 1)	Says a sentence back just as you said it.
5. Order	5A, 5B (part 2)	Tells what comes first, next and last.
6. Grammar	6A, 6B (part 2)	Finishes your sentence with the word that fits.
7. Categories	7A, 7B (part 2)	Finds the pictures that go together.
8. Retell	8A, 8B (part 2)	Tells back a short story, and answers a question.
9. Synonyms and antonyms	9A, 9B (part 3)	Says words that mean the same, or the opposite.
10. Describing	10A, 10B (part 3)	Tells what a picture looks like and what it does.
11. Compare and contrast	11A, 11B (part 3)	Tells how two pictures are alike and different.
12. Concepts or idioms	12A, 12B (part 3)	K-2: size and place words. 3-5: everyday idioms.

A quick version

Use prompt A in every skill: 12 prompts for one child. Use B when you want a second look. Your school's rule goes here: _____

PREVIEW

Kindergarten: Prompts 1-4, Part 1 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 5. Mark one box in each row; leave a row blank if you skip it. Pictures, row by row: ball, cup, cap, sock, dog, cat, apple, banana, bed, car, house, kite.

#	Skill	Say, and the target	Target	Other	None	What the child said
1A	Directions	Say: "Point to the dog." Target: Points to the dog.				
1B	Directions	Say: "Point to the cup. Then point to the cap." Target: Points to the cup, then the cap.				
2A	Words	Point to the bed. Ask: "What do you do in a bed?" Target: Says a use, such as sleep or rest.				
2B	Words	Point to the car. Ask: "What is this? Tell me one thing about it." Target: Names it and says one thing about it.				
3A	WH questions	Say: "Mia has a red ball. Who has a ball?" Target: Mia.				
3B	WH questions	Say: "Max went to the park. Where did Max go?" Target: To the park.				
4A	Repeating	Read once: "The dog is big." Child says it back. (4 words) Target: Says the sentence back.				
4B	Repeating	Read once: "My cat sat on the red bed." Child says it back. (7 words) Target: Says the sentence back.				

PREVIEW

Kindergarten: Prompts 9-12, Part 3 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 5. Mark one box in each row; leave a row blank if you skip it.

#	Skill	Say, and the target	Target	Other	None	What the child said
9A	Synonyms and antonyms	Say: "Hot and ___ are opposites." Target: Cold.				
9B	Synonyms and antonyms	Say: "What is the opposite of up?" Target: Down.				
10A	Describing	Point to the apple. Ask: "Tell me about the apple. What color is it?" Target: Says a color or a shape.				
10B	Describing	Point to the dog. Ask: "Tell me one thing about the dog. How does it look or feel?" Target: Gives one describing word, such as furry or big.				
11A	Compare and contrast	Point to the cat and the dog. Ask: "How are they the same?" Target: Says one way, such as both are animals or both have fur.				
11B	Compare and contrast	Point to the sock and the cup. Ask: "How are they different?" Target: Says one difference, such as you wear one and drink from the other.				
12A	Concepts	Say: "Which is bigger, a house or a cup? Point to it." Target: House.				
12B	Concepts	Say: "Put your hand under the page. Now put your hand on top of the page." Target: Hand under, then on top.				

PREVIEW

Grade 1: Prompts 1-4, Part 1 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 9. Mark one box in each row; leave a row blank if you skip it. Pictures, row by row: bus, boat, train, airplane, cow, pig, horse, carrot, pizza, milk, fork, cake.

#	Skill	Say, and the target	Target	Other	None	What the child said
1A	Directions	Say: "Touch the train. Then point to the cow." Target: Touches the train, then points to the cow.				
1B	Directions	Say: "Touch the pig, point to the bus, and then touch the pizza." Target: Pig, bus, pizza, in that order.				
2A	Words	Point to the fork. Ask: "What do we do with a fork?" Target: Says a use, such as eat.				
2B	Words	Point to the airplane. Ask: "What is an airplane? Where does it go?" Target: Names it and says where it goes.				
3A	WH questions	Say: "Sam put his coat on a hook. Where did Sam put his coat?" Target: On a hook.				
3B	WH questions	Say: "Lily played ball after lunch. When did Lily play ball?" Target: After lunch.				
4A	Repeating	Read once: "We went to the park after school." Child says it back. (7 words) Target: Says the sentence back.				
4B	Repeating	Read once: "The little brown dog ran down the hill." Child says it back. (8 words) Target: Says the sentence back.				

PREVIEW

Grade 1: Prompts 9-12, Part 3 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 9. Mark one box in each row; leave a row blank if you skip it.

#	Skill	Say, and the target	Target	Other	None	What the child said
9A	Synonyms and antonyms	Say: "Tell me a word that means the same as big." Target: Large, huge or giant.				
9B	Synonyms and antonyms	Say: "What is the opposite of fast?" Target: Slow.				
10A	Describing	Point to the cake. Ask: "Tell me two things about the cake." Target: Gives two describing words or details.				
10B	Describing	Point to the horse. Ask: "Describe the horse. How does it look, and what can it do?" Target: Gives a look and an action, such as brown and runs.				
11A	Compare and contrast	Point to the bus and the train. Ask: "How are they the same? How are they different?" Target: Says one way they are the same and one way they are different.				
11B	Compare and contrast	Point to the pig and the cow. Ask: "Tell me one way they are alike." Target: Both farm animals, or both have four legs.				
12A	Concepts	Say: "Which is heavier, a bus or a fork? Point to it." Target: Bus.				
12B	Concepts	Say: "Touch the picture in the middle of the bottom row." Target: Fork.				

PREVIEW

Grade 2: Prompts 1-4, Part 1 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 13. Mark one box in each row; leave a row blank if you skip it. Pictures, row by row: umbrella, mitten, coat, jacket, flower, rain, leaf, nest, bird, butterfly, rainbow, snowflake.

#	Skill	Say, and the target	Target	Other	None	What the child said
1A	Directions	Say: "Point to the bird, then the nest, and last the leaf." Target: Bird, nest, leaf, in that order.				
1B	Directions	Say: "Before you touch the rain, point to the umbrella." Target: Points to the umbrella, then touches the rain.				
2A	Words	Point to the nest. Ask: "What is a nest? Tell me about it." Target: Tells what it is or who lives in it.				
2B	Words	Point to the rainbow. Ask: "What is a rainbow?" Target: Tells what a rainbow is in the child's own words.				
3A	WH questions	Say: "Kim took an umbrella because it was raining. Why did Kim take an umbrella?" Target: Because it was raining.				
3B	WH questions	Say: "After dinner, Ben fed his fish. When did Ben feed his fish?" Target: After dinner.				
4A	Repeating	Read once: "The bird flew over the tall green tree." Child says it back. (8 words) Target: Says the sentence back.				
4B	Repeating	Read once: "My sister said she would help me find my other mitten." Child says it back. (11 words) Target: Says the sentence back.				

PREVIEW

Grade 2: Prompts 9-12, Part 3 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 13. Mark one box in each row; leave a row blank if you skip it.

#	Skill	Say, and the target	Target	Other	None	What the child said
9A	Synonyms and antonyms	Say: "Tell me a word that means the same as little." Target: Small, tiny or wee.				
9B	Synonyms and antonyms	Say: "What is the opposite of dry?" Target: Wet.				
10A	Describing	Point to the butterfly. Ask: "Tell me three things about a butterfly." Target: Gives three details.				
10B	Describing	Point to the snowflake. Ask: "Describe a snowflake so someone who has never seen one would know it." Target: Gives two or more describing words.				
11A	Compare and contrast	Point to the coat and the jacket. Ask: "How are they alike? How are they different?" Target: Says one way alike and one way different.				
11B	Compare and contrast	Point to the rain and the snowflake. Ask: "Tell me one way they are the same and one way they are not." Target: Says one same and one different, such as both fall from the sky; one is cold.				
12A	Concepts	Say: "Point to the picture that is between the leaf and the bird." Target: Nest.				
12B	Concepts	Say: "Point to the picture right above the butterfly." Target: Leaf.				

PREVIEW

Grade 3: Prompts 1-4, Part 1 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 17. Mark one box in each row; leave a row blank if you skip it. Pictures, row by row: camera, lamp, dice, marker, notebook, backpack, globe, map, flashlight, book, laptop, desk.

#	Skill	Say, and the target	Target	Other	None	What the child said
1A	Directions	Say: "Touch the camera and the dice. Then point to the map." Target: Camera and dice, then the map.				
1B	Directions	Say: "After you touch the book, point to the lamp. Then touch the globe." Target: Book, lamp, globe, in that order.				
2A	Words	Point to the camera. Ask: "What is a camera used for?" Target: Says a use, such as to take pictures.				
2B	Words	Point to the globe. Ask: "What is a globe? What does it show?" Target: Tells what it is and what it shows.				
3A	WH questions	Say: "On Friday, Dev's class went to the library to pick new books. When did Dev's class go?" Target: On Friday.				
3B	WH questions	Say: "Ana's pencil broke, so she asked the teacher for a new one. Why did Ana ask the teacher?" Target: Her pencil broke.				
4A	Repeating	Read once: "Our class read a book about animals that live in the ocean." Child says it back. (12 words) Target: Says the sentence back.				
4B	Repeating	Read once: "Before we go outside, please put your books away and push in your chairs." Child says it back. (14 words) Target: Says the sentence back.				

PREVIEW

Grade 3: Prompts 9-12, Part 3 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 17. Read and Answer is on page 31. Mark one box in each row; leave a row blank if you skip it.

#	Skill	Say, and the target	Target	Other	None	What the child said
9A	Synonyms and antonyms	Say: "Which word means the same as begin: start or stop?" Target: Start.				
9B	Synonyms and antonyms	Say: "What is the opposite of brave?" Target: Scared, afraid or fearful.				
10A	Describing	Point to the backpack. Ask: "Describe a backpack. Tell me what it looks like and what it is for." Target: Gives a look and a use.				
10B	Describing	Point to the flashlight. Ask: "Tell me how a flashlight looks, feels and works." Target: Gives two or more details.				
11A	Compare and contrast	Point to the lamp and the flashlight. Ask: "How are they alike? How are they different?" Target: Both give light; one plugs in or stays in place, one is carried.				
11B	Compare and contrast	Point to the book and the laptop. Ask: "Tell me one thing that is the same and one thing that is different." Target: Says one same and one different.				
12A	Idioms	Say: "Sam said, 'It is raining cats and dogs.' What does that mean?" Target: It is raining very hard.				
12B	Idioms	Say: "Dad said the puzzle was 'a piece of cake.' What does that mean?" Target: It was easy.				

PREVIEW

Grade 4: Prompts 1-4, Part 1 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 21. Mark one box in each row; leave a row blank if you skip it. Pictures, row by row: magnet, ladder, hammer, nail, saw, wrench, paint, hose, camera, tent, flashlight, lock.

#	Skill	Say, and the target	Target	Other	None	What the child said
1A	Directions	Say: "Before you point to the ladder, touch the saw. Then point to the wrench." Target: Saw, ladder, wrench, in that order.				
1B	Directions	Say: "Point to the paint before you touch the hose. Then point to the lock." Target: Paint, hose, lock, in that order.				
2A	Words	Point to the magnet. Ask: "What does a magnet do?" Target: Tells what a magnet does.				
2B	Words	Point to the wrench. Ask: "What is it used for? Name one more tool." Target: Says a use and names another tool.				
3A	WH questions	Say: "The campers set up their tent before dark because they could not see at night. Why did they set it up before dark?" Target: They could not see at night.				
3B	WH questions	Say: "Tomas fixed his bike by tightening the bolts with a wrench. How did Tomas fix his bike?" Target: By tightening the bolts with a wrench.				
4A	Repeating	Read once: "Because it was raining, the soccer game was moved to the gym on Tuesday." Child says it back. (14 words) Target: Says the sentence back.				
4B	Repeating	Read once: "The campers who arrived late had to set up their tents in the dark." Child says it back. (14 words) Target: Says the sentence back.				

PREVIEW

Grade 4: Prompts 9-12, Part 3 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 21. Read and Answer is on page 31. Mark one box in each row; leave a row blank if you skip it.

#	Skill	Say, and the target	Target	Other	None	What the child said
9A	Synonyms and antonyms	Say: "Tell me a word that means almost the same as tired." Target: Sleepy, exhausted or worn out.				
9B	Synonyms and antonyms	Say: "Tell me the opposite of rough, and a word that means the same as fix." Target: Smooth; repair or mend.				
10A	Describing	Point to the tent. Ask: "Describe a tent so I could picture it without looking. Use at least three words." Target: Gives three or more describing words.				
10B	Describing	Point to the ladder. Ask: "Describe the ladder: its shape, what it is made of and how it is used." Target: Gives a shape or material and a use.				
11A	Compare and contrast	Point to the hammer and the saw. Ask: "How are they alike? How are they different?" Target: Both tools for building; one pounds and one cuts.				
11B	Compare and contrast	Point to the flashlight and the camera. Ask: "Tell me two ways they are alike and one way they are different." Target: Two likes and one difference.				
12A	Idioms	Say: "Lena was 'all ears' when the teacher told the story. What does that mean?" Target: She was listening closely.				
12B	Idioms	Say: "Grandpa said, 'Hold your horses!' What did he want?" Target: To wait or slow down.				

PREVIEW

Grade 5: Prompts 1-4, Part 1 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 25. Mark one box in each row; leave a row blank if you skip it. Pictures, row by row: volcano, mountain, island, lake, ocean, tornado, lightning, cactus, forest, igloo, castle, moon.

#	Skill	Say, and the target	Target	Other	None	What the child said
1A	Directions	Say: "Touch the island. Point to the volcano before you touch the castle." Target: Island, volcano, castle, in that order.				
1B	Directions	Say: "First, point to the moon. After you point to the cactus, touch the igloo." Target: Moon, cactus, igloo, in that order.				
2A	Words	Point to the island. Ask: "What is an island? Use the word in a sentence." Target: Tells what it is and uses the word.				
2B	Words	Point to the tornado. Ask: "What is a tornado? Tell me a word that tells how it moves." Target: Tells what it is and gives a describing word.				
3A	WH questions	Say: "The hikers turned back at the lake because dark clouds were coming and lightning can be dangerous. Why did the hikers turn back?" Target: Dark clouds were coming; lightning can be dangerous.				
3B	WH questions	Say: "Ms. Park's class studied volcanoes in science. They built a model with clay and baking soda. What did the class use to build the model?" Target: Clay and baking soda.				
4A	Repeating	Read once: "Although the storm was loud, the little dog stayed quietly under the porch." Child says it back. (13 words) Target: Says the sentence back.				
4B	Repeating	Read once: "The explorers carefully climbed the mountain, and when they reached the top, they took pictures of the valley." Child says it back. (18 words) Target: Says the sentence back.				

PREVIEW

Grade 5: Prompts 9-12, Part 3 of 3

Name _____

Examiner _____ Date _____ Parts done on _____

The child's picture page is page 25. Read and Answer is on page 31. Mark one box in each row; leave a row blank if you skip it.

#	Skill	Say, and the target	Target	Other	None	What the child said
9A	Synonyms and antonyms	Say: "Tell me a word that means almost the same as enormous. Then tell me its opposite." Target: Huge or giant; tiny or small.				
9B	Synonyms and antonyms	Say: "Which pair are opposites: calm and stormy, or loud and noisy? Tell me why." Target: Calm and stormy; loud and noisy mean almost the same.				
10A	Describing	Point to the cactus. Ask: "Describe a cactus with at least three details, so a friend could draw it." Target: Gives three or more details.				
10B	Describing	Point to the castle. Ask: "Describe a castle: how it looks and who might live there." Target: Gives a look and a guess about who lives there.				
11A	Compare and contrast	Point to the island and the ocean. Ask: "How are they alike? How are they different?" Target: Both are by water; one is land and one is water.				
11B	Compare and contrast	Point to the volcano and the mountain. Ask: "Tell me how they are alike and how they are different." Target: Both are tall land; a volcano can erupt.				
12A	Idioms	Say: "Mina said, 'I am on cloud nine!' What does that mean?" Target: She is very happy.				
12B	Idioms	Say: "Ty 'spilled the beans' about the surprise party. What happened?" Target: He told the secret.				

PREVIEW

Retell Stories: Grades 3 to 5

Read the story aloud. Then say: "Now you tell me the story." Write what the child said on the lines.

Grade 3: The Plant on the Shelf (36 words)

Dev's class had a plant on the window shelf. Each day, Dev gave it water. After a week, a tiny green sprout grew. Dev measured it with a ruler and wrote the number in his notebook.

Listen for: Dev and the plant; he gave it water each day; a sprout grew; he measured and wrote the number.

Grade 4: Camping in the Backyard (44 words)

Nina and her brother camped in the backyard. At night, the wind blew and the tent started to shake. Her brother was scared, so Nina turned on the flashlight and read him a funny story. Soon the wind stopped, and they both fell asleep.

Listen for: Nina and her brother; the wind and the shaking tent; the flashlight and the funny story; they fell asleep.

Grade 5: The Sleeping Volcano (47 words)

A team of scientists climbed a mountain to study a sleeping volcano. At camp, one scientist felt that the ground was warm. The team measured the heat and wrote the numbers in a notebook. Before the sun went down, they moved their tents farther from the volcano.

Listen for: The scientists and the mountain; the warm ground; they measured and wrote; they moved their tents.

PREVIEW

Summary: One Child, One Grade

Count the marks from the three prompt pages. The counts are a record, not a result.

Name _____

Examiner _____ Grade pages used _____ Dates _____

Skill	Prompts	Target	Other	None	Skipped	Notes
1. Directions	2					
2. Words	2					
3. WH questions	2					
4. Repeating	2					
5. Order	2					
6. Grammar	2					
7. Categories	2					
8. Retell	2					
9. Synonyms and antonyms	2					
10. Describing	2					
11. Compare and contrast	2					
12. Concepts or idioms	2					
All	24					

How to count

- Target: the Target box has a mark.
- Other: the Other box has a mark.
- None: the None box has a mark.
- Skipped: the row was left blank. Each skill adds up to 2.
- Read and Answer (grades 3-5) is separate: write its marks in Notes.

Your school's directions (write them here)

_____

_____

_____

What I noticed (words I heard, not what they mean)

_____

_____

My judgment, and what the team decides by its own rule

_____

_____

PREVIEW

A Filled-In Page (Invented Child)

"Sam" is invented. Everything Sam said or did is made up to show how the boxes are used. It is not a finding.

Grade 2, part 1 of 3: what the examiner marked

#	Prompt	Target	Other	None	What Sam said or did
1A	**Directions**: bird, nest, leaf	x	–	–	Right order.
1B	**Directions**: umbrella, then rain	–	x	–	Touched the rain first.
2A	**Words**: What is a nest?	x	–	–	A home for a bird.
2B	**Words**: What is a rainbow?	x	–	–	Colors in the sky.
3A	**WH questions**: Why the umbrella?	x	–	–	Because it rained.
3B	**WH questions**: When did Ben feed his fish?	–	–	x	Shrugged.
4A	**Repeating**: The bird flew over…	–	x	–	Left out one word.
4B	**Repeating**: My sister said…	–	–	–	Skipped; needed a break.

The counts, by skill

Skill	Prompts	Target	Other	None	Skipped
Directions	2	1	1	0	0
Words	2	2	0	0	0
WH questions	2	1	0	1	0
Repeating	2	0	1	0	1
All four	8	4	2	1	1

Where each count came from

- Directions: Target 1 (1A), Other 1 (1B). Words: Target 2 (2A, 2B). WH questions: Target 1 (3A), None 1 (3B).
- Repeating: Other 1 (4A), Skipped 1 (4B; the row was left blank).
- Every skill adds up to its 2 prompts; all four add up to 8.

What the page does and does not say

It records what happened, not what it means. That is for your team's own rule; write it on page 32.

PREVIEW

Family Note and Team Handoff

A note home with blanks for your own words, and a handoff for whoever picks up the page next.

Child _____ Date _____ Sent by _____

Family note: fill in the blanks

Today we looked at pictures, listened to short sentences and a story, and talked. We wrote down what we heard.

What we did _____ What your child enjoyed _____

In our own words:

_____

_____

_____

_____

_____

_____

_____

_____

Team handoff: for a substitute, a new provider or a shift change

- Each grade is four pages: a picture page, then three for the examiner (pages 5-28).
- Say each prompt, mark one box, and write what the child said.
- Copy the marks to the summary, page 32.
- Hand the folder back.

Meeting sentence: fill in the blanks

"On the language screener, [Student] gave my target on ___ of ___ prompts, a different answer on ___, and no answer on ___. Our next step is ___."

When to use this page

- Before a meeting or a conference.
- Before a substitute or a new provider covers the caseload.
- The same week you use the screener again.
- Keep a copy in the child's folder.

PREVIEW

Binder Cover and Divider Tabs

A cover for the child's folder, six divider tabs, and a setup list.

Folder cover and spine label

Student _____ Examiner _____ School year _____

First screening date _____ Next look date _____

Use it as a folder cover, a binder spine label, or a clipboard cover.

Divider tabs: print and cut

01 Start Here
The six steps and the pages at a glance.

02 Grade Pages
A picture page and three prompt pages for each grade.

03 Stories
Six retell stories, and Read and Answer for grades 3-5.

04 Summary
The counts, and a filled example.

05 Caseload
Everyone on one page.

06 Family and Team
The note home and the handoff.

Before the first prompt

- Print the four pages for the grade you chose, and keep the picture page clean for the child.
- Write your school's directions on page 32.
- Save a copy of this file with the child's name.
- Print the cover and the six tabs on heavier paper if you have it.
- Slip the family note into the front pocket.
- Put the filled example in the back, so a new provider sees how the boxes are used.

PREVIEW