

Multisyllabic Words Speech Therapy Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

MULTISYLLABLE PICTURE CARDS

REFERENCE

Multisyllabic Word Picture Cards — Color

 pret-zel ● ●	 pen-guin ● ●	 tur-tle ● ●	 piz-za ● ●
 but-ter-fly ● ● ● ●	 el-e-phant ● ● ● ●	 ba-na-na ● ● ● ●	 to-ma-to ● ● ● ●
 hel-i-cop-ter ● ● ● ● ● ●	 av-o-ca-do ● ● ● ● ● ●	 mo-tor-cy-cle ● ● ● ● ● ● ● ●	 ac-cord-i-on ● ● ● ● ● ● ● ●

READING THE HYPHENS AND DOTS

Every word is printed with its syllables hyphenated apart ("but-ter-fly") and one dot under it for each syllable. Both come from the standard dictionary division, never a regional or dialect-variable split. Point to each dot as the word is clapped or tapped, one dot per clap.

CUTTING THESE APART, AND SHOWING ONE

Print on cardstock. The 12 cards sit edge to edge, 4 across by 3 down: two straight cuts across the rows, then three straight cuts down the columns, separate every card. Keep the set in an envelope or on a ring. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card at a time, in any order, and ask the child to name the picture, then clap or tap the syllables. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 words in the ink-saver black-and-white set are on page 8.

1 PICTURE A CHILD MAY NAME ANOTHER WAY

tomato (apple) — and unlike the rest of this deck, the alternate name does NOT carry the same syllable count (tomato is 3, apple is 2). A response of "apple" is not a syllable-count error on this card; it is a different word, scored as a naming miss on the deck page, never averaged into the syllable-count total.

Multisyllabic Words Speech Therapy Picture Cards and Syllable Data

Page 6 of 20

+ BRIGHT PATH SPED

TRACK

MULTISYLLABLE PICTURE CARDS

Naming Probe Forms A, B and C

Show one picture at a time and ask what it is — how to mark the response is on page 11. on the full-deck form, page 12.

Syllable Data

Page 10 of 20

+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
[START HERE](#)

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01 The Picture Cards — Color

PAGE 6



Multisyllabic
Word Picture
Cards — Color
[REFERENCE](#)

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02 The Picture Cards — Ink-Saver (Black and White)

PAGE 8



Multisyllabic
Word Picture
Cards — Ink-Saver
[REFERENCE](#)

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03 Probe and Track

PAGES 10–15



Quick Naming
Probe Forms A, B
and C
[CHECKLIST](#)

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Quick Naming
Probe Forms —
Scoring
[FOR THE CLINICIAN](#)

11



Full-Deck Probe
— Naming and
Syllable Count
[CHECKLIST](#)

12



Data Log
[LOG](#)

13



Percent Graph
[TRACKER](#)

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Caseload
Summary
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04 Share and Write

PAGES 17–19



Practice at Home
[NOTES](#)

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Phrase Bank
[REFERENCE](#)

18



Filled Example
[EXAMPLE](#)

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TWO SKILLS, ONE DECK

The quick forms (pages 10–11) score naming only. The full-deck form (page 12) adds a second column for whether the syllable count matches the dots on the card. Same cards, same marks.

FOUR WORDS AT EACH SYLLABLE COUNT

12 words, four at two syllables, four at three, four at four — every count is the standard dictionary division, never a regional or dialect-variable split.

PICTURES, NOT A SCRIPT

The pictures replace the word list a child cannot yet read. They do not replace a scoring rule, a cueing decision, or a criterion — those stay the clinician's call throughout this file.

Start Here — Three Steps

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



1

Print or load the cards

Print the color card page (page 6) or the ink-saver page (page 8) on cardstock and cut the cards apart, or open the file on a tablet and show a card from the screen.

Read the note on the card page once: 1 picture has a second name whose syllable count does not match the target, and how that response is marked is decided before the first probe.



2

Show a card, mark the response

Hold up a picture and ask the child to name it, then clap or tap the syllables.

Mark naming on the quick form's scoring page (page 11); mark both naming and syllable count on the full-deck form (page 12).



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 13) the same day.

Plot the percent on the graph (page 14); update the caseload page (page 15) on whatever schedule your team reviews data.

Send the family page (page 17) home the same week — it uses 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. 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 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 production, a correct syllable count, a criterion, or a typical rate for multisyllabic word production. 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 word this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the word.

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.

REFERENCE

Multisyllabic Word Picture Cards — Color

 pret-zel  	 pen-guin  	 tur-tle  	 piz-za  
 but-ter-fly   	 el-e-phant   	 ba-na-na   	 to-ma-to   
 hel-i-cop-ter    	 av-o-ca-do    	 mo-tor-cy-cle    	 ac-cor-di-on    

READING THE HYPHENS AND DOTS

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CUTTING THESE APART, AND SHOWING ONE

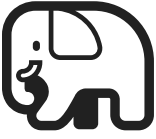
Print on cardstock. The 12 cards sit edge to edge, 4 across by 3 down: two straight cuts across the rows, then three straight cuts down the columns, separate every card. Keep the set in an envelope or on a ring. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card at a time, in any order, and ask the child to name the picture, then clap or tap the syllables. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 words in the ink-saver black-and-white set are on page 8.

1 PICTURE A CHILD MAY NAME ANOTHER WAY

tomato (apple) — and unlike the rest of this deck, the alternate name does NOT carry the same syllable count (tomato is 3, apple is 2). A response of “apple” is not a syllable-count error on this card; it is a different word, scored as a naming miss on the deck page, never averaged into the syllable-count total.

REFERENCE

Multisyllabic Word Picture Cards — Ink-Saver

 pret-zel ● ●	 pen-guin ● ●	 tur-tle ● ●	 piz-za ● ●
 but-ter-fly ● ● ●	 el-e-phant ● ● ●	 ba-na-na ● ● ●	 to-ma-to ● ● ●
 hel-i-cop-ter ● ● ● ●	 av-o-ca-do ● ● ● ●	 mo-tor-cy-cle ● ● ● ●	 ac-cor-di-on ● ● ● ●

READING THE HYPHENS AND DOTS

Every word is printed with its syllables hyphenated apart (“but-ter-fly”) and one dot under it for each syllable. Both come from the standard dictionary division, never a regional or dialect-variable split. Point to each dot as the word is clapped or tapped, one dot per clap.

CUTTING THESE APART, AND SHOWING ONE

Print on cardstock. The 12 cards sit edge to edge, 4 across by 3 down: two straight cuts across the rows, then three straight cuts down the columns, separate every card. Keep the set in an envelope or on a ring. Pure black outlines, so a photocopier spends the least ink it can. Hold up one card at a time, in any order, and ask the child to name the picture, then clap or tap the syllables. No prompting or cueing script is included here — that call belongs to the clinician. The same 12 words in the full-color set are on page 6.

1 PICTURE A CHILD MAY NAME ANOTHER WAY

tomato (apple) — and unlike the rest of this deck, the alternate name does NOT carry the same syllable count (tomato is 3, apple is 2). A response of “apple” is not a syllable-count error on this card; it is a different word, scored as a naming miss on the deck page, never averaged into the syllable-count total.

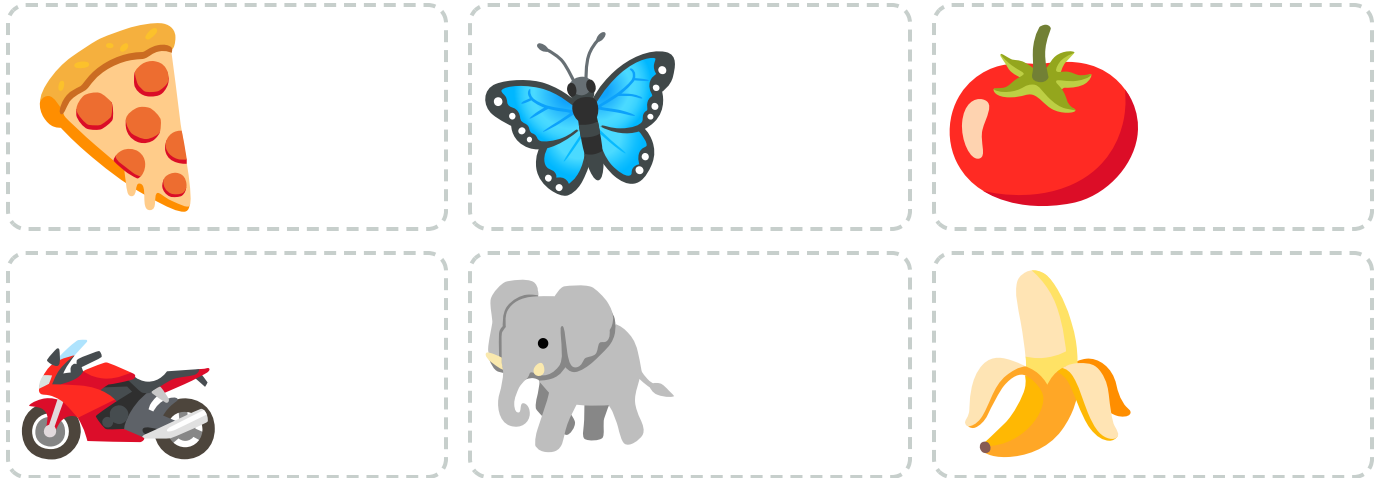


CHECKLIST

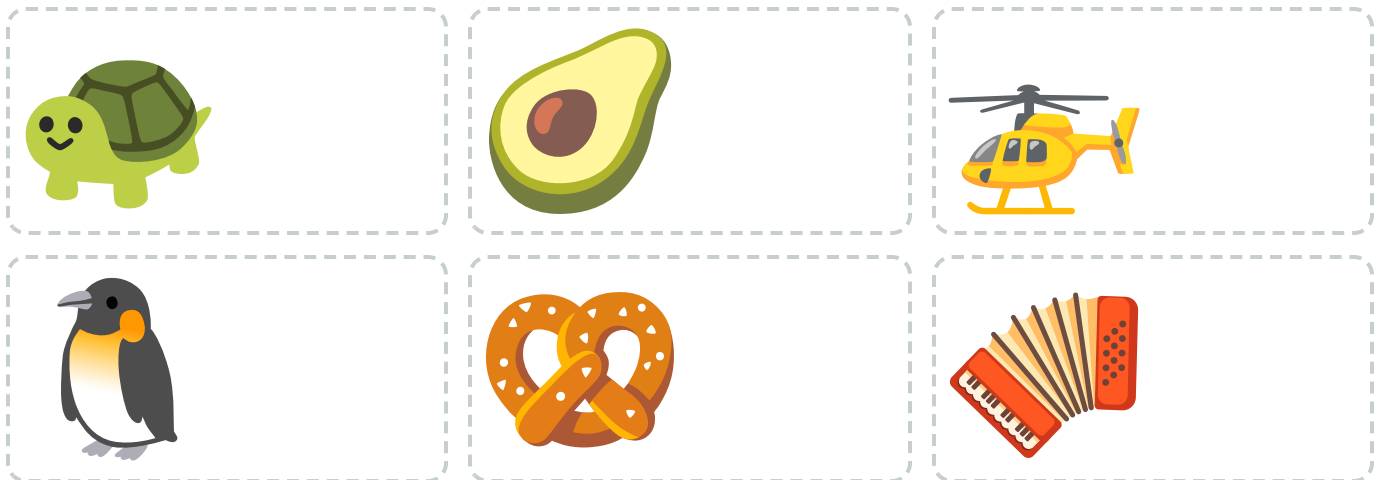
Quick Naming Probe Forms A, B and C

Three forms, 6 pictures each. Show one picture at a time and ask what it is — how to mark the response is on page 11. Syllable counting is scored on the full-deck form, page 12.

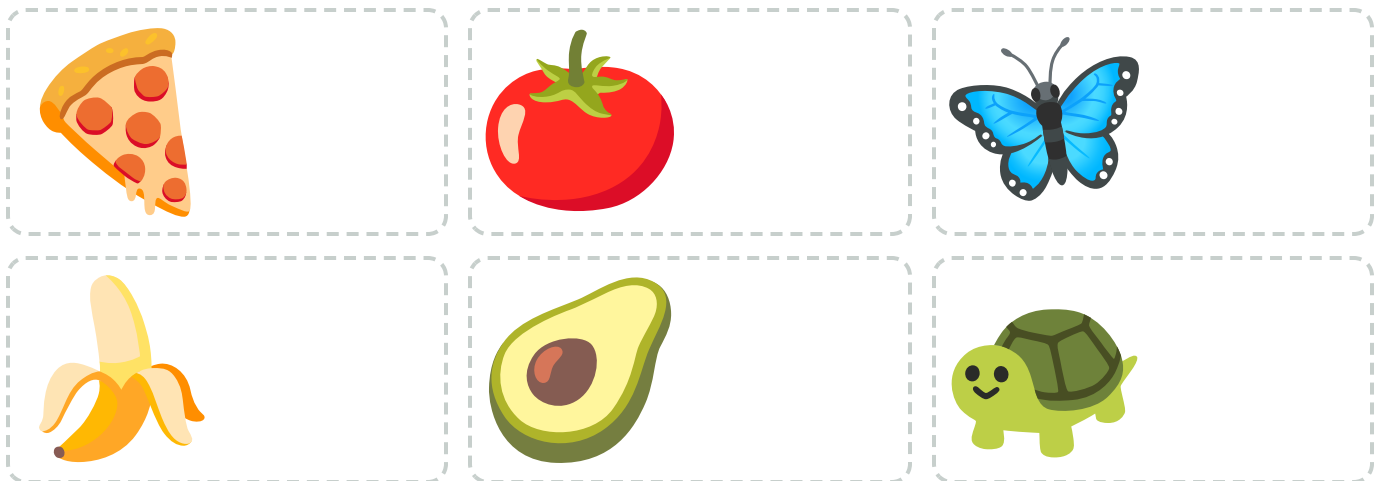
Form A



Form B



Form C





CHECKLIST

Full-Deck Probe — Naming and Syllable Count

STUDENT

DATE

FORM ROTATION (A/B/C/D)

#	WORD	NAMED CORRECTLY	SYLLABLES COUNTED CORRECTLY	WHAT WAS SAID OR CLAPPED (VERBATIM, IF NOT THE TARGET)
1	 pret-zel	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
2	 pen-guin	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
3	 tur-tle	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
4	 piz-za	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
5	 but-ter-fly	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
6	 el-e-phant	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
7	 ba-na-na	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
8	 to-ma-to	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
9	 hel-i-cop-ter	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
10	 av-o-ca-do	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
11	 mo-tor-cy-cle	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
12	 ac-cor-di-on	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	

NAMING TOTAL (CORRECT OUT OF 12)

SYLLABLE-COUNT TOTAL (CORRECT OUT OF 12)

TWO MEASURES ON ONE SHEET

All 12 words in deck order, one line each — naming and syllable count, marked + / - / ≈ the same way as the quick forms. Naming is whether the child says the target word; syllable count is whether the number of claps or taps given matches the dot row on the card page (page 6). The two are scored independently: a word can be named correctly with the wrong syllable count, or clapped correctly after a naming miss. Total each column at the foot and carry it to the log (page 13) as correct out of 12.



TRACKER

Percent Graph

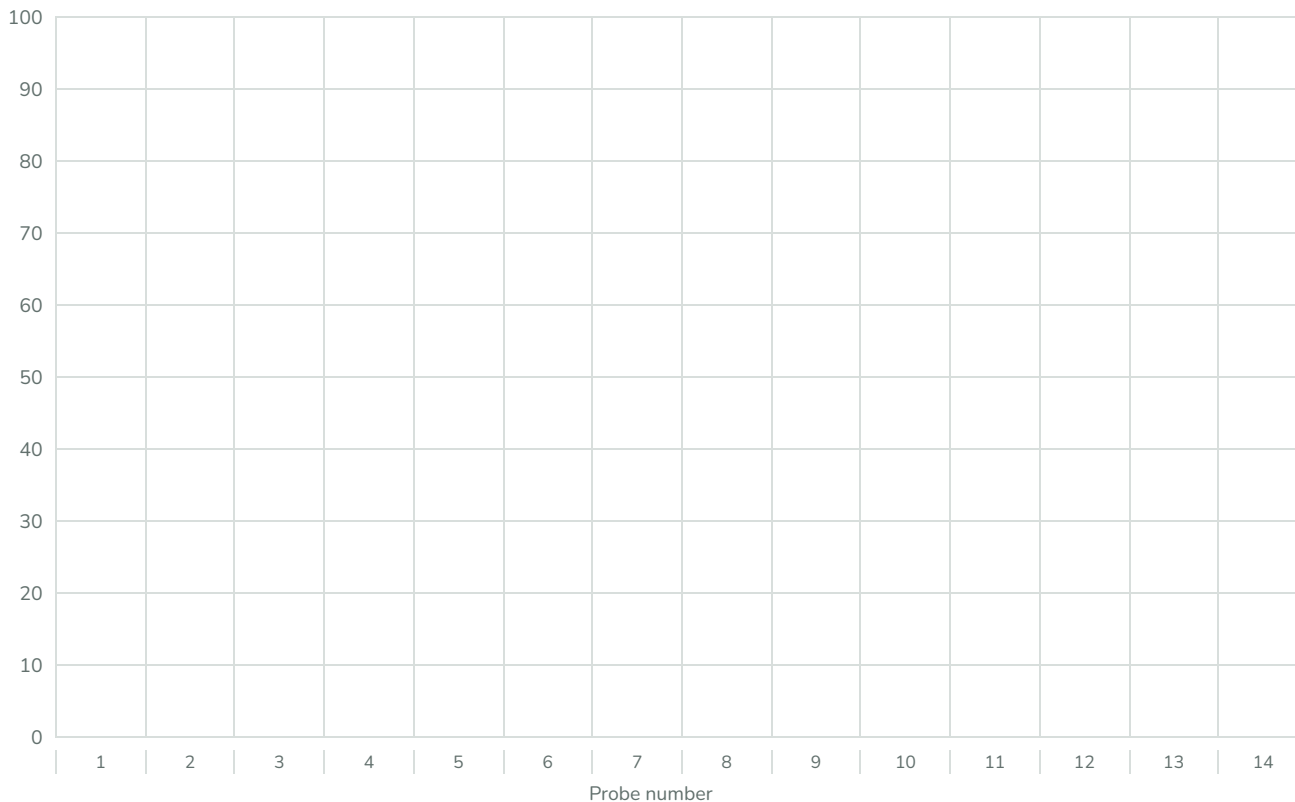
Fourteen probes across. Copy this page once per skill, the same way as the log.

STUDENT

 SKILL GRAPHED HERE (NAMING /
SYLLABLE COUNT)

CRITERION (YOUR TEAM SETS IT)

PERCENT CORRECT • PLOT ONE DOT PER PROBE, THEN DRAW THE TREND



READING THREE POINTS IN A ROW

Three probes in a row flat or moving the wrong way is a reason to look at the notes column on the log, not a reason to wait for a fourth. This page counts what is plotted; it does not decide what a flat line means for this student.

COPYING THIS PAGE

Keep one graph per skill, the same way as the log: a student working on naming and syllable count gets two copies of this page, each labeled in the field above, never one line mixing the two.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for multisyllabic word production. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 13) in the field above before the first probe, so every dot after it is read against the same line.

BRINGING THIS PAGE TO A MEETING

A trend line is easier to read across a table than a stack of percentages. Photocopy or screenshot this page for the annual review or a family conference; the raw rows stay on the data log, out of the meeting packet.

 NOTES

Practice at Home

Send home the same week these words are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

THIS WEEK'S WORDS (CIRCLE THE ONES WE PRACTICED)



pret-zel



tur-tle



but-ter-fly



ba-na-na



hel-i-cop-ter



ac-cor-di-on

SOMETHING THAT WENT WELL

.....

.....

.....

TWO MINUTES AT HOME (NAME IT, THEN CLAP THE PARTS)

Point to a card; your child names the picture, then claps or taps once for each part of the word, the same number as the dots under it.

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

LONG WORDS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere a longer word showed up on its own — a cereal box, a book at bedtime, a name at school.

.....

.....

ANYTHING TO FLAG BEFORE NEXT SESSION

.....

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Nora is invented, and so is every mark on this page. Eight full-deck probes, syllable-count accuracy only.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	D	2	6	33%	baseline
2	9/16	D	3	6	50%	baseline
3	9/23	D	2	6	33%	baseline
4	9/30	D	3	6	50%	named "apple" for tomato, scored as a naming miss only
5	10/7	D	4	6	67%	—
6	10/14	D	5	6	83%	3 probes above the last low point—team kept the plan
7	10/21	D	5	6	83%	—
8	10/28	D	6	6	100%	criterion range reached twice

READING THE NUMBERS

Sessions 1–3 scored 2, 3 and 2 of 6: baseline is the median of the three, 2 of 6, 33 percent. By session 8, Nora counted the syllables correctly on 6 of 6, 100 percent — a 67 percentage-point rise from baseline. Every percent above is that row's own correct count divided by 6, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

"On full-deck probes of multisyllabic word syllable counting (6 of 12 words scored per probe, untimed), Nora counted the syllables correctly on 2 of 6 words at baseline in September and 6 of 6 on the most recent probe in October."

WHERE NORA WOULD SIT ON THE CASELOAD PAGE

One row: skill "syllable count," baseline 33 percent, current 100 percent, trend up, decision "continue current plan" — the same numbers this table already shows, carried onto page 15 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 multisyllabic word production — it exists only to show how the log, the table and the graph read once numbers are actually on them.

NAMING WOULD GET ITS OWN COPY

This example tracks syllable count only. If Nora were also tracked on naming accuracy with the quick probe forms, that skill would get its own copy of the data log, its own graph, and its own row of numbers here — the two skills are never averaged into one score. The session-4 note shows the flagged tomato card at work: a response of "apple" is a naming miss, decided once on page 6, never treated as a syllable-count error on its own.