

Regular & Irregular Past Tense Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

PAST TENSE CARDS

REFERENCE

Past Tense Picture Cards — Color

 TODAY  walk	 YESTERDAY  walked	 TODAY  climb	 YESTERDAY  climbed	 TODAY  clap	 YESTERDAY  clapped
 TODAY  dance	 YESTERDAY  danced	 TODAY  hug	 YESTERDAY  hugged	 TODAY  ski	 YESTERDAY  skied
 TODAY  run	 YESTERDAY  ran	 TODAY  swim	 YESTERDAY  swam	 TODAY  sleep	 YESTERDAY  slept
 TODAY  write	 YESTERDAY  wrote	 TODAY  ride	 YESTERDAY  rode	 TODAY  sit	 YESTERDAY  sat

CUTTING THESE APART

Print on cardstock. Cut straight along each row, then one straight cut down the middle of each pair: 24 pieces. Each TODAY card shows the calendar with a dot; each YESTERDAY card, tinted, shows the calendar with a check. Drawn to hold their shape in full color and stay readable at 1 inch. No cueing script is included: that call belongs to the clinician. The same 12 verbs in the ink-saver black-and-white set are on page 8.

FOR THE ADULT: 4 PICTURES A CHILD MAY NAME ANOTHER WAY

Rows 1–2: the 6 verbs whose yesterday word ends in “-ed”. Rows 3–4: the 6 whose yesterday word is a different word. Each verb is a TODAY card (left) and a YESTERDAY card (right) with the same picture.

- **sleep** — may be named “bed” instead of the verb.
- **write** — may be named “pencil or pen” instead of the verb.
- **ride** — may be named “bike” instead of the verb.
- **sit** — may be named “yoga or criss-cross” instead of the verb.

Every picture shows the action underway, so a child may say the “-ing” word (walking, running). Decide once, in your own scoring rule, what counts.

Regular and Irregular Past Tense Verb Picture Cards

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+ BRIGHT PATH SPED

Probe Forms A, B and C

PAST TENSE CARDS

Probe trials — forms A, B and C together are the whole 12-verb bank with no overlap, and 4 verbs from each group. Every verb is scored again on the full-deck form, page 11.

DATE

FORM GIVEN (A, B OR C)

RE mark the today row; then show the YESTERDAY card for the same verb and mark the response is what your own scoring rule counts as correct, – for an error or no form (4 verbs on page 6 have a plausible alternate name). Today and yesterday a child can get one right without the other.

Pictures - untimed

 TODAY  run	 YESTERDAY  ran	 TODAY  climb	 YESTERDAY  climbed	 TODAY  swim	 YESTERDAY  swam
--	--	--	--	---	---

YESTERDAY CORRECT (OF 4)

YES - untimed

 TODAY  sleep	 YESTERDAY  slept	 TODAY  dance	 YESTERDAY  danced	 TODAY  write	 YESTERDAY  wrote
---	---	---	--	---	---

YESTERDAY CORRECT (OF 4)

untimed

 YESTERDAY  rode	 TODAY  ski	 YESTERDAY  skied	 TODAY  sit	 YESTERDAY  sat
--	---	---	---	---

YESTERDAY CORRECT (OF 4)

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+ 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



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

PAGE 8



Past Tense Picture
Cards — Ink-Saver
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03 Probe and Track

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Full-Deck Probe
— Today and
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Practice at Home
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Phrase Bank
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TODAY CARD, THEN YESTERDAY CARD

Every verb gets two cards with the same picture: a TODAY card and a YESTERDAY card, told apart by a small drawn calendar. A child can do one correctly and not the other — both are marked, separately, everywhere in this file.

EVERY QUICK FORM MIXES BOTH GROUPS

Each quick form (page 10) includes two verbs whose yesterday word ends in “-ed” and two whose yesterday word is a different word, so the two groups are never practiced as separate sittings.

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 goal line — 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 pieces apart (one straight cut along each row, one down the middle of each pair), or open the file on a tablet and show a card from the screen.

Read the adult box on the card page once: 4 verbs have a plausible alternate name, and every picture shows the action underway, so a child may say the “-ing” word — how you mark those is decided before the first probe.



2

Show a card, mark the response

Hold up the TODAY card, then hold up the YESTERDAY card for the same verb; the small calendar in the corner tells them apart.

Mark +, – or ≈ for today AND for yesterday on a quick form (page 10) or the full-deck form (page 11) as you go.



3

Log it and graph the percent

Copy the correct-out-of-total onto the data log (page 12) the same day.

Plot the percent on the graph (page 13); update the caseload page (page 14) on whatever schedule your team reviews data.

Send the family page (page 16) 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, a today card and a yesterday card for every verb. 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 today or yesterday word, a goal line, or a typical rate for past tense. 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 it.

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

Past Tense Picture Cards — Color

 TODAY  walk	 YESTERDAY  walked	 TODAY  climb	 YESTERDAY  climbed	 TODAY  clap	 YESTERDAY  clapped
 TODAY  dance	 YESTERDAY  danced	 TODAY  hug	 YESTERDAY  hugged	 TODAY  ski	 YESTERDAY  skied
 TODAY  run	 YESTERDAY  ran	 TODAY  swim	 YESTERDAY  swam	 TODAY  sleep	 YESTERDAY  slept
 TODAY  write	 YESTERDAY  wrote	 TODAY  ride	 YESTERDAY  rode	 TODAY  sit	 YESTERDAY  sat

CUTTING THESE APART

Print on cardstock. Cut straight along each row, then one straight cut down the middle of each pair: 24 pieces. Each TODAY card shows the calendar with a dot; each YESTERDAY card, tinted, shows the calendar with a check. Drawn to hold their shape in full color and stay readable at 1 inch. No cueing script is included: that call belongs to the clinician. The same 12 verbs in the ink-saver black-and-white set are on page 8.

FOR THE ADULT: 4 PICTURES A CHILD MAY NAME ANOTHER WAY

Rows 1–2: the 6 verbs whose yesterday word ends in “-ed”. Rows 3–4: the 6 whose yesterday word is a different word. Each verb is a TODAY card (left) and a YESTERDAY card (right) with the same picture.

- **sleep** — may be named “bed” instead of the verb.
- **write** — may be named “pencil or pen” instead of the verb.
- **ride** — may be named “bike” instead of the verb.
- **sit** — may be named “yoga or criss-cross” instead of the verb.

Every picture shows the action underway, so a child may say the “-ing” word (walking, running). Decide once, in your own scoring rule, what counts.

REFERENCE

Past Tense Picture Cards — Ink-Saver

 TODAY  walk	 YESTERDAY  walked	 TODAY  climb	 YESTERDAY  climbed	 TODAY  clap	 YESTERDAY  clapped
 TODAY  dance	 YESTERDAY  danced	 TODAY  hug	 YESTERDAY  hugged	 TODAY  ski	 YESTERDAY  skied
 TODAY  run	 YESTERDAY  ran	 TODAY  swim	 YESTERDAY  swam	 TODAY  sleep	 YESTERDAY  slept
 TODAY  write	 YESTERDAY  wrote	 TODAY  ride	 YESTERDAY  rode	 TODAY  sit	 YESTERDAY  sat

CUTTING THESE APART

Print on cardstock. Cut straight along each row, then one straight cut down the middle of each pair: 24 pieces. Each TODAY card shows the calendar with a dot; each YESTERDAY card, tinted, shows the calendar with a check. Pure black outlines, so a photocopier spends the least ink it can. No cueing script is included: that call belongs to the clinician. The same 12 verbs in the full-color set are on page 6.

FOR THE ADULT: 4 PICTURES A CHILD MAY NAME ANOTHER WAY

Rows 1–2: the 6 verbs whose yesterday word ends in “-ed”. Rows 3–4: the 6 whose yesterday word is a different word. Each verb is a TODAY card (left) and a YESTERDAY card (right) with the same picture.

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- **sit** — may be named “yoga or criss-cross” instead of the verb.

Every picture shows the action underway, so a child may say the “-ing” word (walking, running). Decide once, in your own scoring rule, what counts.



CHECKLIST

Quick Probe Forms A, B and C

Three forms, 4 verbs each (8 trials) — forms A, B and C together are the whole 12-verb bank with no overlap, and every form carries two verbs from each group. Every verb is scored again on the full-deck form, page 11.

STUDENT

DATE

FORM GIVEN (A, B OR C)

HOW TO MARK EACH PICTURE

Show the TODAY card and mark the today row; then show the YESTERDAY card for the same verb and mark the yesterday row. Mark + if the response is what your own scoring rule counts as correct, – for an error or no response, and ≈ for a close form (4 verbs on page 6 have a plausible alternate name). Today and yesterday are marked separately, since a child can get one right without the other.

Form A 4 verbs, today and yesterday, 8 pictures · untimed

TODAY	YESTERDAY	TODAY	YESTERDAY	TODAY	YESTERDAY	TODAY	YESTERDAY
							
walk	walked	run	ran	climb	climbed	swim	swam
☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈

TODAY CORRECT (OF 4)

YESTERDAY CORRECT (OF 4)

Form B 4 verbs, today and yesterday, 8 pictures · untimed

TODAY	YESTERDAY	TODAY	YESTERDAY	TODAY	YESTERDAY	TODAY	YESTERDAY
							
clap	clapped	sleep	slept	dance	danced	write	wrote
☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈

TODAY CORRECT (OF 4)

YESTERDAY CORRECT (OF 4)

Form C 4 verbs, today and yesterday, 8 pictures · untimed

TODAY	YESTERDAY	TODAY	YESTERDAY	TODAY	YESTERDAY	TODAY	YESTERDAY
							
hug	hugged	ride	rode	ski	skied	sit	sat
☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐
+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈	+ - ≈

TODAY CORRECT (OF 4)

YESTERDAY CORRECT (OF 4)



CHECKLIST

Full-Deck Probe — Today and Yesterday

STUDENT

DATE

LEVEL SCORED (TODAY, YESTERDAY,
OR BOTH)

#	TODAY CARD	YESTERDAY CARD	TODAY NAMED	YESTERDAY NAMED	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	walk	walked	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
2	climb	climbed	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
3	clap	clapped	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
4	dance	danced	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
5	hug	hugged	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
6	ski	skied	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
7	run	ran	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
8	swim	swam	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
9	sleep	slept	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
10	write	wrote	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
11	ride	rode	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
12	sit	sat	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	

TODAY LEVEL TOTAL (CORRECT OUT OF 12)

YESTERDAY LEVEL TOTAL (CORRECT OUT OF 12)

TWO LEVELS ON ONE SHEET

All 12 verbs in deck order, one line each — today and yesterday marked + / - / ≈ the same way as the quick forms. A student can do the today card and not the yesterday card, or the reverse; the two columns are never combined into one mark. Total each column at the foot and carry it to the log (page 12) as correct out of 12.



TRACKER

Percent Graph

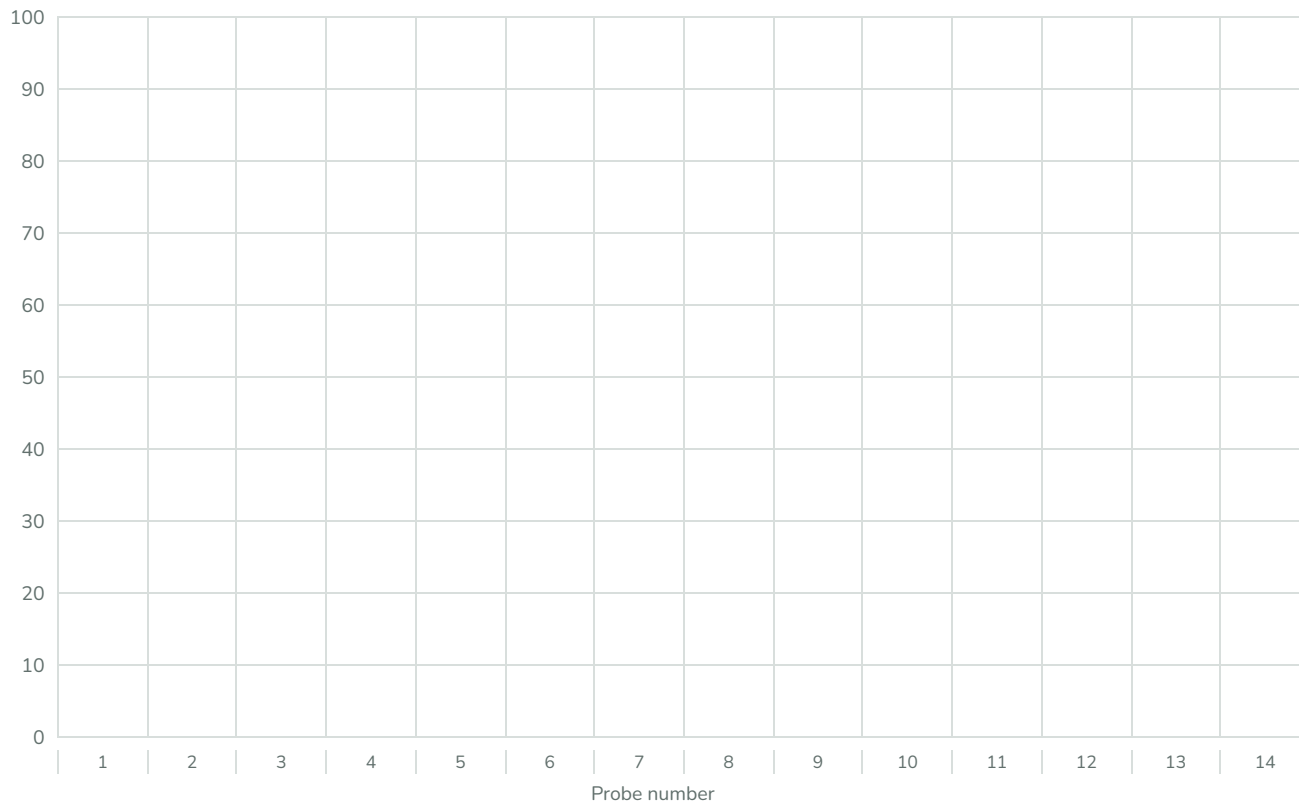
Fourteen probes across. Copy this page once per level, the same way as the log.

STUDENT

LEVEL GRAPHED HERE (TODAY /
YESTERDAY)

GOAL LINE (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 level, the same way as the log: a student working on the today cards and the yesterday cards gets two copies of this page, each labeled in the field above, never one line mixing the two.

SETTING THE GOAL LINE

This page does not print a sample number or a typical rate for past tense. Write the goal line your team agreed to (from the goal, or from the baseline on the data log, page 12) 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 pictures are new in session. No jargon, no percents — the data log already has those.

STUDENT

WEEK OF

FROM (SLP)

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



walk → walked



clap → clapped



run → ran



sleep → slept



ride → rode

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (TODAY AND YESTERDAY)

Space for what you looked at together at home and what your child said.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

TIMES WE HEARD ABOUT YESTERDAY OUTSIDE OF PRACTICE TIME

Anywhere something that already happened came up — a story at dinner, a trip, a game.

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.

Theo is invented, and so is every mark on this page. Eight quick probes at yesterday level, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	1	4	25%	baseline
2	9/16	B	2	4	50%	baseline
3	9/23	C	1	4	25%	baseline
4	9/30	A	2	4	50%	said “swimmed” on the swim yesterday card (target: swam), marked –
5	10/7	B	3	4	75%	–
6	10/14	C	3	4	75%	–
7	10/21	A	4	4	100%	–
8	10/28	B	4	4	100%	–

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 1, 2 and 1 of 4: baseline is the median of the three, 1 of 4, 25 percent. By session 8, Theo was correct on 4 of 4, 100 percent — a 75 percentage-point rise from baseline. Every percent above is that row’s own correct count divided by 4, times 100.

A LINE THIS LOG COULD WRITE

“On picture probes of the yesterday cards (4 verbs per form, untimed), Theo was correct on 1 of 4 pictures at baseline in September and 4 of 4 on the most recent probe in October.”

WHERE THEO WOULD SIT ON THE CASELOAD PAGE

One row: level “yesterday,” baseline 25 percent, current 100 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 14 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 past tense — it exists only to show how the log, the table and the graph read once numbers are actually on them.

TODAY LEVEL WOULD GET ITS OWN COPY

This example tracks yesterday level only. If Theo were also working on the today cards, that level would get its own copy of the data log, its own graph, and its own row of numbers here — the two levels are never averaged into one score. The session-4 note shows a scoring rule at work: this invented clinician marked “swimmed” as an error; another team could mark it ≈ or accept it, as long as the rule is written down once (page 6 lists the pictures a child may name another way) and is the same every session.