

Possessive Pronouns His, Her, Their

SECTION 1 · THE PICTURE CARDS — COLOR

POSSESSIVE PRONOUN CARDS



Possessive Pronoun Picture Cards — Color

 his ball	 her kite	 their balloon
 his backpack	 her teddy	 their cake
 his guitar	 her umbrella	 their trophy
 his bike	 her camera	 their gift

ONE PRONOUN A COLUMN · WHAT A CHILD MAY SAY INSTEAD

Print on cardstock and cut on the dashed lines; each column is one pronoun, so one straight cut splits them. Drawn to hold their shape in full color and stay readable at 1 inch. Same 12 cards in the ink-saver black-and-white set: page 8. A child may name the object or the person instead of giving the phrase. A child may also name an object another way: **ball** (soccer ball), **backpack** (bag), **bike** (bicycle), **teddy** (bear), **cake** (birthday cake), **trophy** (cup), **gift** (present). On the "their" cards a child may name both figures ("his and her"). Decide once, in your own scoring rule, how each is marked.

THE PICTURE IS THE CUE, NOT A RULE

Who is shown with what is the picture's choice, not a rule about who owns what: any child may have a kite, any man a guitar. The figure shown is only what cues the word printed on the card. No prompting or cueing script is included; how you show the card and what counts as a correct response are your call. Probe forms start on page 10, full-deck form on page 11.

TRACK

Probe Forms A, B and C

POSSESSIVE PRONOUN CARDS

For each pronoun, Forms A and B split the 12 cards between them with no overlap; Form C has all 12 cards, since three forms of six cannot all be different from a deck of twelve. Every card is marked with a unique form, page 11.

DATE

FORM GIVEN (A, B OR C)

Write the picture on this form. The phrase printed under each picture is the target. Mark correct by your own scoring rule, — for an error or no response, and = for a close one without the phrase; see page 6 for other names a child may use). What was said, written once and reused every session.

 her kite □ □ □	 her teddy □ □ □	 their balloon □ □ □	 their cake □ □ □
WHAT WAS SAID (VERBATIM), IF NOT THE TARGET			

 her umbrella □ □ □	 her camera □ □ □	 their trophy □ □ □	 their gift □ □ □
WHAT WAS SAID (VERBATIM), IF NOT THE TARGET			

 her kite □ □ □	 her camera □ □ □	 their balloon □ □ □	 their gift □ □ □
WHAT WAS SAID (VERBATIM), IF NOT THE TARGET			

What Is Inside, and Where

Before you begin

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

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01 The Picture Cards — Color

PAGE 6



Possessive
Pronoun Picture
Cards — Color
[REFERENCE](#)

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

PAGE 8



Possessive
Pronoun Picture
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03 Probe and Track

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Quick Probe
Forms A, B and C
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Full-Deck Probe
— All Twelve
Cards
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Data Log
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Percent Graph
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Caseload
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04 Share and Write

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Practice at Home
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Phrase Bank
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Filled Example
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A PERSON, A THING, A PHRASE

Every card shows one person, or two, beside something they own, with the phrase printed under it — “his ball,” “her kite,” “their gift.” Twelve cards, four for each of three pronouns.

EVERY QUICK FORM IS A FAIR MIX

Each quick form (page 10) carries two cards for every pronoun, so no form is all one pronoun.

CARDS, NOT A SCRIPT

The cards give the picture and the phrase. 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.

Each card shows a person, or two, beside something they own, with the phrase printed under it. There are 3 pronouns, one to a column. Read the note under the cards once: it lists what a child may say instead.



2

Show a card, mark the response

Show a card and mark what the child says against the printed phrase.

Mark +, – or ≈ on a quick form (page 10) or the full-deck form (page 11), and write down what was said when it was not the target.



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 person beside something they own, with the phrase under the picture. 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 gives the cards and describes how to mark and total them.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide what counts as a correct response, a criterion, or a typical rate. 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.

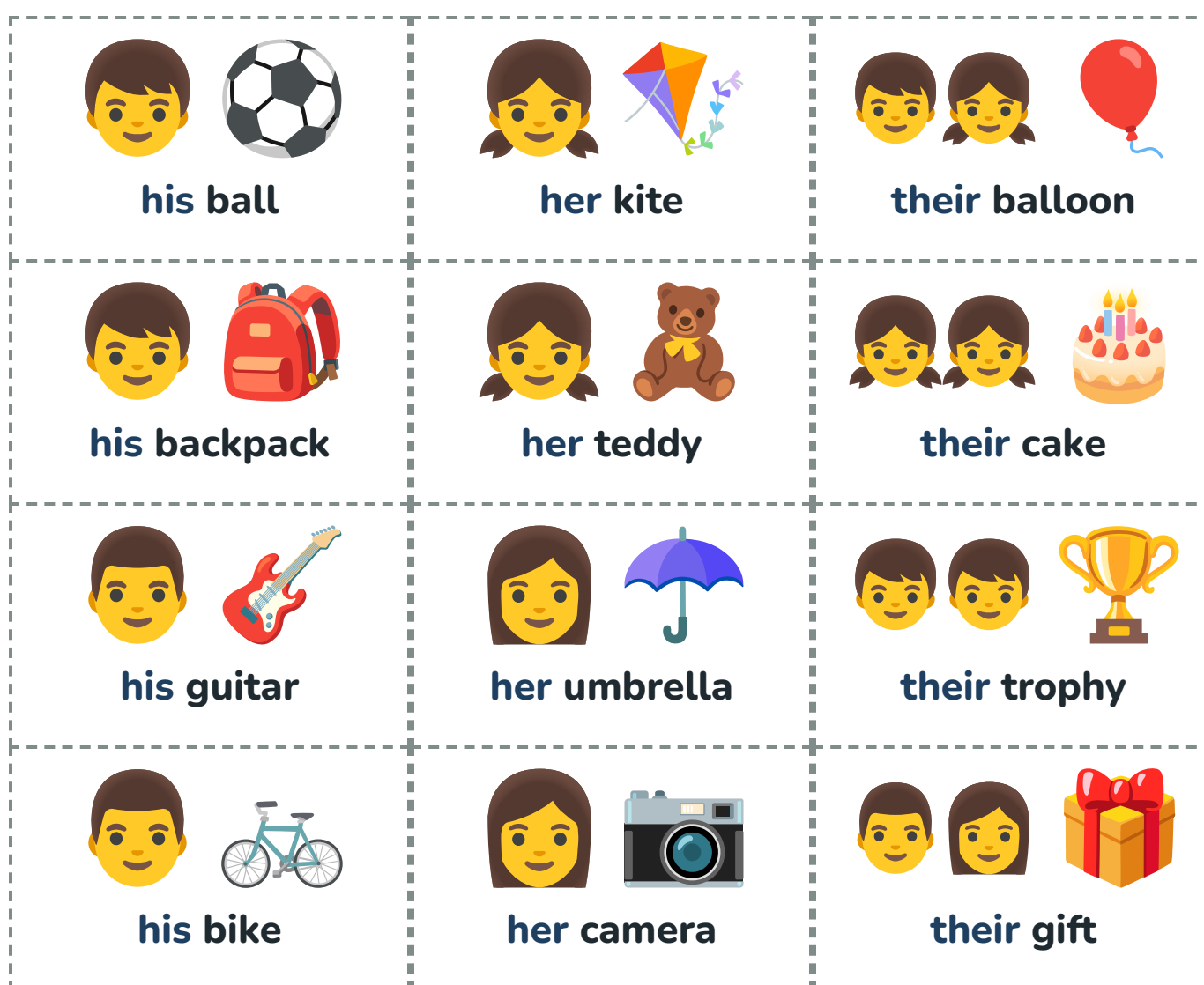
I need a picture this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the word.

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

Possessive Pronoun Picture Cards — Color

**ONE PRONOUN A COLUMN • WHAT A CHILD MAY SAY INSTEAD**

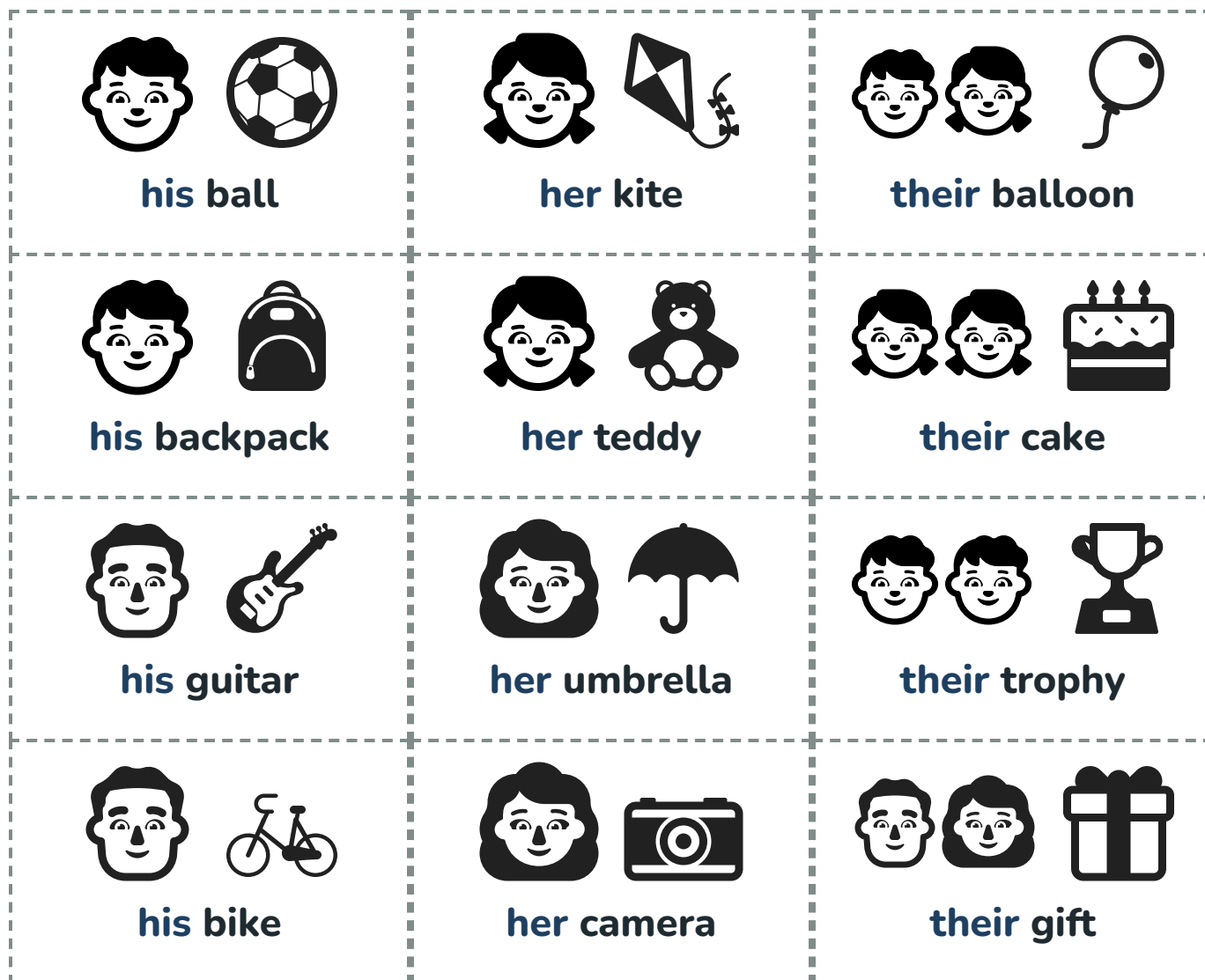
Print on cardstock and cut on the dashed lines; each column is one pronoun, so one straight cut splits them. Drawn to hold their shape in full color and stay readable at 1 inch. Same 12 cards in the ink-saver black-and-white set: page 8. A child may name the object or the person instead of giving the phrase. A child may also name an object another way: **ball** (soccer ball), **backpack** (bag), **bike** (bicycle), **teddy** (bear), **cake** (birthday cake), **trophy** (cup), **gift** (present). On the “their” cards a child may name both figures (“his and her”). Decide once, in your own scoring rule, how each is marked.

THE PICTURE IS THE CUE, NOT A RULE

Who is shown with what is the picture’s choice, not a rule about who owns what: any child may have a kite, any man a guitar. The figure shown is only what cues the word printed on the card. No prompting or cueing script is included; how you show the card and what counts as a correct response are your call. Probe forms start on page 10, full-deck form on page 11.

REFERENCE

Possessive Pronoun Picture Cards — Ink-Saver

**ONE PRONOUN A COLUMN · WHAT A CHILD MAY SAY INSTEAD**

Print on cardstock and cut on the dashed lines; each column is one pronoun, so one straight cut splits them. Pure black outlines, so a photocopier spends the least ink it can. Same 12 cards in the full-color set: page 6. A child may name the object or the person instead of giving the phrase. A child may also name an object another way: **ball** (soccer ball), **backpack** (bag), **bike** (bicycle), **teddy** (bear), **cake** (birthday cake), **trophy** (cup), **gift** (present). On the “their” cards a child may name both figures (“his and her”). Decide once, in your own scoring rule, how each is marked.

THE PICTURE IS THE CUE, NOT A RULE

Who is shown with what is the picture’s choice, not a rule about who owns what: any child may have a kite, any man a guitar. The figure shown is only what cues the word printed on the card. No prompting or cueing script is included; how you show the card and what counts as a correct response are your call. Probe forms start on page 10, full-deck form on page 11.



CHECKLIST

Quick Probe Forms A, B and C

Three forms of 6, two cards for each pronoun. Forms A and B split the 12 cards between them with no overlap; Form C is a fixed mix of 6 of the same cards, since three forms of six cannot all be different from a deck of twelve. Every card 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 card, or point to the picture on this form. The phrase printed under each picture is the target. Mark + if what the child says is correct by your own scoring rule, – for an error or no response, and ≈ for a close one (the object or the person named without the phrase; see page 6 for other names a child may use). What counts as which is this clinician's call, written once and reused every session.

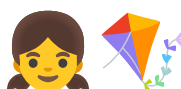
Form A 6 cards, 2 for each pronoun · untimed



his ball

☐ ☐ ☐
+ – ≈


his backpack

☐ ☐ ☐
+ – ≈


her kite

☐ ☐ ☐
+ – ≈


her teddy

☐ ☐ ☐
+ – ≈


their balloon

☐ ☐ ☐
+ – ≈


their cake

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

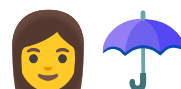
Form B 6 cards, 2 for each pronoun · untimed



his guitar

☐ ☐ ☐
+ – ≈

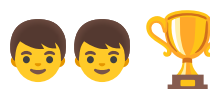

his bike

☐ ☐ ☐
+ – ≈


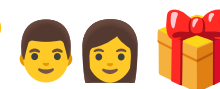
her umbrella

☐ ☐ ☐
+ – ≈


her camera

☐ ☐ ☐
+ – ≈


their trophy

☐ ☐ ☐
+ – ≈


their gift

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET

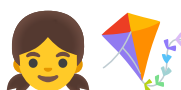
Form C 6 cards, 2 for each pronoun · untimed



his backpack

☐ ☐ ☐
+ – ≈


his bike

☐ ☐ ☐
+ – ≈


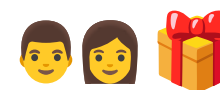
her kite

☐ ☐ ☐
+ – ≈


her camera

☐ ☐ ☐
+ – ≈


their balloon

☐ ☐ ☐
+ – ≈


their gift

☐ ☐ ☐
+ – ≈

SCORE (CORRECT OUT OF 6)

WHAT WAS SAID (VERBATIM), IF NOT THE TARGET



CHECKLIST

Full-Deck Probe — All Twelve Cards

STUDENT

DATE

PRONOUNS SCORED (ALL, OR WHICH)

#	CARD — THE TARGET PHRASE	RESPONSE	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	  his ball	☐ ☐ ☐ + - n	
2	  his backpack	☐ ☐ ☐ + - n	
3	  his guitar	☐ ☐ ☐ + - n	
4	  his bike	☐ ☐ ☐ + - n	
5	  her kite	☐ ☐ ☐ + - n	
6	  her teddy	☐ ☐ ☐ + - n	
7	  her umbrella	☐ ☐ ☐ + - n	
8	  her camera	☐ ☐ ☐ + - n	
9	  their balloon	☐ ☐ ☐ + - n	
10	  their cake	☐ ☐ ☐ + - n	
11	  their trophy	☐ ☐ ☐ + - n	
12	  their gift	☐ ☐ ☐ + - n	

"HIS" CARDS CORRECT (OF 4)

"HER" CARDS CORRECT (OF 4)

"THEIR" CARDS CORRECT (OF 4)

TOTAL CORRECT (OUT OF 12)

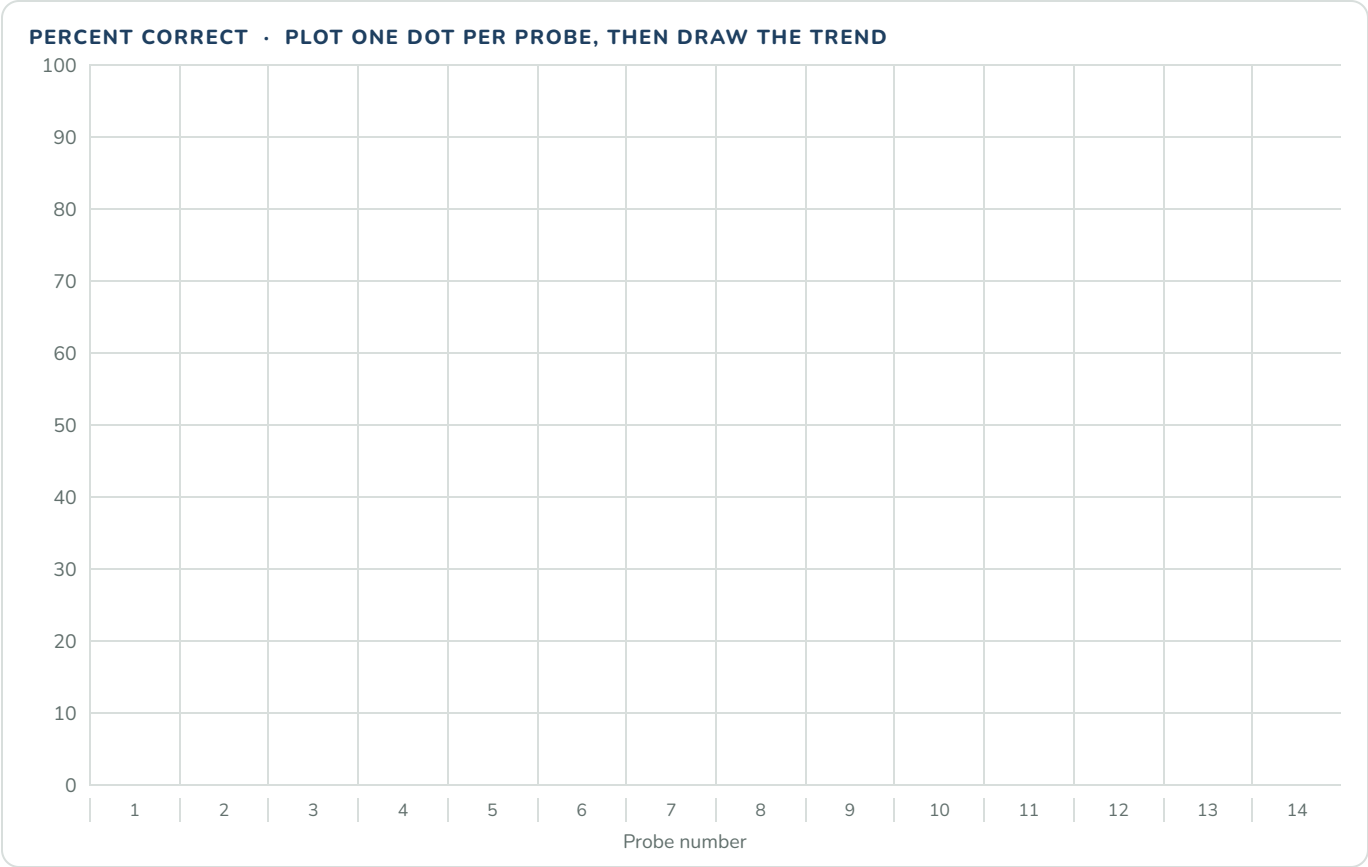
CARRIED TO THE LOG ON PAGE 12

 TRACKER

Percent Graph

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

STUDENT	PRONOUN(S) GRAPHED HERE	CRITERION (YOUR TEAM SETS IT)



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 pronoun if you track them apart, the same way as the log: a student probed on one pronoun at a time gets a copy per pronoun, labeled in the field above, never one line mixing them.

SETTING THE CRITERION FIELD

This page does not print a sample number or a typical rate for possessive pronouns. Write the criterion 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

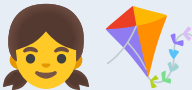
WEEK OF

FROM (SLP)

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



his ball



her kite



their balloon

SOMETHING THAT WENT WELL

.....

.....

TWO MINUTES AT HOME (WRITE IT IN YOUR OWN WORDS)

Look at a picture together and read the words printed on the card. Write down what your child said.

.....

.....

.....

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

PHRASES WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere your child said whose something was — at the table, at the park, at bedtime.

.....

.....

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 quick probes of the possessive pronoun cards, Forms A, B and C rotating.

#	DATE	FORM	CORRECT	OUT OF	PERCENT	NOTES
1	9/9	A	2	6	33%	baseline
2	9/16	B	3	6	50%	baseline
3	9/23	C	2	6	33%	baseline
4	9/30	A	3	6	50%	on the ball card said "boy ball" (Form A); marked – by this clinician's rule
5	10/7	B	4	6	67%	4 of 6, the first time above half
6	10/14	C	5	6	83%	–
7	10/21	A	5	6	83%	–
8	10/28	B	6	6	100%	6 of 6, the most so far

READING THE NUMBERS

Sessions 1–3 (Forms A, B, C) scored 2, 3 and 2 of 6: baseline is the median of the three, 2 of 6, 33 percent. By session 8, Nora produced 6 of 6 phrases, 100 percent — a 67 percentage-point rise from baseline. Every percent above is that row's own correct count divided by 6, times 100, rounded to a whole number (a half rounds up).

A LINE THIS LOG COULD WRITE

"On picture probes of possessive pronouns (6 cards, untimed), Nora produced the phrase on 2 of 6 cards 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: pronouns "all three," baseline 33 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 possessive pronouns — it exists only to show how the log, the table and the graph read once numbers are actually on them.

READING THE VERBATIM NOTE

The session-4 note shows what the verbatim line is for: on the ball card (Form A, target "his ball") Nora named the person, "boy ball," and left the pronoun out. This clinician's own rule counted that as not correct, so it was marked –; another team might mark it ≈. The file records what was said and leaves the rule to the clinician.