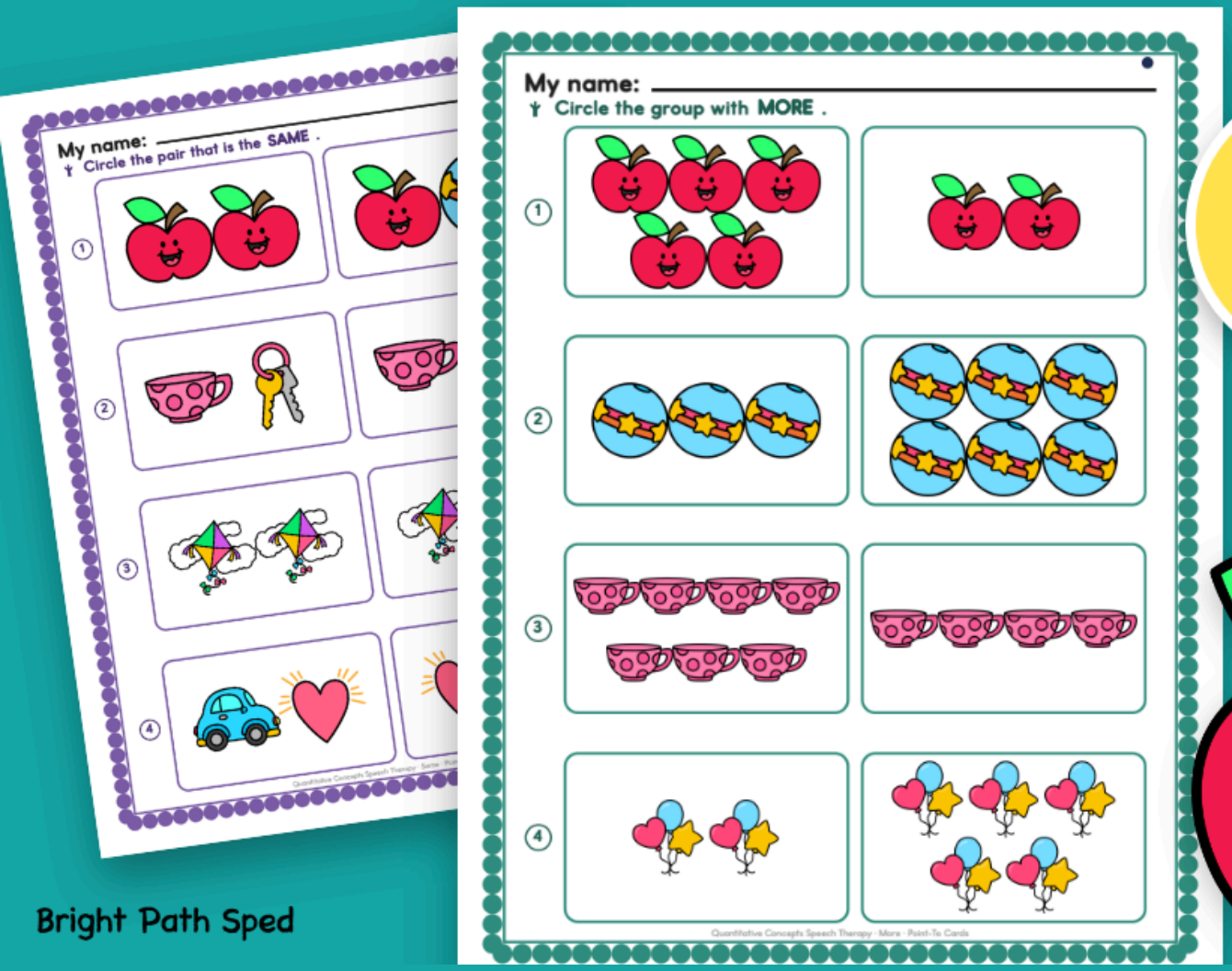
QUANTITY CONCEPTS

SPEECH THERAPY CARDS



44 CARDS



Bright Path Sped

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This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a line or box, type, and Save As once per student.
- The teacher pages (goal, data sheets, roll-up, family update) are type-in. The picture card pages are for printing: the student points, circles, cuts and glues on paper.
- It works offline. No account, no subscription, no internet connection needed after you download it.

Student data

Completed pages carry a real student's name and scores. Store, hand over and destroy this file the same way you would any other student record.

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If a field will not behave, a page will not print the way you expect, or anything here looks wrong, use Ask a Question on the product page before leaving a review. Every question is read, and a fix to the file ships as a free update — re-download it any time from My Purchases.

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PREVIEW

Quantitative Concepts - Goal Page

Goal, baseline and benchmarks. The goal line below is blank: your team writes the goal.

Sample goal — invented; edit every bracket to fit the student

By [annual review date], when shown [4] picture cards for [the concept] and asked a question about them, [Student] will point to the correct group on [3 of 4] cards on [3] consecutive sessions, as measured by teacher-scored quantitative concept data sheets.

The goal for this student (you write it)

Concept(s) (see the map on page 3)

Criterion (your team writes it)

By (date)

On ____ of ____ consecutive sessions

Given (what is shown, any allowed support)

As measured by (data sheets, pages 29-30)

Baseline: three sessions, take the middle score

Session 1	Session 2	Session 3	Middle score

Benchmarks toward the goal

Benchmark	Target date	Target score	Actual	Met?

Your district's rules for this goal (write them here; this file does not set them)

Scoring rules for this student

Supports the IEP allows during the activity

PREVIEW

The Question Script

The words to say with each page, so every adult asks the same way. Say the question, then wait for the student to point or circle.

Concept	Page	Receptive: say this, the student points	Expressive: the sentence on the say-it pages
More	8	Which group has more?	I see more _____.
Fewer	9	Which group has fewer?	I see fewer _____.
Most	10	Which group has the most?	This group has the most _____.
Least	11	Which group has the least?	This group has the least _____.
Many	12	Which group has many?	This group has many _____.
Few	13	Which group has few?	This group has few _____.
All	14	Which tray has all of the spots filled?	All of the spots have _____.
Some	15	Which tray has some of the spots filled?	Some of the spots have _____.
None	16	Which tray has none of the spots filled?	None of the spots have _____.
Same	17	Which pair is the same?	The two pictures are the same.
Different	18	Which pair is different?	The two pictures are different.

The say-it sentence strips

- Page 19: Group A has _____ apples than group B.
- Page 20: Group ___ has the _____ bananas.
- Page 21: Group A has _____ crayons. Group B has _____ crayons.
- Page 22: _____ of the spots have cookies.
- Page 23: The two pictures are _____.

Your own wording

Change any question to fit the student. Write the version your team uses:

_____

_____

_____

_____

_____

_____

_____

_____

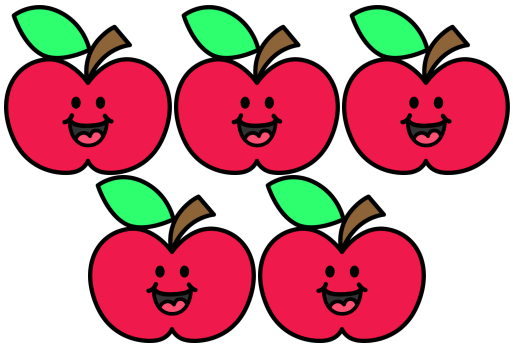
PREVIEW

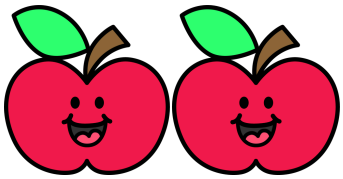
Preview - Bright Path Sped

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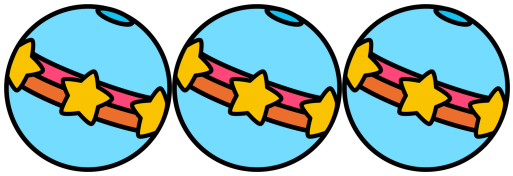
Circle the group with **MORE** .

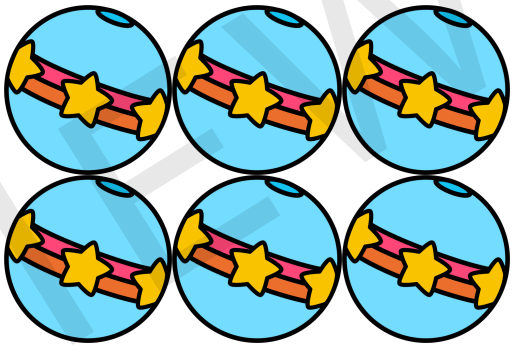
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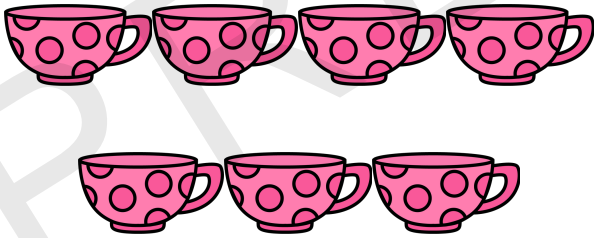


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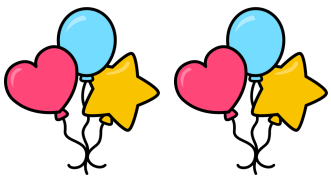


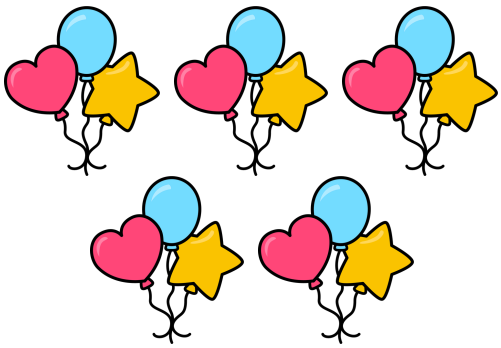
3





4





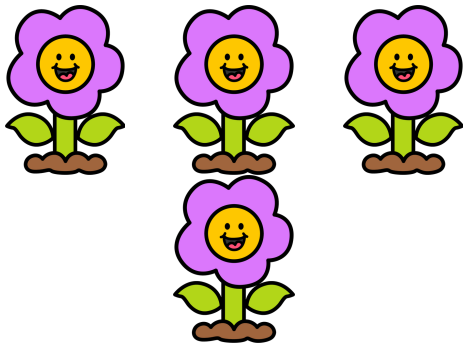
PREVIEW

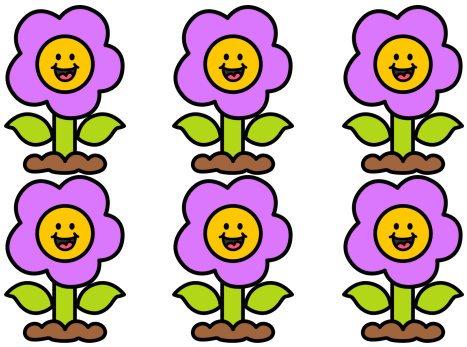
Preview - Bright Path Sped

My name: _____

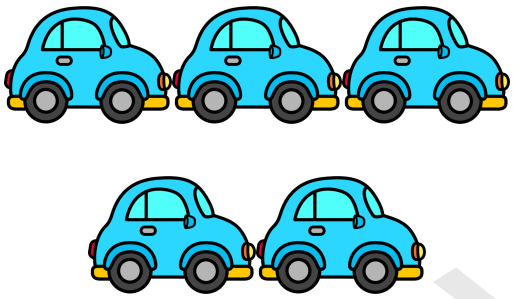
Circle the group with **FEWER** .

1





2



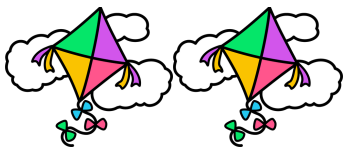


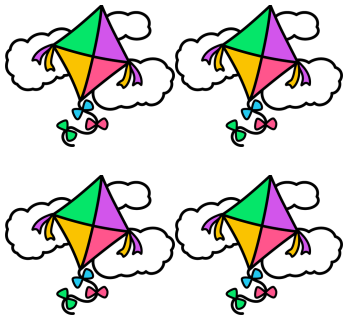
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4





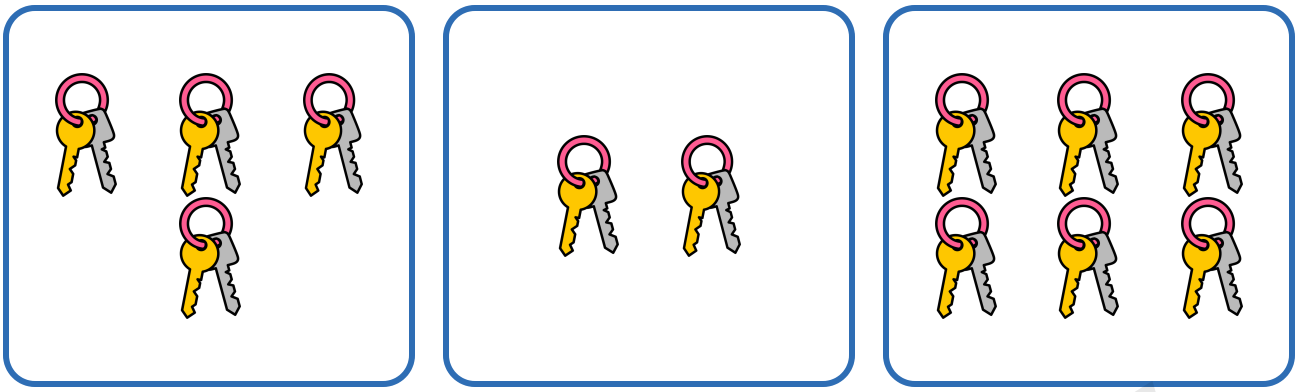
PREVIEW

Preview - Bright Path Shed

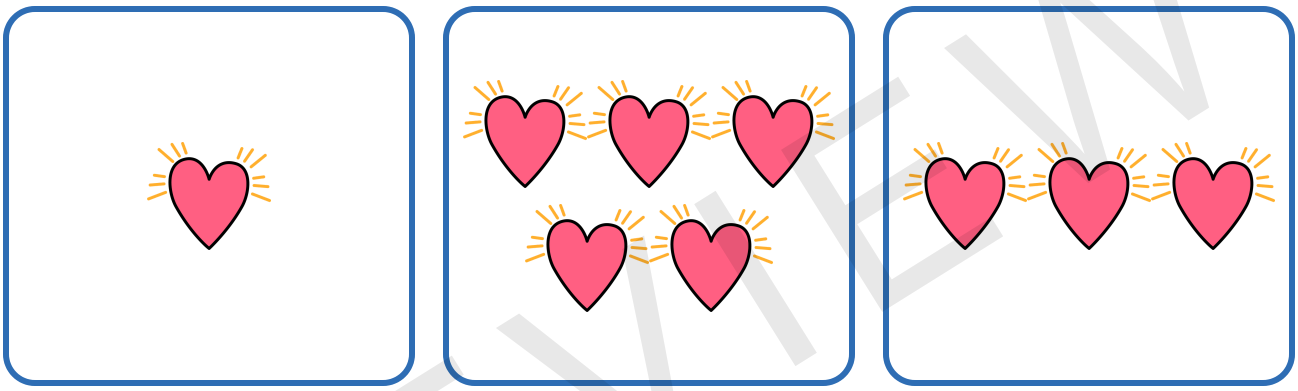
My name: _____

Circle the group with the **LEAST** .

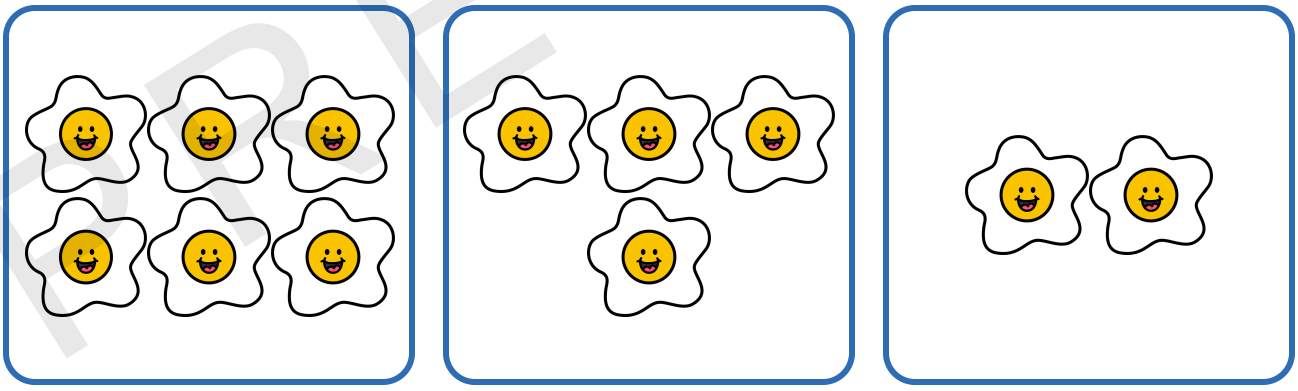
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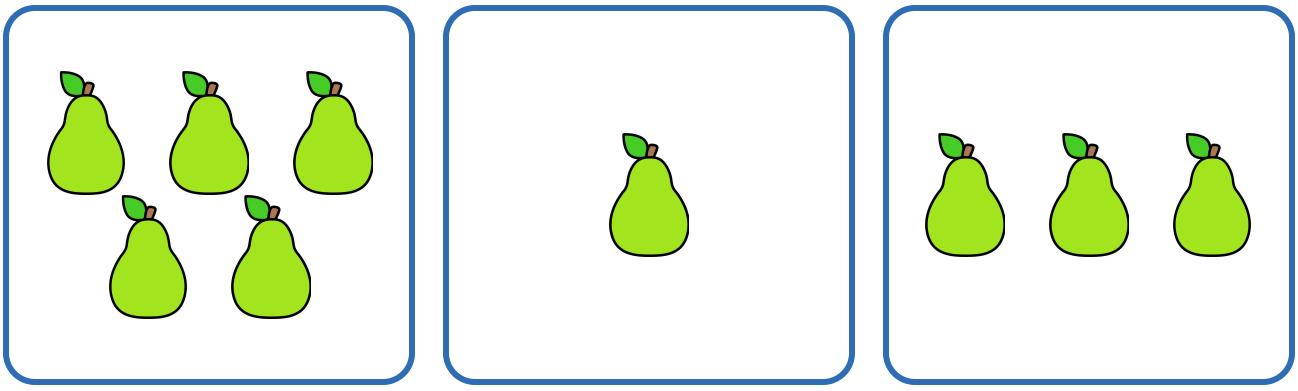
2



3



4



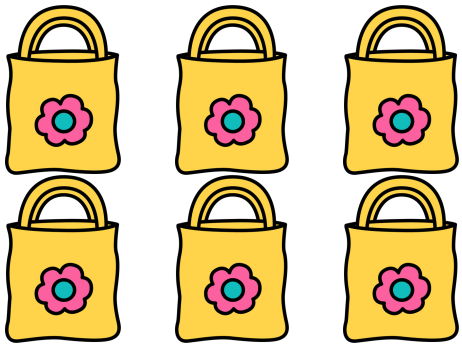
PREVIEW

Preview - Bright Path Sped

My name: _____

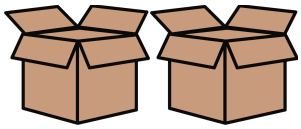
Circle the group with **FEW** .

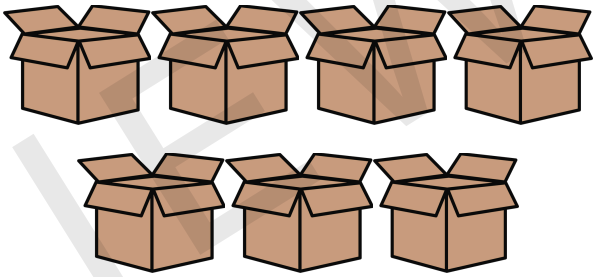
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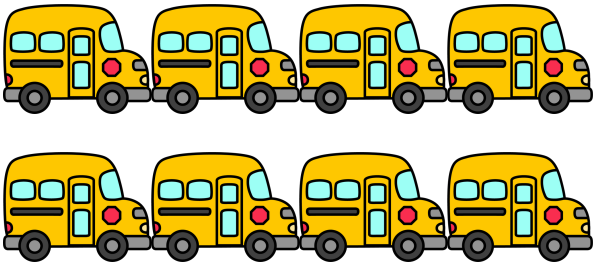
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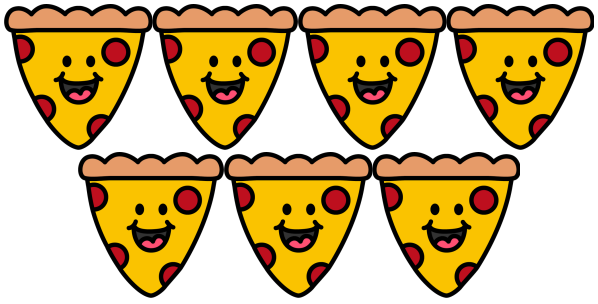


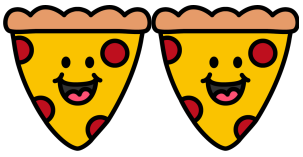
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4



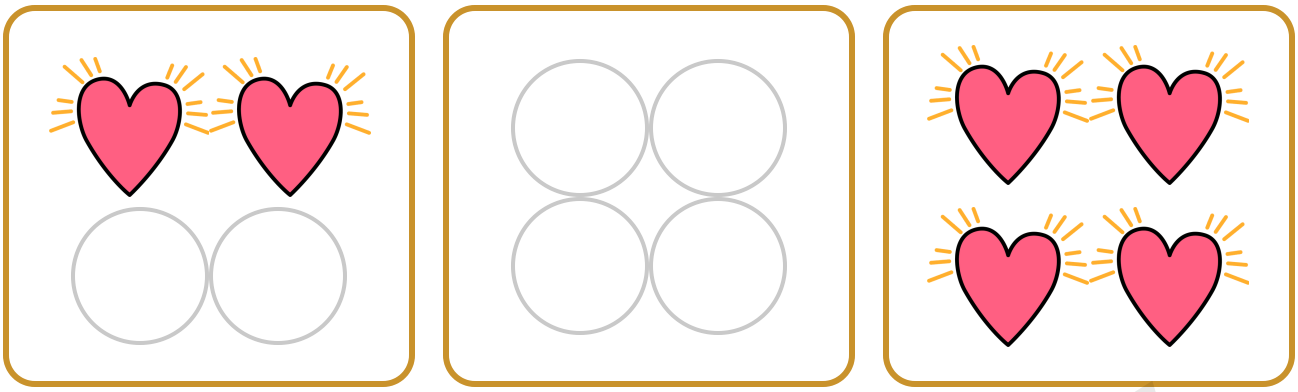


PREVIEW

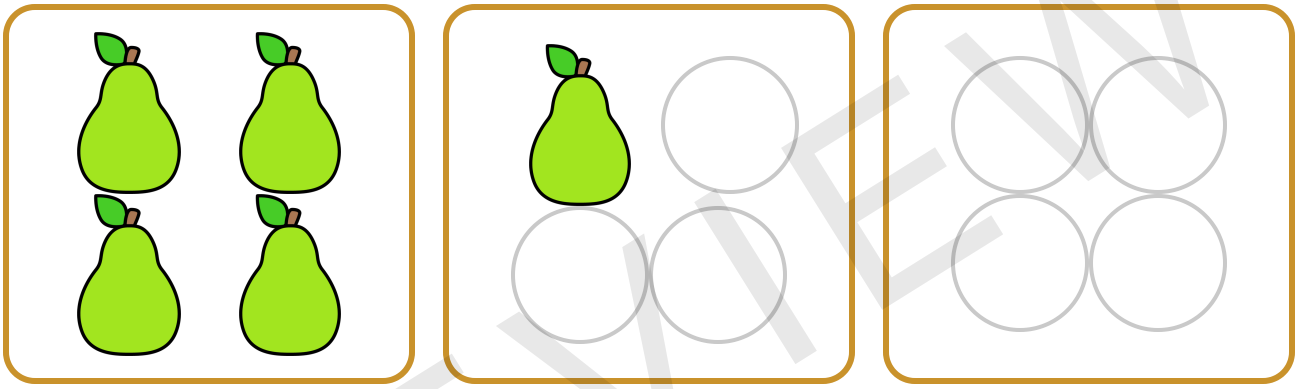
My name: _____

Circle the tray with **SOME** .

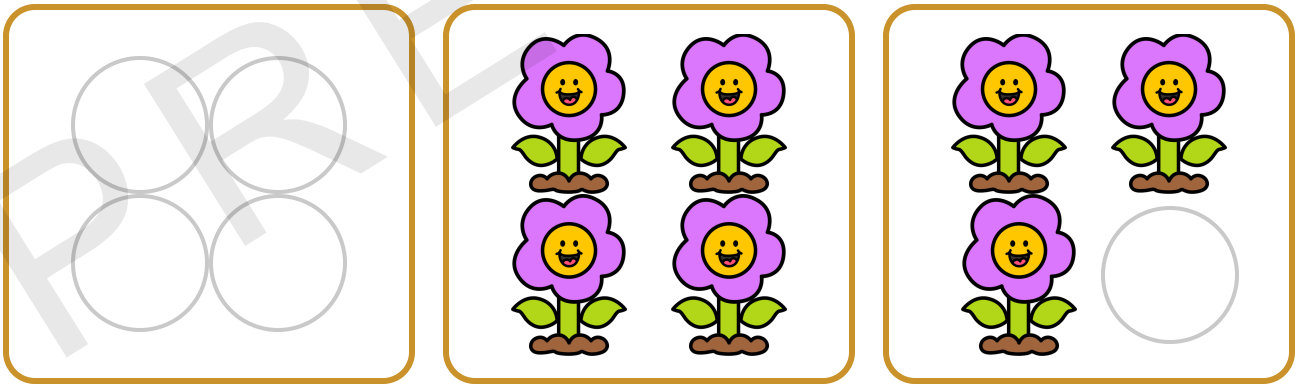
1



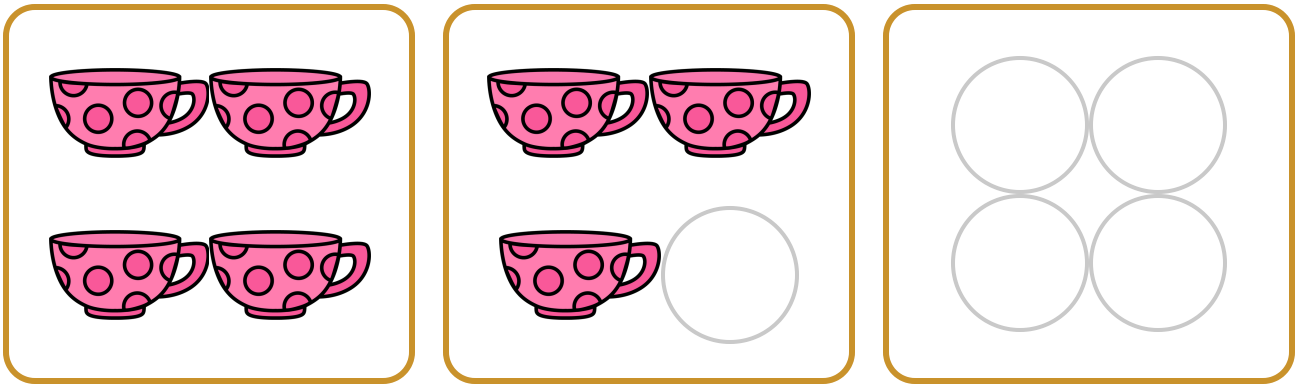
2



3



4



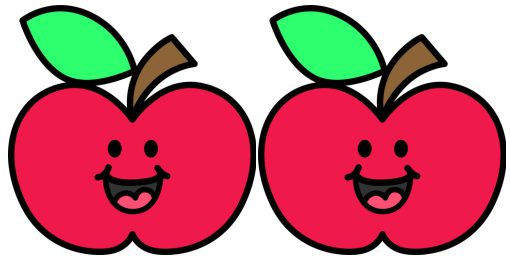
PREVIEW

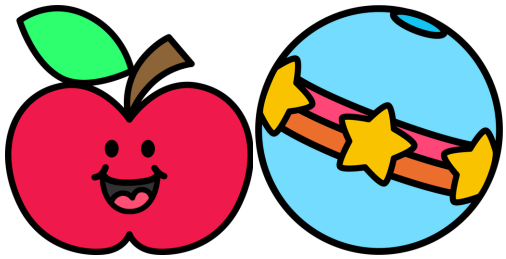
Preview - Bright Path Sped

My name: _____

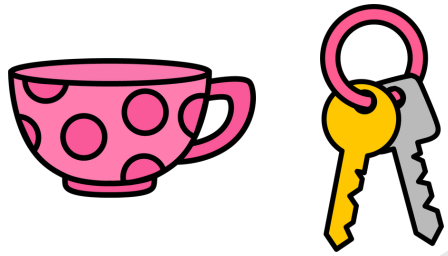
Circle the pair that is the **SAME** .

1



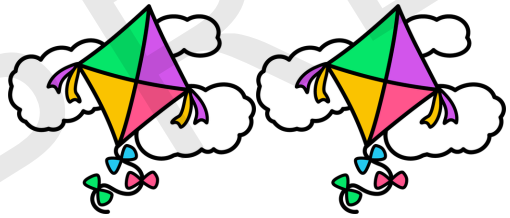


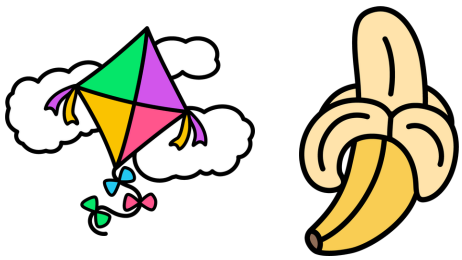
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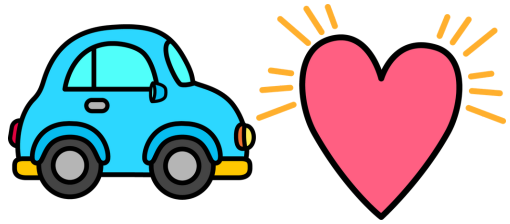


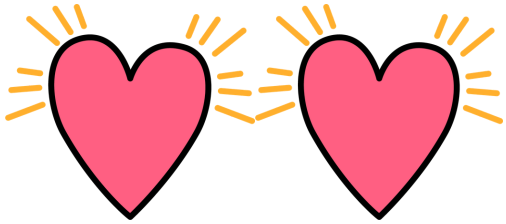
3





4





PREVIEW

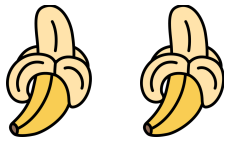
Preview - Bright Path Sped

My name: _____

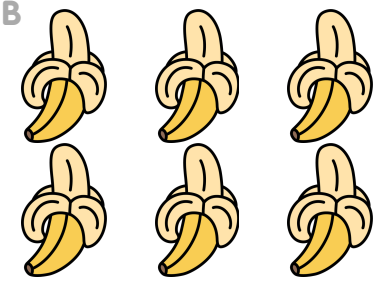
Look. Say it. Write the word.

Word bank: most least

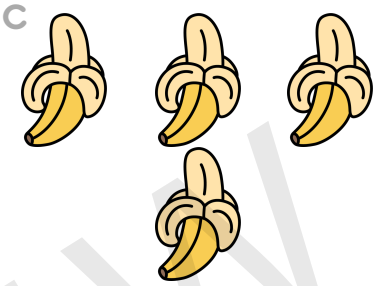
A



B

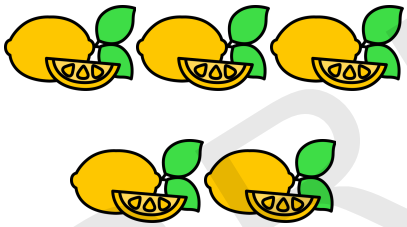


C



Group ____ has the _____ bananas.

A



B



C



Group ____ has the _____ lemons.

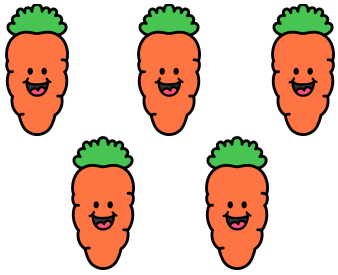
A



B



C



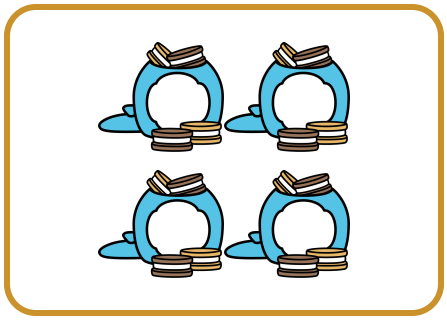
Group ____ has the _____ carrots.

PREVIEW

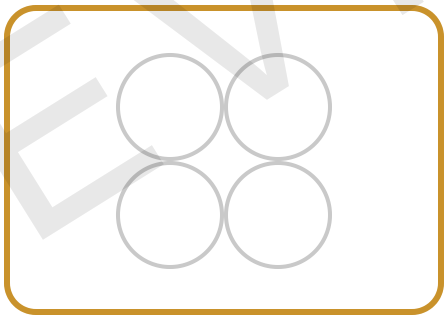
My name: _____

Look. Say it. Write the word.

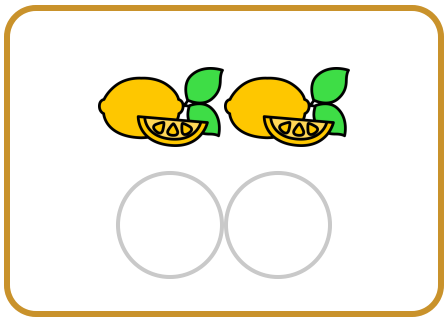
Word bank: all some none



_____ of the spots have cookies.



_____ of the spots have eggs.



_____ of the spots have lemons.

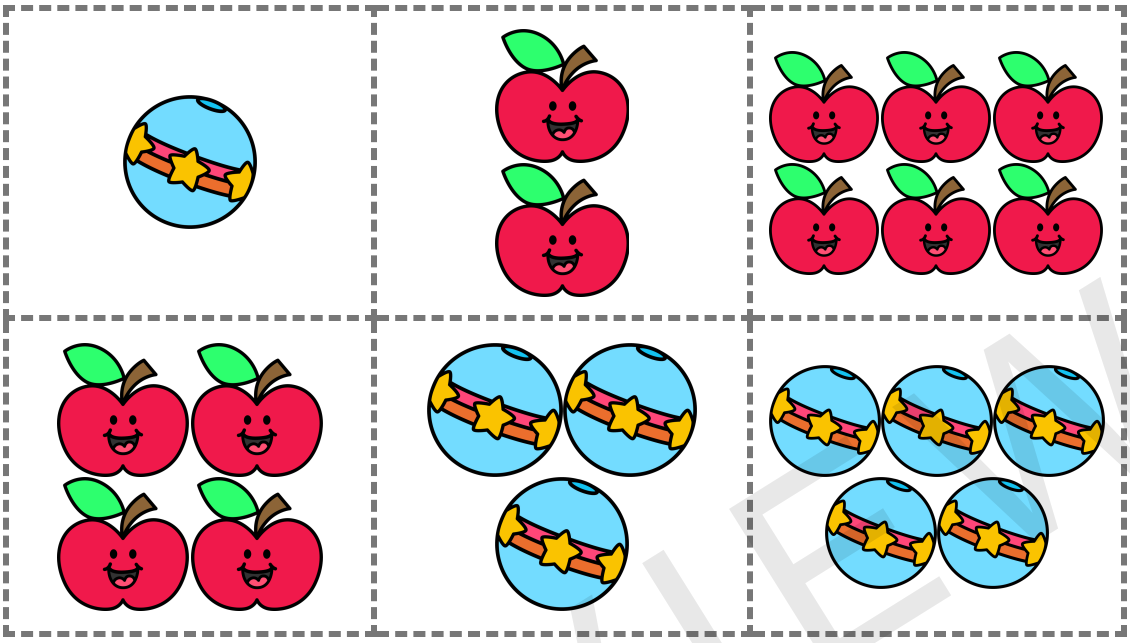
PREVIEW

Preview - Bright Path Sped

My name: _____

✂ Cut. Glue the groups in order.

✂ Cut out the cards.



Glue each card in its box. Fewest on the left. Most on the right.



LEAST		MOST



LEAST		MOST

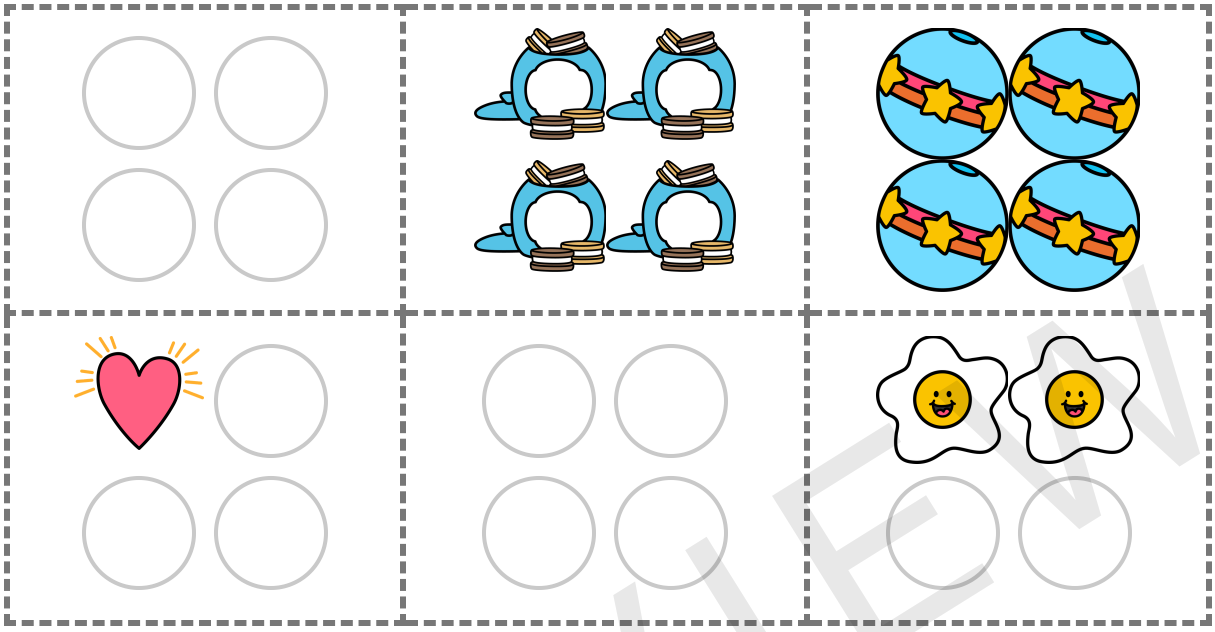
Color a star when you finish!

PREVIEW

My name: _____

✂ Cut. Glue each tray in the right box.

✂ Cut out the cards.



PREVIEW

🧴 Glue each card in its box.

ALL	SOME	NONE

☆ Color a star when you finish! ☆

Preview - Bright Path Sped

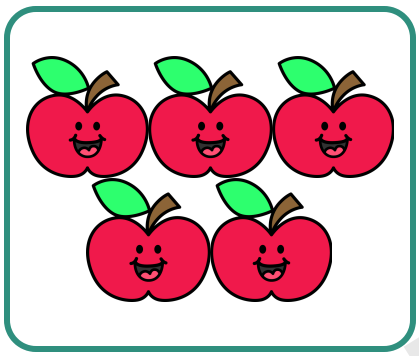
My name: _____

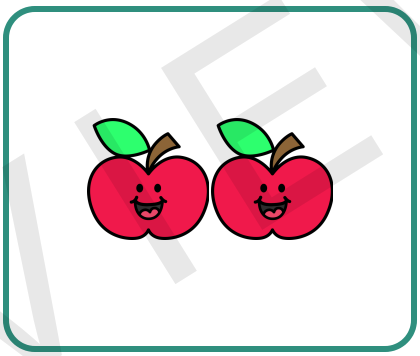
✂ Cut. Glue MORE or FEWER by each group.

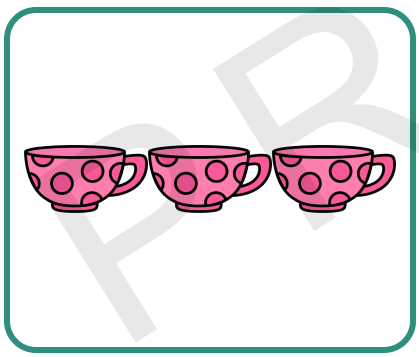
✂ Cut out the cards.

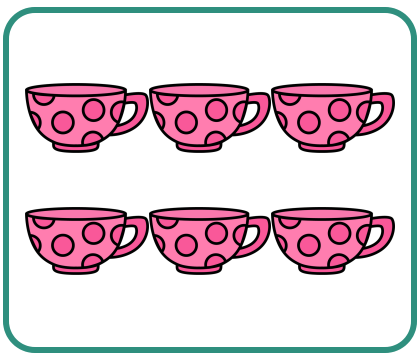
MORE	MORE	FEWER	MORE	FEWER	FEWER

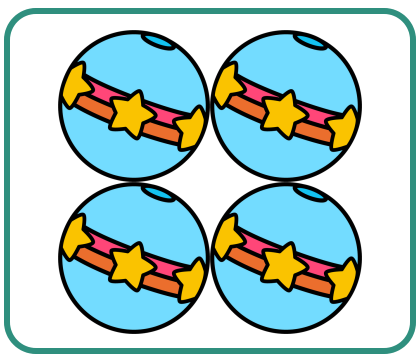
🧴 Glue each card in its box.

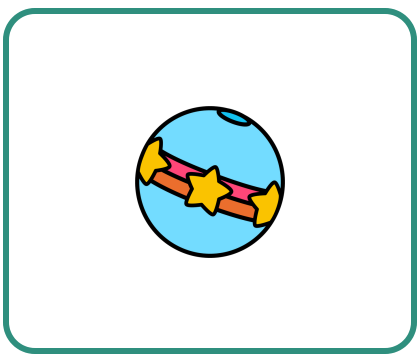












PREVIEW

☆ Color a star when you finish! ☆

Preview · Bright Path Sped

Data Sheet: Say-It Strips

One row for each sentence strip. Mark **+** in Correct when the student said the right concept word on the first try, and **P** in Prompted when it was right after a prompt. Leave both blank when it was not correct.

Student _____ Marking period _____ Criterion (your team writes it) _____

Say-it strip	Session 1		Session 2		Session 3	
	Correct	Prompted	Correct	Prompted	Correct	Prompted
Date						
p. 19, strip 1 · More and Fewer						
p. 19, strip 2 · More and Fewer						
p. 19, strip 3 · More and Fewer						
p. 20, strip 1 · Most and Least						
p. 20, strip 2 · Most and Least						
p. 20, strip 3 · Most and Least						
p. 21, strip 1 · Many and Few						
p. 21, strip 2 · Many and Few						
p. 21, strip 3 · Many and Few						
p. 22, strip 1 · All, Some and None						
p. 22, strip 2 · All, Some and None						
p. 22, strip 3 · All, Some and None						
p. 23, strip 1 · Same and Different						
p. 23, strip 2 · Same and Different						
p. 23, strip 3 · Same and Different						
Total (out of 15)						

What I count as a prompt

_____

_____

Notes: what the answers looked like, what to try next

_____

_____

PREVIEW

Answer Key: Point-To Cards

All 44 cards. Each answer is the group, counted from the left. The numbers in brackets are how many pictures are in each group, left to right (trays: filled spots of 4).

Concept	Page	Card 1	Card 2	Card 3	Card 4
More	8	1 left (5 / 2)	2 right (3 / 6)	3 left (7 / 4)	4 right (2 / 5)
Fewer	9	1 left (4 / 6)	2 right (5 / 2)	3 right (3 / 1)	4 left (2 / 4)
Most	10	1 middle (2 / 6 / 4)	2 left (5 / 3 / 1)	3 right (1 / 3 / 5)	4 middle (3 / 6 / 2)
Least	11	1 middle (4 / 2 / 6)	2 left (1 / 5 / 3)	3 right (6 / 4 / 2)	4 middle (5 / 1 / 3)
Many	12	1 left (7 / 2)	2 right (1 / 6)	3 left (8 / 3)	4 right (2 / 7)
Few	13	1 right (6 / 1)	2 left (2 / 7)	3 left (1 / 8)	4 right (7 / 2)
All	14	1 left (4 / 2 / 0 of 4)	2 middle (1 / 4 / 0 of 4)	3 right (0 / 3 / 4 of 4)	4 right (2 / 0 / 4 of 4)
Some	15	1 left (2 / 0 / 4 of 4)	2 middle (4 / 1 / 0 of 4)	3 right (0 / 4 / 3 of 4)	4 middle (4 / 3 / 0 of 4)
None	16	1 middle (4 / 0 / 2 of 4)	2 left (0 / 3 / 4 of 4)	3 right (2 / 4 / 0 of 4)	4 middle (4 / 0 / 1 of 4)
Same	17	1 left	2 right	3 left	4 right
Different	18	1 right	2 left	3 left	4 right

PREVIEW

Scoring reminder

- On the same and different pages the groups are pairs: the answer is the pair on the left or the right.
- Mark the data sheet the same day. A card is correct when the student chose the group named in this key on the first try.
- Every group in a row is the same picture repeated, so the amounts are the only difference.

A Filled-In Data Sheet (Invented Student)

Leo is invented. Point-to cards, three sessions, the marks as the teacher wrote them and the scores checked against the boxes.

Concept	Session 1 (10/6)	Session 2 (10/13)	Session 3 (10/20)
More	+ − + − 2/4	+ + + − 3/4	+ + + + 4/4
Fewer	− − + − 1/4	+ − + − 2/4	+ + + − 3/4
Most	+ − + + 3/4	+ + + + 4/4	+ + + + 4/4
Least	− − − + 1/4	+ − + − 2/4	+ + − + 3/4
Many	+ + − + 3/4	+ + + + 4/4	+ + + + 4/4
Few	− + − − 1/4	+ − − + 2/4	+ + + − 3/4
All	+ + + + 4/4	+ + + + 4/4	+ + + + 4/4
Some	+ − − + 2/4	+ − + + 3/4	+ + + + 4/4
None	− + − − 1/4	+ − + − 2/4	+ + + − 3/4
Same	+ + − + 3/4	+ + + + 4/4	+ + + + 4/4
Different	+ − − − 1/4	− + − + 2/4	+ + − + 3/4
Total (of 44)	22	32	39

How to read it

- Session 1: 22 of 44 cards correct (the 11 concept scores add to 22).
- Session 2: 32 of 44. Session 3: 39 of 44.
- The total climbs from 22 to 32 to 39.
- After session 3, 5 of the 11 concepts were still below 4 of 4: fewer, least, few, none, different.

The progress sentence these marks produce

On the 44 quantity picture cards (4 per concept), Leo pointed to the correct group on the first try 22 of 44 times in session 1, 32 of 44 in session 2 and 39 of 44 in session 3. Every number in it is in the table above.

What the example leaves to you

- Whether these scores meet a goal. The criterion belongs to the student's team and goes on the goal page.
- Which concept comes next and what counts as a prompt. Write yours on the data sheet.

PREVIEW

Family Update & Team Handoff

A note home with blanks for your own wording, home practice ideas, and a handoff for whoever runs the cards when you cannot.

Student _____ Date _____ Sent by _____

Family update — fill in the blanks and send home or read at a conference

We are working on words that tell how many: more, fewer, most, least, many, few, all, some, none, same and different. The student looks at pictures and points to or says the answer.

This week we practiced (concept) _____ Cards correct this week (out of 4 for one concept) _____

In our own words:

_____

_____

_____

_____

_____

_____

_____

Home practice — a second place to practice, with things you already have

- At snack time, put two small piles of crackers on two plates and ask: which plate has **more**? Which has **fewer**?
- At the table, line up socks, spoons or toy cars: are two the **same** or **different**?
- Put some blocks in a box: does it have **all**, **some** or **none** of the blocks?

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

- The goal and criterion are on the goal page (page 4); the questions are on page 6.
- Hand over the next point-to page for the concept (map on page 3).
- Mark the data sheet (page 29 or 30) as you go.
- Return the folder to the regular case manager, who plots the score.

Meeting summary sentence — fill in the blanks

"On [concept] picture cards (4 cards a session), [Student] chose the correct group ___ of 4 times on the first try in the most recent session. Next step: _____."

PREVIEW