

Regular & Irregular Plural Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

PLURAL CARDS

REFERENCE

Plural Picture Cards — Color

					
cat	cats	dog	dogs	book	books
					
box	boxes	car	cars	ball	balls
					
shoe	shoes	bus	buses	key	keys
					
leaf	leaves	fish	fish	child	children

CUTTING THESE APART

Print on cardstock. Cut straight along each row, then one straight cut down each column: that is 24 pieces with the ONE and MANY cards cut apart. A ONE card gets the singular word, a MANY card the plural word. 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 words in the ink-saver black-and-white set are on page 8.

FOR THE ADULT: WHAT IS ON EACH CARD, AND 3 PICTURES A CHILD MAY NAME ANOTHER WAY

Rows 1–3 are the 9 regular plural words, row 4 the 3 irregular ones. Each word is a ONE card (left) and a MANY card (right). Notes on the 5 pictures that need one:

- **box** — May be named “package” instead of “box” — both name the same item correctly.
- **shoe** — May be named “sneaker” instead of “shoe” — both name the same item correctly.
- **leaf** — This picture is drawn as a small leaf cluster by this set, not one blade — the same cluster is simply repeated for “leaves.”
- **fish** — The word does not change: the many card repeats this same fish and is still named “fish,” not “fishes.”
- **child** — May be named “kid” instead of “child.” The many card repeats this same single-child picture to stand for “children,” not two specific individuals.

Decide once, in your own scoring rule, whether an alternate name counts (box, shoe, child).

TRACK

Work Probe Forms A, B and C

PLURAL CARDS

(8 trials) — forms A, B and C together are the whole 12-word bank with no overlap, and one irregular word. Every word is scored again on the full-deck form, page 11.

DATE

FORM GIVEN (A, B OR C)

RE

What it is, and mark the singular row; then show the MANY card for the same word, plural row. Mark + if the response is what your own scoring rule counts as correct, – and = for a close form (3 words on page 6 have a plausible alternate name), and separately, since a child can get one right without the other.

untimed

					
☐	☐	☐	☐	☐	☐

ALL CORRECT (OUT OF 4)

timed

				
☐	☐	☐	☐	☐

CORRECT (OUT OF 4)

timed

				
☐	☐	☐	☐	☐

CORRECT (OUT OF 4)

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



Plural Picture
Cards — Color
[REFERENCE](#)

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

PAGE 8



Plural Picture
Cards — Ink-Saver
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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
— Singular and
Plural
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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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ONE CARD, THEN THE MANY CARD

Every word gets two cards: a ONE card and a MANY card, the same picture repeated. A child can name one correctly and the other not — both are marked, separately, everywhere in this file.

EVERY QUICK FORM CARRIES AN IRREGULAR WORD

Each quick form (page 10) includes at least one of the three irregular words, so regular and irregular plurals are never practiced as two 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 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 pieces apart (one straight cut along each row, one down each column), or open the file on a tablet and show a card from the screen.

Read the adult box on the card page once: 3 words have a plausible alternate name, and the three irregular words each carry their own note in the adult box below the cards — how you mark them is decided before the first probe.



2

Show a card, mark the response

Hold up the ONE card and ask what it is, then hold up the MANY card for the same word and ask again.

Mark +, – or ≈ for singular AND for plural 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, one card and one many card for every word. 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 singular or plural name, a criterion, or a typical rate for plural naming. 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 word 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

Plural Picture Cards — Color

					
cat	cats	dog	dogs	book	books
					
box	boxes	car	cars	ball	balls
					
shoe	shoes	bus	buses	key	keys
					
leaf	leaves	fish	fish	child	children

CUTTING THESE APART

Print on cardstock. Cut straight along each row, then one straight cut down each column: that is 24 pieces with the ONE and MANY cards cut apart. A ONE card gets the singular word, a MANY card the plural word. 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 words in the ink-saver black-and-white set are on page 8.

FOR THE ADULT: WHAT IS ON EACH CARD, AND 3 PICTURES A CHILD MAY NAME ANOTHER WAY

Rows 1–3 are the 9 regular plural words, row 4 the 3 irregular ones. Each word is a ONE card (left) and a MANY card (right). Notes on the 5 pictures that need one:

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- **child** — May be named “kid” instead of “child.” The many card repeats this same single-child picture to stand for “children,” not two specific individuals.

Decide once, in your own scoring rule, whether an alternate name counts (**box, shoe, child**).

REFERENCE

Plural Picture Cards — Ink-Saver

					
cat	cats	dog	dogs	book	books
					
box	boxes	car	cars	ball	balls
					
shoe	shoes	bus	buses	key	keys
					
leaf	leaves	fish	fish	child	children

CUTTING THESE APART

Print on cardstock. Cut straight along each row, then one straight cut down each column: that is 24 pieces with the ONE and MANY cards cut apart. A ONE card gets the singular word, a MANY card the plural word. 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 words in the full-color set are on page 6.

FOR THE ADULT: WHAT IS ON EACH CARD, AND 3 PICTURES A CHILD MAY NAME ANOTHER WAY

Rows 1–3 are the 9 regular plural words, row 4 the 3 irregular ones. Each word is a ONE card (left) and a MANY card (right). Notes on the 5 pictures that need one:

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Decide once, in your own scoring rule, whether an alternate name counts (**box, shoe, child**).



CHECKLIST

Quick Probe Forms A, B and C

Three forms, 4 words each (8 trials) — forms A, B and C together are the whole 12-word bank with no overlap, and every form carries at least one irregular word. Every word 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 ONE card, ask what it is, and mark the singular row; then show the MANY card for the same word, ask again, and mark the plural 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 (3 words on page 6 have a plausible alternate name).

Singular and plural are marked separately, since a child can get one right without the other.

Form A 4 words, one and many, 8 pictures · untimed



cat

+	–	≈



cats

+	–	≈



dog

+	–	≈



dogs

+	–	≈



leaf

+	–	≈



leaves

+	–	≈



book

+	–	≈



books

+	–	≈

SINGULAR CORRECT (OUT OF 4)
PLURAL CORRECT (OUT OF 4)

Form B 4 words, one and many, 8 pictures · untimed



box

+	–	≈



boxes

+	–	≈



fish

+	–	≈



fish

+	–	≈



car

+	–	≈



cars

+	–	≈



ball

+	–	≈



balls

+	–	≈

SINGULAR CORRECT (OUT OF 4)
PLURAL CORRECT (OUT OF 4)

Form C 4 words, one and many, 8 pictures · untimed



child

+	–	≈



children

+	–	≈



shoe

+	–	≈



shoes

+	–	≈



bus

+	–	≈



buses

+	–	≈



key

+	–	≈



keys

+	–	≈

SINGULAR CORRECT (OUT OF 4)
PLURAL CORRECT (OUT OF 4)



CHECKLIST

Full-Deck Probe — Singular and Plural

STUDENT

DATE

LEVEL SCORED (SINGULAR, PLURAL,
OR BOTH)

#	ONE (SINGULAR)	MANY (PLURAL)	SINGULAR NAMED	PLURAL NAMED	WHAT WAS SAID (VERBATIM, IF NOT THE TARGET)
1	cat	cats	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
2	dog	dogs	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
3	book	books	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
4	box	boxes	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
5	car	cars	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
6	ball	balls	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
7	shoe	shoes	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
8	bus	buses	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
9	key	keys	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
10	leaf	leaves	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
11	fish	fish	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	
12	child	children	☐ + ☐ - ☐ ≈	☐ + ☐ - ☐ ≈	

SINGULAR LEVEL TOTAL (CORRECT OUT OF 12)

PLURAL LEVEL TOTAL (CORRECT OUT OF 12)

TWO LEVELS ON ONE SHEET

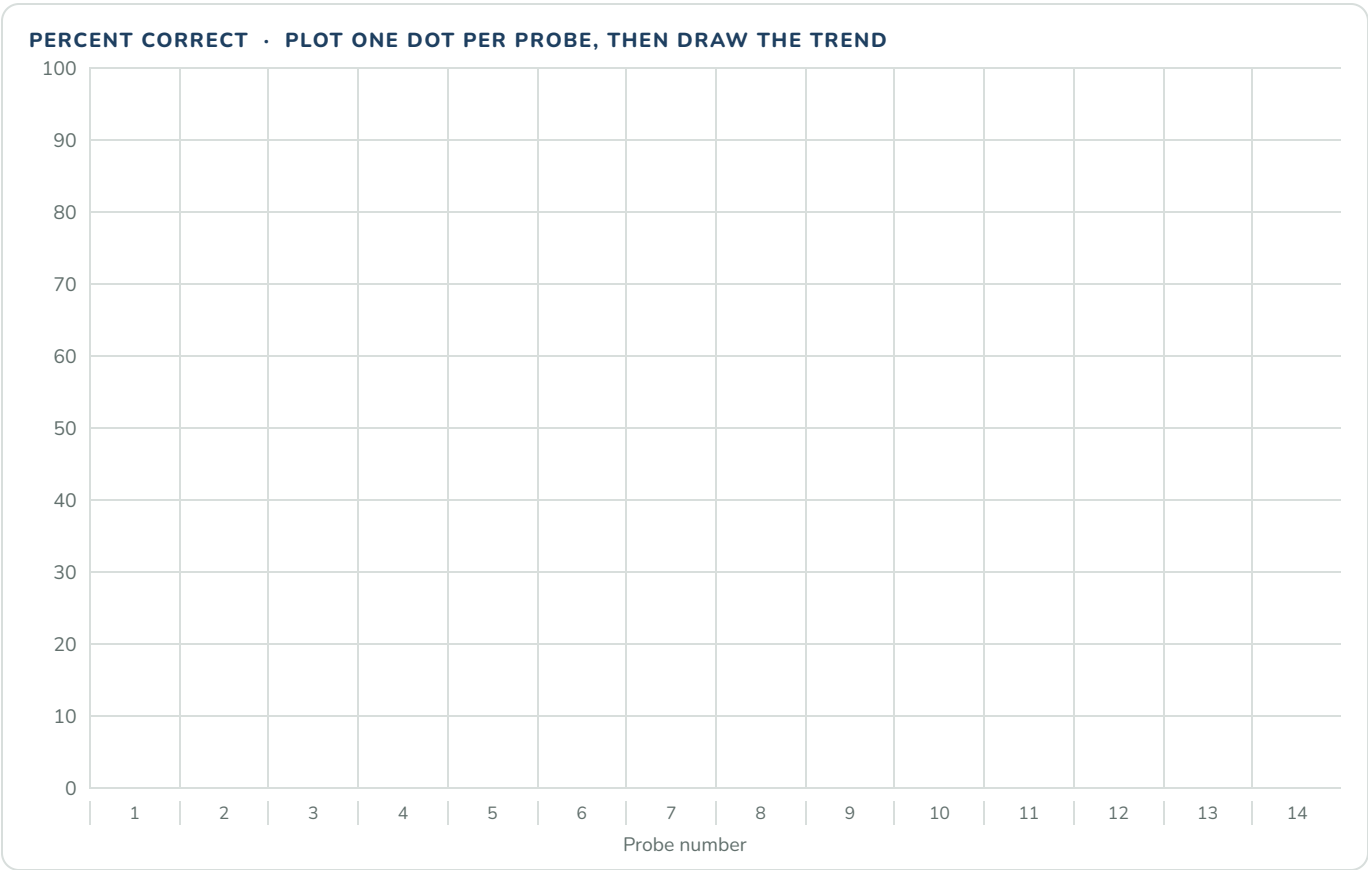
All 12 words in deck order, one line each — singular and plural marked + / - / ≈ the same way as the quick forms. A student can name the singular correctly but not the plural, or the reverse; the two columns are never combined into one mark. Total each column at the foot and carry it to the log (page 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 (SINGULAR / PLURAL)	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 level, the same way as the log: a student working on singular naming and plural naming 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 plural naming. 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 WORDS (CIRCLE THE ONES WE PRACTICED)

 → 

cat / cats

 → 

box / boxes

 → 

leaf / leaves

 → 

fish / fish

 → 

child / children

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (ONE, OR MORE THAN ONE?)

Point to a card and ask what it is; then find one more of the same thing, or more than one, somewhere around the house and say the plural together.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

PLURALS WE NOTICED OUTSIDE OF PRACTICE TIME

Anywhere “one and more than one” came up — counting toys, sorting laundry, packing a lunch box.

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.

Priya is invented, and so is every mark on this page. Eight quick probes at singular 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%	named the leaf picture “leaves” (it is drawn as a cluster), marked ≈
5	10/7	B	3	4	75%	–
6	10/14	C	3	4	75%	3 probes above the last low point—team kept the plan
7	10/21	A	4	4	100%	–
8	10/28	B	4	4	100%	criterion range reached twice

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, Priya named 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 25.

A LINE THIS LOG COULD WRITE

“On picture probes of singular naming (4 words per form, untimed), Priya named the singular form in 1 of 4 pictures at baseline in September and 4 of 4 on the most recent probe in October.”

WHERE PRIYA WOULD SIT ON THE CASELOAD PAGE

One row: level “singular,” 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 plural naming — it exists only to show how the log, the table and the graph read once numbers are actually on them.

PLURAL LEVEL WOULD GET ITS OWN COPY

This example tracks singular level only. If Priya were also working on the plural form, 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 the scoring rule at work: “leaves” for the leaf picture was marked ≈ because that is what this clinician decided once on page 6; another team could accept it outright, as long as the rule is the same every session.