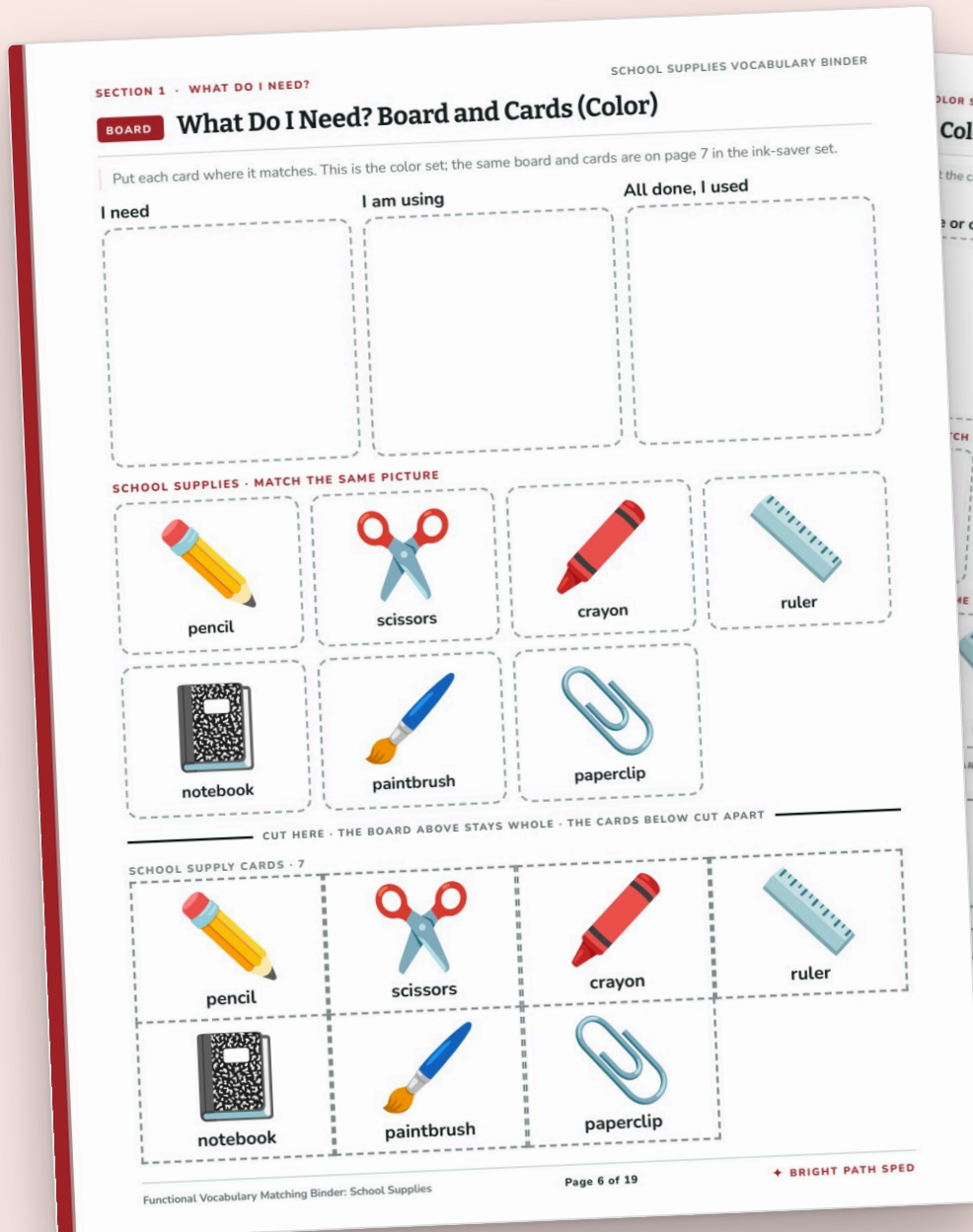


Functional Vocabulary Matching Binder: School Supplies





What Is Inside, and Where

Two sections: a what-do-I-need request board and a write-or-color sort board, plus the pages that track it, share it and send it home. Start on page 4.

Before you begin

PAGE 4



**Start Here —
Three Steps**
START HERE

4

01 What Do I Need?

PAGES 6–7



**What Do I Need?
Board and Cards
(Color)**
BOARD

6



**What Do I Need?
Board and Cards
(Ink-Saver)**
BOARD

7

02 Write or Color Sort

PAGES 9–10



**Write or Color
Sort Board and
Cards (Color)**
BOARD

9



**Write or Color
Sort Board and
Cards (Ink-Saver)**
BOARD

10

03 Track, Share and Take Home

PAGES 12–18



**Weekly Matching
Tracker**
TRACKER

12



**Binder Cover,
Spine and Tabs**
ORGANIZER

13



**School Supply
Words at Home**
HOME

14



**Family Update and
Team Hand-Off**
NOTES

15



Phrase Bank
REFERENCE

16



Filled Example
EXAMPLE

17



**Answer Key and
Word List**
REFERENCE

18

TWO SETS, ONE BINDER

Both boards come twice: full color for a laminated binder, black-and-white line art for a photocopier or a copy that goes home. Same boards, same 28 picture cards; only the picture set differs.

PRACTICE, NOT A TEST

Requesting and sorting practice with a tracker attached. It counts which boards were done and what help was given, and nothing else; what that means for a student is your team's call.



START HERE

Start Here — Three Steps

Ninety seconds of reading. The boards need scissors, page protectors and a strip of hook-and-loop dots.



1

Print and build the binder

Print the two boards from the color set (pages 6 and 9) on cardstock, or the ink-saver set (pages 7 and 10) on plain paper. Cut the card band off the bottom of each board page; the board stays whole.

Page protectors, hook-and-loop dots on the slots, and the cover, spine and tabs from page 13.



2

Run the boards

Open to the What Do I Need? board: “I need,” “I am using,” “All done, I used,” then the seven-picture match. Turn to the Write or Color Sort board: sort each picture card onto “This is something I write or color with” or “This does something else,” then match the picture grids.

Say the same short line each time (page 16). The answer key (page 18) lists every board and its cards.



3

Record, share, send home

One letter per job on the tracker (page 12) — N, P, S or a dash — the same day.

Copy the week’s counts onto the family update (page 15). Send the home page (page 14) home the week the binder is new.

WHAT THIS FILE IS

A fillable PDF with two matching boards and their cut-apart cards built in, and the tracking pages behind them. It works offline, with no account or subscription, and prints the same on every machine.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a test of anything. It carries no prompt hierarchy, fading schedule or mastery rule; it describes how to run the boards already printed and how to count what happened.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

Nothing here decides what a count means for a student, when a board is done with, or what a goal should say. Every one of those is a blank you fill from your own team’s plan and your district’s wording.

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.

A picture reads as a different word to my student. Pull that card and its grid cell and run the board with the rest; the **Ask a Question** tab on the product page reaches me, and a fix is a free update.

CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in tracker, family update or example-style note is a student record: initials only on anything that leaves your hands, first name only on the home page. The boards live in the binder; the tracker stays in the student’s folder so the week’s counts are the first thing anyone finds.

BOARD

What Do I Need? Board and Cards (Color)

Put each card where it matches. This is the color set; the same board and cards are on page 7 in the ink-saver set.

I need

I am using

All done, I used

--	--	--

SCHOOL SUPPLIES • MATCH THE SAME PICTURE



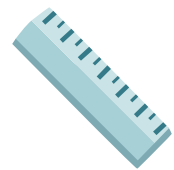
pencil



scissors



crayon



ruler



notebook



paintbrush



paperclip

CUT HERE • THE BOARD ABOVE STAYS WHOLE • THE CARDS BELOW CUT APART

SCHOOL SUPPLY CARDS • 7



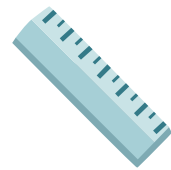
pencil



scissors



crayon



ruler



notebook



paintbrush



paperclip

BOARD

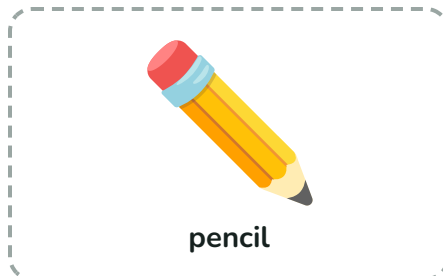
Write or Color Sort Board and Cards (Color)

Match the picture, then sort the card. This is the color set; the same board and cards are on page 10 in the ink-saver set.

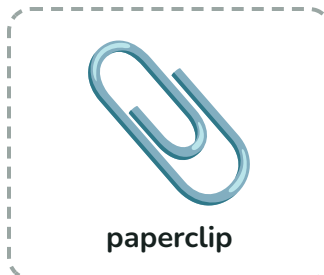
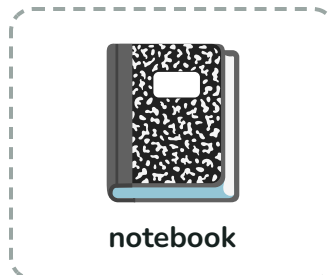
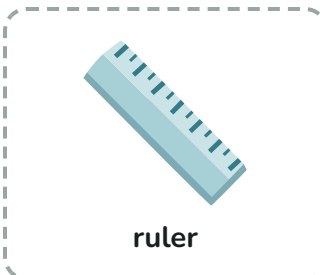
This is something I write or color with

This does something else

WRITE OR COLOR WITH IT · MATCH THE SAME PICTURE



SOMETHING ELSE · MATCH THE SAME PICTURE

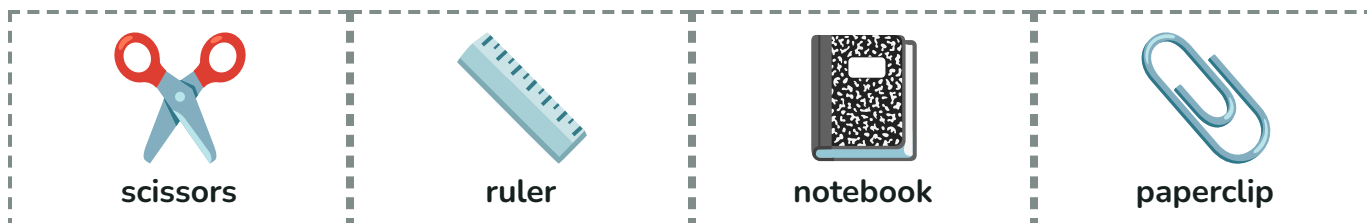


CUT HERE · THE BOARD ABOVE STAYS WHOLE · THE CARDS BELOW CUT APART

WRITE OR COLOR CARDS · 3



SOMETHING ELSE CARDS · 4



BOARD

Write or Color Sort Board and Cards (Ink-Saver)

Match the picture, then sort the card. This is the ink-saver set; the same board and cards are on page 9 in the color set.

This is something I write or color with

This does something else

WRITE OR COLOR WITH IT • MATCH THE SAME PICTURE



pencil



crayon



paintbrush

SOMETHING ELSE • MATCH THE SAME PICTURE



scissors



ruler



notebook



paperclip

CUT HERE • THE BOARD ABOVE STAYS WHOLE • THE CARDS BELOW CUT APART

WRITE OR COLOR CARDS • 3



pencil



crayon



paintbrush

SOMETHING ELSE CARDS • 4



scissors



ruler



notebook



paperclip

 TRACKER

Weekly Matching Tracker

One row per board job, one letter per day. The eight rows are the slots and picture grids on the two boards in this binder.

STUDENT		WEEK OF				ADULT RUNNING THE BINDER		
#	BOARD JOB	PAGE	MON	TUE	WED	THU	FRI	NO HELP (OF DAYS RUN)
1	I need	6						
2	I am using	6						
3	All done, I used	6						
4	Supplies match	6						
5	This is something I write or color with	9						
6	This does something else	9						
7	Write or color match	9						
8	Something else match	9						
WEEK TOTAL: N CELLS			WEEK TOTAL: DAYS RUN			NEXT WEEK, START WITH		

THE CODE, ONE LETTER PER CELL

N no help · P pointed once · S said the words · – not run today. Write what you actually did, the same letter for the same help every day. The last column counts the N cells in the row against the days that job was run — a job not run is not a miss.

READING A WEEK

Add the last column down for the week’s total, and copy it onto the family update (page 15). The filled example (page 17) shows one week of this table with every total re-counted from its own row. This page counts help given; what a count means for a student is your team’s call.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

Marcus is invented, and so is every letter on this page. One week of the tracker (page 12), the week of a Tuesday in fall, filled in by the adult who ran the binder each morning.

#	BOARD JOB	PAGE	MON	TUE	WED	THU	FRI	NO HELP (OF DAYS RUN)
1	I need	6	N	N	N	N	N	5 of 5
2	I am using	6	N	N	N	N	N	5 of 5
3	All done, I used	6	N	N	N	N	N	5 of 5
4	Supplies match	6	P	S	P	S	N	1 of 5
5	This is something I write or color with	9	N	P	N	N	N	4 of 5
6	This does something else	9	S	P	S	S	P	0 of 5
7	Write or color match	9	N	N	–	N	N	4 of 4
8	Something else match	9	–	N	N	N	N	4 of 4

READING THE NUMBERS

Week total: **28 N cells of 38 days run** (74 percent with no help), counted straight down the last column. 3 jobs ran all five days with no help: I need, I am using, All done, I used. 1 job never got an N this week: This does something else. Help given was P on 5 cells and S on 5.

A LINE THIS SHEET COULD WRITE

“Week of a Tuesday in fall: Marcus completed 28 of 38 board jobs with no help. Jobs done without help every day: I need, I am using, All done, I used. Jobs still needing help every day: This does something else. Not run: Write or color match (1 day); Something else match (1 day).”

WHY THE LAST COLUMN SAYS “OF DAYS RUN”

Jobs run per day this week, Monday to Friday: 7, 8, 7, 8, 8. A dash is a job that was not run that morning — a short day, an absence, a board not printed yet — and it is never counted as a miss. Every job’s column reads N cells against its own days run.

WHAT THIS EXAMPLE IS NOT

One invented child’s five days. It does not say how quickly any real student moves from S to P to N and sets no typical week for this binder — it exists only to show how the tracker, the family update and the phrase bank read once real letters are on them.

THE LETTERS, FILLED IN

Every letter is what the adult did, in the same short code each day — N, P, S — and a dash where a job was not run. None of them is a label for Marcus. A row that reads N across all five days is what independent requesting and sorting looks like on paper; a row that reads S every day is the row the team would look at first, and the family update (page 15) is where those two lists get written down.