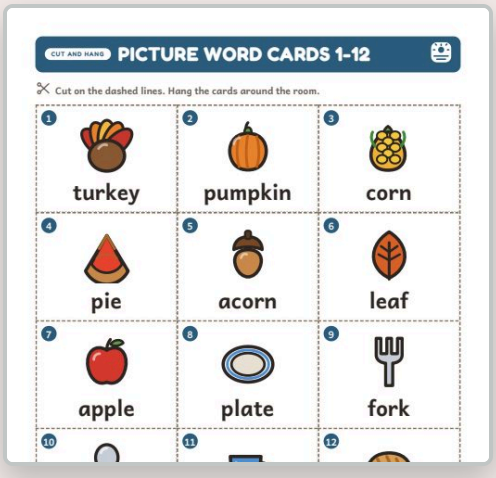
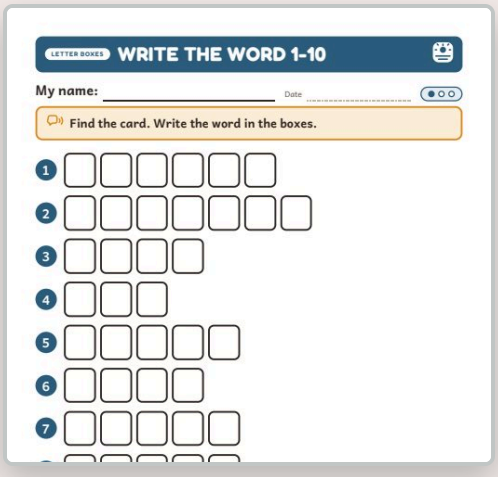
K–2 · LITERACY

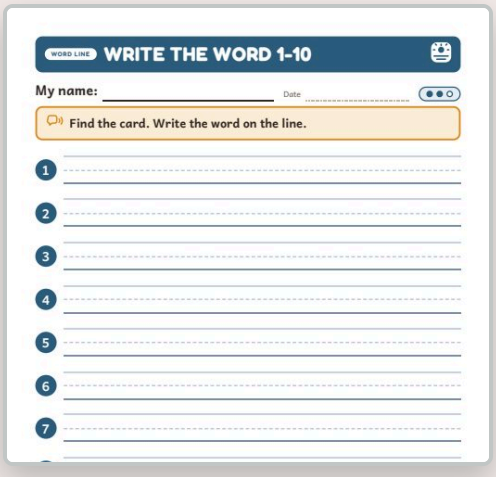
**CUT + HANG**

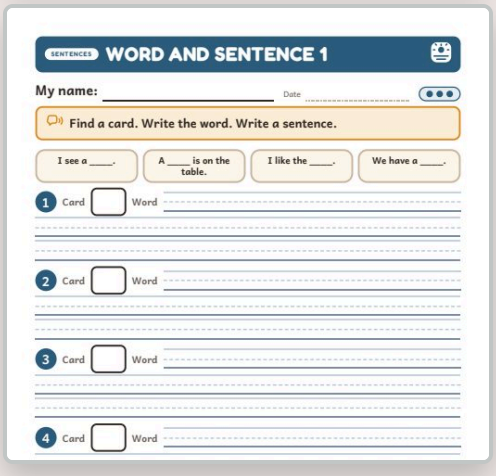
# THANKSGIVING WRITE THE ROOM

20 picture-plus-word cards to cut and hang, 6 recording pages from letter boxes to sentences, a word bank, an answer key, a tracker and a family page. Print, or type the words. PDF.



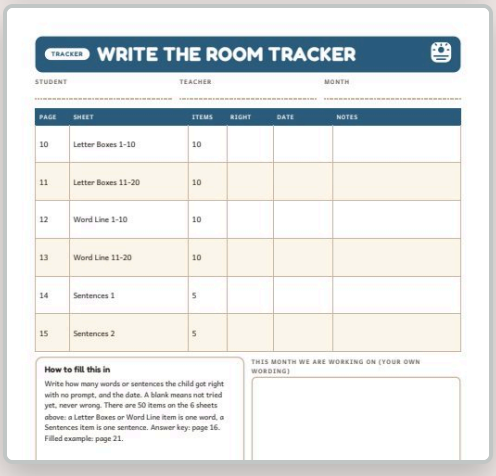










**25 Pages** · **20 Cards** · **6 Sheets** · **Cut and Hang**

BRIGHT PATH SPED

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PREVIEW

HOW IT WORKS

# HOW TO HANG, HUNT AND RECORD

## THE PARTS OF A PAGE

**The cards**
Twelve cards a page, edge to edge, with dashed lines. Cut across the page, then down. A number sits in the corner of every card.

**The writing line**
A line with a dashed middle, half an inch tall, for a child's handwriting. Click to type, or print and write.

**The letter boxes**
One box for each letter of the word, so a child can see how long it is.

**The picture**
Every picture is an inch tall, drawn for this set, with no faces and no clothing.

## THE 5 PAGE TYPES

| PAGE TYPE | WHAT IT IS |
|---|---|
| Cards | 20 picture-plus-word cards and the same 20 pictures with no word, 12 and 8 on two pages |
| Word Bank | 20 pictures with their words, and four sentence starters |
| Letter Boxes | one box for every letter of the word |
| Word Line | the word on a writing line |
| Sentences | the card number, the word and a sentence of your own |

**The dots at the top right**
One dot: starting (a box for every letter). Two dots: building (the word on a line, the word bank). Three dots: ready for more (the word and a sentence). Dots, not words, so children do not compare pages.

**Room to work**
Letter boxes are over half an inch wide, writing lines are half an inch tall and every sheet has a big name line. If a child needs more room, hand over one sheet at a time.

**Printing and the type-in fields**
Every page prints clean in black and white. The name line, letter boxes and writing lines are type-in fields in any PDF reader: click one, type, then save. The cards are always printed. This is a fillable PDF, not a slideshow or a word-processor file.

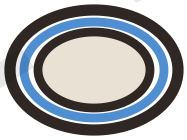
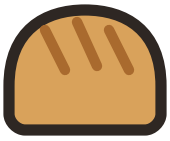
**Where to hang them**
Hang the cards at a child's eye level: on walls, doors and the sides of shelves. Put them in number order or scatter them, whichever fits your room. A small group can keep the cards on a clipboard ring instead.

PREVIEW

CUT AND HANG

# PICTURE WORD CARDS 1-12

Cut on the dashed lines. Hang the cards around the room.

| | | |
|---|---|---|
| 1  turkey | 2  pumpkin | 3  corn |
| 4  pie | 5  acorn | 6  leaf |
| 7  apple | 8  plate | 9  fork |
| 10  spoon | 11  cup | 12  bread |

PREVIEW

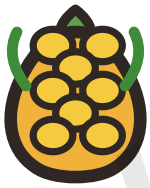
CUT AND HANG

# PICTURE CARDS 1-12

Cut on the dashed lines. No words: hang these for children who spell from the word bank.

1 

2 

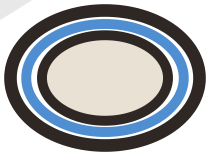
3 

4 

5 

6 

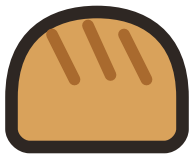
7 

8 

9 

10 

11 

12 

PREVIEW

LETTER BOXES

# WRITE THE WORD 1-10



**My name:** _____ Date .....





**Find the card. Write the word in the boxes.**

1 ☐☐☐☐☐☐

2 ☐☐☐☐☐☐☐

3 ☐☐☐☐

4 ☐☐☐

5 ☐☐☐☐☐

6 ☐☐☐☐

7 ☐☐☐☐☐

8 ☐☐☐☐☐

9 ☐☐☐☐

10 ☐☐☐☐☐

PREVIEW

WORD LINE

# WRITE THE WORD 1-10

My name: _____ Date .....

Find the card. Write the word on the line.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

8 _____

9 _____

10 _____

PREVIEW

SENTENCES

# WORD AND SENTENCE 1

My name: _____ Date .....

Find a card. Write the word. Write a sentence.

| | | | |
|---|---|---|---|
| I see a _____. | A _____ is on the table. | I like the _____. | We have a _____. |

1 Card ☐ Word

2 Card ☐ Word

3 Card ☐ Word

4 Card ☐ Word

5 Card ☐ Word

PREVIEW

# ANSWER KEY: 20 CARDS

| CARD | PICTURE AND WORD | LETTERS |
|---|---|---|
| 1 | turkey | 6 |
| 2 | pumpkin | 7 |
| 3 | corn | 4 |
| 4 | pie | 3 |
| 5 | acorn | 5 |
| 6 | leaf | 4 |
| 7 | apple | 5 |
| 8 | plate | 5 |
| 9 | fork | 4 |
| 10 | spoon | 5 |

| CARD | PICTURE AND WORD | LETTERS |
|---|---|---|
| 11 | cup | 3 |
| 12 | bread | 5 |
| 13 | candle | 6 |
| 14 | basket | 6 |
| 15 | ship | 4 |
| 16 | heart | 5 |
| 17 | tree | 4 |
| 18 | sun | 3 |
| 19 | bowl | 4 |
| 20 | house | 5 |

PREVIEW

**How to use the key**

Card numbers are the numbers in the corner of the cards (pages 6-7 and 8-9). The letters column is how many letter boxes a child sees on the Letter Boxes sheets (pages 10-11): 93 boxes in all. On the Sentences sheets any true sentence is right; look for the checklist your own class uses.

CLASS GRID

# CLASS PROGRESS GRID

CLASS OR GROUP

MONTH

| STUDENT | LETTER BOXES (OF 20) | WORD LINE (OF 20) | SENTENCES (OF 10) |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
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| | | | |
| | | | |

PREVIEW

**How to fill this in**

For each child, write how many items are right with no prompt in each column (add up the tracker rows). One look across a row shows which kind of sheet is easy and which is next.

**Grouping for small-group time**

Children who write most of the Letter Boxes can move to Word Line; children who fill the Word Line pages can move to Sentences. Children who are still working on Letter Boxes can use the cards that have the word on them and the word bank (page 5).

HOME PAGE

# WRITE THE ROOM AT HOME

STUDENT

WEEK OF

**Write the room at home, in three steps**

- Walk around the house together and find 5 things you can name.
- Draw each one in a box. Say the word out loud.
- Write the word on the line. It is fine to ask a grown-up how to spell it.

1

2

3

4

5

PREVIEW

NOTE FROM THE TEACHER

NOTE FROM HOME

PHRASE BANK

# NOTES AND TALK

Starters for a progress note, a note home or a next step, plus things to say while a child hunts. Each is an observation with a blank for the number — the count comes off the tracker or the sheet, never from memory. None of them is a conclusion; those belong to the team meeting.

## Progress note starters

> Found the card and wrote the word on ___ of ___ cards without a prompt, on ___ (date).

> Wrote a sentence with the word on ___ of ___ cards.

> Used the word bank / the card that shows the word on ___ of ___ words.

> Needed a model / a verbal prompt / a walk to the card on ___ of ___ words.

## Family note starters

> This week we hunted for words around the room and wrote them on a recording sheet.

> At home, find 5 things, draw them and write the word. The home page is in the folder; please send it back on ___.

> Ask your child to read the words they wrote out loud to you.

## Next-step starters

> Next sheet: ___, because ___ (what you saw).

> Back to Letter Boxes for ___ because ___ (what you saw).

> The thing to watch next: ___ (a letter order, a word that is hard to see on the wall, a sentence that stops short).

## Talk while the child hunts

> Which card are you looking for? What is the picture?

> Say the word slowly. What is the first letter? What is the last letter?

> Read the word on the card, cover it, then write it from memory.

## Conference and check-in starters

> So far we have used ___ (which sheets); the next one up is ___.

> The pattern I am seeing across sheets: ___ (for example, words are steady but sentences are still short).

> What would help most between now and our next check-in: ___.

PREVIEW

ORGANIZER

# DIVIDER TABS

Six divider tabs and a spine label. The pieces touch edge to edge, so the cutting is a few straight lines.

| | | |
|---|---|---|
| START HERE | CARDS | RECORDING SHEETS |
| ANSWER KEY | TRACKING | HOME |

WRITE THE ROOM · BRIGHT PATH SPED

PREVIEW

**1.** Cut along the dashed lines. Every line is straight: seven pieces.

**2.** Fold each tab on its top edge and slide a paper tab into a sleeve, or tape it to a folder edge.

**3.** The spine label fits a one-inch binder. Trim it to fit a wider one.