

Weak Syllable Deletion Picture Cards

SECTION 1 · THE PICTURE CARDS — COLOR

WEAK SYLLABLE CARDS

REFERENCE Weak Syllable Picture Cards — Color



THE BOXED SYLLABLE

Each word is printed under its picture in syllables; the one in the gold boxed outline is the WEAK (unstressed) syllable, printed smaller and lighter on purpose — the part some children drop when they say the word quickly. 8 words drop it at the START of the word, 4 drop it in the MIDDLE. This card does not score anything on its own; it is a naming and drill prompt. The same 12 words in the ink-saver black-and-white set are on page 8.

IF THE BOXED SYLLABLE IS DROPPED

banana → nana, tomato → mato, potato → tato, umbrella → brella, computer → puter, spaghetti → ghetti, gorilla → rilla, giraffe → raffé, camera → cama, hospital → hostal, telephone → telephone, kangaroo → kanroo. Printed here only to show the pattern — what any one child actually says is on the scoring pages, never assumed from this list. One word, **telephone** (phone), also has a second name many children use for the pictured object; that call is this clinician's own, decided once and marked the same way every session.

CUTTING THESE APART, AND SHOWING ONE

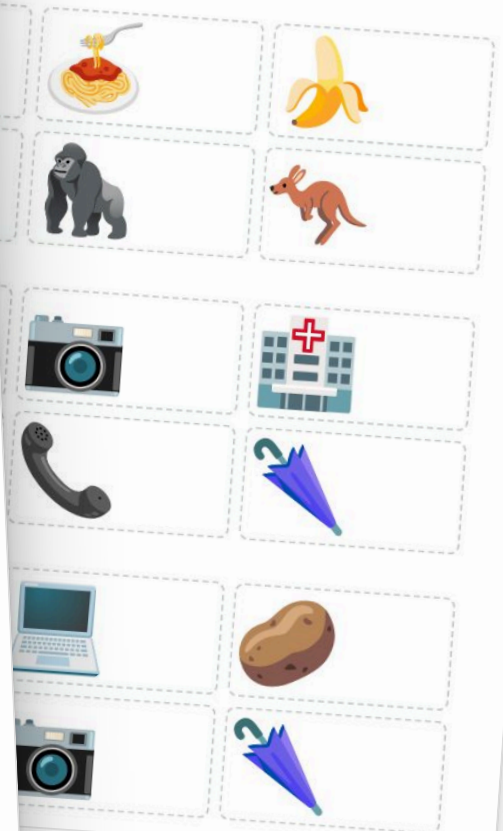
Print on cardstock. The 12 cards sit edge to edge, 4 across by 3 down: two straight cuts across the rows, then three straight cuts down the columns, separate every card. Keep the set in an envelope or on a ring. Drawn to hold their shape in full color and stay readable at 1 inch. Hold up one card and ask the child to name it; the syllable box is for the clinician's reference while scoring, not an answer shown to the child during the probe (pages 10–11 keep pictures and word labels separate for that reason).

TRACK

k Probe Forms A, B and C

WEAK SYLLABLE CARDS

Show one picture at a time and ask the child to name it — how to mark the weak syllable



What Is Inside, and Where

Before you begin

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Three Steps
[START HERE](#)

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01 The Picture Cards — Color

PAGE 6



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

PAGE 8



Weak Syllable
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03 Probe and Track

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Forms A, B and C
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Quick Probe
Forms — Scoring
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Full-Deck Probe
— Word Alone
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WHICH SYLLABLE, AND WHERE

8 words drop a weak syllable at the start (banana → nana); 4 drop a weak syllable in the middle (telephone → telphone). Both positions are marked the same way: boxed, smaller, lighter.

TWO CONDITIONS, ONE DECK

The quick forms (pages 10–11) score the word alone. The full-deck form (page 12) adds a second column for the word inside a carrier phrase your goal names. Same cards, same marks.

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 cards apart, or open the file on a tablet and show a card from the screen.

Read the note on the card page once: the boxed syllable under each picture is the weak one some children drop, and 1 picture also has a second name a child may say (**telephone** (phone)) — how you mark that is decided before the first probe.



2

Show a card, mark the response

Hold up a picture and ask the child to name it.

Mark +, – or ≈ on the quick form's scoring page (page 11) or the full-deck form (page 12) for whether the weak syllable was produced.



3

Log it and graph the percent

Copy the produced-out-of-total onto the data log (page 13) the same day.

Plot the percent on the graph (page 14); update the caseload page (page 15) on whatever schedule your team reviews data.

Send the family page (page 17) 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, each printed with its weak syllable boxed. 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 produced, which carrier phrase a goal should use, a criterion, or a typical rate for weak syllable production. 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.

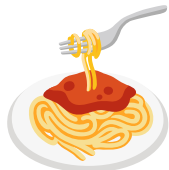
I need a word this deck does not have. Use the **Ask a Question** tab on the product page; a new picture is a free update where the art honestly shows the whole word.

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

Weak Syllable Picture Cards — Color

 ba·na na	 to·ma to	 po·ta to	 um·brel la
 com·pu ter	 spa·ghet ti	 go·ril la	 gi·raffe
 cam·er a	 hos·pi tal	 tel·e phone	 kan·ga roo

THE BOXED SYLLABLE

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IF THE BOXED SYLLABLE IS DROPPED

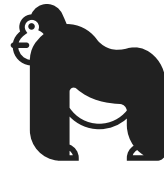
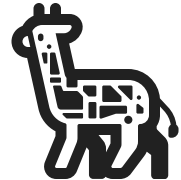
banana → nana, **tomato** → mato, **potato** → tato, **umbrella** → brella, **computer** → puter, **spaghetti** → ghetti, **gorilla** → rilla, **giraffe** → raffe, **camera** → cama, **hospital** → hostel, **telephone** → telphone, **kangaroo** → kanroo. Printed here only to show the pattern — what any one child actually says is on the scoring pages, never assumed from this list. One word, **telephone** (phone), also has a second name many children use for the pictured object; that call is this clinician's own, decided once and marked the same way every session.

CUTTING THESE APART, AND SHOWING ONE

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REFERENCE

Weak Syllable Picture Cards — Ink-Saver

 ba·na na	 to·ma to	 po·ta to	 um·brel la
 com·pu ter	 spa·ghet ti	 go·ril la	 gi·raffe
 cam·er a	 hos·pi tal	 tel·e phone	 kan·ga roo

THE BOXED SYLLABLE

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IF THE BOXED SYLLABLE IS DROPPED

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CUTTING THESE APART, AND SHOWING ONE

Print on cardstock. The 12 cards sit edge to edge, 4 across by 3 down: two straight cuts across the rows, then three straight cuts down the columns, separate every card. Keep the set in an envelope or on a ring. Pure black outlines, so a photocopier spends the least ink it can. Hold up one card and ask the child to name it; the syllable box is for the clinician's reference while scoring, not an answer shown to the child during the probe (pages 10–11 keep pictures and word labels separate for that reason).

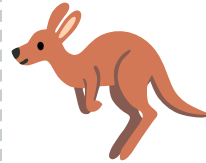
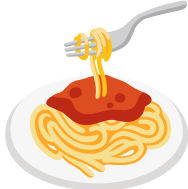


CHECKLIST

Quick Probe Forms A, B and C

Three forms, 6 pictures each. Show one picture at a time and ask the child to name it — how to mark the weak syllable is on page 11.

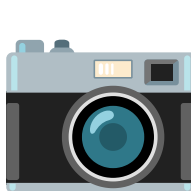
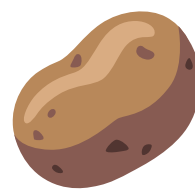
Form A



Form B



Form C





CHECKLIST

Full-Deck Probe — Word Alone and in a Phrase

STUDENT

DATE

CARRIER PHRASE USED (IF SCORING
IN A PHRASE)

#	WORD	WEAK SYLLABLE PRODUCED — ALONE	WEAK SYLLABLE PRODUCED — IN A PHRASE	WHAT WAS SAID (VERBATIM, IF NOT PRODUCED)
1	 ba · na · na	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
2	 to · ma · to	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
3	 po · ta · to	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
4	 um · brel · la	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
5	 com · pu · ter	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
6	 spa · ghet · ti	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
7	 go · ril · la	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
8	 gi · raffe	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
9	 cam · er · a	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
10	 hos · pi · tal	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
11	 tel · e · phone	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	
12	 kan · ga · roo	☐ ☐ ☐ + - ≈	☐ ☐ ☐ + - ≈	

ALONE: WEAK SYLLABLE PRODUCED (OUT OF 12)

IN A PHRASE: WEAK SYLLABLE PRODUCED (OUT OF 12)

TWO CONDITIONS ON ONE SHEET

All 12 words in deck order, one line each — the word said alone and the same word inside a carrier phrase your goal names (“I see a banana,” “she has a computer”), marked + / - / ≈ the same way as the quick forms. Score one condition or both; a condition not scored today stays blank. Total each column at the foot and carry it to the log (page 13) as produced out of 12.

USING THIS PAGE AS A RE-CHECK, NOT JUST A BASELINE

Photocopy this page blank before the first session and again at a planned re-check: the deck does not change, so the two copies line up word for word, and the shift from mostly - marks to mostly + marks is the whole picture at a glance, without re-reading the log row by row.



TRACKER

Percent Graph

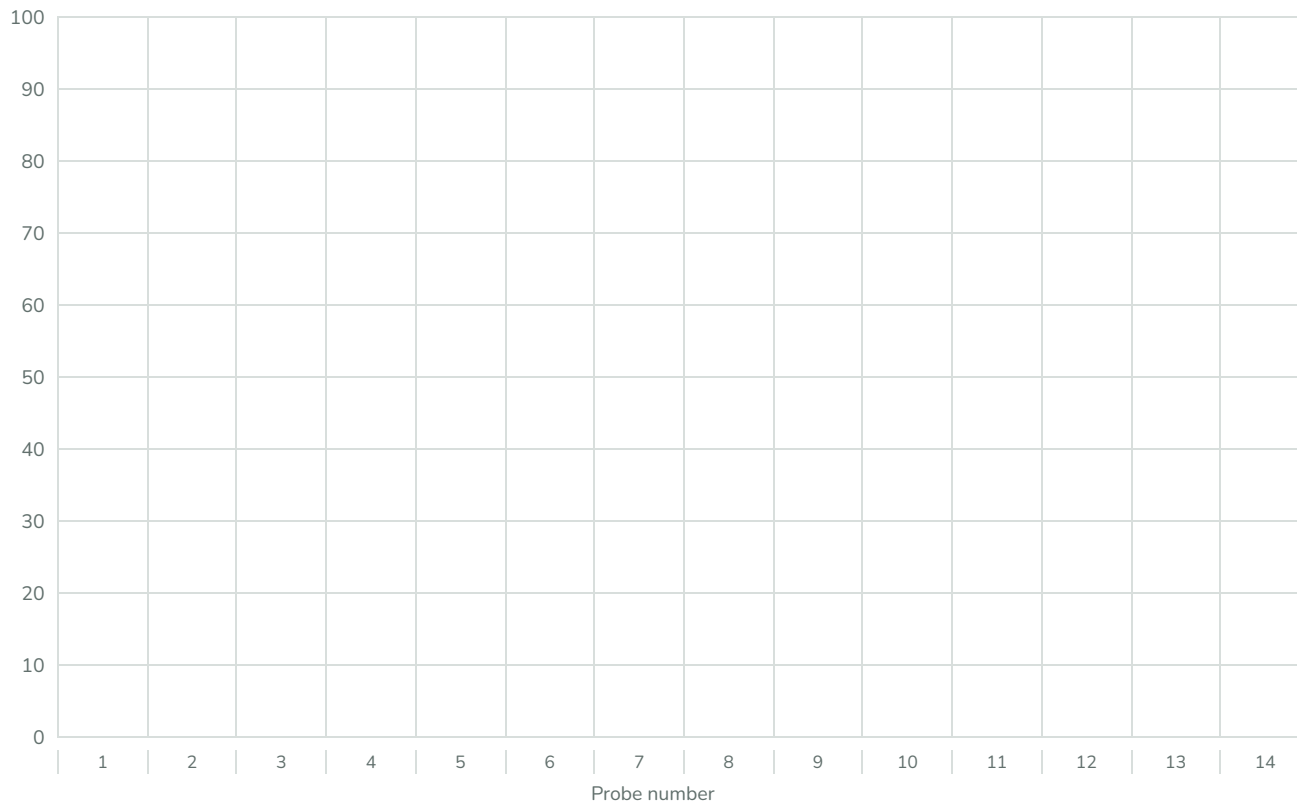
Fourteen probes across. Copy this page once per condition, the same way as the log.

STUDENT

 CONDITION GRAPHED HERE (ALONE /
IN A PHRASE)

CRITERION (YOUR TEAM SETS IT)

PERCENT WEAK SYLLABLE PRODUCED • PLOT ONE DOT PER PROBE, THEN DRAW THE TREND



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 condition, the same way as the log: a student working on the word alone and the word in a phrase 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 weak syllable production. Write the criterion your team agreed to (from the goal, or from the baseline on the data log, page 13) 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)


banana


umbrella


computer


camera


giraffe


kangaroo

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME (SAY THE WHOLE WORD SLOWLY)

Point to a card and ask what it is; say the word together slowly, stretching out every part of it, including the small part in the middle or at the start.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

WORDS WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere one of these words showed up on its own — the kitchen, a book, a trip to the doctor.

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, word alone, Forms A, B and C rotating.

#	DATE	FORM	PRODUCED	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	4	6	67%	said “phone” for telephone, marked ≈
5	10/7	B	4	6	67%	–
6	10/14	C	5	6	83%	3 probes above the last low point—team kept the plan
7	10/21	A	5	6	83%	–
8	10/28	B	6	6	100%	criterion range reached

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, Priya produced the weak syllable in 6 of 6 words, 100 percent — a 67 percentage-point rise from baseline. Every percent above is that row’s own produced count divided by 6, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

“On picture probes of weak syllable production (6 pictures, word alone, untimed), Priya produced the weak syllable in 2 of 6 words at baseline in September and 6 of 6 on the most recent probe in October.”

WHERE PRIYA WOULD SIT ON THE CASELOAD PAGE

One row: condition “alone,” baseline 33 percent, current 100 percent, trend up, decision “continue current plan” — the same numbers this table already shows, carried onto page 15 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 weak syllable production — it exists only to show how the log, the table and the graph read once numbers are actually on them.

WORD IN A PHRASE WOULD GET ITS OWN COPY

This example tracks the word alone only. If Priya were also working on the word inside a phrase, that condition would get its own copy of the data log, its own graph, and its own row of numbers here — the two conditions are never averaged into one score. The session-4 note shows the scoring rule at work: “phone” for telephone was marked ≈ because that is what this clinician decided once on page 6; another team could mark it –, as long as it is the same every session.