

WH Question Picture Cards

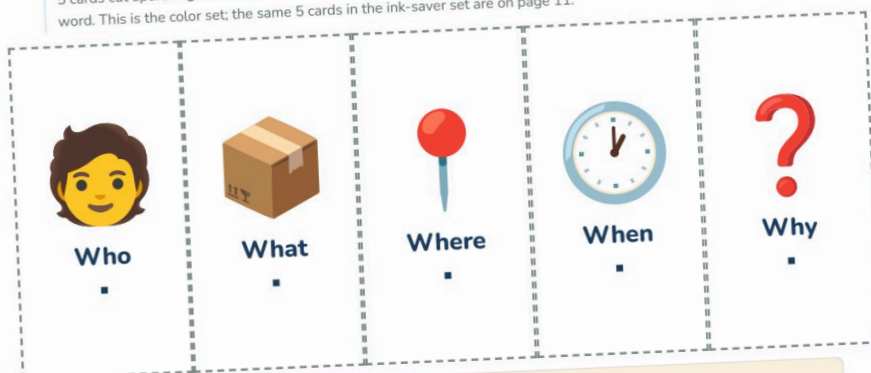
3 Levels · Ring Cards

SECTION 1 · THE RING CARDS, THREE LEVELS — COLOR

WH QUESTION RING CARDS

CARDS ■ Level 2 · Building — Picture + Word (Color)

5 cards cut apart edge to edge, punched near the top edge, threaded on a one-inch book ring: Building — picture and word. This is the color set; the same 5 cards in the ink-saver set are on page 11.



BUILDING THE WORD ONTO THE PICTURE

The same picture, now with the word printed under it. The picture is still there to lean on while the printed word is read or heard; move a card to Level 3 once it is produced from the printed word with the picture covered, not only while it is in view.

PICTURE AND WORD, KEPT STRAIGHT

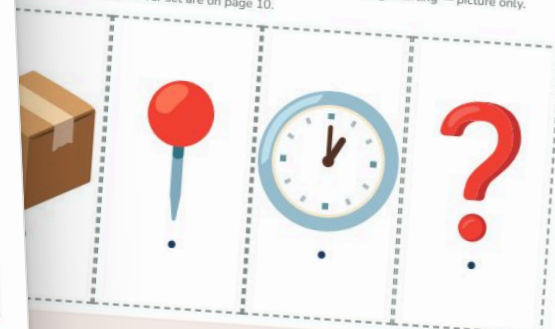
WORD	WHAT THE PICTURE SHOWS
Who	A person — a plain figure, standing for a question about a person.
What	A wrapped box — a generic thing, standing for a question about an object or an action.
Where	A location pin — standing for a question about a place.
When	A clock face — standing for a question about a time.
Why	A question mark — standing for a question about a reason.

CARDS, THREE LEVELS — COLOR

WH QUESTION RING CARDS

Level 1 · Starting — Picture Only (Color)

5 cards cut apart edge to edge, punched near the top edge, threaded on a one-inch book ring: Starting — picture only. The same 5 cards in the ink-saver set are on page 10.



a package, a pin, a clock, a question mark — one per word. No claim is made for the words "who," "what," "where," "when" or "why" on sight: Level 1 works by having the word read aloud every time the card is shown, not by the picture spelling out the word.

WHAT

PICTURE SHOWS

A plain figure, standing for a question about a person.

A wrapped box — a generic thing, standing for a question about an object or an action.

A location pin — standing for a question about a place.

A clock face — standing for a question about a time.

A question mark — standing for a question about a reason.

What Is Inside, and Where

Before you begin

PAGE 4



**Start Here —
Three Steps**
[START HERE](#)

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01 The Ring Cards, Three Levels — Color

PAGES 6–8



● **Level 1 ·
Starting — Picture
Only (Color)**
[CARDS](#)

6



■ **Level 2 ·
Building — Picture
+ Word (Color)**
[CARDS](#)

7



▲ **Level 3 · Ready
for More — Word
Only (Color)**
[CARDS](#)

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02 The Ring Cards, Three Levels — Ink-Saver, Plus Blank Cards

PAGES 10–13



● **Level 1 ·
Starting — Picture
Only (Ink-Saver)**
[CARDS](#)

10



■ **Level 2 ·
Building — Picture
+ Word (Ink-
Saver)**
[CARDS](#)

11



▲ **Level 3 · Ready
for More — Word
Only (Ink-Saver)**
[CARDS](#)

12



**Blank Ring Cards
(Type or Write the
Word)**
[CARDS](#)

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03 Build, Use and Track

PAGES 15–18



**How to Build, Use
and Move
Between Levels**
[REFERENCE](#)

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Ring Log
[LOG](#)

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**Weekly Roll-Up
and Percent Graph**
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Filled Example
[EXAMPLE](#)

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04 Share and Write

PAGES 20–21



Practice at Home
[NOTES](#)

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Phrase Bank
[REFERENCE](#)

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FIVE WORDS, THREE LEVELS, TWO WAYS TO PRINT

Every WH word gets three cards — ● Level 1 picture only, ■ Level 2 picture and word, ▲ Level 3 word only — in full color and again in ink-saver black and white. “How” is not in this bank: it has no single clean picture to anchor it.

Start Here — Three Steps

Ninety seconds of reading. The ring itself needs no setup.



1

Print, cut, punch, ring

Print a level on cardstock (color, pages 6–8, or ink-saver, pages 10–12), cut the cards apart, punch near the top edge of each, and thread onto a one-inch book ring.

Read the Level 1 note once: the five anchor pictures do not spell out the word on their own — saying the word aloud while showing the card is how Level 1 works.



2

Show a card, say the word

At Level 1, say the word every time you show the picture. At Level 2, point to the printed word next to the picture. At Level 3, wait for the word before saying anything.



3

Log it, roll it up, share it

Mark whether the word was said without help on the log (page 16) the same day, and total the week on the roll-up (page 17).

Send the family page (page 20) home the same week a word is new on the ring.

Need progress-monitoring data behind a WH question, not just naming practice? The “What Is Happening?” WH-Question Picture Cards probe pack is this deck’s data-collection companion.

WHAT THIS FILE IS

A fillable PDF with drawn picture cards built in. 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 language assessment. It covers five WH words — who, what, where, when, why — not six: “how” has no single clean picture and is left out on purpose.

THE RULE EVERY PAGE IN THIS FILE FOLLOWS

This file does not decide when a word moves between levels, a cueing method, or a typical rate for naming WH words. Every one of those is the adult’s own written call.

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 different word. Use the blank ring cards, or the **Ask a Question** tab on the product page.

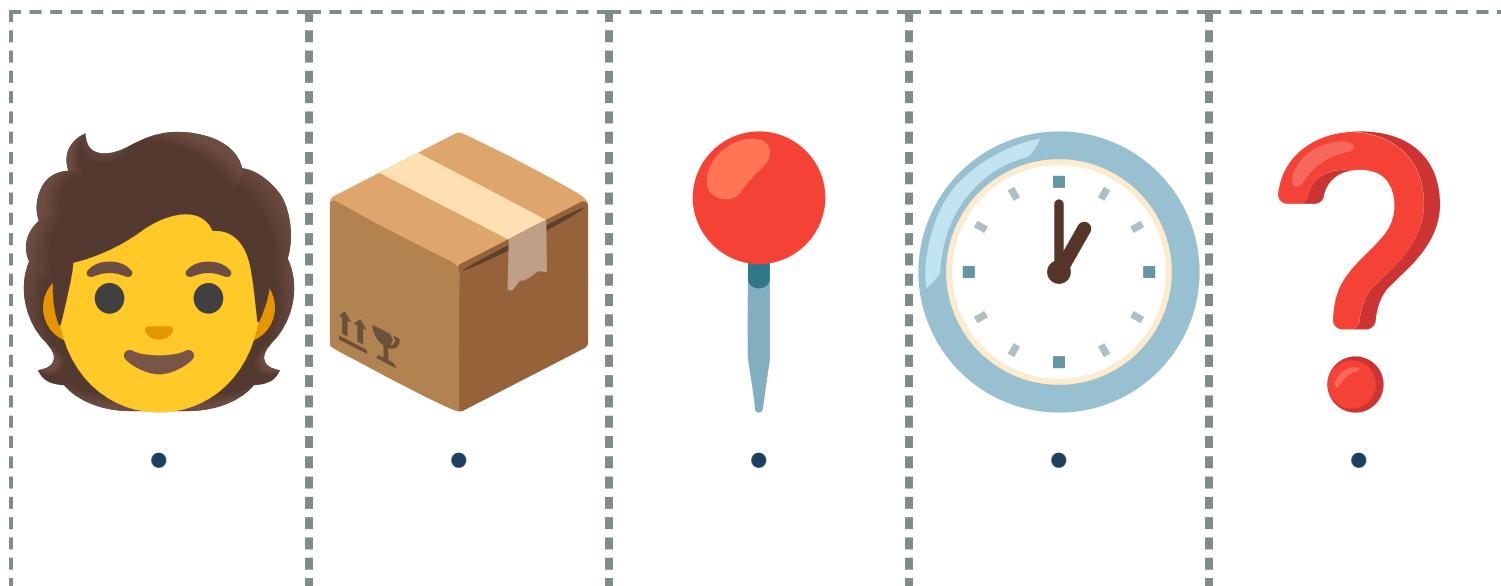
CONFIDENTIALITY, AND WHERE THIS FILE LIVES

A filled-in log or roll-up is a student record: initials only on anything that leaves your hands, first name only on the family page. Print the cards once and keep the ring with this file; the log and roll-up stay in the student’s data folder.

CARDS

• Level 1 • Starting — Picture Only (Color)

5 cards cut apart edge to edge, punched near the top edge, threaded on a one-inch book ring: Starting — picture only. This is the color set; the same 5 cards in the ink-saver set are on page 10.

**WHAT LEVEL 1 IS, AND IS NOT**

Five anchor pictures — a person, a package, a pin, a clock, a question mark — one per word. No claim is made that a child names any of these five “who,” “what,” “where,” “when” or “why” on sight: Level 1 works by repeated pairing, saying the word aloud every time the card is shown, not by the picture spelling out the word on its own.

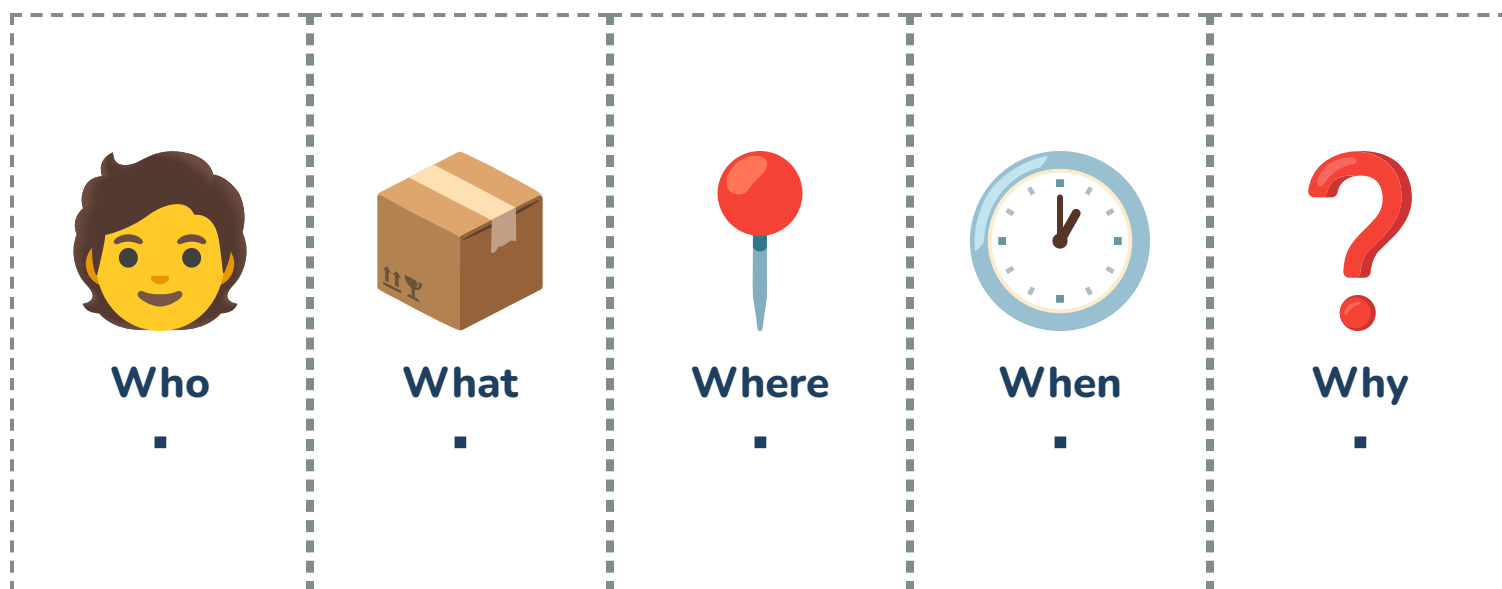
PICTURE AND WORD, KEPT STRAIGHT

WORD	WHAT THE PICTURE SHOWS
Who	A person — a plain figure, standing for a question about a person.
What	A wrapped box — a generic thing, standing for a question about an object or an action.
Where	A location pin — standing for a question about a place.
When	A clock face — standing for a question about a time.
Why	A question mark — standing for a question about a reason.

CARDS

■ Level 2 • Building — Picture + Word (Color)

5 cards cut apart edge to edge, punched near the top edge, threaded on a one-inch book ring: Building — picture and word. This is the color set; the same 5 cards in the ink-saver set are on page 11.

**BUILDING THE WORD ONTO THE PICTURE**

The same picture, now with the word printed under it. The picture is still there to lean on while the printed word is read or heard; move a card to Level 3 once it is produced from the printed word with the picture covered, not only while it is in view.

PICTURE AND WORD, KEPT STRAIGHT

WORD	WHAT THE PICTURE SHOWS
Who	A person — a plain figure, standing for a question about a person.
What	A wrapped box — a generic thing, standing for a question about an object or an action.
Where	A location pin — standing for a question about a place.
When	A clock face — standing for a question about a time.
Why	A question mark — standing for a question about a reason.

CARDS

▲ Level 3 · Ready for More — Word Only (Color)

5 cards cut apart edge to edge, punched near the top edge, threaded on a one-inch book ring: Ready for more — word only. This is the color set; the same 5 cards in the ink-saver set are on page 12.

Who

▲

What

▲

Where

▲

When

▲

Why

▲

CHECKING THE WORD WITHOUT THE PICTURE

No picture, only the printed word. This level checks whether the word is read or recalled without the visual anchor. A card can move back to Level 2 or Level 1 any time it needs more support again — this deck sets no rule for when that happens; that stays the adult’s own written call.

WHAT EACH WORD IS ASKING FOR

WORD	WHAT IT ASKS FOR
Who	asks for a person
What	asks for a thing or an action
Where	asks for a place
When	asks for a time
Why	asks for a reason

REFERENCE

How to Build, Use and Move Between Levels

Practical use, in the order it happens. None of it is a rule; the adult's own plan is.

BUILDING THE RING

Print a level on cardstock, cut every card apart on the dashed line, punch a single hole near the top edge of each card — just inside the dashed border, so the hole never passes through the picture or the word — and thread the stack onto a one-inch metal book ring (sold separately).

PICKING WHICH LEVELS TRAVEL TOGETHER

Ring all three levels for one word side by side (pages 6, 7, 8), or keep each level on its own ring and swap rings as a word moves up. Either way, every card in this file prints at the same 1.6-inch width so nothing sits unevenly on the ring.

SHOWING A CARD

Hold the card at the student's eye level. At Level 1, say the word every time you show the picture. At Level 2, point to the printed word. At Level 3, wait for the word before saying anything.

MOVING A WORD BETWEEN LEVELS

This file does not set a number of correct showings that moves a word up or down a level — write that rule once, on the log (page 16), and use it the same way every session, for every word on the ring.

DESK, SPEECH ROOM OR HOME

Clip the ring to a desk hook or binder ring for independent work, carry it on a lanyard between a caseload's rooms, or send the home set (the family page) for the same five words at the kitchen table.

ONE RING, SEVERAL ADULTS

Print the ink-saver set (page 10) as a second, identical ring for a paraprofessional or a substitute, so the same picture means the same word no matter who is holding the ring.

WHAT THIS RING IS, AND IS NOT

A portable naming deck with three levels of picture and word support built in. It is not a language assessment, a program with a fixed number of trials, or a promise of how quickly a word moves between levels.

IF A WORD NEEDS ITS OWN BLANK CARD

Use the blank ring cards (page 13) for any word outside this five-word bank; add a picture by hand so the same three-level pattern still applies.

THE SAME FIVE WORDS, WHEREVER THE RING IS

A student who relearns the same five pictures for the speech room, the classroom and home is doing extra work the cards were supposed to remove. One ring, carried between settings, keeps the picture the same — the family page (page 20) sends that same set home so nothing has to be relearned there either, and the log (page 16) and roll-up (page 17) keep every setting's sessions on the same record instead of three separate ones.



Weekly Roll-Up and Percent Graph

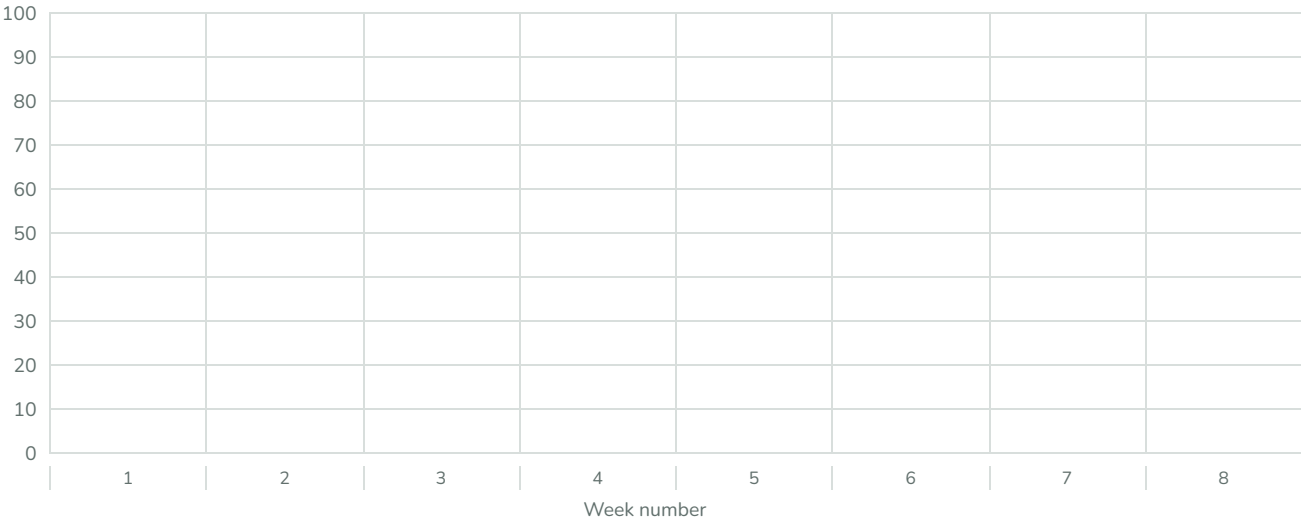
One row per week, from the log. Copy this page once per student.

STUDENT

SKILL (THIS PAGE IS NAMING ACROSS THE 3 LEVELS ONLY)

REVIEW DATE

PERCENT OF 5 WORDS AT LEVEL 3, INDEPENDENT · PLOT ONE DOT PER WEEK



#	WEEK OF	SESSIONS LOGGED	WORDS AT LEVEL 3, INDEPENDENT (OF 5)	PERCENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

FIGURING THE PERCENT

Percent is the number of words at Level 3 (word only) said without help that week, divided by 5, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A trend line is easier to read across a table than a stack of percentages. The raw rows stay on the log (page 16); this page is what travels to a family conference or a review.

 **NOTES**

Practice at Home

Send home the same week a word is new on the ring. No jargon, no percents — those stay on the log and the roll-up.

STUDENT

WEEK OF

FROM

THIS WEEK'S WORDS (CIRCLE THE ONES WE PRACTICED)


Who


What


Where


When


Why

SOMETHING THAT WENT WELL

TWO MINUTES AT HOME

Show a card and say the word together; if it has a picture, name the picture too. Write down what your child said, even if it was only one word.

WE PRACTICED (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

WORDS WE HEARD OUTSIDE OF PRACTICE TIME

Anywhere your child used or asked one of these five words on their own — the park, a book at bedtime, a question at dinner.

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 tables above.

Priya is invented, and so is every mark on this page. Four weeks of ring practice across the five WH words.

#	WEEK OF	SESSIONS LOGGED	WORDS AT LEVEL 3, INDEPENDENT (OF 5)	OUT OF	PERCENT
1	9/8	3	1	5	20%
2	9/15	3	2	5	40%
3	9/22	4	3	5	60%
4	9/29	4	4	5	80%

WHERE EACH WORD STANDS THE WEEK OF 9/29

Who, What, Where and When have all moved to Level 3 (word only) and are produced without help — the 4 counted above. Why is still at Level 2 (picture and word): the picture is still shown alongside the printed word, so it is not yet counted on the Level 3 line.

#	WORD	LEVEL THIS WEEK	SAID WITHOUT HELP?
1	Who	Level 3 — word only	Yes, without help
2	What	Level 3 — word only	Yes, without help
3	Where	Level 3 — word only	Yes, without help
4	When	Level 3 — word only	Yes, without help
5	Why	Level 2 — picture and word	Yes, without help

READING THE NUMBERS

Week of 9/8: 1 of 5 words at Level 3 without help, 20 percent. By the week of 9/29: 4 of 5, 80 percent — a 60 percentage-point rise over four weeks. Every percent above is that week's own count divided by 5, times 100, rounded to the nearest whole number.

A LINE THIS LOG COULD WRITE

"On the five-word WH ring, Priya named 20 percent of words at Level 3 without help in the week of September 8 and 80 percent by the week of September 29."

WHAT THIS EXAMPLE IS NOT

One invented student's four weeks. It does not predict how quickly any real student moves a word between levels, and it sets no typical rate for naming WH words — it exists only to show how the log, the table and the roll-up read once numbers are actually on them.