

WH-Question Visual Answer Cue Cards

SECTION 1 · THE CHART, THE ANSWER BOARD AND COLOR CARDS

WH-QUESTION CUE CARDS

CARDS WH-Question Cue Cards (Color)

Five 2-inch cards, one for each question word on the chart (page 6), to drop in the CUE CARD slot on the answer board (page 7) or hand to a student directly. Print on cardstock, cut on the dashed lines, velcro on the back. This is the color set; the same five in the ink-saver set are on page 12.



WHAT EACH CARD SHOWS, AND WHAT IT IS FOR

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

PRINTING AND SIZING

Cardstock holds up better to daily handling: laminate a card that lives in the CUE CARD slot (page 7). Every card prints at the same 2-inch size in this set and the ink-saver one, so a spare from the blank-card page (page 10) always matches.

IF A PICTURE READS DIFFERENTLY TO YOUR STUDENT

The five words above do not change, but a student may read one of the anchor pictures differently — make a blank card (page 10) with a picture that names the word for them instead, and keep using it in the same CUE CARD slot (page 7).

WH-Question Visual Answer Cue Cards

Page 9 of 23

+ BRIGHT PATH SPED

THE ANSWER BOARD AND COLOR CARDS

WH-QUESTION CUE CARDS

Question Reference Chart (Color)

poster, meant to be posted and taught from, not cut apart. This is the color set; the same on page 13.



WHAT THE PICTURES STAND FOR

Each picture is a plain, memorable stand-in for the word under it — a person, a box, a pin, a clock, a question mark — not a picture of the word itself. The cue-cards page names exactly what each picture shows and what the question asks for, in two separate columns.

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way that word could be asked — not the only way, and not a script. ture, story or activity in front of the student; the point is that the cue whatever is actually asked.

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+ BRIGHT PATH SPED

+ BRIGHT PATH SPED

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Chart, the Answer Board and Color Cards

PAGES 6–10



WH-Question
Reference Chart
(Color)
REFERENCE

6



WH-Question
Answer Board
BOARD

7



Two Desk-Size
Answer Boards
BOARD

8



WH-Question Cue
Cards (Color)
CARDS

9



Blank Answer
Cards (Type or
Write the Word)
CARDS

10

02 The Ink-Saver Set

PAGES 12–13



WH-Question Cue
Cards (Ink-Saver)
CARDS

12



WH-Question
Reference Chart
(Ink-Saver)
REFERENCE

13

03 Using It, Data and Home

PAGES 15–22



How to Use the
Cue Cards and
Board
REFERENCE

15



WH-Question
Practice Log
LOG

16



Weekly Roll-Up
and Graph
TRACKER

17



Filled Example
EXAMPLE

18



Family Page
NOTES

19



Hand-Off to
Another Adult or
Room
NOTES

20



Phrase Bank
REFERENCE

21



Storage and
Binder Labels
REFERENCE

22

HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Board** a form to fill out and cut, **Cards** a sheet of cut-apart pictures, **Log** the data sheet, **Tracker** the weekly roll-up, **Example** the filled-in sample, **Notes** a page meant to be sent out or handed off, and **Reference** everything else you read rather than fill in.

Start Here — Three Steps



1

Print and cut

Print the chart (page 6) from the color set for the wall, or the ink-saver set (page 13) for a photocopy that goes home. Print the answer board (page 7) and the five cue cards (pages 9 or 12) on cardstock, laminate, and cut on the dashed lines.

Blank answer cards for any picture, story or activity are on page 10: type the answer, print, cut.



2

Ask, place the cue card, offer choices

Ask your question, let the student place the matching cue card in the CUE CARD slot, then offer the ANSWER CHOICES and let them point to or place the one that fits (page 7). Say the line as it happens (page 21).

The how-to page (15) has the rest: how many rounds to run, and what to do when the pre-made choices do not fit.



3

Log it, roll it up, send it home

One row on the log (page 16) each session the cards are used: one letter per question word — independently, with a prompt, or not answered.

Total the week on the roll-up (page 17) and dot the graph. Send the family page (page 19) home when the cards are new; the hand-off page (page 20) goes with the cards to any other adult.

WHAT THIS FILE IS

A fillable PDF: 5 question-word cue cards in two art sets, an answer board with a cue-card slot and three answer-choice slots, a desk-size board, 12 blank answer cards, and type-in fields on the board, the log, the roll-up, the family page, the hand-off page and the blank cards. 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 language assessment, an eligibility tool, or a therapy protocol. It names no clinical finding, supplies no prompt hierarchy, fading schedule or mastery rule, and promises no outcome. What is asked about, and how often, is your own plan, never this file's.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student learning the five question words	Chart, page 6
A student practicing one question at a time	Answer board, page 7
A small group, or a board that travels in a folder	Desk-size boards, page 8
A photocopier, or a copy that goes home	Ink-saver cards, page 12
The IEP meeting or a family conference	Roll-up and graph, page 17; example, page 18

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open in Adobe Acrobat Reader or Preview, not a browser tab. **A picture reads as a different word.** Use a blank card; the **Ask a Question** tab reaches me for a free fix. **Confidentiality:** a filled-in log or example is a student record — initials only leaving your hands, first name only on the family page.

REFERENCE

WH-Question Reference Chart (Color)

Five question words on one poster, meant to be posted and taught from, not cut apart. This is the color set; the same chart in the ink-saver set is on page 13.

**Who**

ASKS FOR A
PERSON

Picture shows: A person — a plain figure, standing for a question about a person.

Example: “Who is wearing the red shirt?”

**What**

ASKS FOR A
THING OR AN
ACTION

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

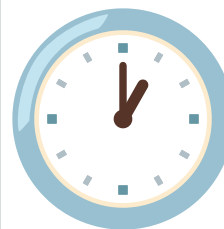
Example: “What is on the table?”

**Where**

ASKS FOR A
PLACE

Picture shows: A location pin — standing for a question about a place.

Example: “Where is the ball?”

**When**

ASKS FOR A
TIME

Picture shows: A clock face — standing for a question about a time.

Example: “When is it time for snack?”

**Why**

ASKS FOR A
REASON

Picture shows: A question mark — standing for a question about a reason.

Example: “Why did the dog bark?”

HOW THE CHART IS USED

Teach the five words from this chart before the first round on the answer board (page 7): point to each word, say it, and say what it asks for. A student cannot match a cue card to a question they have not been taught the word for.

WHAT THE PICTURES STAND FOR

Each picture is a plain, memorable stand-in for the word under it — a person, a box, a pin, a clock, a question mark — not a picture of the word itself. The cue-cards page names exactly what each picture shows and what the question asks for, in two separate columns.

A TEACHING ORDER THAT WORKS

WHO and WHERE go first — most concrete, since a person or a place can be pointed at. WHEN follows once the student can point to a clock or a calendar picture. WHAT and WHY go last — WHY especially, since its picture is a stand-in for a reason, not a reason itself. Move a word to the answer board only once it is answered correctly on the chart alone, and mix it into a round with a word already answered independently before asking it by itself.

THE EXAMPLE QUESTIONS ABOVE

Each invented example question is one way that word could be asked — not the only way, and not a script. Swap in your own question about the picture, story or activity in front of the student; the point is that the cue card and the chart word stay matched, whatever is actually asked.

BOARD

WH-Question Answer Board

One cue card, three answer choices, one round at a time.

NAME

TODAY

CUE CARD

THE QUESTION WORD BEING ASKED RIGHT NOW

ANSWER CHOICES

CHOICE ACHOICE BCHOICE C

QUICK ROUNDS BEFORE THE FULL LOG			
ROUND	QUESTION WORD	CHOICE PICKED	INDEPENDENT?

HOW THE BOARD IS USED

Ask your question, then put the matching cue card (page 9) in the CUE CARD slot. Offer the three ANSWER CHOICES and let the student point to or place a token on the one that fits. A choice is not swapped once picked, even if a later round picks a different one.

MAKING THE ANSWER CHOICES

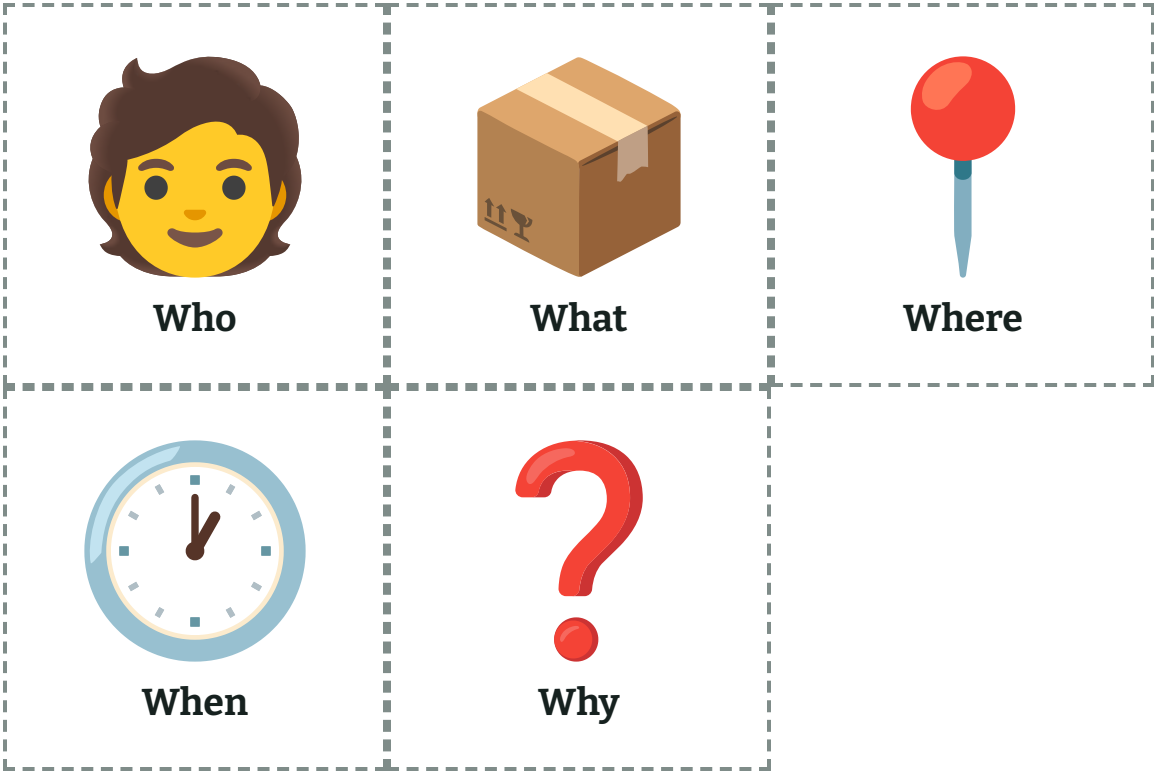
The ANSWER CHOICES slots are sized for a blank card (page 10): write the answer, add a picture, drop it in — one choice that fits and two that do not, or three real options. The same blank cards work for every question word, including WHY.

WHY TWO PANELS, NOT ONE

The CUE CARD panel checks that the question WORD is recognized; the ANSWER CHOICES panel checks that the student can pick a matching answer. Running both every round means a missed answer and a missed question-word never get counted as the same kind of miss on the log.

CARDS **WH-Question Cue Cards (Color)**

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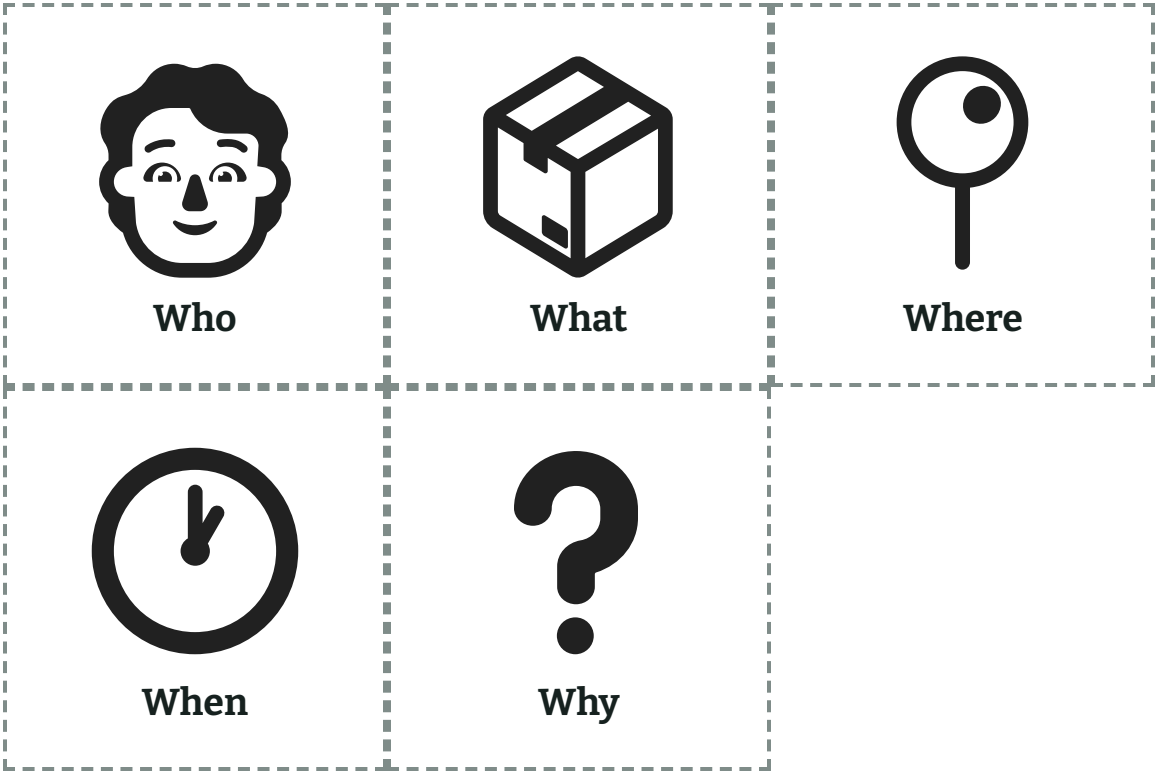
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CARDS

WH-Question Cue Cards (Ink-Saver)

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 LOG

WH-Question Practice Log

One row every session the cue cards and board are used. It counts one thing per question word: whether an answer was given, and how much support it needed.

STUDENT

SETTING OR ACTIVITY

WEEK OF

I = ANSWERED INDEPENDENTLY · P = ANSWERED WITH A PROMPT OR A NARROWED CHOICE · N = DID NOT ANSWER — ONE LETTER PER QUESTION WORD, PER SESSION THE CARDS ARE USED

DATE	WHO	WHAT	WHERE	WHEN	WHY	INITIALS

WHAT ONE ROW COUNTS

One row is one session: every question word asked at least once, with a letter for each. Mark every word, even one that went fine — a row of all I is useful data too.

TOTALING THE WEEK

Count every I across the table for the week; the roll-up (page 17) turns that count into a percent.

IF A SESSION RUNS MORE THAN FIVE ROUNDS

Mark the letter for the FIRST time each question word comes up that session; extra rounds on the same word are welcome practice, but the log counts once per word per session, the same way every week is counted.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	SESSIONS LOGGED	ANSWERED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1					
2					
3					
4					
5					
6					
7					
8					

PERCENT OF QUESTIONS ANSWERED INDEPENDENTLY · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the I marks on the log (page 16) for the week and divide by the total questions asked: each session logged is 5 question words. I marks divided by total questions, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says more questions are being answered without a prompt; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the tables above; JR means “see the log for initials” and is not itself a field value.

Theo is invented, and so is every mark on this page. One session on the log, then three weeks on the roll-up, to show how the pages read once real marks are on them.

The log, one session (page 16)

DATE	WHO	WHAT	WHERE	WHEN	WHY	INITIALS
9/29	I	P	I	I	I	JR

The roll-up, three weeks (page 17)

#	WEEK OF	SESSIONS LOGGED	ANSWERED INDEPENDENTLY	PERCENT INDEPENDENT	NOTES
1	9/8	4	12	60%	—
2	9/15	4	15	75%	—
3	9/22	4	18	90%	—

READING THE NUMBERS

This session's row: 4 of 5 questions answered independently, one P (What needed a prompt). The weeks: 12 of 20 questions (60 percent), then 15 of 20 (75 percent), then 18 of 20 (90 percent) — a line rising week on week, which is what “needing fewer prompts over time” looks like on paper. Every percent is that week's own independent count divided by its total questions asked.

A LINE THIS SHEET COULD WRITE

“Theo answered 18 of 20 WH-questions independently the week of 9/22 (90 percent), up from 12 of 20 the week of 9/8.”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 17) at 60, 75 and 90, joined by a line that rises. The one P in the row above shows the log tracks WHICH question word needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

One invented student's session and three weeks. It sets no typical rate, predicts nothing about a real student, and does not say which question type is harder in general — that reading is your team's, not this file's. The criterion field would hold whatever Theo's team wrote — not a number this file supplies.

THE ONE PROMPT IN THIS EXAMPLE

This session's single P landed on What, not on Who, Where, When or Why. That is a coincidence of this invented session, not a pattern this file claims — a real log might show the prompt on any word, or none at all.

WHAT A CASE MANAGER COULD BRING TO A MEETING

The three roll-up rows (page 17), read alongside the one filled log row (page 16), show a trend and one concrete example without bringing the whole stack of daily logs to the table.