

What Is Inside, and Where

Before you begin

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HOW THE TAGS ON EACH PAGE WORK

Every page carries a small tag in its top corner, the same word used above: **Cards** a sheet of cut-apart ring cards, **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.

ONE RING SHEET, NOT A CHART AND A BOARD

Everything in this file fits on one ring: all 5 WH-question cue cards cut apart (color and ink-saver), five blank cards, and the data, family and hand-off pages that go with carrying it. The posted chart-and-answer-board version of these same five words is named on the last page if your team also wants something on the wall.

Start Here — Three Steps



1

Print, cut, punch, ring

Print the ring sheet (page 6) from the color set on cardstock, or the ink-saver set (page 9) on plain paper.

Cut on the dashed lines, punch a hole near the top edge of each card, and thread all 5 onto a one-inch book ring. Blank cards for a different picture anchor are on page 7.



2

Carry it, flip, ask

Clip the ring to a lanyard, belt loop or badge reel. Ask your question, flip to the matching cue card, hold it at the student's eye level, say the line once (page 17), and wait.

The how-to page (page 11) has the rest: what to do when an answer needs support, and handing a second ring to another adult.



3

Log it, roll it up, send it home

One row on the log (page 12) each time a cue card is shown: which word, and whether the answer came independently, with a prompt, or not at all.

Total the week on the roll-up (page 13) and dot the graph. Send the family page (page 15) home the week the ring is new; the hand-off page (page 16) goes with a second ring to any other adult.

WHAT THIS FILE IS

A fillable PDF: the same 5 WH-question cue cards a posted chart already uses, cut small and marked for a one-inch book ring instead of a wall, in two sets, with type-in fields on the log, the roll-up, the family and hand-off pages 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 who already uses the posted WH-Question chart and answer board	Ring sheet, page 6
A roving adult (specials, cafeteria duty, recess) without access to a wall chart	Start here (this page); how-to, page 11
A photocopier, or a copy for a second adult	Ink-saver ring sheet, page 9
A paraprofessional, general education teacher or substitute who needs the routine on one page	Hand-off page, page 16
The IEP meeting or a family conference	Roll-up and graph, page 13; example, page 14

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

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.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example-style note is a student record — initials only on anything that leaves your hands, first name only on the family page.

CARDS

WH-Question Ring Cards (Color)

All 5 WH-question cue cards, cut apart and punched for a one-inch book ring. This is the color set; the same 5 cards in the ink-saver set are on page 9.



CUTTING, PRINTING AND THREADING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines, punch a single hole near the top edge of each card — just inside the dashed border so the hole does not pass through the picture or the word — and thread the stack onto a one-inch metal book ring (sold separately).

WHAT TO SAY WITH EACH CARD

CUE CARD	SAY IT ONCE, WHILE YOU SHOW THE CARD
Who	“Who” — this one asks about a person.
What	“What” — this one asks about a thing or an action.
Where	“Where” — this one asks about a place.
When	“When” — this one asks about a time.
Why	“Why” — this one asks about a reason.

THIS RING SHOWS THE WORD; IT DOES NOT HOLD THE ANSWER CHOICES

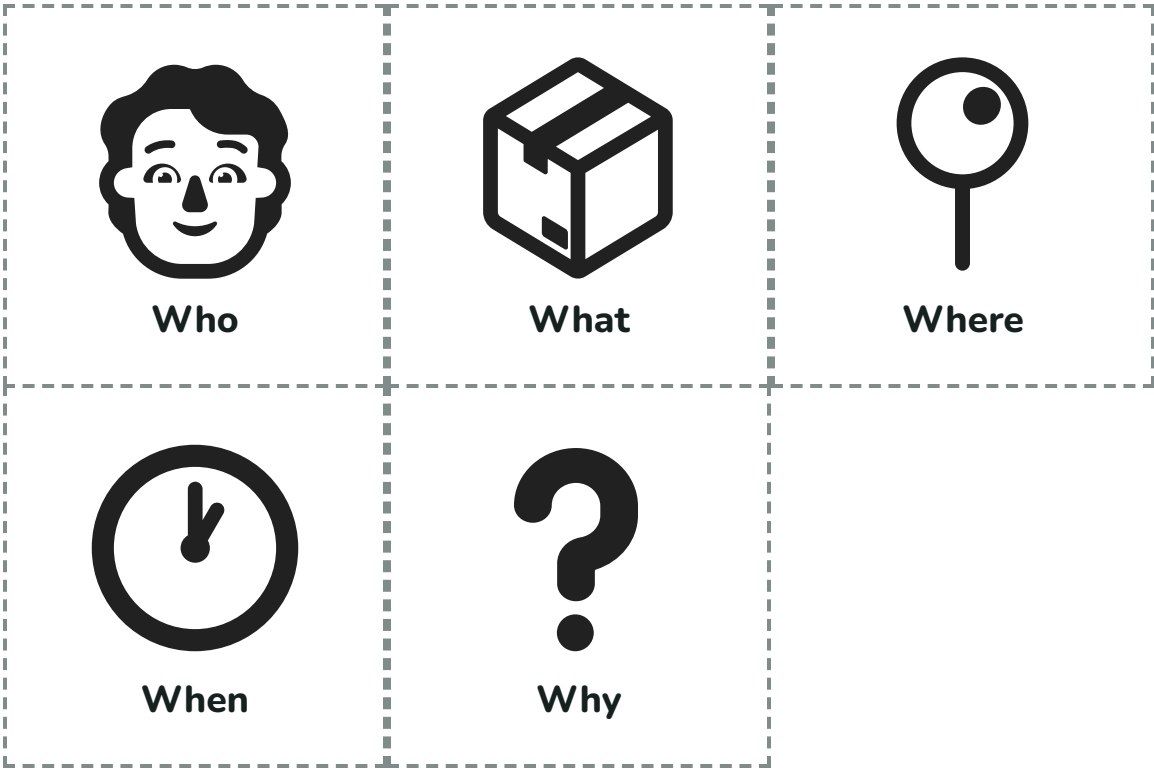
Flashing a card cues which question word is being asked. The actual answer choices for a specific picture, story or activity still need a board: use the flat WH-Question set’s own answer board (named on the last page), or the blank cards on page 7 for a quick two-choice point.

PAIRING WITH THE POSTED CHART AND BOARD

A student who already uses the posted chart and answer board sees the exact same five pictures here, just cut small for a ring — nothing about the picture, the word or what it asks for changes between the wall and the ring.

CARDS **WH-Question Ring Cards (Ink-Saver)**

All 5 WH-question cue cards, cut apart and punched for a one-inch book ring. This is the ink-saver set; the same 5 cards in the color set are on page 6.



CUTTING, PRINTING AND THREADING

Print on cardstock for a card that survives daily handling; plain paper works for a spare set kept in a folder. Cut on the dashed lines, punch a single hole near the top edge of each card — just inside the dashed border so the hole does not pass through the picture or the word — and thread the stack onto a one-inch metal book ring (sold separately).

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 LOG

WH-Question Ring Log

One row every time a cue card is shown from the ring. It counts one thing: 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 TIME A CUE CARD IS SHOWN FROM THE RING

#	DATE	TIME	SETTING	CUE SHOWN	ANSWERED (I / P / N)	INITIALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

WHAT ONE ROW COUNTS

One row is one time a cue card is flashed from the ring and a question of that word is asked. Mark every showing, 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 13) turns that count into a percent, and names the word shown most.

 TRACKER

Weekly Roll-Up and Graph

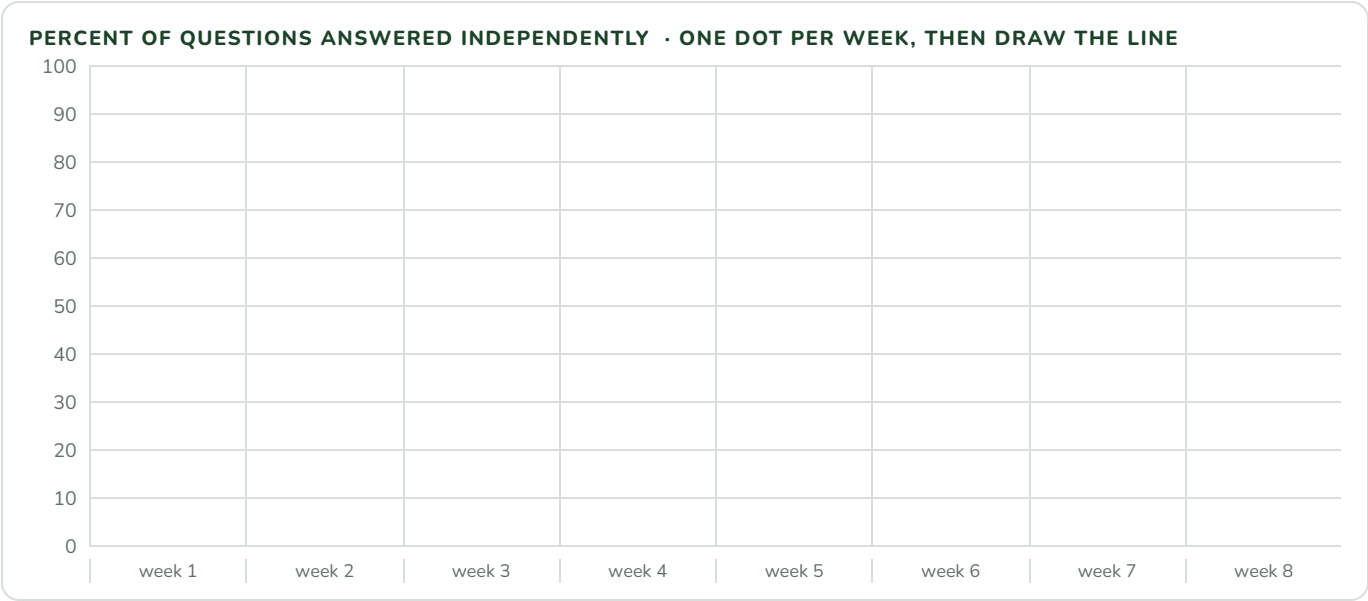
One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	CUES SHOWN	ANSWERED INDEPENDENTLY	PERCENT	MOST-SHOWN WORD	NOTES
1						
2						
3						
4						
5						
6						
7						
8						



FIGURING THE PERCENT

Count the I marks on the log (page 12) for the week and divide by cues shown that week; the most-shown word is whichever word appears most in the “cue shown” column.

BRINGING THIS PAGE TO A MEETING

A rising line says more questions are being answered without a prompt once the cue card is shown; the criterion field above is where your team’s own number goes, so every dot is read against the same line.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

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

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

The log, one day (page 12)

#	TIME	SETTING	CUE SHOWN	ANSWERED
1	8:15	homeroom	Who	I
2	9:40	classroom	What	I
3	10:50	hallway	Where	P
4	12:15	cafeteria	When	I
5	1:30	specials	Why	P
6	2:45	classroom	Who	I

The roll-up, three weeks (page 13)

#	WEEK OF	CUES SHOWN	ANSWERED INDEPENDENTLY	PERCENT	MOST-SHOWN WORD
1	9/8	10	6	60%	Who
2	9/15	12	9	75%	Where
3	9/22	14	12	86%	Why

READING THE NUMBERS

The day above: 4 of 6 cues shown from the ring answered independently (67 percent), across 5 different settings. The weeks: 6 of 10 cues (60 percent), then 9 of 12 (75 percent), then 12 of 14 (86 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 own cues-shown count.

A LINE THIS SHEET COULD WRITE

“Carrying the WH-question ring, Mara answered 12 of 14 cued questions independently the week of 9/22 (86 percent), up from 6 of 10 the week of 9/8 (60 percent).”

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 13) at 60, 75 and 86, joined by a line that rises. The two P rows in the day above show the log tracks WHICH question word needed a prompt, not just how many.

WHAT THIS EXAMPLE IS NOT

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

 **NOTES**

Family Page

Send home the week the ring is new, or any week it would help. No percents — the roll-up has those. The five cards are a small home question-word set, all from this ring.

STUDENT (FIRST NAME)

WEEK OF

FROM (TEACHER OR CLINICIAN)

THE FIVE QUESTION WORDS FROM SCHOOL, SIZED FOR HOME (CUT APART)

Cut the five cards apart. Ask a question about a picture, a book, or something from your day, show the card for that question word, and offer two or three answer choices to point to. The same five cards are carried on the ring at school.


Who


What


Where


When


Why

CARD	SAY IT ONCE, WHILE YOU SHOW IT
Who	“Who” — this one asks about a person.
What	“What” — this one asks about a thing or an action.
Where	“Where” — this one asks about a place.
When	“When” — this one asks about a time.
Why	“Why” — this one asks about a reason.

A QUESTION WORD THAT WENT WELL AT HOME THIS WEEK

WE TRIED IT AT HOME (INITIAL THE DAY)

MON	TUE	WED	THU	FRI	SAT	SUN

A QUESTION WORD THAT NEEDED MORE SUPPORT AT HOME THIS WEEK

ANYTHING TO TELL ME BEFORE NEXT WEEK

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE (FAMILY), IF YOUR SCHOOL ASKS FOR IT