

Themed Vocabulary Cards



Fall



Fall Theme



all

all

All means everything or every part of something.



put

put

Put means to place something somewhere.



on

on

On means to be above or touching something.



some

some

Some means small amount or not all of something.

Fall Theme



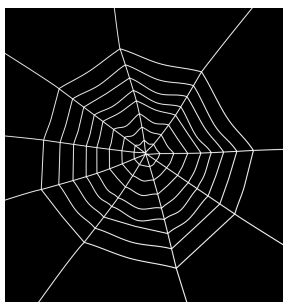
Fall

Fall is the season when weather gets cooler and leaves change color.



apple

Apple is a round fruit that can be red, green, or yellow.



web

A web is thin, sticky threads a spider makes.



leaves

Leaves are the flat, colorful parts of a plant or tree that fall in autumn.

Fall Theme



jacket

A jacket is a warm piece of clothing you wear over your shirt.



pumpkin

A pumpkin is round and orange and used for cooking and decorating.



costume

A costume is something you wear for Halloween or pretend play.



football

Football is a sport where players run, throw, and kick an oval-shaped ball.

Fall Theme



hayride

A hayride is a ride on a wagon filled with hay, usually at a farm.



acorn

An acorn is a small nut that falls from oak trees and feeds squirrels.

How to Use Themed Vocabulary Cards to Build Word Knowledge

Use these vocabulary cards during whole group, small group, or centers to help students connect a picture, spoken word, printed word, and meaning. This Fall Theme set includes early core words such as **all, put, on, some,** and fall-related nouns such as **Fall, apple, web, leaves, jacket, pumpkin, costume, football, hayride, acorn.**

Begin by showing one card at a time. Say the word, point to the picture, and read the definition aloud. Have students repeat the word, point to the picture, act out the word when possible, or find the real object in the classroom or environment. For students learning to read, draw attention to the printed word by saying the first sound, clapping syllables, noticing letters, and matching the word to the object or picture.

After introducing the words, **use the cards in short, repeated activities.** Students can sort the cards by category, such as things we can eat, things we wear, or things we do. They can locate real classroom materials that match their vocabulary card, choose the correct card after hearing a definition, or use the word in a simple sentence such as, “I can play (football),” “I like apples,” or “I see leaves.”

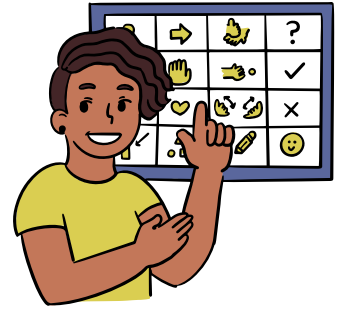
For AAC users, model the vocabulary on the **student’s AAC system, classroom communication board, or communication board** while also showing the card. Students may respond by pointing, eye gaze, gesture, speech, sign, selecting a symbol, or using their AAC device. The goal is not only naming the picture, but also helping students use the words to communicate real messages, such as requesting materials, commenting, directing actions, answering questions, and participating with peers.

Use repeated exposure across the week. **A word should be heard, seen, used, and connected to real classroom activities many times before students are expected to know it independently.**

Pair the cards with hands-on activities such as fieldtrips, art projects, cooking, etc. so students learn that words have meaning and purpose.



Start Up Steps for Teachers:



Introduce the word.

Show the card, say the word clearly, point to the picture, and read the definition.

Connect the word to meaning.

Show the real object or act out the action when possible.

Notice the printed word.

Point to the letters, say the first sound, and have students look at the word as you read it.

Model communication.

Use speech, AAC, gestures, or pointing to show how the word can be used in a message.

Practice in context.

Use the word during real classroom activities.

- Take a nature walk - "I see leaves."
- Make an apple snack - "Cut the apple."
- Create a masterpiece - "Glue the leaves."

Review and expand.

Ask simple questions: "What do we wear on Halloween?" "What does a squirrel eat?" "Where can you see Fall leaves?"

ELA Standards Alignment



These vocabulary cards support early ELA skills by helping students build oral language, word knowledge, print awareness, and comprehension.

Foundational Reading Skills

Students attend to printed words, recognize that words carry meaning, identify letters and sounds, and begin connecting spoken words to written words.

Vocabulary and Language Development

Students learn the meaning of common classroom words, describe objects and actions, sort words into categories, and use new words during classroom routines.

Speaking and Listening

Students participate in shared discussion, answer questions, ask for materials, follow directions, and communicate using speech, AAC, gestures, or other response modes.

Reading Comprehension

Students use pictures, definitions, and classroom experiences to understand and explain word meanings.

Writing and Sentence Development

Students use target words in simple oral, written, dictated, or AAC-generated sentences, such as “I can paint” or “I need paper.”

Accessible Participation for AAC Users

Students may demonstrate ELA skills through multimodal communication, including AAC selection, pointing, partner-assisted scanning, eye gaze, gestures, or speech. The emphasis is on meaningful participation, comprehension, and use of vocabulary in real classroom contexts.

Thanks for
studying words
with us!

