

Themed Vocabulary Cards



Clothing



Clothing 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

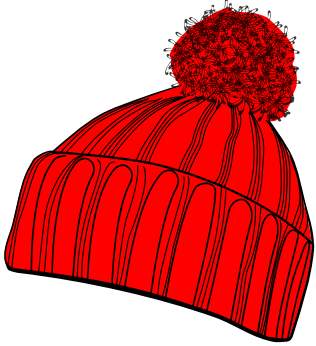
Some means small amount or not all of something.

Clothing Theme



pants

Clothing you wear on your legs.



hat

Clothing you wear on your head.



underwear

Clothing you wear under your other clothes to stay clean and comfortable.



boots

Heavy shoes you wear on your feet, often for rain, snow, or outdoor play.

Clothing Theme



sneakers

Soft, comfy shoes you wear for walking, running, or playing.



coat

A warm outer layer you wear over your clothes when it's cold.



button

A small round piece you push through a hole to close your shirt, coat, or pants.



socks

Soft clothing you wear on your feet under your shoes.

Clothing Theme



shoes

Clothing you wear on your feet to protect them when you walk.



shirt

Clothing you wear on the top part of your body.

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 **socks, shoes, hat, pants, shirt, sneakers, underwear, coat, button, and boots.**

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 have a coat.” “I like your shoes.” or “I see the buttons.”

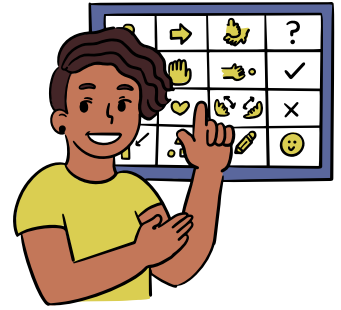
For AAC users, model the vocabulary on the **student’s AAC system, classroom communication board, or communication board** while also showing the card. Students may respond by pointing, eye gaze, gesture, speech, sign, selecting a symbol, or using their AAC device. The goal is not only naming the picture, 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.

- Arrival - "I like your coat."
- Pretend play - "Let's put the hat on."
- Art - "Cut out pictures of socks."

Review and expand.

Ask simple questions: "What do we wear when it's cold outside?"
"Where do we put socks?" "How do we keep our shirt closed?"

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 have shoes.” or “I need my coat.”

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!



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