

Core Curriculum Vocabulary – Level PreK-K Cards Index

Language Arts

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|--------------|----------------|-----------|
| 1. alphabet | 10. first name | 19. read |
| 2. art | 11. last name | 20. rhyme |
| 3. beginning | 12. letters | 21. sing |
| 4. behind | 13. loud | 22. soft |
| 5. below | 14. music | 23. title |
| 6. book | 15. paint | 24. word |
| 7. brush | 16. picture | 25. write |
| 8. dance | 17. plan | |
| 9. ending | 18. pretend | |

Math

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|------------|---------------|--------------|
| 1. big | 10. hour | 19. shape |
| 2. circle | 11. last | 20. sort |
| 3. compare | 12. less | 21. square |
| 4. count | 13. little | 22. time |
| 5. date | 14. medium | 23. triangle |
| 6. day | 15. month | 24. week |
| 7. equal | 16. more | 25. year |
| 8. first | 17. numbers | |
| 9. graph | 18. rectangle | |

Science

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|----------------|---------------|----------------|
| 1. air | 10. grow | 19. smell |
| 2. animal | 11. healthy | 20. space |
| 3. cold | 12. hear | 21. taste |
| 4. colors | 13. hot | 22. tools |
| 5. computer | 14. natural | 23. touch |
| 6. Earth | 15. plants | 24. wash hands |
| 7. feelings | 16. scientist | 25. water |
| 8. five senses | 17. see | |
| 9. germs | 18. sick | |

Social Studies

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|--------------|-----------------------------|--------------------|
| 1. adult | 10. house | 18. respect |
| 2. apartment | 11. job | 19. rule |
| 3. child | 12. life | 20. school |
| 4. death | 13. money | 21. senior citizen |
| 5. family | 14. neighborhood | 22. take turns |
| 6. farm | 15. pet | 23. teacher |
| 7. friend | 16. pledge of
allegiance | 24. teenager |
| 8. hero | 17. home | 25. vote |
| 9. history | | |

Webber® Core Curriculum

Vocabulary Cards – Level PreK–K

Research-Based Cards for Collaboration in the Classroom

Webber® Core Curriculum Vocabulary Cards – Level PreK–K introduces and teaches 100 words that are necessary for students to participate in the prekindergarten and kindergarten classrooms. Divided into four sets (*Language Arts, Math, Science, and Social Studies*), these color-coded and research-based cards will help your students learn important vocabulary words by matching words and definitions. These cards are ideal for the SLP, special educator, classroom teacher, or reading specialist.

Each card deck has 50 cards divided into 25 pairs. Each pair includes a *Definition Card* and a *Word Card*. The same illustration appears on both cards. Use the cards to teach students to understand and use these critical vocabulary terms.

The following game ideas can be used with one card deck or all four sets. For additional activities, see game booklets included with other *Webber®* card products.

Memory – Place all cards facedown. Players take turns turning over two cards at a time, trying to find a matching pair of *Definition-Word* cards. If a player finds a match, the teacher or therapist reads the word and definition aloud, and the player keeps the cards until the end of the game. Play continues in turn. The student with the most cards at the end of the game wins.

What's the Word? – Divide one set of cards into *Definition Cards* and *Word Cards*. Give each player a *Word Card*, and tell him/her what the vocabulary word is. The teacher or therapist reads a *Definition Card* aloud. The player with the matching *Word Card* responds with the correct answer and keeps the pair of cards. Most cards win!

Around the World – Shuffle the *Definition Cards* from one deck. Students stand in a line and the teacher or therapist reads a definition from a *Definition Card* to the first player in line. If that player names the correct vocabulary word, he/she keeps the card and moves to the back of the line. The student with the most cards at the end of the game wins.

What Am I? – Give each player a *Word Card*. First player describes the word on the card and the other players try to guess the answer. Each player takes turns. Use as many *Word Cards* as you like!

Vocab-u-Toss – Divide one deck of cards into *Definition Cards* and *Word Cards*. Place the *Word Cards* face up on the floor. Let students take turns tossing a beanbag onto one of the cards. The teacher or therapist reads the word on the beanbag card, and the student gives the definition. If correct, the student keeps the *Word Card*. The student with the most cards at the end of the game wins.

Hip, Hop, Stop! – Have students sit in a circle. Designate one student to be the caller. The caller closes his/her eyes

and says, “hip, hop, hip, hop, hip...” as the remaining students pass around a *Word Card*. When the caller says, “Stop!” the student left holding the card gives the definition for the vocabulary word. If correct, he/she keeps the card. The student left holding the card becomes the caller for the next round.

Fishing for Words – Divide one deck of cards into *Definition Cards* and *Word Cards*. Place a paperclip on each *Word Card* and spread the *Word Cards* facedown on the floor. Spread the *Definition Cards* face up on a desk or table. Let students take turns “fishing” for a *Word Card* using a magnet tied to a string. After a student “catches” a *Word Card*, have him/her find the matching *Definition Card*. Read the vocabulary word and the matching definition to the class.

Vocabulary Call-out – Divide one deck of cards into *Definition Cards* and *Word Cards*. Give each student three *Word Cards*. Read a definition from one of the *Definition Cards*. Ask students to identify if they have the matching *Word Card*. The student with the matching *Word Card* keeps the pair of cards until the end of the game.

Which One...? – Read a definition to a student. Then name two to three vocabulary words (including the correct vocabulary word). Ask the student to identify the correct word that matches the definition. If the student is correct, he/she keeps the pair of cards. The student with the most cards at the end of the game wins.