



Visual Vocabulary Cards

English Language Development

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Grade 3

TEACHER TALK



One word in the selection is *famous*. Say it with me: *famous*. Follow the vocabulary routine.

- 1. Define:** Someone or something that is known or liked by many people is *famous*.
En español, *famous* quiere decir “famoso, conocido y admirado por mucha gente”. *Famous* in English and *famoso* in Spanish are cognates.
- 2. Example:** Many people take pictures of the White House because it’s a very famous building.
En español: Mucha gente saca fotos de la Casa Blanca porque es un edificio muy famoso.
- 3. Ask:** What are some examples of people or things that are famous?
- 4.** (Point to the picture.) This is an American landmark called Mount Rushmore. Many people know about it and want to see it. It is a famous place to visit.

PARTNER TALK



- Have you ever visited a famous place? If so, tell your partner about it. If not, tell your partner about a famous place you would like to visit.
- What is the opposite of *famous*? Discuss it with your partner.
- Now let’s say *famous* together three more times: *famous, famous, famous*.

TEACHER TALK



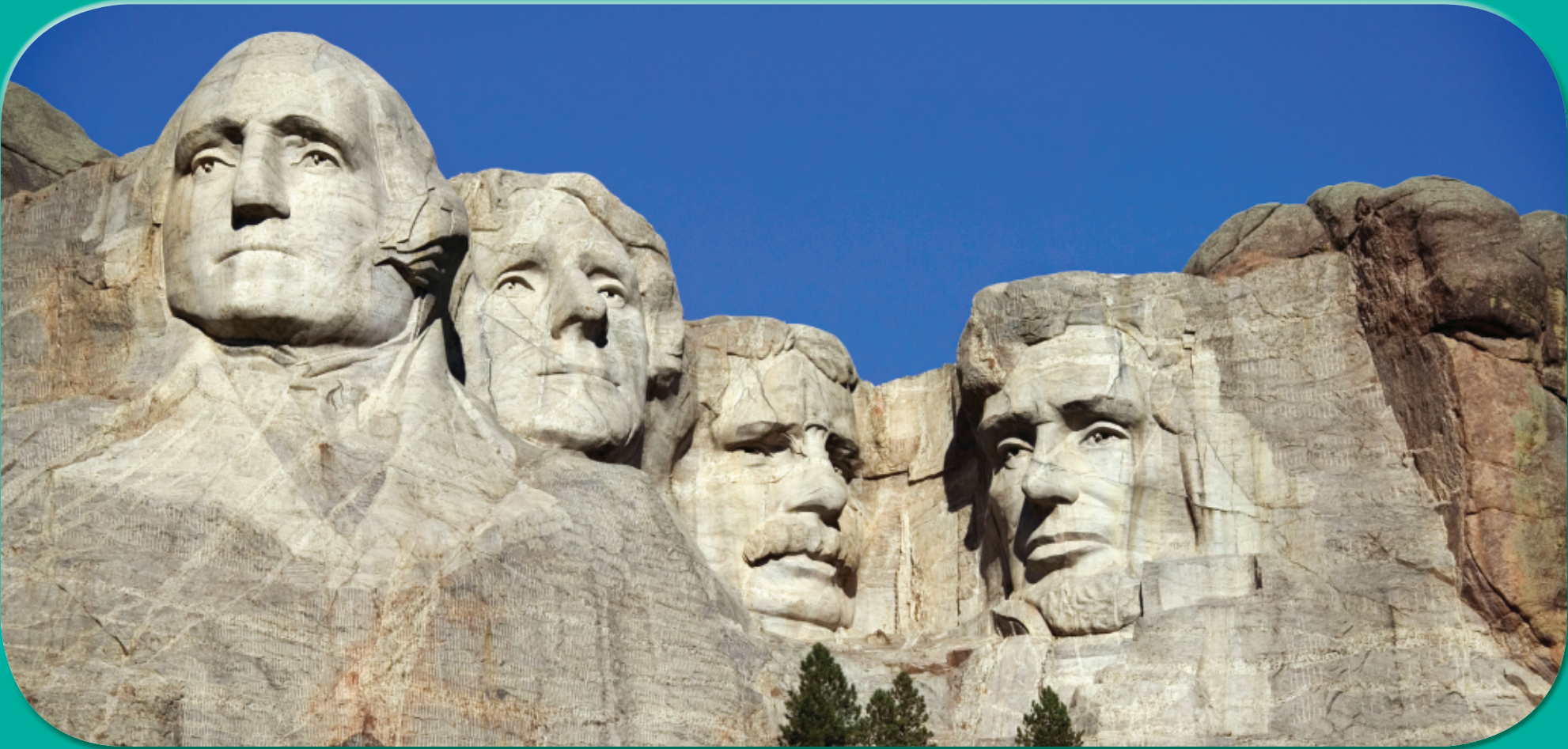
One word in the selection is *formed*. Say it with me: *formed*. Follow the vocabulary routine.

- 1. Define:** Something is *formed* when it is made, built, or created.
En español, *formed* quiere decir “formado, hecho, construido o creado”. *Formed* in English and *formado* in Spanish are cognates. They sound almost the same and mean the same thing in both languages.
- 2. Example:** That vase is formed from clay.
En español: Ese jarrón está formado con barro.
- 3. Ask:** What is another word for *formed*?
- 4.** (Point to the castle.) The family in this picture is building a sand castle. The family formed the wet sand with buckets. The family formed a sand castle.

PARTNER TALK



- What are some other things that can be formed? For example: snowballs, clay figures, dough. Discuss with your partner.
- Share a story with your partner about a time you formed something. What did you make? What did you use to form it? How was it formed?
- Tell your partner about a time that you watched something being formed. What was it? How was it formed?
- Now let’s say *formed* together three more times: *formed, formed, formed*.



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TEACHER TALK



One word in the selection is *ancient*. Say it with me: *ancient*. Follow the vocabulary routine.

1. **Define:** Something is *ancient* when it is very old or was made a very long time ago.
En español, *ancient* quiere decir “antiguo, muy viejo o creado hace mucho tiempo”.
2. **Example:** This ancient building is falling apart.
En español: Este edificio antiguo se está cayendo a pedazos.
3. **Ask:** Where can you go to see things that are ancient?
4. (Point to the building.) This building was built a very long time ago. It is ancient because it is very old.

PARTNER TALK



- What are some other examples of things that are ancient? Talk about it with your partner.
- Tell your partner about something ancient you have seen. It can be something you saw in person or something you saw in a picture. How did you know it was ancient?
- What is the opposite of the word *ancient*? Discuss it with your partner.
- Now let’s say *ancient* together three more times: *ancient, ancient, ancient*.

TEACHER TALK



One word in the selection is *explorers*. Say it with me: *explorers*. Follow the vocabulary routine.

1. **Define:** People who go to places that people don’t know much about are *explorers*.
En español, *explorers* quiere decir “exploradores, personas que van a lugares poco conocidos por otros”.
2. **Example:** The explorers go to places no one else has seen.
En español: Los exploradores van a lugares que nadie ha visto.
3. **Ask:** What kinds of new places do explorers go to?
4. (Point to the people.) These people are traveling in a place they have never been before. These people are explorers.

PARTNER TALK



- Pretend that you are an explorer who can go anywhere in the world. Where would you go? What would you like to see? Share your story with your partner.
- Draw a picture of explorers. Tell your partner about your picture.
- Now let’s say *explorers* together three more times: *explorers, explorers, explorers*.



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TEACHER TALK



One word in the selection is *protected*. Say it with me: *protected*. Follow the vocabulary routine.

1. **Define:** When something is kept safe from danger or harm, it is *protected*.
En español, *protected* quiere decir “protegido, resguardado de peligro o daño”.
2. **Example:** The garden in protected by a fence.
En español: El jardín está protegido por una cerca.
3. **Ask:** What are some other things that should be protected?
4. (Point to the helmets.) This girl and boy are protected by their helmets. Their heads will not get hurt if they fall.

PARTNER TALK



- Talk with your partner about other things that need to be protected. How do you keep them protected?
- Why is it important to be protected? Discuss with your partner.
- Now let’s say *protected* together three more times: *protected, protected, protected*.

TEACHER TALK



One word in the selection is *treasure*. Say it with me: *treasure*. Follow the vocabulary routine.

1. **Define:** Something that has value or that you love is a *treasure*.
En español, *treasure* quiere decir “tesoro, algo que tiene valor o que tú aprecias mucho”.
2. **Example:** I kept my first teddy bear as a childhood treasure.
En español: Guardé mi primer osito porque era un tesoro de mi niñez.
3. **Ask:** How do you treat something or someone that is a treasure to you?
4. (Point to the photos.) A girl is looking at old pictures of her family. The pictures are important to her. Family pictures are a treasure.

PARTNER TALK



- What do you own that is a treasure to you? Talk about it with your partner.
- What other kinds of treasure do people keep? Make a list of treasures with your partner.
- Now let’s say *treasure* together three more times: *treasure, treasure, treasure*.



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