



# Visual Vocabulary Cards

## English Language Development



[www.mhonline.com/readingwonders](http://www.mhonline.com/readingwonders)



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**Grade 6**



TEACHER TALK



COLLABORATIVE

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

- 1. Define:** *Accidental* means “not planned.” En español, *accidental* quiere decir “accidental, que no se planeó”. *Accidental* in English and *accidental* in Spanish are cognates.
- 2. Example:** Sam’s fall was accidental. En español: La caída de Sam fue accidental.
- 3. Ask:** What are accidental mistakes students make when they write?
- 4.** The photo shows a boy who had an accidental fall from his bicycle. He did not plan to fall.

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PARTNER TALK



COLLABORATIVE

- Make up a story about an accidental meeting between two people. Your story can be about something surprising that happens. Work with a partner.
- The adverb *accidentally* is formed by adding the suffix *-ly* to *accidental*. The phrase *on purpose* means the opposite of *accidentally*. With a partner, write a sentence with *accidentally* and a second sentence with *on purpose*. You may use your imagination or describe things that happened in real life.
- Now say *accidental* with your partner three more times: *accidental, accidental, accidental*.

TEACHER TALK



COLLABORATIVE

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

- 1. Define:** *Diligently* means “in a hard-working way.” En español, *diligently* quiere decir “con esmero o dedicación”.
- 2. Example:** Jason did his homework diligently. En español: Jason hizo su tarea con esmero.
- 3. Ask:** What do you do diligently?
- 4.** The picture shows a boy working hard. He is diligently taking notes about the key ideas in a text.

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PARTNER TALK



COLLABORATIVE

- With a partner, describe one experience when you worked diligently to help others. Say: I worked diligently to \_\_\_\_.
- With a partner, talk about strategies that help you work diligently on reading and writing skills. Use sentence frames, such as: Students diligently \_\_\_\_ to correct mistakes. Students diligently \_\_\_\_ difficult text.
- The adjective *diligent* describes someone who works hard. Describe a diligent person you know or who is famous. Say: \_\_\_\_ is diligent because \_\_\_\_.
- Now say *diligently* with your partner three more times: *diligently, diligently, diligently*.



TEACHER TALK



COLLABORATIVE

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

1. **Define:** *Documented* means “wrote down to read later.” En español, *documented* quiere decir “documentó, escribió algo para leerlo luego”. *Documented* in English and *documentó* in Spanish are cognates.
2. **Example:** Kara documented her vacation in her diary. En español: Kara documentó las vacaciones en su diario.
3. **Ask:** What experiences have you documented?
4. The girl in this photo documented fun things she did on vacation to read about and remember later. *Documented* and *recorded* have similar meanings.

Steve Mason/Photodisc/Getty Images © McGraw-Hill Education

PARTNER TALK



COLLABORATIVE

- Think about what you did over the weekend. Document something you enjoyed doing by writing a brief description of it. Include details such as the time, place, and people you were with. Share your work with a partner. Say: I documented when \_\_\_\_.
- People document important events in newspapers and history books. Discuss why it is important to document important events. Give examples. Say: I think that it was important to document \_\_\_\_ because \_\_\_\_.
- Now say *documented* with your partner three more times: *documented, documented, documented*.

TEACHER TALK



COLLABORATIVE

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

1. **Define:** *Insufficient* means “not enough.” En español, *insufficient* quiere decir “insuficiente, que no es suficiente”. *Insufficient* in English and *insuficiente* in Spanish are cognates.
2. **Example:** The desert has an insufficient amount of water for many plants. En español: El desierto tiene una cantidad insuficiente de agua para muchas plantas.
3. **Ask:** If you have insufficient time to do homework, what should you do?
4. The photo shows a desert. There is insufficient rain water in the desert for many plants to live. Only the desert plants can grow here.

Image Source/Getty Images © McGraw-Hill Education

PARTNER TALK



COLLABORATIVE

- Tell your partner what happens when a person does not get enough sleep. Say: When someone gets insufficient sleep, that person \_\_\_\_.
- With a partner, discuss a public place your community may need, such as a library, bike path, parking lot, or park. Use the word *insufficient* to explain why.
- An antonym for *insufficient* is *sufficient*. Take turns asking and answering questions with the word *sufficient*.
- Now say *insufficient* with your partner three more times: *insufficient, insufficient, insufficient*.

**EL Vocabulary**  
Unit 6 Week 2

**documented**



**EL Vocabulary**  
Unit 6 Week 2

**insufficient**



TEACHER TALK



COLLABORATIVE

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

1. **Define:** *Observations* are things you see and notice. En español, *observaciones* quiere decir “observaciones, cosas que ves y anotas”. *Observations* in English and *observaciones* in Spanish are cognates.
2. **Example:** They wrote their observations in their notebooks. En español: Escribieron las observaciones en sus cuadernos.
3. **Ask:** What is an observation you made today?
4. The children in the photo made observations. They looked at plants and noticed things about them. The children wrote their observations about the plants.

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PARTNER TALK



COLLABORATIVE

- Look around our classroom and notice what is happening. Discuss your observations with a partner. Say: One observation I have is \_\_\_\_\_.
- Describe a trip you took with your family or a field trip with your class. Tell your partner three observations you made on your trip. Try to think of observations of things that surprised or pleased you. Remember, observations are things you see or observe. Say: One observation I had on my trip was \_\_\_\_\_. I felt \_\_\_\_\_ about this observation because \_\_\_\_\_.
- Now say *observations* with your partner three more times: *observations, observations, observations*.

TEACHER TALK



COLLABORATIVE

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

1. **Define:** *Recorded* means “wrote down.” En español, *recorded* quiere decir “registró, escribió”.
2. **Example:** The students recorded the information. En español: Los estudiantes registraron la información.
3. **Ask:** What have you recorded today?
4. This photo shows a teacher and students. The teacher talked. The students recorded, or wrote down, the important points she made. The words *recorded* and *documented* have similar meanings. .

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PARTNER TALK



COLLABORATIVE

- Take turns telling your plans for the future. Tell a partner what you want to be when you grow up. Tell where you may like to live. Take notes and record the important points your partner makes. Then retell these points. Say: I recorded that \_\_\_\_ wants to \_\_\_\_.
- Make a time line of your life. Record each special event that has happened so far. With a partner, discuss why you recorded each event. Say: I recorded \_\_\_\_ because \_\_\_\_.
- Now say *recorded* with your partner three more times: *recorded, recorded, recorded*.

