Grade 1



Visual Vocabulary Cards

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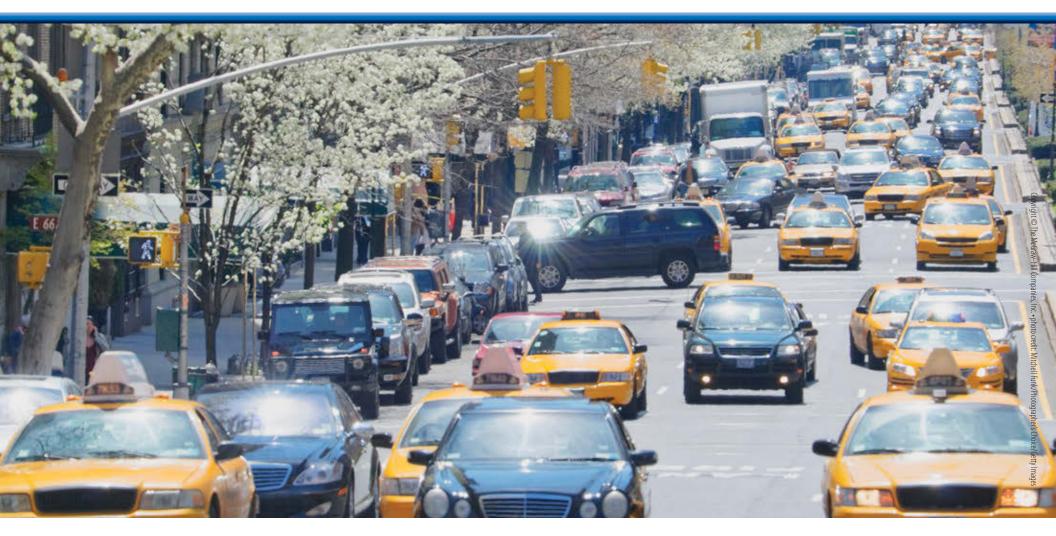
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Unit 1 Week 1

common



Oral Vocabulary

Unit 1 Week 1

learn



Unit 1 Week 1

common

TEACHER TALK

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

 Define: Common means normal or ordinary. En español, common quiere decir "común, normal u ordinario".

Common and común are cognates.

2. Example: Cars are a common sight on city streets.

En español: Es común ver automóviles en las calles de las ciudades.

- **3. Ask:** Which is common: a dog wearing shoes or a dog wearing a collar?
- **4.** Let's look at a picture that shows a common sight. It is common to see cars in the city.

PARTNER TALK



- Cars are a common sight in the city. What else is a common sight in the city? With your partner, draw pictures of common sights in a city. Then complete this sentence: ______ *are a common sight in the city.*
- With your partner, decide if it is common to see each thing at school. Say "It is/is not common to see _____ at school."

an elephant

an open book

children playing

circus clowns

• Now let's say common together three more times: common, common, common.

Oral Vocabulary

Unit 1 Week 1

TEACHER TALK

Another word in the selection is *learn*. Say it with me: *learn*. Follow the vocabulary routine.

I. Define: When you learn, you gain knowledge or a new skill.

En español, *learn* quiere decir "aprender, obtener nuevos conocimientos o destrezas".

2. Example: You will learn many new things this year.

En español: Aprenderás muchas cosas en este año.

- **3. Ask:** What special things would you like to learn to do?
- **4.** Let's look at a picture that shows the word *learn*. These children learn in school. When they learn, they find out about new things.

PARTNER TALK



learr

- Act out something you learn to do at school. Have your partner guess what you are learning.
- Tell your partner about something you have learned to do. Complete this sentence: *I learned to* ______. (Examples include: walk, ride a bike, play baseball, make a bed.)
- What would you like to learn to do when you get older? Tell your partner. Complete this sentence: *I want to learn to* _____.
- Now let's say *learn* together three more times: *learn, learn, learn.*

Unit 1 Week 1

object



Oral Vocabulary

Unit 1 Week 1

recognize



Unit 1 Week 1

object

OLLABORA

TEACHER TALK

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

Define: An object is a thing or an item.
En español, *object* quiere decir "objeto, cosa o artículo".

Object in English and *objeto* in Spanish are cognates. They sound almost the same and mean the same thing in both languages.

2. Example: There are many objects in my backpack, such as a book and a pencil.

En español: Llevo muchos objetos en mi mochila, como un libro y un lápiz.

- 3. Ask: What objects are in your backpack?
- 4. Now let's look at a picture that shows a girl putting an object into her backpack. The object is a book.

PARTNER TALK

- Choose an object from the room. Give clues to your partner. Start your clues like this: *I'm thinking of an object that* _____. Have your partner guess the object.
- With your partner, find objects that you use for writing. Display each object, and complete this sentence: *This object is a*
- If you could have any object in the world, what would it be? Why? Tell your partner.
- Now let's say object together three more times: object, object, object.

Oral Vocabulary

Unit 1 Week 1

TEACHER TALK

Another word in the selection is *recognize*. Say it with me: *recognize*. Follow the routine.

I. Define: If you recognize something, you remember it because you have seen it before.

En español, *recognize* quiere decir "reconocer, recordar algo que ya haz visto".

- Recognize and reconocer are cognates.
- Example: When Tim put on his mask, his friends could not recognize him.
 En español: Cuando Tim se puso su máscara, sus amigos no lo reconocieron.
- **3. Ask:** How would you recognize a cat you know?
- **4.** The children in the picture do not recognize their friend.

PARTNER TALK

Tell your partner.

- How do you recognize the home of friend?
- Tell your partner about a famous character or person you would recognize. How would you recognize the character or person?
- Suppose you did not want someone to recognize you. Tell your partner what you would do so you would not be recognized.
- Now let's say recognize together three more times: recognize, recognize, recognize.

3

recognize

Unit 1 Week 1

subjects



Unit 1 Week 1

subjects

TEACHER TALK

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

I. Define: Subjects are the things you study at school, such as reading and science.

En español, *subjects* quiere decir "asignaturas, las materias que estudias en la escuela, como lectura y ciencias".

2. Example: Tim's favorite subjects are art and math.

En español: Las asignaturas preferidas de Tim son arte y matemáticas.

- 3. Ask: What are your favorite subjects?
- 4. Now let's look at a picture that demonstrates the word subjects. This boy likes art and math. Art and math are subjects, or things he learns about at school.

PARTNER TALK



 I will say some words. With your partner, decide which words name subjects we learn about at school. If the word is a subject, say: _______ is a subject at school.

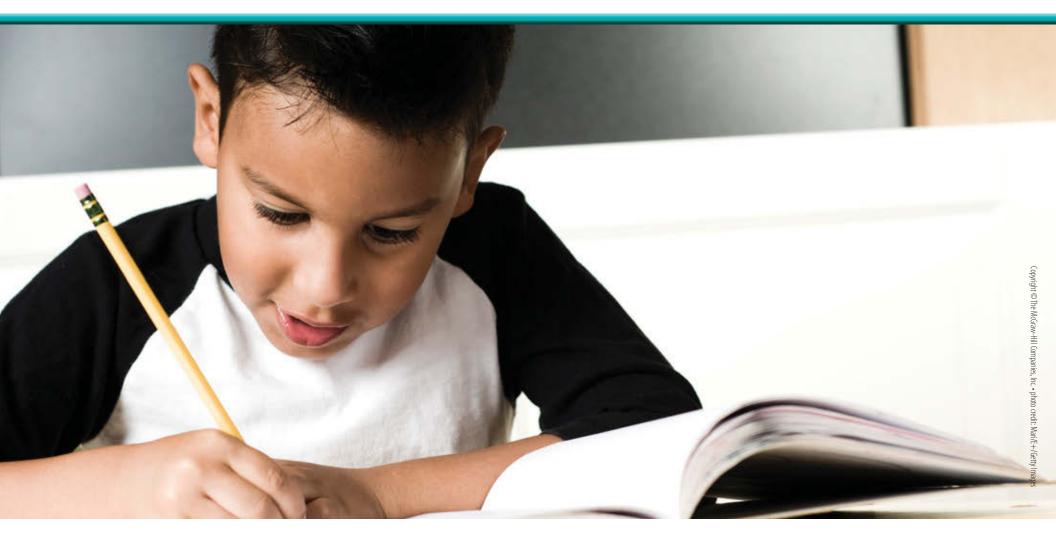
social studies

beds

spelling

- Name a subject we study at school. Have your partner give an example of something we learn when we study that subject.
- Make up a riddle about a school subject. Have your partner guess it. (For example: We use numbers and pencils. (math))
- Now let's say *subjects* together three more times: *subjects*, *subjects*, *subjects*.

Unit 1 Week 1



High-Frequency Word Unit 1 Week 1

not



does

Unit 1 Week 1

does

NLABOR/

TEACHER TALK

I. Read: Point to and say the word does. This is the word does. Say it with me: does. Dan does his best work.

En español, *does* quiere decir "hace". Dan hace su mejor trabajo.

- **2. Spell:** The word *does* is spelled d-o-e-s. Spell it with me.
- **3. Write:** Let's write the word in the air as we say each letter: d-o-e-s.
- **4.** Let's look at the picture that shows the word *does*. (Point to the boy.) Dan is writing in his notebook. The picture shows how Dan does his work.

PARTNER TALK

- Talk to your partner about the picture. Tell each other how the boy does his work. Take turns using this sentence frame: *The boy does his work* _____. (Examples include: sitting down, with a pencil, in his notebook.)
- You can use the word *does* to ask questions about an imaginary dog. With your partner, take turns asking and answering questions. Use these frames: *How does* _____? *Where does* _____? *What does* ____?
- Now let's say does together three more times: does, does, does.

High-Frequency Word

Unit 1 Week 1

TEACHER TALK

I. Read: Point to and say the word not. This is the word not. Say it with me: not. Do not run at school.

En español, *not* quiere decir "no". No corran en el colegio.

Not in English and *no* in Spanish are cognates.

- **2. Spell:** The word *not* is spelled n-o-t. Spell it with me.
- **3. Write:** Let's write the word in the air as we say each letter: n-o-t.
- **4.** These children are walking in a line. They are not running.

PARTNER TALK

- Talk to your partner about the picture. We know the children are not running. Tell your partner what else they are *not* doing.
- Draw a picture of a boy or girl who does not have a hat. Tell your partner about your picture. Tell each other what else the boy or girl does not have.
- Now let's say not together three more times: not, not, not.

no'

Unit 1 Week 1

school



High-Frequency Word

Unit 1 Week 1

what



Unit 1 Week 1

school

TEACHER TALK

I. Read: Point to and say the word school. This is the word school. Say it with me: school. We read a lot in school.

En español, *school* quiere decir "colegio o escuela". Leemos mucho en el colegio.

- 2. Spell: The word *school* is spelled s-c-h-o-o-l. Spell it with me.
- **3. Write:** Let's write the word in the air as we say each letter: s-c-h-o-o-l.
- **4.** Let's look at the picture that shows children in school. These children are at school. They are reading a book in their classroom.

PARTNER TALK



- Talk to your partner about the picture. Tell each other about your favorite things to do in school.
- I am going to name some activities. If the activity is something you do in school, say "school." If not, say "not in school."

write your name

ride in a car

read a book

eat supper

listen to the teacher

mail a letter

• Now let's say school together three more times: school, school, school.

High-Frequency Word

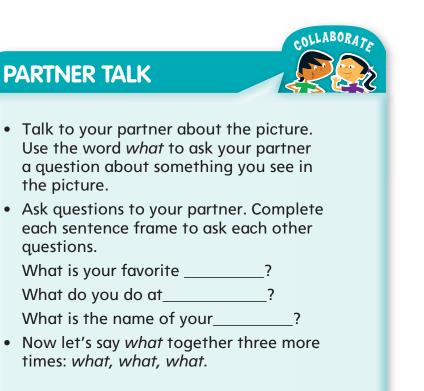
Unit 1 Week 1

TEACHER TALK

1. **Read:** Point to and say the word *what. This is the word* what. *Say it with me:* what. *What can we play today?*

En español, *what* quiere decir "qué". ¿A qué jugaremos hoy?

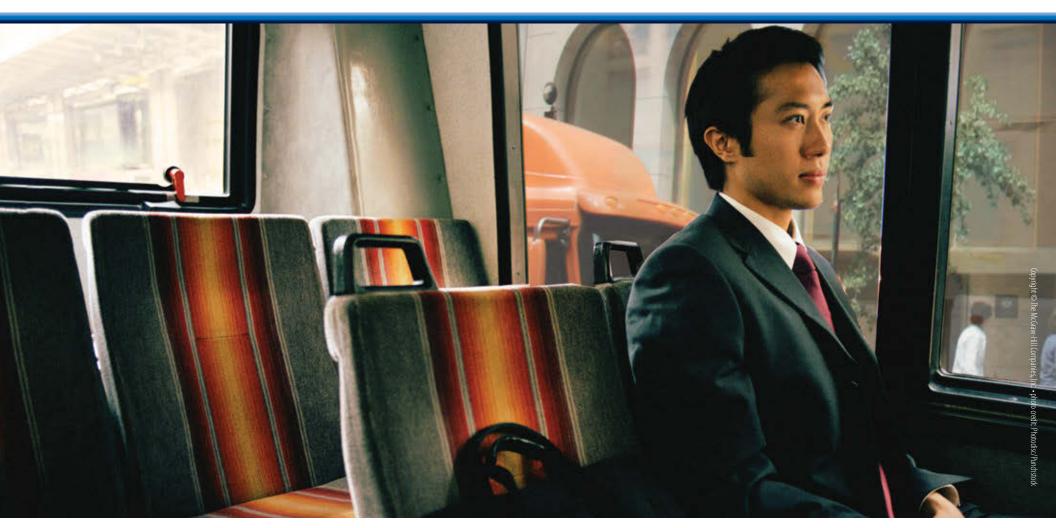
- **2. Spell:** The word *what* is spelled w-h-a-t. Spell it with me.
- **3. Write:** Let's write the word in the air as we say each letter: w-h-a-t.
- **4.** Let's look at the picture. What do you think the children are looking at?



what

Unit 1 Week 2

bored



Oral Vocabulary

Unit 1 Week 2

city



Unit 1 Week 2

bored

LLABORA

TEACHER TALK

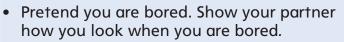
One word in the selection is *bored*. Say it with me: *bored*. Follow the vocabulary routine.

I. Define: When you feel bored, you feel like you have nothing to do or that nothing is interesting.

En español, *bored* quiere decir "aburrido, que no tienes nada que hacer o no hay nada interesante".

- Example: If you bring a book on the bus with you, you won't feel bored on the long ride.
 En español: Si llevas un libro en el autobús, no te sentirás aburrido durante el largo viaje.
- 3. Ask: What do you do when you feel bored?
- **4.** The picture shows a man who looks bored. He is on a bus with nothing to do.

PARTNER TALK



- I will describe some children. With your partner, decide which ones are bored. Say: *The child is/is not bored.*
 - A boy plays tag at recess.
 - A girl has nothing to do.
 - A girl rides her bike with friends.
 - A boy sits and stares out the window.
- Tell your partner about when you feel bored. Then tell your partner about when you are not bored.
- Now let's say bored together three more times: bored, bored, bored.

Oral Vocabulary

Unit 1 Week 2

TEACHER TALK

people live and work.

Another word in the selection is *city*. Say it with me: *city*. Follow the vocabulary routine.

- Define: A city is a large town with tall buildings and many people.
 En español, *city* quiere decir "ciudad, pueblo
- grande con edificios y muchas personas." 2. Example: A city has many buidlings where

En español: En una ciudaad hay muchos edificious donde la gente vive y trabaja.

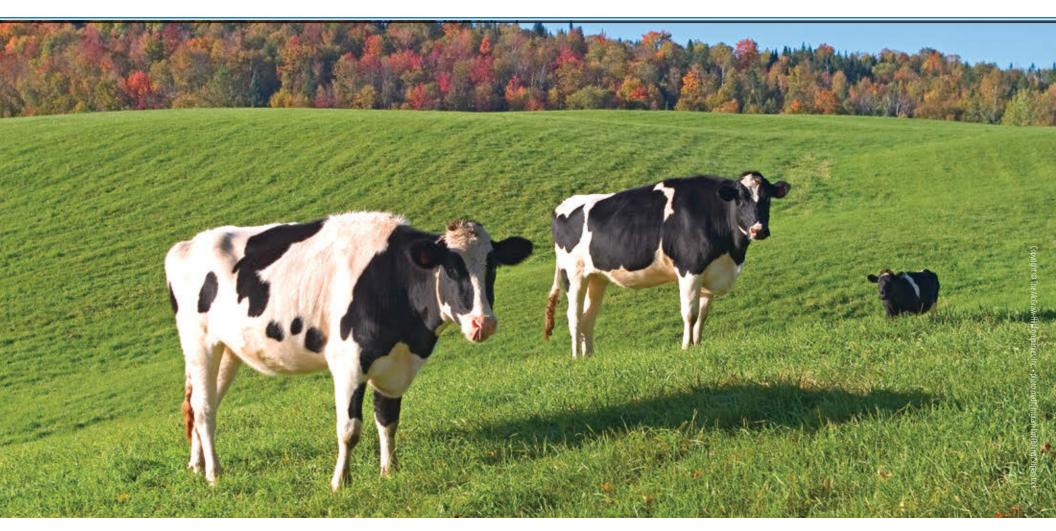
- **3. Ask:** Does a city have many streets and buildings or just a few streets and buildings?
- **4.** Let's look at a picture that shows the word *city*. This city has many tall buildings.

PARTNER TALK

- Draw a picture of a city. Tell your partner about your picture. Complete this sentence: *I see _____ in the city.*
- Think about the largest city you have been to or have seen in a movie. Tell your partner about it.
- Complete this sentence for your partner: *The city is a great place to live because* _____.
- Complete this sentence for your partner: The city is not a great place to live because
- Now let's say *city* together three more times: *city, city, city.*

Unit 1 Week 2

country



Oral Vocabulary

Unit 1 Week 2

feast



Unit 1 Week 2

country

TEACHER TALK

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

I. Define: The country is the land outside a town or city, where there are farms and not many buildings or people.

En español, *country* quiere decir "campo, terreno a las afueras de un pueblo o ciudad".

2. Example: On our drive through the country, we passed by fields of corn and saw lots of cows.

En español: En nuestro paseo por el campo pasamos cultivos de maíz y vimos vacas.

- **3. Ask:** What do you see when you are in the country?
- **4.** Let's look at a picture of the word *country*. Cows live in the country.

PARTNER TALK



- Draw a picture of the country. Tell your partner about your picture. Complete this sentence: *I see ______ in the country.*
- I will name some things. With your partner, decide if you would see them in the country or in the city. Then complete this sentence: I would see _____ in the _____.

farms with barns

lots of traffic

streams and fields

sidewalks full of people

- Tell your partner whether you would rather live in the country or the city and why.
- Now let's say country together three more times: country, country, country.

Oral Vocabulary Unit 1 Week 2

TEACHER TALK

Another word in the selection is *feast*. Say it with me: *feast*. Follow the vocabulary routine.

I. Define: A feast is a big, fancy meal with many different foods.

En español, *feast* quiere decir "banquete, comida grande y elegante con muchos platos diferentes".

2. Example: Some families have a feast at Thanksgiving.

En español: Algunas familias celebran el Día de Acción de Gracias con un banquete.

- 3. Ask: What foods would you like to eat at a feast?
- **4.** Let's look at a picture that shows the word *feast.* This family is having a feast.

PARTNER TALK

- Tell your partner about a feast your family has. Tell who comes and what they eat.
- Play a game with your partner. Complete this sentence: At my feast, we eat _____. Have your partner repeat what you said and add another food. Keep repeating and adding foods as long as you can.
- I will name some things. Tell your partner which ones you might see at a feast.
 - potatoes
 - forks
 - grass
 - fruit
- Now let's say *feast* together three more times: *feast, feast, feast.*

feast

Unit 1 Week 2

scurried



Unit 1 Week 2

scurried

COLLABOR

TEACHER TALK

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

I. Define: When you scurried, you were moving very quickly.

En español, *scurried* quiere decir "corrió a toda prisa, se movió rápidamente".

2. Example: The squirrel scurried up the tree when it saw the dog.

En español: La ardilla corrió a toda prisa trepando el árbol cuando vio al perro.

- **3. Ask:** Can you think of a time when you scurried to get somewhere?
- **4.** Now let's look at a picture that shows the word *scurried*. This squirrel wants to get away from the dog. It scurries up the tree.

PARTNER TALK

- Show your partner how you scurry. Scurry across the room.
- What is the opposite of *scurry*. Tell your partner. Then show your partner.
- Tell your partner times when you might have had to scurry. Complete this sentence: *I* scurried when _____.
- Now let's say *scurried* together three more times: *scurried, scurried, scurried.*

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