



# Visual Vocabulary Cards



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



**Education**

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TEACHER TALK

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

- 1. **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*.

TEACHER TALK

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

- 1. **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



- 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*.



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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.
  - 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.
  - Ask:** What objects are in your backpack?
  - 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*.

TEACHER TALK

- Another word in the selection is *recognize*. Say it with me: *recognize*. Follow the routine.
- 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.
  - Ask:** How would you recognize a cat you know?
  - The children in the picture do not recognize their friend.

PARTNER TALK



- How do you recognize the home of friend? Tell your partner.
- 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*.





## TEACHER TALK

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

1. **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*.

High-Frequency Word

Unit 1 Week 1

does



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High-Frequency Word

Unit 1 Week 1

not



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High-Frequency Word

Unit 1 Week 1

does

TEACHER TALK

- 1. **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*.

6

High-Frequency Word

Unit 1 Week 1

not

TEACHER TALK

- 1. **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*.

7



High-Frequency Word

Unit 1 Week 1

school



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High-Frequency Word

Unit 1 Week 1

what



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High-Frequency Word

Unit 1 Week 1

school

TEACHER TALK

- 1. **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

what

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?

PARTNER TALK



- Talk to your partner about the picture. Use the word *what* to ask your partner a question about something you see in the picture.
- Ask questions to your partner. Complete each sentence frame to ask each other questions.  
What is your favorite \_\_\_\_\_?  
What do you do at \_\_\_\_\_?  
What is the name of your \_\_\_\_\_?
- Now let’s say *what* together three more times: *what, what, what*.

Oral Vocabulary

Unit 1 Week 2

bored



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Oral Vocabulary

Unit 1 Week 2

city



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TEACHER TALK

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

1. **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".
2. **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



- Pretend you are bored. Show your partner how you look when you are bored.
- 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.*

TEACHER TALK

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

1. **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 buildings where people live and work.  
En español: En una ciudad hay muchos edificios 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.*





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TEACHER TALK

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

- 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”.
- 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.
- Ask:** What do you see when you are in the country?
- 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.*

TEACHER TALK

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

- 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”.
- Example:** Some families have a feast at Thanksgiving.  
En español: Algunas familias celebran el Día de Acción de Gracias con un banquete.
- Ask:** What foods would you like to eat at a feast?
- 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.*



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TEACHER TALK

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

1. **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*.