



# Visual Vocabulary Cards



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TEACHER TALK

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

- 1. Define:** Your chores are things that you do around the house to help.  
En español, *chores* quiere decir “labores, cosas que se hacen en la casa para ayudar”.
- 2. Example:** Sierra must finish her chores before she can play.  
En español: Sierra debe terminar sus labores antes de que pueda jugar.
- 3. Ask:** What is another word for *chores*?
- 4.** (Point to girl wiping counter.) One of Sierra’s chores is to clean the counters in the kitchen. This is something she does to help out at home.

PARTNER TALK



- With a partner, talk about the chores you do at home. Do you do the same chores as your partner or different chores?
- Which of your chores do you like the best? Which chore do you dislike the most? Talk about it with your partner.
- Now let’s say *chores* together three more times: *chores, chores, chores*.

TEACHER TALK

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

- 1. Define:** Cost means to have something at a certain price.  
En español, *cost* quiere decir “costo, el precio de algo”.
- 2. Example:** Jordan asked, “How much does the shirt cost?”  
En español: —¿Cuánto cuesta la camisa? —preguntó Jordan.  
*Cost* in English and *costo* in Spanish are cognates. They sound and mean the same thing in both languages.
- 3. Ask:** What are two things that cost a lot of money?
- 4.** The boy in this picture asks his mother how much the blue shirt costs. (Point to blue shirt.) He wants to know how much money he needs to pay to buy the shirt.

PARTNER TALK



- What would cost more—a bicycle or a slice of pizza? Talk about it with a partner.
- With your partner, think of things that don’t cost a lot of money. If you only had a little money, what could you buy? What are some things that cost a lot of money?
- Now let’s say *cost* together three more times: *cost, cost, cost*.





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TEACHER TALK

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

**1. Define:** When you check something, you look at it closely to make sure it is right.

En español, *check* quiere decir “revisar, inspeccionar algo para asegurarse que está bien”.

**2. Example:** Mom will check to make sure Tina’s helmet fits.

En español: Mamá revisará el casco de Tina para asegurarse que le quede bien.

**3. Ask:** When would you need to check something?

**4.** (Point to the mom.) Tina’s mom has to check to make sure Tina’s helmet fits correctly and will keep her safe. To check the helmet, Tina’s mom looks at the helmet closely.

PARTNER TALK



- With a partner, show how you would check your pockets.
- How do you check your homework? What might happen if you forgot to check your homework? Talk about it with your partner.
- Now let’s say *check* together three more times: *check, check, check*.

TEACHER TALK

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

**1. Define:** When you choose, you decide which one of a number of things that you want.

En español, *choose* quiere decir “elegir, escoger, decidir cuál de varias cosas se quiere”.

**2. Example:** Julian will choose a shirt to wear.

En español: Julian elegirá una camisa para ponerse.

**3. Ask:** Tell about a time when you had to choose something.

**4.** In this picture, the boy has to choose which shirt to wear. (Point to clothes in closet.) He has many shirts. He has to decide which one he likes best.

PARTNER TALK



- With a partner, talk about how you choose what to play at recess.
- How do you choose which clothes to wear each day? Talk about it with your partner.
- Now talk about a time when you had a hard time choosing between two things. What did you have to choose between? How did you finally choose?
- Let’s say *choose* together three more times: *choose, choose, choose*.





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TEACHER TALK

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

**1. Define:** When people or animals have wandered, they walked slowly across an area.

En español, *wandered* quiere decir “se alejó o caminó lentamente a través de un área”.

**2. Example:** A bear cub wandered away from its mother.

En español: Un osito caminó y se alejó de su madre.

**3. Ask:** What is the opposite of *wandered*?

**4.** Now let’s look at a picture that demonstrates the word *wandered*. (Point to bear.) This bear cub wandered away from its mother. It walked slowly away from its mother without meaning to.

PARTNER TALK



- With a partner, tell about a time when you wandered away from where you were supposed to be. What happened?
- How is wandering the same as roaming? How is it different? Talk about it with your partner.
- Now let’s say *wandered* together three more times: *wandered, wandered, wandered*.

TEACHER TALK

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

**1. Define:** The wild is a place in nature where people do not live.

En español, *wild* quiere decir “hábitat natural de los animales y la plantas, un lugar en la naturaleza donde no viven las personas”.

**2. Example:** Bears and raccoons live in the wild.

En español: Los osos y los mapaches viven en su hábitat natural.

**3. Ask:** Name some animals you have seen in the wild.

**4.** The raccoon in this picture lives in the wild. (Point to the raccoon.) It lives in a place in nature where people do not live.

PARTNER TALK



- With a partner, describe what the wild might look like. Would you see houses and buildings in the wild? What might you see instead?
- Would you like to live in the wild? Talk with your partner about what you would eat and where you would sleep.
- Let’s say *wild* together three more times: *wild, wild, wild*.





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TEACHER TALK

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

- 1. Define:** When animals roam, they walk here and there.  
En español, *roam* quiere decir “deambular, caminar sin rumbo”.
- 2. Example:** Lions roam the plains in Africa.  
En español: Los leones deambulan por las llanuras de África.
- 3. Ask:** Describe how you move when you roam.
- 4.** Now let’s look at a picture that demonstrates the word *roam*. (Point to lions.) When these lions roam the plains in Africa, they walk here and there. They do not have any one place that they need to go.

PARTNER TALK



- With a partner, talk about other animals that might roam the plains in Africa.
- Now talk about a place where you would like to roam. What might you see there while you were roaming?
- Now let’s say *roam* together three more times: *roam, roam, roam*.

TEACHER TALK

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

- 1. Define:** When I am safe, I am free from harm or danger.  
En español, *safe* quiere decir “seguro, sin daño ni peligro”.
- 2. Example:** Wearing a seatbelt keeps me safe in the car.  
En español: Usar el cinturón de seguridad me mantiene seguro en el carro.
- 3. Ask:** How can you stay safe when riding a bike?
- 4.** In this picture, the boy wears his seatbelt to keep him safe in the car. (Point to seatbelt.) The seatbelt would help keep him from getting hurt if the car were to stop suddenly.

PARTNER TALK



- With a partner, talk about how to stay safe when crossing the street. How can you stay safe when swimming? What are some other times when it is important to stay safe?
- The opposite of *safe* is *unsafe*. Talk with your partner about some things that are unsafe.
- Let’s say *safe* together three more times: *safe, safe, safe*.



**Vocabulary**

Unit 1 Week 4

**roam**



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**Vocabulary**

Unit 1 Week 4

**safe**



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## TEACHER TALK

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

1. **Define:** When you are excited, you are all worked up about something.  
En español, *excited* quiere decir "muy emocionado, con exaltación por algo".
2. **Example:** The girls were excited to play with their new puppy.  
En español: Las niñas estaban emocionadas por jugar con su nueva mascota.
3. **Ask:** What would you be excited about seeing or doing?
4. (Point to the girls.) The girls in this picture are excited. They are worked up and very happy about having a new puppy to play with.

## PARTNER TALK

- With a partner, talk about a time when you were excited. What were you excited about?
- Talk with your partner about some words that mean the opposite of *excited*.
- I'm going to name some places. With your partner, decide if you would be excited to go to each place. If you would, say, "I'd be excited."
  - a birthday party
  - the dentist
  - the grocery store
  - a movie theater
- Now let's say *excited* together three more times: *excited, excited, excited*.



## TEACHER TALK

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

1. **Define:** Someone or something's needs are things they must have.  
En español, *needs* quiere decir "necesidades, cosas que alguien o algo debe tener".
2. **Example:** Food and water are some of the needs of every animal.  
En español: El alimento y el agua son algunas de las necesidades de todos los animales.
3. **Ask:** What are your needs?
4. Like every living thing, the dog in this picture has needs. (Point to the dog food.) By giving the dog food, the girl is meeting one of the dog's needs. She is giving the dog what it must have to be able to live.

## PARTNER TALK

- With a partner, talk about the needs of a baby. How are your needs the same or different than a baby's needs?
- Now I'm going to name some things. Decide with your partner if each thing is something that people need to live. If it is, say, "It's a need."
  - water
  - candy
  - food
  - shelter
- Let's say *needs* together three more times: *needs, needs, needs*.





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TEACHER TALK

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

- 1. **Define:** When someone is allowed, he or she can do something.  
En español, *allowed* quiere decir “permitido, que se puede hacer algo”.
- 2. **Example:** Dogs are not allowed at the beach.  
En español: No se permiten perros en la playa.
- 3. **Ask:** What things are allowed at school?
- 4. (Point to the sign.) The sign in this picture shows something that is not allowed. Dogs are not allowed at the beach. Owners cannot take their dogs there.

PARTNER TALK



- With a partner, talk about things you are allowed to do in your classroom. Are there things you are not allowed to do? Talk about the reasons why.
- What are some things you are allowed to do at recess? What are you not allowed to do? Talk about the reasons why with your partner.
- Now let’s say *allowed* together three more times: *allowed, allowed, allowed*.

TEACHER TALK

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

- 1. **Define:** When you care, you look after someone or something.  
En español, *care* quiere decir “cuidar, ocuparse de alguien o algo”.
- 2. **Example:** I help care for my little brother.  
En español: Yo ayudo a cuidar a mi hermano pequeño.
- 3. **Ask:** Tell how you take care of your belongings.
- 4. (Point to the girl.) The girl in this picture helps to care for her little brother. She is looking after him by putting a band-aid on his scraped knee.

PARTNER TALK



- With a partner, talk about how you would care for a puppy or kitten.
- Now talk with your partner about how you would care for a plant. How is caring for a pet the same or different than caring for a plant?
- Who cares for you every day? What do these people do to take care of you? Talk about it with your partner.
- Let’s say *care* together three more times: *care, care, care*.





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## TEACHER TALK

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

1. **Define:** When someone stares, he or she looks at something in a steady way with eyes wide open.  
En español, *stares* quiere decir “mira fijamente con los ojos bien abiertos”.
2. **Example:** Helen stares at her friend.  
En español: Helen mira fijamente a su amiga.
3. **Ask:** What do you look like when you stare at something?
4. In this picture, notice how Helen stares at her friend. (Point to girl on right.) She looks at her for a long time. Helen’s friend is staring back at her as well. (Point to girl on left.)

## PARTNER TALK

- With a partner, talk about why you might stare at something.
- How is staring different than glancing? Which one happens quickly and which one takes a long time? Talk about it with your partner.
- Now let’s say *stares* together three more times: *stares, stares, stares*.



## TEACHER TALK

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

1. **Define:** When I trade with someone, I give one thing away to get something else.  
En español, *trade* quiere decir “intercambiar, dar una cosa para recibir otra”.
2. **Example:** Don and Luis trade baseball cards.  
En español: Don y Luis intercambian tarjetas de béisbol.
3. **Ask:** What things do you trade with your friend?
4. (Point to baseball cards.) The boys in this picture want to trade baseball cards. Each boy will give a baseball card to the other boy to get a different baseball card to keep.

## PARTNER TALK

- With a partner, tell about a trade you have made. What did you trade? Why did you make the trade?
- How is making a trade different than buying something? Talk about it with your partner.
- Let’s say *trade* together three more times: *trade, trade, trade*.





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TEACHER TALK

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

- 1. **Define:** When I am proper, I act in a correct way.  
En español, *proper* quiere decir “apropiado, de forma correcta”.
- 2. **Example:** It is proper to wipe your mouth during a meal.  
En español: Es apropiado limpiarse la boca al comer.  
*Proper* in English and *apropiado* in Spanish are cognates. They sound almost the same and mean the same thing in both languages.
- 3. **Ask:** Tell how to act in a proper way at the library.
- 4. The girl in this picture is behaving in a proper way. (Point to napkin.) It is correct to wipe your mouth with a napkin after you eat.

PARTNER TALK



- With a partner, talk about the proper way to act in the classroom.
- I’m going to describe some actions. With your partner decide if each action is proper. If so, say, “It’s proper.”
  - saying thank you for a gift
  - writing on your desk
  - covering your mouth when you cough
  - cutting in line at lunch
- Now let’s say *proper* together three more times: *proper, proper, proper*.

TEACHER TALK

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

- 1. **Define:** When you have a relationship, you have a connection with someone.  
En español, *relationship* quiere decir “relación, conexión que se tiene con alguien”.
- 2. **Example:** Our teacher has a good relationship with our class.  
En español: Nuestro maestro tiene una buena relación con la clase.  
*Relationship* in English and *relación* in Spanish are cognates.
- 3. **Ask:** What relationship do you have with your best friend?
- 4. (Point to teacher.) The teacher in this picture has a good relationship with his class. He has a strong connection with the children.

PARTNER TALK



- With a partner, describe a relationship you have with a member of your family.
- If you have a good relationship with someone, how do you act with that person? How do you feel about that person? Talk about it with your partner.
- Let’s say *relationship* together three more times: *relationship, relationship, relationship*.





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