



Visual Vocabulary Cards



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ISBN: 978-0-02-118782-9
MHID: 0-02-118782-7

Printed in the United States of America.

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New York, New York 10121

1 2 3 4 5 6 7 8 9 DRN 17 16 15 14 13 12

TEACHER TALK

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

- 1. Define:** Inspected means “to have looked at something closely or carefully.”
En español, *inspected* quiere decir “inspeccionó, miró algo de cerca”.
- 2. Example:** Stacy inspected the pinecone carefully.
En español: Stacy inspeccionó la piña atentamente.
- 3. Ask:** What is something you have inspected carefully?
- 4.** Now let’s look at a picture that demonstrates the word *inspected*. (Point to the magnifying glass.) The girl inspected the pinecone through the magnifying glass. She was able to see the details of what she looked at.

PARTNER TALK



- Walk around the classroom with a partner, inspecting things in the room. Make a list of all that you inspected that you had not looked at or noticed before.
- Describe a time you solved a problem or mystery after you inspected the situation carefully. Tell your partner what you noticed.
- Now let’s say inspected together three more times: *inspected, inspected, inspected*.

TEACHER TALK

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

- 1. Define:** A moment is a very short amount of time.
En español, *moment* quiere decir “momento, período breve de tiempo”.
Moment in English and *momento* in Spanish are cognates.
- 2. Example:** The match stayed lit for a moment, and then it went out. En español: El fósforo permaneció encendido por un momento y luego se apagó.
- 3. Ask:** What can you do in a moment?
- 4.** Now let’s look at a picture that demonstrates the word *moment*. (Point to the match.) The match did not stay lit for a long time. The wind blew it out after just a moment.

PARTNER TALK



- Describe a moment of time to a partner.
For example: a second, a snap of your finger, a tick of a clock.
- I’m going to name some activities. With your partner, decide if each takes only a moment. If it does, say, “*It takes a moment.*”
read a book
ring a doorbell
sit down
do homework
- Now let’s say *moment* together three more times: *moment, moment, moment*.



TEACHER TALK

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

1. Define: If you arrived, you got to where you were going.

En español, *arrived* quiere decir “haber llegado al lugar donde uno iba”.

2. Example: Aunt Sophie was so happy when we arrived at her house.

En español: La tía Sophie se puso muy contenta cuando llegamos a su casa.

3. Ask: What do you do after you have arrived at school?

4. Now let's look at a picture that demonstrates the word *arrived*. (Point to the aunt.) She is very happy to see her niece and nephew at her house. They must have just arrived.

PARTNER TALK



- With a partner, make a list of the people that arrived at your house for a holiday or special occasion this year.
- Describe a time you were happy to have arrived somewhere after a long trip. Tell your partner what you did after you had arrived there.
- Now let's say arrived together three more times: *arrived, arrived, arrived*.

TEACHER TALK

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

1. Define: Immigrated means “to have come to a new country to live.” En español, *immigrated* quiere decir “inmigraron, llegaron a un nuevo país para vivir en él”. *Immigrate* in English and *inmigrar* in Spanish are cognates.

2. Example: Many people immigrated to the United States from other countries. En español: Muchas personas inmigraron a los Estados Unidos.

3. Ask: Why have people immigrated to America?

4. Now let's look at a picture that demonstrates the word immigrated. (Point to the immigrants.) These people have just come to a new country. They immigrated to start a new life.

PARTNER TALK



- With a partner, make a list of the people in your family or other families you know that have immigrated to another country.
- Describe how you would feel if you had immigrated to a new country. Tell your partner what you would have to leave behind.
- Now let's say immigrated together three more times: *immigrated, immigrated, immigrated*.



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TEACHER TALK

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

1. **Define:** When you let people get involved in an activity, you let them take part in it.
En español, *involved* quiere decir “tomar parte o participar en una actividad”.
2. **Example:** Our class is involved in the school play.
En español: Nuestra clase participa en la obra de teatro escolar.
3. **Ask:** What activity are you involved in?
4. Now let’s look at a picture that demonstrates the word *involved*. (Point to the characters in the play.) Each student in the class is a different character. They are all involved in the play.

PARTNER TALK



- With a partner, make a list of the activities you are involved in.
- Describe a time when you wanted to be involved in something but were not allowed. Tell your partner what happened and why you could not be a part of it.
- Now let’s say involved together three more times: *involved, involved, involved*.

TEACHER TALK

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

1. **Define:** When a person is timid, he or she is shy and not brave. En español, *timid* quiere decir “tímido, retraído o introvertido”. *Timid* in English and *tímido* in Spanish are cognates.
2. **Example:** The shy, timid kitten hid under a blanket.
En español: El gatito tímido se escondió debajo de la manta.
3. **Ask:** What is the opposite of timid?
4. Now let’s look at a picture that demonstrates the word *timid*. (Point to the kitten.) The kitten is timid, and is scared to come out. It feels safe under the blanket.

PARTNER TALK



- Demonstrate with a partner what it looks like to be timid. Then list other words that mean the same as timid.
- Describe a time when you did not want to do something because you were timid. Tell your partner how you felt.
- Now let’s say timid together three more times: *timid, timid, timid*.



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TEACHER TALK

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

- 1. Define:** When you act *furiously*, you act in a way that shows you are very angry.
En español, *furiously* quiere decir “violentamente”.
- 2. Example:** The rattlesnake shook its tail *furiously* as a warning.
En español: La víbora de cascabel movía la cola violentamente a modo de advertencia.
- 3. Ask:** What might make a rattlesnake shake its tail *furiously*?
- 4.** Now let’s look at a picture that demonstrates the word *furiously*. (Point to the snake.) The snake acts *furiously* by sticking out its tongue and shaking its tail.

PARTNER TALK



- Make a list of animals that use their bodies to behave *furiously*. With a partner, rate these animals from most *furious* to least *furious*.
- Describe another animal that behaves *furiously*. Tell your partner why you think the animal acts in this way.
- Now let’s say *furiously* together three more times: *furiously, furiously, furiously*.

TEACHER TALK

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

- 1. Define:** When I *interfere*, I get in the way of something happening.
En español, *interfere* quiere decir “entorpecer, obstruir”.
- 2. Example:** The rain is going to *interfere* with our ball game.
En español: La lluvia va a entorpecer el juego de pelota.
- 3. Ask:** What kind of weather might *interfere* with your plans?
- 4.** Now let’s look at a picture that demonstrates the word *interfere*. (Point to the rain.) Bad weather will *interfere* with most outdoor events.

PARTNER TALK



- Make a list of activities that bad weather can *interfere* with. Share your list with a partner.
- Describe to your partner what you can do so people or events will not *interfere* with your plans.
- Now let’s say *interfere* together three more times: *interfere, interfere, interfere*.



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TEACHER TALK

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

1. **Define:** When there is cooperation, people are working together to do something. En español, *cooperation* quiere decir “cooperación, trabajo que se hace con otras personas”.
2. **Example:** I cleaned the floor faster with Becky’s cooperation. En español: Limpié el piso rápido con la cooperación de Becky.
3. **Ask:** Tell about a time when cooperation made a job easier.
4. Now let’s look at a picture that demonstrates the word *cooperation*. (Point to the kids.) This job is faster and easier with cooperation. It is important for people to work together.

PARTNER TALK



- Act out completing a task with the cooperation of your partner. Show how two people can work together.
- Describe a job you have completed today where you used cooperation. Tell your partner whom you had to work with and if the job was made easier because of cooperation.
- Now let’s say cooperation together three more times: *cooperation, cooperation, cooperation*.

TEACHER TALK

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

1. **Define:** When something is created, it is made or built.
En español, *created* quiere decir “construyeron o crearon”.
2. **Example:** Jim and his grandfather created a home for birds out of wood.
En español: Jim y su abuelo construyeron una pajarera de madera.
3. **Ask:** What is another word for created?
4. Now let’s look at a picture that demonstrates the word *created*. (Point to the birdhouse.) The wooden home was created for the birds. Jim and his grandfather made it themselves.

PARTNER TALK



- With a partner, make a list of words that mean the opposite of created. For example: destroyed, ruined, undone.
- Describe to your partner a time you created something new.
- Now let’s say created together three more times: *created, created, created*.



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TEACHER TALK

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

- 1. Define:** When you make an attempt to do something, you try to do it.
En español, *attempt* quiere decir “intento que se hace para lograr algo”.
- 2. Example:** Maria made an attempt to run a mile.
En español: María hizo el intento de correr una milla.
- 3. Ask:** When have you made an attempt to do something new?
- 4.** Now let’s look at a picture that demonstrates the word *attempt*. (Point to the racers.) The runners are all trying to cross the finish line first. They each make an attempt to win the race.

PARTNER TALK



- With a partner, make a list of the things you want to attempt. For example: playing an instrument, learning a new language, trying out for a team.
- Describe a time you had to help someone make an attempt to do something. Tell your partner what you did and if it worked.
- Now let’s say attempt together three more times: *attempt, attempt, attempt*.

TEACHER TALK

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

- 1. Define:** When a person is awkward, he or she is clumsy and not graceful.
En español, *awkward* quiere decir “torpe o poco elegante”.
- 2. Example:** The penguin looked awkward and clumsy.
En español: El pingüino tenía un aspecto muy torpe.
- 3. Ask:** What word in the sentence means the same as awkward?
- 4.** Now let’s look at a picture that demonstrates the word awkward. (Point to the penguin.) It is not common to see a penguin on its back. The penguin looks awkward, but it is probably just playing!

PARTNER TALK



- We can all be awkward when we do something silly or clumsy. With your partner, act out a scene that shows a funny and awkward moment.
- Describe an animal that you think is awkward. Tell what makes the animal awkward.
- Now let’s say awkward together three more times: *awkward, awkward, awkward*.



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TEACHER TALK

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

1. **Define:** Something that is national has a characteristic of or has to do with a country or the people of the nation. En español, *national* quiere decir “nacional, que pertenece a un país o los ciudadanos de una nación”. *National* in English and *nacional* in Spanish are cognates.
2. **Example:** The Fourth of July is a national holiday.
En español: El Cuatro de Julio es una festividad nacional.
3. **Ask:** Name another national holiday.
4. This picture demonstrates the word *national*. (Point to the child.) This child is celebrating the Fourth of July, an American national holiday. It is our nation’s birthday.

PARTNER TALK



- Discuss with a partner what a national museum might have on display.
- Draw a picture of a national symbol for the United States. Explain it to your partner.
- Now let’s say national together three more times: *national, national, national*.

TEACHER TALK

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

1. **Define:** Traces are small bits or signs left behind that show that something was there.
En español, *traces* quiere decir “restos, indicios que demuestran que había algo”.
2. **Example:** In the morning we found traces, or small amounts, of snow on the plants.
En español: Por la mañana encontramos restos o poquitos de nieve en las plantas.
3. **Ask:** What is another word for traces?
4. Now let’s look at a picture that demonstrates the word *traces*. (Point to the snow.) Small traces of snow are on these plants. There was more snow on them before. Most of it has melted, so we can only see small traces of it.

PARTNER TALK



- If it just rained, what traces would you find outside? Discuss with a partner.
- What are the following traces of? Discuss with your partner.
fur on the couch
crumbs on a table
wet grass
- Now let’s say traces together three more times: *traces, traces, traces*.



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TEACHER TALK

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

1. **Define:** Something that is massive is very, very large.
En español, *massive* quiere decir "enorme, que es muy grande".
2. **Example:** The boaters looked up at the massive stone cliff.
En español: Los navegantes miraron al enorme acantilado de piedra.
3. **Ask:** What is another word for massive?
4. Now let's look at a picture that demonstrates the word *massive*. (Point to the cliff.) This stone cliff is very high above the water. It would be a massive cliff to climb.

PARTNER TALK



- With a partner, make a list of words that mean almost the same as massive.
- With your partner, draw a picture of something that is massive in or near your home. For example, a mountain, the ocean, a skyscraper.
- Now let's say massive together three more times: *massive, massive, massive*.

TEACHER TALK

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

1. **Define:** A monument is a building, statue, or other object made to honor a person or event.
En español, *monument* quiere decir "monumento, edificio, estatua u objeto hecho para rendir homenaje a una persona o suceso histórico".
Monument and *monumento* are cognates.
2. **Example:** This monument honors the leaders of our country. En español: Este monumento rinde homenaje a los líderes de nuestro país.
3. **Ask:** Describe a monument you have seen.
4. Now let's look at a picture that demonstrates the word *monument*. (Point to Mount Rushmore.) Mount Rushmore is a monument that was carved from a mountain to honor our country's leaders.

PARTNER TALK



- With a partner, make a list of some monuments you know of. Can you list what country each one is in? For example: the Lincoln Memorial (U.S.).
- Draw a picture of a monument you would like to make in honor of someone you know. Explain to your partner what it is and who you would like to honor.
- Now let's say monument together three more times: *monument, monument, monument*.

Vocabulary

Unit 1 Week 5

massive



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Vocabulary

Unit 1 Week 5

monument



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