



Visual Vocabulary Cards



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TEACHER TALK

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

1. **Define:** An animal that is hunted by another animal is its *prey*. En español, *prey* quiere decir “animal que es cazado por otro animal”.
2. **Example:** The venus flytrap plant traps its prey inside its sticky leaves. En español: La planta atrapamoscas utiliza sus hojas pegajosas para atrapar a su presa.
3. **Ask:** What is an antonym for prey? Examples include: predator, hunter
4. Now let’s look at a picture that demonstrates *prey*. (Point to the insect.) This insect is caught in the venus flytrap. It is the plant’s prey because the plant has sticky leaves in order to catch food.

PARTNER TALK



- With a partner, think of other plants or animals that are prey. Then beside each prey write what its predator is. For example: mouse, hawk; etc.
- Work with a partner to make a food chain. Think of animals that are predators and prey and work your way up. For example: ants, spiders, birds, hawks, etc.
- Now let’s say prey together three more times: *prey, prey, prey*.

TEACHER TALK

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

1. **Define:** *Vibrations* are rapid motions back and forth or up and down. En español, *vibrations* quiere decir “movimientos rápidos, continuos y en todas las direcciones”.
Vibrations in English and *vibraciones* in Spanish are cognates.
2. **Example:** Eric plucked his guitar strings, causing vibrations as the strings moved quickly back and forth. En español: Eric tocó las cuerdas de la guitarra, causando vibraciones al moverse las cuerdas rápidamente.
3. **Ask:** What else can make vibrations?
4. These strings are making vibrations. (Point to the strings.) I can almost hear the sound they make.

PARTNER TALK

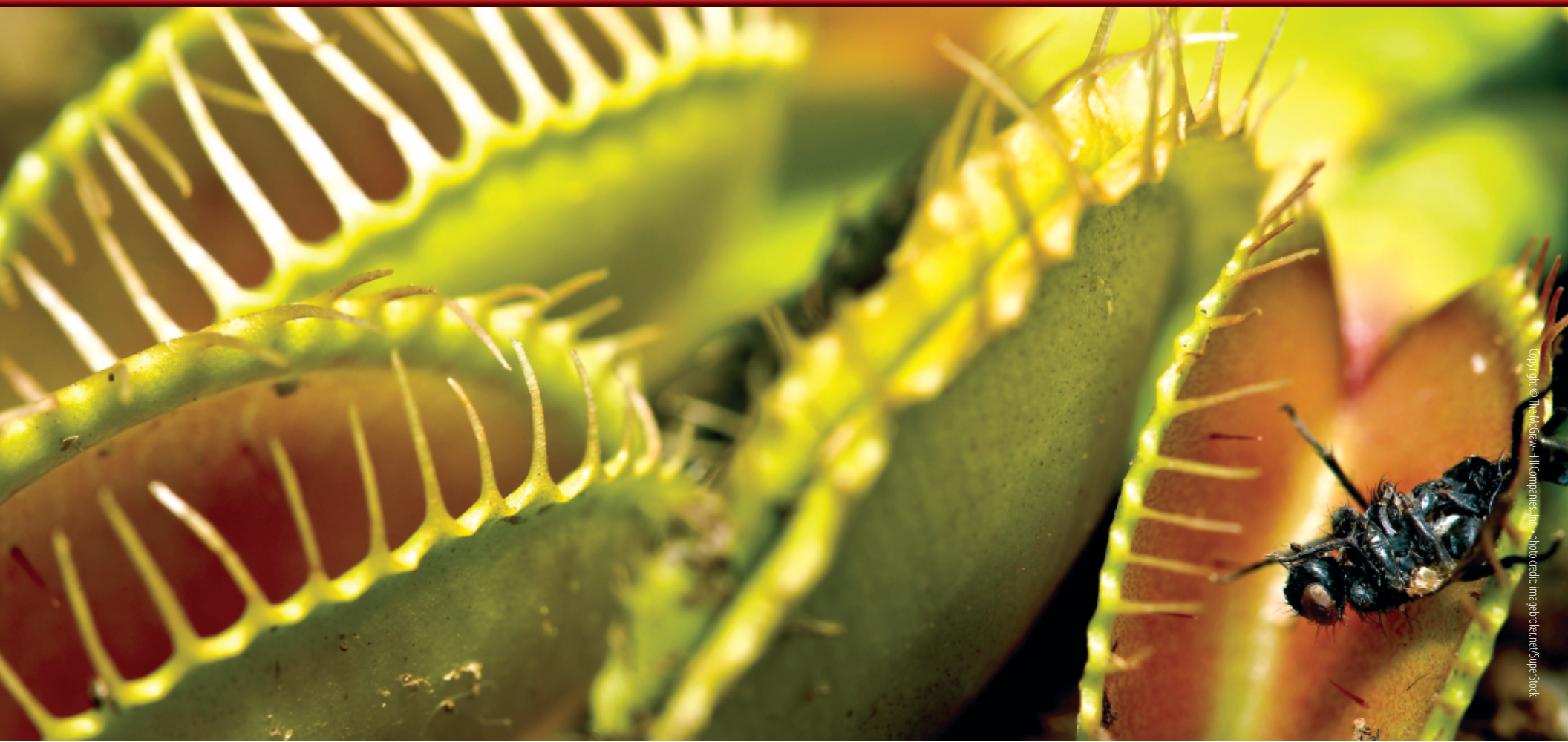


- With a partner, pretend you are playing a guitar. Hum along to make the sounds the guitar strings would make.
- I am going to name some things. With your partner, decide if each thing makes vibrations. If it does, say “*It makes vibrations.*”
a park bench
a drum
a power saw
a rock
- Now let’s say vibrations together three more times: *vibrations, vibrations, vibrations*.

Vocabulary

Unit 2 Week 4

prey



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Vocabulary

Unit 2 Week 4

vibrations



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TEACHER TALK

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

- 1. **Define:** To *pounce* is to leap or spring suddenly in attack. En español, *pounce* quiere decir “saltar rápidamente para atacar”.
- 2. **Example:** The bobcat likes to pounce on fish in the river. En español: Al lince le gusta abalanzarse sobre los peces del río.
- 3. **Ask:** What other animals pounce? Examples include: house cats, lions
- 4. Now let’s look at the picture that demonstrates the word *pounce*. (Point to the bobcat.) The bobcat is high in the air. It looks as if it knows where it wants to land. It is probably pouncing on something it wants to eat.

PARTNER TALK



- With a partner, make a list of animals that pounce. Don’t forget that insects are animals, too.
- I’m going to say some words. With your partner, decide if each is a synonym for pounce. If it is, say “It is a synonym for pounce.”
leap
kneel
jump
swing
- Now let’s say pounce together three more times: *pounce, pounce, pounce*.

TEACHER TALK

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

- 1. **Define:** A *predator* is an animal that lives by hunting other animals for food. En español, *predator* quiere decir “animal que caza otros animales para alimentarse”.
Predator in English and *predador* in Spanish are cognates.
- 2. **Example:** A leopard is a fierce predator that can catch most animals that it hunts. En español: Un leopardo es un predador temible que puede cazar muchos tipos de animales.
- 3. **Ask:** Explain why a hawk is a predator
- 4. This leopard is a predator. (Point to the leopard.) Leopards need to hunt other animals. Predators are above things they hunt on the food chain.

PARTNER TALK



- Make a list of animals that are predators. Then exchange the list with a partner and compare your animals.
- Describe to your partner how a predator hunts for food. What are some characteristics predators might have? For example: ability to run fast, good eyesight, etc.
- Now let’s say predator together three more times: *predator, predator, predator*.

Vocabulary

Unit 2 Week 4

pounce



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Vocabulary

Unit 2 Week 4

predator



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TEACHER TALK

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

- 1. Define:** Something *extraordinary* is very unusual or remarkable. En español, *extraordinary* quiere decir “poco usual o sorprendente”.

Extraordinary in English and *extraordinario* in Spanish are cognates.

- 2. Example:** The owl has an extraordinary ability to stare for a long time without blinking.

En español: El búho tiene una capacidad extraordinaria para mirar fijo sin cerrar los ojos.

- 3. Ask:** What is an antonym for extraordinary?

- 4.** (Point to the owl’s eyes.) An owl has extraordinary eyes. He can see images in low light and from far away.

PARTNER TALK

COLLABORATE



- With a partner, make a list of things you find extraordinary. Add to the list what makes the object extraordinary.
- Name one ordinary thing, such as a piece of bread. Tell your partner what might make it extraordinary, such as eating it with homemade jam.
- Now let’s say extraordinary together three more times: *extraordinary, extraordinary, extraordinary*.

TEACHER TALK

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

- 1. Define:** Something *poisonous* harms or kills by chemical action. En español, *poisonous* quiere decir “que puede envenenar y matar por medio de sustancias químicas”.

- 2. Example:** Some wild mushrooms can make you sick because they are poisonous. En español: Algunos hongos pueden enfermarte porque son venenosos.

- 3. Ask:** What other things are poisonous? Examples include: some flowers, snake venom.

- 4.** Now let’s look at a picture that demonstrates the word *poisonous*. (Point to the mushroom.) Some mushrooms are poisonous and this might be one of them. We should not eat mushrooms in the wild.

PARTNER TALK

COLLABORATE



- With a partner, make a list of household items that are poisonous.
- Look up and draw the symbol for poison. What does this symbol tell you about poison?
- Now let’s say *poisonous* together three more times: *poisonous, poisonous, poisonous*.



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TEACHER TALK

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

- 1. **Define:** Something *camouflaged* is hidden by looking like its surroundings.
En español, *camouflaged* quiere decir “oculto porque se parece a lo que lo rodea”.
- 2. **Example:** It’s hard to see the camouflaged insect because it blends in with the leaf.
En español: Es difícil ver al insecto camuflado, porque se confunde con la hoja.
- 3. **Ask:** How are the words *camouflaged* and *hidden* similar?
- 4. Now let’s look at the picture that demonstrates the word *camouflaged*. (Point to the insect.) It’s hard to see the insect. It’s the same color as the leaf!

PARTNER TALK



- With a partner, make a list of things that are camouflaged. For example: a fawn, some types of snakes, etc.
- Name several ways something can be camouflaged. Work with a partner to find examples for each way. For example: color – a butterfly, shape – a walking stick insect, etc.
- Now let’s say *camouflaged* together three more times: *camouflaged, camouflaged, camouflaged*.

TEACHER TALK

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

- 1. **Define:** To *dribble* is to flow or let flow in small drops.
En español, *dribbles* quiere decir “cae gota a gota”.
- 2. **Example:** Water dribbles from the leaky faucet all night.
En español: El grifo gotea toda la noche porque está averiado.
- 3. **Ask:** Name something else that dribbles. Examples include: food from a baby’s mouth, rain water from a leaky roof.
- 4. Now let’s look at the picture that demonstrates the word *dribbles*. (Point to water coming from the faucet.) This water in this faucet is not rushing or flooding the sink. It dribbles slowly.

PARTNER TALK



- What sound do dribbles make? With your partner, make the sound dribbles make. Then make the sound rushing water makes.
- With your partner, make a list of synonyms for the word *dribbles*. Then make a list of antonyms for the word.
- Now let’s say *dribbles* together three more times: *dribbles, dribbles, dribbles*.



TEACHER TALK

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

1. **Define:** An *imbalance* in something means that its parts are not in an equal, steady, or secure position. En español, *imbalance* quiere decir “que las partes de algo no son iguales, o que algo no está en posición segura”.
2. **Example:** Too much algae created an imbalance in the pond’s ecosystem. En español: Tantas algas crearon un desequilibrio en el ecosistema del estanque.
3. **Ask:** How are imbalance and inequality similar?
4. This picture demonstrates the word *imbalance*. (Point to the frog.) The frog’s head is sticking out of the algae. I hope he finds a pond that does not have this imbalance of algae and clear water.

PARTNER TALK

COLLABORATE



- With a partner, think of an example of an imbalance, such as a flood. Describe what a place looks like before the imbalance and then describe what it looks like with the imbalance.
- Think of a see-saw. Describe to a partner how the see-saw looks and feels when it is evenly balanced. Try to use the words *equal*, *steady*, and *secure* in your description.
- Now let’s say *imbalance* together three more times: *imbalance, imbalance, imbalance*.

TEACHER TALK

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

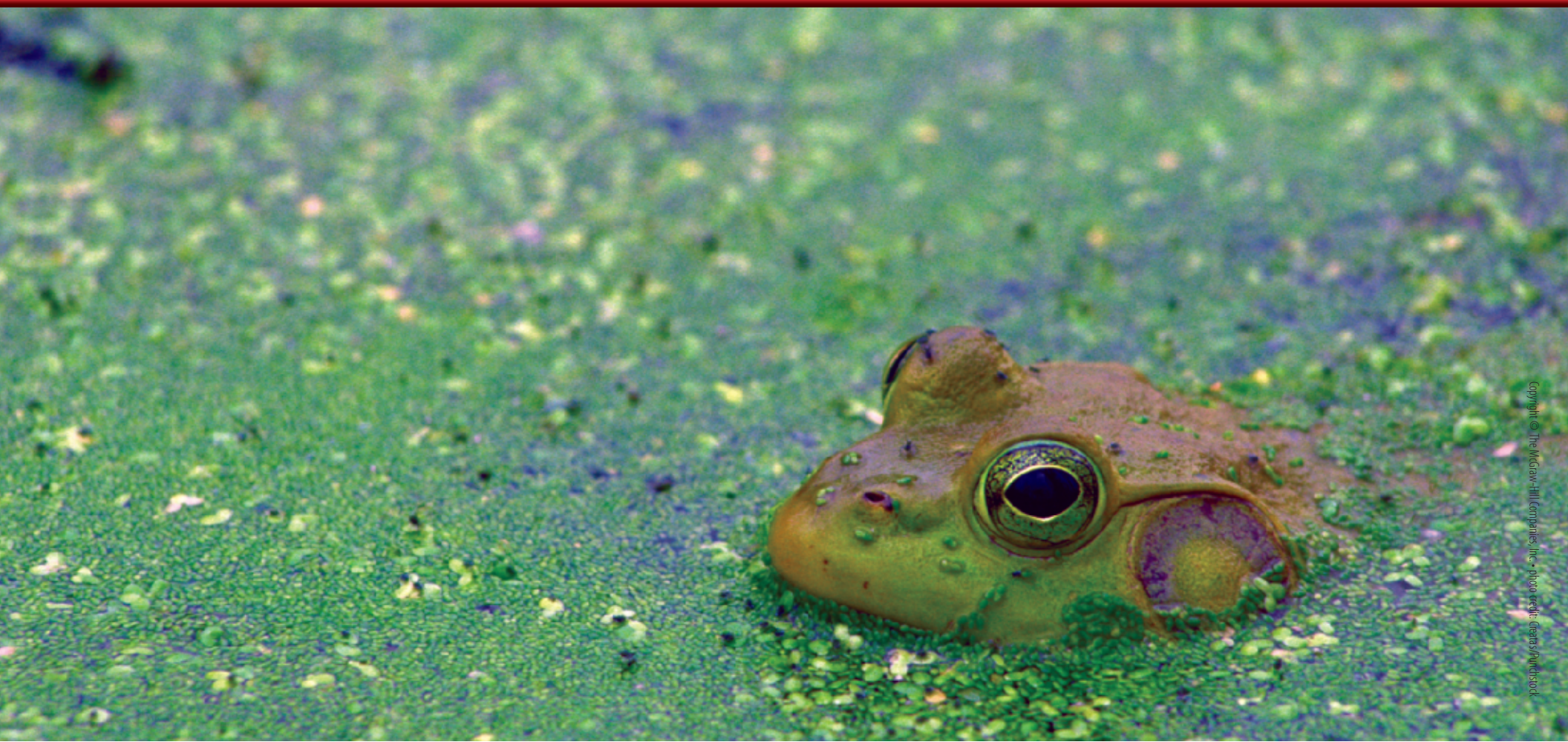
1. **Define:** Something that *ripples* forms small waves. En español, *ripples* quiere decir “que produce ondas pequeñas”.
2. **Example:** The water ripples around the swimming dog. En español: El agua forma ondas alrededor del perro que nada en el agua.
3. **Ask:** If a flag ripples, is the air windy or still?
4. Now let’s look at the picture that demonstrates the word *ripples*. (Point to the water around the dog.) Ripples form on water when something disturbs it. In this picture, it is the dog. Other things can form these small waves, too, such as fabric, when something disturbs them.

PARTNER TALK

COLLABORATE



- With a partner, make a list of things that can ripple. For example: paper, a sail, etc.
- Write a description of something that ripples without naming the object. Have a partner guess what object is rippling.
- Now let’s say *ripples* together three more times: *ripples, ripples, ripples*.



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TEACHER TALK

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

- 1. **Define:** Something that *flourished* thrived or grew strongly.
En español, *flourished* quiere decir “creció con fuerza”.
- 2. **Example:** The sunflowers grew tall and flourished in the rich soil.
En español: Los girasoles crecieron mucho en el rico suelo y florecieron.
- 3. **Ask:** What is a synonym for flourished? Examples include: thrived, lived well
- 4. Now let’s look at the picture of sunflowers in a field. (Point to the sunflowers.) This demonstrates the word *flourished*. The sunflowers look healthy and strong. They have flourished in the field.

PARTNER TALK



- With a partner, pretend you are a flower that is flourishing. Show your partner that you are strong and thriving.
- I’m going to name some things. With your partner, decide if each is something that flourished. If it did, say “It flourished.”
a ripe tomato on a vine
a polluted lake
a garden full of flowers
- Now let’s say flourished together three more times: *flourished, flourished, flourished*.

TEACHER TALK

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

- 1. **Define:** Something that is *fragile* is delicate and tends to break easily. En español, *fragile* quiere decir “delicado y que puede romperse fácilmente”.
Fragile in English and *frágil* in Spanish are cognates.
- 2. **Example:** Tom held the nest carefully because he was afraid the fragile eggs might break. En español: Tom sujetó el nido con cuidado porque temía que los huevos frágiles fueran a romperse.
- 3. **Ask:** What is an antonym for fragile?
- 4. Now let’s look at the picture that demonstrates the word *fragile*. (Point to the eggs.) The eggs are in a strong and carefully made nest. Birds take good care of their fragile eggs.

PARTNER TALK



- With a partner, make a list of things that are fragile. Describe why each item is fragile. For example: a glass plate because it can break if dropped, etc.
- Read the following list to a partner. After each item, say “It’s an antonym for fragile.” or “It’s a synonym for fragile.”
strong
breakable
delicate
tough
- Now let’s say fragile together three more times: *fragile, fragile, fragile*.



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TEACHER TALK

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

1. Define: An *ecosystem* is all the living and nonliving things in an area. En español, *ecosystem* se refiere a “los seres vivos y seres inanimados de una zona”.

Ecosystem in English and *ecosistema* in Spanish are cognates.

2. Example: A reef ecosystem can be disrupted if you remove one species that lives in it. En español: Un ecosistema de coral puede quedar afectado si se elimina una de las especies que vive en él.

3. Ask: What are some other examples of ecosystems? Examples include: rain forests, lakes.

4. This picture demonstrates *ecosystem*. (Point to the coral.) The coral is part of an ecosystem. It is a healthy ecosystem, supporting many kinds of life.

PARTNER TALK

COLLABORATE



- With a partner, read the definition of ecosystem again. Talk about what nonliving things make up an ecosystem. For example: water, soil, etc.
- Choose one ecosystem, such as a forest or a desert, and describe it to a partner.
- Now let's say *ecosystem* together three more times: *ecosystem, ecosystem, ecosystem*.

TEACHER TALK

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

1. Define: Something that is *extinct* no longer exists. En español, *extinct* quiere decir “que no existe más”.

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

2. Example: The American buffalo was hunted so much that it almost became extinct. En español: El búfalo fue cazado tan extensamente que casi quedó extinto.

3. Ask: Name an animal that is now extinct. Examples include: stegosauruses, pterodactyls.

4. This picture shows an animal that almost became extinct. (Point to the buffalo.) Years ago, buffalo were hunted so much they almost disappeared.

PARTNER TALK

COLLABORATE

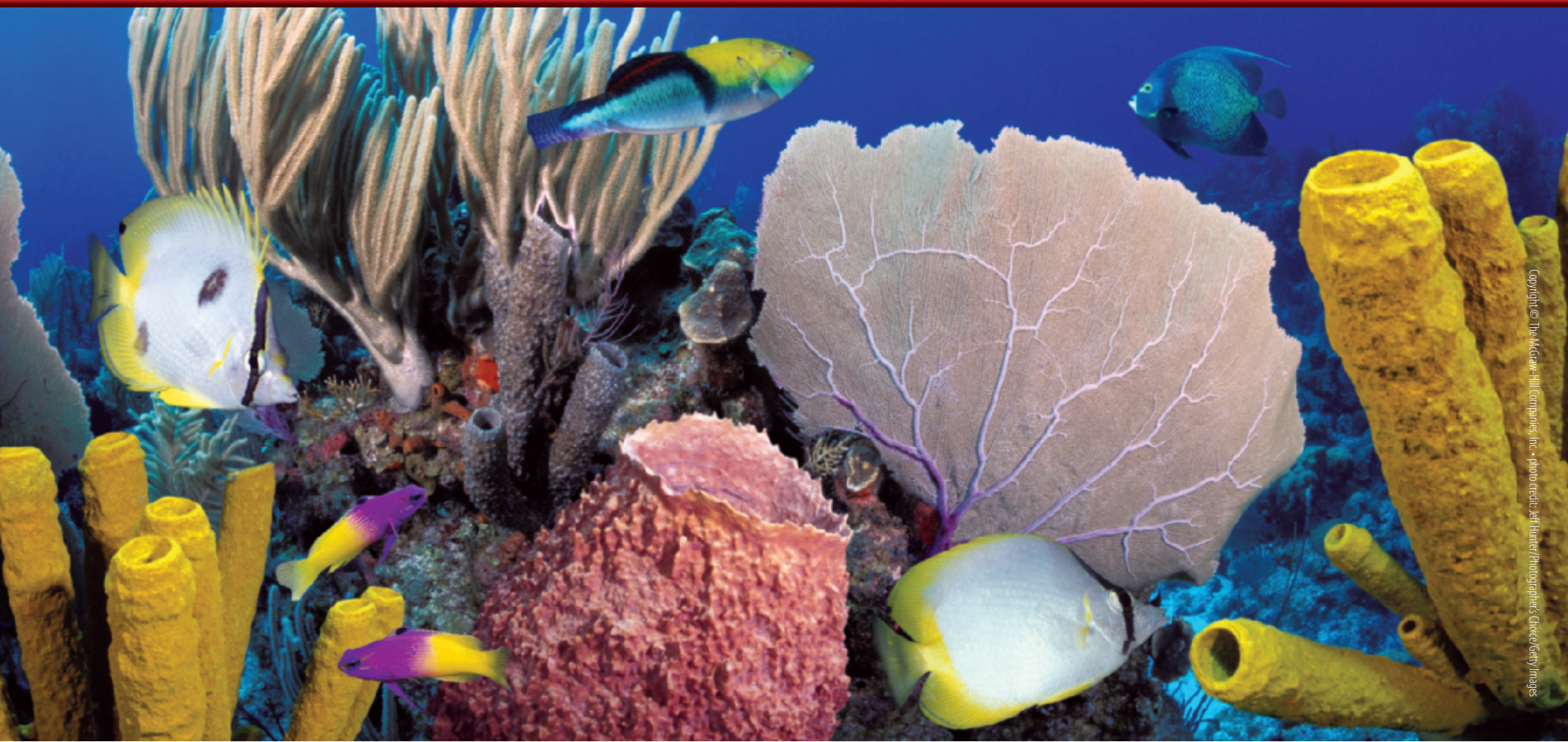


- With a partner, make a list of animals that are extinct. Describe what this means and how it makes you feel.
- Other living things can go extinct, too. With your partner, discuss how plants can also become extinct.
- Now let's say *extinct* together three more times: *extinct, extinct, extinct*.

Vocabulary

Unit 2 Week 3

ecosystem



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Vocabulary

Unit 2 Week 3

extinct



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TEACHER TALK

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

1. **Define:** If something *crumbled*, then it broke into small pieces. En español, *crumbled* quiere decir “roto en muchos pedazos”.
2. **Example:** The old brick wall had crumbled over the years. En español: La vieja muralla de ladrillo se desmoronó con los años.
3. **Ask:** What is a synonym for *crumbled*? Examples include broke apart, dissolved.
4. Now let’s look at the picture that demonstrates the word *crumbled*. (Point to the brick wall.) This wall is breaking up into very small pieces. It must be because it is old. Many things can crumble into tiny pieces, such as the muffin I had for breakfast today.

PARTNER TALK



- With a partner, make a list of things that crumbled.
- I am going to name some things. With your partner, decide if each thing demonstrates something that crumbled. If it did, say “It crumbled.”
bread to crumbs
old stone statue to tiny pieces
ice to water
- Now let’s say *crumbled* together three more times: *crumbled, crumbled, crumbled*.

TEACHER TALK

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

1. **Define:** *Droughts* are long periods of dry weather without rainfall. En español, *droughts* quiere decir “períodos largos de tiempo seco y sin lluvias”.
2. **Example:** Because of the lack of rain, farmers’ crops died during the droughts. En español: Por falta de lluvia, la cosecha de los granjeros se perdió en las sequías.
3. **Ask:** In what part of the world are there a lot of droughts?
4. Now let’s look at the picture that demonstrates the word *droughts*. (Point to the dying crops.) The crops in this field are not growing. They need water to grow, and it must not have rained. Droughts like this can destroy our crops.

PARTNER TALK



- With a partner, talk about what plants need in order to grow. For example: sun, soil, water. Describe to each other what happens to plants during droughts.
- With your partner, make a list of things other than crops that need water. Discuss what happens if there is a flood, or too much water.
- Now let’s say *droughts* together three more times: *droughts, droughts, droughts*.

Vocabulary

Unit 2 Week 3

crumbled



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Vocabulary

Unit 2 Week 3

droughts



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