



Visual Vocabulary Cards



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TEACHER TALK

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

- 1. **Define:** Features are distinct characteristics.
En español, *features* quiere decir “rasgos, características que distinguen”.
- 2. **Example:** Stripes and a striped mane are obvious features of zebras.
En español: Las rayas son el rasgo más obvio de la cebra.
- 3. **Ask:** What features do birds have that help them fly?
- 4. This picture shows features of an animal. (Point to one of the zebras.) We look at these animals and know they are zebras. The most visible features of these zebras are their stripes and striped manes.

PARTNER TALK



- Work with your partner to make a list of as many features of birds as you can. Label your list *Bird Features*. Compare your list with other students' lists.
- Draw a picture of your favorite animal. Label as many features as you can. Tell your partner about the different features your favorite animal has.
- Now let's say *features* together three more times: *features, features, features*.

TEACHER TALK

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

- 1. **Define:** *Survive* means “to stay alive.”
En español, *survive* quiere decir “sobrevivir, mantenerse vivo”.
- 2. **Example:** Armadillos' armor helps them survive attacks from other animals.
En español: La armadura del armadillo lo ayuda a sobrevivir los ataques de otros animales.
- 3. **Ask:** What would you do to survive a snowstorm?
- 4. This picture demonstrates the word *survive*. (Point to armor on the armadillo.) The armor on the armadillo protects the softer body underneath it. The armor helps the armadillo survive attacks by keeping the attacker from piercing the armadillo's body.

PARTNER TALK



- Talk with your partner about the features of different animals that help them survive. For example, what features on a porcupine help it survive? Use this sentence frame: _____ helps a _____ survive.
- Answer “yes” or “no” to the following questions. Explain your answers to your partner.
If an elephant lives after a branch falls on it, did the elephant survive?
If a person catches a fish and cooks it, did the fish survive?
If a bird eats a worm, did the bird survive? Did the worm survive?
- Now let's say *survive* together three more times: *survive, survive, survive*



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TEACHER TALK

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

- 1. **Define:** If you do something efficiently, you do it quickly and correctly.
En español, *efficiently* quiere decir “eficazmente, que haces algo bien y rápidamente”.
Efficiently in English and *eficazmente* in Spanish are cognates.
- 2. **Example:** Assembly lines help people build things efficiently.
En español: Las cadenas de montaje ayudan a que las cosas sean construidas eficazmente.
- 3. **Ask:** Why is it good to work efficiently?
- 4. (Point to the assembly line). With an assembly line, products can be built more efficiently.

PARTNER TALK



- Talk with your partner about how computers help people work efficiently.
- Tell your partner about the routine you follow to do your homework. Help each other think of ways to do homework more efficiently. Use this sentence frame: *You can do your homework more efficiently by _____.*
- Now let’s say *efficiently* together three more times: *efficiently, efficiently, efficiently.*

TEACHER TALK

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

- 1. **Define:** *Extends* means “stretches out.”
En español, *extends* quiere decir “mide, tiene cierta longitud”.
- 2. **Example:** This road extends fifty miles.
En español: Esta carretera mide cincuenta millas.
- 3. **Ask:** What is something that extends from the front to the back of our classroom?
- 4. This picture shows something that extends a long way. (Sweep your hand across the length of the road.) You can see this road stretches out, or extends a long way.

PARTNER TALK



- Follow these directions. Afterward, tell your partner how it felt to extend your arms and fingers.
Extend your arms above your head.
Extend your arms out to your sides.
Extend the fingers on both hands as far as you can.
- Talk about different areas in your school that extend from one place to another. For example, the front hallway might extend from the front door to the back door. Use this sentence frame: *_____ extends from _____ to _____.*
- Now let’s say *extends* together three more times: *extends, extends, extends.*



corresponding

TEACHER TALK

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

- 1. **Define:** *Corresponding* means “similar or matching.”
En español, *corresponding* quiere decir “correspondiente, similar o relacionado”.
- 2. **Example:** Mom pointed to the windows, and I found the corresponding part on the diagram.
En español: Mamá señaló las ventanas y encontré el dibujo correspondiente en el diagrama.
- 3. **Ask:** Why might it be helpful to find a corresponding part on a diagram?
- 4. This picture demonstrates the word *corresponding*. (Point to the diagram.) This diagram has pictures of windows matching the real windows on the house.

PARTNER TALK



- Draw a simple map of your classroom with your partner. Circle the desks on your map that correspond to the real desks you sit at in the classroom. Discuss your map with your partner.
- Point to an item of clothing you are wearing. Have your partner point to a corresponding item he or she is wearing and tell why it is corresponding. Switch roles and repeat.
- Now let’s say *corresponding* together three more times: *corresponding, corresponding, corresponding*.

impressed

TEACHER TALK

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

- 1. **Define:** If you are impressed by something, you are greatly affected or amazed by it.
En español, *impressed* quiere decir “impresionado, afectado o asombrado por algo”.
Impress in English and *impresionar* in Spanish are cognates.
- 2. **Example:** Kenny was impressed by the enormous and detailed mural.
En español: Kenny quedó impresionado por los detalles del enorme mural.
- 3. **Ask:** What is something that impressed you?
- 4. (Point to the boy’s face.) You can see the boy is amazed by this huge painting.

PARTNER TALK



- Talk with your partner about a time you were impressed by someone. Tell why he or she impressed you. Use this sentence frame: *I was impressed by _____ because _____.*
- Tell your partner about a book or story that impressed you. Talk about why you were so impressed.
- Now let’s say *impressed* together three more times: *impressed, impressed, impressed*.



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compromise

TEACHER TALK

- One word in the selection is *compromise*. Say it with me: *compromise*. Follow the vocabulary routine.
- 1. Define:** When people compromise, each person gives up a little of what they want so everyone can agree.
En español, *compromise* quiere decir “acordar algo, ceder un poco para encontrar una solución”.
 - 2. Example:** Jen and Mara compromise by first playing checkers and then playing basketball.
En español: Jen y Mara acordaron jugar a las damas y después al básquetbol.
 - 3. Ask:** Do you think it is good to compromise? Why or why not?
 - 4.** Jen wants to play checkers. Mara wants to play basketball. They compromise by first playing checkers, and then playing basketball.

PARTNER TALK



- With a partner, pretend one of you wants to go to the movies and the other wants to go to the park. Then compromise by agreeing to something you both would like to do. In your conversation, use the sentence “Let’s compromise.”
- Exchange stories with your partner about a time you had to compromise. Talk about what you wanted and then what you did to compromise.
- Now let’s say *compromise* together three more times: *compromise, compromise, compromise*.

cooperate

TEACHER TALK

- One word in the selection is *cooperate*. Say it with me: *cooperate*. Follow the vocabulary routine.
- 1. Define:** When you cooperate you work together with others.
En español, *cooperate* quiere decir “cooperar, trabajar en equipo con otros”.
To cooperate in English and *cooperar* in Spanish are cognates.
 - 2. Example:** The children cooperate to clean up the yard.
En español: Los niños cooperaron y juntos limpiaron todo el jardín.
 - 3. Ask:** Whom do you cooperate with? How?
 - 4.** The children work together to rake the leaves. They cooperate by helping each other do the job.

PARTNER TALK



- Walk around the room with your partner. Cooperate to pick up any scraps of paper that you find on the floor and recycle them.
- Talk with your partner about a time you cooperated with classmates on a school project. Use the sentence frame: *We had to cooperate to _____*.
- Together, answer “yes” or “no” to each question:
If you cooperate, do you help?
If you cooperate, do you work alone?
If you cooperate, do you work together?
- Now let’s say *cooperate* together three more times: *cooperate, cooperate, cooperate*.



repay

TEACHER TALK

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

1. **Define:** *Repay* means “to pay back” or “to return a favor.”

En español, *repay* quiere decir “devolver, ya sea un favor o dinero prestado”.

2. **Example:** Jake will repay Jordan for tutoring him by lending Jordan a book he wanted to read.

En español: Como Jordan le ayudó a estudiar, Jake le va a devolver el favor prestándole el libro que tanto le gusta.

3. **Ask:** How could you repay someone who helped you with your homework?
4. This picture demonstrates the word *repay*. This boy is grateful for what Jordan did for him. He wants to repay him by lending him a book.

PARTNER TALK



- Pretend you lost your dog. Tell your partner how you would repay the person who found it. Use the sentence frame: *I would repay the person who found my dog by _____.*
- Think about a time someone did a favor for you. Talk with your partner about what the favor was and how you might repay the person who did the favor.
- Now let’s say *repay* together three more times: *repay, repay, repay.*

sympathized

TEACHER TALK

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

1. **Define:** *Sympathized* means “felt someone else’s sadness.”

En español, *sympathized* quiere decir “compadeció, que sintió la tristeza de otro”.

2. **Example:** Hector sympathized with his friend’s unhappiness.

En español: Hector se compadeció por la tristeza de su amigo.

3. **Ask:** Is it good to sympathize with others? Why or why not?
4. The boy in this picture sympathized with a friend. (Point to the boy who sympathized.) He knew that his friend was unhappy. He understood how his friend felt.

PARTNER TALK



- Take turns with your partner acting out how to sympathize with someone.
- Tell your partner about a time someone sympathized with you. Talk about how it made you feel.
- Now let’s say *sympathized* together three more times: *sympathized, sympathized, sympathized.*



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TEACHER TALK

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

1. Define: To be engrossed means to give your total attention to something.

En español, *engrossed* quiere decir “absorto, con la atención completamente puesta en algo”.

2. Example: Jarod was so engrossed in his book that he forgot what time it was.

En español: Tan absorto estaba Jarod en su libro que olvidó la hora.

3. Ask: What is something you have been engrossed in?

4. The picture shows a boy engrossed in a book. (Point to the boy.) He is so interested in his book that he is unaware of anything else.

PARTNER TALK



- Act out being engrossed in a book. Then have your partner act out being engrossed in writing a report. Talk to each other about what you were trying to show in your performances.
- Talk to your partner about what happens when you are engrossed in a television program or a book. Use the sentence frame: *When I am engrossed in a _____, I _____.*
- Now let's say *engrossed* together three more times: *engrossed, engrossed, engrossed.*

TEACHER TALK

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

1. Define: A legacy is an inheritance or something handed down from the past.

En español, *legacy* quiere decir “legado, herencia o cualquier cosa que ha sido transmitida a otros”.

2. Example: Visitors come to Washington, DC to view the country's legacy of freedom and democracy.

En español: Los turistas van a Washington, DC, a apreciar el legado de libertad y democracia de este país.

3. What is another word for *legacy*?

4. The picture shows the White House. It is a legacy of the U.S. government and the home of our President.

PARTNER TALK



- Talk to your partner about a family legacy you have. Do you celebrate a special holiday? Do you have a special way to celebrate birthdays in your family? Use the sentence frame: *We have a family legacy of _____.*
- Art can be a legacy. Work with your partner to create a drawing as a legacy to next year's fifth graders. Talk about what you would like to share with them about what made this year special. Then work together to draw the picture as your legacy.
- Now let's say *legacy* together three more times: *legacy, legacy, legacy.*



TEACHER TALK

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

- 1. **Define:** To be native means to be born or to have started somewhere.
En español, *native* quiere decir “nativo, nacido en cierto lugar”.
- 2. **Example:** Blueberries are native to North America.
En español: El arándano es nativo de Norteamérica.
- 3. **Ask:** What other foods are native to North America?
- 4. The blueberries in this picture are native to North America. (Point to the blueberries.) They can be found in many places, but they first grew in North America.

PARTNER TALK



- Work with a partner to explain what each phrase means.
a plant native to the desert
a person native to Mexico
- Take turns with a partner reading each word or phrase aloud. If it means something similar to *native*, say “native.” If it means the opposite of *native*, say “not native.”
foreign to
born in
started in
visited
left
- Now let’s say *native* together three more times: *native, native, native.*

TEACHER TALK

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

- 1. **Define:** To restore something means to bring it back to its original place or condition.
En español, *restore* quiere decir “devolver, llevar algo a su condición original”.
- 2. **Example:** Workers hope to restore animals like these to their natural homes in the wild.
En español: Los empleados esperan devolver animales como estos a su hábitat natural.
- 3. **Ask:** Is it a good idea to restore animals to their homes in the wild? Why or why not?
- 4. This picture shows how people are trying to restore animals. (Point to the animal.) When this injured animal is well again, it will be brought back, or restored, to the wild.

PARTNER TALK



- Go to a spot in the classroom and take something away from its proper place. Say, “I remove the _____.” Your partner will take the item from you and put it back while saying, “I restore the _____.”
- What do you think it involves to restore a historic home? Talk about it with your partner.
- Now let’s say *restore* together three more times: *restore, restore, restore.*



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TEACHER TALK

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

- 1. **Define:** Depleted means that the amount of something has lessened.
En español, *depleted* quiere decir “mermado, que tiene menos cantidad que antes”.
- 2. **Example:** The air in the basketball had depleted.
En español: El aire que tenía el balón ha mermado mucho.
- 3. **Ask:** What might cause your energy to become depleted?
- 4. Now let’s look at a picture that demonstrates the word *depleted*. (Point to the basketball.) When this basketball was round, it was filled with air. As the basketball got used, the air had depleted.

PARTNER TALK



- If we sweat too much, the water in our body becomes depleted. With a partner, talk about what we can do if the water in our body becomes depleted.
- With your partner, draw a picture showing a shelf with food and another picture showing the shelf after the food has been depleted. Write captions for the pictures.
- Now let’s say *depleted* together three more times: *depleted, depleted, depleted*.

TEACHER TALK

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

- 1. **Define:** Forces are powers that cause change or movement.
En español, *forces* quiere decir “fenómenos, poderes que causan cambio o movimiento”.
- 2. **Example:** Some forces of nature, such as floods, cause destruction.
En español: Algunas fenómenos naturales, como los diluvios, causan destrucción.
- 3. **Ask:** What forces of nature do you know about?
- 4. This picture shows one of the forces of nature. (Point to the water.) The flood waters cover the roadway.

PARTNER TALK



- Some forces of nature are wind, gravity, volcanoes, and moving water. Work with your partner to draw a picture of one of the forces of nature. Write a caption for your picture using the word *forces*.
- Listed are some things that could happen to a town. For each thing, tell whether a force of nature was the cause. Work with a partner.
The ground shook.
The town changed its name.
The roads developed potholes.
People paid their taxes.
- Now let’s say *forces* together three more times: *forces, forces, forces*.