



Visual Vocabulary Cards



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Education

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ISBN: 978-0-02-118572-6
MHID: 0-02-118572-7

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



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TEACHER TALK

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

- 1. **Define:** A site is a specific location.
En español, *sites* quiere decir “sitios, lugares concretos”.
- 2. **Example:** Tourists often visit historic sites on their vacations.
En español: A menudo, los turistas visitan sitios históricos durante sus vacaciones.
- 3. **Ask:** How are the meanings of *sites* and *places* related?
- 4. This picture shows one of many historic sites in the United States. (Point to Mount Rushmore.) This place is very famous. Many people visit this location because it has great historical value.

PARTNER TALK

COLLABORATE



- Think of a particular site in your classroom. Give a partner directions to find the site, and see if he or she can do so. Use the word *site* in your directions. Then have your partner choose a site that you must find.
- Work with your partner to write sentences using the word *site*. Complete this sentence frame: A site I like to visit is _____.
- Now let's say *sites* together three more times: *sites, sites, sites*.



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TEACHER TALK

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

- 1. **Define:** The environment is the surroundings in which people, animals, and plants live.
En español, *environment* quiere decir “medioambiente, circunstancias que rodean a la gente, los animales y las plantas”.
- 2. **Example:** A desert is a very dry environment where few plants grow.
En español: Un desierto es un medioambiente muy seco donde crecen pocas plantas.
- 3. **Ask:** What is another environment?
- 4. Let’s look at a picture of a desert environment. (Point to the desert.) Deserts are very dry places.

PARTNER TALK



- Work with a partner to come up with one or two words to describe each of these environments:
lake
rain forest
arctic
- Name a few animals. Have your partner describe their ideal environment. Together, complete this sentence frame. _____ is the ideal environment for _____.
- Now let’s say *environment* together three more times: *environment, environment, environment*.

TEACHER TALK

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

- 1. **Define:** Something extreme is very unusual or serious or is done to a great degree.
En español, *extreme* quiere decir “extremo, bastante inusual”.
- 2. **Example:** Ice climbing is an extreme sport because the climber faces many dangers.
En español: La escalada en hielo es un deporte extremo porque el alpinista se enfrenta a muchos peligros.
- 3. **Ask:** If you had an extreme fear of heights, could you go ice climbing?
- 4. (Point to the ice climber.) Few people practice the extreme sport of ice climbing because it’s dangerous and requires very cold temperatures.

PARTNER TALK



- How does someone who suffers from extreme shyness behave? How could you help such a person? Talk about it with your partner.
- Name places that experience extreme weather conditions. What do you think people do to survive in those areas? Turn to a partner and share your ideas.
- Now let’s say *extreme* together three more times: *extreme, extreme, extreme*.



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TEACHER TALK

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

- 1. Define:** Something unusual is uncommon, different, or not typical.
En español, *unusual* quiere decir “inusual, poco común, diferente”.
Unusual in English and *inusual* in Spanish are cognates.
- 2. Example:** The Komodo dragon is an unusual kind of lizard.
En español: El dragón de Komodo es un tipo de lagarto inusual.
- 3. Ask:** How are the meanings of *unusual* and *strange* related?
- 4.** (Point to the Komodo dragon.) This unusual animal is much bigger than a typical lizard.

PARTNER TALK



- Make a list of things that are unusual for you to do. Exchange lists with a partner.
- Name some things that are unusual to see. Ask your partner if he or she agrees that they are unusual.
- Now let's say *unusual* together three more times: *unusual, unusual, unusual*.

TEACHER TALK

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

- 1. Define:** Something that is volcanic relates to an opening in Earth's crust from which melted or hot rock and steam come out.
En español, *volcanic* quiere decir “volcánico, relacionado con aberturas en la corteza terrestre”.
Volcanic in English and *volcánico* in Spanish are cognates.
- 2. Example:** During the volcanic eruption, lava and ash burst into the air.
En español: Durante la erupción volcánica hubo mucha lava y cenizas.
- 3. Ask:** Why are volcanic eruptions dangerous?
- 4.** (Point to the volcano.) A volcanic eruption can be a disastrous event for living things in that area.

PARTNER TALK



- What do you think you would hear, see, feel, and smell during a volcanic eruption? Turn to a partner and discuss your ideas.
- Now you and your partner will express your ideas in sentences. Use this sentence frame: During the volcanic eruption, _____.
- Now let's say *volcanic* together three more times: *volcanic, volcanic, volcanic*.



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TEACHER TALK

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

- 1. **Define:** Accounts are written or spoken descriptions of an event or situation.
En español, *accounts* quiere decir “explicaciones, declaraciones o relatos”.
- 2. **Example:** The reporter was getting the accounts of people who saw the accident.
En español: El reportero anotaba las explicaciones de las personas que vieron el accidente.
- 3. **Ask:** When might people give accounts of an event?
- 4. This picture shows reporters listening to people’s accounts. (Point to the reporters.) These people are describing what they saw.

PARTNER TALK



- Tell a partner about a time you had to give an account of what you saw.
- Another word for *accounts* is *reports*. With your partner, write sentences using the word *accounts*. Then replace *accounts* with *reports* to see if the sentence still makes sense.
- Now let’s say *accounts* together three more times: *accounts, accounts, accounts*.

TEACHER TALK

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

- 1. **Define:** An eyewitness is someone who has seen an event in person.
En español, *eyewitness* quiere decir “testigo, alguien que ve algo en persona”.
- 2. **Example:** I was an eyewitness to the grand opening of the new store.
En español: Fui testigo de la apertura de la tienda nueva.
- 3. **Ask:** What does an eyewitness contribute to understanding an event?
- 4. Each onlooker in this picture is an eyewitness. (Point to the crowd.) They are present at the opening of the store. They see the event.

PARTNER TALK



- Why do you think it is more exciting to be an eyewitness to an event instead of just hearing about it? Discuss your ideas with a partner.
- Pretend that your partner is an eyewitness to a protest. Ask him or her questions about the protest. Switch roles.
- Now let’s say *eyewitness* together three more times: *eyewitness, eyewitness, eyewitness*.



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TEACHER TALK

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

- 1. Define:** Someone who conquered something, gained control over it.
En español, *conquered* quiere decir “venció, logró controlar algo”.
- 2. Example:** Brent conquered his fear of jumping off the diving board.
En español: Brent venció su miedo a saltar desde el trampolín.
- 3. Ask:** How are the meanings of *conquered* and *beat* related?
- 4.** The boy in this picture conquered his fear of jumping into a pool. (Point to the boy.) He is able to leap into the water.

PARTNER TALK



- List some fears people have. Have a partner suggest ways those fears can be conquered.
- Work with your partner to write sentences with *conquered*. Take turns reading your sentences aloud.
- Now let's say *conquered* together three more times: *conquered, conquered, conquered*.

TEACHER TALK

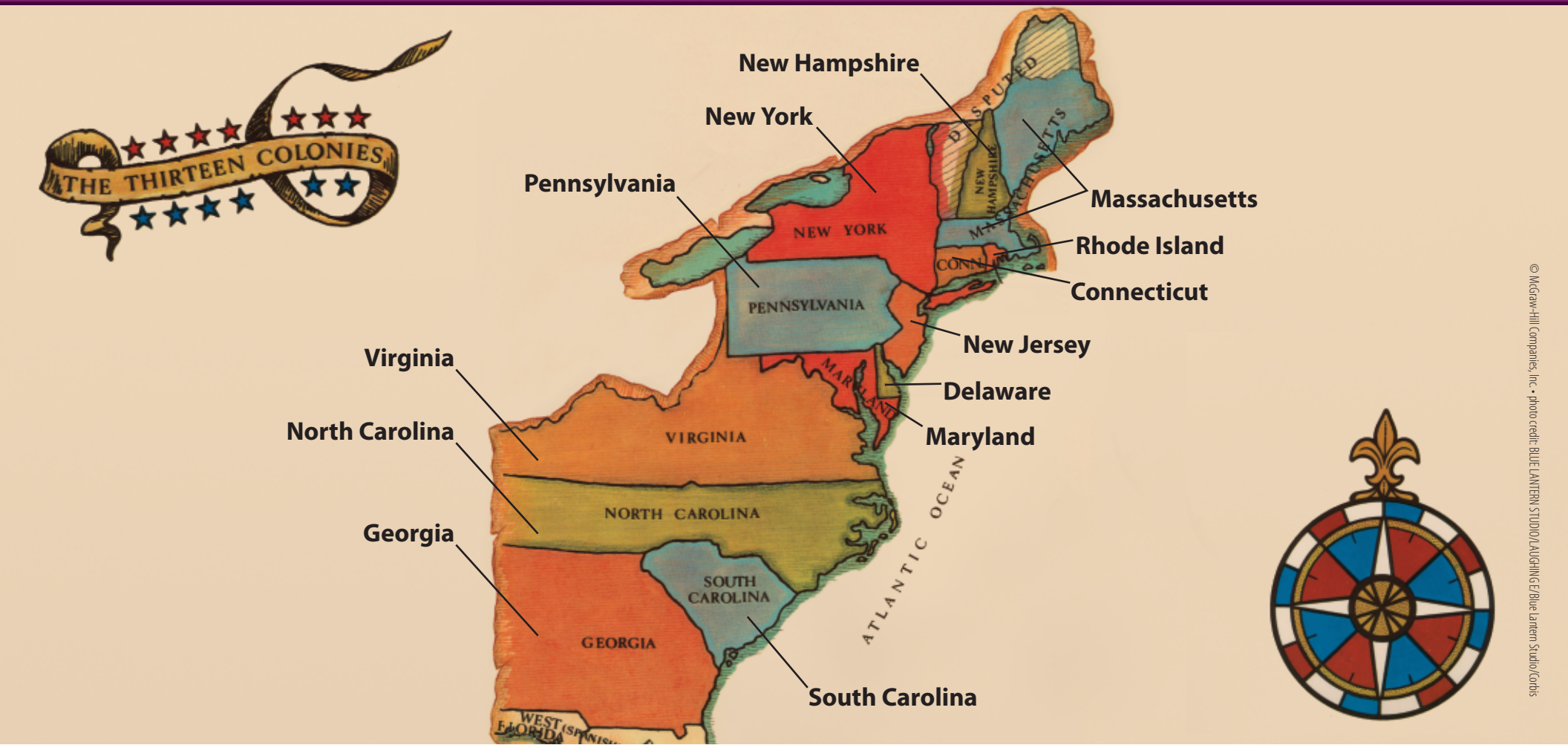
One word in the selection is *limit*. Say it with me: *limit*. Follow the vocabulary routine.

- 1. Define:** To limit is to stop or put restrictions on something.
En español, to *limit* quiere decir “limitar, poner restricciones a algo”.
Limit in English and *limitar* in Spanish are cognates.
- 2. Example:** The rules limit the number of times the pitcher can throw the ball.
En español: Los reglamentos limitan el número de veces que el lanzador puede lanzar la pelota.
- 3. Ask:** Why do parents limit what small children can do alone?
- 4.** This picture illustrates the meaning of *limit*. (Point to the baseball team.) This team will be allowed to bat when the other team has three outs.

PARTNER TALK



- In what ways do you limit yourself? What would happen if you did not? Share your thoughts with a partner.
- Darkness can limit what you can see. Turn to your partner and list other things that can limit vision. Complete this sentence frame:
_____ can limit your ability to see because _____.
- Now let's say *limit* together three more times: *limit, limit, limit*.



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TEACHER TALK

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

1. Define: Colonies are regions that a more powerful country controls.

En español, *colonies* quiere decir “colonias, regiones controladas por un país poderoso”.

Colonies in English and *colonias* in Spanish are cognates.

2. Example: The 13 Colonies were under the rule of the King of England.

En español: Las 13 colonias estaban bajo el mando del rey de Inglaterra.

3. Ask: What do you know about America’s 13 Colonies?

4. These colonies on the map united to declare independence from Great Britain.

PARTNER TALK



- What might be some problems with living in colonies under another government’s rule? Discuss this question with a partner.
- A group of bees is called a colony. How is this colony related to human colonies? Share your ideas with your partner.
- Now let’s say *colonies* together three more times: *colonies, colonies, colonies*.

TEACHER TALK

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

1. Define: In a competition, people or groups try to be the best at something.

En español, *competition* quiere decir “competencia, actividad en la que se intenta ser mejor que otros”.

2. Example: The jump rope competition was exciting to watch.

En español: La competencia de saltar a la cuerda estuvo muy animada.

3. Ask: How does a competition prove someone’s skill?

4. Now let’s look at a picture of a competition. (Point to the kids jumping rope.) These kids are displaying their rope-jumping skills in public to decide who’s the best at it.

PARTNER TALK



- Tell a partner about some competitions you’ve been a part of or watched. Who won, and why? Then listen as your partner tells you about competitions he or she has been in or seen.
- Competition can take place in many different settings. Besides athletic competitions, in what other ways can people compete? Make a list with your partner.
- Now let’s say *competition* together three more times: *competition, competition, competition*.



TEACHER TALK

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

1. Define: A phenomenon is something unusual that happens in the world.

En español, *phenomenon* quiere decir “fenómeno, algo que ocurre de forma inusual”.

Phenomenon in English and *fenómeno* in Spanish are cognates.

2. Example: An eclipse is a phenomenon of astronomy.

En español: Un eclipse es un fenómeno astronómico.

3. Ask: What is another phenomenon in the natural world?

4. This picture shows a natural phenomenon. Eclipses take place only occasionally.

PARTNER TALK



- Think about a rare or important event you heard about or saw on the news. An example would be a sandstorm. Would you consider this event a phenomenon? Debate it with a partner. Then have your partner come up with an event to discuss.
- Work with your partner to complete this sentence frame: _____ is a phenomenon because _____.
- Now let's say *phenomenon* together three more times: *phenomenon, phenomenon, phenomenon*.



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TEACHER TALK

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

- 1. **Define:** A device is a tool or a machine designed for a special purpose.
En español, *device* quiere decir “aparato o dispositivo diseñado para un propósito determinado”.
- 2. **Example:** The boy was talking on a hand-held device.
En español: El chico estaba hablando por un aparato manual.
- 3. **Ask:** What device do you use often?
- 4. Let’s look at a picture of a device. (Point to the boy talking on the cell phone.) A cell phone is a special tool we use to communicate with others.

PARTNER TALK



- Think of a popular listening device. What makes this device better than others? Share your ideas with a partner.
- Name a device your family uses at home. Describe what this device is used for. Then have your partner describe a device used in his or her home.
- Now let’s say *device* together three more times: *device, device, device*.

TEACHER TALK

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

- 1. **Define:** Items that are gathered are collected and brought together.
En español, *gathered* quiere decir “juntaron, reunieron diversos objetos”.
- 2. **Example:** Marta and Kate gathered flowers.
En español: Martha y Kate juntaron flores.
- 3. **Ask:** What is the opposite of *gathered*?
- 4. This picture illustrates the meaning of *gathered*. (Point to the girls.) These girls put together a bouquet of flowers. They picked them one by one and arranged them together.

PARTNER TALK



- Tell a partner about something you gathered recently. Answer your partner’s questions about where and why you gathered it.
- Read this list. Take turns with your partner telling whether each item is something that has been gathered.
students getting together for a meeting
students going home after school
fish swimming away from a shark
runners waiting at the starting line for a race
- Now let’s say *gathered* together three more times: *gathered, gathered, gathered*.