



# Visual Vocabulary Cards



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**Education**

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TEACHER TALK

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

1. **Define:** To *escape* is to get out and away from someplace.

En español, *escape* quiere decir “escapar, salir y huir de un lugar”.

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

2. **Example:** The dog was able to escape from the yard.

En español: El perro logró escapar del patio.

3. **Ask:** Why do you think a dog may want to escape from a yard?

4. This picture shows the word *escape*. The dog was in the yard and then it got out. What do you think will happen next?

PARTNER TALK



- Pretend to be a lion escaping from its cage at the zoo.
- With your partner, make up a story about an animal escape. Share your story with the class.
- Now let’s say *escape* together three more times: *escape, escape, escape*.

TEACHER TALK

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

1. **Define:** A *friend* is someone you like to spend time with.

En español, *friend* quiere decir “amigo, una persona con la que te gusta estar”.

2. **Example:** You can have fun with a friend playing with toys.

En español: Te puedes divertir con un amigo jugando con juguetes.

3. **Ask:** What do you like to do with a friend?

4. The children in this picture are friends. Friends like to spend time together. These friends are playing with blocks.

PARTNER TALK



- Draw a picture of something you and a friend like to do together. Share the picture with your partner.
- Look at your picture and complete the sentence for your partner: *My friend and I like to \_\_\_\_*.
- Talk with your partner about what makes a good friend.
- Now let’s say *friend* together three more times: *friend, friend, friend*.

grasped



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problem



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## TEACHER TALK

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

1. **Define:** If you *grasped* something, you held it very tightly.  
En español, *grasped* quiere decir "sujetó, tomó con mucha fuerza".
2. **Example:** The boy grasped the baseball bat.  
En español: El niño sujetó el bate de béisbol.
3. **Ask:** What equipment on the playground do you usually grasp?
4. The boy in the picture is holding on tightly to the baseball bat. He is grasping it with both hands.

## PARTNER TALK



- Pretend that you are grasping a baseball bat. Then pretend you hit a home run!
- Find an object in the classroom and grasp it. Tell your partner about it. Finish the sentence: *I grasped \_\_\_\_.*
- Now let's say *grasped* together three more times: *grasped, grasped, grasped.*

## TEACHER TALK

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

1. **Define:** A problem is something that is hard to figure out.  
En español, *problem* quiere decir "problema, algo difícil de solucionar".  
*Problem* in English and *problema* in Spanish are cognates.
2. **Example:** Forgetting to bring your lunch to school is a problem.  
En español: Olvidarse de llevar el almuerzo a la escuela es un problema.
3. **Ask:** How could you fix the problem of a missing lunch?
4. The child in the picture is thinking about a problem: he forgot his lunch. How can he solve this problem?

## PARTNER TALK



- Tell your partner about a problem, such as losing one of your socks or forgetting to do a chore.
- Talk with your partner about a problem that you helped to solve. What was the problem? How did you help?
- Now let's say *problem* together three more times: *problem, problem, problem.*







TEACHER TALK

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

1. **Define:** When you rescue people or animals, you help them get away from danger.  
En español, *rescue* quiere decir “rescatar, ayudar a personas o animales a huir del peligro”.  
*Rescue* in English and *rescatar* in Spanish are cognates.
2. **Example:** The firefighter helps to rescue the cat from high up in the tree.  
El bombero ayuda a rescatar al gato que está en lo alto del árbol.
3. **Ask:** How could you help to rescue a lost pet?
4. Let’s look at the picture. The cat climbed up a tree and can’t get down. The firefighter will rescue the cat.

PARTNER TALK



- Pretend you are rescuing the cat in the picture from the tree. Show what you would do.
- With your partner, name some jobs in which people rescue others. (Examples include: ambulance drivers, lifeguards.)
- Now let’s say *rescue* together three more times: *rescue, rescue, rescue*.

High-Frequency Word

TEACHER TALK

1. **Read:** Point to and say the word *the*. *This is the word the. Say it with me: the. I can share the marbles.*  
En español, *the* quiere decir “la, el, las o los”. Yo puedo compartir las canicas.
2. **Spell:** The word *the* is spelled t-h-e. Spell it with me.
3. **Write:** Let’s write the word in the air as we say each letter: t-h-e.
4. Let’s look at the picture. The children are playing with the marbles.

PARTNER TALK



- Talk to your partner about the picture. Describe what the children are doing. Use the sentence frame: *The children are sharing \_\_\_\_.*
- With your partner, draw a picture of a toy you both like to play with. Say: *We like to play with the \_\_\_\_.*
- Now let’s say *the* together three more times: *the, the, the*.







## TEACHER TALK

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

1. **Define:** An adventure is something new and exciting to do.  
En español, *adventure* quiere decir "aventura, algo nuevo y emocionante".  
*Adventure* in English and *aventura* in Spanish are cognates. They sound almost the same and mean the same thing in both languages.
2. **Example:** A puppy has an *adventure* when it plays outside for the first time.  
En español: Para un cachorro, es una aventura jugar al aire libre por primera vez.
3. **Ask:** What adventure have you had?
4. The puppy in this picture is on its first adventure outside. It is very excited to see and smell new things.

## PARTNER TALK



- Draw a picture of an amazing, pretend adventure. Share the picture with your partner.
- Pretend to be an explorer on an adventure deep in the jungle. Tell your partner about three things you think you would see.
- Now let's say *adventure* together three more times: *adventure, adventure, adventure*.

## TEACHER TALK

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

1. **Define:** When you have arrived, you have come to a place.  
En español, *arrived* quiere decir "llegó, entró a un lugar".
2. **Example:** I arrived at school early this morning.  
En español: Esta mañana, llegué temprano a la escuela.
3. **Ask:** Have you ever arrived somewhere late? Why?
4. The child in the picture has just arrived at school. The child walked to school from home and arrived at school on time. Raise your hand if you arrived at school on time this morning.

## PARTNER TALK



- Tell your partner what time you arrived at school this morning. Use this sentence frame: *I arrived at school this morning at \_\_\_\_ o'clock.*
- Draw a picture of yourself arriving at school in the morning. Share the picture with your partner.
- Now let's say *arrived* together three more times: *arrived, arrived, arrived*.



exciting



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exhausted



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TEACHER TALK

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

1. **Define:** When you do something exciting, you do something that is fun and makes you feel good.

En español, *exciting* quiere decir “emocionante, algo divertido que te hace sentir bien”.

2. **Example:** It was exciting to ride on a pony at the farm.

En español: Fue emocionante montar un poni en la granja.

3. **Ask:** What have you done that was exciting?

4. Now let’s look at the picture of someone who is doing something exciting. The child is getting to ride a pony for the first time. Riding a pony for the first time is exciting.

PARTNER TALK



- Tell your partner about an exciting activity. What makes this activity exciting?
- Show your partner how you look when you are doing something exciting.
- Now let’s say *exciting* together three more times: *exciting, exciting, exciting*.

TEACHER TALK

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

1. **Define:** When you are exhausted, you are very sleepy or very tired.

En español, *exhausted* quiere decir “agotado, con muchas ganas de dormir o estar muy cansado”.

2. **Example:** We were exhausted after hiking in the woods for two hours.

En español: Estábamos agotados después de caminar por el bosque durante dos horas.

3. **Ask:** Are you exhausted after you ride your bike for a long time? Why or why not?

4. The hikers in this picture are exhausted. They have just finished hiking up a big hill and they are very, very tired. They are exhausted because they reached the top of the hill.

PARTNER TALK



- Show your partner something that you do when you are exhausted. (Examples include: close eyes to sleep, yawn, lie down, place head on desk.)
- With your partner, name two activities that could be exhausting. (Examples include: running a race and climbing up 10 flights of stairs.)
- Now let’s say *exhausted* together three more times: *exhausted, exhausted, exhausted*.





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TEACHER TALK

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

1. **Define:** Movement is the way something goes from place to place.  
En español, *movement* quiere decir "movimiento, como algo va de lugar a lugar".  
*Movement* in English and *movimiento* in Spanish are cognates.
2. **Example:** You can see a kitten's movement when it walks.  
En español: Puedes ver cuál es el movimiento de un gatito cuando camina.
3. **Ask:** What kind of movement do you make in water?
4. Now let's look at the picture that shows the word *movement*. The kitten has seen something it likes. What movement is it doing?

PARTNER TALK



- Show three different arm movements to your partner; for example: up and down, around and around, back and forth.
- Act out the movements of three different animals: one that flies, one that swims, and one that walks. Have your partner describe what you are doing.
- Now let's say *movement* together three more times: *movement, movement, movement*.

High-Frequency Word

TEACHER TALK

1. **Read:** Point to and say the word *we*. *This is the word we. Say it with me: we. We can hop.*  
En español, *we* quiere decir "nosotros o nosotras". Nosotros podemos brincar.
2. **Spell:** The word *we* is spelled w-e. Spell it with me.
3. **Write:** Let's write the word in the air as we say each letter: w-e.
4. Let's look at the picture. The children are playing. They say "We like to play."

PARTNER TALK



- Talk to your partner about the picture. Describe what the children tell us they can do. Use the sentence frame: *We can \_\_\_\_*.
- With your partner, act out the following sentences: *We can jump. We can bend. We can smile.*
- Now let's say *we* together three more times: *we, we, we*.





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TEACHER TALK

- One word in the selection is *explore*. Say it with me: *explore*. Follow the vocabulary routine.
- Define:** *Explore* means to carefully look at new information or places.  
En español, *explore* quiere decir “explorar, observar información o lugares nuevos”.  
*Explore* in English and *explorar* in Spanish are cognates.
  - Example:** You can explore a new school by walking through the halls.  
En español: Para explorar una escuela nueva, puedes caminar por sus pasillos.
  - Ask:** What is a place you would like to explore?
  - Now let’s look at the picture that shows the word *explore*. This boy is exploring his new school. He is looking at it carefully.

PARTNER TALK



- Pretend that you went to explore an unknown planet. Draw a picture of what you saw there. Share the picture with your partner.
- Complete the sentence for your partner: *I would like to explore \_\_\_\_*. (Examples include: the rain forest, a ship.)
- What would you bring to explore the jungle? What might you find? Tell your partner.
- Now let’s say *explore* together three more times: *explore, explore, explore*.

TEACHER TALK

- One word in the selection is *feast*. Say it with me: *feast*. Follow the vocabulary routine.
- Define:** A *feast* is a big meal eaten at a party or a festival.  
En español, *feast* quiere decir “banquete, una gran comida que se hace en una fiesta o en un festival”.
  - Example:** We ate a tasty feast after the wedding.  
En español: Comimos un riquísimo banquete después de la boda.
  - Ask:** What kinds of foods do you like to eat at a feast?
  - Let’s look at the picture of the wedding feast. The people at the wedding are eating a large, fancy meal. I can see that they are feasting on delicious foods.

PARTNER TALK



- Pretend that you and your partner are at a big feast. Name the kinds of food that you will eat.
- Draw a picture of a big feast—a pretend one or one that you remember going to. Share the picture with your partner. Label the picture. Name the feast.
- Name some occasions when you might have a feast.
- Now let’s say *feast* together three more times: *feast, feast, feast*.







### TEACHER TALK

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

1. **Define:** When you have finished something, you have ended it.  
En español, *finished* quiere decir "terminó o completó algo".
2. **Example:** I finished painting a picture for Mom's birthday.  
En español: Terminé de pintar un dibujo para mamá por su cumpleaños.
3. **Ask:** What book have you recently finished reading?
4. Now let's look at the picture that shows the word *finished*. The child in the picture has made a picture for his mother. He has completed, or finished making, the picture.

### PARTNER TALK



- You and your partner should each start a drawing. When you are each half finished, switch drawings. Now finish your partner's drawing.
- Pretend you have just started eating lunch. Act it out. Now pretend that you have finished eating lunch. Act it out.
- Now let's say *finished* together three more times: *finished, finished, finished*.

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### TEACHER TALK

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

1. **Define:** When a person kneads something, he or she mixes and presses it together using his or her hands.  
En español, *kneads* quiere decir "amasa, mezcla algo y lo une con las manos".
2. **Example:** Dad always kneads the dough to make bread.  
En español: Mi papá siempre amasa la masa para hacer pan.
3. **Ask:** Why do you think a baker kneads dough before he uses it for baking?
4. Now let's look at the picture of the person kneading bread dough. The person is kneading the dough by pressing and squeezing it with their hands to make it smooth.

### PARTNER TALK



- Pretend that you are kneading dough with your hands. Show me how you would do it.
- Tell your partner why someone might want to learn how to knead dough. (Examples include: They might want to bake their own bread.)
- Now let's say *kneads* together three more times: *kneads, kneads, kneads*.

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