



bustling

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *bustling* to talk about it?** Example: *There are a lot of people in this **bustling** station.*

If needed... Provide additional support for children's language:
This train station is filled with many men, women, and children. They are all trying to get to different places. It is a very **bustling place! A place that is **bustling** is crowded and busy. How do you think this **bustling** station sounds?**





anticipate

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *anticipate* to talk about it?** Example: *The little dog **anticipates** the treat.*

If needed... Provide additional support for children's language: **This dog's owner will give her a treat if she sits still. The dog really wants the treat. As she sits and waits, she *anticipates* eating the yummy treat. If you *anticipate* something, you think about it before it happens and look forward to it. How do you know this dog *anticipates* the treat?**



vibrate

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *vibrate* to talk about it?** Example: *The boy's toothbrush **vibrates** to clean his teeth.*

If needed... Provide additional support for children's language:
This boy is brushing his teeth with an electric toothbrush. It *vibrates* quickly to clean his teeth very well. When something vibrates, it shakes very fast. How could a toothbrush that vibrates help clean your teeth?



movement

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *movement* to talk about it?** Example: *The **movement** of the horses is fast and beautiful.*

If needed... Provide additional support for children's language: **These horses are running together through a big field. They run with a fast and graceful movement. A movement is a way that something moves. How else can you describe the movement of these horses?**



concentrate

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *concentrate* to talk about it?** Example: *The boy **concentrates** on his schoolwork.*

If needed... Provide additional support for children's language:
This boy is thinking hard as he does his schoolwork. He tries his best to concentrate when he is at school. When you concentrate, you think hard about something and give it all your attention. Why is it important to concentrate when you do schoolwork?



avoid

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *avoid* to talk about it?** Example: *This dog is running to **avoid** the vacuum cleaner.*

If needed... Provide additional support for children's language:
This dog does not like it when her owner uses the vacuum cleaner. She leaps out of the way to **avoid the noisy machine. If you **avoid** something, you stay away from it. Why do you think this dog wants to **avoid** the vacuum cleaner?**



create

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *create* to talk about it?** Example: *The children used an old box to **create** a play car.*

If needed... Provide additional support for children's language:
These children decided to make something out of an old cardboard box. They used paint and markers to **create a play car. If you **create** something, you make it. Why do you think the children decided to **create** a car?**



consume

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *consume* to talk about it?** Example: *The hungry horse consumes his food.*

If needed... Provide additional support for children's language:
This horse is very hungry, and there is a lot of tasty hay in front of him. He takes big bites to consume his food. When you consume something, you eat it, drink it, or use it all up. What else might a horse want to consume?



detect

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *detect* to talk about it?** Example: *The rabbit stopped moving when she **detected** a noise nearby.*

If needed... Provide additional support for children's language:
This rabbit was hopping through the grass when she heard a noise in the bushes. She stopped to listen to try to *detect* what made the noise. When you detect something, you start to see it or hear it. What do you think this rabbit has *detected* in the bushes?



remarkable

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *remarkable* to talk about it?** Example: *This dog makes a **remarkable** jump to catch the toy.*

If needed... Provide additional support for children's language:
This dog is playing fetch with her owner. Suddenly, she jumps and surprises everyone with her remarkable catch. Something that is remarkable is very special or surprising. What makes this dog's catch so remarkable?



eager

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *eager* to talk about it?** Example: *The hungry boys are **eager** to eat the watermelon.*

If needed... Provide additional support for children's language:
These boys love watermelon, and they are excited that they have such a big piece to share. They are *eager* to take a big bite! If someone is *eager* for something to happen, they can hardly wait for it. What foods are you *eager* to eat?



communicate

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *communicate* to talk about it?** Example: *The girl communicates with the boy by whispering something in his ear.*

If needed... Provide additional support for children's language:
This girl wants to share a secret, so she tells the boy something in a quiet voice. She communicates by whispering. When you communicate with someone, you tell them something. What do you think she is communicating to her friend?



immediately

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *immediately* to talk about it?** Example: *When the runners hear the bell, they start running **immediately**.*

If needed... Provide additional support for children's language:
These runners are at the starting line. When the bell rings, they *immediately* start running as fast as they can. If you do something *immediately*, you do it right away. What would happen if a runner didn't start *immediately*?



react

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *react* to talk about it?** Example: *The boy **reacts** to being tickled by laughing.*

If needed... Provide additional support for children's language:
This mom tickles her little boy, and he *reacts* by laughing. Being tickled makes him feel like laughing. If you react to something, you show how it makes you feel. How is the boy's sister reacting to his laughter?



fascinated

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *fascinated* to talk about it?** Example: *This boy is **fascinated** by the lizard.*

If needed... Provide additional support for children's language:
This boy can't take his eyes off of the lizard. He is **fascinated by how it looks and acts and can't wait to tell his class all about it. When you are **fascinated** by something, you like it and can't stop thinking about it. Why do you think the boy is **fascinated** by this lizard?**