



capture

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *capture* to talk about it?** Example: *The chameleon **captures** an insect with its long tongue.*

If needed... Provide additional support for children's language:
This chameleon got hungry and went looking for bugs. When it saw an insect on a leaf, it stuck out its tongue and **captured it. If you **capture** something, you catch it and hold onto it. What makes the chameleon's tongue good for **capturing** bugs?**



yearn

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *yearn* to talk about it?** Example: *The girl yearns to go in the store and get a new toy.*

If needed... Provide additional support for children's language: **This girl was walking by the toy store when a shiny new toy caught her eye. She is looking in the window and yearning for the toy. If you yearn for something, you want it more than anything. How can you tell that the girl yearns for the toy?**



combine

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *combine* to talk about it?** Example: *The cook uses a whisk to **combine** the recipe ingredients.*

If needed... Provide additional support for children's language:
This person is making a cake. He is **combining the eggs and flour in a big bowl. When you combine two things, you mix them together. How do you think the cake batter will look after the ingredients are combined?**



inspire

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *inspire* to talk about it?** Example: *The beautiful view from the mountaintop inspires the boy.*

If needed... Provide additional support for children's language:
This boy went hiking with his family. The hike was tiring, but the view at the end of the trail was worth it! The view *inspires* the boy and makes him want to hike more. If something inspires you, it makes you feel excited and full of ideas. How can you tell that this boy feels inspired?



elusive

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *elusive* to talk about it?** Example: *The **elusive** insect is hiding in the green leaves.*

If needed... Provide additional support for children's language:
This insect is hard to see because it is the same color as the leaf it's sitting on. It is so *elusive* that people walking by don't even notice it. Something that is elusive is difficult to find or catch. How do you think being elusive might help the insect?



vibrant

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *vibrant* to talk about it?** Example: *The unusual frog is a **vibrant** shade of blue.*

If needed... Provide additional support for children's language:
Some frogs are green and blend in with their surroundings, but this frog really stands out! The frog's **vibrant** color may scare off some animals. **Something that is vibrant is very bright and full of color.**
What else in this photo is vibrant?



rapid

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *rapid* to talk about it?** Example: *The drummer **rapidly** beats the drum.*

If needed... Provide additional support for children's language:
This drummer *rapidly* moves his drumsticks up and down as he plays a song. Something that is rapid moves very fast. How do you think the rapid drumming might sound?



construct

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *construct* to talk about it?** Example: *The builder uses bricks to **construct** a wall.*

If needed... Provide additional support for children's language:
This builder is *constructing* a strong brick wall for a new house. The gray wet stuff he puts between the bricks is called mortar. If you *construct* something, you build it. Why do you think the builder needs to use mortar to *construct* the brick wall?





agile

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *agile* to talk about it?** Example: *The **agile** gymnast bends her leg back and pulls it all the way over her head.*

If needed... Provide additional support for children's language: **This girl is doing a dance routine at a gymnastics competition. She shows how *agile* she is by twirling a ribbon as she spins. Someone who is *agile* can move around easily and quickly. What do you think this gymnast does to help her become more *agile*?**



impressive

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *impressive* to talk about it?** Example: *The city lights look very **impressive** at night.*

If needed... Provide additional support for children's language:
On a clear night, the city's colorful lights reflect on the water. Many people look for a good spot where they can take pictures of this impressive sight. If something is impressive, people think it is wonderful and amazing. Which part of the scene do you think is the most impressive? Why?



resemble

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *resemble* to talk about it?** Example: *The brother and sister **resemble** each other.*

If needed... Provide additional support for children's language:
These children *resemble* each other because they have the same color hair and eyes. If two things resemble each other, they look alike. How else do these children resemble each other?





ample

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *ample* to talk about it?** Example: *There is an **ample** amount of food in this refrigerator for a big family.*

If needed... Provide additional support for children's language: **It looks like someone just got back from the grocery store and filled up this refrigerator. It has an **ample** amount of food for many kinds of meals. If you have an **ample** amount of something, you have all that you need. What kinds of food does this refrigerator have an **ample** amount of?**



swift

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *swift* to talk about it?** Example: *The cheetah is a very **swift** animal that can run as fast as a car.*

If needed... Provide additional support for children's language: **A cheetah's long legs help it run extremely fast. Being so *swift* means cheetahs can chase down any animal. If something is *swift*, it is fast or moves quickly. Why might this cheetah be moving so *swiftly*?**



colossal

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *colossal* to talk about it?** Example: *It takes three men to hold the **colossal** fish.*

If needed... Provide additional support for children's language:
This fish is huge, and it must be very heavy! The *colossal* fish barely fits across the laps of the three men. Things that are colossal are extremely large. How do you think the men caught such a colossal fish?



nurture

TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *nurture* to talk about it?** Example: *Getting together to enjoy a healthy meal nurtures the family.*

If needed... Provide additional support for children's language: **It is important to *nurture* our bodies with healthy food. If you *nurture* something, you take care of it and help it grow. What are some of the foods this family eats to *nurture* their bodies?**