



# declare

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *declare* to talk about it?** Example: *The girl's family **declared** that they were proud of her for finishing school.*

**If needed...** Provide additional support for children's language: **This woman just finished school. Her family **declared** that they were very proud of her. If you declare something, you say it in a strong way that shows you believe it. What else might someone in the picture declare?**



# livestock

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *livestock* to talk about it?** Example: *The farm had sheep and other **livestock**.*

**If needed...** Provide additional support for children's language:  
**Many farms have animals. This farm has sheep. It may have other livestock like goats, chickens, and cows. The animals that live on a farm are called livestock. What are the livestock in this picture doing?**



# rural

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *rural* to talk about it?** Example: *Rural* areas are often calm and peaceful.

**If needed...** Provide additional support for children's language: **City life can be noisy and busy. In rural areas, there is less noise and more open space. Rural places are in the country, far away from towns and cities. How can you tell that this is a rural area?**



# urban

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *urban* to talk about it?** Example: ***Urban* areas are full of buildings and people.**

**If needed...** Provide additional support for children's language:  
**You can find tall buildings and lots of people when you visit an urban area. Urban places are towns and cities where lots of people live. How can you tell that this is an urban area?**



# complete

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *complete* to talk about it?** Example: *The two children worked on the puzzle, and now it is **complete**.*

**If needed...** Provide additional support for children's language:  
**After three hours of hard work, the children finally finished the puzzle. Now the picture is *complete*. If something is *complete*, it is a whole thing with all its pieces. How do you know that the puzzle is *complete*?**



# struggle

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *struggle* to talk about it?** Example: *The children **struggle** to carry the heavy watering can.*

**If needed...** Provide additional support for children's language: **The can was too heavy for one child to carry. The girl tried to help, but the children still **struggled** to walk with it. When you struggle to do something, you try hard even though it is not easy. How can you tell that the children are **struggling** with the watering can?**



# gather

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *gather* to talk about it?** Example: *The boy has **gathered** vegetables from the garden.*

**If needed...** Provide additional support for children's language:  
The garden has vegetables growing everywhere. The boy looked for carrots. When he found them, he **gathered** them together. **When you gather people or things, you bring them together in a group.**  
What other things can the boy **gather** in the garden?



# persist

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *persist* to talk about it?** Example: *The beaver **persisted** in chewing on the tree until it finally fell down.*

**If needed...** Provide additional support for children's language: **Look at the little beaver chewing on the big tree! This must be hard work, but the beaver **persists** in chewing all the way around the tree. When you **persist** in doing something, you keep doing it and don't give up. Why do you think this beaver **persisted** for so long?**



# reckless

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *reckless* to talk about it?** Example: *It is **reckless** to jump between two tall pointy rocks.*

**If needed...** Provide additional support for children's language:  
**Rock climbing can be very dangerous. Even with safety equipment on, climbers should be careful and not reckless. Someone reckless does not care if what they are doing is dangerous. Which climber is being reckless?**



# spectacular

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *spectacular* to talk about it?** Example: *The sight of the two rainbows was spectacular.*

**If needed...** Provide additional support for children's language:  
**When you are up high, you can see all around you. From here, you can see beautiful trees, mountains, and two rainbows! This view is spectacular. If something is spectacular, it is amazing to see. What do you see that is spectacular?**



# single

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *single* to talk about it?** Example: *We found a **single** egg in the bird's nest.*

**If needed...** Provide additional support for children's language: **This bird's nest has one egg inside. The mother bird laid a **single** egg. If there is a **single** thing, there is only one of it. What other **single** thing do you see in the picture?**



# gentle

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *gentle* to talk about it?** Example: *The girl was **gentle** as she petted the chick.*

**If needed...** Provide additional support for children's language:  
You need to be very careful when holding a baby animal. You should be **gentle** with them so that they don't get hurt. **Actions that are gentle are done in a soft and calm way.** How is this little girl being **gentle** with the chick?



# remove

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *remove* to talk about it?** Example: *The girl **removed** her shoes and socks before playing in the grass.*

**If needed...** Provide additional support for children's language:  
**The girl took off her shoes. She **removed** them when she was playing in the grass. When you remove something, you take it out or away. What else did the girl **remove** from her feet?**



# pure

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *pure* to talk about it?** Example: *The boy drinks a glass of **pure** water.*

**If needed...** Provide additional support for children's language:  
**This boy is thirsty. He gets a drink of *pure* water. Something that is pure is clean and not mixed with anything else. How can you tell that this is *pure* water?**



# teamwork

## TALK ABOUT IT!

Ask children: **What is happening in this picture? How can we use the word *teamwork* to talk about it?** Example: *The soccer players will use **teamwork** when they play the game.*

**If needed...** Provide additional support for children's language:  
**This group of soccer players works well together. They show *teamwork* by cheering for each other and helping each other score goals. People show *teamwork* by working well together. How will the players use *teamwork* when they play?**