**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

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

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

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?
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

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?

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.
remarkable

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?
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?

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.
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

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?