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?

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.
yearn

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?

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.
combine

**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**?

**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 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

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

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?
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

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

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

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?

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.
colossal

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

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?