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

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

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

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

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?
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?

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.
reckless

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?*
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?
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?

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.
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?