

Section 4.2

Understanding simple describing words (adjectives) in sentences

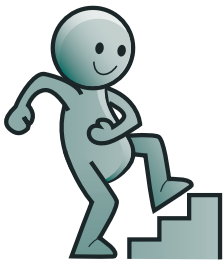


Why is this important?

Adjectives are describing words that tell us a bit more about the object or item referred to (e.g. 'wet hands', 'dirty shoes').

What to do

- Gather together some pairs of pictures. One of the pictures should show the item in a different state (e.g. 'dirty', 'happy', 'wet', 'broken', 'big'). The other picture should show the object in its 'normal' state.
- Put out two pairs (e.g. 'happy' girl and 'normal' girl; 'broken' cup and 'normal' cup).
- Ask the child to point to 'broken cup'.
- If this is successful, move onto other picture sets.



Step up

- Look through early story books. Ask the child to point to things (such as the 'broken chair' in Goldilocks). Remember to make sure there is always a second item in the pictures that is not 'broken'/'dirty'/'happy' because if there is only one object, for example, one chair in 'Goldilocks', then the child may not have understood the adjective 'broken' but just the object 'chair'.
- Encourage the child to use some adjectives to describe everyday activities (e.g. when washing – 'wet hands/face'; when playing in the garden 'dirty shoes/ball').
- Introduce the 'opposite' adjective as being 'not happy', 'not wet'. Can the child find the object that is 'wet' and the object that is 'not wet'?

Step down

- Use real objects (e.g. 'big' teddy and 'normal-sized' teddy; 'dirty' glove and 'not dirty' glove).
- Use gestures/signs alongside the describing word (adjective) and object name.
- Concentrate on one adjective to begin with (e.g. find lots of things that are 'wet'

- or 'dirty').
- Don't refer to the other item as being 'not dirty' or 'clean' as we are not expecting the child to differentiate between the adjectives at this stage (you can try this when 'stepping up').

