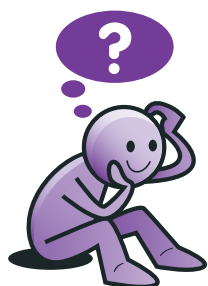


Other things to try: 5e

Using the names of colours in a two-word phrase

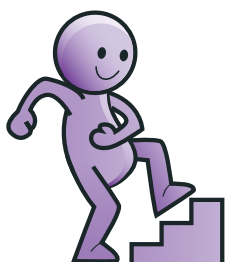


Why is this important?

Colours are adjectives used to describe things in the world around us. By joining the colour with the name of something, children begin to build two-word phrases containing an adjective plus an object (e.g. 'red sock'; 'yellow pencil').

What to do

- Put a variety of red, yellow, blue and green objects into a bag (e.g. pencils, bricks, items of clothing, coloured cups/plates from doll's tea-set).
- Ask the child to take an item from the bag.
- Start by naming the colour and object for the child (e.g. 'blue cup', 'yellow brick').
- Encourage the child to join in by pausing and waiting for a response. If the child doesn't respond, offer a choice:
 - ★ 'Is it a yellow brick or a blue brick?'
 - ★ 'Is it a yellow pencil or a yellow sock?'
- If the child responds with either the colour or object name, pause and then model the two-word phrase:
 - ★ Child: 'Brick.'
 - ★ Adult pauses to see if child spontaneously 'corrects' to colour plus object.
 - ★ Adult gives choice or 'models' the two-word phrase emphasising the 'missed' word (e.g. '*Blue* brick').



Step up

- Add items of more unusual colours (e.g. orange, purple, white).
- Share books and talk about the colours you see.
- Try to use the colour name in a short sentence (e.g. 'I found a blue boat', 'I can see a red pram').
- Add another describing word to the colour (e.g. 'Light blue', 'Dark red').

Step down

- Reduce the number of colours in the bag to one. This keeps the colour word constant in the two-word phrase (e.g. 'red hat', 'red car').
- Offer choices (e.g. 'Is it *blue* or *yellow*?')
- Use contrasting colours (e.g. red and black).
- Check that the child can point to the colours you are working with and use this knowledge in a game:
 - ★ Adult: 'Show me red.'
 - ★ Child points.
 - ★ Adult: 'Well done, it's *red*! *What* is it?'
 - ★ Child: 'Red.'

