

Domain and goal

- Achieves a one-item memory by identifying a variety of adjectives
- Adjectives or modifiers (describing words) should make up approximately 8% of your child's total vocabulary

Activities

You have most likely already taught your child some adjectives at the preverbal level using performatives. Things such as 'brrrr' for cold, and 'yum' for good, etc. Adjectives belong to a group of words called modifiers, and they are simply words that describe things. It is important to teach your child a variety of words, not just the names of things (nouns). If your child does not have a variety of types of words, he will not be able to talk in longer phrases. This week your goal is to teach some describing words. Two examples are shown below.

Adjectives and Activities

• Dirty

This is an early word/concept that children learn quite easily. You introduced the concept to your child in Week 7 with messy play and the performative 'yucky'. This week, use water based brown or black paint and paint washable toys with some of the paint. Let it dry and then show your child the dirty toys. Make a sink full of soapy, bubbly water and wash each toy. When the toy has been washed, use the phrase: **"Look, it's NOT dirty."** Do not use 'clean' at this point. It is important your child understands 'dirty' at the word level before you introduce the opposite concept 'clean'. For the next few weeks, things will be 'dirty' and 'not dirty'.

• Hot

The performative you child already knows for this concept is 'ouch'. You now need to teach the word 'hot' as a replacement for 'ouch'. The phrases 'be careful' and 'don't touch' are also easily taught during this week. Show your child the things that are hot in your house: hot tap, oven, kettle, stove, oven, heater, candle, iron, etc. It is important to show your child each of these dangerous items, with supervision, and teach him they are hot and that he mustn't touch them. You can add a page to the *Sound Book* of things that are hot and as you point to each one you can say, **"Don't touch, it's hot."** After your child has learned this concept, you can use the longer phrase, **"Don't touch, the stove is hot."** In this way, your child will associate the concept 'hot' with many different items in your home.



Date	What did your child do?