

# Pass the Ball

## Goal:

Increase awareness and use of early descriptive words.

## Materials:

- Everyday objects or toys (ball, truck, ect.)

## Activity Instructions:

- Set up a game where you pass the object back and forth between you and your child.
- Each time you pass the object, you need to use a new describing word.
  - ***"It's a ball",***
  - ***"It's a big ball",***
  - ***"It's a big, bouncy ball".***

## Tip for Caregivers:

If your child finds this task difficult during the excitement of the game, spend time beforehand thinking of describing words that you could use. That way, once you play "pass", it will not take as much concentration to come up with the new words.

# Laundry Sort

## Goal:

Sorts and describes objects.

## Materials:

- The clean and dirty laundry (usually found all over the floor in a child or teenager's bedroom!)

## Activity Instructions:

- Let your child help you to sort and put away the clean items and put the dirty items in the laundry.
- Talk about where the different things go, say "***Let's pick up this shirt, is it clean or dirty?***"
- Help them to sort it into the correct place in the room.
- You can extend this activity by repeating the conversation about dishes and silverware when you are in the kitchen.

## Tip for Caregivers:

If you are just starting this activity, don't try to get your child to say the descriptive words. You can begin to prompt them later by saying, "***Look at this shirt, it shouldn't be on the floor, it's...(clean).***"

# Watch Out It's Hot!

## Goal:

Increase awareness of early descriptive words.

## Materials:

- none

## Activity Instructions:

- When you are serving cold food (such as ice cream) to your child, comment on the temperature as you/they eat it. You can say, "This ice cream is so **cold**. It feels **icy** on my tongue."
- Do the same when food is hot straight from the oven. You can say, "Be careful, we can't eat it yet, it is very **hot**. Look, it's **sizzling**!"

## Tip for Caregivers:

Make sure you stress the words you want your child to learn so that they stand out in your sentence. When you are just starting out, these will be early words like hot and cold, but don't forget to keep using lots of other description words as your child's vocabulary gets more advanced.

# What Do You Hear?

(and see, smell, taste, and touch!)

## Goal:

Learn to use a wider variety of descriptive words.

## Materials:

- "Ideas for Adjectives" List
- "Describe It" Worksheet
- Senses Pictures

## Activity Instructions:

- Color in the pictures of the 5 senses. Talk to your child about the different describing words we can use. Words that tell us how something tastes, feels, smells, ect.
- Use the graphic organizer and choose an item to describe. It can be good to start with something edible as food items are typically experienced by all the senses.
- Help your child to describe the item, thinking of words in each category (using the list of adjectives as inspiration if needed).

## Tip for Caregivers:

Your child should not be expected to write the words as part of this activity. You can write for them and have them draw a picture of the item in the box in the center of the page.

# Ideas for Adjectives

## (Describing Words)

### It looks...

beautiful	massive	red
clean	short	orange
long	small	yellow
sparkling	tall	green
ugly	tiny	blue
big	curved	purple
fat	deep	gray
great	flat	black
huge	round	white
large	skinny	
little	square	

### It smells...

perfumed  
burnt  
sweet  
stinky  
smelly  
fragrant  
musty

### It tastes...

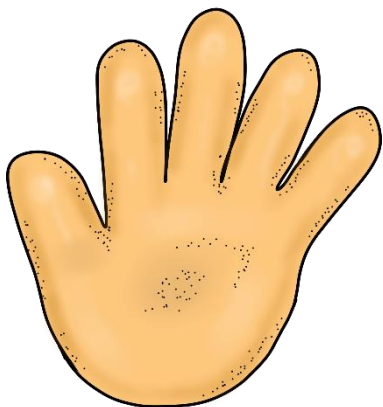
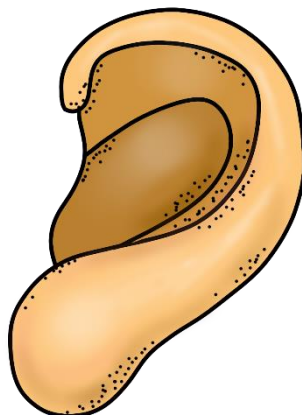
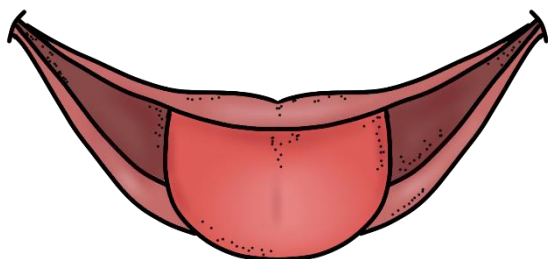
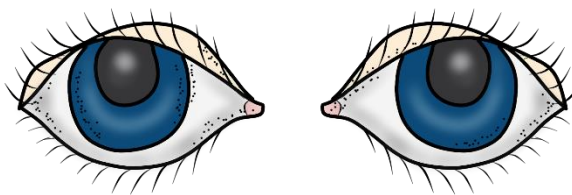
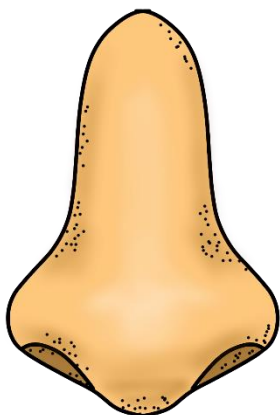
bitter  
delicious  
fresh  
greasy  
juicy  
rotten  
salty  
strong  
sweet  
tart  
yummy

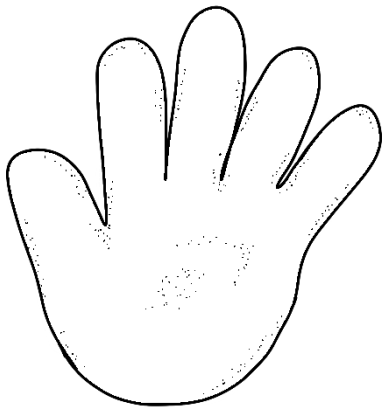
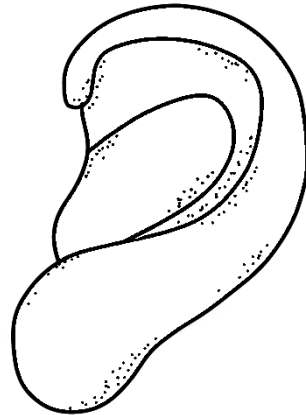
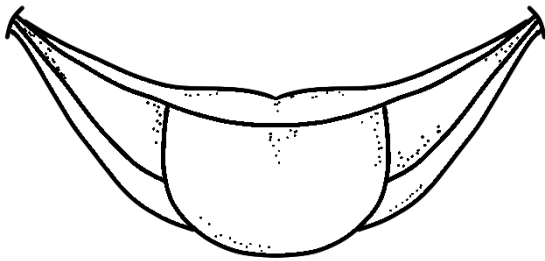
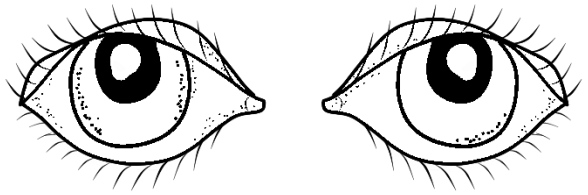
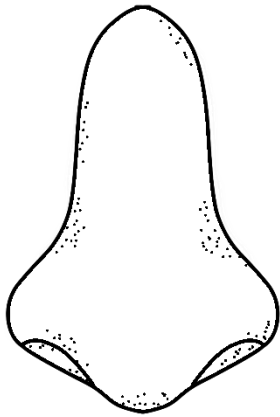
### It feels...

greasy	cool
hot	cuddly
icy	damp
prickly	dirty
sticky	dry
strong	flaky
wet	fluffy
wooden	freezing
boiling	warm
broken	
bumpy	
cold	

### It sounds...

faint  
hissing  
loud  
noisy  
purring  
quiet  
raspy  
screeching  
squeaky  
thundering  
whispering





# Describe It

It tastes

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It smells

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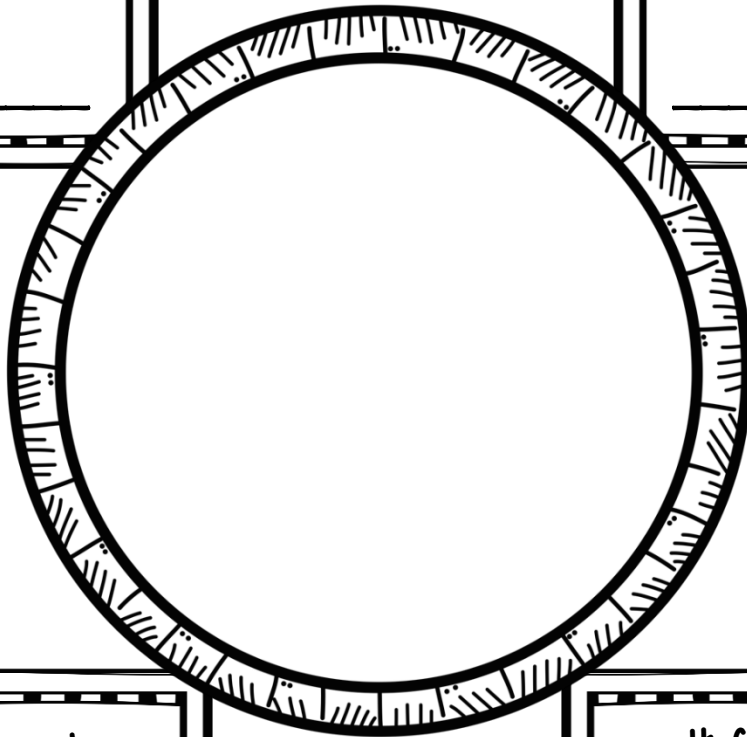
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It looks

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It sounds

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It feels

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# Make a Book

## Goal:

Use 'no' + noun phrases

## Materials:

- Spotty coloring pages (enclosed)

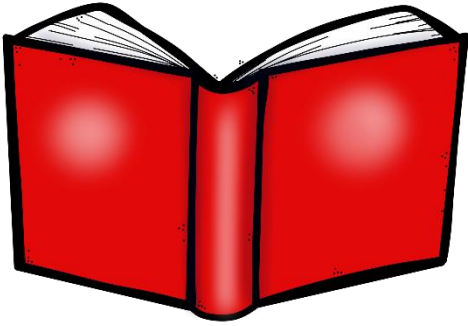
## Activity Instructions:

- Spend time with your child coloring the pictures and talking together about each one.
- Cut them apart into sections and fasten together to make a book.
- Go over the pages and help your child to say the sentences underneath.

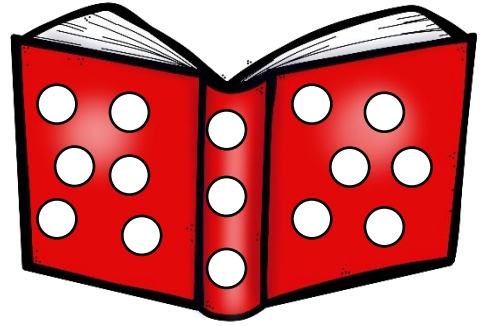
## Tip for Caregivers:

You can add extra pages to the book and draw pictures of toys, food, objects with spots/no spots.

# Spotty Book Pages



The book has no spots.



The book has spots.

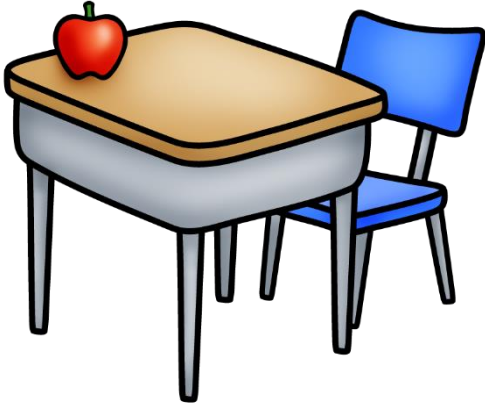


The bag has no spots.

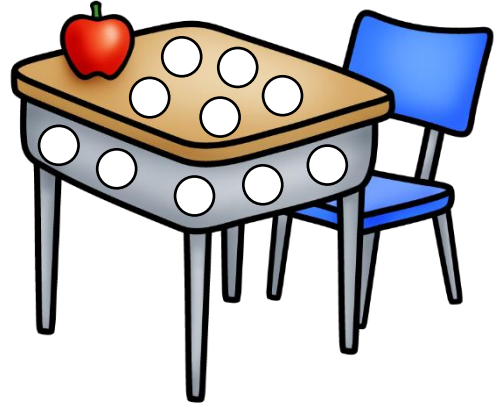


The bag has spots.

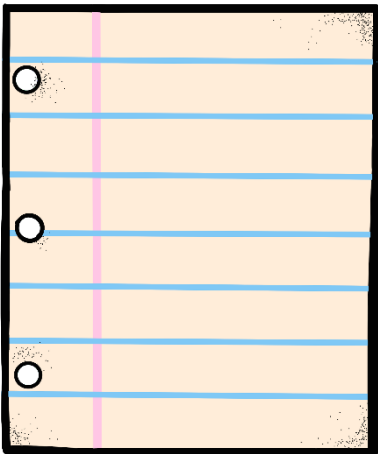
# Spotty Book Pages



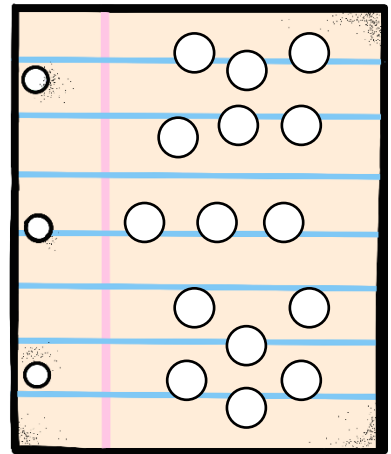
The desk has no spots.



The desk has spots.

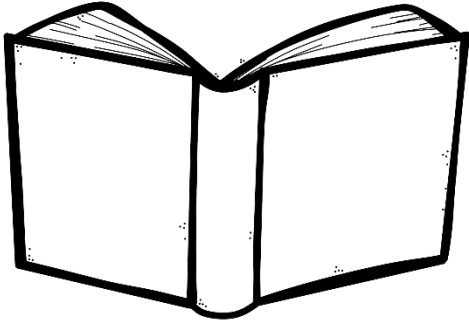


The paper has no spots.

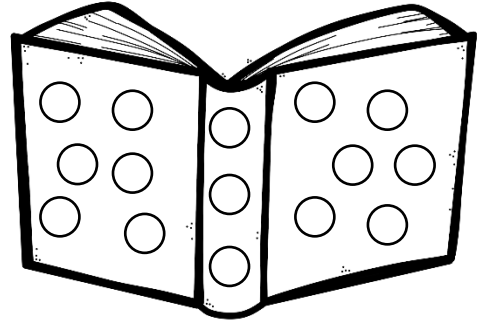


The paper has spots.

# Spotty Book Pages



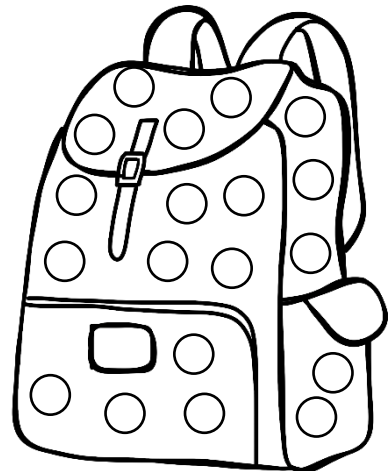
The book has no spots.



The book has spots.

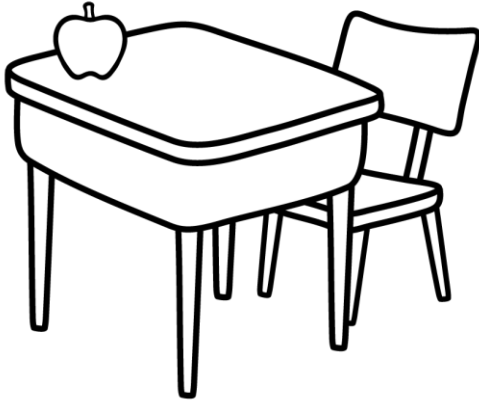


The bag has no spots.

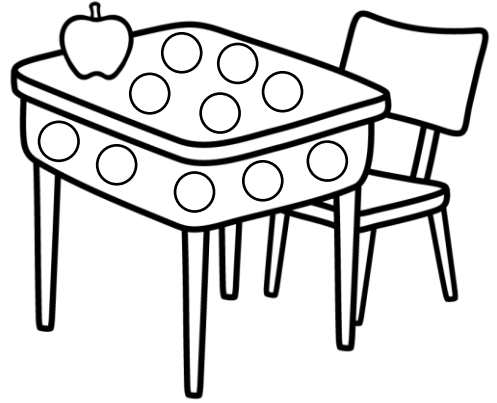


The bag has spots.

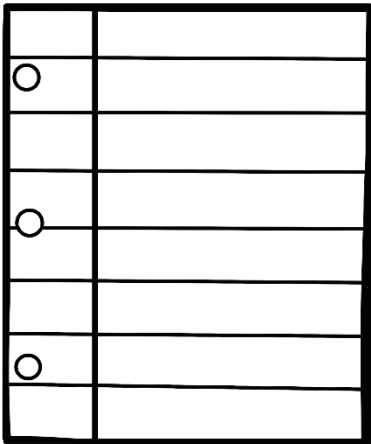
# Spotty Book Pages



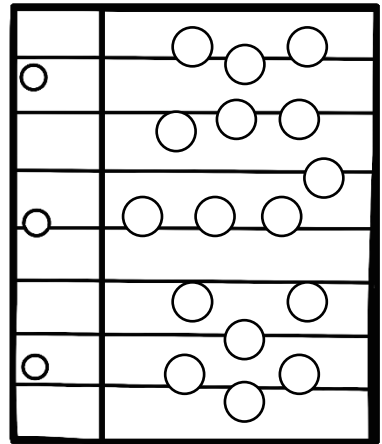
The desk has no spots.



The desk has spots.



The paper has no spots.



The paper has spots.

# Spotty Book Pages
