**Considerations**

* First, think about the role that adjectives play within the greater grammatical context. Adjectives describe nouns and pronouns by answering questions like: *Which one? What kind? How many? Whose?*
* Now, go broad: how do these description words play a critical role in pragmatic development? Not only do children have to learn what the words mean, but they have to figure out how to use adjectives in the appropriate social context (Ricks & Alt, 2015).
* It is also important for providers (e.g., teachers and clinicians) to consider the impact that the client’s appropriate use of adjectives will have on their educational and linguistic success. According to National Governors Association Center for Best Practices & Council of Chief State School Officers (2019), by first grade students should be able to use frequently occurring adjectives ([CCSS.ELA-LITERACY.L.1.1.F](http://www.corestandards.org/ELA-Literacy/L/1/1/f/)). By grade three, children should be able to explain the functions of nouns, pronouns, verbs, adjectives, and adverbs. Moreover, students must also be able to define the way adjectives function in specific sentences ([CCSS.ELA-LITERACY.L.3.1.A](http://www.corestandards.org/ELA-Literacy/L/3/1/a/)) (National Governors Association Center for Best Practices & Council of Chief State School Officers, 2019).

**Methods**

* Consider the expected developmental time frame: according to Dr. Robert Owens, adjectives develop in children's verbal language in the following order:
	+ Size, color, shape, length, temperature, height, width, age, taste, odor, attractiveness, time, speed, texture, affect, and distance (Owens, 2010).
* According to Ricks and Alt (2015), children first begin to use adjectives at about 2 years 4 months of age. This information tells us that adjectives can start to be taught and understood, preceding this point in a child’s language development (Ricks & Alt, 2015).
* If the client has mastered the concept of nouns, then educators should introduce adjectives by relating them to nouns. Relating adjectives to a concept that the student already understands: a.) makes the purpose of adjectives clearer by providing direct context, and b.) adjectives become more easily identifiable (Jaiswal, 2005).
* When teaching this grammatical subject, it’s of best practice to use concepts that are easily illustrated. This suggestion is exemplified through the incorporation of targets within compare and contrast activities. According to Mitchell, Evans, and Bernard (1977), this method worked the best for students with cognitive impairments and learning disabilities.
	+ The source stated that when teaching new linguistic and grammatical concepts, the clinician should utilize familiar stimuli (Mitchell et al., 1977). According to Owens (2010), a good rule of thumb is to teach new content within previously learned form.
* Evidence based practice informs us that these concepts are best understood when children are given meaningful opportunities to apply what they know (Ricks & Alt, 2016).
	+ Here’s an example of what is meant by “meaningful context”: ask your clients to use adjectives within storytelling. Students will view the adjectives as a useful tool to convey their messages accurately.
	+ Storytelling is a task that is not well suited for young children. In this case, the clinician could first introduce a story and then have the client recall particular details. Therefore, more direct prompts can be given; clients can complete the task by embedding adjectives within their stories.

**Resources**

**Books**

Most children's books provide a great deal of adjectives that can be implemented into a book-based descriptive activity. Here are a few of our favorites:

* *Hairy, Scary, Ordinary & Quirky Jerky and Extra Perky.* *Interest level: K-2 Reading Level: 3.1.*

Check them out here: [https://www.amazon.com/Hairy-Scary-Ordinary-Adjective-Categorical/dp/1575055546/ref=sr\_1\_1?ie=UTF8&qid=1548716484&sr=8-1&keywords=hairy+scary+ordinary+what+is+an+adjective](https://www.amazon.com/Hairy-Scary-Ordinary-Adjective-Categorical/dp/1575055546/ref%3Dsr_1_1?ie=UTF8&qid=1548716484&sr=8-1&keywords=hairy+scary+ordinary+what+is+an+adjective) , [https://www.amazon.com/Quirky-Jerky-Extra-Perky-CATegorical-ebook/dp/B00HNXBV2S/ref=sr\_1\_2?ie=UTF8&qid=1548716484&sr=8-2&keywords=hairy+scary+ordinary+what+is+an+adjective](https://www.amazon.com/Quirky-Jerky-Extra-Perky-CATegorical-ebook/dp/B00HNXBV2S/ref%3Dsr_1_2?ie=UTF8&qid=1548716484&sr=8-2&keywords=hairy+scary+ordinary+what+is+an+adjective)

* *Many Lucious Lollipops*, Ruth Heller. - This book uses a storybook format to describe what adjectives do and when they are used. It features many different adjectives is well-suited for an introductory lesson. *Interest level: PreK- 3 Reading level: 3.5.*

Check it out here: [https://www.amazon.com/Many-Luscious-Lollipops-Adjectives-Explore/dp/0698116410/ref=sr\_1\_sc\_1?ie=UTF8&qid=1548716536&sr=8-1-spell&keywords=Mary+lucios+lolipops](https://www.amazon.com/Many-Luscious-Lollipops-Adjectives-Explore/dp/0698116410/ref%3Dsr_1_sc_1?ie=UTF8&qid=1548716536&sr=8-1-spell&keywords=Mary+lucios+lolipops)

* *Lilly’s Purple Plastic Purse*, Kevin Henkes - This is a picture book that features a number of adjectives related to school. *Interest level: K-2 Reading level: 3.5.*

Check it out here: [https://www.amazon.com/Lillys-Purple-Plastic-Purse-Henkes/dp/0688128971/ref=sr\_1\_1?ie=UTF8&qid=1548716565&sr=8-1&keywords=Lilys+purple+plastic+purse](https://www.amazon.com/Lillys-Purple-Plastic-Purse-Henkes/dp/0688128971/ref%3Dsr_1_1?ie=UTF8&qid=1548716565&sr=8-1&keywords=Lilys+purple+plastic+purse)

* *Exactly the Opposite*, Tana Hoban- This book is made exclusively of pictures; there are no words! This book is perfect for a compare and contrast activity. *Interest level: N/A Reading level: N/A.*

Check it out here: [https://www.amazon.com/Exactly-Opposite-Tana-Hoban/dp/0688154735/ref=sr\_1\_1?ie=UTF8&qid=1548716587&sr=8-1&keywords=exactly+the+opposite](https://www.amazon.com/Exactly-Opposite-Tana-Hoban/dp/0688154735/ref%3Dsr_1_1?ie=UTF8&qid=1548716587&sr=8-1&keywords=exactly+the+opposite)

* *Is it Rough? Is it Smooth? Is it Shiny?* By: Tana Hoban - This is a wordless picture book and could easily be used for a descriptive activity. *Interest level: N/A Reading level: N/A.*

Check it out here: [https://www.amazon.com/Rough-Smooth-Shiny-Tana-Hoban/dp/0688038239/ref=sr\_1\_1?ie=UTF8&qid=1548716612&sr=8-1&keywords=is+it+rough+is+it+smooth+is+it+shiny](https://www.amazon.com/Rough-Smooth-Shiny-Tana-Hoban/dp/0688038239/ref%3Dsr_1_1?ie=UTF8&qid=1548716612&sr=8-1&keywords=is+it+rough+is+it+smooth+is+it+shiny)

* *The Right Word; Roget and His Thesaurus*, Jen Bryant and Melissa Sweet- This book introduces students to Thesaurus’. *Interest Level: K-3 Reading level: 4.1*

Check it out here: [https://www.amazon.com/Right-Word-Roget-His-Thesaurus/dp/0802853854/ref=sr\_1\_1?ie=UTF8&qid=1548716642&sr=8-1&keywords=•%09The+Right+Word%3B+Roget+and+His+Thesaurus](https://www.amazon.com/Right-Word-Roget-His-Thesaurus/dp/0802853854/ref%3Dsr_1_1?ie=UTF8&qid=1548716642&sr=8-1&keywords=•%09The+Right+Word%3B+Roget+and+His+Thesaurus)

* *Things That Are the Most in the World*, Judi Barret- This book focuses on comparative adjectives (i.e., most, best, etc.). *Interest level: K-2 Reading level: 4.8.*

Check it out here: [https://www.amazon.com/Things-That-Are-Most-World/dp/0689844492/ref=sr\_1\_1?ie=UTF8&qid=1548716661&sr=8-1&keywords=•%09Things+That+Are+the+Most+in+the+World](https://www.amazon.com/Things-That-Are-Most-World/dp/0689844492/ref%3Dsr_1_1?ie=UTF8&qid=1548716661&sr=8-1&keywords=•%09Things+That+Are+the+Most+in+the+World)

**Games and Activities:**

* *Apples to Apples Jr****.-*** a fun board game that’s perfect for group therapy.

Borrow from a neighbor, your local library, or purchase it here: [https://www.amazon.com/Mattel-Games-Apples-Junior-Comparisons/dp/B00112CHD4/ref=sr\_1\_8?ie=UTF8&qid=1536856551&sr=8-8&keywords=adjective+games](https://www.amazon.com/Mattel-Games-Apples-Junior-Comparisons/dp/B00112CHD4/ref%3Dsr_1_8?ie=UTF8&qid=1536856551&sr=8-8&keywords=adjective+games)

* *Show and Tell*- can be used for group therapy or an individual session. Ask clients to bring in an object or a picture of an object from home. You can even provide a box of objects for clients to pick from. Encourage the client to use adjectives to describe the object.

For more information: <https://teachpreschool.org/2010/11/22/show-and-tell-day-in-preschool/>

* *Guess What’s in the Bag*-can be used for group therapy or an individual session. Put a few objects in an opaque bag (e.g., playdough, a paperclip, cheerios, balled-up tinfoil, etc.), ask the client to reach into the bag and grab one object. Prompt the client to use adjectives to describe the object aloud (e.g., “what does the object feel like?”); ask them to guess what the object is.
* *Tangible objects* that children can be asked to describe (e.g., using color, shape, size, etc.).

**Websites**

* *Literacy* *Jukebox*- this is a website and an app. It has a number of songs recorded about different grammatical concepts- including adjectives.

Check it out here:

<http://www.mracdpresent.com/>

* *Turtle Diary*- this is a website that features many educational games. The link provided will take you to games that are specifically geared for practice with adjectives.
* Check it out here:
* <https://www.turtlediary.com/games/adjectives.html>
* Please visit our Pinterest page for additional resources and activities: <https://www.pinterest.com/sugarlanguage/adjectives/>
	+ Pinterest *Q&A*:
		- *What is Pinterest?* Pinterest is a social media platform that serves as an electronic bulletin board. Many SLPs use it as a way to electronically “bookmark” (i.e., save) activities for future sessions.
		- *How much does it cost?* It’s free! However, you must create an account in order to access the SUGAR Language boards or use the website in general.
		- *How do I use it?* Please check-out the following link for an in-depth explanation of all things Pinterest: <https://www.lifewire.com/how-to-use-pinterest-3486578>

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