

FOOD WORDS: ADJECTIVES

MATERIALS

- Food Words: Adjectives Board 1
- Sentence strips (Optional)
- Counters
- Jumbo dice

PREPARATION

- Nil

HOW TO PLAY

Players take turns to roll the dice and move around the board. The board can be used to target the following skills:

1. Adjective generation

Each time a player lands on a food they must think of two adjectives that can be used to describe the food. For example, if the child lands on the carrot they could say *orange* and *crunchy*.

2. Using an adjective in a simple sentence.

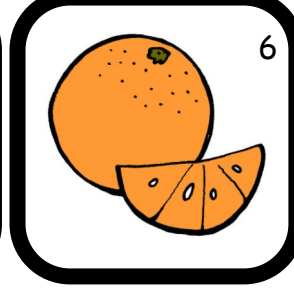
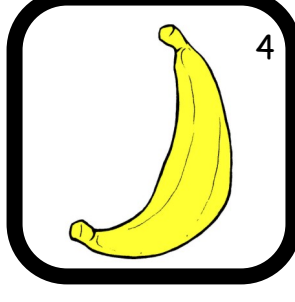
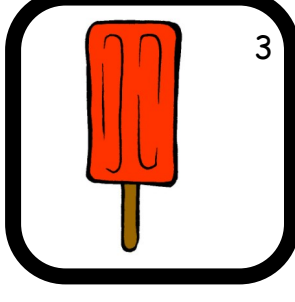
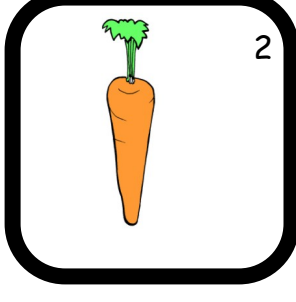
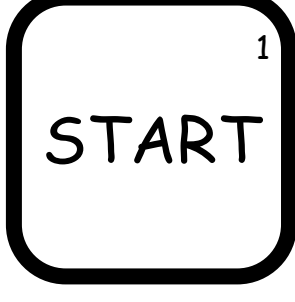
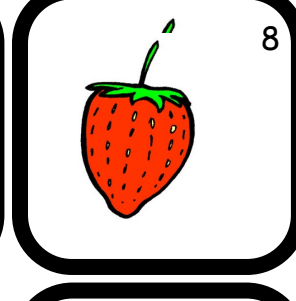
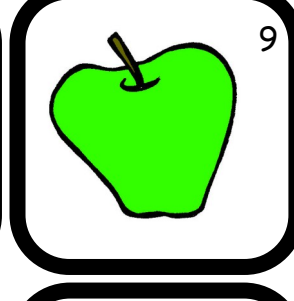
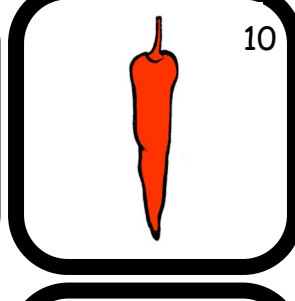
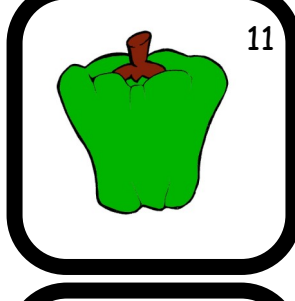
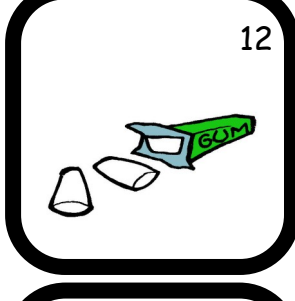
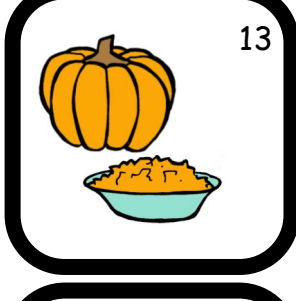
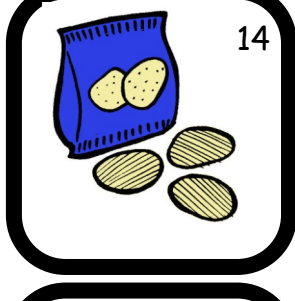
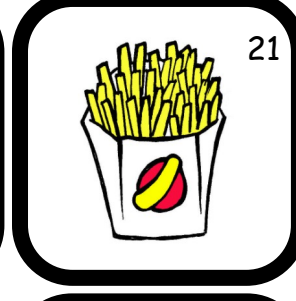
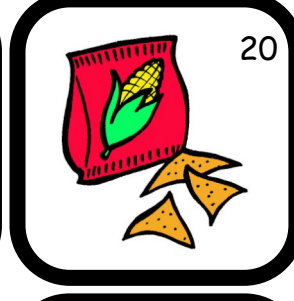
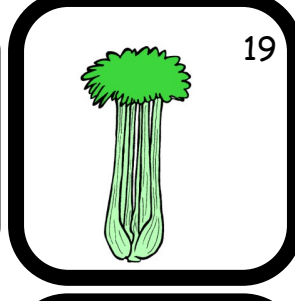
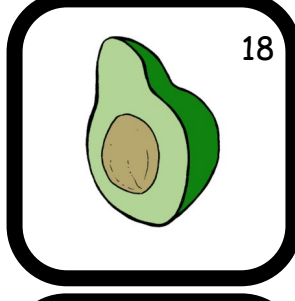
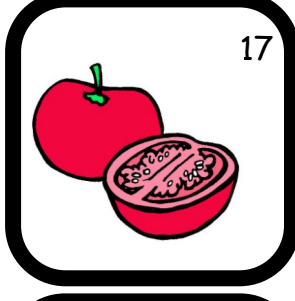
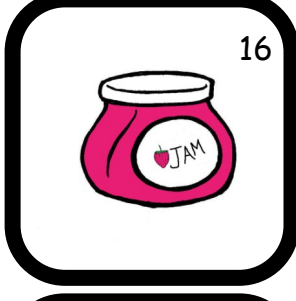
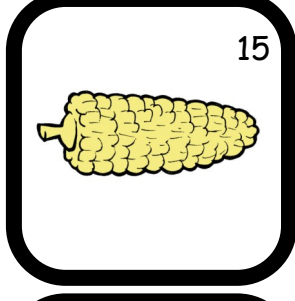
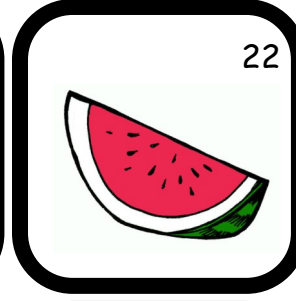
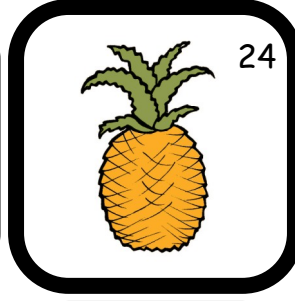
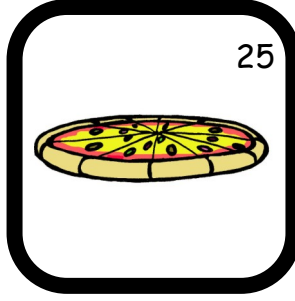
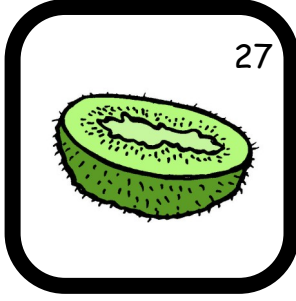
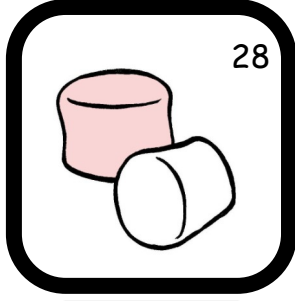
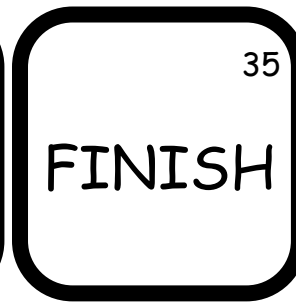
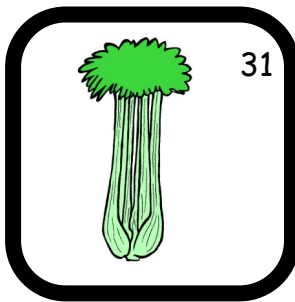
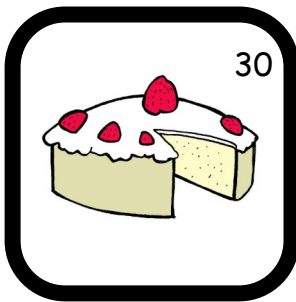
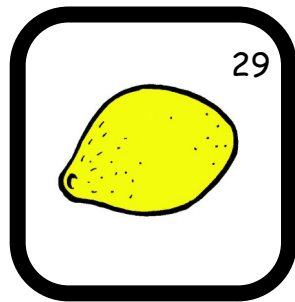
Each time a player lands on a food they must use one adjective in a simple sentence to describe it. For example, if the child lands on the carrot they could say "*The carrot is crunchy*," or "*This is a crunchy carrot*." The appropriate sentence strips can be used if the child requires additional support to formulate a sentence.

3. Using two adjectives in a simple sentence.

Each time a player lands on a food they must use two adjectives in a simple sentence to describe it. For example, if the child lands on the carrot they could say "*The carrot is crunchy and orange*," or "*This is a crunchy orange carrot*." The appropriate sentence strips can be used if the child requires additional support to formulate a sentence.

SUPPORT STRATEGIES

- Pause and allow the child additional time to respond.
- Prompt a range of adjectives by suggesting categories such as *colour*, *shape*, *size*, *taste* and *texture* e.g., Can you think of some words that describe the taste of a marshmallow?
- Offering a choice of two answers greatly reduces the complexity of the task. The choices offered can be maximal contrasts or minimal contrasts e.g. Is an apple crisp or soft? Is an apple crisp or chewy?
- Activate the child's prior knowledge to assist them in generating adjectives. For example, you could say "We cut up an orange when we made fruit salad. There was juice everywhere! Can you think of a word to describe an orange?"



The N is Adj .

The N is Adj and Adj .

This is a Adj N .

This is a Adj Adj N .

A N is Adj .

FOOD WORDS: ADJECTIVES

MATERIALS

- Food Words: Adjectives Board 2
- Counters
- Jumbo dice

PREPARATION

- Nil

HOW TO PLAY

Players take turns to roll the dice and move around the board. The game can be played in a way similar to 'Snakes and Ladders,' with players going up the watermelons and down the bananas. Players can have an additional turn if they land on a bunch of grapes. The board can be used to target the following skills:

1. Think of a food that can be described in that way.

















As the player lands on each square they must think of a food that can be described in that way. For example, when the child lands on the square marked *spicy*, they could say *laksa*. The game can be made more challenging by asking the child to think of an additional food that can be described in that way.

2. Using the adjective in a simple sentence.

Each time a player lands on a food they must think of a food that can be described in that way, and then make up a sentence using the given adjective and the food they have thought of. For example, if the child landed on yellow they could say "A banana is yellow." The appropriate sentence strips can be used if the child requires additional support to formulate a sentence.

SUPPORT STRATEGIES

- Pause and allow the child additional time to respond.
- Offering a choice of two answers greatly reduces the complexity of the task. The choices offered can be maximal contrasts or minimal contrasts For example, you could ask "Is a marshmallow or an apple crunchy?" or "Which one is sour—an orange or a lemon?"
- Activate the child's prior knowledge to assist them in thinking of different foods. For example, you could say "I saw you eating a juicy piece of fruit at lunch. What were you eating?"
- Give semantic cues to prompt a response. For example, if the child landed on the square marked 'juicy' you could say "I can think of a round fruit that is orange and juicy. Its an ..."

29 crisp	30 heartly	31 oily	32 healthy 	33 orange	34 red	35 FINISH
28 greasy 	27 yellow	26 sticky 	25 bitter 	24 dry 	23 brown 	22 juicy
15 tasty 	16 soft	17 yellow 	18 flat	19 yummy 	20 rich 	21 sugary 
14 white	13 cold	12 chewy 	11 sour	10 bland 	9 green	8 hot 
1 START	2 spicy	3 creamy	4 salty 	5 round 	6 sweet	7 crunchy 