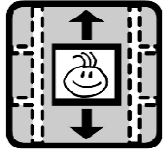




PHASE 1: SYSTEM LIFT



- LEARN TO IDENTIFY PARTS OF VARIOUS OBJECTS;
- DISCOVER THE CONTEXT / ENVIRONMENT WHERE OBJECTS LIVE;
- SEE VERY SMALL PARTS OF OBJECTS AND SEE OBJECTS THEMSELVES AS VERY SMALL PARTS OF OTHER OBJECTS.

Note: we may deal either with *this exact object* or *this object as one of its kind*.

GENERAL AIM: to help your child see that all objects consist of parts and are themselves parts of other objects.

COMMUNICATION RULES:



START SMALL



LET THEM BE SILENT



HIDDEN CORRECTION



PHRASES NOT WORDS



TRANSLATION WITHOUT TRANSLATION

TECHNIQUES FOR THE PARENT:



CARPE MOMENTUM

IT MUST BE HERE



MEDIATOR

OBSERVE

While observing your child playing or watching and reading to the child, think what kind of either **objects** or **living things** you want to use for the activity. The objects you choose first should have clearly identifiable parts familiar to your child and also be parts of groups / categories that your child already knows. Some suggestions:

- A cartoon character - head, legs, arms are parts of the character
- Computer - screen, mouse, keyboard are parts of the electronic device)
- A car - door, wheel, bumper are parts of the car

ROLES

Think of possible roles you and your child can adopt in the game with objects / living things you have selected. Some suggestions:



Parent: a bag/suitcase, a garage, a garden, a cupboard



Child: a piece of clothes, a car, a plant, a kitchen utensil



Mediator: a toy, a food item, a shoe



SUMMARISE

Variant 1

(get the child to reflect on the experience)
After the task, ask your child what you have done and how you have solved the task. Focus on the change of objects when travelling up and down in the system lift. Get the child to ask you as well.

Did you like the game?
Did you prefer to go up or down?
Can we teach your toys to use the system lift?
Let's try.

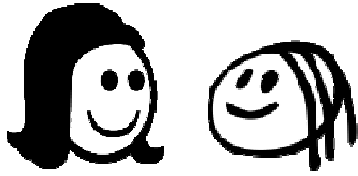
Variant 2

(summarising for someone, e.g. a granny, another child, a toy, etc.)
The child may lead the game and play it with a person new to the activity or re-tell the activity to this person as a story.

What did we do?
What did he/she say?
Why did you / he/ it?
First we... Then... The task was...
Now you are... you have to... I am...



PHASE 1: SYSTEM LIFT



Assess your child's performance by putting one of the marks below next to each skill. Try to do it on a few occasions over a period of time. Put a date for each assessment.

++
can easily do

+
can do

○
not sure

-
can't do

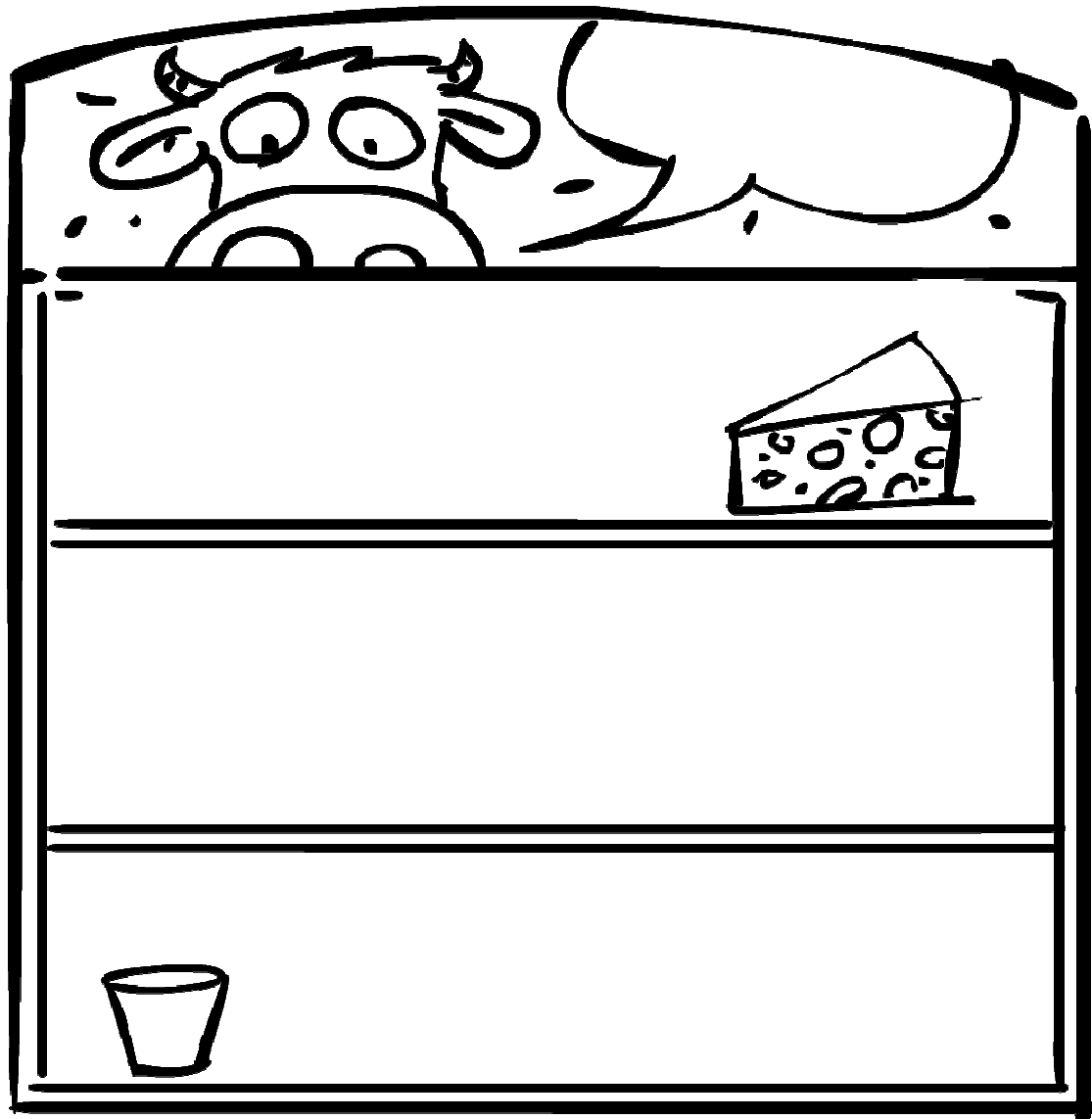
--
too difficult

MY CHILD CAN:	date	date	date	date	date
identify parts of elements/objects					
find contexts where elements/objects live					
see elements/objects as parts of other elements/objects					

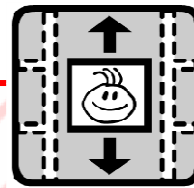
identify parts of elements/objects

find contexts where elements/objects live

see elements/objects as parts of other elements/objects



Complete the picture and colour it.



CARD A: FIND SIMILAR

START

Choose an object whose constituent parts are fairly easy for your child to identify. It is easier to choose objects which your child can see and touch when playing this game. Options: toys, furniture items, book, pet, etc.

Decide on roles

You are going to play a competitive game with your child. Choose between playing as yourselves or adopting roles. Possible roles: a toy, the chosen object, thinking / language character

Set a task

In turns you go either one floor up – to the next group the object belongs to / a super-system, or you go one floor down – to parts the object consists of / sub-system. The task is to find as many objects at the destination floor as possible, ie all sub or super-systems of the given object.

BUILD

Build a dialogue

Demonstrate making a step (Now we take the angry bird and go one floor down. What do we see here? Right, the body, the head, etc.) Do not reject your child's answers. Make sure the child hasn't jumped over a floor (Would the beak be a part of a larger part of the bird?). Don't hurry, spend enough time on each floor not to miss anything.

If the child is interested:

Encourage your child to find objects with the 'longest' system lift possible, ie those with the largest number of floors. Get your child to collect the winner for different contexts.

SITUATIONAL

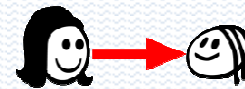
Shall we play a game? Who's going to win?
We're the best! I am! I'm going to win!

GENERIC

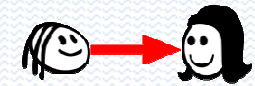
Let's step into the lift. Up / down we go. Press the button.
What do we see here? I belong to... I am made up of...
What do you consist of? What are your parts?

SUPPORT

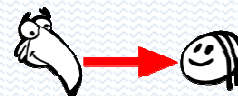
It's the one you've just found, something else must be around.
Look here. What do you call this? You're almost there!



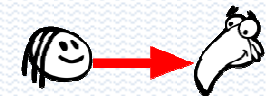
Where do you belong?
What are other objects that belong to this group?
How many parts do you have?



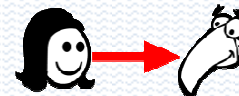
I go to the group of...
I am made of...
I have...



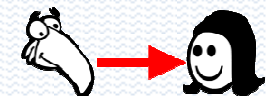
Do you think it is the same floor?
What else do you see there?
Is it the next level?



Isn't it the same?
What is this?
Can you help me?



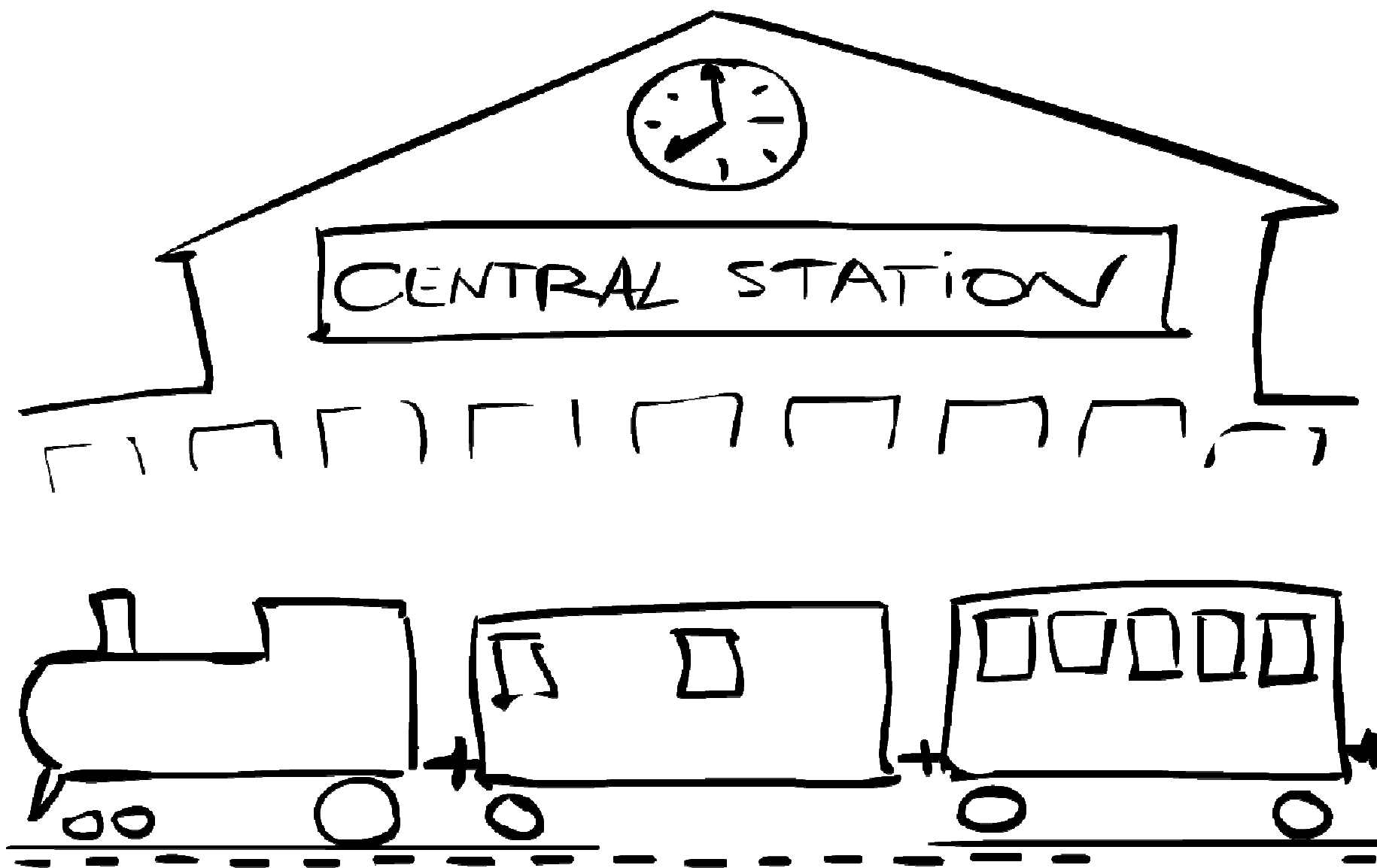
How can you say that this is the next floor?
Can you help me?
Am I right?



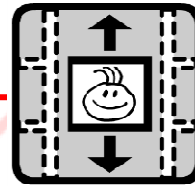
May I help?
I've got an idea. Please, may I?

to **SUMMARISE**





Add the missing parts.



CARD B: EXCLUDE

START

Choose an object that will be looking for 'friends'.

It can be one of the toys whose activities in the game require 'friends', a container whose 'friends' are inside (e.g. a house, a basket) or just any object your child finds attractive at this time (eg. a bakugan, chupa-choops, etc.).

Decide on roles

You are going to play a 'find friends' game with your child. Choose between playing as yourselves or adopting the role of one of the objects above that looks for 'friends'.

Set a task

The task is to become a friend of the chosen object. For this, you should either a) find at least one part that is similar to the chosen object (e.g. an engine and a car both have a wheel) – go one floor down the system lift or b) find at least one larger group where both of these objects belong (e.g. a car and a teddy bear are both toys) – go one floor up the system lift. Try to find as many objects to befriend the chosen one as you can.

BUILD

Build a dialogue

Use the mediator to show your child how you can go one floor down and find parts (I step into the lift and go one floor down. What do I see here? I've got...) and one floor up. Here you can find objects in the immediate situation (e.g. toys on the carpet, things on the floor, objects in the room, etc.) or similar objects (toys, furniture, kitchen utensils, etc.).

Help the child to see parts or groups through investigating the floors together. Do not skip the discussion to make the game go faster!

If the child is interested:

Choose several objects your child likes and ask him/her to guess which of them will have the longest system lift. Then check the hypothesis through building the lift for each object. The next step could be to guess which of the floors in the lift will be the most crowded one (i.e. most objects can be found there). This should be also checked later.

SITUATIONAL

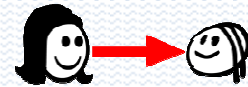
What features does this object have? Can you describe it?
I am your friend as.... May I be your friend?
They are friends because... Similar because... It is / has...

GENERIC

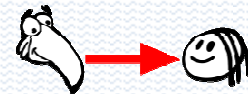
Let's step into the lift. Up / down we go. Press the button.
What do we see here? I belong to... I am made up of...
What do you consist of? What are your parts?

SUPPORT

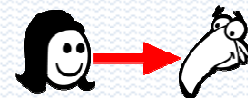
It's the one you've just found, something else must be around.
Look here. What do you call this? You're almost there!



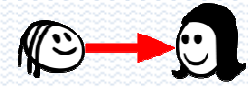
Where do you belong?
What other objects belong to this group?
How many parts do you have?



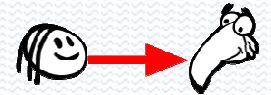
How can you see which groups objects belong to?
Going one floor up. What do you see?



How can you say that this is the next floor?
Can you help me? Am I right?



I go to the group of...
I am made of...
I have...
... is also like me.



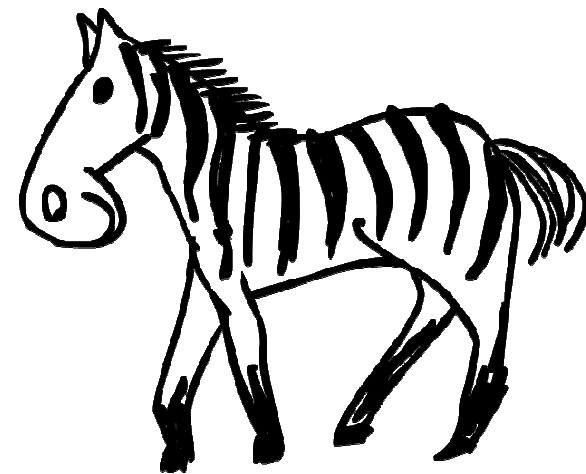
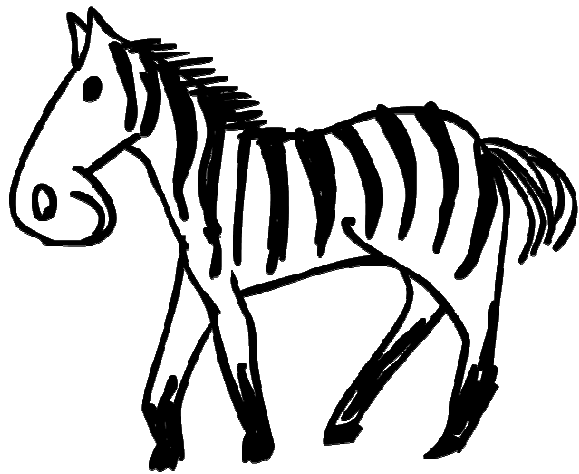
Isn't it the same?
Let me press the button,
May I come in?
Up we go.



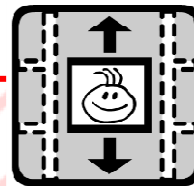
May I help?
I've got an idea.
Now we are one floor up. Let me see what we have here.

to **SUMMARISE**





Zebras can live in such different places! Draw where they live.



START

Choose an object that will perform the role of a guard.
The guard allows things to cross a certain border (e.g. that of a basket, a house, a garage).

Decide on roles

You are going to play 'the guard' game. You can become a 'guard' yourself or adopt one of the roles (e.g. a wolf toy-eater, an officer, a robot, etc.). Choose the one most suitable for your situation.

Set a task

A player's task is to cross the border. To do this, they need to either a) name a group which both they and the guard belong to or b) name common parts that both they and the guard have.

BUILD

Build a dialogue

Use the mediator to show your child how you can go one floor down and find common parts (I step into the lift and go one floor down. What do I see here? I've got...) or one floor up. Here you can find objects in the immediate situation (e.g. toys on the carpet, things on the floor, objects in the room, etc.) or objects of the kind (toys, furniture, kitchen utensils, etc.).

Help the child to see parts or groups through investigating the floors together. Do not skip the discussion to make the game go faster!

If the child is interested:

You can make the game more difficult by getting the guard to accept only common groups / super-systems.

SITUATIONAL

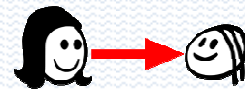
I am the guard. Nobody is allowed to pass! Stop. No entry.
Will you let me in? May I pass please? May I come in?
You can only pass if... You can't come in unless...

GENERIC

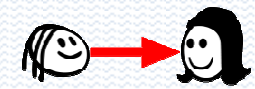
Let's step into the lift. Up / down we go. Press the button.
What do we see here? I belong to... I am made up of...
What do you consist of? What are your parts?

SUPPORT

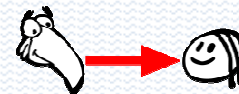
It's the one you've just found, something else must be around
Look here. What do you call this? You're almost there!



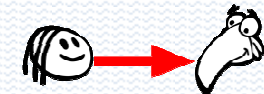
You should name... to pass.
Tell me which parts we have in common.
How many parts do you have?



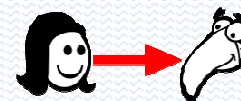
I belong to the group of ...
I am made of...
I have
... is also like me.



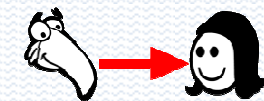
How do you see the group?
Let's go one floor up. What do you see?



Isn't it the same?
May I come in? May I pass?
Am I right?

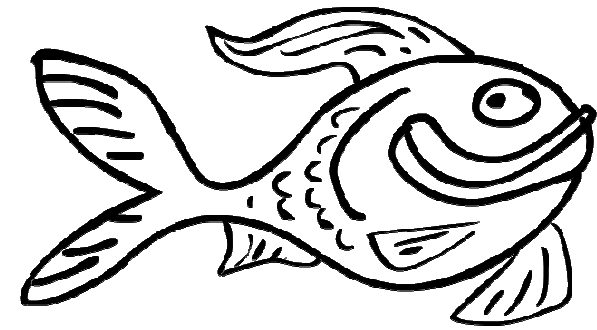
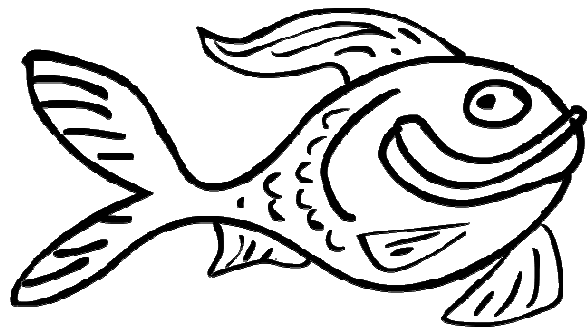


What about you? Can you say?
Can you help me?

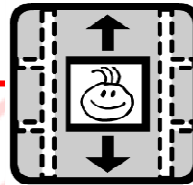


May I help? I know.
I've got an idea.





How did I get here? Draw what's around me!



CARD D: GUESS

START

Think of an object that has many parts. Choose ones your child is aware of. Don't discuss the object with your child. Instead ask your child to guess it.

Decide on the roles

You can play as yourselves or 'become' the object you thought of. It can be easier for you if you introduce a mediator into the game (*a toy or any object that is around*). The mediator can speak the target language.

Set a task

Ask your child to guess who you are by either a) referring to three parts you've got (use the structure under 'situational') or b) referring to three groups you belong to. The latter is usually more difficult.

BUILD

Build a dialogue

Use the mediator to guide your child in his/her thinking. If the child comes up with an idea, the mediator can help him/her see what can/can't be possible through checking the idea against what we know about the object. Remember that the aim is not only to guess but to help your child see the parts of an object (sub-systems) and groups it belongs to (super-systems).

Try to work with 3-5 objects.

If the child is interested:

Let the child lead the game and make puzzles for him/herself. Suggest that your child creates puzzles like this when the situation allows for it (e.g. going in a car, cooking a meal, etc.).

SITUATIONAL

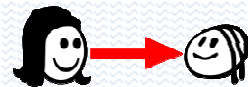
It has a ..., but it is not a ... / It is part of ..., but it is not a ...
 It has a ..., but it is not a ... / It is part of ..., but it is not a ...
 It has a ..., but it is not a ... / It is part of ..., but it is not a ...
 What is it?

GENERIC

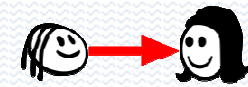
Let's step into the lift. Up / down we go. Press the button.
 What do we see here? I belong to... I am made up of...
 What do you consist of? What are your parts?

SUPPORT

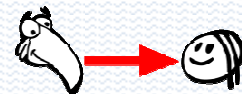
It's the one you've found, something else must be around.
 Look here. What do you call this? You're almost there!



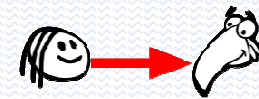
No, it isn't. Try again.
 What does it have?
 What else can it be?



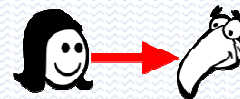
It was not a ...
 It is made of...
 I think...



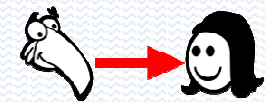
Can you name other objects
 which have...?
 Let me help you a little.



Do you think it can be...
 Let's see... I think...
 Do you know?



Can you help me?
 Am I right?



May I help?
 Let me think aloud a little.