



PHASE 1: TIME MACHINE

GENERAL AIM: to help your child see that elements change in **TIME**.



- LEARN THE TIME FRAME: PAST – PRESENT - FUTURE
- SEE THAT EACH ELEMENTS WAS SOMETHING DIFFERENT IN THE PAST
- SEE THAT EACH ELEMENT WILL BE SOMETHING DIFFERENT IN THE FUTURE

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

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 your child, please think what kind of either **objects** or natural **phenomena** you want to use for the activity. The objects you choose first should show clear changes in time.

Some suggestions:

- Characters in books/cartoons that change some of their features
- Toys or clothes items that clearly bear some signs of wear
- Fruit, vegetables, plants in your garden

ROLES

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



Parent: a lunch box, a bag, a garage



Child: fruit/vegetable, a toy, a flower



Mediator: a strawberry, a car, an apple tree

to **START** and **BUILD**

SUMMARISE

Variant 1

(get the child to reflect the experience)

After the task, ask your child what you have done and how you have solved the task. Focus on finding changes of elements in time. Get the child to ask you as well.

Did you like the game?

Did you prefer to travel to the past or future?

Can we teach your toys to use the time machine? Let's try.

Variant 2

(summarising for someone, eg 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?

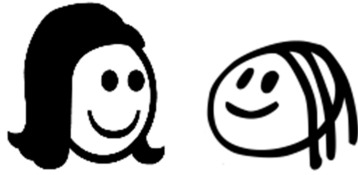
Why did you / he/ it?

First we ... Then ... The task was...

Now you are... you have to ... I am ...



PHASE 1 : TIME MACHINE



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

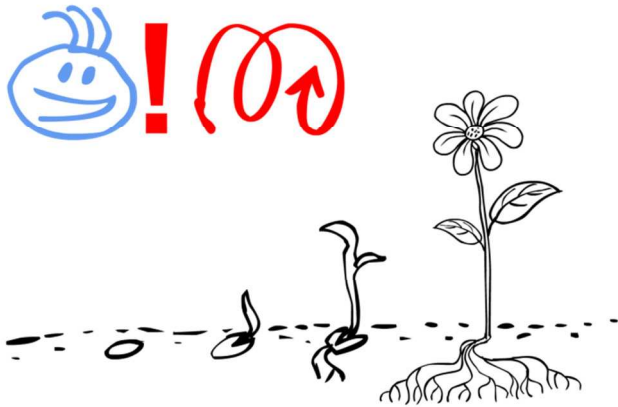
+
can do

○
not sure

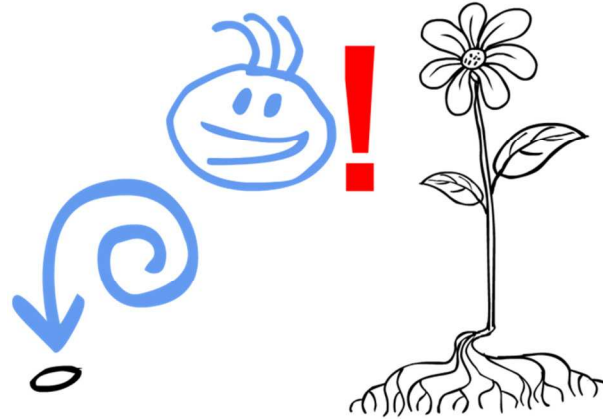
-
can't do

--
too difficult

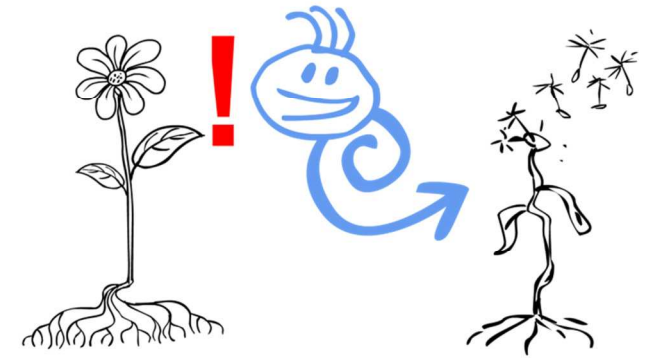
MY CHILD CAN:	date	date	date	date	date	date
see the difference between present, past and future						
describe an element/object as it was in the past						
imagine an element/object as it will be in the future						



see the difference between present, past and future

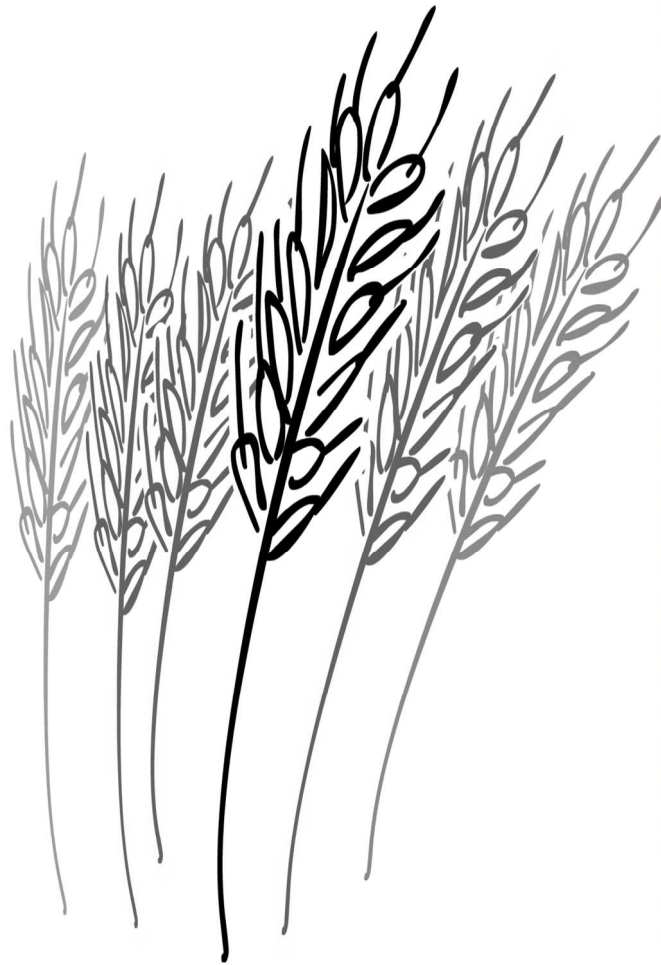


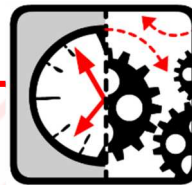
describe an element/object as it was in the past



imagine an element/object as it will be in the future







CARD A: FIND SIMILAR

START

Choose an object and discuss it with your child. Stress your child's experience rather than knowledge (what he/she saw, felt, experimented with).

Decide on roles

You are going to play '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 show that the object you are playing for changes during the same period of time (eg shorter/longer than a day/year/month/etc).

BUILD

Build a dialogue

Use the mediator to show your child what you expect him/her to do (Hello strawberry. I am an apple. I am on the ground now. I get into the time machine and travel one day ahead. I am inside Jane's belly now, just like you). Draw the child's attention to the time period chosen (eg one day).

Accept objects and explanations. If the answer sounds improbable, ask for further explanation of a situation when this is possible, or for whom this is possible (another point of view). If your child agrees to make experiments, assist and discuss results later. Try to work with 3-5 objects.

If the child is interested:

Let the child study changes in some objects (like vegetables) placing them in various environments and comparing later.

Get the child to draw the timeline of different objects he/she is interested in. Look at the drawings together and establish the periods of time between them. Add more drawings in the 'gaps'.

SITUATIONAL

What features does this object have? Can you describe it?

I am your friend as.... Can I be your friend?

They are friends because... Similar because... It is / has.

GENERIC

It was ... ago; It will be ... in the future. Before/After.

Now/Then.

How did/will it look years in the past/future? What is it?

What about you? Do you agree?

How old are you? Were you the same yesterday / last week?

SUPPORT

Past or future, just jump in, let's go in the time machine.

You're right. Good. Well done! Look here. Has it changed?



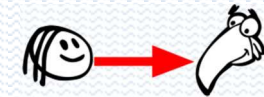
What do you see?
How long is your life?
How fast do you change? Why?
What happens to you?



I think ... ?
It is ... long.
How do I look?



How do you know it?
How fast does it change?



I think
What did you say?
Can I come in?



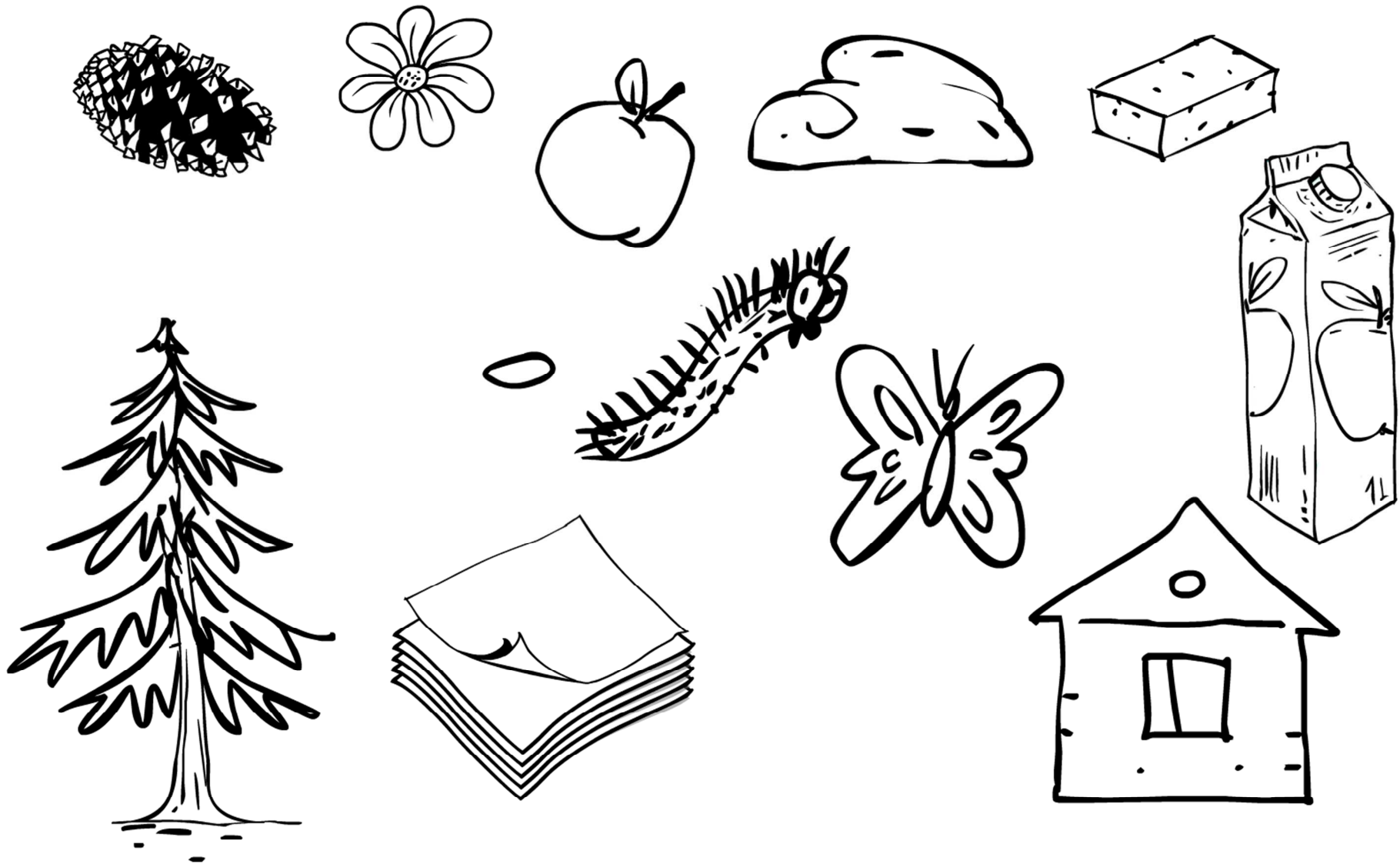
How can you know how it changes? How fast?
What changes do you see?
How?



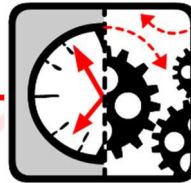
I was ... I will be...
Let me explain.

to **SUMMARISE**





Connect the objects which are linked in time.



CARD B: EXCLUDE

START

Choose an object that will perform the role of a guard. The guard allows things to cross a certain border (eg 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 (eg 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 find objects that will be allowed to cross the border. For this, they should a) have changed in some way over the last day or b) change in some way by the next day.

BUILD

Build a dialogue

Use the mediator to show your child what you expect him/her to do (I am a peach. Liza will eat me today, so I will be different tomorrow). Draw the child's attention to the time period chosen (eg one day).

Accept objects and explanations. If the answer sounds improbable, ask for further explanation of a situation when this is possible, or for whom this is possible (another point of view). If your child agrees to make experiments, assist and discuss results later. Try to work with 3-5 objects.

If the child is interested:

Family members can become 'guards' of activities (eg watching TV or playing a computer) or places (eg kitchen). In order to be allowed to do an activity or to enter, you should do something (eg show how you've changed over the past day).

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

It was ... ago; It will be ... in the future. Before/After.
Now/Then.

How did/will it look years in the past/future? What is it?
What about you? Do you agree?

How old are you? Were you the same yesterday / last week?

SUPPORT

Past or future, just jump in, let's go in the time machine.
You're right. Good. Well done! Look here. Has it changed?



What do you see?
Were you the same yesterday? Why?
Will you look the same tomorrow?



I think ... ?
Yesterday I... Tomorrow I ...
May I pass?



How do you know it?
How fast does it change?
You cannot pass.



I think
What did you say?
May I come in?



And what will happen tomorrow?
Tell me what you did today.

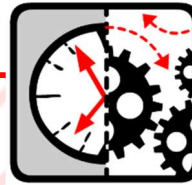


I was ... It will be...
Then... After that...





Draw a time machine.



START

Choose an object which clearly changes in time.
Options: food items, flowers, sand building, etc.
You may discuss the object with your child. In this case, stress your child's experience rather than knowledge (what he/she saw, felt, experimented with, etc.).

You may draw, make, paint the object, 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 travel either one step to the future or the past. You should describe what your object looks like now.

BUILD

Build a dialogue

Demonstrate making a step (now this milk bottle is half empty. In the morning it was full). Don't reject your child's answers – ask for explanations. Agree if you are speaking about a particular object (this tree) or an object of its kind (a tree in general). Decide on the period of time you will be talking about discuss how fast the object changes.

When doubtful, ask when or for whom this may be possible. Try to work with 3-5 objects.

If the child is interested:

Let the child study changes in some objects (like vegetables) placing them in various environments and comparing later.

SITUATIONAL

Let's play a game! Who's going to win?
We're the best! I a'm going to win!
Let's play. In turns. Your turn. My turn.

GENERIC

It was ... ago; It will be ... in the future. Before/After.
Now/Then.

How did/will it look years in the past/future? What is it?
What about you? Do you agree?

How old are you? Were you the same yesterday / last week?

SUPPORT

Past or future, just jump in, let's us go in the time machine.
You're right. Good. Well done! Look here. Has it changed?



What do you see?
Let's go ... days back?
Has it changed? Why?
What are you?



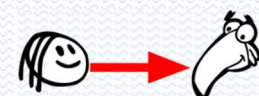
How long is it?
How fast does it change?



How do you know it changes? How fast?
What changes do you see?



I think ...
I am () now
How do I look?
Who are you?

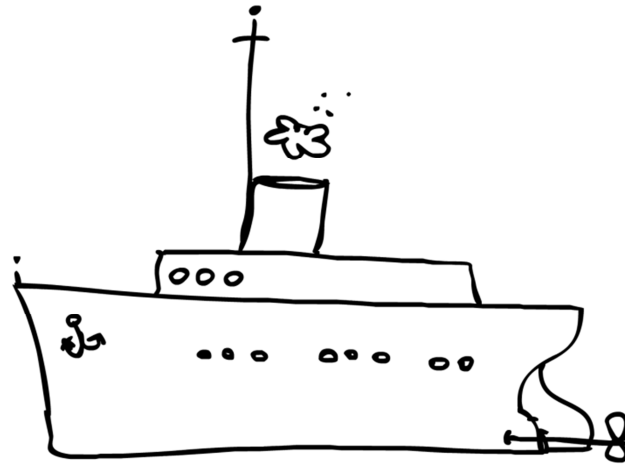
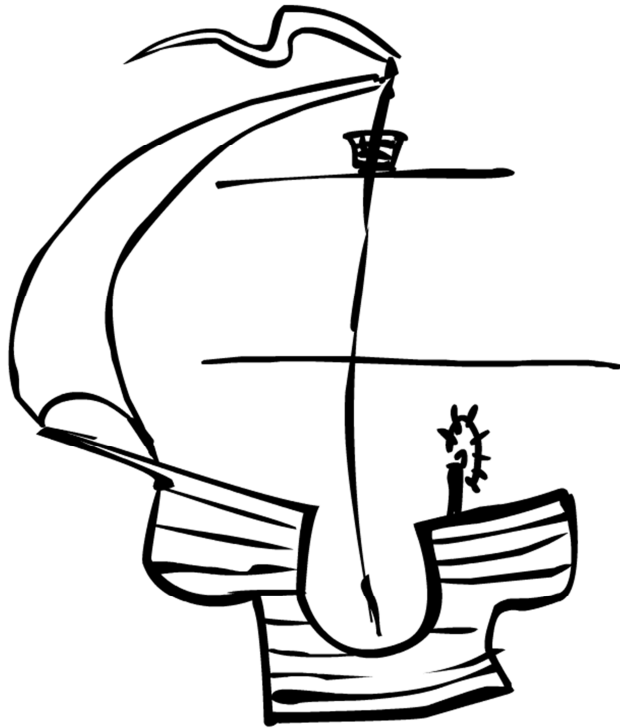


I think
What did you say?

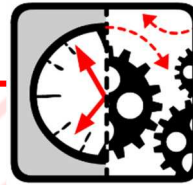


I was (a car in the shop)
How do you know its future?





How have the ships changed? Colour and complete.



CARD D: GUESS

START

Think of an object which changes in time.

Don't discuss it with your child. Instead ask your child to guess it.

Decide on the roles

You can play as yourself 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). This mediator may speak the target language.

Set a task

Ask your child to guess who you are telling him/her about giving three states of the object during its lifetime (First I am... Then I am... In the end I am... What am I?).

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 if it 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 correctly, but to help your child see how objects change over time.

If the child is interested:

Let your child lead the game and make puzzles him/herself.

Suggest your child creates puzzles like this when the situation allows for it (eg going in a car, cooking a meal, etc.).

SITUATIONAL

First it is a ... Then, it is a ... In the end it is What is it?.

GENERIC

It was ... ago; It will be ... in the future. Before/After. Now/Then.

How did/will it look years in the past/future? What is it?

What about you? Do you agree?

How old are you? Were you the same yesterday / last week?

SUPPORT

Past or future, just jump in, let's go in the time machine. You're right. Good. Well done! Look here. Has it changed?



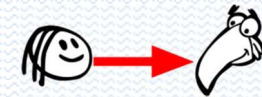
What else can it be? Try again.
What was it first?
What else can it be?



I think ... ?
It is....
Can it be ...?



What was the object first?
What was it then?
Can you name them?



Can you help?
Was it...?
What did you say?



So we are looking for smth that is....
first.
How fast?



Let's see... What can ...?
Do you think it could be...?

to **SUMMARISE**

