



PHASE 1: WHAT IS YOUR JOB



- SEE THAT ALL ELEMENTS HAVE FUNCTIONS
- LEARN THAT AN ELEMENT CAN HAVE MORE THAN ONE FUNCTION
- DISCOVER THAT FUNCTIONS ARE SEEN IN RELATION TO OTHER ELEMENTS

GENERAL AIM: to help your child see that all elements have a certain job or a **FUNCTION**.

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, think what kind of either **objects** or natural **phenomena** you want to use for the activity. First choose objects that have a clear function.

Some suggestions:

- A spoon moves food from the plate to our mouth.
- A pencil leaves trace on paper
- Gloves keep our hands warm

ROLES

Think of possible roles you and your child can adopt in the game with objects / phenomena you have chosen.

Some suggestions:



Parent: a ship's captain, a dinner table, jam



Child: a slice of cheese, a fork, a carpet, a cap



Mediator: watch, glasses, a bag

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

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 defining the function of elements (their job). Get the child to ask you as well.

Did you like the game?
Who had the easiest job to find?
Can we find the job of different things in...?
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: WHAT IS YOUR JOB

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.



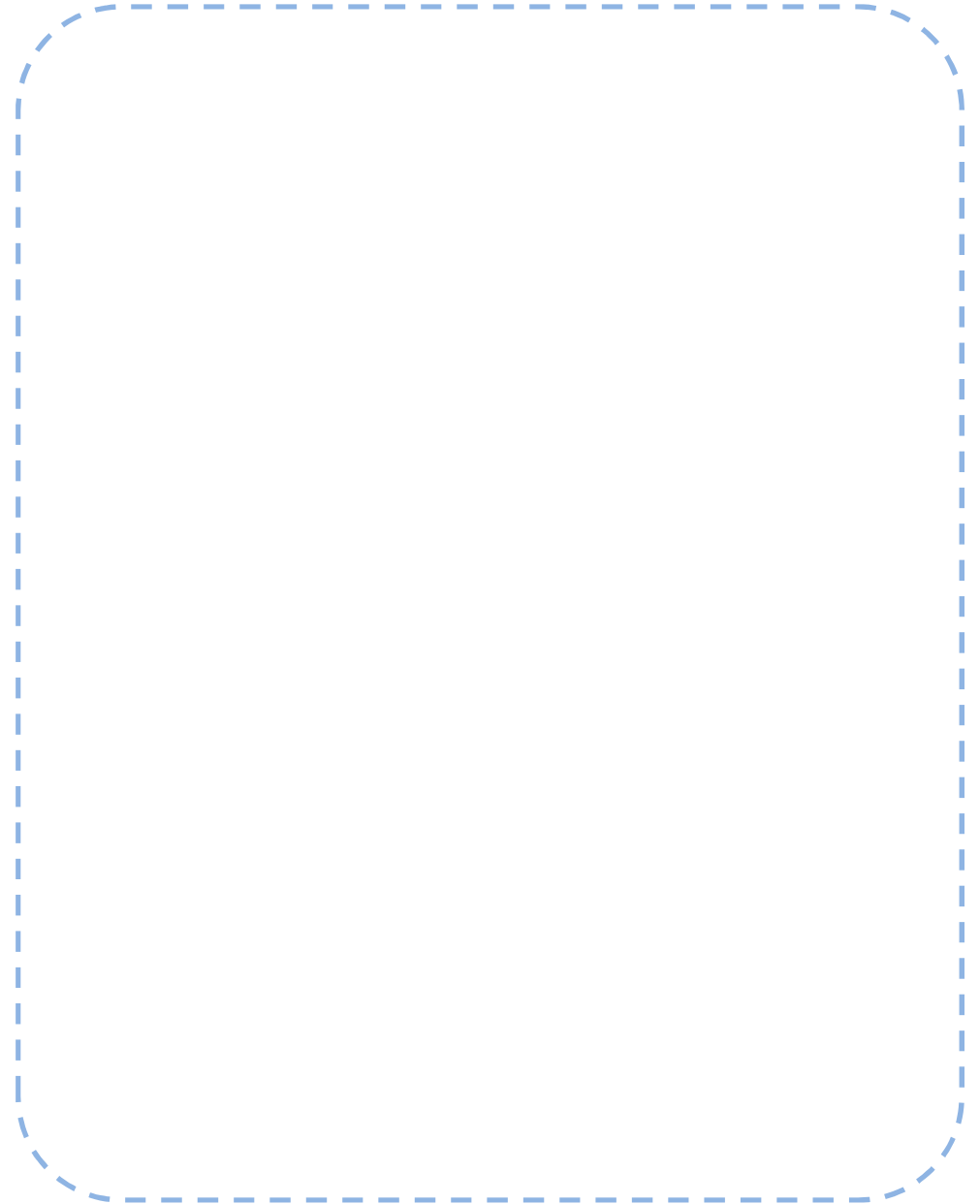
++ can easily do	+ can do	○ not sure	- can't do	-- too difficult
----------------------------	--------------------	----------------------	----------------------	----------------------------

MY CHILD CAN:	date	date	date	date	date	date
define jobs of various elements						
formulate the job of an element in relation to other elements						
see that elements have several jobs						

define jobs of various elements

formulate the job of an element in relation to other elements

see that elements have several jobs



What tool are they all using? What else can you do with it? Draw.



CARD A: FIND SIMILAR

START

Choose an object that will be looking for 'friends'. Try to choose an object your child is familiar with, so that it's fairly easy for him/her to decide on the 'job' of the object.

Decide on roles

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

Set a task

The task is to become a friend of the chosen object. For this, you should find at least one 'job' that is the same for both the chosen object and the character you are playing for. You should find as many objects as possible to befriend the chosen one.

BUILD

Build a dialogue

Demonstrate the expected behaviour to your child through the mediator (Hi, I am a slice of cheese, I can make a sandwich tasty, just like you – eg, talking to ham). Guide your child in finding the function through considering different properties of the object. Always ask in reference to which object the function is performed (a broom sweeps the floor, but if used for a door – it can block the door). Try to work with 3-5 objects.

If the child is interested:

Choose a 'job' and let the child collect a bank of objects that can perform this job.

Choose a particular context (eg, a park or a kitchen) and find the three most useful objects in this context (according to the number of jobs they can perform).

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

What is it? What can it do?
What is your job? What is your function? Can you...?
It can be used to... I can... I can be used for ... It's to..

SUPPORT

You're new, what is it you do?
You're good. That's an interesting idea! Good. Well done!



What are you?
What is it that you do?
Can it be in?
Can you find an object that can ...



Can I become your friend?
I am () now
I can be used to ...



Can you collect ... objects?
What did it do?



I think....
What else can I do?
What is your job?



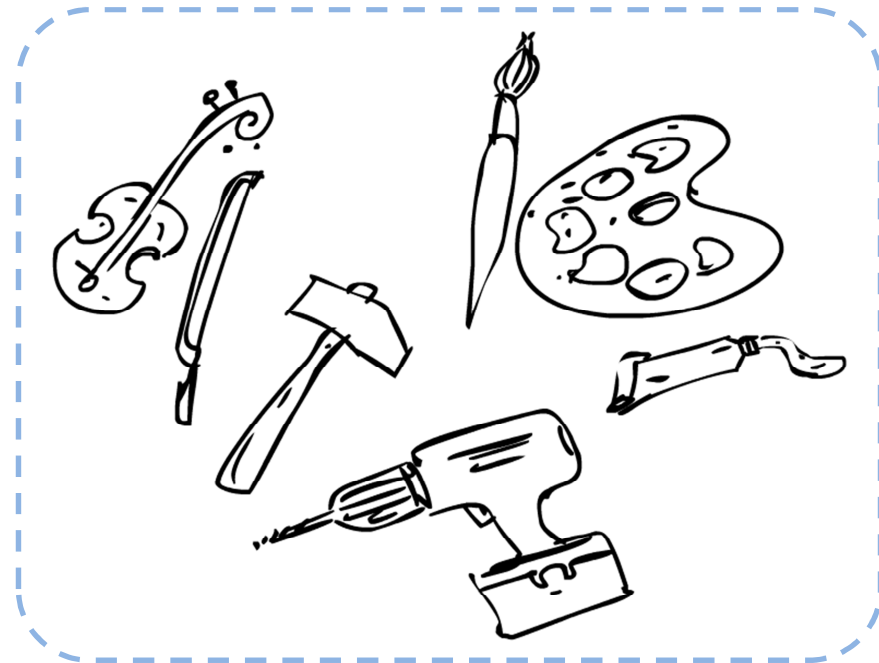
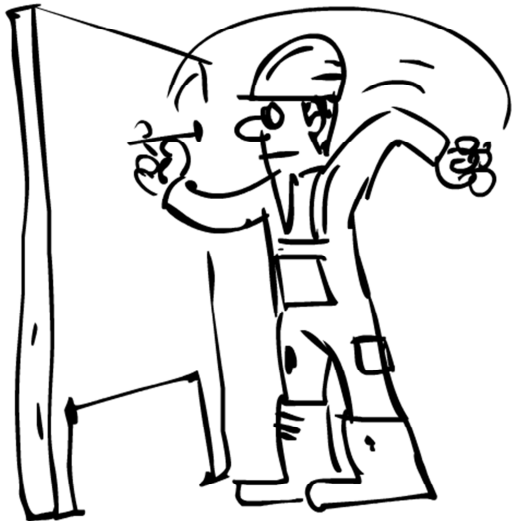
What can we both do?
Join me. Let's be friends!



I was (a car in the shop)
Can I go onboard?

to **SUMMARISE**







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 cross the border. They come to the 'guard' in pairs. The guard asks one of them about its main 'job'. He answers. The second one in the pair has to prove that it can also do this job and explain or demonstrate how.

BUILD

Build a dialogue

Demonstrate the expected behaviour to your child through the mediator (I am a tomato, I am very useful for pasta sauce. And I am salt, I am also very useful for the sauce). Guide your child in finding the function through considering different properties of the object. Always ask in reference to which object the function is performed (a broom sweeps the floor, but if used for a door – it can block the door). Try to work with 3-5 objects.

If the child is interested:

Let the child change objects and reference points (like what can this object do if it is applied against a new object). You can compete in finding the most useful thing in a certain context, ie the one that can perform most functions.

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

What is it? What can it do?
What is your job? What is your function? Can you...?
It can be used to... I can... I can be used for ... It's to..

SUPPORT

You are new, what is it you do?
You're good. That's an interesting idea! Good. Well done!



What can you do?
What is your job?
Prove you can do ... , too.
What are you?



Can you let me in?
I am () now
I can ... I can also
Look at my. It can help me...



Can you collect ... objects?
What about your...?
How can you use it for...?



I think....
What did you say?
Can you?



So, how will you do it?
Come in, please
Looks like you're out. Any idea?



I guess I know. You can...
I've got ... it helps me ...





Draw your magic wand.



START

Decide on roles

You are going to play a competitive game with the child. Choose between playing as yourself or adopting roles. The latter will allow both you and the child to play several roles. Options: toys, objects around the house, things on the playground, etc.

Choose objects whose 'jobs' you want to consider with your child. These objects can be characters in your game. Choose at least one object that is likely to speak the target language.

Set a task

The characters compete in finding as many 'jobs' of an object as they can. They do it in turn.



BUILD

Build a dialogue

Demonstrate what you expect your child to do (This is a ... It can ...). Get your child to offer a possible 'job' of the selected object. Do not reject your child's answers. If doubtful, ask when this function may be possible.

Try to work with 3-5 objects. The winner keeps the object. The task is to collect as many objects as you can.

If the child is interested:

Organise a 'jobs champion' competition, ie look for objects that have most jobs

(at home, on the playground, in the car. etc.).

Suggest that the child plays the game with friends / family members.

SITUATIONAL

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

GENERIC

What is it? What can it do?

What is your job? What is your function? Can you...?
It can be used to... I can... I can be used for ... It's to...

SUPPORT

You're new, what is it you do?

You're good. That's an interesting idea! Good. Well done!



What can you do?
What is your job?
Show me that you can do ... , too.
What is it that you can ... (clean)?



I know what it does.
What do you do? I think you can ...



What else can I do?
If I do..., what will be my job?
Look, it's got... How can it be used?



I think it can ...
What did you say?
For ... -ing



Can you help me?
Do you think it is new?
When can it be true?



New try! Think!
Should we help? Can I?
Hmm, I'm not sure.





Draw the best job.



START

Think of an object.

Don't discuss it with your child. Instead ask the 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 around).

Set a task

Ask your child to guess who you are telling him/her about listing three actions it can perform using the following structure (it can VERB + OBJECT but it's not ...)

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 but to help your child see the function of different objects.

If the child is interested:

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

SITUATIONAL

It can (verb+object), but it is not a,
It can (verb+object), but it is not a,
It can (verb+object), but it is not a,
What is it?

GENERIC

What is it? What can it do?
What is your job? What is your function? Can you...?
It can be used to... I can... I can be used for ... It's to.

SUPPORT

You're new, what is it that you do.
You're good. Close. Good. Well done



No, it isn't. What else can it be?
Why do you think so?
Let's summarise what we know.



I know it is
It's easy. It's a piece of cake.
What else can it be?



Let's think together.
What do we know about it?



I think it can ...
Can it be?



Can you help me?
Do you think it can be...? Why?



A new try! Think!
Should we help? Can I?

