

Parent Resource Guide

Helping Your Child Learn Through Touch

Target age: 4–7 years

Suggested level: CEFR Pre-A1 to A1

Time needed: 10–15 minutes

Focus: Prediction, speaking confidence, vocabulary, simple explanations and parent-child interaction

This activity helps your child practise English through a simple hands-on experiment at home. Your child will predict, test and talk about whether everyday objects sink or float.

Learning Objectives

By the end of the activity, your child will be able to:

1. Name simple household objects in English
2. Practise listening to and repeating key phrases
3. Use short sentences to describe what happens
4. Answer simple questions about the experiment
5. Predict whether an object will sink or float

Useful Words and Phrases

Objects	"I see a ..." bottlecap, flower, leaf, pencil, spoon, stone
Action Words	"I think it will ..." float, sink
Useful Phrases	It floated. It sank.

Home Activity: Step-by-Step Guide

Prepare the Activity

You will need:

- A bowl or basin of water
- 4–6 safe household objects
- A towel
- Optional: paper and pencil for recording answers

Choose objects that **sink** or **float** (see objects listed above).

Step 1: Useful Words and Phrases

Before your child begins, say the sentence first: "I think it will float."

Then ask your child to repeat:

- "I think it will float."
- "I think it will sink."

This gives your child a clear model and helps them feel confident.

Step 2: Predication Table

Step 2.1: Ask Your Child to Predict

- Hold up one object and ask:
 - "What is this?"
 - "Do you think it will sink or float?"
 - "Are you sure?"

- Encourage your child to answer in a sentence:
 - “I think it will sink.”
 - “I think it will float.”

If your child gives a one-word answer, gently model the full sentence:

- Child: “Float.”
- Parent: “Good. I think it will float.”

Next, ask your child to check their prediction in the table.

Step 2.2: Test the Object

Let your child place the object in the water.

- Ask:
 - “What happened?”
 - “Did it sink?”
 - “Did it float?”
- Useful answers:
 - “It floated.”
 - “It sank.”

Next, ask your child to write “It sank” or “It floated” in the table.

Step 3: Talk About the Results

After the experiment, ask simple follow-up questions:

- “Which objects floated?”
- “Which objects sank?”
- “Were you right?”
- “Which object surprised you?”

It is fine if your child gives a simple answer. The main aim is to encourage meaningful communication.

Step 4: Draw and Write

- Draw the objects that sank and floated.
- Complete the sentence.

Why This Works

This activity follows a communicative TESOL approach by:

- ✓ Using prediction to activate thinking
- ✓ Modelling useful language before practice
- ✓ Repeating key phrases in a meaningful context
- ✓ Giving children guided speaking practice
- ✓ Encouraging real interaction between parent and child
- ✓ Connecting English to a fun, hands-on experience

Short, positive activities at home can help children build confidence and see English as a natural part of everyday life.

Optional Activities

- Sort objects into two groups: sink and float.
- Try the activity again with new objects.
- Ask your child to explain the activity to another family member.
- Record a short video of your child describing the experiment in English.

Pronunciation Tips

Say sink and think slowly. Help your child hear the difference:

- sink begins with /s/
- think begins with /θ/

Clap the rhythm of the sentence:

- I think / it will / float.

Pause before the final word and let your child complete the sentence:

- "I think it will..."