

DURATION	Over many days (a project activity) - if it works well with your child, take as long as you want and repeat as often as you wish
AGE RECOMMENDATION	0–6; 6–10
KEY WORDS	writing, words recognition, lexical acquisition
LANGUAGES OF THE ORIGINAL SOURCE	This activity can be used in any language.
MATERIALS NEEDED	exercise books, coloured pencils, pen, markers
AIM OF THE ACTIVITY	To help the child use language in appropriate situations. To distinguish the areas of using languages and different language register*: at school, at home, with one specified parent.
PREPARATION FOR THE ACTIVITY	none
PROCEDURE	The core is here to create a collection for specific area of communication, e.g. one for school or kindergarten. 1. The child draws and writes a situation and vocabulary used in a specific situations. 2a. Scheduling: Talk with your children about upcoming situations, e.g. before entering the kindergarten, about queuing or walking in twos. This should be in your family languages as well as the language of the kindergarten. 2b. Diary Helps the children to use structures needed in specific situations or circumstances. It helps to create an order of using one register or language needed in a specific situation.
SIGNIFICANT BENEFIT OF THE ACTIVITY	Stepping up language preparation for children in kindergarten and school. Help to support your children to prepare to enter the educational institution or face new situations (Amt für multikulturelle Angelegenheiten, Frankfurt am Main 2012).
SOURCE OF THE ACTIVITY	This activity is inspired by: Mums from London, HTTP://MUMSFROMLONDON.COM/ARTICLES/2013/07/24/DWUJ%C4%99ZYCZNO%C5%9B%C4%87-PROWADZENIE-DZIENNICZKA-WYDARZE%C5%84-%E2%80%93TECHNIKA-POMOCNA-W-BUDOWANIU (last access on 9th September 2013). Amt für multikulturelle Angelegenheiten, Frankfurt am Main (Hrsg.) (2012): Mehrsprachigkeit. Aktionen und Projekte in der Schule. Zusammengestellt von Nicola Küpelikilinc und Meryem Taşan, HTTP://WWW.FRANKFURT.DE/SIXCMS/MEDIA.PHP/738/MEHRSPRACHIGKEIT_2012.PDF