

Diagnostic TASK

FOCUS

Represent Location

- Key Understanding 1
- Key Understanding 2

The Farm

Ages 5–8 years

Purpose

To observe:

- How the student attends to position and orientation when copying the layout of objects
- What student attends to when they draw a plan showing the position and orientation of objects
- What language of position and orientation the student responds to and uses.

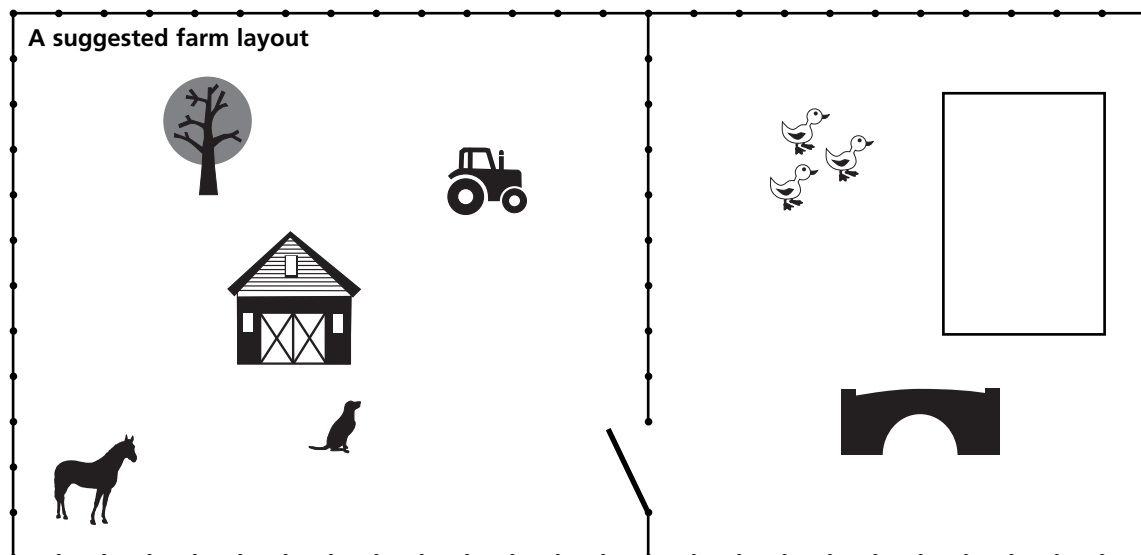
Materials

Two sets of farm objects (a teacher's set and a student's set), consisting of:

- A farmhouse, a tree, a bridge, a blue rectangle for the pond, some ducks, a horse, a tractor, a chicken or a dog
- Match or pop sticks for the fence boundary
- Two sheets of green A3 paper
- Blu-Tack® to hold the objects upright
- Student Worksheet (to be photocopied)

Procedure

1. Have the student sitting next to you with the same orientation. Set out the farm scene on one sheet of green paper, with the student watching. Talk about the objects, not the positions, as you do it. (See suggested farm layout provided.)



2. Provide the student with the other farm set. Say: *Here is your set. On your paper you need to copy my farm and put your animals and things in exactly the same place.*

See if the student makes an identical farm layout.

Record any unprompted language.

3. Now say: *We are going to play a game. Close your eyes – I'm going to see if I can trick you by moving something on my farm.*
 - (a) While the student's eyes are closed, move the tractor in front of the house, then ask the student to open their eyes. Ask the student: *Tell me where the tractor has moved to?*

They may need to refer to their own farm at first, but must not touch anything. When the student has said where the tractor is now located, ask: *Where was it before?*

Repeat the process, making sure the student's eyes are shut before anything is moved.

- (b) Move the tractor behind the ducks. Ask: *Where was it before?*
- (c) Move the tractor between the ducks and the pond. Ask: *Where was it before?*
- (d) Move the tractor next to the horse. Ask: *Where was it before?*
- (e) Lay the horse down and ask: *What was it doing before?*
- (f) Put the horse under the bridge and ask: *What was it doing before?*
- (g) Take the horse to the top of the bridge and ask: *What was it doing before?*

Record the student's responses.

4. Ask the student to draw a plan of the teacher's layout of the farm. Say to the student: *Imagine you are sitting on the horse in front of the farmhouse. I want you to take the horse where I tell you. You need to show on your plan where the horse goes.*

- *Go out of the gate and turn left*
- *Go between the pond and the ducks*
- *Go around the pond to the bridge*
- *Go under the bridge then over the bridge*
- *Go behind the farmhouse.*

Ask: *Can the horse see the pond, the bridge, and the tree from there?*

Record the student's responses.

5. Now say to the student: *Now it's your turn. I'll ride the horse and you tell me where to go.*

The Farm: Teacher Recording Sheet

Name _____ Year _____ Date _____

1. Does the student make an identical farm? If no, record where the student places the farm objects.

2. What language did the student use?

3. Is the student able to say where the truck/horse was re-located?

Tractor/horse movement	Yes/No	Language used to describe the new location	Where was it before? Language used
Tractor in front of the house			
Tractor behind of ducks			
Tractor between the pond and ducks			
Truck into the farmyard next to the horse			
Lay the horse down			
Put the horse under the bridge			
Take the horse to the top of the bridge			

4. Record the student's responses.

5. What language did the student use?

The Farm: Student Worksheet

Name _____ Year _____ Date _____

Plan of farm