



App 5

The Polyglots at the Circus

Italian

Discover *The Polyglots at the Circus!*
Children visit the circus, and learn language
for parts of the body.



Learning experiences

Playspace

Children explore a circus, where they can paint faces, train a clown, play a memory card game, flip a picture board, help out at a first aid station, and sing a song.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children develop knowledgeable and confident self-identities. This is evident, for example, when children explore different identities and points of view through dramatic play.

Links to the Australian Curriculum

Communicating: Socialising – Participate in shared action with peers [and teacher], contributing ideas through key words, images, movement and song (ACLITC002)

Memory cards

In this card game, children find matching pairs. Each card has an image of a body part, and children are encouraged to use the language as they play.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children transfer knowledge from one setting to another.

Links to the Australian Curriculum

Communicating: Socialising – Participate in [classroom routines,] games, instructions and shared activities (ACLITC004)



Face painter

Children paint their own face or a stencil using digital paintbrushes and animations. They learn words for colours, body parts, and ‘big’ and ‘small’.

Links to the EYLF

Outcome 2: Children are connected with and contribute to their world. Children respond to diversity with respect. This is evident, for example, when children notice and react in positive ways to similarities and differences among people.

Links to the Australian Curriculum

Communicating: Socialising – Participate in [classroom routines,] games, instructions and shared activities (ACLITC004)



Clown trainer

Children spin a wheel, which lands on a body part that the acrobats balance on. When the children repeat the name of the body part, a clown copies the acrobats in a funny way. Children learn how to say ‘head’, ‘foot’ and ‘hand’.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children develop an ability to mirror, repeat and practise the actions of others, either immediately or later.

Links to the Australian Curriculum

Understanding: Systems of language – Reproduce the sounds of the Italian language (ACLITU013)



Flip a part

Children flip a picture board to create funny characters with different body parts such as big feet and small arms. On each flip, the character describes themselves. Children learn the language for body parts, and 'long' and 'short'.



Links to the EYLF

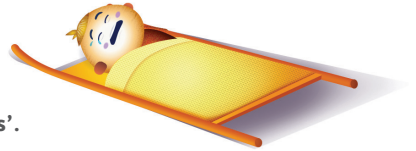
Outcome 5: Children are effective communicators. Children use information and communication technologies to access information, investigate ideas and represent their thinking. This is evident, for example, when children engage with technology for fun and to make meaning.

Links to the Australian Curriculum

Communicating: Socialising – Interact with [the teacher and] peers [to greet, to introduce themselves, and] to name and describe [favourite] things, [friends, family members and special talents,] through action-related talk and play (ACLITC001)

First aid helper

Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as 'My arm hurts'.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children learn to interact in relation to others with care, empathy and respect. This is evident, for example, when children empathise with and express concern for others.

Links to the Australian Curriculum

Communicating: Socialising – Participate in [classroom routines,] games, instructions and shared activities (ACLITC004)

Song

Children sing a song about body parts such as head, arms, legs and feet.

Links to the EYLF

Outcome 5: Children are effective communicators. Children engage with a range of texts and gain meaning from these texts. This is evident, for example, when children sing and chant rhymes, jingles and songs.

Links to the Australian Curriculum

Communicating: Socialising – Participate in shared action with peers [and teacher], contributing ideas through key words, images, movement and song (ACLITC002)



Note: Square brackets [] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

Cultural references



The Paper Lantern Festival ('Festa della Rificolona') is held in Florence on 7 September each year. Once it gets dark, children parade through the city holding colourful lanterns on sticks, accompanied by music and singing.



The word 'gelato' means frozen and an Italian gelato shop is called a 'gelateria'. Gelato to take away is served in a cone ('un cono') or a small cup ('una coppetta') with a spoon ('un cucchiaino').



Colombina is a character, usually depicted as a servant, from Italian comedy theatre ('commedia dell'arte'). She wears a style of dress that dates back hundreds of years, including a servant's apron and cap. Sometimes there is a mask over her eyes, or she wears a lot of eye makeup.



At the circus, acrobats make us gasp with their feats of extraordinary balance and agility. They walk the high wire, dangle on trapezes and bend their bodies into amazing shapes. Acrobatic acts were performed in comic interludes ('lazzi') in 'commedia dell'arte' productions.

Extensions

Bring the app environment into your play space

Flip a part



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First aid helper



Re-create the experiences from the app

Flip a part



© Rockhampton South Kindergarten, Queensland

Face painter



Language

Body parts

Italian

Il braccio
L'orecchio
L'occhio
Il piede
La mano
La testa
La gamba
La bocca
Il naso

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

Italian

Un naso grande
Una bocca piccola
Un occhio azzurro
Un occhio marrone
I capelli rossi
Le gambe lunghe
Le gambe corte

English

A big nose
A small mouth
A blue eye
A brown eye
Red hair
Long legs
Short legs

Phrases about the body

Italian

Mi fa male il braccio!
Mi fa male il piede!
Mi fa male la testa!

English

My arm hurts!
My foot hurts!
My head hurts!

Incidental language

Italian

Un gioco! Giochiamo!
Musica! Cantiamo!
Colombina
Circo
Il trucco del viso
Buono!
Gelato
Bene!
Uau!

English

A game! Let's play!
Music! Let's sing!
Colombina
Circus
Face painting
Delicious!
Gelato
Great!
Wow!

'Head, arms, legs and feet' song lyrics

Italian*

English

Testa, braccia, gambe e piedi

Head, arms, legs and feet

Gambe e piedi!

Legs and feet!

Testa, braccia, gambe e piedi

Head, arms, legs and feet

Gambe e piedi!

Legs and feet!

E occhi e orecchie e bocca

And eyes and ears and mouth

e naso!

and nose!

Testa, braccia, gambe e piedi

Head, arms, legs and feet

Gambe e piedi!

Legs and feet!

* In Italian, some adjectives have different forms depending on whether the noun being described is masculine, feminine, singular or plural.