



App 2

The Polyglots at the Beach

Arabic

Discover *The Polyglots at the Beach!*
Children explore the language of colours
and greetings in the fun setting of the beach.



Learning experiences

Playspace

Children explore an Australian beach, where they can tap on a submarine, shells, a pier and more to open the learning experiences in the app.



Links to the EYLF

Outcome 1: Children have a strong sense of identity. Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. This is evident, for example, when children can be open to new challenges and discoveries.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise parts of speech and frequently used words in familiar contexts, [and understand the basic rules of word order in simple sentences, such as the role of verbs in a sentence; the masculine and feminine forms of nouns, verbs and adjectives; and simple possessive forms] (ACLARU115)

Submarine

Children drive a submarine, taking photos of colourful underwater creatures. They hear the language of colours and greetings.

Links to the EYLF

Outcome 4: Children are confident and involved learners. Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. This is evident, for example, when children manipulate objects and experiment with cause and effect, trial and error, and motion.

Links to the Australian Curriculum

Communicating: Creating – Listen to, view [and read] simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, [dance,] drawing and other forms of expression (ACLARC108)



Colour and create

Children create their own artwork, and learn the language of colours, greetings, likes and dislikes.

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 use information and communication technologies as tools for designing, drawing, editing, reflecting and composing.

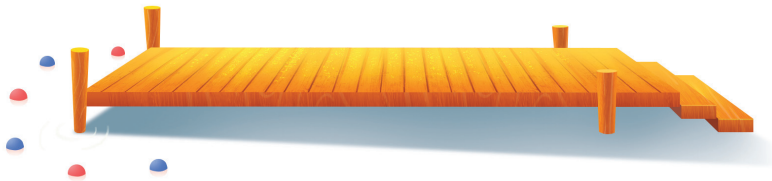


Links to the Australian Curriculum

Communicating: Socialising – Engage in [guided group] activities and transactions such as playing games, role-playing, [singing and dancing,] and communicate ideas, using movement, gestures and pictures to support meaning (ACLARC104)

Feed the fish

Children call differently coloured fish, and then feed them. Children learn combinations of colours (such as ‘green and orange’) and colours and nouns (such as ‘green fish’).



Links to the EYLF

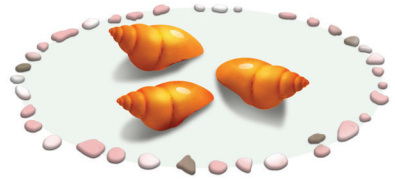
Outcome 4: Children are confident and involved learners. Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children transfer knowledge from one setting to another.

Links to the Australian Curriculum

Communicating: Creating – Listen to, view [and read] simple imaginative texts, including digital and multimodal texts, and respond by making simple statements about favourite elements and through action, mime, [dance,] drawing and other forms of expression (ACLARC108)

Shell memory

Children play a memory game where they match crabs with shells of the same colour. They learn colour words in different combinations (such as 'red and pink').



Links to the EYLF

Outcome 5: Children are effective communicators. Children begin to understand how symbols and patterns work. This is evident, for example, when children draw on memory of a sequence to complete a task.

Links to the Australian Curriculum

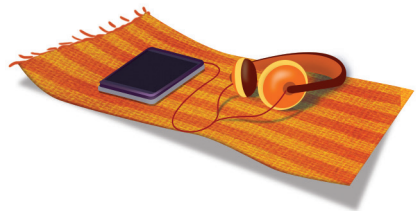
Communicating: Informing – Locate [and organise] information from simple spoken, written and visual texts to identify details about people and objects (ACLARC106)

Song

Children listen and sing along to the 'Colours' song. They learn six colours: blue, green, orange, pink, red and yellow.

Links to the EYLF

Outcome 5: Children are effective communicators. Children begin to understand how symbols and patterns work. This is evident, for example, when children sing and chant rhymes, jingles and songs.



Links to the Australian Curriculum

Communicating: Socialising – Engage in guided group activities and transactions such as playing games, role-playing, singing and dancing, and communicate ideas, using movement, gestures and pictures to support meaning (ACLARC104)

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

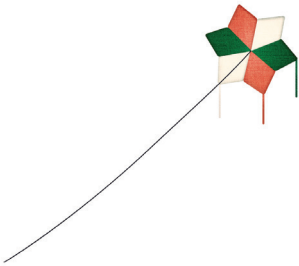
Cultural references



Green is an important colour within the cultures of Arabic-speaking countries. This may be because it has long been associated with Islam. Another factor might be the importance of green in a desert environment.



Aladdin-style lamps run on oil and are used for lighting. The name comes from the story of Aladdin from the tales of *One Thousand and One Nights*. Oil lamps were used in Arabic-speaking countries long before the story was written.



Kites came to the Arabic-speaking countries from China hundreds of years ago. This kite includes some common symbolic colours in the Arab-speaking world. Black is another common inclusion along with stars and crescents.



Colourful mosaic tiles depicting flowers, plants and intricate geometric patterns are a feature of architecture in Arabic-speaking cultures. Children may like to identify patterns on mosaic tiles.

Extensions

You can support the children's learning on the apps by extending their play. Here are some ideas for App 2.

Bring the app environment into your play space



Feed the fish



Waratah Cottage Early Learning Centre,
Claymore, NSW



Shell memory



Kids and Co Preschool,
Hurstville Grove, NSW



Submarine



Leeton Early Learning Centre,
Leeton, NSW

Re-create the experiences from the app



Submarine



Dewdrops Early Learning, Reservoir, Vic

Language

Colours and colour combinations

Arabic	Transliteration	English
أزرق	azraq	Blue
أخضر	akhDar	Green
برتقالي	burtuqaali	Orange
وردي	wardi	Pink
أحمر	aHmar	Red
أصفر	aSfar	Yellow
أزرق ووردي	azraq wa wardi	Blue and pink
أزرق وأخضر ووردي	azraq wa akhDar wa wardi	Blue, green and pink

Colour and noun combinations

Arabic	Transliteration	English
حوت أزرق	Hootun azraq	Blue whale
سلطعون أخضر	salTauunun akhDar	Green crab
أخطبوط برتقالي	ukhTubuuTun burtuqaali	Orange octopus
قرش وردي	qirshun wardi	Pink shark
نجمة بحر حمراء	najmatu baHrin Hamaraa'	Red starfish
سمكة صفراء	samaka Safraa'	Yellow fish
سمكة زرقاء وبرتقالية	samaka zarqaa' wa burtuqaaliyya	Blue and orange fish
سمكة برتقالية ووردية وزرقاء	samaka burtuqaaliyya wa wardiyya wa zarqaa'	Orange, pink and blue fish

Greetings

Arabic	Transliteration	English
مرحباً!	marHaban!	Hello!

Likes and dislikes

Arabic	Transliteration	English
أنا أحب الأحمر!	anaa uHibbul aHmar!	I like red!
إخ! أنا لا أحب الأصفر!	ikh! anaa laa uHibbul aSfar!	Yuck! I don't like yellow!

Farewells

Arabic	Transliteration	English
إلى اللقاء!	ila liqaa'!	See you later!

Incidental language

Arabic	Transliteration	English
أحسنت!	aHsant!	Hooray!
آيس كريم	ice cream	Ice cream
أنظراً!	unZur!	Look!
موسيقى	museeqa	Music

‘Colours’ song lyrics

Arabic	Transliteration*	English
أزرق	azraq,	Blue,
أحمر	aHmar,	red,
أخضر!	akhDar!	green!
أنا أحب الألوان!	anaa uHibbul alwaan!	I love colours!
أصفر	aSfar,	Yellow,
برتقالي	burtuqaali,	orange,
وردي!	wardi!	pink!
أنا أحب الألوان!	anaa uHibbul alwaan!	I love colours!
أنا أحب الألوان!	anaa uHibbul alwaan!	I love colours!
وأنا كذلك!	wa anaa kathalik!	Me too!

* Transliteration: A romanised version of Arabic has been provided as a guide.
For correct pronunciation, please listen to the words as they are spoken in the app.

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