



App 3

The Polyglots at the Birthday Party

Arabic

Discover *The Polyglots at the Birthday Party!*
Children meet, eat, play party games, bake a cake
and explore the language of numbers.

Learning experiences

Playspace

Children explore indoor and outdoor birthday party experiences, tapping balloons, piñatas, scenes inside the house and more to open the learning experiences in the app.



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 engage in and contribute to shared play experiences.

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)

Egg and spoon

Children physically move the tablet, stepping forward while balancing a virtual egg on a spoon. They learn numbers up to 20 as they count and step.



Links to the EYLF

Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing. This is evident, for example, when children demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.

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)

Balloons

Children tap and pop a certain number of like-coloured balloons in this game. They learn written and spoken numbers 1–10 and revisit colour words.



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 begin to understand key literacy and numeracy concepts and processes, such as the sounds of language, letter–sound relationships, concepts of print and the ways that texts are structured.

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 tree

Children tap the number-shaped piñatas hanging in the tree, hearing the number, different percussion sound and beat for each. Children learn numbers 1–8.



Links to the EYLF

Outcome 4: Children are confident and involved learners. Children resource their own learning through connecting with people, place, technologies and natural and processed materials. This is evident, for example, when children explore ideas and theories using imagination, creativity and play.

Links to the Australian Curriculum

Communicating: Creating – Create own representations of [people or] events in imaginative texts using familiar words, illustrations, actions and other verbal and non-verbal forms of expression (ACLARC109)

Make a cake

Children can mix, bake and decorate a cake with candles. They learn ways to measure ingredients (such as by cups), numbers and how to say how old they are.



Links to the EYLF

Outcome 5: 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 create and use representation to organise, record and communicate mathematical ideas and concepts.

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)

Hide and seek

Characters hide behind, in or under furniture while a character counts down as children search for them. Children learn to count 1–5, then 1–10.



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 show interest in other children and being part of a group.

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)

Song

Children play the ‘Numbers’ song by tapping the CD player icon in the playspace. They learn numerals as they count from 1 to 10 and sing to the beat.

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 – 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



In Arabic-speaking countries, gifts are not opened in front of the giver. When gifts are exchanged in the playspace, the receiver accepts the gift with both hands and places the unwrapped gift on the table.



The eight-pointed star pattern is seen in most Arabic-speaking cultures on flags, in mosques and in Qur'ans (Korans). It is used within beautiful geometric tiled patterns in houses and public spaces.



The Arabic 'oud' is played under the arm or resting on the drummer's leg. It is played with a light touch and strokes that sometimes include rolls or quick rhythms made with the fingertips.



Dates have been grown throughout the Arabic-speaking region for thousands of years. In many Arabic-speaking countries, dates are served with coffee.



Arabic rugs (such as this one) and carpets have been woven as far back as the 7th century BCE. Materials used include sheep's wool, camel hair, flax and silk.

Extensions

You can support the children's learning on the apps by extending their play. Here are some ideas for App 3.

Bring the app environment into your play space

Egg and spoon



Re-create the experiences from the app

Balloons



Make a cake



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Language

Numbers to ten

Arabic	Transliteration	English
واحد	waHid	One
إثنان	ithnaan	Two
ثلاثة	thalatha	Three
أربعة	arba'a	Four
خمسة	khamisa	Five
سنة	sitta	Six
سبعة	sab'a	Seven
ثمانية	thamaniya	Eight
تسعة	tis'a	Nine
عشرة	'ashara	Ten

Number, colour and noun combinations

Arabic	Transliteration	English
بالونان أحمران	baloonani aHmaraan	Two red balloons
بالونان أصفران	baloonani aSafaraan	Two yellow balloons
ثلاثة بالونات خضراء	thalathatu baloonatin khaDraa'	Three green balloons

Cake ingredients

Arabic	Transliteration	English
بيضة	bayDa	Egg
طحين	TaHeen	Flour
سكر	sukkar	Sugar
حليب	Haleeb	Milk
زبدة	zubda	Butter
شوكولاتة	shukoolata	Chocolate
تمرّة	tamra	Date

Incidental language

Arabic	Transliteration	English
عيد ميلاد سعيد!	'eedu milaadin sa'eed!	Happy birthday!
شكراً!	shukran!	Thank you!
أنا خمسة!	anaa khamisa!	I am five!

'Numbers' song lyrics

Arabic	Transliteration *	English
واحد	waHid,	One,
إثنان	ithnaan,	two,
ثلاثة	thalatha,	three,
أربعة	arba'a,	four,
خمسة!	khamsa!	five!
هيا نذهب إلى الحفلة!	hayya nathhabu ilal Hafla!	Let's go to the party!
سنة	sitta,	Six,
سبعة	sab'a,	seven,
ثمانية	thamaniya,	eight,
تسعة	tis'a,	nine,
عشرة!	'ashara!	ten!
هيا نذهب إلى الحفلة!	hayya nathhabu ilal Hafla!	Let's go to the party!
إنها حفلة عيد ميلاد!	innaha Haflatu 'eedi meelad!	It's a birthday party!

* A romanised version of Arabic has been provided as a guide. The use of capital letters in the middle of words indicates a different sound from the lower case sound. For correct pronunciation, please listen carefully 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.