



App 4

The Polyglots at the Zoo

Spanish

Discover *The Polyglots at the Zoo!*
Children meet animals at the zoo, and explore
the language of fruit and drinks.

Learning experiences

Playspace

Children explore a zoo, where they can feed a panda and an orangutan, sort fruit, make juice for a camel and a water vole, solve a puzzle, have a picnic, and more.



Links to the EYLF

Outcome 4: Children are confident and involved learners. Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. This is evident, for example, when children express wonder and interest in their environments.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [and how they are represented in writing] (ACLSPU120)

Animal feeding time

Children feed animals at the zoo. They learn words for fruit, and how to express their feelings in relation to food.

Links to the EYLF

Outcome 2: Children are connected with and contribute to their world. Children become socially responsible and show respect for the environment. This is evident when children use play to investigate, project and explore new ideas.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Fruit sorter

Children sort fruit from a conveyor belt into crates. They learn names and colours of fruit.

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 when children use the processes of play, reflection and investigation to solve problems.

Links to the Australian Curriculum

Communicating: Informing – Locate specific words and expressions in simple [print,] spoken and digital texts such as charts, lists, songs, rhymes and stories, and use information to complete guided spoken [and written] tasks (ACLSPC112)



Food puzzle

Children complete a jigsaw puzzle, and explore the words for foods and drinks.

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 when children transfer knowledge from one setting to another.

Links to the Australian Curriculum

Understanding: Systems of language – Recognise and reproduce the sounds and rhythms of simple spoken Spanish, noticing how they are produced [and how they are represented in writing] (ACLSPU120)



Picnic

Children mimic words used by a character at a picnic. They learn phrases such as 'I'm hungry' and 'I'm thirsty'.

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: Informing – Present factual information about self, [family, friends and everyday objects] using simple statements and support materials (ACLSPC113)



Juice bar

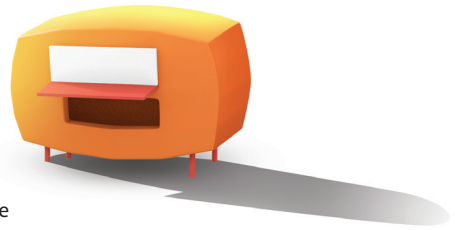
Children make juice for a camel and a water vole, listening carefully to what fruit blends the animals want. They learn phrases such as 'I'd like/I want an orange juice'.

Links to the EYLF

Children transfer and adapt what they have learned from one context to another. This is evident, for example, when children use the processes of play, reflection and investigation to solve problems.

Links to the Australian Curriculum

Communicating: Socialising – Participate in guided [group] activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



Song

Children sing a song about being hungry and thirsty, and the fruit and drinks they want.

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 guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)



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



Oranges ('naranjas') are rich in vitamin C, and make a great snack or juice. Spain is the major European producer of oranges. Varieties that we know in Australia, such as Seville and Valencia, are the names of places in Spain.



Passionfruit is native to South America. Passionfruit vines grow fast and can cling to almost any upright support. Passionfruit have tough skin, but contain delicious sweet pulp with edible seeds. They may have yellow or purple skin.



Pineapple is native to South America. The juicy yellow flesh can be eaten fresh, juiced, preserved or cooked. Pineapples were difficult to grow in colder countries and were once so precious that people paid thousands of dollars for them.



Many fruits that we eat in Australia, such as pineapple, passionfruit and tomato, originate from Central and South America. Early Spanish explorers brought back fruits from countries they visited and then grew them in Spain. These fruits then became popular across Europe.

Extensions

Bring the app environment into your play space

Animal feeding time



Re-create the experiences from the app

Animal feeding time



Fruit sorter



Language

Fruit

Spanish

La manzana
La banana
Las uvas
La naranja
El rambután
La fresa
¡Huácala! ¡No me gustan las uvas!
¡Qué rico! ¡Me gustan las manzanas!

English

Apple
Banana
Grapes
Orange
Rambutan
Strawberry
Yuck! I don't like grapes!
Yum! I like apples!

Fruit and colour combinations

Spanish

La manzana verde
La banana verde
Las uvas verdes
La fresa verde
La manzana roja
Las uvas rojas
La fresa roja
La banana amarilla

English

Green apple
Green banana
Green grapes
Green strawberry
Red apple
Red grapes
Red strawberry
Yellow banana

Drinks

Spanish

El jugo
La leche
El agua
¡Qué rico! ¡Me gusta el jugo de manzana!

English

Juice
Milk
Water
Yum! I like apple juice!

Hunger and thirst

Spanish

¡Tengo hambre!
¡Tengo sed!

English

I'm hungry!
I'm thirsty!

Asking for things

Spanish

Quisiera una manzana.
Quisiera una banana.
¡Quisiera unas uvas!
¡Quisiera un poco de jugo!
Quisiera un jugo de manzana.
Quisiera un jugo de manzana con banana.

English

I'd like/I want an apple.
I'd like/I want a banana.
I'd like/I want some grapes!
I'd like/I want some juice!
I'd like/I want an apple juice.
I'd like/I want an apple and banana juice.

‘Fruits’ song lyrics

Spanish*

English

¡Tengo hambre!

I’m hungry!

¡Tengo hambre!

I’m hungry!

Quisiera una manzana.

I’d like an apple.

Quisiera una banana.

I’d like a banana.

Quisiera una fresa.

I’d like a strawberry.

¡Quisiera unas uvas!

I’d like some grapes!

¡Tengo sed!

I’m thirsty!

¡Tengo sed!

I’m thirsty!

Quisiera un poco de agua.

I’d like some water.

Quisiera un poco de leche.

I’d like some milk.

¡Quisiera un poco de jugo!

I’d like some juice!

¡Gracias!

Thank you!

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