



App 5

# ***The Polyglots at the Circus***

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Turkish

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

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 (ACTUU013)

## 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

Understanding: Systems of language – Recognise and reproduce the sounds and spellings of Turkish-specific phonemes, /ı/, /ğ/, /ö/, /ü/ /ş/ and /ç/ and make connections between spoken language, alphabetic elements and written forms of the language (ACLUU012)



## 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 guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making (ACLUC002)



## 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

Communicating: Socialising – Participate in guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making (ACLUC002)



## 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

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 (ACLTUU013)



## First aid helper

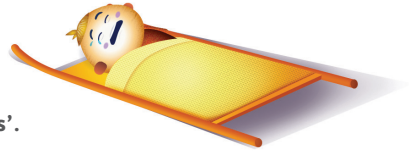
Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as ‘My arm hurts’.

### 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: Informing – Locate key phrases and points of information in simple texts [such as messages, announcements, charts, lists or illustrated reference materials], and use the information to complete guided oral [and written] tasks (ACLTUC004)



## 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 guided activities such as songs, games, tasks and transactions, using movement, gestures, pictures and concrete materials to support meaning-making (ACLTUC002)



**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



Döner kebabs are made from meat seasoned with herbs and spices, layered on a skewer and cooked on a vertical rotisserie. The outer layer is sliced as it cooks. There are many different versions in Turkey.



This Turkish lantern has delicate metalwork decorations. Turkish lanterns are not used for bright light, but to create a calm, relaxed atmosphere.



This girl is wearing a Zeybek costume. Her baggy trousers, called 'şalvar', are gathered in at the ankle. The costume includes layers of brightly coloured, embroidered garments and a headdress with scarf.



Circuses in Turkey often now perform without animals. Instead they feature acts such as acrobats, clowns, illusionists and balancing acts.

# Extensions

Bring the app environment into your play space

Flip a part



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First aid helper



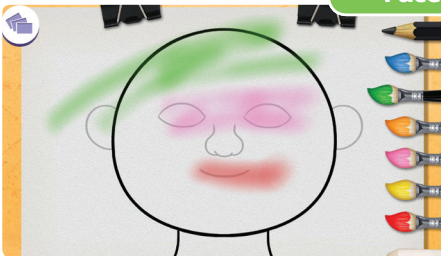
Re-create the experiences from the app

Flip a part



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Face painter



# Language

## Body parts

### Turkish

Kol  
Kulak  
Göz  
Ayak  
El  
Baş  
Bacak  
Ağız  
Burun

### English

Arm  
Ear  
Eye  
Foot  
Hand  
Head  
Leg  
Mouth  
Nose

## Adjective and body part combinations

### Turkish

Büyük burun  
Küçük ağız  
Mavi göz  
Kahverengi göz  
Kırmızı saç  
Uzun kollar  
Kısa kollar

### English

Big nose  
Small mouth  
Blue eye  
Brown eye  
Red hair  
Long arms  
Short arms

## Phrases about the body

### Turkish

Kolum ağrıyor!  
Ayağım ağrıyor!  
Başım ağrıyor!

### English

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

## Incidental language

### Turkish

Oyun! Hadi oynayalım!  
Müzik! Hadi şarkı söyleyelim!  
Sirk  
Sirk çadırı  
Yüz boyama  
Leziz!  
Döner Kebab  
Harika!  
Vay canına!  
Yaşasın!

### English

A game! Let's play!  
Music! Let's sing!  
Circus  
Circus tent  
Face painting  
Delicious!  
Doner Kebab  
Great!  
Wow!  
Yay!

# 'Head, arms, legs and feet' song lyrics

## Turkish

## English

Baş, kollar, bacaklar

Head, arms, legs

ve ayaklar!

and feet!

Baş, kollar, bacaklar

Head, arms, legs

ve ayaklar!

and feet!

Gözler, kulaklar, ağız

And eyes and ears and mouth

ve burun!

and nose!

Baş, kollar, bacaklar

Head, arms, legs

ve ayaklar!

and feet!