



App 5

The Polyglots at the Circus

Chinese (Mandarin)

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 – Engage with familiar text types to predict meaning (ACLCHU013)

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 Chinese characters as a form of writing [and Pinyin as the spelled-out sounds of spoken Chinese] (ACLCHU011)



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: Informing – Locate [and present] information about familiar objects, people and personal interests using visual and contextual cues (ACLCHC004)



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 [class routines, structured conversations and] activities using [teacher-] modelled tones and rhythms (ACLCHC001)



Flip a part

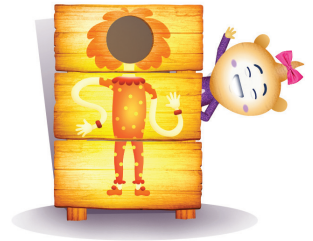
Children flip a picture board to create funny characters with different body parts such as big feet and small arms. On each flip, the character describes themselves. Children learn the language for body parts, and 'long' and 'short'.

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 – Participate in [class routines, structured conversations and] activities using [teacher-] modelled tones and rhythms (ACLCHC001)



First aid helper

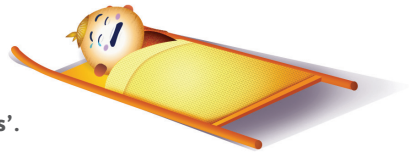
Children help an injured character at the first aid station. They listen to the character explain which body part hurts, and then treat them. Children learn words for body parts and phrases such as 'My arm hurts'.

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 [class routines,] structured conversations and activities using teacher-modelled tones and rhythms (ACLCHC001)



Song

Children sing a song about body parts such as head, arm, 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: Creating – Respond to and create simple Chinese stories, songs and rhymes, reproducing rhythm and sound patterns to express feelings (ACLCHC005)



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



During the Lantern Festival (at the end of Chinese New Year) riddles are written on lanterns. People of all ages go out to solve the riddles, celebrate and eat food such as sweet dumplings.



'Tánghúlu' (a Chinese candied hawthorn stick) is a snack food of fruit on a skewer, dipped in a light toffee and sprinkled with sesame seeds.



Handheld fans have been used for centuries in China. Fans can be used for cooling but are also used in dance and opera. Children may have seen an example of a Chinese fan dance.



The character in traditional dress is wearing a headdress taken from Peking Opera and a robe inspired by types of long, loose-fitting robes worn by wealthy people.

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

Chinese

胳膊
耳朵
眼睛
脚
手
头
腿
嘴巴
鼻子

Pinyin

gēbo
ěrduo
yǎnjing
jiǎo
shǒu
tóu
tuǐ
zuǐba
bízi

English

Arm
Ear
Eye
Foot
Hand
Head
Leg
Mouth
Nose

Adjective and body part combinations

Chinese

大鼻子
小嘴巴
蓝色的眼睛
棕色的眼睛
红色的头发
长胳膊
短胳膊

Pinyin

dà bízi
xiǎo zuǐba
lánsè de yǎnjing
zōngsè de yǎnjing
hóngsè de tóufa
cháng gēbo
duǎn gēbo

English

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

Phrases about the body

Chinese

我的胳膊疼！
我的脚疼！
我的头疼！

Pinyin

Wǒ de gēbo téng!
Wǒ de jiǎo téng!
Wǒ de tóu téng!

English

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

Incidental language

Chinese

一个游戏！我们来玩吧！
音乐！我们唱歌吧！
京剧演员
马戏团
画脸
真好吃！
糖葫芦
太好了！
哇！
真棒！

Pinyin

Yī ge yóuxì! Wǒmen lái wán ba!
Yīnyuè! Wǒmen chànggē ba!
jīngjùǎnyuán
mǎxìtuán
huà liǎn
Zhēn hǎo chī!
tánghúlu
Tài hǎo le!
Wā!
Zhēn bàng!

English

A game! Let's play!
Music! Let's sing!
Beijing Opera singer
Circus
Face painting
Delicious!
Candied hawthorn
Great!
Wow!
Yay!

'Head, arms, legs and feet' song lyrics

Chinese	Pinyin*	English
头、胳膊、腿和脚	Tóu, gēbo, tuǐ hé jiǎo	Head, arms, legs and feet
腿和脚！	Tuǐ hé jiǎo!	Legs and feet!
头、胳膊、腿和脚	Tóu, gēbo, tuǐ hé jiǎo	Head, arms, legs and feet
腿和脚！	Tuǐ hé jiǎo!	Legs and feet!
眼睛、耳朵、嘴巴	Yǎnjing, ěrduo, zuǐba	Eyes, ears, mouth
和鼻子！	hé bízi!	and nose!
头、胳膊、腿和脚	Tóu, gēbo, tuǐ hé jiǎo	Head, arms, legs and feet
腿和脚！	Tuǐ hé jiǎo!	Legs and feet!

* Pinyin is the official system for representing Chinese (Mandarin) with a roman alphabet. For correct pronunciation, please listen to the words as they are spoken in the app.