



App 8

The Polyglots go to School

Spanish

Students visit a school, learning language for familiar classroom objects, and verbs and phrases for providing and following instructions.

Learning experiences

Playspace

Students explore a vibrant Australian school with a school bus, cubby house, playground, canteen, water fountain and classrooms. They will find cultural items, and playful interactive elements, including characters who wave, talk, play games and clap when tapped.



Australian Curriculum links

Understanding: Language variation and change – Recognise that in Spanish different words and language forms are used to address and greet people according to relationship, context and time of day (ACLSPU123)

Language

Spanish

La escuela

La cantina

¡Buenos días maestra!

El bocadillo

¡Hola!

¡Vamos a jugar!

¡Yo estoy en grado uno!

¡Tengo sed!

¡Un bocadillo, por favor!

¡Aquí tienes!

¿Quieres ser mi amiga? (to a female friend)

English

School

Canteen

Good morning teacher! (to a female)

Bocadillo

Hello!

Let's play!

I'm in Year 1!

I'm thirsty!

A bocadillo please!

Here you are!

Do you want to be my friend? (to a female friend)

School bus

In this playful learning experience, students drive a school bus. They can sound the horn, and can drive the bus forwards or backwards, quickly or slowly. Students drag and drop characters to put them on the bus and take them off it. The characters greet each other on the bus, and when they get to school they greet a teacher at the gate.

Australian Curriculum links

Communicating: Socialising – Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (ACLSPC109)

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)

Language

Spanish

¡Hola!

¡Adiós!

¡Oye! ¡Espera!

La escuela

¡Hola! ¡Me llamo Talo!

¡Buenos días maestra!

¡Buenos días maestro!

¡Buenos días!

¡Buenos días Finn!

¡Buenos días Tam!

¡Buenos días a todos!

¡Buenos días maestra! ¿Cómo estás?

¡Buenos días maestro! ¿Cómo estás?

Estoy bien, gracias.

Alto

¡Vamos!

Lento

Rápido

¡Gracias!

El autobús

La parada del autobús

¡Hasta luego!

English

Hello!

Goodbye!

Hey! Wait!

School

Hi! My name is Talo!

Good morning teacher! (to female)

Good morning teacher! (to male)

Good morning! (to peers)

Good morning Finn! (to boy)

Good morning Tam! (to girl)

Good morning everyone!

Good morning teacher! How are you? (to female)

Good morning teacher! How are you? (to male)

I'm fine, thank you. (to student)

Stop

Go!

Slow

Fast

Thank you

Bus

Bus stop

See you later!

Pretend school

Students enjoy role-playing in a fun learning experience, set in a cubby house. They imitate Tam, who is pretending to be a teacher. Tam issues instructions, using imperative verbs, and other characters respond. Students can mimic Tam's words.

Australian Curriculum links

Communicating

- Socialising: Recognise and respond to classroom interactions such as opening and closing of lessons, transition activities, answering simple questions and following classroom instructions (ACLSPC111)
- 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)

Language

Spanish

¡Ponte de pie!

¡Siéntate!

¡Escucha!

¡Mira!

¡Lee!

¡Escribe!

¡Dibuja!

¡Ponte de pie rápido!

¡Ponte de pie lento!

¡Escribe rápido!

¡Escribe lento!

¡Lee el libro!

¡Lee el libro verde!

¡Escribe con lápiz!

¡Escribe con rotulador naranja!

¡Dibuja con lápiz naranja!

¡Hasta luego!

English

Stand up!

Sit down!

Listen!

Look!

Read!

Write!

Draw!

Stand up quickly!

Stand up slowly!

Write quickly!

Write slowly!

Read the book!

Read the green book!

Write in pencil!

Write in orange texta!

Draw in orange pencil!

See you later!

Label maker

Students create labels for containers in an art room. They identify the contents of each container, and then create a relevant label. When a character verbally requests a specific item, the student provides it. This learning experience gives students opportunities to recognise both spoken and written vocabulary.

Australian Curriculum links

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); Present factual information about self, family, friends and everyday objects using simple statements and support materials (ACLSPC113)

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); Understand that language is organised as ‘text’ and recognise features of familiar texts such as charts, labels, rhymes and stories (ACLSPU122)

Language

Spanish

Los libros

Las gomas

El papel

Las tijeras

El pegamento

Las tabletas

Los lápices

Los rotuladores

La pintura

Los abanicos

¿Me dejas un libro, por favor?

¿Me dejas papel, por favor?

¿Me dejas un lápiz, por favor?

Rojo

Azul

Verde

Negro

Naranja

Rosa

¡Gracias!

¡Buen trabajo!

¡Fantástico!

¡Excelente!

¡Hasta luego!

English

Books

Erasers

Paper

Scissors

Glue

Tablets

Pencils

Textas

Crayon

Fans

Can I please have a book?

Can I please have some paper?

Can I please have a pencil?

Red

Blue

Green

Black

Orange

Pink

Thank you

Great work!

Fantastic!

Excellent!

See you later!

About me

Students explore Kai and Min's scrapbooks, and then create one of their own. They take a photo and use images to illustrate what they like and don't like. They have the option to record and listen to their own voice.

Australian Curriculum links

Communicating

- Socialising – Interact with teacher and peers to introduce self, greet and farewell others and describe friends, family and favourite things (ACLSPC109)
- Informing – Present factual information about self, family, friends and everyday objects using simple statements and support materials (ACLSPC113)
- Reflecting – Recognise themselves as belonging to groups, for example, 'my friends', 'my class', 'my school', 'my family' and 'my community' (ACLSPC119)

Understanding: Language variation and change – Understand that the English and Spanish languages borrow words from each other (ACLSPU124)

Language

Spanish

¡Hola! Me llamo Kai.

Estoy en grado uno.

Tengo seis años.

Me gusta

No me gusta

El gato

El perro

La música

Me gustan los gatos.

No me gustan los gatos.

Me gustan los perros.

No me gustan los perros.

Me gusta la música.

No me gusta la música.

¡Hasta luego!

English

Hi! My name is Kai.

I'm in Year 1.

I am six years old.

Like (label)

Don't like (label)

Cat

Dog

Music

I like cats.

I don't like cats.

I like dogs.

I don't like dogs.

I like music.

I don't like music.

See you later!

Song

Students sing along as Beelee and Talo sing about going to school, and greet other characters on the bus.

Australian Curriculum links

Communicating

- Socialising: Participate in guided group activities and simple transactions such as games, performances, songs and rhymes, using modelled repetitive language (ACLSPC110)
- 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)
- Creating: Create and perform simple imaginative texts that involve repetitive language, experimenting with sound patterns, rhymes and non-verbal forms of expression (ACLSPC115)

Cultural references



A bocadillo is a Spanish sandwich made with a baguette-style bread. Popular fillings include omelettes, cold meats and cheese.



Cork is the outer layer of bark from the cork oak tree. Cork can be harvested from a tree every ten years without harming the tree.



In Spain, hand fans are used as props by Flamenco dancers, along with castanets and shawls.



Hold maracas by their handles and shake them. Inside are pebbles or other small objects that make a sound. They are usually played in pairs. They are often heard in Latino music of Cuban influence and in llanero (Venezuelan or Colombian cow herder) folk music.

In Spain, the word for 'teacher' is 'maestro' (for a male) and 'maestra' for a female. A student greeting a female teacher would say: '¡Buenos días maestra!' The teacher would reply with '¡Buenos días <first name>!' Spanish people expect direct eye contact when speaking with others.



A children's birthday party favourite, the Mexican 'piñata' is a container made of papier-mâché or another material that can be broken open by hitting it to reveal treats inside. In Mexico, star shapes or donkeys are popular for Christmas.

'Let's go to school' song lyrics

Spanish	English
¡Vamos a la escuela!	Let's go to school!
¡Vamos a la escuela!	Let's go to school!
Buenos días amigos	Good morning friends
Buenos días amigos	Good morning friends
¡Buenos días a todos!	Good morning everyone!
¡Vamos a la escuela!	Let's go to school!
¡Vamos a la escuela!	Let's go to school!
Buenos días maestros	Good morning teachers
Buenos días maestros	Good morning teachers
¡Buenos días a todos!	Good morning everyone!
¡Qué tengan un buen día!	Have a nice day!

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