



App 4

The Polyglots at the Zoo

Japanese

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 sounds and rhythms of spoken Japanese, and learn how sounds are produced [and represented in the three different scripts] (ACLJAU120)

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 such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning (ACLJAC110)



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: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



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 sounds and rhythms of spoken Japanese, and learn how sounds are produced and represented in the [three] different scripts (ACLJAU120)



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 – Convey factual information about self, family, friends and significant objects, using simple statements, gestures and support materials (ACLJAC113)



Juice bar

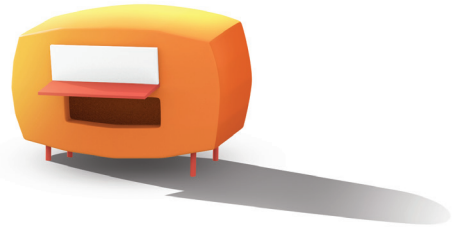
Children make juice for a camel and a water vole, listening carefully to what fruit blends the animals want. They learn phrases such as 'I'd like/I want an orange juice'.

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: Creating – Participate in shared listening to, viewing and reading of imaginative texts, and respond through singing, chanting, miming, play-acting, drawing, action and movement (ACLJAC114)



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 such as games, songs and simple tasks, using movement, gestures and pictures to support understanding and to convey meaning (ACLJAC110)

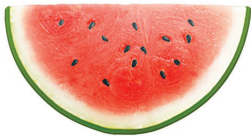


Note: Square brackets [] have been used to indicate elements of an Australian Curriculum content description that are not addressed by the ELLA activity.

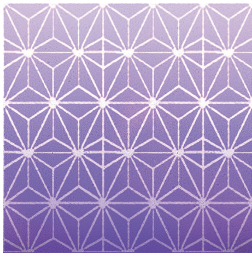
Cultural references



Snow monkeys are also called Japanese macaques. They are native to Japan and are a common tourist attraction. They survive in areas with lots of snow. They feature regularly in folktales and artworks and in many sayings.



The summer beach game of 'suika-wari' (watermelon splitting) is popular in Japan. A player is given a wooden stick, blindfolded and then spun around three times before trying to hit a watermelon. The person who splits it open is the winner and everyone gets to eat it.



The idea of what is beautiful varies greatly in Japan, from this type of pattern to cute decorations on mobile phones and bags. Cuteness, or 'kawaii' ('lovable'), has been popular in recent years, with cute characters, toys, emoji, fashion and games.



Peaches were introduced into Japan from China many centuries ago. 'Momotaro', or 'Peach Boy', is a traditional Japanese folk tale. Momotaro is highly regarded for his kind-heartedness, bravery and care for his parents.

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

Japanese

りんご
バナナ
ぶどう
もも
オレンジ
すいか
ランブータン
いちご
おえ～!ぶどう が すきじゃない!
おいしい!りんご が すき!

Rōmaji

Ringo
Banana
Budou
Momo
Orenji
Suika
Rambuutan
Ichigo
Oee! Budou ga sukijanai!
Oishii! Ringo ga suki!

English

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

Fruit and colour combinations

Japanese

みどりの りんご
みどりの バナナ
みどりの ぶどう
みどりの いちご
あかい りんご
あかい ぶどう
あかい いちご
きいろい バナナ

Rōmaji

Midori no ringo
Midori no banana
Midori no budou
Midori no ichigo
Akai ringo
Akai budou
Akai ichigo
Kiirou banana

English

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

Drinks

Japanese

ジュース
ミルク
みず
おいしい!りんご ジュース が すき!

Rōmaji

Juusu
Miruku
Mizu
Oishii! Ringo juusu ga suki!

English

Juice
Milk
Water
Yum! I like apple juice!

Hunger and thirst

Japanese

おなか が すいた!
のど が かわいた!

Rōmaji

Onaka ga suita!
Nodo ga kawaita!

English

I'm hungry!
I'm thirsty!

Asking for things

Japanese

りんご を ください。
バナナ を ください。
ぶどう を ください!
ジュース を ください!
りんごジュース を ください。
りんご と バナナ ジュース
を ください。

Rōmaji

Ringo o kudasai.
Banana o kudasai.
Budou o kudasai!
Juusu o kudasai!
Ringo juusu o kudasai.
Ringo to banana juusu
o kudasai.

English

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

‘Fruits’ song lyrics

Japanese

Rōmaji*

English

おなか が すいた！

Onaka ga suite!

I'm hungry!

おなか が すいた！

Onaka ga suite!

I'm hungry!

りんご を ください。

Ringo o kudasai.

I'd like an apple, please.

バナナ を ください。

Banana o kudasai.

I'd like a banana, please.

いちご を ください。

Ichigo o kudasai.

I'd like a strawberry, please.

ぶどう を ください！

Budou o kudasai!

I'd like some grapes, please!

のど が かわいた！

Nodo ga kawaita!

I'm thirsty!

のど が かわいた！

Nodo ga kawaita!

I'm thirsty!

みず を ください。

Mizu o kudasai.

I'd like some water, please.

ミルク を ください。

Miruku o kudasai.

I'd like some milk, please.

ジュース を ください！

Juusu o kudasai!

I'd like some juice, please!

ありがとう！

Arigatou!

Thank you!

*Rōmaji is the official system for representing Japanese with a roman alphabet. For correct pronunciation, please listen to the words as they are spoken in the app.