

Section 02

Talk Prompts for Continuous Provision

A Gift From The Sea

Companion Pack • EYFS 1 – Year 1 • Arabic B

YOUR ROLE

These are not scripts and they are not lesson plans. They are the Arabic phrases you carry in your back pocket — ready for the moment a child picks up a shell, or builds something tall, or runs across the playground.

The right word, at the right moment, during play that already matters to the child, is worth more than a hundred flashcard drills.

Small World (Sea Tray)

The story in miniature

Sensory Area

Texture & weight discovery

Construction Area

Building boats and towers

Creative Area

Colour, texture & pattern

Role Play

Pearl diving boat — most language-rich

Outdoor / Movement

Whole-body learning

Transitions

Story vocab as classroom language

Print the prompt tables, laminate them, and attach them to lanyards or display them at the provision station.

1

NOTICE

Watch before you speak. Sit near the area for 30 seconds. Understand what the child is exploring — don't redirect toward your vocabulary targets.

2

JOIN

Enter play on the child's terms. Pick up a similar object. Do what they are doing. No questions yet. No flashcards. Be alongside them.

3

NARRATE

Name what you see in Arabic. Short phrases: 'صدفّة! A shell!' Keep it warm and curious, as though discovering it together. This is 'sportscasting.'

4

WAIT

The hardest and most important move. After the Arabic word, stop. Count to five. The silence is productive. You do not need a response to know learning is happening.

5

CELEBRATE

If a child uses any Arabic — even approximately — respond with genuine warmth. Repeat their word correctly (a 'recast'). Stay in the play. Natural, not performative.

Aim for 3–4 Arabic phrases per play session. One well-timed word during a meaningful moment is more powerful than ten words as a monologue.

Emerging

THE CHILD

The child is hearing vocabulary for the first time in a play context. They may not respond verbally.

YOUR MOVE

Point and name. Use single Arabic words. Accept non-verbal responses (pointing, nodding, picking up the right object). Do not ask them to repeat.

Expected

THE CHILD

The child recognises vocabulary and is beginning to produce it. They might echo your words, or use a single word spontaneously.

YOUR MOVE

Use two-word phrases. Model short sentences. Wait longer — give them time to attempt production. Celebrate any attempt.

Exceeding

THE CHILD

The child uses vocabulary independently and may combine words.

YOUR MOVE

Extend with *إيه (what?)* to prompt child-generated language. Ask open questions in Arabic. Model full sentences for them to hear, not to repeat.

For English-speaking TAs: you don't need to speak Arabic. Sit with children, and when a moment matches a prompt card, read the transliteration aloud. Your accent doesn't matter — your presence and timing do.

Small World (Sea Tray)

The story in miniature

SETTING UP THE AREA

- Blue fabric across a shallow tray (the sea)
- Sand in one corner with partially buried shells
- Shells in two clearly different sizes (5 large, 5 small)
- Beads hidden inside 3–4 larger shells (pearls)
- Rashid, Jeddo, and Mira figures
- A small boat (Jeddo's قارب)
- Thick rope and thin string (~30cm each)
- Laminated vocabulary labels at the tray edge

STORY CONNECTION

This is the story's world in miniature. When children play here, they are inside the narrative. Every object exists because it appears in the book, and every Arabic word connects to the five-episode lesson.

CLASSROOM SNAPSHOT

Fatima opens a shell, finds it empty, frowns. Opens another — a bead. Holds it up. The teacher smiles but says nothing. Fatima whispers: 'الْبُرْلُوزَةُ... لَيْسَتْ..!' The teacher beams: 'الْبُرْلُوزَةُ بِرَعْمٍ!'

NOTICE → JOIN → NARRATE → WAIT → CELEBRATE

When You See...	العربية	English	Follow-Up Move
Child picks up a shell	هَذِهِ صَدَفَةٌ	<i>This is a shell</i>	Hold up a different shell: كَبِيرَةٌ أَمْ صَغِيرَةٌ؟
Child finds a pearl	وَجَدْتُ لُؤْلُؤَةً!	<i>You found a pearl!</i>	Gasp, celebrate. Then: هَلْ هِيَ كَبِيرَةٌ؟
Child compares shells	صَغِيرَةٌ... كَبِيرَةٌ	<i>Big... small</i>	Wait for child to point. Echo their choice
Handles thick rope	سَمِيك!	<i>Thick!</i>	Offer thin string: وَهَذَا؟ رَفِيع!
Figure in boat	رَاشِدٌ فِي الْقَارِبِ	<i>Rashid in the boat</i>	Narrate: ايْذْهَبْ إِلَى الْبَحْرِ
Figure dives	اغْصَصَ فِي الْبَحْرِ	<i>Dived into the sea!</i>	Whisper: نَبِّحْتُ...
Collects into basket	هَدِيَّةٌ!	<i>A gift!</i>	Connect: هَدِيَّةٌ مِنَ الْبَحْرِ
Play ends naturally	عُدْنَا إِلَى الْقَارِبِ	<i>Returned to the boat</i>	Model story closure

Sensory Area (Sand & Water)

Texture contrasts and weight discovery

SETTING UP THE AREA

- Zone 1 — Texture: Sand tray with buried shells
- Paired texture objects (smooth pebble + rough shell, silk + sandpaper)
- Two feely bags (one smooth, one rough object each)
- Laminated labels: ناعم and خشن with sorting hoops
- Zone 2 — Weight: Water tray with floaters and sinkers
- Balance scale with mixed-weight objects

STORY CONNECTION

The story is full of contrasting textures and sensations: smooth sand, rough shells, cool water, heavy shells, light feathers. This area isolates those contrasts through touch — the most powerful channel for embedding descriptive vocabulary at this age.

CLASSROOM SNAPSHOT

Omar says: 'خُشِن؟' — tentatively, as a question. The teacher smiles broadly: 'إِنْعَم! خُشِن!' Omar grins and puts the shell in the خُشِن sorting hoop.

NOTICE → JOIN → NARRATE → WAIT → CELEBRATE

When You See...	العربية	English	Follow-Up Move
Child digs in sand	اِنْبَحَثْ!	<i>We search!</i>	Dig alongside. Gasp when you 'find' something
Finds a buried shell	اَوْجَدْنَا!	<i>We found it!</i>	Hold it up: اِصْدَفَةَ!
Feels smooth sand	الرَّمْلُ نَاعِمٌ	<i>The sand is smooth</i>	Invite child to feel a shell: وَهَذِهِ؟
Feels rough shell	اِحْسِن!	<i>Rough!</i>	Scrunch face — make the word feel 'rough'
Uses feely bag	مَاذَا تَحْسِنُ؟	<i>What do you feel?</i>	Wait for child to pull object out
Object floats	اِحْفِيف!	<i>Light!</i>	Exaggerate lightness with gesture
Object sinks	اِثْقِيل!	<i>Heavy!</i>	اِمْتَلِ الصَّدْفَةَ — like the shell!
Sorts textures	نَاعِمٌ أَمْ اِحْسِنٌ؟	<i>Smooth or rough?</i>	Only ask if child is already sorting
Finds a pearl in sand	اَوْجَدْنَا لُؤْلُؤَةً!	<i>Found a pearl!</i>	Connect: هَدِيَّةٌ مِنَ الْبَحْرِ

Construction Area

Building boats and towers

SETTING UP THE AREA

- Blocks in two deliberately different sizes (no medium!)
- Cardboard tubes: kitchen roll (thin) and poster tube (thick)
- Thick rope and thin string, pre-cut
- Boat-building challenge card: **اِنَّ قَارِيًا!**
- Rashid and Jeddo figures for testing
- Deliberate weight contrast: wooden (heavy) and foam (light) blocks

STORY CONNECTION

Jeddo's boat is the vehicle of the whole story. Children who build boats are solving the same problems Jeddo solved. This area naturally generates size (قَصِير / طَوِيل / ضَعِيف / كَبِير), weight (خَفِيف / ثَقِيل), and thickness (رَفِيع / سَمِيك) vocabulary.

CLASSROOM SNAPSHOT

Layla adds another block. 'صَغِير' she echoes. The teacher nods: 'اصْغِير اِنْعَم' Layla has moved from hearing the word to producing it — inside her own play, on her own terms.

NOTICE → JOIN → NARRATE → WAIT → CELEBRATE

When You See...	العربية	English	Follow-Up Move
Builds tall	طَوِيل!	Tall!	Gesture upward. Compare: هذا قصير، هذا طويل
Builds short	قَصِير	Short	Point to something taller for contrast
Uses big block	كَبِير!	Big!	Pick up a small block: وهذا؟ صغير
Uses small block	صَغِير!	Small!	Nod if sorting by size. Name the contrast
Struggles with heavy block	ثَقِيل!	Heavy!	Mime effort. Offer foam block: خَفِيف!
Lifts light block easily	خَفِيف!	Light!	Contrast with the heavy block
Handles thick tube	سَمِيك!	Thick!	Offer the thin one: وهذا رَفِيع
Handles thin tube	رَفِيع	Thin	Hold two side by side for visible contrast
Building falls down	احاول مرةً أُخرى!	Try again!	Connect: صَبْر — patience
Declares it finished	قارب!	A boat!	Ask: كبير أم صغير؟

Creative Area

Colour, texture, and pattern

SETTING UP THE AREA

- Station 1 — Shell Printing: A3 paper, blue/gold/silver paint, real shells
- Station 2 — Texture Collage: smooth materials (silk, foil) labelled ناعم; rough (sandpaper, hessian) labelled خشين
- Station 3 — Pearl Threading: large beads in two sizes, string in two thicknesses

STORY CONNECTION

The story's world is visually rich: blue sea, gold sunset, silver pearls, rough shells. The creative area lets children explore these through art, and every creative choice — colour, texture, material — is a chance for Arabic vocabulary.

CLASSROOM SNAPSHOT

Noor picks up a piece of foil. She strokes it. Looks at the teacher. The teacher waits. Noor says: 'ناعم' The teacher: 'مِثْلُ الرَّمْلِ بِنَاعِمِ النِّعَمِ' She connects it to the story without breaking the flow of Noor's art.

NOTICE → JOIN → NARRATE → WAIT → CELEBRATE

When You See...	العربية	English	Follow-Up Move
Paints with blue	لَوْنُ الْبَحْرِ — أَزْرَق	Blue — sea colour	Where did Rashid go? !البخر
Paints with gold	لَوْنُ الْغُرُوبِ — ذَهَبِيّ	Gold — sunset	Gesture to sky: sunset, treasure, pearls
Touches smooth material	نَاعِم	Smooth	Stroke it yourself. Offer rough: وهذا؟
Touches rough material	خَشِن	Rough	—مِثْلُ الصَّدْفَةِ like the shell
Threads big bead	لُؤْلُؤَةٌ كَبِيرَةٌ	Big pearl	Chant: كبيرة، صغيرة...
Threads small bead	لُؤْلُؤَةٌ صَغِيرَةٌ	Small pearl	Continue pattern rhythm
Uses thick string	سَمِيك!	Thick!	Offer thin: أَوْ رَفِيع؟

Role Play (Pearl Diving Boat)

The most language-rich provision area

SETTING UP THE AREA

- The boat: large cardboard box or chairs with fabric. Write القارب on the side
- The sea: blue fabric spread around the boat
- Shells and pearls scattered across the fabric
- Thick and thin rope for tying and pulling
- Character props: white headscarf (Jeddo), coloured scarf (Rashid), red headband (Mira)
- Pearl tally clipboard for early maths

STORY CONNECTION

Role play requires children to talk. They assign roles, narrate actions, negotiate. When set up around the pearl diving narrative, children naturally use story vocabulary because they need it to play.

CLASSROOM SNAPSHOT

Adam points out to the fabric: 'الْبَحْرُ!' Salma 'swims' across, picks up a shell, opens it – empty. Another: 'الْبَوْلُوءَةُ' Adam from the boat: 'فَدِيَّةُ!' The teacher has not said a word. The environment demanded the language.

NOTICE → JOIN → NARRATE → WAIT → CELEBRATE

When You See...	العربية	English	Follow-Up Move
Climbs into boat	راشِد في القارب	<i>Rashid in the boat!</i>	Use child's chosen character name
Pretends to dive	غاصَ في البحرِ	<i>Dived into the sea!</i>	Gasp and mime watching from the boat
Searches for shells	انْبَحَثْ	<i>We search!</i>	Join the search collaboratively
Finds a pearl	وَجَدْنَا لُؤْلُؤَةً	<i>Found a pearl!</i>	Celebrate, then: هَدِيَّة!
Gives shell to another	هَدِيَّة	<i>A gift</i>	Heart of the story. Let the moment land
Returns to boat	عُدْنَا إِلَى القاربِ	<i>Returned to the boat</i>	Model story closure, can lead to retelling
Argues over role	بِطْءٍ — صَبْرٍ	<i>Patience — slowly</i>	Story value manages real conflict gently
Is patient / waits turn	صَبْرٍ!	<i>Patience!</i>	Praise using the story word

Outdoor / Movement

Whole-body learning

SETTING UP THE AREA

- The Fish Game: start line and finish — Rashid walks بِبُطء, fish swim بِسُرْعَة
- Shadow play: trace shadows morning (ظُوَيْل) and midday (فُصَيْير)
- Big/Small movements: كَبِيْر = stretch tall, صَغِيْر = curl up small
- Freeze game: صَدَفَة = freeze as shell, مَوْج = wave movements

STORY CONNECTION

The story contrasts speed (بِسُرْعَة/بِبُطء), size, and length through shadows and waves. Outdoor play is where children experience these with their whole bodies. A child who runs fast then walks slowly is not learning a word — they are living it.

CLASSROOM SNAPSHOT

By the third round, the children are calling out بِسُرْعَة and بِبُطء themselves. The teacher has not taught a single word. The game did.

NOTICE → JOIN → NARRATE → WAIT → CELEBRATE

When You See...	العربية	English	Follow-Up Move
Runs fast	بِسْرَعَةٍ!	<i>Fast!</i>	مِثْلَ السَّمَكِ— like the fish!
Walks slowly	بِبطءٍ	<i>Slowly</i>	Walk alongside: مِثْلَ رَاشِدٍ
Long shadow (morning)	ظِلُّكَ طَوِيلٌ!	<i>Your shadow is tall!</i>	Trace in chalk. Return at midday
Short shadow (midday)	ظِلُّكَ قَصِيرٌ!	<i>Your shadow is short!</i>	Stand next to morning trace
Big body movements	كَبِيرٌ!	<i>Big!</i>	Arms wide, stretch tall. Children copy
Small body movements	صَغِيرٌ!	<i>Small!</i>	Curl up tight. Make it playful
Freeze game: shell	صَدْفَةٌ!	<i>Shell! (freeze)</i>	Curl into shell shape. Then: امْوِجْ!

Transitions

Story vocabulary as classroom language

SETTING UP THE AREA

- Print these on a card and keep it on your lanyard
- English-speaking staff can use them too — short, clear commands
- Commit to using consistently across the three-week block

STORY CONNECTION

Transitions are wasted language time in most classrooms. If you use story vocabulary to manage these moments, Arabic words stop being 'lesson words' and become real, functional classroom language. A child who hears **بِظَاء** every time they line up will own that word.

CLASSROOM SNAPSHOT

Every transition is a chance to reinforce vocabulary. Not as a drill — as a real, purposeful use of Arabic that children hear dozens of times a week.

NOTICE → JOIN → NARRATE → WAIT → CELEBRATE

When You See...	العربية	English	Follow-Up Move
Lining up	يَبْطِئُ...	<i>Walk slowly to the line</i>	Say it slowly yourself. Model the pace
Tidying up	اَنْبِخْتُ!	<i>Let's search! (to tidy)</i>	Make tidying a treasure hunt
Waiting	صَبْرٌ	<i>Patience</i>	Calm, warm tone. Connect to Jeddo's patience
Moving to carpet	أَمْوَاجٌ صَغِيرَةٌ	<i>Small waves (to carpet)</i>	Children 'wave' gently. Movement + language
Going outside	هَيَّا!	<i>Let's go!</i>	Energetic, joyful. A shared class call
Sitting down	اَجْلِسْ... يَبْطِئُ	<i>Slowly... sit</i>	Two-beat command. Children learn rhythm
Celebrating	مَا شَاءَ اللهُ!	<i>Wonderful!</i>	Use for any achievement. Genuine warmth

R e m e m b e r

You are the cavalry, not the lesson.

*Set up the environment. Carry the prompts. Use the five moves.
And trust that when a child hears **سكيبير** while building a tower,
and again while threading a bead, and again while comparing shells,
and again while stretching tall outside —
they are acquiring the language in exactly the way
young children are designed to.*