

**Count along in my language / Tel mee in mijn taal / Tel mei yn myn taal /  
لغتني في جنب إلى جنب عد / tixgeliyaan luuqadeyda**

Category	Choices
<b>Title</b>	Count along in my language /Tel mee in mijn taal / Tel mei yn myn taal / لغتني في جنب إلى جنب عد / tixgeliyaan luuqadeyda
<b>Goal(s)</b>	In this assignment the students are ambassadors of their own language and teaching each other to count in their own language. This provides knowledge about language differences but also for understanding / respect for each other's language.
<b>Grade(s)</b>	Middle grades
<b>Subject</b>	Taal(en) algemeen Projecten
<b>Duration</b>	45 minutes
<b>Link with curriculum</b>	Linguistics Knowledge about multilingualism in general
<b>Languages</b>	All languages present.
<b>Link with FREPA</b>	Becoming aware of own languages and of the languages in the environment. Knowledge about languages in Fryslân, Europe and the world Knowledge language differences Knowledge about cultural differences
<b>Skills</b>	Listening, speaking, writing, reading
<b>Theoretical underpinning</b>	Language awareness, language comparison
<b>Description activity</b>	<p><b>Step 1 - class: from groups</b> Divide the class into groups of 4 students. Students who speak the same language can work together.</p> <p><b>Step 2 - in groups: choose language and presentation form</b> The goal is = that each group learns to count the rest of the class in their language. The students are allowed to come up with a form themselves to offer to learn how to count in their language: to cancel, to rhyme, to sing, etc. They prepare this in their group.</p>

### Step 3 – whole class: present

Each group presents its language and learns to count the rest of the class in this language. The (digi) board can be used to (let) write the different numbers in each language.

### Step 4 - classroom: discussion

When every language has been presented, there can be a class discussions about the similarities and differences between the different languages:

- what is the same?
- what is similar to each other, in terms of writing or sound?
- what is difficult in comparison with Dutch?
- etc.

### Example:

Nederlands	1	2	3	4	5
Frans	EEN	TWEE	DRIE	VIER	VIJF
Engels	1	2	3	4	5
Turks	UN	DEUX	TROIS	QUATRE	CINQ
Urdu	ONE	TWO	THREE	FOR	FIVE
Slovaaks	BIR	IKI	Üç	DÖRT	BES
Armeens	EK	DO	TIN	CHAR	PANCH
Arabisch	JEDEN	DVA	TRI	STYRI	PAT (peit)
Ghonees	MEK	YERKU	YEREQ	CHORS	HINGH
	WAHD	ITHNANI	THALATHA	ARBA	KHMSA
	BEE-A-KO	A-BEE-ENG	A-BEE-E-SA	A-NANG	A-NUHM

### Last but not least:

This activity can also be applied to other concepts and / or themes such as colours, calculation concepts (minus / plus), objects or animals.

### Materials

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### Experiences from schools

Foto's, filmen en producten van de kinderen na implementatie zoals een samenvatting van observaties.