

OBJECTIVES

Culturally, learners are developing awareness that, in our diverse society, there are many customs and beliefs. Specifically learners will begin to develop an awareness of a limited range of Japanese customs. Linguistically, it is expected learners will begin to develop an understanding of Japanese oral vocabulary used in simple, repetitive structures heavily dependent on context, gestures, facial expressions and intonation. They will be able to respond non-verbally to a range of utterances and verbally to a limited range of high frequency utterances. Learners will become aware that Japanese is written using different scripts and will become familiar with a limited range of scripted characters (kanji). At this stage it is expected learners passive linguistic knowledge will be greater than their active knowledge. Target learning outcomes of this unit are consistent with **Foundation Level and some elements of Level 1 outcomes** outlined in LOTE syllabus.

LANGUAGE FUNCTIONS & ELEMENTS (Foundation & Beginner)

- Greeting & leave taking
おはよう ございます、こんにちは、こんばんは、もしもし
おやすみなさい、さようなら、じゃまた、じゃね、またあした、バイバイ
- Introducing (names & gender)
お名前は? _____さん、_____くん、_____せんせい、
(name)です。、(surname)(first name)です。
女の子、男の子
- Offering & receiving
どうぞ、どうも、ありがとう
- Describing people (age & grade)
_____才です。_____年生です。
- Identifying numbers (1-100) & phone numbers
一、二、三、..... 九十九、百
でんわばんごうは何ばん ですか。三二〇二 の 七九一六 です。
- Affirming & negating statements
はい、いいえ
- Asking for assistance
すみません
- Responding to a limited range of instructions
立ってください、座ってください、みてください、聞いてください

TARGET LEARNING OUTCOMES**Foundation** F1, F2**Comprehending** 1.1, 1.2 (katakana), 1.3**Composing** 1.4, 1.5 (katakana, kanji), 1.6**ASSESSMENT**

An **Observation Checklist** (attached) will be employed to record demonstration by learners of target learning outcomes. Observation of learner participation in routine classroom tasks such as greeting & leave taking, responding to limited range of instructions, games (bingo, counting game), recognizing & responding to their name written in Japanese, secret identity task and others will provide information about the ability level of each learner. Assessment will be ongoing throughout the unit.

OBJECTIVES	LESSON 1 (30 minutes)	LESSON 2 (30 minutes)	RESOURCES
ORIENTATING PHASE			
Cultural Focus Model greeting & gesture Brainstorm with class things about Japan	1. Initiate class brainstorming 'things I know about Japan' using maps, flags & various realia. 2. Record ideas on board. 3. Label map.	1. Review previous lessons ideas. 2. Explain title page requirements. 3. Learners begin work on title page.	Map of world Map of Japan Flags of various countries Japanese realia (chopsticks, kimono, playstation, cars, signs in different script, etc.....) Labels for Japan & Australia Title for title page BLM for title page
Cultural Focus Model greeting & gesture Continue work on title page	1. Learners continue work on title page.	1. Learners finish off title page. 2. Award small prize to student-choice winner and teacher-choice winner.	Ballot paper & bag 2 small prizes

OBJECTIVES	LESSON 1 (30 minutes)	LESSON 2 (30 minutes)	RESOURCES
ENHANCING PHASE			
Cultural Focus Oral Language Focus Model greeting & gesture Introduce Japanese alphabet 5 Basic Sounds	1. Learners listen to song and put lyrics in correct order. 2. Feedback answers. 3. Elicit 5 basic sounds. 4. Make comparisons to English vowels.	1. Sing song. 2. Review 5 basic sounds. 3. Model application of sounds to spelling and pronunciation of typical Japanese names. 4. Learners attempt sounding out & spelling.	1,2,3 <i>Utamashoo</i> CD track 1 Copy of lyrics & ordering task
Cultural Focus Oral Language Focus Assessment Model greeting & gesture 5 Basic Sounds	1. Listening task: learners listen & number Japanese names heard in correct order. 2. Identify gender of names - boy or girl. 3. Complete Japanese names wordsearch.	1. Spelling test - Japanese names. 2. Learners listen to identify their own names in Japanese. 3. Distinguish between the use hiragana & katakana. 4. Learners practise writing own names in katakana.	Japanese names wordsearch Student names in katakana Write Names in Katakana http://www.asahi-net.or.jp/~ft5k-ynd/Yn.html

<p>Form Focus</p> <p>Introducing (names)</p>	<ol style="list-style-type: none"> Learners identify own name written in Japanese. Model Q & A for asking names. Drill & practise Q & A. Record in notebooks. 	<ol style="list-style-type: none"> Learners identify & respond to name card by introducing themselves in Japanese. Learners label bookmark & book label with names in katakana. 	<p>Flashcards - katakana names</p> <p>Bookmarks & book labels</p> <p>Extension: Write name using Japanese word processing software (Global IME).</p>
<p>Form Focus Assessment</p> <p>Introducing (names)</p>	<ol style="list-style-type: none"> Continue work on bookmarks & label. Extension - learners discover identity of famous people by decoding katakana script. 	<ol style="list-style-type: none"> Secret Identity cards - learners find out the secret identity of classmates by asking & answering Q. 	<p>Secret Identity cards</p> <p>Extension: Famous people names worksheet</p>
<p>Vocabulary Focus</p> <p>Greeting & leave taking</p>	<ol style="list-style-type: none"> Model greeting & gesture. Elicit meaning. Sing 'greeting' song [Stage A Unit 1 Activity 4]. Introduce appropriate greetings & gestures for different times of the day & genders. Record in notebooks. 	<ol style="list-style-type: none"> Sing song. Review vocabulary & gestures. Learners work in groups to write lyrics of own greeting song. Perform for class. 	<p><i>Stage A Unit 1 Activity 4</i></p>
<p>Vocabulary Focus Assessment</p> <p>Greeting & leave taking</p>	<ol style="list-style-type: none"> Review vocabulary with game. Listening task: Stage A Unit 1 Activity 3. 	<ol style="list-style-type: none"> Listening: Stage A Unit 1 Activity 11. 	<p><i>Stage A Unit 1 Activity 3</i></p> <p><i>Stage A Unit 1 Activity 11</i></p>
<p>Vocabulary Focus</p> <p>Numbers 1 - 10 Numbers 11 - 99</p>	<ol style="list-style-type: none"> Learners listen to & practise a war cry in Japanese (whole class, small groups). Drill & practise numbers 1 - 10. Record in notebooks. 	<ol style="list-style-type: none"> Play "1 -11" counting game. Elicit numbers & pattern for counting 11-99. Play bingo. 	<p><i>Stage A Unit 7 Activity 4</i></p> <p>Join the dots (Koinobori)</p>
<p>Form Focus Assessment</p> <p>Phone numbers</p>	<ol style="list-style-type: none"> Review: play "Around Japan". Model saying phone number. Learners write out phone numbers & practise. Model Q & A. Drill & practise. 	<ol style="list-style-type: none"> Review phone numbers. Speaking task: learners find out phone numbers of classmates. Feedback answers. 	

Form Focus Assessment Phone numbers	1. Play “Moshi Moshi”	1. Listening task: Record phone numbers given by telephone operator {Stage A U7 A8}.	Pieces of paper (1 per child) & bag <i>Stage A Unit 7 Activity 8</i>
Script Focus Numbers 1 -10 in kanji	1. Introduce numbers in kanji. 2. Play “what’s missing”. 3. Learners complete writing practise [Stage A U7 A7].	1. Elicit written numbers 1-10 and pattern for 11-99. 2. Numbers worksheet (reading & writing).	Flashcards -kanji numbers <i>Stage A Unit 7 Activity 7</i> Numbers worksheet
Form Focus Assessment Describing people’s age	1. Using visuals elicit ages & model structure. 2. Model Q & A. 3. Learners practise Q & A. 4. Record in notebooks.	1. Learners identify name written in katakana & respond with name & age. 2. Listening task: learners record names of different people according to their ages.	Flashcards - Katakana names ‘Life Milestones’ poster Resources 4 LOTE Syllabus Resource 5 LOTE Syllabus
Form Focus Assessment Describing people’s grade	1. Using visuals elicit grades & model structure. 2. Model Q & A. 3. Learners practise Q & A. 4. Record in notebooks.	1. Learners identify name written in katakana & respond with name, age & grade. 2. Learners read & translate speech bubbles of Simpson characters. 3. Listening task: learners record grades of different buildings in a Japanese school.	Layout of Moggill State School Grades worksheet ‘Year Levels’ Resource 6 LOTE Syllabus

OBJECTIVES	LESSON 1 (30 minutes)	LESSON 2 (30 minutes)	RESOURCES
SYNTHESISING PHASE			
Assessment Secret Identity Self Introduction	1. Learners find out & record in English the secret identity of their classmates (name, age, grade) by asking & answering questions in Japanese.	1. Learners introduce themselves to the class in Japanese using appropriate gestures. 2. Learners draw a picture of themselves with a speech bubble introducing themselves.	Secret Identity cards (1 per child) Grades worksheet task 2

