

Objectives:

Culturally, learners will become familiar with typical procedures in a Japanese classroom. They will explore similarities and differences between a typical Japanese elementary classroom and their own classroom. Linguistically, learners will discover culturally specific gestures particular to the classroom context. Learners will be able to comprehend and compose language to perform the functions listed below consistent with **Level 1 learning outcomes** outlined in LOTE syllabus.

Language Functions (Beginner):

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Greeting & leave taking ▪ Identifying & asking about things ▪ Expressing & asking about likes & dislikes ▪ Making requests for goods & services ▪ Offering & receiving things ▪ Expressing possession ▪ Giving & responding to instructions ▪ Affirming & negating statements | <p>おはよう、こんにちは、きりつ、れい、ちやくせき、さようなら
これそれあれは何ですか。
えんぴつです。
日本語が好きですか。
はい、好きです。いいえ、嫌いです。
けしごむを下さい。
どうぞ、ありがとう、どうも
だれの(いす)ですか。
私のです。先生のです。(name)さんのです。
(verb)して下さい。
立ってください。座ってください。見てください。聞いてください。
はい、いいえ</p> |
|--|--|

Target Learning Outcomes:**Comprehending** 1.1, 1.2, 1.3**Composing** 1.4, 1.5, 1.6**Discretionary** D1.7**Assessment:**

An **Observation Checklist** (see attached) will be used for data collection due to the ongoing nature and type of assessment tasks in this unit. Learners will be observed and assessed on the extent to which they can linguistically participate in classroom games, role-plays, listening and other activities. For example, "Sensei Says" for comprehending and composing spoken language, "Karuta" for comprehending written, role-plays for comprehending and composing spoken language and class survey for composing and comprehending spoken and written language.

OBJECTIVES	LESSON 1 (30 minutes)	LESSON 2 (30 minutes)	RESOURCES
ORIENTATING PHASE (approx. 3-4 weeks)			
<p>Cultural Focus</p> <p>Establish context of a typical Japanese classroom by reading about "A Day with Kentaro"</p> <p>Vocabulary Focus</p> <p>Introduce & practise typical Japanese classroom greeting</p>	<ol style="list-style-type: none"> 1. Read about Kentaro's day with focus on his time at school. 2. Talk about responsibilities of Japanese elementary school students compared with responsibilities of Australian primary school students. 3. Introduce & practise routine classroom language (kiritsu, rei, chakuseki) using culturally appropriate gestures. 	<ol style="list-style-type: none"> 1. Practise routine classroom language (kiritsu, rei, chakuseki) using culturally appropriate gestures. [NOTE: this will be ongoing throughout unit.] 2. Discuss Japanese elementary school subjects and timetable as illustrated in big book and compare with Australian primary school subjects. 	<p>Big book "A Day with Kentaro"</p> <p>LOTE Centre Resource Call No. 305.8952 DAY (bar code L80175A 7367) http://www.tjf.or.jp/eng/d/deindex.htm</p>
<p>Vocabulary Focus Form Focus</p> <p>Classroom Instructions (stand, sit, look, listen etc..)</p>	<ol style="list-style-type: none"> 1. Review limited classroom instructions learnt in Year 4. 2. Expand on these instructions using gestures and mime. 3. Complete task 1 on worksheet. 4. Drill and practise. 	<ol style="list-style-type: none"> 1. Pairwork roleplay [practice task 1 worksheet]. 2. Speaking task: learners play board game in small groups [Stage A Unit 2 Activity 10] 3. Listening task: learners listen & match instruction to picture [Stage A Unit 2 Activity 8] 	<p>Classroom Instructions worksheet</p> <p><i>Stage A Unit 2 Activity 8</i></p> <p><i>Stage A Unit 2 Activity 10</i></p>
<p>Assessment</p> <p>Speaking task ("Sensei Says")</p> <p>Listening task</p> <p>Reading task</p>	<ol style="list-style-type: none"> 1. Listening task: Stage A Unit 3 Activity 6. 2. Listening Task: Stage A Unit 4 Activity 9. 3. Play "Sensei Says" with pairs of learners taking turns being the sensei and instructing classmates to do certain things. 	<ol style="list-style-type: none"> 1. Multiple choices listening test. 2. Read and deduce meanings of speech bubbles. 3. Write some classroom rules using kana chart & models. 	<p><i>Stage A Unit 3 Activity 6</i></p> <p><i>Stage A Unit 4 Activity 9</i></p> <p>Multiple Choice listening comprehension test</p> <p>Classroom Instructions worksheet</p>

OBJECTIVES	LESSON 1 (30 minutes)	LESSON 2 (30 minutes)	RESOURCES
ENHANCING PHASE			
Vocabulary Focus Identify classroom objects	1. Learners read with the help of kana chart to discover language for various classroom objects. 2. Drill & practise vocabulary. 3. Play "What's Missing".	1. Listen and identify objects. [Stage A Unit 3 Activity 3] [Stage A Unit 4 Activity 1] 2. Learners play "Karuta" in small groups.	Classroom Items worksheet 1 <i>Stage A Unit 3 Activity 3</i> <i>Stage A Unit 4 Activity 1</i>
Vocabulary Focus Identify classroom items	1. Learners play "Karuta" in small groups.	1. Learners play "Karuta" in small groups.	'Karuta' cards (picture & word cards of classroom objects)
Form Focus Identify & asking about classroom objects	1. Model language for asking for objects close to speaker. 2. Drill & practise with class. 3. Learners role-play in pairs.	1. Model language for asking about objects near listener. 2. Drill & practise with class. 3. Learners role-play in pairs.	Classroom Items worksheet 2 'Karuta' cards (picture & word cards of classroom objects)
Form Focus Assessment Identify & asking about classroom objects	1. Model language for asking about objects away from speaker & listener. 2. Drill & practise with class. 3. Learners role-play in pairs.	1. Learners participate in an extended role-play using all language specific to identifying & asking about classroom objects. 2. Learners complete translation task on worksheet.	Classroom Items worksheet 2 'Karuta' cards (picture & word cards of classroom objects)
Form Focus Assessment Asking for things Offering & receiving things	1. Sing a song about a stationary shop [Stage A Unit 3 Activity 4]. 2. Elicit language for asking for things. 3. Drill & practise with whole class & pairs.	1. Play 'Karuta' in small groups. 2. Listen and record information from conversations.	<i>Stage A Unit 3 Activity 4</i> 'Asking for Things' worksheet <i>Ohayoo</i> Module 5 Activity 2 p.142
Form Focus Expressing possession	1. Model language for expressing ownership. 2. Drill & practise. 3. Play "What's missing" and "Around Japan" 4. Learners complete maze to discover who owns what [Stage A Unit 4 Activity 6].	1. Learners listen and identify owner of items. [Stage A Unit 4 Activity 1] [Stage A Unit 4 Activity 5]	<i>Stage A Unit 4 Activity 6</i> <i>Stage A Unit 4 Activity 1</i> <i>Stage A Unit 4 Activity 5</i>

Vocabulary Focus Identify school subjects	1. Learners read with the help of kana charts to discover target vocabulary. 2. Drill & practise. 3. Play "Karuta" in small groups with target vocabulary cards.	1. Play "Karuta" in small groups. 2. Play "Around Japan" to practise vocabulary.	"Karuta" cards - picture & word cards for school subjects
Form Focus Express likes & dislikes	1. Model using appropriate gestures language to express likes & dislikes. 2. Drill & practise with whole class. 3. Pair work practice.	1. Speaking task - gap fill.	Speaking task - gap fill

OBJECTIVES	LESSON 1 (30 minutes)	LESSON 2 (30 minutes)	RESOURCES
SYNTHESISING PHASE			
Assessment Reading Writing	1. Learners match high frequency vocabulary with pictures of classroom objects.	1. Learners label classroom objects using high frequency learned vocabulary.	Reading Task - classroom objects Writing task - classroom objects
Assessment Speaking Listening Writing	1. Learners conduct a survey about subjects their classmates like & dislike.	1. Learners write up survey results in hiragana. 2. Learners feedback to class survey results.	

