

Anyone for Sports

Module: Anyone for Sports
Unit: Getting to Know You
Field: Leisure and Recreation
Band: Lower Secondary

Orientating Task : What's that Sport? (1-5)

	Teaching Notes	Multi-Level Strategies	Resources
1	Introduce vocabulary for sports	Fill in vocab sheets Matching words to pictures: katakana & romaji Unjumble words Find-a-word # = possible homework tasks * = possible in-class tasks	Pictures of sports # Olympics find-a-word (script) # Make own find-a-word(script) Sport: -join names to pictures (script) English Crossword from Japanese names(script) Unjumble names and word sleuth(script) Sports and Hobbies (script) Match up person/team to sport (romaji) Vocab sheet for sports(romaji) * A5 katakana sports names with Eng find-a-word * A5 Eng sports with katakana find-a-word * A5 match katakana name to sports picture
2	Say what sports one plays and does not play/practise	× × をします。/れんしゅうします。 × × をしません。/れんしゅうしません。	スポーツ・デー A5 handout(script/romaji)
3	Speaking exercise: Sports survey	Students survey classmates with classmates signing in appropriate column.	Handout: Speaking skills – supootsu no ankeeto (Note: this can be used towards speaking skill assessment)
4	Written summary of Sports survey	Students summarize in Japanese findings of survey. <u>Submit</u> for assessment.	Handout: Writing skills – Supootsu no kekka This task is similar to (2) above. Therefore it could be abbreviated to fewer sentences. (Note: this can be used towards written skill assessment)
5	Hiragana recognition	Students find hidden message in Hiragana puzzle.	Handout: Hidden Message It is suggested that this task be used for early finishers or for extension students.

Enhancing Task 1 : When? (1-4)

	Teaching Notes	Multi-Level Strategies	Resources
1	Introduce Months	State in Japanese with vocab embedded in sentences – refer to seasonal sports to have students make sentences from own experience. x x 月にスポーツをします。	Handout: ‘Basic Japanese vocabulary’ – months/days of week Students make sentences in own notebooks. H/O: Months of the Year - find-a-word
2	Introduce days of week	State in Japanese with vocab embedded in sentences – refer to students’ weekly routine x x 曜日にスポーツをします。	Handout: ‘Basic Japanese vocabulary’ – months/days of week Students make sentences in own notebooks. H/O: 何曜日ですか。
3	Time: o’clock and half past 一時 二時半 am/pm: 午前・午後	Practise times Guessing game of teacher or student routine ‘A Day in the life of Mario’ – listening exercise	Toy clock Handout: Telling the Time Handout: What do the times say? Listening response sheet for ‘Mario’ Handout: Extension Lesson 14
4	Time: 5 minute lots	Practise times Time にスポーツをします。 Students practise and write examples in books.	Continue H/O from above (3)

Enhancing Task 2 : Opinion about Sports (1-3)

	Teaching Notes	Multi-Level Strategies	Resources
1	Introduce adjectives: つまらない・おもしろい むずかしい・やさしい	Class to fill in sports sheet indicating own opinion about various sports	H/O: Sports opinion chart
2	Introduce ‘The Most’ 一番 adj スポーツは x x です。	Teacher gives oral examples for students to work out. Students take turns to give own opinion.	H/O of ‘Sports opinion chart’ : students complete filling in their ‘MOST adj’ sports ie they must pick one for each.
3	Revise x x が好き・嫌いです。 Introduce —が上手・下手です。 Eg. サッカーが下手です。	Students practise with teacher. Students complete survey amongst themselves.	H/O: sports survey sheet for 好き・嫌上手・下手

Enhancing Task 3 : Ability (1-2)

	Teaching Notes	Multi-Level Strategies	Resources
1	Express ability using できます。 できません。	Teacher states in Japanese what s/he can/cannot do referring to flash cards. Students then take turns.	Flash cards. H/O to respond to pictures that generate sentences.
2	State reasons for inability/ability/liking etc: サッカーはできません。 むずかしいからです。 (下手だからです。)	Teacher gives examples. Ask from floor for personal experience examples.	H/O to respond to pictures that generate sentences.

Enhancing Task 4: Description of Person (1-2)

	Teaching Notes	Multi-Level Strategies	Resources
1	Revise: Name は 19 才です。 オーストラリア人です。	Go through famous sporting identities to give nationality and (guess) age.	H/O for nationality and age.
2	Introduce; Name は アメリカのせんしゅです。 Name はホッケーせんしゅです。	Go through famous sporting identities to give country for which they play and the sports.	Board work: Eg Beckham はスペインのせんしゅです。 サッカーせんしゅです。

Synthesizing Task (1-4)

	Teaching Notes	Multi-Level Strategies	Resources
<i>1</i>	Writing assessment	Students in class write a short magazine description of a famous sporting identity.	Paper Brief example of requirements
<i>2</i>	Listening assessment	Students listen to various details about people and answer accordingly.	1. multiple choice test 2. fill in the word test
<i>3</i>	Reading assessment	Students read about some children in Japan and answer questions.	H/O for students to read and complete.
<i>4</i>	Speaking assessment	Completed during semester with formal and anecdotal records.	

Culture Component: Japanese Sports Profile – Sumo & Kendo (1)

	Teaching Notes	Multi-Level Strategies	Resources
1	Introduce basic understanding of Sumo and Kendo	Show pictures Discuss the elements of the sports Show equipment Have students read and answer the sports quiz – Collect the quiz for checking	Kendo equipment Sumo books and photographs H/O on Sumo and Kendo

End of Term Activities (1-3)

	Teaching Notes	Multi-Level Strategies	Resources
<i>1</i>	Introduce students to visual sumo competition.	Explain protocols and symbolism.	Sports video
<i>2</i>	Students make and compete with their origami sumo.	Instruct students how to make origami sumo. Show students how to have desk competitions with the sumo.	Origami paper Origami sumo pattern

3	Play ドッジボール outside.	Explain and give demonstration of game. Play the game! Have fun!!	Ball
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