



Government of **Western Australia**
School Curriculum and Standards Authority



DRAFT

JAPANESE: SECOND LANGUAGE

Teaching and Learning Exemplar
Year 5



Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Copyright

© School Curriculum and Standards Authority, 2021

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International \(CC BY\)](https://creativecommons.org/licenses/by/4.0/) licence.

Disclaimer

Any third party materials including texts, websites and/or resources that may be referred to in this document are for the purposes of example only. The School Curriculum and Standards Authority does not endorse any third party materials, nor are such materials considered mandatory. Schools must exercise their professional judgement as to the appropriateness of any third party materials they may wish to use.

Cover image from: Radachynskyi. (2019). [Stock photograph ID: 1140166411]. Retrieved July, 2021, from <https://www.istockphoto.com/>
Cover image used with permission from the Department of Education, Western Australia



Contents

Background	1
Teaching	1
Assessing.....	1
Reflecting.....	2
Catering for diversity	2
The general capabilities and cross-curriculum priorities	3
Languages: Japanese: Second Language	4
Diagram 1 – How to read the teaching and learning exemplar	4
Prior Knowledge	5
Ways of teaching	5
Ways of assessing	6
Year level description	7
Year 5 Achievement Standard	8
Term 1	11
Term 2	37
Term 3	67
Term 4	93
Appendix A: Resources	121
Appendix B: Assessment Exemplar 1	133
Appendix C: Assessment Exemplar 2	149
Acknowledgements	160



Background

This Teaching and Learning Exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au/>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

This Japanese: Second Language exemplar for Year 5 articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of two hours per week. The planning includes suggested assessment points.

Teaching

The year-level syllabuses for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that indicates the student is well-placed to commence the learning required in the next year.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard. Teachers are best placed to make decisions about whether the suggested assessment points are used as formative or summative assessment and/or for moderation purposes.



Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning. Throughout this cycle, teachers adjust their plans as they work with their students to maximise learning throughout the year. As such, a long-term set of tightly planned lessons is not conducive to reflective practice.

This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.

At any point, teachers can adjust the:

- **timing of the lessons**, e.g. allowing more time where required, or changing when content is taught to fit local or cultural celebrations, such as Languages Week or Harmony Day
- **scheduling of assessments** to allow for further consolidation of teaching and learning, or to fit with students' personal or cultural events, such as a language speech contest or Ramadan
- **mode of delivery**, e.g. allowing students to present an oral report rather than a written one, or contributing to a blog post instead of a written reading journal
- **setting of the lessons**, e.g. visiting Hyogo Prefecture to participate in workshops, or using a local Japanese restaurant for the study of restaurant etiquette and language practice
- **opportunities to engage with the content descriptions**, e.g. consolidating a graphing skill needed in Mathematics during Languages, or reading a novel during English that complements information being studied in Languages
- **ways students work**, e.g. students supporting each other in mixed ability groups or teachers forming ability groups for targeted support
- **delivery of the content** to make it more engaging, challenging or appropriate, e.g. making an e-card to celebrate a significant event, delivering new language content through a picture book or film, researching a culturally significant person or event, or choosing a text that is gender appropriate
- **teaching strategies used**, e.g. building up to collaborative group structures by engaging in partner work first, or changing a book-based lesson to an excursion
- **content descriptions, skills or modes of learning for individuals** with formal or informal learning adjustments.



The general capabilities and cross-curriculum priorities

The *Outline* incorporates seven general capabilities and three cross-curriculum priorities that can be utilised to connect learning across the eight learning areas.

The general capabilities and cross-curriculum priorities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities and priorities into their teaching and learning programs.

The full description and exemplification of the general capabilities can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>.

The full description and exemplification of the cross-curriculum priorities can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/cross-curriculum-priorities2/cross-curriculum-priorities>.

Languages: Japanese: Second Language

The Western Australian Curriculum: Languages enables all students to communicate proficiently in a language other than English by providing students with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Diagram 1 – How to read the teaching and learning exemplar

1 Western Australian curriculum content	2 Teaching and learning intentions	3 Learning experiences
Week 1 Communicating Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに いきました; たのしかったです; へやに ふとんがあります; だいどころにおかあさんがいます; まっすぐ行って、みぎにまがって、としょかんがあります; がっこうに いきましょう; はい、いきましょう/いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	きょうしつ Students exchange information about their local school community, and ask and respond to questions about classroom items. Learning intentions Students: - compare an image of a Japanese classroom to an Australian classroom - ask and respond to questions about classroom items - respond to classroom instructions - participate in language games to reinforce language acquisition - use a bilingual dictionary - revise <i>hiragana</i> script あ line – か line.	Teaching and learning activities - Introduce the Japanese classroom and the word, きょうしつ by viewing the pictures from the website: - The Lives of Japanese Elementary School Students, A Day with Kentaro https://www.tjf.or.jp/shogakusei/kentaro/school/s01_e.html. - Discuss the similarities and differences between a Japanese classroom and an Australian classroom; for example, a blackboard vs an interactive whiteboard, wooden vs plastic desks, backpack vs <i>randoseru</i>. - Revise <i>hiragana</i> by using the Flashcards from Learn Japanese with Dr Moku's Mnemonics website: - Learn Japanese https://drimoku.com/products/ - Show the audiovisual: <i>Hiragana</i> AIUEO song (あいうえおのうた) https://www.youtube.com/watch?v=PE7sW2KoiGI to revise the hiragana sounds. - If necessary, print <i>Hiragana</i> reference charts from: - Happy Lilac http://happyilac.net/ and practice sheets from:

- The Western Australian curriculum is the mandated curriculum content to be taught from the *Outline*.
- Teaching and learning intentions provide additional information and/or examples to assist with the interpretation of curriculum content.
 - The focus is based on the content descriptions in the Communicating strand; that is, the Socialising sub-strand from the syllabus.
 - Learning intentions provide specific information or highlight the focus of the learning experience, and describe the interaction and activities that take place to facilitate learning.
- Learning experiences describe the teaching and learning activities and include formative and summative assessment.



Prior Knowledge

This exemplar is based on the knowledge, understandings and skills students have learned during two hours per week of Japanese: Second Language studies from Years 3 to 4. More information related to this curriculum can be found in the Japanese: Second Language Pre-primary to Year 10 Scope and Sequence: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/scope-and-sequence>.

Ways of teaching

Languages teachers provide a safe, positive and inclusive learning environment. The teaching and learning experiences provided in this document are not exhaustive, and teachers are encouraged to make professional decisions about the appropriate ways of teaching, learning experiences and the sequence in which they are delivered to best suit their classroom context, taking into account the availability of resources and student ability. In addition to the learning experiences included in this document, teachers are encouraged to explore alternative learning experiences.

This exemplar is sequential with an overview that provides a focus through which the curriculum can be delivered in each term. Each focus is based on the content descriptions in the Communicating strand; that is, the Socialising sub-strand.

This exemplar provides a range of suggested learning activities and assessment tasks, aligned to the curriculum, through which students can apply their acquisition of knowledge, understanding and skills to the focus. The exemplar suggests:

- teaching vocabulary and grammatical elements that show the breadth and depth of language and align with the curriculum
- text types relevant to the learning activities and assessments
- language learning and communication strategies relevant to the focus
- learning activities and assessments from which teachers may choose, according to their class's interests and abilities, and
- resources suitable to the focus.

Further information on ways to teach Languages can be found on the Authority website: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/ways-of-teaching>.

Note: links to electronic resources

This sequence of lessons may utilise electronic web-based resources; such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Ways of assessing

The suggested assessment points included in this exemplar alert teachers to only some of the opportunities to monitor individual student progress and achievement during day-to-day learning activities. Teachers can decide whether the suggested assessment points are to be used as learning experiences, formative or summative assessment or, alternatively, to plan and develop their own assessments. Information collected from these assessments will allow teachers to monitor student learning and development to inform future planning, provide a focus for feedback to students, support discussions with parents, and provide evidence for reporting on student achievement requirements. Teachers should consider a range of ways in which evidence of student achievement will be collected in addition to the examples provided in this exemplar. Where possible, the assessment criteria should be developed with the students and made visible to guide their work.

Based on student responses to the formative assessments, teachers will adjust the pace, structure and content of lessons. The formative assessment in this exemplar, should provide students with feedback on their learning progress and support them to ensure they will be well positioned to achieve the learning intentions and access the summative assessments.

In addition to the suggested assessment points, Appendix B and Appendix C provide teachers with examples of assessments that can be used for both assessment and moderation purposes. Both assessments provide teachers with the resources, or links to resources, required for students to complete the task, and are accompanied by marking keys to ensure teachers make valid and reliable judgements on student achievement. The exemplar supports the prior learning required for students to complete the tasks in Appendix B and Appendix C.

Further assessment strategies can be found on the Authority website:

<https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/ways-of-assessing>.

Note: links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Year level description

Year 5 Japanese: Second Language builds on the skills, knowledge and understanding required of students to communicate in the Japanese language developed in Year 4 and focuses on extending their oral and written communication skills and their understanding of Japanese language and culture.

Students communicate in Japanese, initiating interactions and socialising with the teacher and peers to exchange information about their home, neighbourhood and local community. They participate in guided tasks, planning outings or conducting performances and completing transactions. Students gather and convey information and ideas from a range of texts related to personal and social worlds. They engage with a range of imaginative texts and explore the characters, events and ideas in them. Students create and perform imaginative texts such as puppet shows or plays for a specific audience.

Students become familiar with the systems of the Japanese language, reading and writing all *hiragana* with the support of a chart and starting to use basic Japanese punctuation. They use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts such as encouraging someone to join them in an activity using 〜ましょう or describing the location of homes. Students build a metalanguage in Japanese to talk about language.

Students are encouraged to reflect on how their own and others' ways of communicating and using language is shaped by the communities that they belong to.

In Year 5 students are widening their social networks, experiences and communication repertoires in both their first language and Japanese. They are supported to use Japanese as much as possible for classroom routines and interactions, structured learning tasks, and language experimentation and practice. English is predominantly used for discussion, clarification, explanation, analysis and reflection.



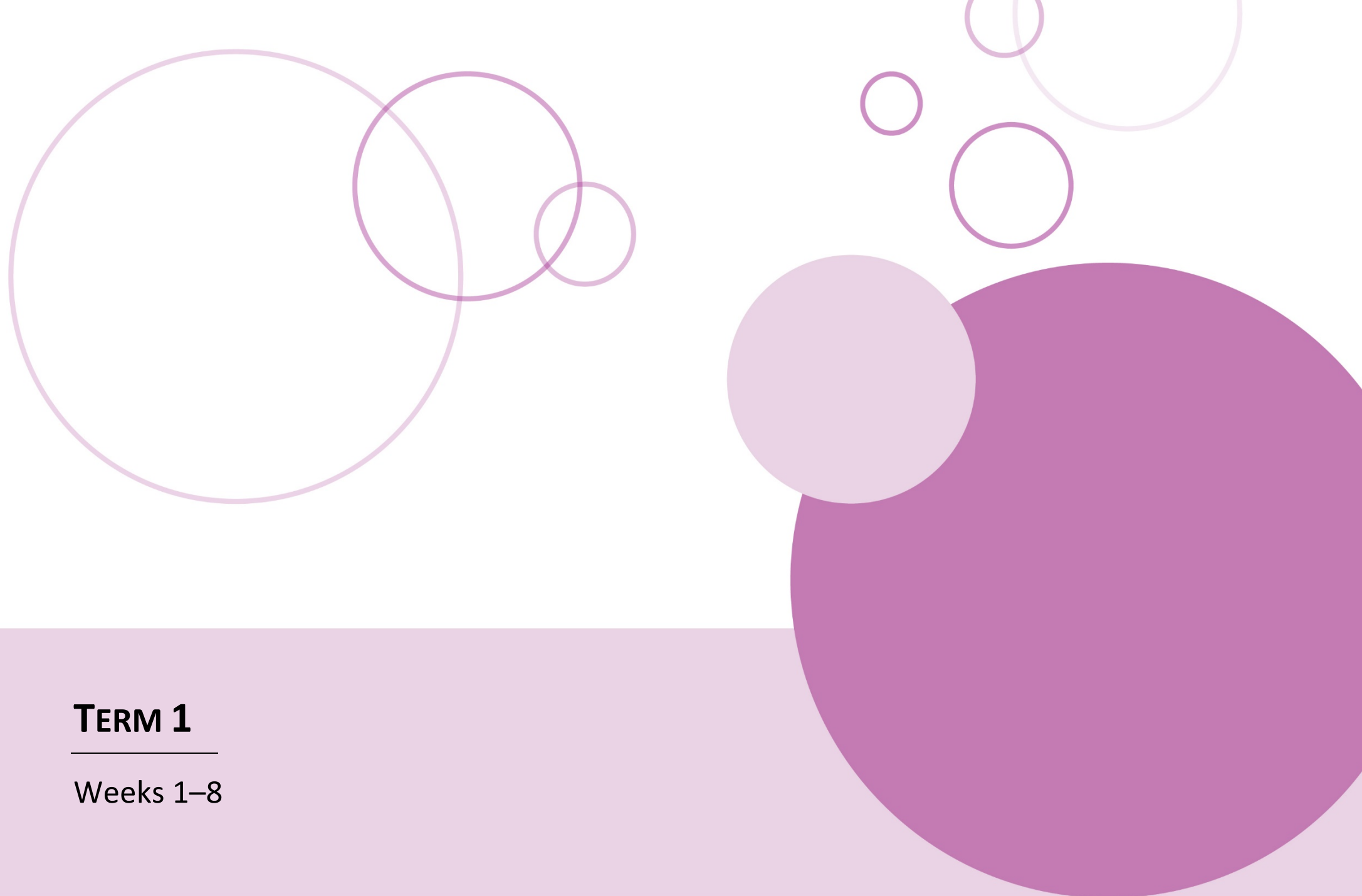
Year 5 Achievement Standard

At standard, students initiate, with guidance, interactions in Japanese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate, with guidance, in tasks or activities or to provide information, such as まっすぐ いって、みぎ に まがって、としょかん が。 Students gather and compare most information and some supporting details, and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students collect, use and explain Japanese words and expressions that do not translate easily into English. They use dictionaries, with guidance, word lists and pictures to translate simple familiar texts. Students identify ways in which culture influences language use, and provide simple examples when comparing ways of communicating in Australian and Japanese-speaking contexts.

Students are becoming more familiar with the systems of the Japanese language, pronouncing all the sounds in the *kana* chart, with a satisfactory level of accuracy and explaining that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different. Using a *hiragana* chart, students read and write all *hiragana*, with a satisfactory level of accuracy. They know and use, with guidance, basic Japanese punctuation marks. They read and write words, phrases and sentences using *hiragana* and simple *kanji*, with a satisfactory level of accuracy. Students use vocabulary and expressions and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. They use verbs to indicate – let's, ～ましょう, identify elements of different sentence structures and the use of particles. They understand the use of ～が あります/ います to refer to inanimate/animate objects. Students use prepositions to describe the position of objects and describe locations of homes, people, animals and items, using basic structures, such as noun は place に あります. Students use common counters and classifiers and understand Japanese numerical place order. They understand different question words such as いくら/どれ. They talk in Japanese, with guidance, about how the Japanese language works. They explain, with guidance, the use of formulaic expressions and textual features in familiar texts. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others. They identify some ways that the Japanese language has changed over time through contact with other languages.

Overview

日本語 Japanese: Second Language			
Term 1	Term 2	Term 3	Term 4
Weeks 1–4 しょうしつ Classroom	Weeks 1–4 どこにありますか。 Where is it?	Week 1 みせ Shops	Weeks 1–4 いくらですか。 How much is it?
Weeks 5–7 わたしのうち My house	Week 5 いえのまわり Around my house	Weeks 2–6 きんじょ Neighbourhood	Weeks 5–8 わたしのうち、あなたのうち My house, your house
Week 8 どこですか。 Where?	Weeks 6–8 みせ Shops	Weeks 7–8 めいしょ Famous places	

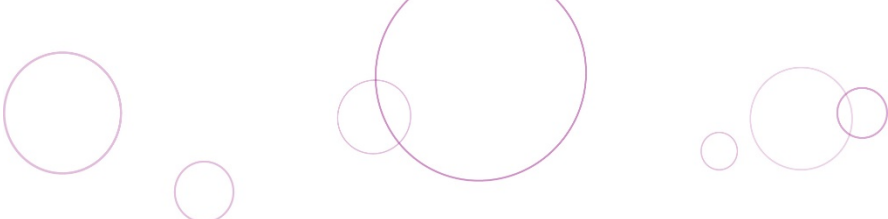


TERM 1

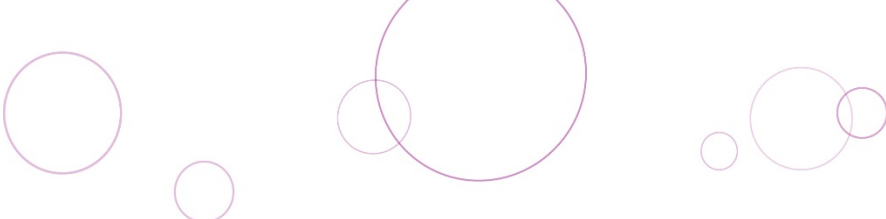
Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 1 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	きょうしつ Students exchange information about their local school community, and ask and respond to questions about classroom items. Learning intentions Students: - compare an image of a Japanese classroom to an Australian classroom - ask and respond to questions about classroom items - respond to classroom instructions - participate in language games to reinforce language acquisition - use a bilingual dictionary - revise <i>hiragana</i> script あ line – か line.	Teaching and learning activities - Introduce the Japanese classroom and the word, きょうしつ by viewing the pictures from the website: - The Lives of Japanese Elementary School Students, A Day with Kentaro https://www.tjf.or.jp/shogakusei/kentaro/school/s01_e.html. - Discuss the similarities and differences between a Japanese classroom and an Australian classroom; for example, a blackboard vs an interactive whiteboard, wooden vs plastic desks, backpack vs <i>randoseru</i>. - Revise <i>hiragana</i> by using the Flashcards from Learn Japanese with Dr Moku's Mnemonics website: - Learn Japanese https://drmoku.com/products/ - Show the audiovisual: <i>Hiragana</i> AIUEO song (あいうえおのうた) https://www.youtube.com/watch?v=PE7sW2KoiGI to revise the hiragana sounds. - If necessary, print <i>Hiragana</i> reference charts from: - Happy Lilac http://happyilac.net/ and practice sheets from:

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support		▪ <i>Hiragana</i> https://print-kids.net/print/kokugo/hiragana-anaume/. • To consolidate reading and writing hiragana, show videos from Happy Lilac: ▪ 簡単なひらがな https://happyilac.net/yw1601131404.html?fbclid=IwAR0MO7Oc2PeInk4o6j5Ke9ZVtmdGYe2DGJSHgb9P5ewJT1XJssVHC-NyrU. • Introduce the game <i>Hiragana</i> bingo. The bingo templates can be downloaded from the website: ▪ Bingobaker https://bingobaker.com/. • Provide students with 4 x 4 square grid paper and ask them to write a different <i>hiragana</i> in each square. Remind students that each <i>hiragana</i> must be written correctly in order to win points. Call out a <i>hiragana</i> and ask students to check if they have written that <i>hiragana</i> on their grid. Students place a tick next to each <i>hiragana</i> that has been called out. Once they have placed a tick alongside four <i>hiragana</i> on a line, either vertically, horizontally or diagonally, students raise their hand. The first student to have completed a line wins points for their team. Alternatively, make a class set of bingo cards with four <i>hiragana</i> across and four <i>hiragana</i> down. Each card should

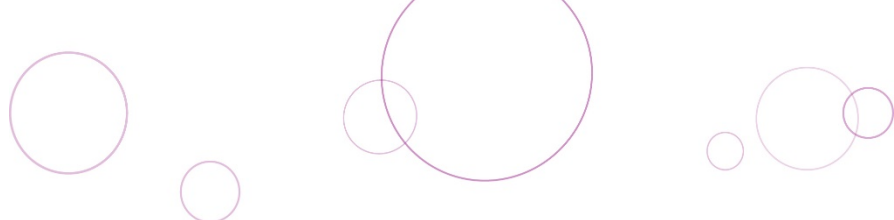


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Language variation and change Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop Role of language and culture Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others		have the <i>hiragana</i> ordered in a different way and use different <i>hiragana</i>. Provide students with counters to place on top of the <i>hiragana</i> that is called out. - As a class, discuss typical school etiquette in Australia and Japan. Explain what they should do when they enter a Japanese language class. Also discuss specific items they must take to class. Ask students to make a list of items in their workbook. Provide them with a bilingual dictionary to look up the equivalent Japanese word. - Use flashcards to revise vocabulary for classroom items with students; for example, えんぴつ、えんぴつけずり、のり、はさみ、けしゴム、ふうでばこ、じょうぎ、つくえ、いす、かばん、ノート、^{ほん}本. Flashcards for Classroom items can be found from: - Japanese Teaching Ideas https://www.japaneseteachingideas.weebly.com/school.html - Review the sentence pattern for likes and dislikes by discussing classroom item vocabulary; for example, ^{ほん}本が ^す好きですか。 Show students a variety of flashcards, and discuss and question them on their likes and dislikes. - To revise classroom instructions, teach students the lyrics to the song:



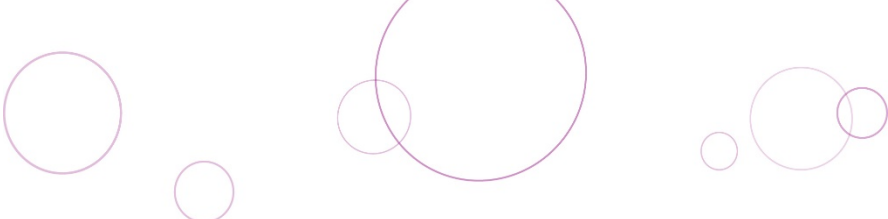
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		▪ <i>Kyoushitsu ni haitte</i> [YouTube] https://www.youtube.com/watch?v=1Z4hWhJ16XI. • Reinforce classroom instructions by playing <i>Sensei</i> says; for example, たって、すわって、よんで、きいて • To review the <i>hiragana</i> script, ask students to view the YouTube clip: ▪ Learn <i>Hiragana</i> and Japanese https://www.youtube.com/watch?v=RT9ynp7qnsI. • Provide students with <i>hiragana</i> practice sheets to practise reading and writing <i>hiragana</i>, and use flashcards to revise <i>hiragana</i>.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましよう / いいえ、ちょっと Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Understanding Systems of language	きょうしつ Students exchange information about their local school community, and ask and respond to questions about classroom items. Learning intentions Students: - ask and respond to questions about classroom items - use a bilingual dictionary - design a poster about classroom items - respond to classroom instructions - participate in language games to reinforce language acquisition - design a word sleuth - revise <i>hiragana</i> script さ line – た line.	Teaching and learning activities - Students play a memory game to revise vocabulary for classroom items. Select a number of classroom items and say what they are in Japanese before placing them in a box. Have students repeat the name of each item. Set a timer for one or two minutes and ask students to write in their workbook the Japanese name of each item placed in the box. - Brainstorm a list of classroom items with students. Write their suggestions on the whiteboard in English. Provide students with bilingual dictionaries to look up the names of these classroom items in Japanese and then write the Japanese translation next to the English word on the whiteboard. Provide students with a sheet of A4 paper and ask them to design a poster with as many classroom items as possible. Have them include an illustration of the item, the word in Japanese and its meaning in English. Display the posters in the classroom. - Ask students to design a word sleuth of classroom items. They may include other words they know to fill in any gaps. Have them write the list of words below the sleuth. Students swap their word sleuth with a partner and solve their partner's sleuth.

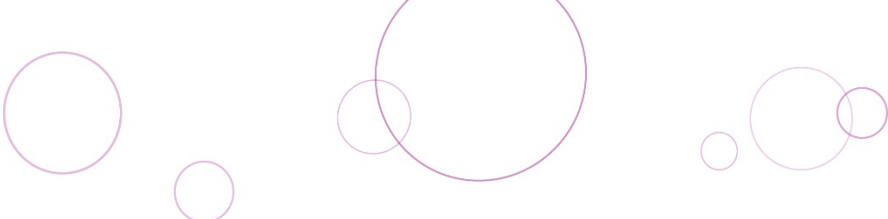


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 3 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう/いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	きょうしつ Students exchange information about their local school community, and ask and respond to questions about classroom items. Learning intentions Students: - ask and respond to questions about classroom items - respond to classroom instructions - use the preposition の to describe who owns an item - participate in language games to reinforce language acquisition - revise <i>hiragana</i> script な line – は line.	Teaching and learning activities - Model a dialogue for asking about classroom items and write it on the whiteboard; for example: Student A: すみません。えんぴつください/おねがいします。 Student B: はい、えんぴつどうぞ。 Student A: ありがとう。 Student B: どういたしまして。 Ask students to practise the dialogue with their partner. Tell them to adapt the dialogue by asking for a different classroom item. Each pair performs this as a role play in front of the class. - Explain to students how to use the preposition の to describe who owns an item; for example, わたしのえんぴつです。先生の^{せんせい}本^{ほん}です。 - Introduce students to the game だれのペンですか, (similar to Celebrity Heads). Select one student to stand at the front of the class and wear a headband. Attach a card to the headband, with a word for a classroom item written on it in Japanese along with the name of the item's owner. The student wearing the headband asks questions to determine to whom the item belongs; for example, トムさんのペンですか。はい、そうです。いいえ、ちがいます。

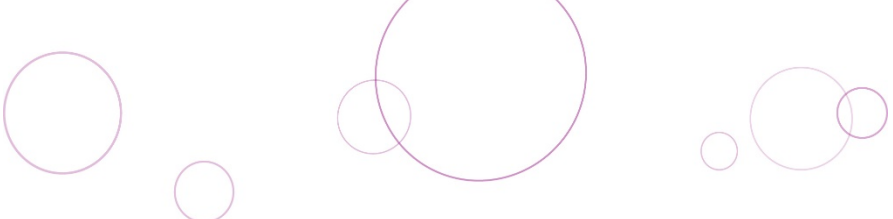


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different		• Arrange students in pairs and provide each pair with a set of picture cards and corresponding Japanese word cards. Students play games such as Memory, Fish or Snap to revise classroom items vocabulary. • Sing the song <i>Kyoushitsu ni haitte</i> with students to revise classroom instructions: ▪ <i>Kyoushitsu ni haitte</i> [YouTube] https://www.youtube.com/watch?v=1Z4hWhJ16XI&app=desktop. • Provide students with <i>hiragana</i> practice sheets to practise reading and writing <i>hiragana</i>. Use flashcards to revise <i>hiragana</i> with students. • Revise <i>hiragana</i> by playing the game <i>Shiritori</i>. Refer to Learn Japanese Online for an explanation: ▪ <i>Shiritori</i> – a Japanese vocabulary word-game https://learnjapaneseonline.info/2014/09/03/shiritori-a-japanese-vocabulary-word-game/. • Inform students that <i>Shiritori</i> is a popular game in Japan. Arrange students in pairs to play the game. One student starts by saying and writing a word in <i>hiragana</i>. Their partner takes the last character from the word given to make a new word; for example, いーいきますーすーすいかー かたかなーなまえ.

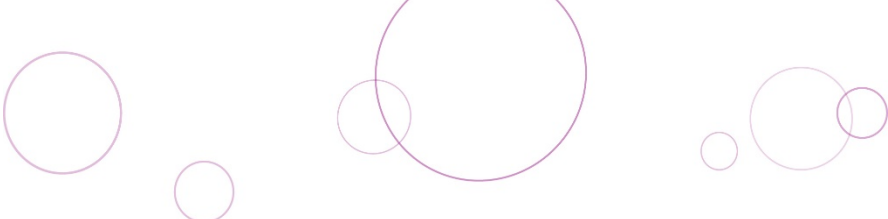


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、) Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations		Formative Assessment • Anecdotal assessment, using checklists and notes, indicating how students: ▪ sing the song <i>Kyoushitsu ni haitte</i> to revise classroom instructions ▪ include information acquired about classroom items to design a poster ▪ read and write words for classroom items in <i>hiragana</i> ▪ match appropriate images of classroom items with the item written in <i>hiragana</i> ▪ use the preposition の to describe who owns an item ▪ play the popular Japanese language game <i>Shiritori</i>.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 4 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いきました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう/いいえ、ちょっと Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	きょうしつ Students share information about classroom items. Learning intentions Students: - ask for and respond to questions about classroom items - use あります and います correctly with animate and inanimate objects - participate in language games to reinforce language acquisition - revise <i>hiragana</i> script ま line – わ line - use a bilingual dictionary.	Teaching and learning activities - To introduce the verbs あります/います ask students to watch the YouTube clip: <i>Arimasu vs Imasu</i> https://m.youtube.com/watch?v=ctu9Xs_J-Kk - As a class, use the examples of the sentences in the clip to make additional sentences using あります/います. - Provide students with a list of nouns to revise the use of あります and います。Remind students that あります is used with things that cannot move, such as plants and objects, and that います is used for things that move, such as people, animals and zombies. - View the audiovisual clip Lesson 4–1, An Integrated Course in Elementary Japanese: <i>Genki Japan</i> http://genki.japantimes.co.jp/site/video/en/ to understand the sentence pattern using あります/います. - Arrange students in groups, and give each group a list of 20 nouns in English for animate and inanimate things; for example, people, animals, zombies, plants and objects. Provide bilingual dictionaries for students to look up the words in Japanese then write the meaning of each word next



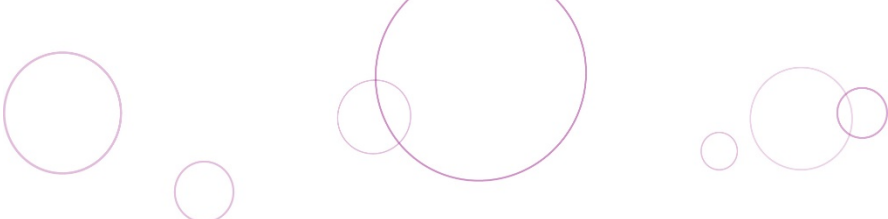
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Reflecting Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)		to the English word in their workbook. In their groups, students discuss which words would be used with あります, and which would be used with います。 Check students' understanding by asking why they used a word with あります or います. • Provide students with <i>hiragana</i> practice sheets to practise reading and writing <i>hiragana</i>, and use flashcards to revise <i>hiragana</i> with students. • Introduce the game <i>Hiragana karuta</i>. Arrange students in a circle and place all <i>hiragana</i> cards face up. Tell them that you will call out one <i>hiragana</i> and then select one student to pick up the matching card. Continue in this manner until all cards have been collected. Ensure each student has a turn. • As an extension/revision activity, ask students to watch the YouTube clip: ▪ Learn <i>Hiragana</i> and Japanese https://www.youtube.com/watch?v=RT9ynp7qnsI. • Alternatively, write 10 <i>hiragana</i> characters on the whiteboard and ask students to write these into their workbook. Students work with a partner to make up as many words as they can with these <i>hiragana</i> characters. Conduct a survey to see how many words students are able to make. Invite students to share their words with the class and write a list of these on the whiteboard.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		• Alternatively, play the online interactive <i>hiragana</i> quiz from: ▪ Digital Dialects https://www.digitaldialects.com/Japanese.htm to consolidate the <i>hiragana</i> script.

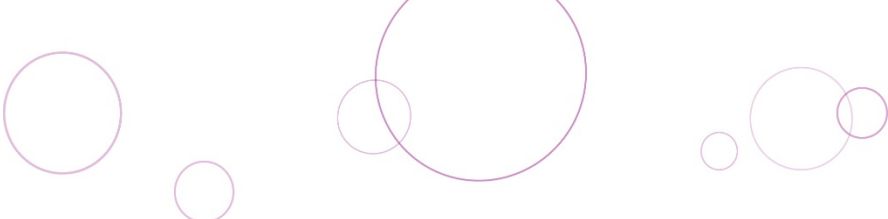
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 5 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	わたしのうち Students listen to or read the children's storybook <i>さんびきのこぶた</i>. Students share information about items in their home. Students: • read the storybook <i>さんびきのこぶた</i> • count animals from 1–10 in combination with the counter ひき • express items they have at home • use a bilingual dictionary • participate in language games to reinforce language acquisition.	Teaching and learning activities • Introduce the children's storybook <i>さんびきのこぶた</i> by reading it aloud to the students. Ask questions in English or Japanese about the Three Pigs. Read the children's storybook <i>さんびきのこぶた</i> by Kimika Warabe. Ask the students questions to assess their comprehension, such as: 'Who are the characters in the story?'; 'Where does the story take place?'; 'What is the problem in the story? Prompt students to identify patterns found in the story. • Use the children's storybook <i>さんびきのこぶた</i> to discuss the counter ひき and other vocabulary students recognise. Write a vocabulary list of common nouns from <i>さんびきのこぶた</i> onto the whiteboard and ask students to write this vocabulary into their workbook. • Brainstorm with students the kinds of items they have at home; for example, くるま、いぬ、ねこ、とり、PS4、テレビ、^{ほん}本、オートバイ、プール、トランポリン. Make a list of these on the whiteboard in English. Students use bilingual dictionaries to look up the words in Japanese, and write the Japanese translation of each word next to the English word in their workbook. • Have students play Beat the Clock to revise vocabulary. Set a timer for one or two minutes, during which time they write

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		as many words as they can in their workbook. Allow students to work individually, in pairs or in groups. Give one point for each correctly written word. - Play a Ping Pong game with students to revise numbers from 1 to 99. Arrange students in groups and give each group a name. Tell students that you will say a number in Japanese to a group and they need to say the corresponding number in English. If a group provides an incorrect response, the other groups can win a point by providing the correct response. Alternatively, tell students that you will say the number in English and have them respond in Japanese. - Revise <i>kanji</i> numbers one to ten. Introduce the counter ひき to add to the number when counting animals. Students design a poster showing the numbers written in <i>kanji</i> with the counter for animals; for example, 一ひき、二ひき、三ひき、四ひき、五ひき、六ひき、七ひき、八ひき、九ひき、十ひき. Introduce the <i>kanji</i> ^{ひき・ひき・ひき} 匹 for students to include in their poster. - Complete number and animal counting activities from the textbook <i>Joozu</i>, pp. 8–11 to reinforce language acquisition. - Formative Assessment Task: 3 ひきのこぶた (Appendix B).



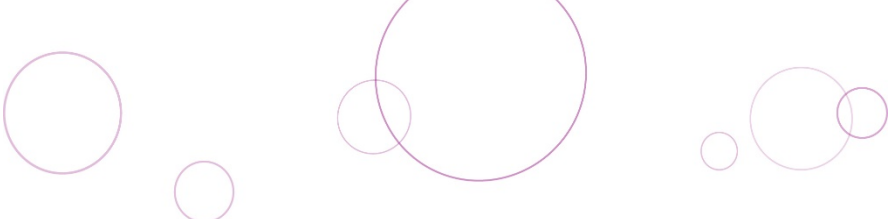
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • understanding the use of ～が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 6 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに いました; たのしかった です; へやに ふとん があります; だいどころに おかあさんが います; まっすぐ いって、みぎに まがって、としょかん があります; がっこうに いきましょう; はい、いきましょう/いいえ、ちょっと Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの 本; わたしの かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken	わたしのうち Students share information about items in their home and learn to sing the song アリさんのこうしん. Students: • use あります and います correctly with animate and inanimate objects • count animals from 1–10 in combination with the counter ひき • learn the song アリさんのこうしん ('The ants go marching').	Teaching and learning activities • Make a class set of Bingo cards that have images of animate and inanimate objects. Divide students into teams and give each student a card and some counters. To play, call out the name of an object on the card, and students place a counter on the object if it should be used with あります. Once they have covered a vertical, horizontal or diagonal line with counters, students raise their hand. The first student to have completed a line wins points for their team. Play the game again, but this time students place their counters on objects used with います. • Teach students the lyrics to the song アリさんのこうしん ('The ants go marching') from YouTube: ▪ アリさんのこうしん (The ants go marching) https://m.youtube.com/watch?v=ikiKDbEkxM. ▪ Emphasise the use of counters in the song. Ask them about counting songs they know in English that would use counters if translated into Japanese; for example, 'Five little ducks' and 'Ten in the bed'.

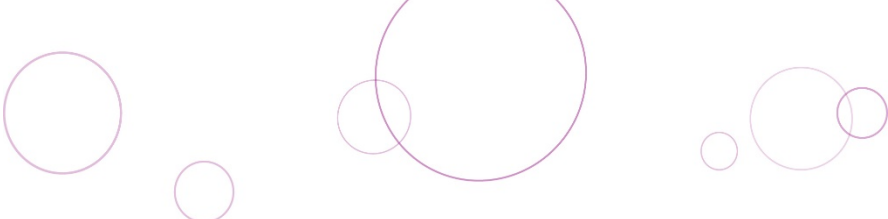


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
and written texts to generate language for a range of purposes, including: • understanding the use of ～が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		Formative Assessment • Anecdotal assessment using checklists and notes, indicating how students: ▪ use the verbs あります/います with the correct noun ▪ use the appropriate counter ひき when counting animals ▪ complete a survey about what animals and entertainment items students have in their house ▪ use prepositions to describe where things are located ▪ participate in language games ▪ design a poster about the items on their desk ▪ describe their desk, the items on it, and where they are located.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみにいきました；たのしかったです；へやにふとんがあります；だいどころにおかあさんがいます；まっすぐ行って、みぎにまがって、としょかんがあります；がっこうにいきましょう；はい、いきましょう/いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market.	わたしのうち Students relate and exchange information about the location of items in their home. Students: • use あります and います correctly with animate and inanimate objects • ask and respond to questions about items in the home • survey peers about the items they have at home • participate in language games to reinforce language acquisition.	Teaching and learning activities • Working in pairs, students ask each other if they have certain items in their house, using both あります and います. Introduce students to the questions and phrases used to ask and respond about items in the home; for example, くるまがありますか。 はい、あります/いいえ、ありません。 PS4 がありますか。 はい、あります/いいえ、ありません。 いぬがいますか。 はい、あります/いいえ、ありません。 • Place students in groups of four, and ask them to complete a survey by asking and responding to questions about what pets and entertainment items they have in their house; for example, くるまがありますか。はい、あります/いいえ、ありません。Ask each group to report the results of their survey to the class. • Provide each student with the activity sheet <i>Doko ni imasu ka?</i> from the website Japanese Teaching Ideas: ▪ Activity sheet <i>Doko ni imasu ka?</i> https://www.japaneseteachingideas.weebly.com/arimasu-and-imasu.htm

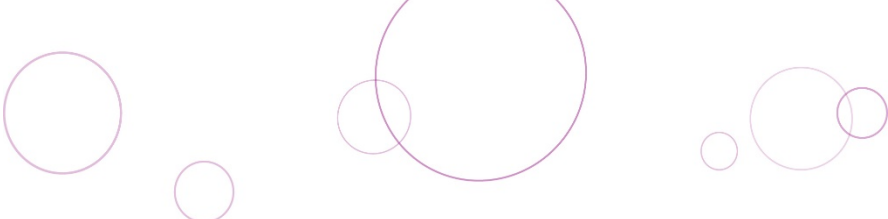


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Understanding Systems of language Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、) Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		• Read the name of each person, and the locations. Students place a tick against one location for each person listed. In pairs, students ask and respond to questions about the location of others using います <i>imasu</i>. • Arrange students in groups of four and provide them with the survey sheet <i>Arimasu</i> がありますか from: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/arimasu-and-imasu.html. ▪ Explain that three of them will be shopkeepers and one will be a customer. The customer will ask each shopkeeper if they sell the items on the survey sheet and, depending on the response, write either はい or いいえ next to each item in order to complete the survey. Have students share their responses with the class.

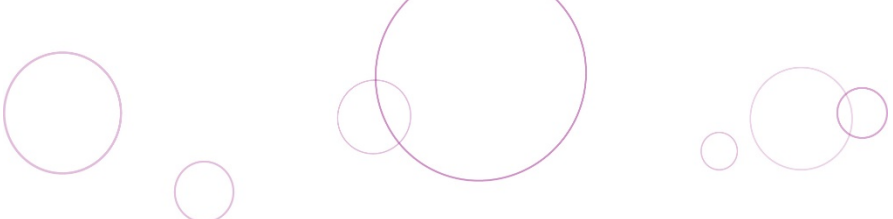


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		

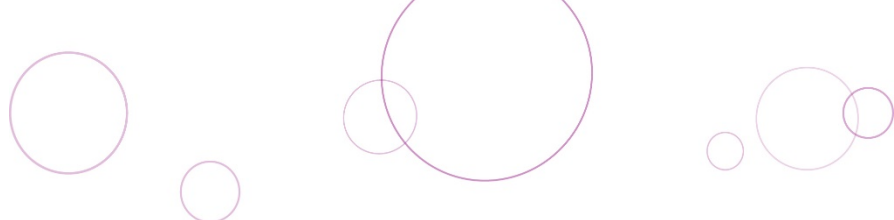
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 8 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎに まがって、としょかん が あります ; がっこう に いきましょう ; はい、いしましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	どこですか。 Students exchange information and describe the location of items in their class or home. Students: - learn the song lyrics to <i>Gu choki pa de</i> - use prepositions to describe the location of items - use あります and います correctly with animate and inanimate objects - ask and respond to questions about where an item is located - participate in language games to reinforce language acquisition.	Teaching and learning activities - Teach students the lyrics of the song <i>Gu choki pa de</i> from YouTube: <i>Gu choki pa de</i> https://www.youtube.com/watch?v=YcLOP5xMwSY. - Students do the actions to practise responding correctly to directions for left and right. - Use flashcards to introduce prepositions to describe the position or location of objects; for example, ^{うへ}上、^{した}下、^{なか}中、^{そと}外、^{まへ}となり、^{ひだり}前、^{みぎ}左、右、むかい/むこう. - Teach students how to ask and respond to questions about where a classroom item is located, for example, えんぴつはどこですか/どこにありますか。 えんぴつは/がつくえの^{した}下にあります。 As a stimulus, select a PowerPoint or flashcards from: - Japanese Teaching Ideashttp://japaneseteachingideas.weebly.com/housing.html. - Complete number and location activities from the textbook <i>Joozu</i>, pp. 38–41 to reinforce language acquisition. - Play the game <i>Sensei Says</i> with students to revise prepositions for location. Ask them to use their hands to



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)		indicate the direction <i>Sensei</i> says; for example, 手を上に/て を前に。



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります		



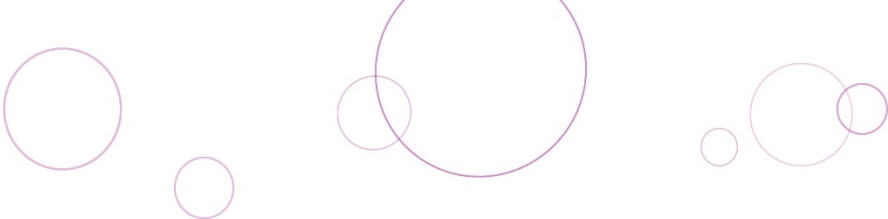
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		



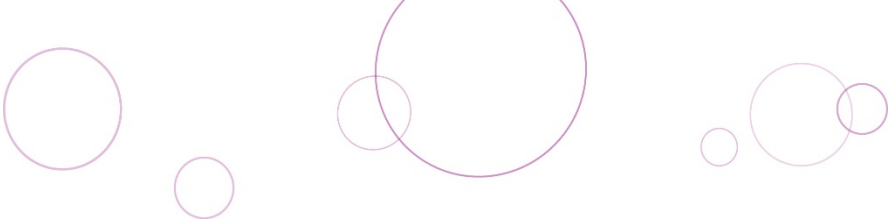
TERM 2

Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 1 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう/いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	どこにありますか。 Students share information about the location of items in their class or home. Students share and exchange information about their home and school. Students: - ask and respond to questions about where an item is located - use あります and います correctly with animate and inanimate objects - design a poster - use prepositions to describe the location of items - read the childrens story, とこちゃんはどこ - participate in online language games to reinforce language acquisition.	Teaching and learning activities - Teach students how to ask and respond to questions about where a classroom item is located; for example, えんぴつはどこですか。/どこにありますか。 えんぴつは/がつくえの^{した}下にあります。 - Students design a poster of their desk and label each item on it; for example, ごみばこ、コンピューター、スピーカー、いろえんぴつ. Ask students to write a description of their desk, the items on it and where they are located. Assist and/or provide feedback to students on their writing. Invite students to present their poster to the class. - Place students in pairs, and give each student a picture of the same room with different items missing from each one. List the missing items below each image. Students take turns to ask each other the location of the missing items written below their image, and to reply with the location; for example, ねこはどこにいますか。ねこはまどのとなり^にいます。 - Ask students to draw the missing item on the picture where it should be located. Students check if the missing items they have drawn on their image match the location of the item on their partner's image.

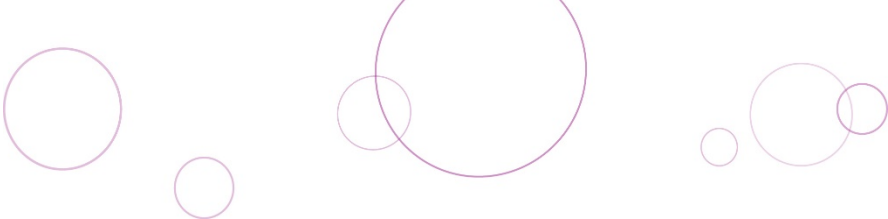


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります		• Read the story とこちゃんはどこ (K. Matsuoka, 1987) to students. Have them point out <i>Toko</i> in each picture to revise prepositions; for example, とこちゃんはどこにいますか。 • To practise listening skills and reinforce vocabulary for classroom items, provide access to : ▪ Languages Online Topic 6 https://www.education.vic.gov.au/languagesonline/japanese/topic_06/index.html. ▪ Give students feedback on their responses. Formative Assessment • Anecdotal assessment, using checklists and notes, indicating how students: ▪ use the verbs あります/います with the correct noun ▪ use the appropriate counter ひき when counting animals ▪ complete a survey about what animals and entertainment items they have in their house ▪ use prepositions to describe where things are located ▪ participate in language games ▪ design a poster about the items on their desk ▪ describe their desk, the items on it, and where they are located.

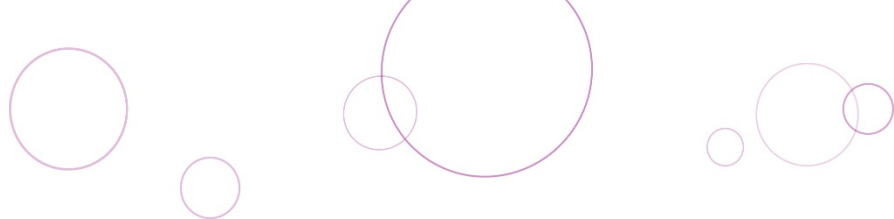


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		Summative Assessment • Formal assessment using the assessment activity <i>Enipitsu ga arimasuka</i>, available on the School Curriculum and Standards Authority website: ▪ Year 5 Teaching and assessment – Assessment activities https://k10outline.scsa.wa.edu.au/home/pre-primary-to-year-6/year-5 • Students do the following: ▪ Part A – label stationery items in Japanese ▪ Part B – read statements in Japanese and answer true or false based on the picture of school stationery ▪ Part C – write three complete sentences in Japanese script to describe the location of schoolbag, the scissors and the pencil in the picture.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	どこにありますか。 Students share information about their home and neighbourhood. Students describe the location of items in their home, neighbourhood and local community. Students: • sing the song ちちやなゆび and perform the actions • use あります and います correctly with animate and inanimate objects • use prepositions to describe the location of items • ask and respond to questions about where an item is located • participate in language games to reinforce language acquisition.	Teaching and learning activities • Play students the YouTube clip of the song: ▪ ちちやなゆび https://www.youtube.com/watch?v=vKe6Vtfcyb8 ▪ Have them sing the song while performing the actions to revise the prepositions. • Provide students with the activity sheet <i>Kyoushitsu</i> from: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/school.html. ▪ In the worksheet, students match pictures of classroom items with the corresponding Japanese word. Select individual students to read out one of their responses. Discuss the verbs あります and います with students and ask them to choose which one would be used with each item. • Arrange students into two groups and remind them how to play the game Ping Pong to revise names of classroom items. Students in each group take turns to name a classroom item. Play the game again and have students make simple sentences using either あります or います with a classroom item. • Arrange students into four groups. Each group sits in a circle to play a Sentence building game to revise vocabulary for classroom items. Each group tries to make the longest



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: understanding and identifying elements of different sentence structures and the use of particles such as へ/で		sentence they can by repeating what has been said and then adding one classroom item to the sentence. Select a student and ask them to say the first sentence; for example, えんぴつがあります。The student next to them adds another classroom item; for example, えんぴつとのが あります。Continue in this manner until all students have had a turn. Arrange students in a circle and place some classroom items inside the circle; for example, えんぴつ、ごみばこ、先生^{せんせい}のマーカー、のり、ノート、かくれんぼの本^{ほん}、けし^{けし}消しゴム、ペン、じょうぎ/ものさし。Ask one student at a time to pick up a classroom item and place it next to, above, below, in front of, or behind another item in the circle. Then ask the question えんぴつはどこですか。Model the answer; for example, えんぴつは本^{ほん}の上^{うへ}にあります。Repeat this activity several times to revise specifying locations using prepositions.

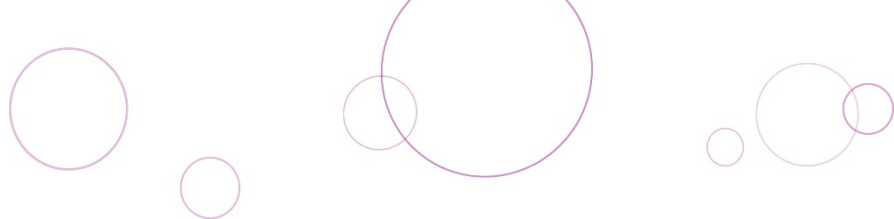


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		

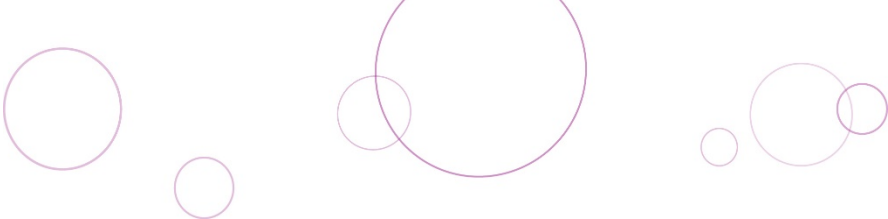
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Week 3 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	どこにありますか。 After reading the children's story かくれんぼ, students share information, plan and reinterpret it into a children's picture book かくれんぼ with friends. Students: • read or listen to the children's story, かくれんぼ • listen to the かくれんぼ song and complete a cloze activity • write a children's picture book.	Teaching and learning activities • Read students the story <i>Uzura-chan no kakurenbo</i> かくれんぼ (M. Kimoto, 1994) or view the online audiovisual clip: ▪ ちっちゃなゆび「One Little Finger」 童謡 Super Simple 日本語 https://www.youtube.com/watch?v=BML0ydkTZU8. • Ask them to identify the preposition which best describes the hiding place for each character. Discuss the expressions used in the story; for example, じゅんぴはいいですか、もういいですか、いいえ、まだです、一二三 はい、いいですよ、ああ、みつけた and then compare them with expressions they would use in English when playing the game. • Make and give to students an activity sheet on which they answer questions based on the story <i>Uzura-chan no kakurenbo</i> かくれんぼ. • Play the YouTube clip of the song かくれんぼ こどものうたメドレー: ▪ かくれんぼ こどものうたメドレー こどものうた Super Simple 日本語 https://www.youtube.com/watch?v=VABGLYCenI8 or

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts Reflecting Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		- かくれんぼ こどものうたメドレー★子供向け安全教育 子どもの歌 童謡 スーパージョジョ Super JoJo https://www.youtube.com/watch?v=b5WAYDPh-p0. - Discuss with students the places each of the characters hid, and make a list of these places on the whiteboard in English. Have them copy this list into their workbooks. Ask students to identify the preposition; for example, in the box, behind the bench. Summative Assessment Make a felt or pop-up picture book by reinterpreting the children's storybook <i>かくれんぼ</i> for kindergarten children. For ideas, teachers can refer to: - Minne https://minne.com/items/19090960 - Ameba https://ameblo.jp/bricolage7/entry-12094315775.html.

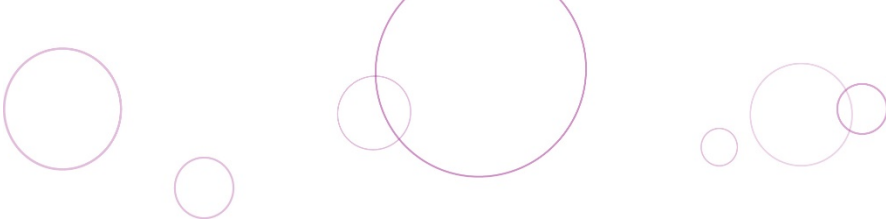
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん		



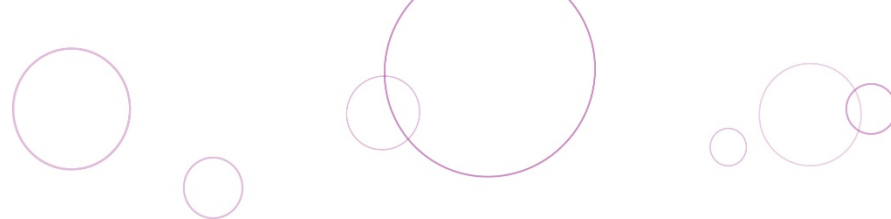
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
• understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Week 4 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎに まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましよう/いいえ、ちょっと Creating Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts	どこにありますか。 After reading the children's story かくれんぼ, students share information, plan and reinterpret it into a children's picture book かくれんぼ with friends. Students: • write a children's picture book.	Teaching and learning activities Continue the Summative assessment – make a felt or pop-up picture book by reinterpreting the children's storybook かくれんぼ for kindergarten children. For ideas, teachers can refer to: • Minne https://minne.com/items/19090960 • Ameba https://ameblo.jp/bricolage7/entry-12094315775.html. Formative Assessment • Anecdotal assessment, using checklists and notes, indicating how students: ▪ use the verbs あります/います with the correct noun ▪ match the picture to the word for that item ▪ use prepositions to describe where things are located ▪ participate in language games ▪ listen to a song and complete a cloze activity ▪ describe where items are hidden ▪ read and write in <i>hiragana</i>.



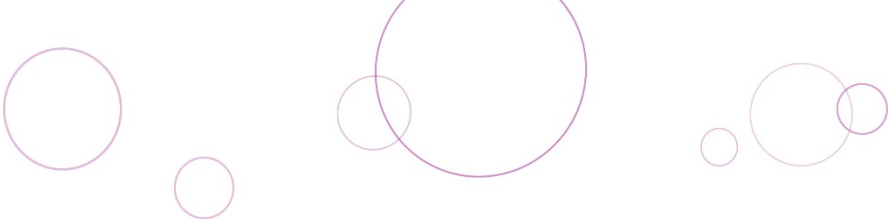
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for		



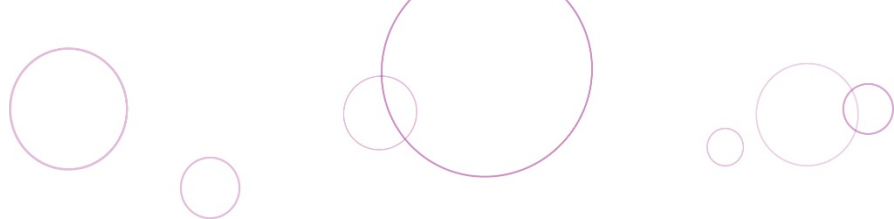
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations		

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Week 5 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎに まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	いえのまわり Students share information about places in their neighbourhood. Students: • read and write names of places/shops in the neighbourhood in simple <i>kanji</i>, <i>hiragana</i> and <i>katakana</i> • name commonly found places/shops in the neighbourhood • use a bilingual dictionary • ask and respond to questions about where a place or shop is located • use prepositions to describe the location of a place/shop • use the verbs あります and います • participate in language games • draw and express where shops are located on a map.	Teaching and learning activities • Show students images of a Japanese neighbourhood. Discuss the similarities and differences between an Australian neighbourhood and a Japanese neighbourhood. Images can be sourced online from: ▪ The Japan Forum – The Lives of Seven Japanese Elementary School Students https://www.tjf.or.jp/shogakusei/index_e.htm. • Students make a list of five places in their neighbourhood; for example, まち、こうえん、えき、がっこう、としょかん、えいがかん. Ask them to share their responses and write these on the whiteboard in English. Provide students with bilingual dictionaries to find the equivalent Japanese words and to write these words next to the English word in their workbook. • Use flashcards to revise vocabulary for places in the neighbourhood with students; for example, えき、まち、がっこう、こうえん、としょかん、えいがかん、 うみ 海、スーパー、ほん 本や、うち、ともだちのうち、 コンビニ、やま 山、かわ 川、レストラン、トイレ. • Prepare a PowerPoint presentation to introduce the vocabulary for different types of shops; for example, ほん 本や、

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		パンや、スーパー、くつや、きつさてん、ハンバーガーや、ぶんぼうぐや、やおや、おかしや、にくや、くすりや、カラオケ. Ask students to write these words in their workbook along with the meaning in English. • Use flashcards to revise vocabulary for different types of shops. Flashcards can be sourced online from: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/directions.html or ▪ The Japan Foundation (Sydney) https://jpf.org.au/classroom-resources/flash-cards/. • Place students in pairs, and give them a set of shop cards: one card has the shop name written in script and the matching card has an image of the shop. Students match the cards correctly and then play card games such as Memory, Fish or Snap. • Teach students how to ask and respond to questions about the location of places in the neighbourhood on a map; for example, えきはどこにありますか。えいがかんがどこにありますか。えきがこうえんの^{まえ}前にあります。In pairs, students use their map to ask and respond to where places are located. Listen to their conversations and provide feedback.



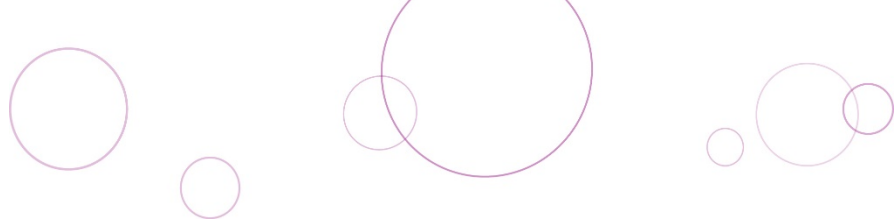
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • understanding and identifying elements of different sentence structures and the use of particles such as 〜/で • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万		• Provide students with A3 paper and ask them to draw a map of a town and label the places in <i>hiragana</i>; for example, まち、がっこう、えき、こうえん、としょかん、^{うみ}海、えいがかん、スーパー、^{ほん}本やうち、コンビニ、ともだちのうち、^{かわ}川、^{やま}山、レストラン、トイレ.



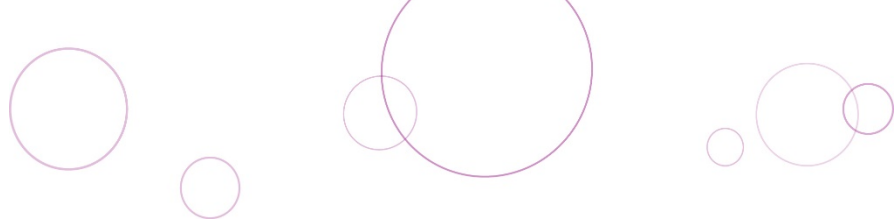
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
understanding different question words such as いくら/どれ Language variation and change Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop		

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Week 6 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみにいきました；たのしかったです；へやにふとんがあります；だいどころにおかあさんがいます；まっすぐ行って、みぎにまがって、としょかんがあります；がっこうにいきましょう；はい、いきましょう/いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	みせ Students share information about shops in their neighbourhood and use a map to give directions in Japanese. Students: • read and write names of places/shops in simple <i>kanji</i>, <i>hiragana</i> and <i>katakana</i> • use prepositions to describe the location of a place/shop • use the verbs <i>あります</i> and <i>います</i> • participate in language games • express where shops are located on a map • complete online language exercises about shops in the neighbourhood • sing a song about shopping at the bakery • design a shop banner • participate in a conversation or dialogue.	Teaching and learning activities • Model how to give directions to places on a map; for example, つぎのかどで、^{ひだり}左。^{みぎ}右にまがってください。まっすぐ行って、^{みぎ}右がわにあります。 • Use flashcards to revise directions vocabulary. Flashcards can be sourced online from: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/directions.html or ▪ The Japan Foundation (Sydney), https://jpf.org.au/classroom-resources/flash-cards/. • Working in pairs, students use their map to give directions about where different types of shops are located; for example, つぎのかどで^{みぎ}右。^{ひだり}左にまがってください。^{ほん}本やはとしょかんのとなりにあります。としょかんの^{ほん}となりに本やがあります。 • Complete the activity Famous Places in Japan from: ▪ The Japan Foundation (Sydney), https://jpf.org.au/classroom-resources/resources/famous-places-in-japan-i/ ▪ Give students the handouts and have them play the '3 hint game' to recognise famous places in Japan.

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support		- Teach students the lyrics and actions for the song ‘Shopping at the bakery’: - 手遊び パンやさんにおかいもの♪ https://www.youtube.com/watch?v=u5WPWInbgus. - Place students in pairs, and explain to them that they will take turns to ask where they can find a particular shopping item at the shopping centre. Write on the whiteboard the phrases students will need to use, and ask them to copy these phrases into their workbook. For example: Student A: すみません、くつやはどこにありますか。 Student B: ええと、ちょっと待ってください。くつやがおかしのとなりにあります。 Student A: ありがとうございます。くつやに行きます。 - Arrange students in pairs and give them the activity sheet Goods and Shops, and either Pairwork Sheet (A) or Pairwork Sheet (B) called ‘Name the Shops’, all available from: - The Japan Foundation (Sydney) https://jpf.org.au/classroom-resources/resources/name-the-shops/. - Have students take turns to ask each other questions to complete the activity sheet; for example, いちばん ほん 一番のみせに本がありますか。 はい、あります

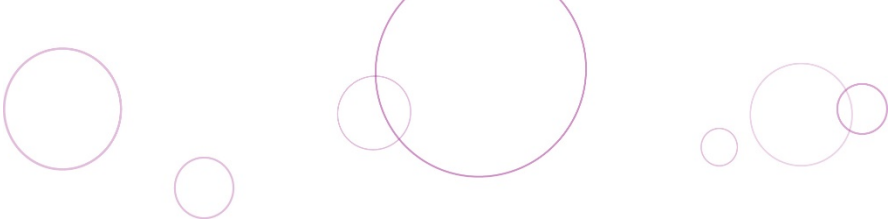


Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、) Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます		いちばん ほん 一番の mise は 本 や ですか。 はい、そうです/いいえ、ちがいます。 • As an extension activity, ask students to design a welcome banner for a shop. Provide calligraphy brushes and ink for students to write the name of the shop in <i>hiragana</i> and/or <i>kanji</i>, and the word ‘welcome’ いらっしゃいませ in <i>hiragana</i>. Encourage them to illustrate their banner with pictures to indicate the types of things that can be purchased at the shop.

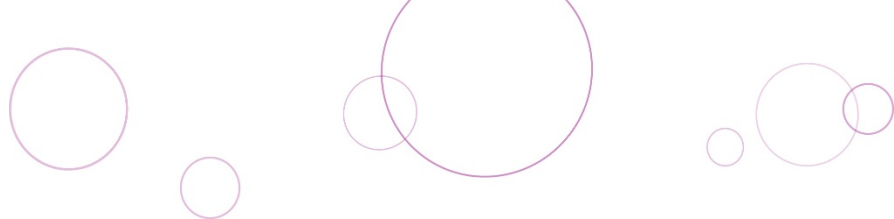


Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
• knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations Language variation and change Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop		

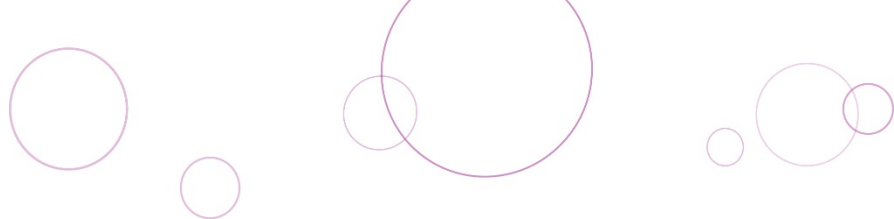
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	みせ Students exchange information about their neighbourhood and local community, and perform a role play. Students: • use <i>Keigo</i> (honorific language) • perform a role play between a shop assistant and a customer • complete an online language board game, <i>Konbini</i> and Let's go shopping • use the online interactive resource, In the neighbourhood.	Teaching and learning activities • Provide students with the <i>Keigo</i> information sheet explaining the use of いらっしゃいませ. For resources, refer to: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/shopping.html. • Discuss with students how the Japanese language has several levels of politeness, including <i>Keigo</i> (or honorific language). Explain how <i>Keigo</i> is used by Japanese people to express respect for people. Give an example of a word, such as ありがとう. Ask students for <i>Keigo</i> words they have already heard or used; for example, どうも、ありがとう ございます、すみません. Have students consider and provide examples of how they show respect through their choice of language. • In pairs, students prepare a role play between a shop assistant and a customer wanting to purchase an item. Remind students how Japanese people greet each other and the types of gestures used to show respect. Model the type of language to be used and write this on the whiteboard for students to copy into their workbook; for example: Shop assistant: いらっしゃいませ。 Customer: こんにちは。セーターはどこですか。 Shop assistant: こちらどうぞ。



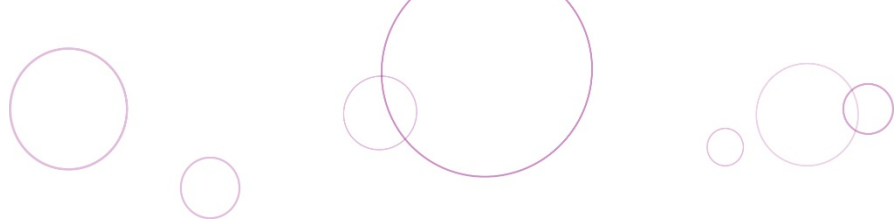
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Reflecting Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel		Customer: あおいセーターがありますか。 Shop assistant: はい、あります。これはどうですか。 Customer: いいですね。ありがとうございます。 Assist students with language as required. Have them perform their role play for the class. - Place students in pairs and introduce them to the board game <i>Konbini</i> from: - The Japan Foundation (Sydney) https://jpf.org.au/classroom-resources/resources/boardgame-konbini/. - Give students a die and counters to play the game. Explain to them that when they land on a product or service they will need to read and say the name of that item; for example, やおやにりんごがあります。 - As an extension activity students access: - Erin's Challenge, Lesson 6: Asking prices – Bus https://www.erin.jpf.go.jp/en/lesson/06/. - Students can explore the following headings: Basic skit, Key Phrases, What's this?, Develop vocabulary, Let's see, Let's try, Learn onomatopoeia with manga and Japanese around the words.



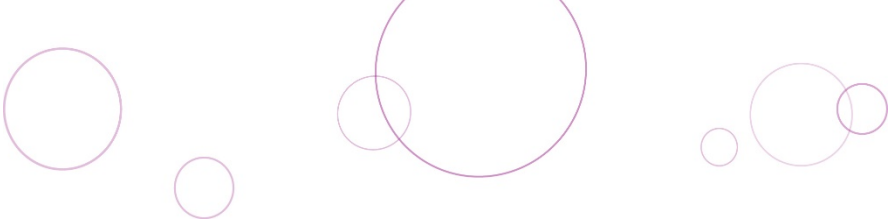
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、) Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ～ましょう		



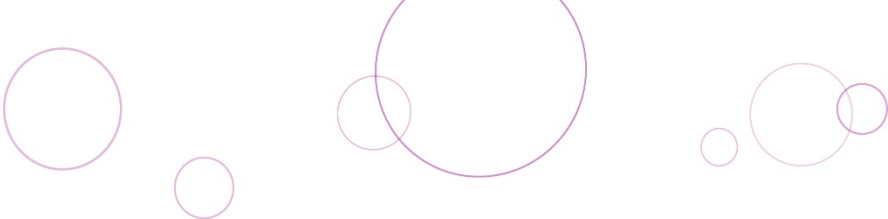
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• understanding and identifying elements of different sentence structures and the use of particles such as 〜/で • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		



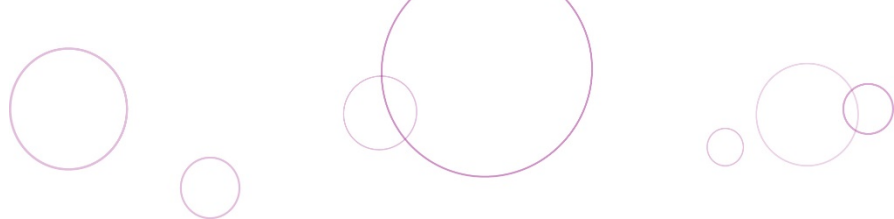
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Build a metalanguage in Japanese to talk about language Language variation and change Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 8 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)	みせ Students exchange information about their neighbourhood and local community, and perform a role play. Students: complete the Summative Assessment Task, <i>Kinjo</i>.	Teaching and learning activities Provide students with the <i>Kinjo</i> Assessment task, accessible on the School Curriculum and Standards Authority website Summative Assessment - Formal assessment using the assessment activity <i>Kinjo</i>, available from the School Curriculum and Standards Authority website: Year 5 Teaching and assessment – Assessment activities https://k10outline.scsa.wa.edu.au/home/pre-primary-to-year-6/year-5 - Students do the following: - Part A – write the names of places on a map in <i>hiragana</i> - Part B – read a map for information, and respond to questions in <i>hiragana</i> and/or in <i>kanji</i> - Part C – read a text for information and circle whether the sentences are true or false using a map as a reference - Part D – read a text for information and respond to questions in English



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります		Formative Assessment • Anecdotal assessment using checklists and notes, indicating how students: ▪ write the names of places in the neighbourhood in <i>hiragana</i> ▪ read and write commonly used <i>kanji</i> for places ▪ ask and respond to questions about the location of places in the neighbourhood ▪ ask for and give directions to the location of buildings on a map ▪ use the verbs あります/います with the correct noun ▪ participate in language games ▪ sing a song in Japanese ▪ design a welcome banner for a shop ▪ perform a role play about purchasing an item from a shop ▪ complete online language activities.



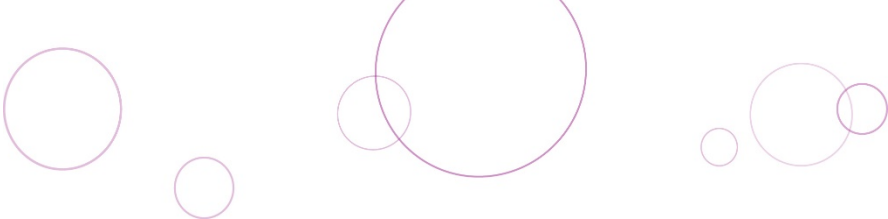
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding different question words such as いくら/どれ		



TERM 3

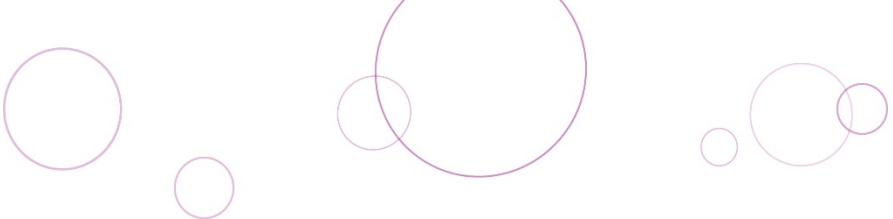
Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 1 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いきました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	みせ Students share information about convenience stores. Students: • read and write key phrases and expressions used in a convenience store • complete a True or False quiz • ask and respond to questions about the location of places in the neighbourhood • exchange information by playing the game Battleships shopping • listen to a dialogue.	Teaching and learning activities • Provide students with an activity sheet using the phrases and expressions from the article on the Live Japan website: ▪ ‘Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store!’ https://livejapan.com/en/article-a0001719/. ▪ Ask students to match the Japanese phrases and expressions to their meaning in English. • Arrange students in groups and ask them to complete the <i>Konbini</i> True or False Quiz, from: ▪ The Japan Foundation (Sydney), https://jpf.org.au/classroom-resources/resources/boardgame-konbini/. ▪ Ask each group to provide their responses to each question. Clarify any misunderstandings where responses for a question differ between groups. Award groups a point for each correct response. • Divide the class into two groups, and provide each student with the activity sheet Battleships shopping from: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/shopping.html. ▪ Inform them that each group will take turns to guess the location of the ten battleships marked on the teacher’s sheet.

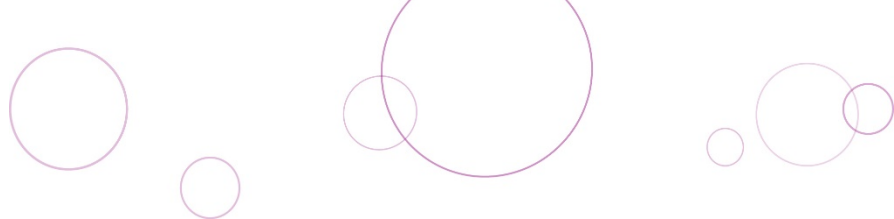


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		- Provide students with access to the audiovisual clip from Marugoto: - Topic 3 たべもの Tabemono/Food https://a1.marugotoweb.jp/en/can-do15.php. - Students listen to the dialogue between the shop assistant and the customer, then model this dialogue to write and perform their own dialogue at the convenience store.

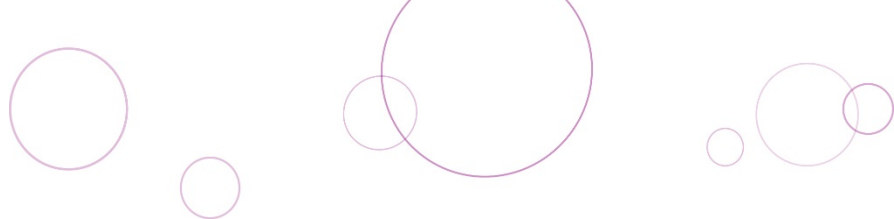
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎに まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	きんじょ Students exchange information about places in Australian and Japanese neighbourhoods. Students: • talk about and compare places that are common to Australian and Japanese neighbourhoods • use a bilingual dictionary • participate in language games • read a text for information and complete a table • revise the days of the week • revise, read and write names of places/shops in simple <i>kanji</i>, <i>hiragana</i> and <i>katakana</i>.	Teaching and learning activities • Revise places by brainstorming the types of places Japanese people would find in their neighbourhood and write a list of these on the whiteboard in English. Provide bilingual dictionaries to find the Japanese equivalent, and write these words alongside the English words on the whiteboard. Ask students to compare the list on the whiteboard with the list of places in their neighbourhood they have written in their book. • As a class, discuss the places that are common to both Australian and Japanese neighbourhoods. Ask students to consider why some places are more common in Australian or Japanese neighbourhoods. Have students include any additional place words they encounter in their workbook. Students may refer to a bilingual dictionary. • Use the resource PowerPoint Places around Town 2 from: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/directions.html to revise names of places in the neighbourhood and discuss the places they like to visit. • Provide students with two sets of cards for places in the neighbourhood: one card has an image of the place and the word in Japanese, and the other has the image and the word in English. Ask students to match the Japanese card to the



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Understanding Systems of language Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)		corresponding English card. Once they have matched the cards correctly, students use the cards to play games, such as Memory, Fish, Snap or Bingo. Travel destination flashcards can be accessed at: - Japanese teaching ideas http://japaneseteachingideas.weebly.com/travel.html. - To revise vocabulary for places to visit, provide students with the activity sheet りょうこうするところ from: - Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/travel.html - Have them match the correct word to the corresponding picture. - Revise days of the week by viewing the online audiovisual clip Days of the week in Japanese from: <i>Nihongo</i> Flashcards https://nihongoflashcards.com/blog/language/days-of-the-week-in-japanese/. - Arrange students in groups of four to play the Travel game from: - Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/travel.html. - Tell students that when they land on a picture they are to make and say aloud a sentence related to that picture; for example, げつ 月よう び 日にと うき ょう に行 きます。

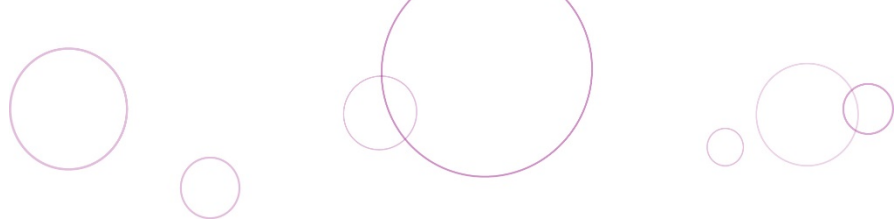


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります		

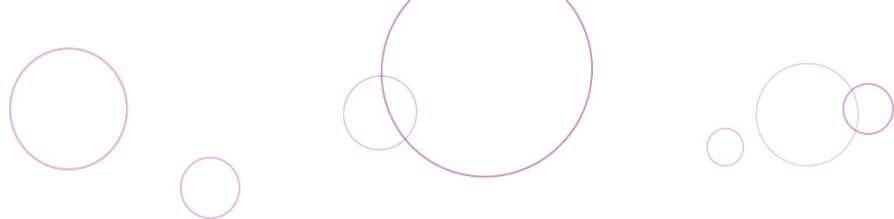


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		

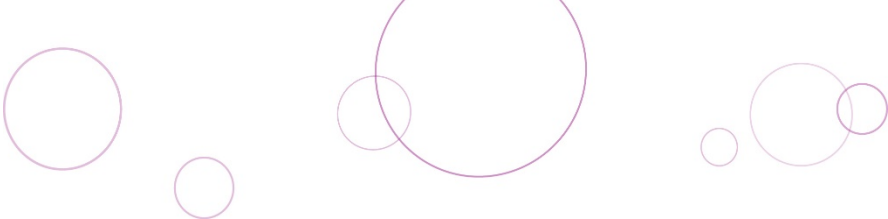
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 3 Communicating Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です	きんじょ Students share information about neighbourhoods by reading postcards. Students negotiate, plan and produce a map of a shopping centre. Students: • read postcards • use a dictionary to translate words into Japanese • read and write the <i>hiragana</i> and commonly used <i>kanji</i> for places in the neighbourhood • design a map of a shopping centre.	Teaching and learning activities • Provide students with the text of the Postcard from Amy from: ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/travel.html. ▪ Ask them to read the text and complete a table with the details about what she did last week. Provide feedback and assist students as required. Check student responses to ascertain their understanding. • Ask students to design a map of a shopping centre and have them write the names of the shops in simple <i>kanji</i>, <i>hiragana</i> and <i>katakana</i>. Encourage them to include a symbol or drawing to reflect the type of shop, such as a book for a bookshop.



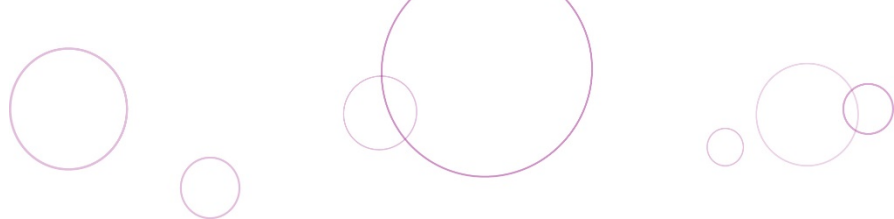
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん		



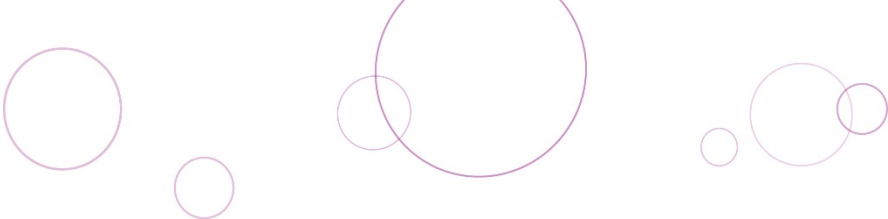
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		



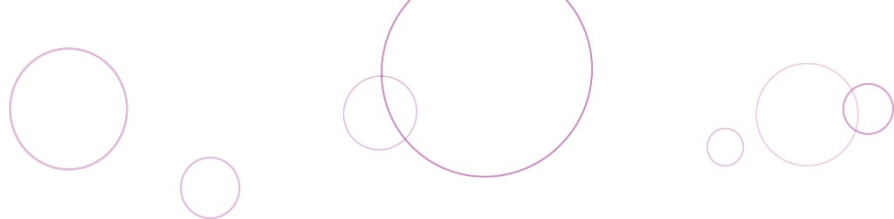
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 4 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう/いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	きんじょ Students compare places in Australian and Japanese neighbourhoods by viewing the Orientation and Tour – <i>Nozawa Onsen</i> Village. Students: listen to Orientation and Tour – <i>Nozawa Onsen</i> Village for information to design a map of a ski resort and present it to the class.	Teaching and learning activities - View the YouTube clip: - Orientation and Tour – <i>Nozawa Onsen</i> Village https://m.youtube.com/watch?v=tKusMRCJS74. - Discuss with students other activities people can do while in Japan. - Ask students to list the places mentioned in the village in their workbook. As a class, discuss the places mentioned and write a list of these on the whiteboard. - Replay the audiovisual clip, pausing it as places are mentioned; for example, <i>ながの</i>. Allow students to read the Japanese script and revise the names of the places. Get them to check their list and add any places mentioned that are not on it.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i> , for example, わたし の 本; わたし の かぞく です		

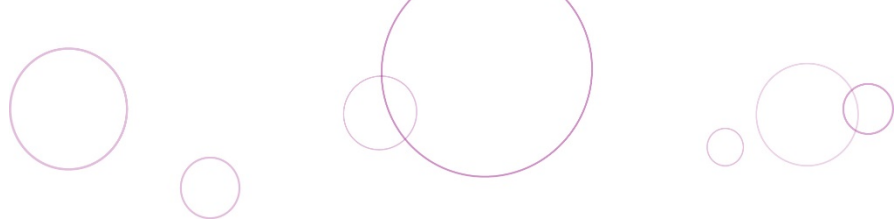


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 5 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました；たのしかった です；へや に ふとん が あります；だいどころ に おかあさんが います；まっすぐ いって、みぎ に まがって、としょかん が あります；がっこう に いきましょう；はい、いきましょう/いいえ、ちょっと Understanding Systems of language Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart	きんじょ Students plan and design a map of ski resort. Students: • read and write the <i>hiragana</i> and commonly used <i>kanji</i> for places in the neighbourhood • talk about and compare places that are common to a Japanese ski resort.	Teaching and learning activities • Ask students to design a map of a ski resort in Japan and label it in <i>hiragana</i> and <i>katakana</i>. Ask them to use their map to write about where their ski resort is located, how to get there and what facilities are available at the resort. Write a list of vocabulary on the whiteboard to assist students; for example, ちかく、ホテル、カラオケ、スキーレンタル、スキースクール、おんせん、おてら. Invite students to present their map of the ski resort to the class (next lesson).

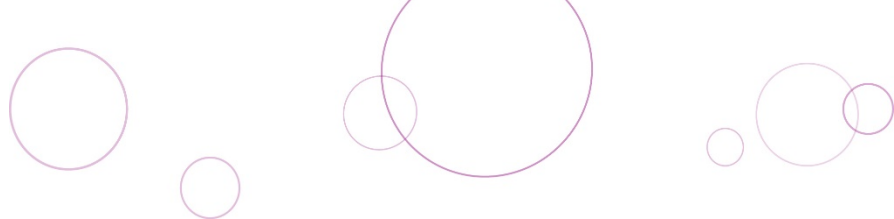


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i> , for example, わたし の 本; わたし の かぞく です		

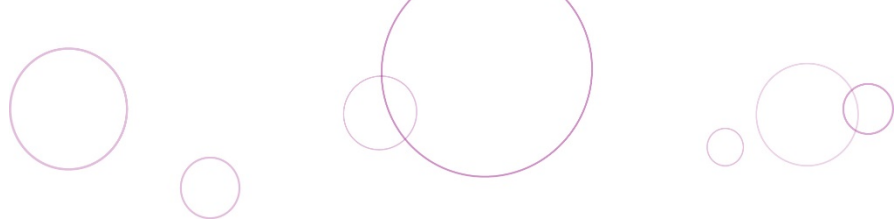
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 6 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう/いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	きんじょ Students present their ski resort map to the class and reflect on their presentation. Students: • present their ski resort to the class • ask about facilities and places located on the map • talk about and compare places that are common to a Japanese ski resort • reflect on their ski report presentation.	Teaching and learning activities • Invite students to present their map of the ski resort to the class. • Working in pairs, students use their map to ask about the facilities that are available and where places are located on the map. Listen to the conversations. Look at the activities they can do within their own neighbourhood and compare it to Japan in relation to the task. Teachers provide feedback and assist students as required. Give students a reflection worksheet, and ask them to provide feedback to their peers and to reflect on their own presentation. Formative Assessment • Anecdotal assessment using checklists and notes, indicating how students: ▪ match the Japanese and English words for place names ▪ use prepositions to describe where things are located on a map ▪ participate in language games ▪ read for information and complete a table ▪ listen for information from a text ▪ write names of places in <i>hiragana</i> and <i>katakana</i> ▪ design a map of a ski resort and present their map to the class.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)		



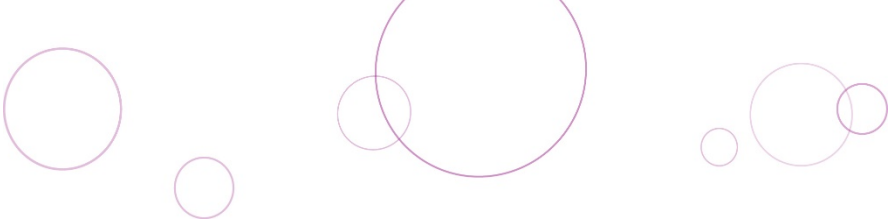
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります		



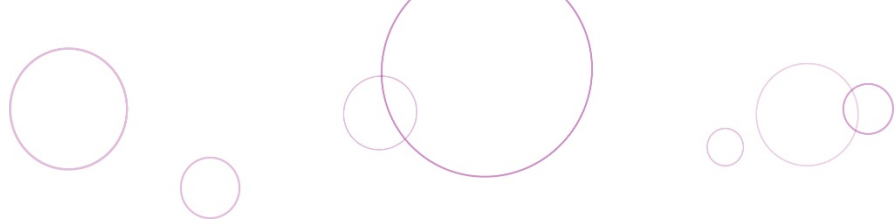
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	めいしょ Students learn about special places in Japan. Students: • view an audiovisual clip for information • design a brochure about Mount Fuji • listen to a story for information • express thoughts and feelings about places and things • view an audiovisual clip for information • write the <i>kanji</i> for some places in Japan • express going from one place to another • design a poster about Tokyo or Kyoto • perform a role play • read a diary entry about taking a trip on a <i>shinkansen</i>.	Teaching and learning activities • Play the YouTube clip: ▪ Top 5 Things to do Around Fuji japan-guide.com from YouTube https://www.youtube.com/watch?v=QZQaO3VNL3o. ▪ Place students in pairs, and have them make a list of the activities people like to do when visiting Mount Fuji. Invite each pair to share an activity on their list with the class. • Talk to students about the importance of Mount Fuji to the Japanese people, highlighting the number of shrines and temples dedicated to Mount Fuji in Japan. Teach students how to write the <i>kanji</i> for temple お寺^{てら} and Mount Fuji 富士山^{ふじさん}, and have them write these in their workbook. • Ask students to design a brochure about Mount Fuji. They will need to include an illustration of Mount Fuji, Fuji Five Lakes and a temple. Provide ink and calligraphy brushes to write the <i>kanji</i> for Mount Fuji, Fuji Five Lakes and temple. Inside the brochure they will need to include factual information, such as the height of the volcano, where it is located, how far it is from Tokyo, how to get there and how long it takes to get there from Tokyo; for example,

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)		しんかんせんとでんしゃで行きます。どのぐらいかかりますか。東京からスキー レゾートまで四時間ぐらいかかります。Assist students with language as required. - Working in pairs, students ask and respond to questions about the speed, the time and the distance travelled to get from one destination to another. Remind students how to express 'from' and 'to'; for example, 東京から京都まで しんかんせんがあります。 - Students design a poster about either Tokyo or Kyoto. Have them write the name of the city in <i>kanji</i>, and include illustrations or pictures of places to visit; for example, きんかくじとぎおんとふしみいなりたいしゃがあります。 - In pairs, students develop a role play about taking the <i>Shinkansen</i> from Tokyo to Kyoto. As a class, discuss the types of expressions to use and write these on the whiteboard; for example, いきます/ いってらっしゃい。 しんかんせんのにのりましょう/ あ、みて、やまがあります/ でんしゃの中に(X)が あります/ いぬが いえのとなりにいます/ すごい、きれい、おもしろい、はやい、おいしい/ おべんとうの中に(X)が あります。



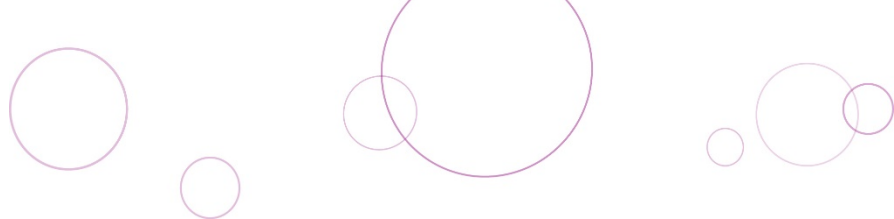
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります		• Listen to students practise their role plays and provide feedback. Invite each pair to perform their role play for the class.



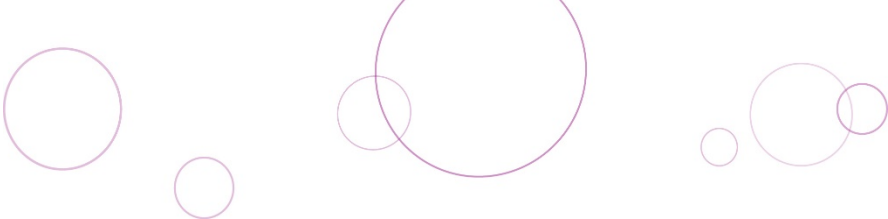
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 8 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いきました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	めいしょ Students learn about some special places in Japan. Students: - view an audiovisual clips for information - design a brochure about Mount Fuji - listen to a story for information - express thoughts and feelings about places and things - write the <i>kanji</i> for some places in Japan - express going from one place to another - design a poster about Tokyo or Kyoto - perform a role play - read a diary entry about taking a trip on a <i>shinkansen</i>.	Teaching and learning activities - Read the story でんしゃにのったよ to students. Ask questions to revise place names and ascertain understanding; for example, どこに行きますか。えきのとなりに何がありますか・電車の中に何がありますか。(Y. Okamoto, 2018). でんしゃにのったよ. - Ask students to sing the song: <i>Senrowa tsuzukuyo doko mademo</i> せんろはつづくよどこまでも https://www.youtube.com/watch?v=8oOKESKu_2Q to revise vocabulary for modes of transport. - Revise adjectives and expressions to convey thoughts and feelings about a place or thing with students; for example, すごい、きれい、おもしろい、はやい、おいしい、おいしそう、かわいい. - Play the YouTube clip: - Tokyo to Kyoto/Bullet Train/Nozomi Shinkansen https://www.youtube.com/watch?v=HK8lwEAUY58&app=desktop. - Ask students to observe the time it takes, the distance travelled, the price and the scenery. As a class, discuss the time it takes to travel from Tokyo to Kyoto and

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Reflecting Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel		compare this with journeys they have made in Australia by rail, car or bus. - Ask students to describe one aspect of the audiovisual clip in Japanese. - Provide students with a map of Japan showing the routes of the <i>Shinkansen</i>: - Map routes for <i>Shinkansen</i> – Japan-guide.com https://www.japan-guide.com/e/e2018.html. - Discuss with students the speed and time it takes to travel from one place to another. Model how to ask and respond to questions about the speed of the trains, train/shinkansen travel, the distance travelled and the time it takes to get from one destination to another; for example, 東京から京都までどのぐらいかかりますか。東京から京都まで何キロメートルぐらいですか。しんかんせんのスピードは何キロぐらいですか。 - Provide students with a travel activity from: - Japanese teaching ideas http://japaneseteachingideas.weebly.com/travel.html. - Read the text with the students, having them highlight the words they know. Ask students to work with their partner to summarise the information in the diary entry



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、) Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ～ましょう		and write three questions in English. Ask each pair to share their questions with the class and nominate another pair to provide responses. • Teach students how to write the <i>kanji</i> for Tokyo 東京 and Kyoto 京都. Provide students with ink and calligraphy brushes to practise writing the <i>kanji</i> for Tokyo 東京 and Kyoto 京都.



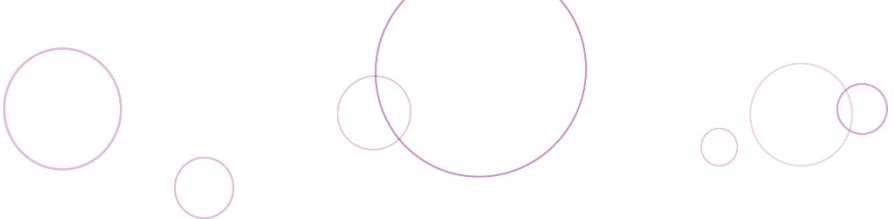
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• understanding and identifying elements of different sentence structures and the use of particles such as 〜/で • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		



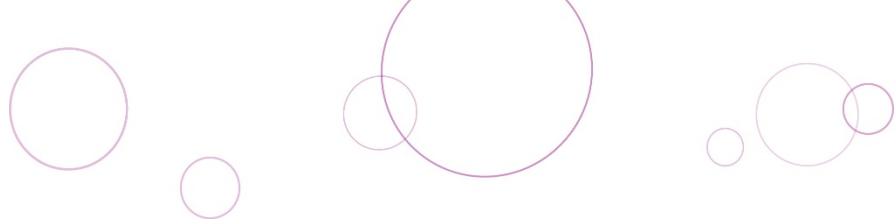
TERM 4

Weeks 1–8

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 1 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみにいきました；たのしかったです；へやにふとんがあります；だいどころにおかあさんがいます；まっすぐ行って、みぎにまがって、としょかんがあります；がっこうにいきましょう；はい、いきましょう/いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds	いくらですか Students interact with others to purchase items from a <i>Konbini</i> store. Students: - write the <i>kanji yen</i> with the numbers 10, 100, 1000 and 10 000 十円、百円、千円、一万円 - read, write and say the <i>kanji</i> for 100, 1000, 10 000 and <i>yen</i> 百、千、万、円 - ask and respond to questions about where an item is, and how much the item costs - use common expressions to facilitate and enhance communication when shopping - listen to texts and practise pronunciation - perform a role play about shopping - talk about the importance of <i>Konbini</i> stores in Japan - participate in language games - write an advertisement for a shop, listing items for sale - listen to a conversation and respond to questions.	Teaching and learning activities - Write the <i>kanji</i> for the numbers 100, 1000, 10 000 百、千、万 and for the Japanese currency, <i>yen</i> 円, on the whiteboard. Have students copy these <i>kanji</i>, and the meaning in English, into their workbook. Explain that the <i>kanji</i> for <i>yen</i>, which is pronounced <i>en</i> 円, appears after the number when writing the currency; for example, 十円、百円、千円、一万円. - Practise <i>kanji</i> numbers by completing the activities from the Japanese Workbook <i>Yonde Kaite</i> Primary Level 5, pp.25–30. - Revise numbers by playing Bingo. Ask students to write six numbers, choosing from numbers 1 to 100, 1000 and 10 000, in <i>kanji</i> in their workbook. - Play the audiovisual clip: - Currency http://genki.japantimes.co.jp/self_en/video-clips-for-culture-note. - Students practise the expressions about Japanese money from the clip. - Provide students with access to the website Study Japanese: - AJALT Learning Supplements https://www.ajalt.org/sfyj/ to practise listening.

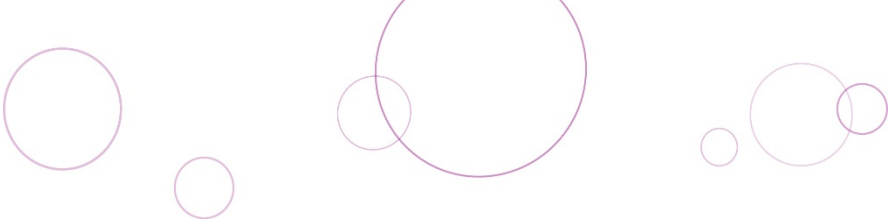


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/ えん • understanding Japanese numerical place order, for example, 一、十、百、千、万		• Play the YouTube clip: ▪ Japanese Shopping, Lesson Four https://www.youtube.com/watch?v=Ku_HOBGTwko&version=3. ▪ Ask students to listen to the speaker and then practise their pronunciation by saying each phrase. • Play students the audiovisual clip: ▪ Lesson 2.1 いくらですか How much is it? – <i>Genki Japan</i> http://genki.japantimes.co.jp/site/video/en/ or ▪ Lesson 2.5 これも 100 えんです This is 100 yen too – <i>Genki Japan</i>, http://genki.japantimes.co.jp/site/video/en/. • Introduce students to common expressions used to facilitate a conversation between a shop assistant and a customer, and write these on the whiteboard along with the meaning in English; for example, いらっしゃいませ。だいじょうぶですか。よろしいですか。ちょっと たかいですね。かわいいですね。ありがとう ございます。もしもし、これにします。どういたしまして。すみませんが、いろいろ、ありがとうございました。 Ask students to copy this list into their workbook.

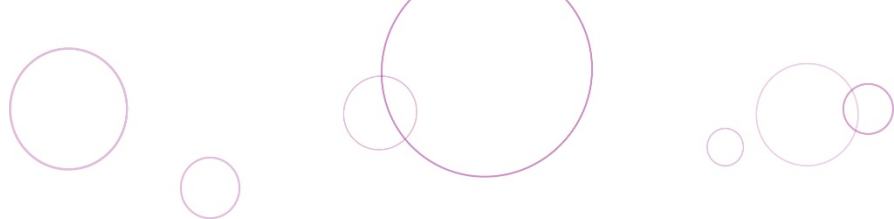


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
understanding different question words such as いくら/どれ Language variation and change Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop		Working in pairs, students practise asking and responding to questions about how much an item costs; for example, えんぴつはいくらですか。えんぴつは^{ひゃくえん}百円です。

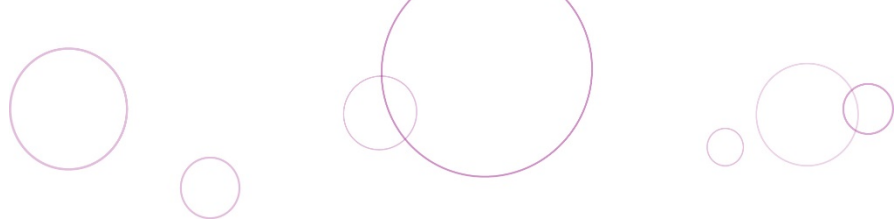
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 2 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに いました；たのしかった です；へやに ふとん があります；だいどころに おかあさんが います；まっすぐ いって、みぎに まがって、としょかん があります；がっこうに いきましょう；はい、いきましょう/いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market Informing Gather and compare information and supporting details from a range of written,	いくらですか。 Students exchange information about <i>Konbini</i>. Students: - write the <i>kanji yen</i> with the numbers 10, 100, 1000 and 10 000 じゅうえん ひゃくえん せんえん 十円、百円、千円、 いちまんえん 一万円 - read, write and say the <i>kanji</i> for 100, 1000, 10 000 and <i>yen</i> ひゃく せん まん えん 百、千、万、円 - ask and respond to questions about where an item is, and how much the item costs - use common expressions to facilitate and enhance communication when shopping - listen to texts and practise pronunciation - read a shopping catalogue - perform a role play about shopping - talk about the importance of <i>Konbini</i> stores in Japan - participate in language games - write an advertisement for a shop, listing items for sale - listen to a conversation and respond to questions.	Teaching and learning activities - Discuss with students the importance of <i>Konbini</i> – convenience stores in Japan. Provide them with the article ‘Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store!’ from: - Live Japan https://livejapan.com/en/article-a0001719/. - Invite each student to read aloud a part of the article. Then have the class identify each of the Japanese phrases and expressions used. - Make a class set of cards using the <i>Konbini</i> Items Picture Sheet from: - The Japan Foundation https://jpf.org.au/classroom-resources/resources/boardgame-konbini/. - Have students work with a partner to revise vocabulary for a product or a service by playing card games, such as Memory or Fish. - Provide each student with a Japanese shopping catalogue from: Lawson: - Lawson convenience stores. https://www.lawson.co.jp/recommend/original/select/. - Read the first item in the catalogue to students, then ask each student to read aloud information relating to one of



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds て んてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		the items. Have students work with a partner to ask what items are sold, and respond to questions about the cost of items in the catalogue; for example, チーズ/ピザは いくらですか。 ^{きゅうひやくえん} 九 百 円です。 • Play students the YouTube clip: ▪ Buy Hamburger and Juice at Fast Food Restaurant https://www.youtube.com/watch?v=AmsfyXYmLDk&app=desktop. Place students in pairs, and provide them with the sentences from the conversation between the two people in the audiovisual clip. Students work together to order the sentences as they are said in the conversation. Play the audiovisual clip once more for students to check their work. Have students read through the conversation, taking turns to be the shop assistant and the customer.

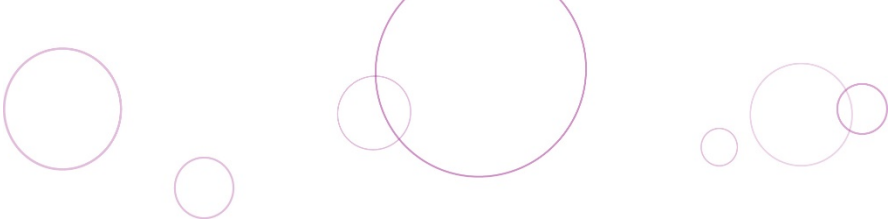


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., 〜ましょう • understanding and identifying elements of different sentence structures and the use of particles such as 〜/で • understanding the use of 〜が あります/ います to refer to inanimate/animate objects • knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language		



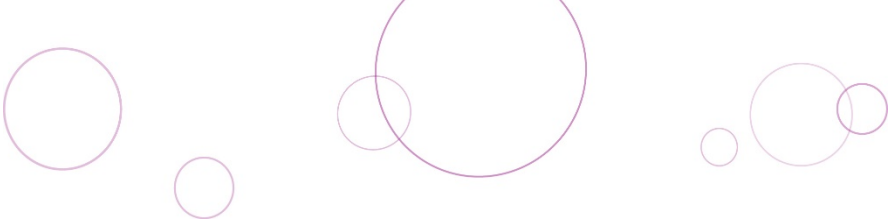
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations Language variation and change Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 3 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎに まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本 ; わたし の かぞく です	いくらですか。 Students interact and exchange information with others to purchase items from a <i>Konbini</i> store. Students: - write the <i>kanji yen</i> with the numbers 10, 100, 1000 and 10 000 じゅうえん ひゃくえん せんえん 十円、百円、千円、一万円 いちまんえん - read, write and say the <i>kanji</i> for 100, 1000, 10 000 and <i>yen</i> ひゃく せん まん えん 百、千、万、円 - ask and respond to questions about where an item is, and how much the item costs - use common expressions to facilitate and enhance communication when shopping - listen to texts and practise pronunciation - perform a role play about shopping - talk about the importance of <i>Konbini</i> stores in Japan - participate in language games - write an advertisement for a shop, listing items for sale	Teaching and learning activities - Arrange students in a circle to play the game I went shopping. Inform them that the purpose of the game is to revise vocabulary for items that can be bought at a shop. Select a student to start the game by saying an item they will buy; for example, おにぎりをかいます。Have the next student add one more item to the list; for example, おにぎり と ジュース を かいます。Continue in this manner until one of the students is unable to remember the items on the list. - Place students in pairs and have them use the <i>Konbini</i> game from: - The Japan Foundation (Sydney), https://jpf.org.au/classroom-resources/resources/boardgame-konbini/ - Students ask and respond to questions about where items are and how much they cost; for example, (item)はどこですか。/どこにありますか。/(item)はいくらですか。 - Give pairs of students the worksheet AB shopping dialogue from:

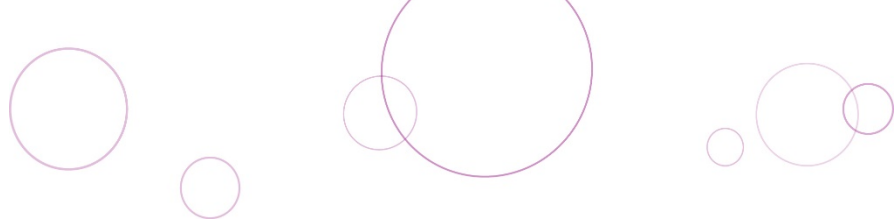


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., 〜ましょう • understanding and identifying elements of different sentence structures and the use of particles such as 〜/で • knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations	• listen to a conversation and respond to questions.	▪ Japanese Teaching Ideas https://www.japaneseteachingideas.weebly.com/shopping.html to practise a dialogue between a salesperson and a customer. ▪ Inform students that they will need to choose the item they want to purchase and the cost. Have students read the dialogue aloud. Help students as required with their pronunciation.

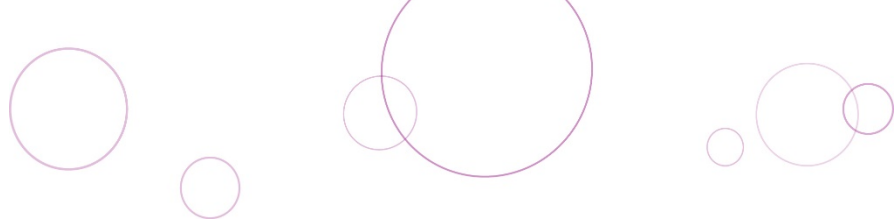
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 4 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds	いくらですか。 Students interact with others to purchase items from a <i>Konbini</i> store. Students: - write the <i>kanji yen</i> with the numbers 10, 100, 1000 and 10 000 じゅうえん ひゃくえん せんえん 十 円、百 円、千 円、一万 円 いちまんえん - read, write and say the <i>kanji</i> for 100, 1000, 10 000 and <i>yen</i> ひゃく せん まん えん 百、千、万、円 - ask and respond to questions about where an item is and how much it costs - use common expressions to facilitate and enhance communication when shopping - listen to texts and practise pronunciation - perform a role play about shopping - write an advertisement for a shop, listing items for sale - listen to a conversation and respond to questions.	Teaching and learning activities Summative Assessment - Formal assessment using: - Formative Assessment Listening tasks – money https://www.japaneseteachingideas.weebly.com/uploads/5/4/0/5/540541/money_listening_test.xls. - Students do the following activities: - Shopping - Prepare and perform a role play about purchasing an item at a <i>Konbini</i> store. Formative Assessment - Anecdotal assessment, using checklists and notes, indicating how students: - participate in language games - say and write the numbers 1 to 99 in Japanese - write the <i>kanji</i> for the numbers 100, 1000, 10 000 ひゃく せん まん 百、千、万 and for the Japanese currency <i>yen</i> えん 円 - read and write words in <i>hiragana</i>, simple <i>kanji</i> and <i>katakana</i> - ask and respond to questions about where an item is and how much it costs



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Understanding Systems of language Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きって and りょうり Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、) Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です		▪ use expressions to enhance communication when shopping ▪ match phrases and expressions in Japanese to their meaning in English ▪ write an advertisement for a shop listing items for sale ▪ listen for information and respond to questions about items and their cost ▪ order sentences to complete a conversation ▪ pronounce Japanese words correctly in conversation.

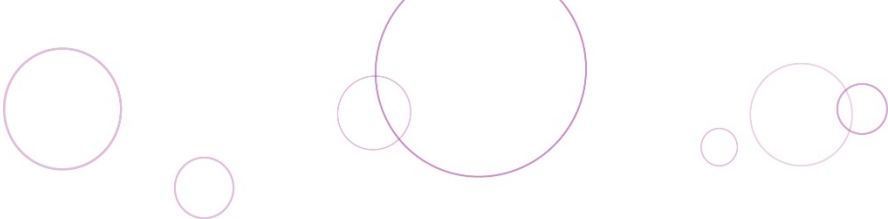


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん		



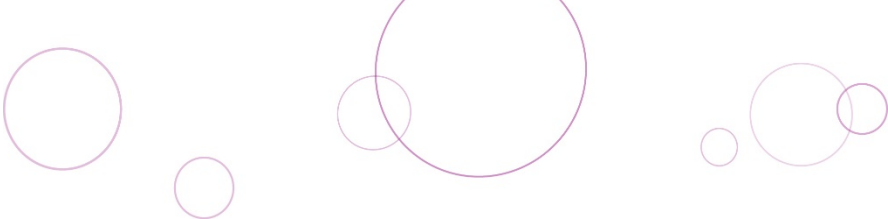
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
• understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 5 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Translating Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions	わたしのうち、あなたのうち Students talk about their house/home and then compare houses in Australia and Japan. Students: - name the rooms of their house and describe some of the items in them - use bilingual dictionaries - ask and respond to questions about their home - draw a plan of their house and label the rooms - list items and say in which room they are located - write a description of their house - design a poster of their room and label the items in <i>hiragana</i> - present information about Japanese houses - compare houses in Australia and Japan - draw a plan of a Japanese house and label the rooms in <i>hiragana</i> - participate in language games.	Teaching and learning activities - Talk with students about the types of rooms they have in their house, and write these on the whiteboard. Provide bilingual dictionaries for students to look up the names of these rooms in Japanese, and then write these next to the English word on the whiteboard. Ask students to copy this list into their workbook. - Provide students with the worksheet: - Describing things at home <i>Arimasu</i> – The Japan Foundation (Sydney) http://japaneseteachingideas.weebly.com/housing.html to revise the use of あります. - Use flashcards to introduce students to the vocabulary for Japanese houses. Provide students with an activity sheet where they select and copy the correct word to describe images of items found in a Japanese house. - Model how to draw a house plan using a bird's-eye view. Provide students with paper to draw their own house from this perspective. Direct them to label the rooms of the house in Japanese using <i>hiragana</i>. Ask students to draw items of furniture in each room and label them in Japanese. Working in pairs, students use their plan to list the items that they have in their home, and room in which each item is located.

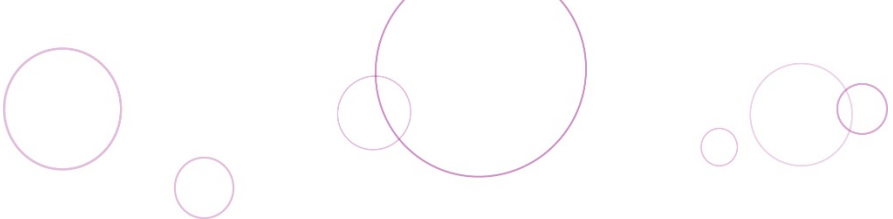


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Reflecting Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Build a metalanguage in Japanese to talk about language		• Have students use their house plan to write a description of their house in Japanese. Remind them to include the number and types of rooms. Ask them to state which room is their favourite. Assist and/or provide feedback to students on their writing. • Ask students to design a poster of their room and label the items in <i>hiragana</i>. Have students present their poster to the class.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 6 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎ に まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market Informing Gather and compare information and supporting details from a range of	わたしのうち、あなたのうち Students talk about their house/home and then compare houses in Australia and Japan. Students: - name the rooms of their house describe some of the items - ask and respond to questions about their home - list items and say in which room they are located - present information about Japanese houses - compare houses in Australia and Japan - participate in language games - view texts and respond to questions in Japanese and English - summarise, share and present information about bathing etiquette in Japan.	Teaching and learning activities - Use flashcards to introduce students to the vocabulary for Japanese houses, from Flashcards: Japanese House: - The Japan Foundation (Sydney) https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#1559652731429-6a58728a-dc60. - Provide students with an activity sheet where they select and copy the correct word to describe images of items found in a Japanese house. - Arrange students in groups and provide them with the articles 'The Structure of a Japanese House', 'The History of Japanese Houses' and 'Living in a Japanese House' from: - Kids Web Japan https://web-japan.org/kidsweb/virtual/house/. - Students read the articles and present a brief oral summary of the information to their peers. - Provide students with a Venn diagram activity sheet from: - Education World https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml. - Have them list the things in an Australian house in the circle on the right.

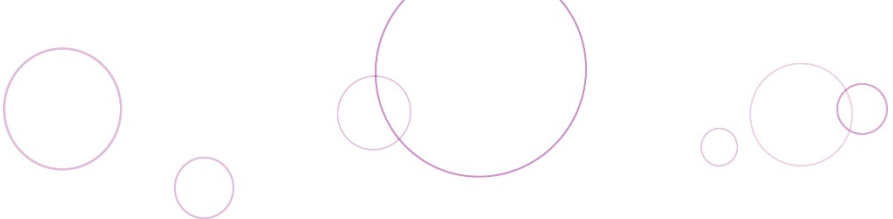


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Translating Collect, use and explain Japanese words and expressions that do not translate easily into English such as ごちそうさま; おかえり; いらっしゃいませ Reflecting Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature		- Play the audiovisual clip Japanese Houses from: <i>Genki</i> Japan, http://genki.japantimes.co.jp/self_en/video-clips-for-culture-note. - Students list the things in the Japanese house in the circle on the left; for example, Japanese table with heater, Japanese cushion for <i>tatami</i>, <i>futon</i>, Japanese bath, <i>tatami</i> mat, wood and rice paper screen and entrance hall. They then list the things that Japanese and Australian houses have in common in the middle of the diagram where the two circles intersect. Invite students to share with the class one thing from each of the circles, and one from where they intersect. - Ask students to give reasons why Japanese people remove their shoes when entering a house. Write a list of these reasons on the whiteboard. - Read the article 'Japanese Culture and Daily Life: Removing Shoes' to students: - Tarabako http://www.tjf.or.jp/takarabako/japaneseculture/02kutsu.htm. - Discuss the article and ask students if any additional reasons were given in the article about why Japanese people remove their shoes when entering a house.

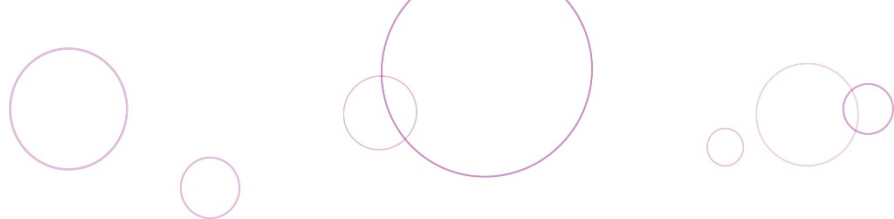


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で • understanding the use of ~が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ		• Remind students of the <i>tokonoma</i> viewed in the audiovisual clip Japanese Houses. Explain the importance of the <i>tokonoma</i> and that this is the spiritual focus point of the house where on display will be a scroll, flowers, a bonsai and/or an ornament called an <i>okimono</i>. • Provide students with access to the following clips from Marugoto: ▪ Topic 4 いえ Ie/Home Can do 17 https://a1.marugotoweb.jp/en/can-do17.php or ▪ Topic 4 いえ Ie/Home Can do 19 https://a1.marugotoweb.jp/en/can-do19.php and have them listen/read the information. • As a class, discuss the types of expressions used by Japanese people when leaving and returning home. Remind them of the Japanese expressions used when leaving home; for example, いってきます/いってらっしゃい. Introduce the Japanese expression ただいま, used when returning home. Explain to students that there is no equivalent expression in English. Ask if they can think of Australian expressions which would be similar, such as ‘G’day’, ‘Hooroo’ or ‘ta’.

Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Week 7 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎに まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本 ; わたし の かぞく です	わたしのうち、あなたのうち Students participate in interactive learning games to talk about their home and compare houses in Australia and Japan. Students: - ask and respond to questions - participate in language games - play the 3 Hint or Grad Pix House game.	Teaching and learning activities - Place students in pairs, and introduce the board game House Game (similar to Snakes and ladders) from: - The Japan Foundation (Sydney) https://jpf.org.au/classroom-resources/resources/rooms-of-a-japanese-house-3-hint-game/. - Explain to them that when they throw the die they are to count in Japanese the number of places to be moved. The first player to reach the finish is the winner. - Alternatively, introduce students to the game, Grand Prix Quiz: House from: - Japanese Teaching Ideas https://jpf.org.au/classroom-resources/resources/grand-prix-quiz-house/.

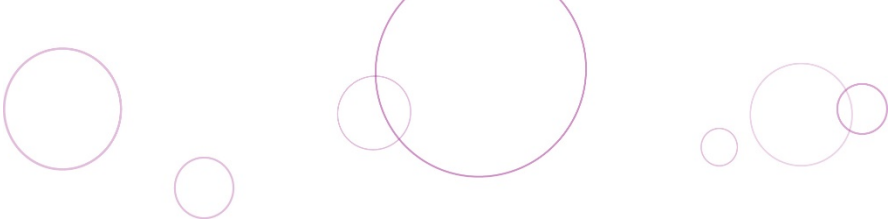


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., 〜ましょう ▪ understanding and identifying elements of different sentence structures and the use of particles such as 〜/で ▪ understanding the use of 〜が あります/います to refer to inanimate/animate objects ▪ describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます ▪ knowing how to use prepositions to describe the position of objects, for example, ▪ つくえ の 上 に 本 が あります ▪ knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん		

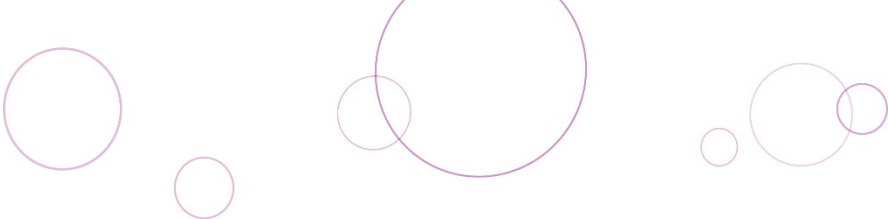


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
▪ understanding Japanese numerical place order, for example, 一、十、百、千、万 ▪ understanding different question words such as いくら/どれ		

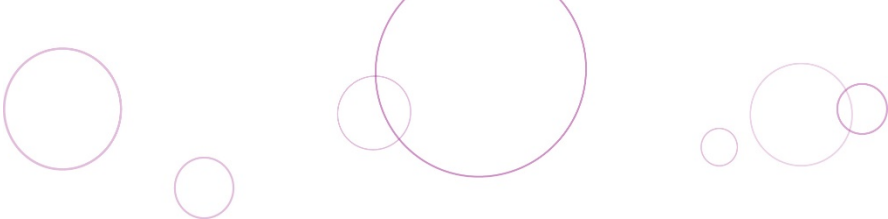
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Week 8 Communicating Socialising Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみ に いました ; たのしかった です ; へや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ いって、みぎに まがって、としょかん が あります ; がっこう に いきましょう ; はい、いきましょう / いいえ、ちょっと Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market	わたしのうち、あなたのうち Students talk about their home and then compare houses in Australia and Japan. Students: • create a storyboard based on a mini book • summarise, share and present information about bathing etiquette in Japan • write instructional phrases about observing etiquette in a Japanese home • use expressions in a role play that observe practices related to leaving and returning home.	Teaching and learning activities • Provide students with access to the audiovisual clip Lesson 3 Indicating Things – Home, Let’s See – House, from: ▪ Erin’s Challenge: https://www.erin.jpf.go.jp/en/lesson/03/let-us-see/. ▪ Ask students to listen to the audiovisual clip and complete the Japanese House Culture Quiz. • Read sample mini books from <i>Hiragana</i> Mini Books – Series 5 from: ▪ The Japan Foundation https://jpf.org.au/classroom-resources/hiragana-mini-books-series-5/#. ▪ Teachers can either read the books aloud or place students into groups of 3 or 4 to read the mini books aloud. • Provide students with a storyboard template from: ▪ Teach Starter https://www.teachstarter.com/au/teaching-resource/story-boarding-template/. ▪ Ask them to use one of the <i>Hiragana</i> Mini Books as a guide to write a storyboard about houses in Japan or Australia in <i>hiragana</i>. Assist students with language as required. ▪ Have students present their storyboard to the class.



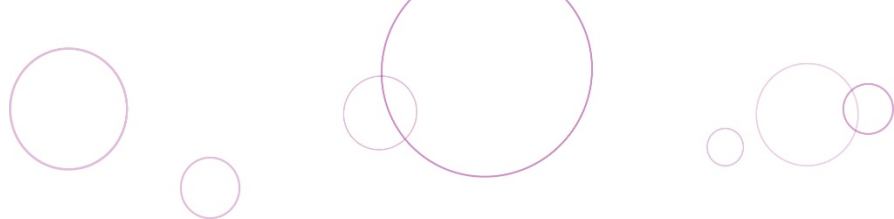
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Informing Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds Creating Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts Translating Collect, use and explain Japanese words and expressions that do not translate easily into English such as ごちそうさま; おかえり; いらっしゃいませ		- Place students in pairs and provide them with information about baths, bath etiquette, public baths (せんとう) or hot springs (おんせん). Ask each pair to read and summarise the information. Bring together pairs to make a group and have them share their information. Ask each group to share one piece of information about baths, bath etiquette, public baths (せんとう) or hot springs (おんせん) with the class. Information can be accessed from: <i>Tarabako</i> – Japanese Culture and Daily Life, Bath http://www.tjf.or.jp/takarabako/japaneseculture/04ofuro.htm. - Ask students what they would need to consider if they were to visit Japan as an exchange student and stay with a Japanese family. Have them discuss the etiquette practices observed by Japanese people; for example, taking off their shoes when entering a Japanese house and putting on slippers. As a class, make a list of instructions students would need to use or observe; for example, げんかんでくつをぬいでください。スリッパをはいてください。おじやまします。あがってください。 Ask students to create a mini book of these instructions. Have them write the instruction in <i>hiragana</i> and illustrate their work. Invite students to share their mini book with the class and then compare this with their own etiquette practice.



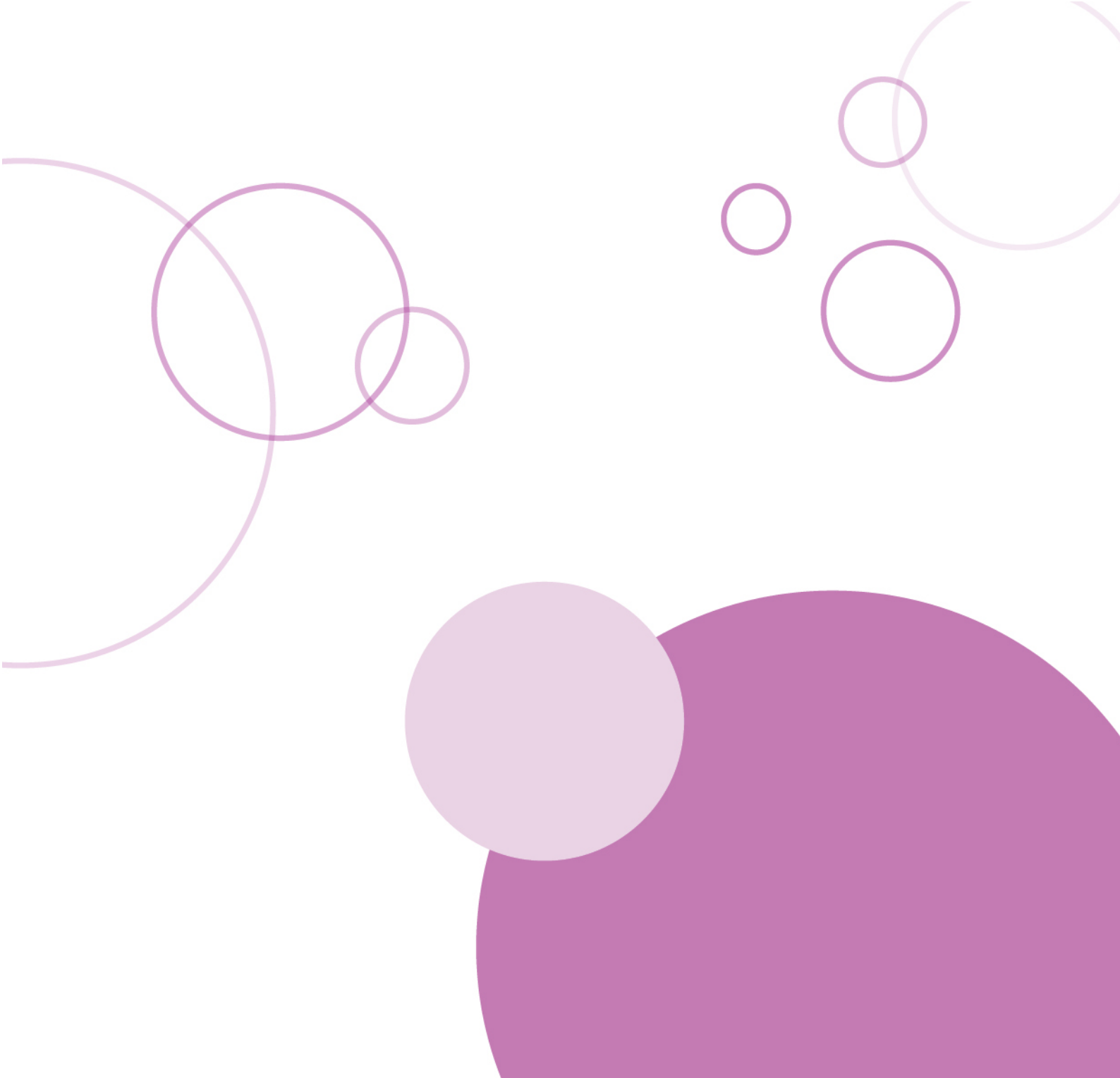
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions Reflecting Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use Understanding Systems of language Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本; わたし の かぞく です Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including: • using verbs to indicate – let’s..., ~ましょう • understanding and identifying elements of different sentence structures and the use of particles such as ~/で		• Ask students to prepare a role play about leaving and returning home. Remind students that they will need to observe the practice of changing shoes when leaving home and removing shoes when entering the house on their return. Have students perform their role play for the class. • Show students the YouTube clip: ▪ How to draw a Japanese Room in 1-Point Perspective https://m.youtube.com/watch?v=EYgiuZhY5wY. ▪ Provide students with paper and have them follow the steps in the audiovisual clip to draw a Japanese room. Have them label the things in the room in <i>hiragana</i>. Display the students’ work in the classroom. Formative Assessment • Anecdotal assessment, using checklists and notes, indicating how students: ▪ read and write words in <i>hiragana</i>, simple <i>kanji</i> and <i>katakana</i> ▪ name the rooms in their house and describe some items in each room ▪ draw a house plan and label the rooms in <i>hiragana</i> ▪ provide information in a poster about their room ▪ write a description of their house ▪ view and listen for information from a text and complete language activities



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
• understanding the use of 〜が あります/ います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place にあります; noun は place にいます • knowing how to use prepositions to describe the position of objects, for example, • つくえ の 上 に 本 が あります • knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん • understanding Japanese numerical place order, for example, 一、十、百、千、万 • understanding different question words such as いくら/どれ Build a metalanguage in Japanese to talk about language Recognise the use of formulaic expressions, including the word order for writing the date, and textual features in familiar texts such as		▪ summarise and share information with their peers ▪ participate in language games ▪ write a mini book with instructional phrases about observing etiquette when visiting a Japanese home ▪ perform a role play about leaving and returning home.



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
opening and closing emails, letters, postcards, or telephone conversations		

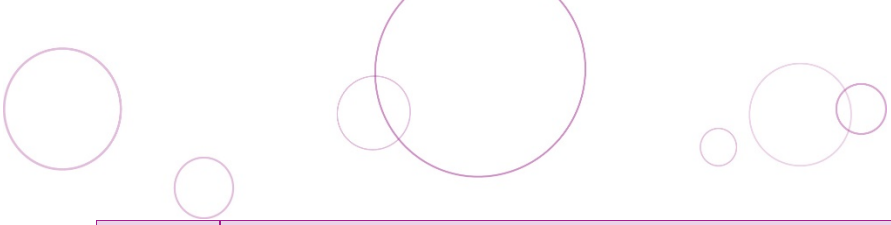
The background features several decorative elements: a large, solid purple circle in the lower right; a smaller, lighter purple circle overlapping its top-left edge; and several thin purple outlines of circles of various sizes scattered in the upper left and top right areas.

APPENDIX A: RESOURCES

Resources

Term 1

Week	Link/information
1	Teacher resources - Flashcards (<i>hiragana</i>, classroom items) Student resources - Workbook <i>Hiragana</i> practice sheets Audiovisuals <i>Hiragana</i> AIUEO song (あいうえおのうた) https://www.youtube.com/watch?v=PE7sW2KoiGI <i>Kyoushitsu ni haitte</i> (song) https://www.youtube.com/watch?v=1Z4hWhJ16XI&app=desktop <i>Learn Hiragana</i> Audiovisual clip https://www.youtube.com/watch?v=RT9ynp7qnsI Websites - A Day with Kentaro https://www.tjf.or.jp/shogakusei/kentaro/school/s01_e.html - Dr Moku's Mnemonics website https://drmoku.com/ - Happy Lilac http://happyilac.net/ - Print kids https://print-kids.net/print/kokugo/hiragana-anaume/ <i>Hiragana</i> practice sheets https://happyilac.net/yw1601131404.html?fbclid=IwAR0MO7Oc2Pelnk4o6j5Ke9ZVtmdGYe2DGJSHgb9P5ewJST1XJssVHC-NyrU - Bingobaker https://bingobaker.com/ - Japanese Teaching Ideas – School https://www.japaneseteachingideas.weebly.com/school.html
2	Teacher resources - Flashcards (<i>hiragana</i>, classroom items) <i>Hiragana</i> practice sheets - Memory game – classroom items Student resources - Bilingual Dictionary



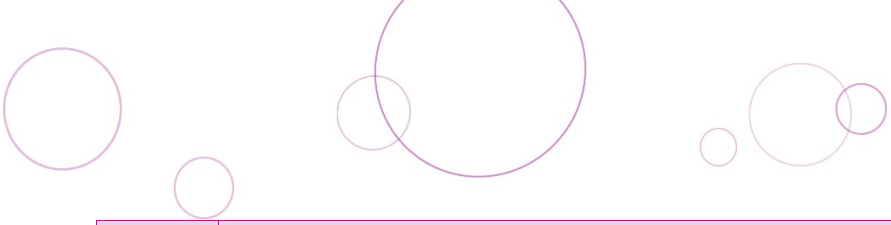
Week	Link/information
	A4 paper
3	Teacher resources - List of nouns - Model dialogue – classroom items - Game – だれのペンですか。 Student resources - A4 paper Audiovisuals <i>Kyoushitsu ni haitte</i> (song) https://www.youtube.com/watch?v=1Z4hWhJ16XI&app=desktop <i>Shiritori</i> https://learnjapaneseonline.info/2014/09/03/shiritori-a-japanese-vocabulary-word-game/
4	Teacher resources <i>Hiragana</i> (flashcards) <i>Hiragana</i> practice sheets - Game – <i>Karuta</i> - Mini whiteboards Audiovisuals - Audiovisual clip <i>Arimasu vs Imasu</i> https://m.youtube.com/watch?v=ctu9Xs_J-Kk <i>Genki Japan</i> http://genki.japantimes.co.jp/site/video/en/ <i>Hiragana Karuta</i> – Learn <i>Hiragana</i> and Japanese https://www.youtube.com/watch?v=RT9ynp7qnsI - Digital Dialects https://www.digitaldialects.com/Japanese.htm
5	Teacher resources - Flashcards (<i>kanji</i> numbers) - Game – Beat the Clock, Ping Pong - Storybook – さんびきのこぶた Student resources - Workbook - Bilingual Dictionary Books

Week	Link/information
	Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: activities for beginners</i>, pp.38–41. Curriculum Corporation, Carlton South, Vic. Assessment Formative Assessment Task: さんびきのこぶた (Appendix B)
6	Teacher resources - Flashcards (animate and inanimate objects) <i>Hiragana</i> practice sheets - Game – Bingo - Mini whiteboards Audiovisuals - アリさんのこうしん – The ants go marching song https://m.youtube.com/watch?v=ikiKDbEkxM
7	Teacher resources - Flashcards (animate and inanimate object, items in a house/home) - Activity Sheet <i>Doko ni imasu ka?</i> - Survey sheet – <i>Arimasu</i> がありますか Websites - Japanese Teaching Ideas, Activity sheet <i>Doko ni imasu ka?</i> https://www.japaneseteachingideas.weebly.com/arimasu-and-imasu.html - Survey sheet <i>Arimasu</i> がありますか http://japaneseteachingideas.weebly.com/arimasu-and-imasu.html
8	Teacher resources - Flashcards (prepositions) - Game – <i>Sensei</i> says Websites <i>Gu choki pa de</i> (song) https://www.youtube.com/watch?v=YcLOP5xMwSY - Japanese Teaching Ideas (Powerpoint and flashcards – prepositions) http://japaneseteachingideas.weebly.com/housing.html Books - Forthun, Angela & Curriculum Corporation (Australia). (2004). <i>Joozu!: Activities for beginners</i>, pp.38–41. Curriculum Corporation, Carlton South, Vic.

Term 2

Week	Link/information
1	Teacher resources - Flashcards (prepositions, classroom items) Books - Matsuoka, K. (1987). とちちゃんはどこ (Storybook) Websites - World Mapper https://worldmapper.org/ - Languages Online Topic 6 https://www.education.vic.gov.au/languagesonline/japanese/topic_06/index.html Assessment Summative Assessment Task <i>Enipitsu ga arimasuka</i> - School Curriculum and Standards Authority website https://k10outline.scsa.wa.edu.au/home/pre-primary-to-year-6/year-5
2	Teacher resources - Flashcards (classroom items) - Game – Sentence Building Audiovisuals - ちっちゃんゆび audiovisual clip (song) https://www.youtube.com/watch?v=vKe6Vtfcyb8 - Japanese Teaching Ideas, Activity sheet <i>Kyoushitsu</i> http://japaneseteachingideas.weebly.com/school.html
3	Teacher resources - Activity Sheet (かくれんぼ) Student resources - Workbook Audiovisuals - ちっちゃんゆび「One Little Finger」 童謡 Super Simple 日本語 https://www.youtube.com/watch?v=Ofq4eNtZpZQ - かくれんぼ こどものうたメドレー こどものうた Super Simple 日本語 https://www.youtube.com/watch?v=VABGLYCenI8 - かくれんぼ こどものうたメドレー★子供向け安全教育 こどもの歌 童謡 スーパージョジョ Super JoJo https://www.youtube.com/watch?v=b5WAYDPh-p0

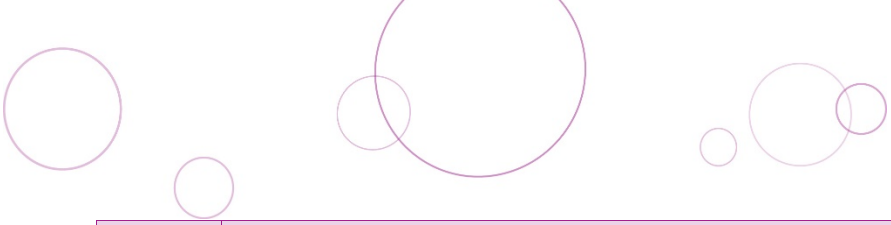
Week	Link/information
	Assessment Summative Assessment Task: かくれんぼ
4	Teacher resources - Activity Sheet (かくれんぼ) Student resources - Workbook Websites - Minne website https://minne.com/items/19090960 - Ameblo website https://ameblo.jp/bricolage7/entry-12094315775.html Assessment Summative Assessment Task: かくれんぼ
5	Teacher resources - Images (neighbourhood) - Powerpoint (shops) - Game (Memory, Fish, Snap) Student resources - A3 paper Websites - Japan Forum, The Lives of Seven Japanese Elementary School Students https://www.tjf.or.jp/shogakusei/index_e.htm - Flashcards and Powerpoints- neighbourhood or shops http://japaneseteachingideas.weebly.com/directions.html or https://jpf.org.au/classroom-resources/flash-cards/
6	Teacher resources - Flashcards (directions and locations) - Map - Calligraphy brushes, ink and paper Audiovisuals - Shopping at the Bakery audiovisual clip (song) https://www.youtube.com/watch?v=u5WPWlnbgus



Week	Link/information
	Websites - Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/directions.html - The Japan Foundation (Sydney) https://jpf.org.au/classroom-resources/flash-cards/ https://jpf.org.au/classroom-resources/resources/famous-places-in-japan-i/ - The Japan Foundation (Sydney), Activity sheets Goods and Shops https://jpf.org.au/classroom-resources/resources/name-the-shops/
7	Teacher resources <i>Keigo</i> information sheet - Flashcards (directions and locations) - Role play model (at the shops) - Calligraphy brushes, ink and paper Student resources - Workbook Websites - Japanese Teaching Ideas website, <i>Keigo</i> information sheet, いらっしゃいませ http://japaneseteachingideas.weebly.com/shopping.html - Japan Foundation (Sydney), <i>Konbini</i> https://jpf.org.au/classroom-resources/resources/boardgame-konbini/ - Erin's Challenge, Lesson 6: Asking prices – Bus, https://www.erin.jpf.go.jp/en/lesson/06/
8	Teacher resources - Flashcards (directions and locations) - Map - Calligraphy brushes, ink and paper Assessment Summative Assessment <i>Kinjo</i>, - School Curriculum and Standards Authority website https://k10outline.scsa.wa.edu.au/home/pre-primary-to-year-6/year-5

Term 3

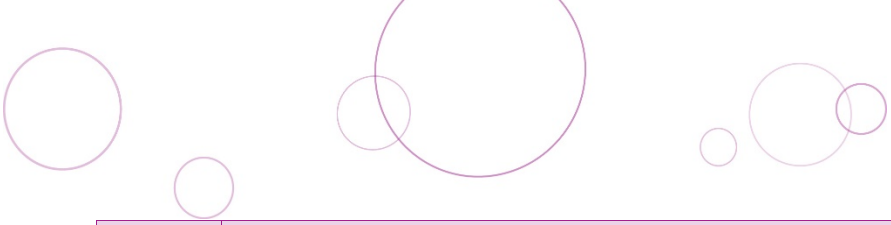
Week	Link/information
1	Teacher resources - Activity Sheet – battleships Audiovisuals - Live Japan, Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store! https://livejapan.com/en/article-a0001719/ - Audiovisual clip, Topic 3 たべもの <i>Tabemono</i>/Food from Marugoto https://a1.marugotoweb.jp/en/can-do15.php Websites - The Japan Foundation (Sydney), <i>Konbini</i> True or False Quiz https://jpf.org.au/classroom-resources/resources/boardgame-konbini/ - Japanese Teaching Ideas website, Battleships shopping http://japaneseteachingideas.weebly.com/shopping.html
2	Teacher resources - Activity Sheet – battleships - Powerpoint (Around town) - Images/cards (places) Student resources - Workbook - Bilingual dictionary Audiovisuals <i>Nihongo</i> Flashcards, Days of the week audiovisual https://nihongoflashcards.com/blog/language/days-of-the-week-in-japanese/ Websites - Japanese Teaching Ideas website, PowerPoint around Town 2 http://japaneseteachingideas.weebly.com/directions.html - Memory, Fish, Snap or Bingo. Flashcards Travel destination https://japaneseteachingideas.weebly.com/travel.html - Japanese Teaching Ideas website, Travel game https://japaneseteachingideas.weebly.com/travel.html
3	Student resources A3 paper



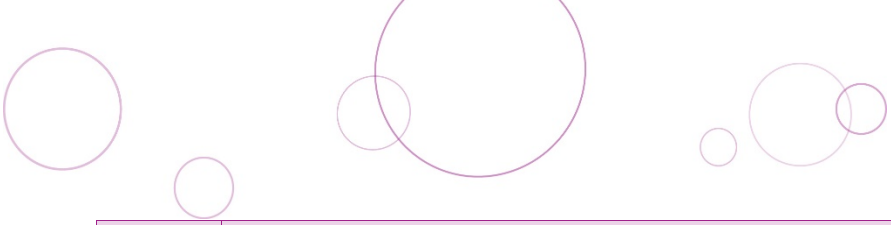
Week	Link/information
	Websites Japanese Teaching Ideas website, Postcard from Amy http://japaneseteachingideas.weebly.com/travel.html
4	Student resources - Workbook - A3 paper Audiovisuals <i>Nozawa Onsen Village</i> audiovisual https://m.youtube.com/watch?v=tKusMRCJS74.
5 & 6	Student resources A3/A4 paper
7	Teacher resources - Sample brochures - Role play – <i>Shinkansen</i> Audiovisuals - Top 5 Things to do Around Fuji Top 5 Guide to Mount Fuji audiovisual clip https://www.youtube.com/watch?v=QZQaO3VNL3o.
8	Teacher resources - Sample brochures - Role play – <i>Shinkansen</i> <i>Kanji flashcards (Tokyo, Kyoto)</i> Audiovisuals <i>Senrowa tsuzukuyo doko made mo</i> せんろはつづくよどこまでも (song) https://www.youtube.com/watch?v=8oOKESKu_2Q - Tokyo to Kyoto/Bullet Train/<i>Nozomi Shinkansen</i> audiovisual clip https://www.youtube.com/watch?v=HK8lwEAUy58&app=desktop Books - Okamoto, Y. (2018). ^{でんしゃ} 電車にのったよ. Tokyo: Fukuinkan Shoten Publishers, Inc. Websites - Japan-guide.com, <i>Shinkansen</i> https://www.japan-guide.com/e/e2018.html

Term 4

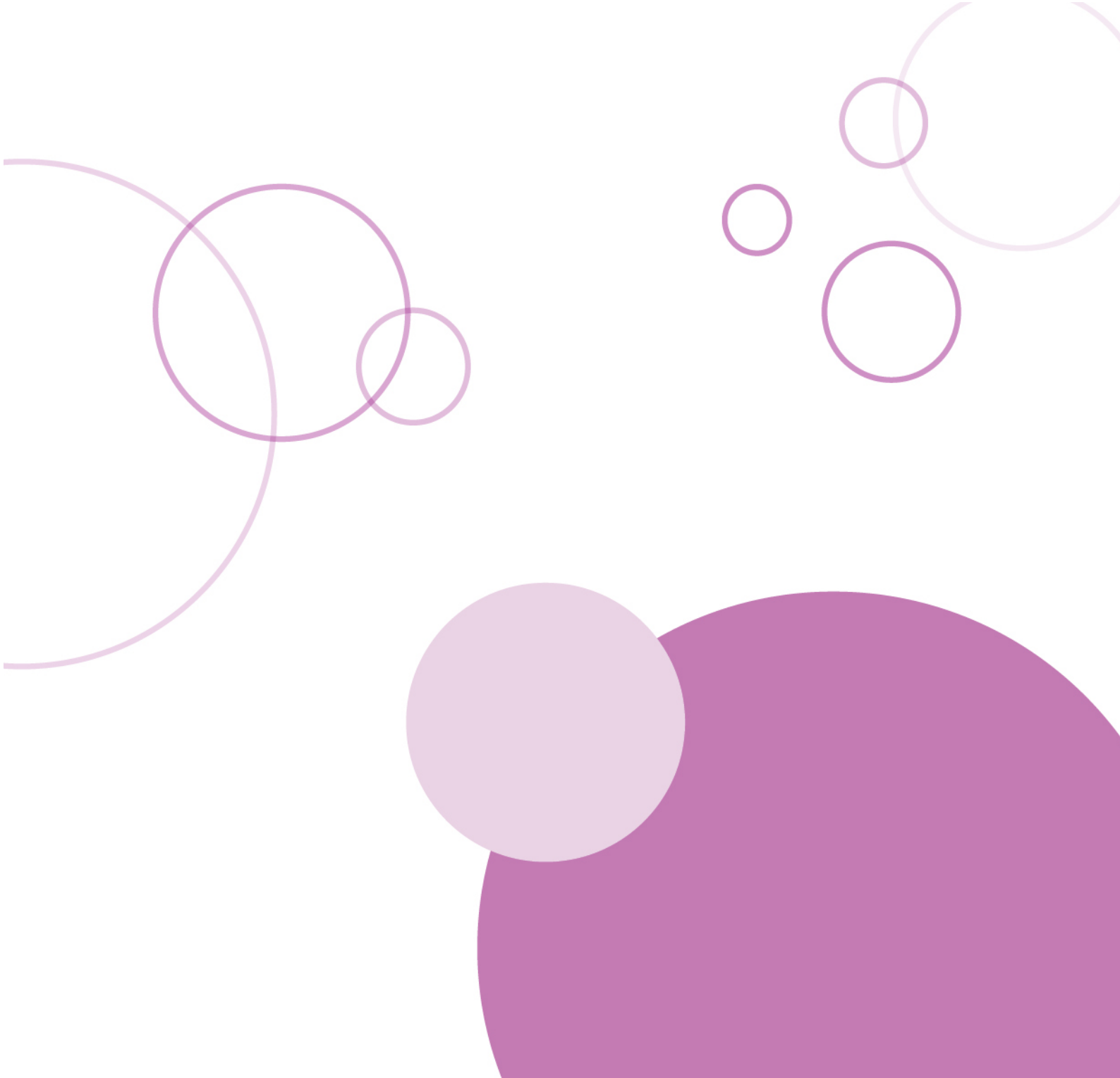
Week	Link/information
1	Teacher resources • Kanji flashcards (numbers) • Bingo (numbers) • Play money Audiovisuals/Websites • Genki Japan, Currency audiovisual http://genki.japantimes.co.jp/self_en/video-clips-for-culture-note • Study Japanese at AJALT Learning Supplements website https://www.ajalt.org/sfyj/ • Japanese Shopping audiovisual clip, Lesson Four https://www.youtube.com/watch?v=Ku_HOBGTwko&version=3 • Genki Japan, Lesson 2.1 いくらですか http://genki.japantimes.co.jp/site/video/en/ • Genki Japan, Lesson 2.5 これも 100 えんです http://genki.japantimes.co.jp/site/video/en/
2	Teacher resources • Shopping catalogue Audiovisuals/Websites • Live Japan, Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store! https://livejapan.com/en/article-a0001719/ • Japan Foundation, Konbini Items Picture Sheet https://jpf.org.au/classroom-resources/resources/boardgame-konbini/ • Lawsons, Japanese shopping catalogue https://www.lawson.co.jp/recommend/original/select/ • Buy Hamburger and Juice at Fast Food Restaurant, audiovisual clip https://www.youtube.com/watch?v=AmsfyXYmLDk&app=desktop Book • Rajakumar, Anne (1998). <i>Yonde kaite</i> Primary Level 5. Japanese workbook primary. Insight Publications, Vic
3	Audiovisuals/Websites • Japan Foundation (Sydney), boardgames https://jpf.org.au/classroom-resources/resources/boardgame-konbini/ • Japanese Teaching Ideas, Activity sheets, おみせのロールプレイ: かいもの and おみせのロールプレイ: かいもの https://www.japaneseteachingideas.weebly.com/shopping.html



Week	Link/information
4	Assessment Summative Assessment Listening tests – money Japanese teaching ideas https://www.japaneseteachingideas.weebly.com/uploads/5/4/0/5/540541/money_listening_test.xls
5	Teacher resources - Flashcards (rooms of a house) Student resources - Bilingual dictionary - A3/4 paper Websites - The Japan Foundation (Sydney), Describing things at home http://japaneseteachingideas.weebly.com/housing.html
6	Teacher resources - Flashcards (rooms of a house) Student resources - Workbook - A3 paper Websites - The Japan Foundation (Sydney), Flashcards Japanese House https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#1559652731429-6a58728a-dc60 - Kids Web Japan, The Structure of a Japanese House https://web-japan.org/kidsweb/virtual/house/ - Education World, Venn diagram activity sheet https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml - Genki Japan, Japanese Houses http://genki.japantimes.co.jp/self_en/video-clips-for-culture-note - The Japan Forum Newsletter, <i>Tarabako</i>, Japanese Culture and Daily Life: Removing Shoes http://www.tjf.or.jp/takarabako/japaneseculture/02kutsu.htm Audiovisuals - Marugoto, Topic 4 いえ Ie/Home Can do 17 https://a1.marugotoweb.jp/en/can-do17.php - Marugoto, Topic 4 いえ Ie/Home Can do 19 https://a1.marugotoweb.jp/en/can-do19.php



Week	Link/information
7	Teacher resources - Games – 3 hint game, grand prix Websites - Rooms of a Japanese House: 3 Hint game, Japanese Teaching Ideas https://jpf.org.au/classroom-resources/resources/rooms-of-a-japanese-house-3-hint-game/ - Grand Prix Quiz: House, Japanese Teaching Ideas https://jpf.org.au/classroom-resources/resources/grand-prix-quiz-house/
8	Teacher resources - Flashcards (rooms of a house) - Storyboard Audiovisuals - How to draw a Japanese Room in 1-Point Perspective, audiovisual clip https://m.youtube.com/watch?v=EYgiuZhY5wY Websites - Erin's Challenge, Lesson 3 indicating Things – Home – Let's see, House https://www.erin.jpf.go.jp/en/lesson/03/let-us-see/ - Teach Starter, storyboard template https://www.teachstarter.com/au/teaching-resource/story-boarding-template/ - Japan Foundation, <i>Hiragana</i> Mini Book – Series 5 https://jpf.org.au/classroom-resources/hiragana-mini-books-series-5/# - The Japan Forum Newsletter, <i>Tarabako</i>, Japanese Culture and Daily Life, Bath, http://www.tjf.or.jp/takarabako/japaneseculture/04ofuro.htm



APPENDIX B: ASSESSMENT EXEMPLAR 1

どこにありますか



Year 5 Achievement Standard

Year level description

Note: areas assessed in this task are indicated in bold.

At standard, students initiate, with guidance, interactions in Japanese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate with guidance, in tasks or activities or to provide information, such as まっすぐ 行って、みぎ に まがって、としょかん があります. Students gather and compare most information and some supporting details, and convey information and ideas in different formats from a range of texts related to their personal and social worlds. They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings. Students collect, use and explain Japanese words and expressions that do not translate easily into English. They use dictionaries, with guidance, word lists and pictures to translate simple familiar texts. Students identify ways in which culture influences language use, and provide simple examples when comparing ways of communicating in Australian and Japanese-speaking contexts.

Students are becoming more familiar with the systems of the Japanese language, pronouncing all the sounds in the *kana* chart with a satisfactory level of accuracy and explaining that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different. Using a *hiragana* chart, students read and write all *hiragana* with a satisfactory level of accuracy. They know and use, with guidance, basic Japanese punctuation marks. They read and write words, phrases and sentences using *hiragana* and simple *kanji* with a satisfactory level of accuracy. Students use vocabulary and expressions and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. They use verbs to indicate – let's, ～ましょう, identify elements of different sentence structures and the use of particles. They understand the use of ～が あります/ います to refer to inanimate/animate objects. Students use prepositions to describe the position of objects and describe locations of homes, people, animals and items, using basic structures, such as noun は place にあります. Students use common counters and classifiers and understand Japanese numerical place order. They understand different question words such as いくら/どれ. They talk in Japanese, with guidance, about how the Japanese language works. They explain with guidance, the use of formulaic expressions and textual features in familiar texts. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others. They identify some ways that the Japanese language has changed over time through contact with other languages.



Assessment task

Title of task

どこにありますか

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to likes and dislikes. In Part A, students demonstrate their skills in speaking Japanese in a short conversation about their home, neighbourhood and local community. In Part B, students demonstrate their skills in writing a song about their home, neighbourhood and local community in response to an imaginative text.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to interact with a peer to talk about their home, neighbourhood or local community. It also establishes information on their ability to reinterpret an imaginative text for a different audience, adapted from an imaginative text and modelled language, about their home, neighbourhood or local community.
Evidence to be collected	Oral performance – Audiovisual recording of a conversation Extended Response – Written song
Suggested time	Part A どこですか – 35 minutes to prepare and 1–2 minutes to participate in a conversation Part B うた – 40 minutes to write a song

Content description

Content from the Western Australian curriculum

Communicating

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market

Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts



Understanding

Commence writing their own words, phrases and sentences using *hiragana* and simple *kanji*

Learn to read and write words using *hiragana* and simple *kanji*

Recognise and write frequently-used *kanji*

Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:

- understanding the use of 〜が あります/います to refer to inanimate/animate objects
- describing locations of homes, people, animals and items
- knowing how to use prepositions
- knowing how to use common counters and classifiers, such as こ/ひき/ぴき/びき/えん
- understanding Japanese numerical place order, for example, 一、十、百、千、万
- understanding words and expressions related to their home, neighbourhood and local community.

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary related to their home, neighbourhood and local community, using a range of expressions relating to interests, and being familiar with expressing wants and likes and dislikes; for example, 〜がいます/あります。 〜がすきです。 〜がだいすきです。 〜がすきじゃないです。
- grammatical structures, including: describing objects using simple adjectives; using verbs in ます and negative form ません; describing actions using verb ます form; the use of particles へ、で、は、を、と、も、に and the use of が in formulaic expressions; understanding the words associated with describing locations of homes, people animals and items; beginning to use common counters (for example, こ、ひき、ぴき、びき、えん); seeking information using question words (for example, いくら、どれ、なに、なん、いつ、どこ、だれ, and the sentence-ending か); and understanding the rules for subject-object-verb sentence construction
- a *hiragana* chart
- a range of imaginative texts, such as songs related to the context, for example:
 - 「なにをしますか」のうた
 - 「ふるさと」のうた
 - 「せんろはつづくよ」のうた
 - 「おおきなくりのきのしたで」のうた
 - 「もしもしあのね」のうた
 - 「むすんでひらいて」のうた
 - The Counting song, The Yen song, 'Rapping around the world', Counting things in Japanese song, Days song, 'Under the big chestnut tree'
- the language structures and techniques found in these and other Japanese songs

- 
- the characteristics of imaginative texts, for example:
 - their primary purpose is to entertain, as opposed to, for example, informing or persuading
 - they typically represent feelings, ideas and mental pictures using words or visual images, and use descriptive language.
 - the textual conventions of a conversation and a song. Consider the conventions of a rap and song, for example, it uses descriptive language, may rhyme (Children's verse usually rhymes because children enjoy rhythm and rhyme and repetition of words/phrases).

Assessment task

Assessment conditions

Part A: Task to be completed by students preparing individually and then working with another student. They then work with a different partner to participate in a conversation.

Part B: Task to be completed by students working individually.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- Task sheets
- *Hiragana* chart
- Recording device

Instructions for teacher

Task

Part A: どこですか

With a partner, students participate in a conversation about their home, neighbourhood and local community by using the stimulus images below.

Image 1: こうえん

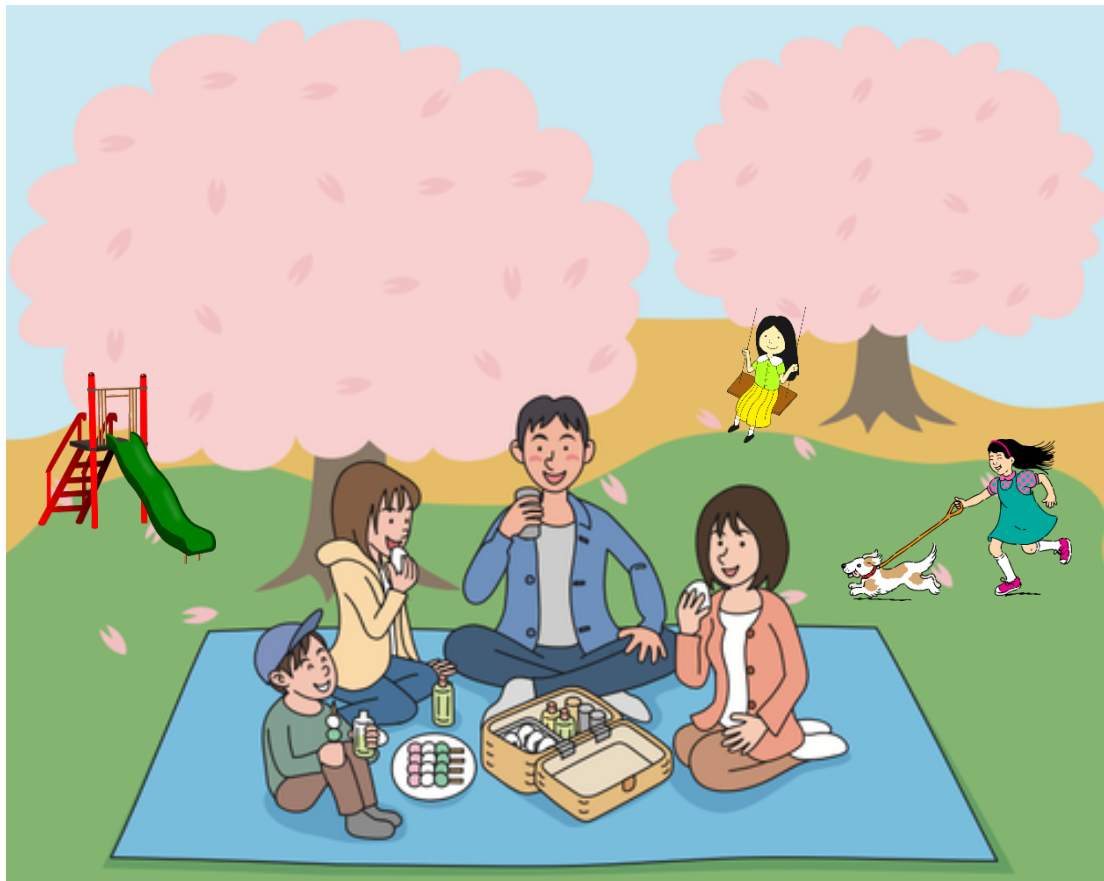


Image 2: だいどころ



Image 3: がっこう



Students take turns to ask each of the questions from the list below. Which questions they ask is determined by a lucky dip, that is, the questions are placed in a bag and they take turns to draw and ask a question. Each student draws and asks two questions, but will provide information in answer to four questions.

1. がっこうにいきますか。
2. こくばんがありますか。
3. こうえんにいきますか。
4. いぬがいますか。
5. きょうしつがありますか。
6. せんせいがいますか。
7. せいとがいますか。
8. だいどころにいすがありますか。

Explain to students that while they only ask two questions, they provide information in answer to four questions. Explain that they are assessed on the content of their responses, and their grammar and vocabulary, pronunciation, intonation, comprehension and fluency.

Students may use a *hiragana* chart, word lists, their workbook and the resources in the classroom.

Remind students of strategies to maintain and sustain a conversation, for example, もういちど.

Before providing students with the task sheet, show/explain to them the process for drawing the questions and responding using a visual, such as the following.

First person draws a question and reads it aloud; for example, がっこうにいきますか。	
	Second person responds and asks for the same information using あなたは? ; for example, がっこうにいきますか。あなたは?
First person responds; for example, はい、がっこうにいきます。ともだちとあそびます。	
	Second person draws a question and reads it aloud; for example, いぬがいますか。
First person responds and asks for the same information using あなたは? ; for example, はい、いぬがいます。あなたは?	
	Second person responds; for example, はい、いぬがいます。



Note that the preparation for the task can be done over two lessons:

1. Provide the task sheet to the students and explain that they have 15 minutes to work independently to write the answers to the questions. Allow students to access their workbook and the resources in the classroom.
2. Students then have 10 minutes to work with another student to practise the questions and their answers, after which you will partner them with a different student for the conversation.
3. Students then have 10 minutes to prepare with their partner using the task sheet. Remind them to include 'hello' and 'goodbye' in their presentation.

Advise students that the conversation will be recorded.

Part B : うた

こうえんにいって

こうえんがすき
あそんで
なわとびがすき
おどりをして
ぶらんこがすき
ゲームをして
シーソーがすき
ともだちとあそんで
いぬがすき
たのしいね、あなたは？

Discuss:

- what students think the song is about
- familiar and unfamiliar vocabulary
- whether or not the song rhymes.

Reread the song, line by line, asking students to repeat after you.

Read the instructions on the task sheet. Tell students that they are to write a song by modelling the language in こうえんにいって, using similar phrases and/or substituting words in the song.

Allow students to access a *hiragana* chart, word lists, their workbook and the resources in the classroom, to read the song and to write their own song.

Allow students approximately 40 minutes to write their song.

Song draft:

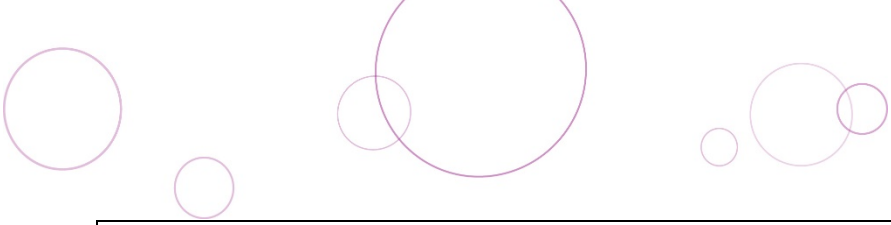


Instructions for students

Part A: どこですか

Write your answers to the questions in the table below.

がっこう に いきますか。
こくばん が ありますか。
こうえん に いきますか。
いぬ が いますか。
きょうしつ が ありますか。



せんせい が いますか。
せいと が いますか。
だいどころ に いす が ありますか。

Part B うた

こうえんにいって

こうえんがすきです
あそんで
なわとびがすきです
おどりをして
ぶらんこがすきです
ゲームをして
シーソーがすきです
ともだちとあそんで
いぬがすきです。
いぬとさんぽして
ダンスがすきです。
たのしいですね
あなたは？

1. Listen carefully as your teacher reads the song こうえんにいって.
2. Write your own song about your home, neighbourhood or local community. You may write about a place (for example, your school), items in the classroom, things you do at home or at school – or a combination of these.
3. Include at least five things about your home, neighbourhood or local community.

You may use the song こうえんにいって, your notes, a *hiragana* chart, word lists, your workbook and the resources in the classroom to help you.

You have one lesson to write your song.

Marking key

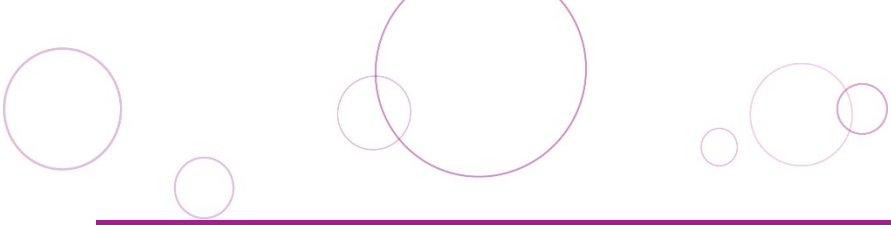
Part A: どこですか

Content	Marks
Presents all required information in a conversation. Asks two questions and provides information in answer to four questions about their home, neighbourhood and local community. Includes a greeting and farewell.	4
Presents all required information in a conversation. Asks two questions and provides information in answer to four questions about about their home, neighbourhood and local community.	3
Presents some of the required information.	2
Presents little of the required information.	1
Subtotal	4
Grammar and Vocabulary	Marks
Uses a wide range of vocabulary and grammar mostly accurately.	3
Uses a range of vocabulary. Errors in grammatical structures are present, but responses are mostly accurate, and meaning is clear.	2
Uses a limited range of vocabulary. Often gives short phrases or one word responses. Meaning is not always clear.	1
Subtotal	3
Pronunciation and intonation	Marks
Uses accurate pronunciation and intonation.	3
Displays some inconsistency with pronunciation and intonation, but meaning is clear.	2
Inaccurate pronunciation and/or intonation impedes comprehension at times.	1
Subtotal	3
Comprehension and fluency	Marks
Comprehends other speaker. Readily offers responses, and interaction flows well. Self-corrects if necessary.	3
Asks for repetition or clarification and requires some support. Attempts self-correction.	2
Requires considerable support to comprehend questions and/or respond, which impacts fluency.	1
Subtotal	3
Part A Total	13

Marking key

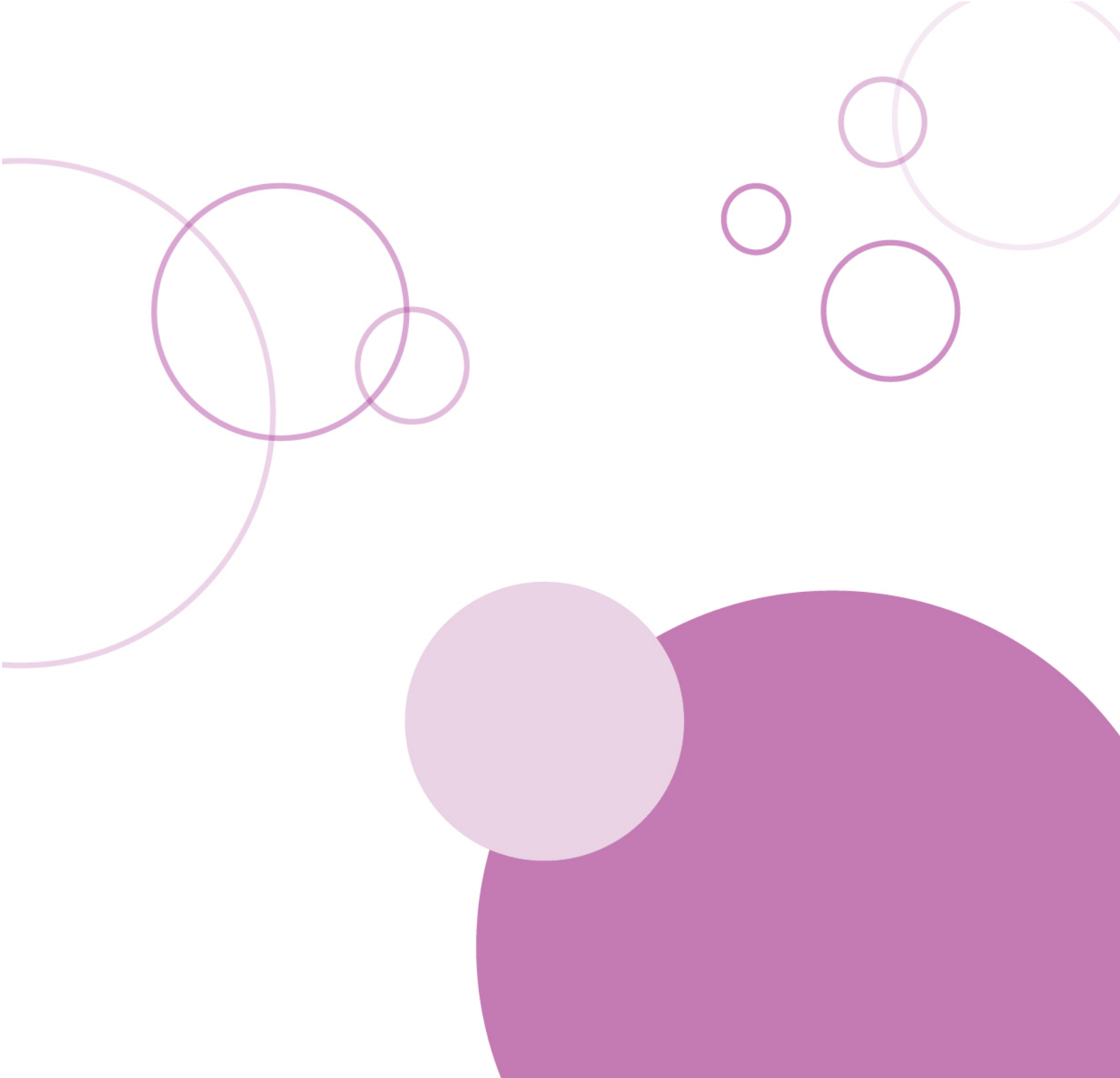
Part B: うた

Content	Marks
Writes a song containing five things related to their home, neighbourhood and local community.	1–5
Subtotal	5
Imaginative text	Marks
Engages with a Japanese song to create their own.	3
Engages somewhat with a Japanese song to create their own.	2
Makes limited use of Japanese song to create their own.	1
Subtotal	3
Grammar	Marks
Writes simple sentences and applies grammatical elements mostly accurately.	3
Writes simple sentences and applies grammatical elements with some accuracy.	2
Makes limited use of simple sentences and/or application of grammatical elements. Frequent errors make meaning unclear.	1
Subtotal	3
Grammatical elements	Marks
Writes simple grammatical elements accurately.	3
Writes simple grammatical elements mostly accurately.	2
Writes simple grammatical elements. Meaning is sometimes unclear.	1
Subtotal	3
Vocabulary	Marks
Uses a variety of vocabulary, including counters, the animate/inanimate, nouns, verbs and adjectives. Vocabulary is correctly spelt using <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> accurately.	3
Uses a variety of vocabulary that is sometimes incorrectly spelt using <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> .	2
Uses a limited range of basic vocabulary. <i>Hiragana</i> , <i>katakana</i> and <i>kanji</i> may show errors.	1
Subtotal	3



Marking key

Support	Marks
Effectively uses their notes, a <i>hiragana</i> chart, word lists, their workbook and/or other resources independently, or does not require support.	3
Requires some support in using their notes, a <i>hiragana</i> chart, word lists, their workbook and/or other resources. Some teacher support needed.	2
Requires significant support to complete the task.	1
Subtotal	3
Total	20
Part B Total	33



APPENDIX C: ASSESSMENT EXEMPLAR 2

3 びきのこぶた



Achievement standard

Year level description

Note: areas assessed in this task are indicated in bold.

At standard, students initiate, with guidance, interactions in Japanese with their teacher and each other through guided tasks, class experiences, activities and transactions, to exchange information about their home, neighbourhood and local community. They use mostly familiar descriptive and expressive language to participate with guidance, in tasks or activities or to provide information, such as まっすぐ 行って、みぎ に まがって、としゃかん があります. Students gather and compare most information and some supporting details, and convey information and ideas in different formats from a range of texts related to their personal and social worlds. **They share simple responses to characters, events and ideas in imaginative texts and make simple connections with their own experience and feelings. They create and present, with guidance, imaginative texts for different audiences, based on or adapted from events, characters or settings.** Students collect, use and explain Japanese words and expressions that do not translate easily into English. They use dictionaries, with guidance, word lists and pictures to translate simple familiar texts. Students identify ways in which culture influences language use, and provide simple examples when comparing ways of communicating in Australian and Japanese-speaking contexts.

Students are becoming more familiar with the systems of the Japanese language, pronouncing all the sounds in the *kana* chart with a satisfactory level of accuracy and explaining that the sounds of *hiragana* and *katakana* are identical, even though the associated scripts are different. Using a *hiragana* chart, students read and write all *hiragana* with a satisfactory level of accuracy. They know and use, with guidance, basic Japanese punctuation marks. They read and write words, phrases and sentences using *hiragana* and simple *kanji* with a satisfactory level of accuracy. Students use vocabulary and expressions and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts. They use verbs to indicate – let's, ～ましょう, identify elements of different sentence structures and the use of particles. They understand the use of ～が あります/ います to refer to inanimate/animate objects. Students use prepositions to describe the position of objects and describe locations of homes, people, animals and items, using basic structures, such as noun は place にあります. Students use common counters and classifiers and understand Japanese numerical place order. They understand different question words such as いくら/どれ. They talk in Japanese, with guidance, about how the Japanese language works. They explain with guidance, the use of formulaic expressions and textual features in familiar texts. They discuss how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving, and may be differently interpreted by others. They identify some ways that the Japanese language has changed over time through contact with other languages.



Assessment task

Title of task

3びきのこぶた

Task details

Description of task	View the audiovisual text 3びきのこぶた and reinterpret the children's story to present to a Primary School Year 1 class as a puppet show.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to create and perform an imaginative text in simple Japanese by reinterpreting the story.
Evidence to be collected	Extended response – create and perform a puppet show
Suggested time	3 x 40-minute lessons

Content description

Content from the Western Australian curriculum

Communicating

Socialising

Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community

Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market.

Informing

Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds

Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds

Creating

Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts



Understanding

Systems of language

Pronounce all the sounds in the *kana* chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants

Read and write all *hiragana*, including voiced, combined and long vowel sounds and double consonants using a *hiragana* chart for support

Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)

Read and write words, phrases and sentences using *hiragana* and simple *kanji*, for example, わたしの ^{ほん}本; わたしの かぞく です

Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs to indicate – let's..., ~ましょう
- understanding and identifying elements of different sentence structures and the use of particles such as ~/で
- understanding the use of ~が あります/ います to refer to inanimate/animate objects
- knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん
- understanding Japanese numerical place order, for example ^{いち}一、^{じゅう}十、^{ひゃく}百、^{せん}千、^{まん}万
- understanding different question words such as いくら、どれ

Recognise the use of formulaic expressions, including the word order for writing the date and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations

Task preparation

Prior learning

It is assumed students have had approximately 40 hours of instruction in Japanese before the start of this exemplar and therefore have been exposed to context-related vocabulary and grammatical elements associated with:

- introductions and exchanging information about greetings, themselves and their favourite things
- expressions to talk about friends and family members, including age, likes and dislikes
- routine exchanges asking how they are, offering wishes and talking about events in the day and over the year
- modelled language to exchange aspects of their personal worlds, including their daily routines at home and school, and their interests
- context-related vocabulary related to their home, neighbourhood and local community
- the relationship between the character-based scripts of hiragana, katakana and kanji
- simple texts using all hiragana, and simple high-frequency kanji; for example, numbers 1 to 10.



Assessment task

Assessment conditions

In class

Lesson 1: View the audiovisual text, plan the script for the puppet show and make the finger puppets

Lesson 2: In pairs or groups of three, write the script for the puppet show

Lesson 3: Rehearse and present the puppet show

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- Task sheets
- Access to the online e-hon from:
 - Yumearu
<https://www.yumearu-ehon.com/stories/5593/>
- Finger puppet template from
 - Pinterest – The three little pigs printable storytelling puppets
<https://www.pinterest.ca/amp/pin/73887250114413025/> or
<https://www.pinterest.com.au/pin/482659285062542493/>
 - Mombrate
<https://www.mombrate.com/the-three-little-pigs-finger-puppets/>.



Instructions for teacher

Before starting the task, students will need to be:

- provided with a variety of texts and text types related to their home, neighbourhood and local community
- taught context-related vocabulary, including the house or neighbourhood
- taught some elements of grammar, including:
 - the role of sentence-ending particles, such as か
 - subject は object verb ます。
 - subject は noun です。
 - ～が^す好きです。
 - adjective です。
 - ～がいます/あります。
 - animals and counting animals ^{ひき、びき、びき} 匹
 - particles の、は、が、へ、で
- taught the relationship between the character-based scripts of *hiragana*, *katakana* and *kanji*
- taught the textual conventions of a storybook/puppet show, and given the opportunity to practise them.

Task: 3 びきのこぶた

Reinterpret the audiovisual 3 びきのこぶた as a puppet show for a primary school Year 1 class.

Before the assessment, tell students that they will have access to their notes/work completed in class and/or a bilingual dictionary. Explain to students that the task will be structured in three parts over three lessons.

- In the first part of the assessment, students will view the audiovisual text, plan the script for the puppet show, make the finger puppets, and draft some text in Japanese to include in the story for the puppet show.
- In the second part of the assessment, in pairs or groups of three, students write their draft script to be submitted to the teacher for checking and assessing.
- In the third part of the assessment, students rehearse their puppet show by reading aloud the script (with edits from their teacher) and present the puppet show to the class or the primary school Year 1 class. (Note: the puppet show will be recorded onto a digital device.)

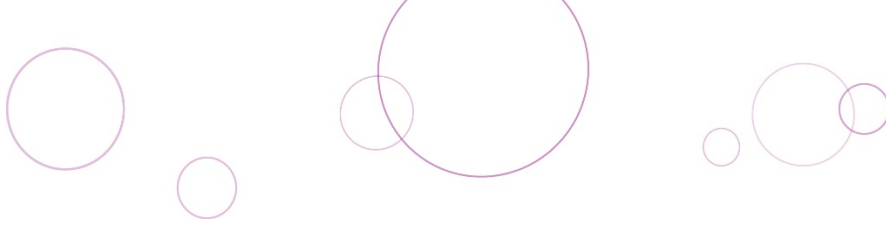
Let students know that they will need to bring stationery to class to complete the assessment.

Part 1:

On the first day of the assessment, provide students with the Task sheet and advise them that they have 40 minutes to complete the finger puppets and draft/outline.

Students:

- view the audiovisual text 3 びきのこぶた on their computer, tablet, or interactive whiteboard
- plan the script for the puppet show
- make the finger puppets.



Give out the 3びきのこぶた Finger puppet show worksheets. Have the students colour and cut out the finger puppets, and draft some text in Japanese to include in the story for the puppet show.

Part 2:

Divide students into pairs or groups of three to write the script for the puppet show.

Once the students have completed their draft, collect them and complete the first three sections of the Marking key.

Part 3:

At the start of the third assessment session, return the drafts to the students so they can complete of their final script.

Teachers may like to extend the time for students to complete their puppet show script after the drafts have been assessed.

Rehearse and present the puppet show.

Instructions to students

Marking key

3びきのこぶた

Content	Marks
Writes a script for a puppet show to reinterpret the story 3びきのこぶた in a logical sequence. Content is original; that is, has been adapted, but not copied, from class work. Content engages the audience.	5
Writes a script for a puppet show that reinterprets the story 3びきのこぶた in a mostly logical sequence. Content is original; that is, has been adapted, but not copied, from class work. Content mostly engages the audience.	4
Writes a script for a puppet show that reinterprets the story 3びきのこぶた in a somewhat logical sequence. Content is original; that is, has been adapted, but not copied, from class work. Content may engage the audience.	3
Writes a script for a puppet show that shows minimal reinterpretation of the story 3びきのこぶた. Some content is original; that is, has been adapted, but not copied, from class work. Content may engage the audience.	2
Writes an incomplete puppet show script.	1
Subtotal	5
Vocabulary	Marks
Uses a variety of vocabulary, including counters, the animate/inanimate, nouns, verbs and adjectives. Vocabulary is correctly spelt using <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> accurately.	3
Uses a variety of vocabulary that is sometimes incorrectly spelt using <i>hiragana</i> , <i>katakana</i> and <i>kanji</i> .	2
Uses a limited range of basic vocabulary. <i>Hiragana</i> , <i>katakana</i> and <i>kanji</i> may show errors.	1
Subtotal	3
Grammatical elements	Marks
Writes simple grammatical elements accurately.	3
Writes simple grammatical elements mostly accurately.	2
Writes simple grammatical elements. Meaning is sometimes unclear.	1
Subtotal	3

Marking key

Oral Performance	Marks
Performs a puppet show that is well-rehearsed and confidently performed.	3
Performs a puppet show that is rehearsed, with mostly confident performances.	2
Performs a puppet show that appears unrehearsed or not confidently performed.	1
Subtotal	3
Pronunciation and Fluency	Marks
Pronunciation is accurate with good inflection and very little hesitation. Clear, comprehensible, appropriate voice with natural sounds.	3
Pronunciation is mainly accurate, with reasonably good inflection. Hesitation sometimes interrupts the flow of speech. Some mispronunciation and errors with individual words is evident.	2
Pronunciation shows the influence of another language, with incorrect inflection at times. Frequent hesitation impedes meaning and understanding. Speech is incomprehensible at times with extended periods of silence. Often uses a soft, inaudible voice.	1
Subtotal	3
Total	17



Acknowledgements

- Image 1 Images of family picnic, child on swing, child walking dog and slide adapted from: Openclipart. (2006–2018). Retrieved July, 2021, from <https://openclipart.org/>
- Image 2 Images of kitchen and mother and son cooking adapted from: Openclipart. (2013–2018). Retrieved July, 2021, from <https://openclipart.org/>
- Image of table and chairs adapted from: Publicdomainvectors.org. (2020). Retrieved July, 2021, from <https://publicdomainvectors.org/>
- Image 3 Images of classroom, backpack, bin, notepad and pencil, ruler and scissors adapted from: Openclipart. (2009–2018). Retrieved July, 2021, from <https://openclipart.org/>

