



**DRAFT**

## **JAPANESE: SECOND LANGUAGE**

Teaching and Learning Exemplar  
Year 4

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.

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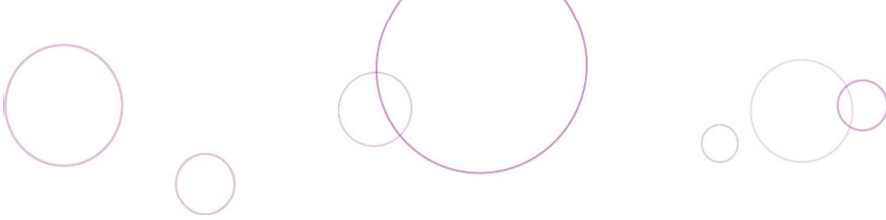
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## Background

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 4, 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.

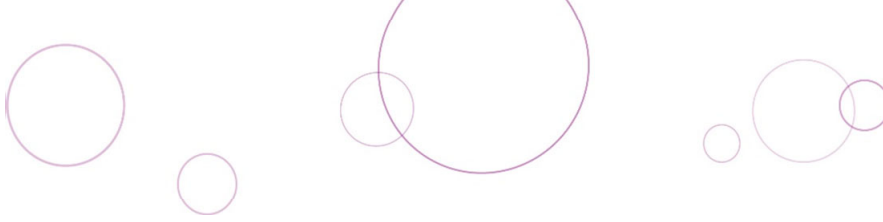
This exemplar supports reflective practice and provides flexibility for teachers in their planning. The exemplar shows how content can be combined and revisited throughout the year. Teachers will choose to expand or contract the amount of time spent on developing the required understandings and skills 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 accommodate students' personal or cultural events, such as a language speech contest
- **mode of delivery**, e.g. allowing students to present an oral report rather than a written one, or contributing to a blog 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 Geography 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 descriptions** 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 person or event that is culturally significant 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
<p>Week 3</p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか； いつしますか； 土曜日 に サッカーをします； サッカーが すき ですか； ぼくも すき です</p> <p>Recount past activities, for example, まち に いきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating</p>	<p>あいさつ</p> <p>Students share personal information and interact with their peers to introduce themselves.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>learn the song for the Months of the Year to reinforce key vocabulary</li> <li>ask and respond to questions about their name, age, months and birthday</li> <li>design and present a poster about a festival or event</li> <li>sing the rap song, How old are you? and write a new verse</li> <li>recognise and write frequently-used <i>kanji</i>, numbers from 1–50</li> <li>use a <i>hiragana</i> chart to notice that <i>hiragana</i> sounds combine vowels and consonants</li> <li>write <i>hiragana sa</i> and <i>ta</i> lines さしすせそ・たちつてと</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Ask students to sing the song Months of the Year in Japanese from YouTube, Learn Japanese: Months of the Year in Japanese, <a href="https://youtu.be/1vapY3xQbPE">https://youtu.be/1vapY3xQbPE</a> to revise months of the year 一月～十二月.</li> <li>Ask students to listen to and view the children’s book 「さがしえ 1 2 つき」.</li> <li>Ask students to practise writing the months of the year in <i>kanji</i> by completing a table in their workbooks. Ask questions of students to ascertain their understanding.</li> <li>Recognise and write months of the year by completing the activity, from the textbook Japanese Language Enrichment Activities: blackline masters, pp.116-117.</li> <li>Encourage students to ask and respond to the question お正月は何月ですか。一月ですか。 Have them choose their favourite month and design a poster that shows a particular festival or event that occurs during that time in Japan, for example, a New Year’s party in January. Remind students to use images of the particular festival or event to add visual interest to their poster. Have students present their poster to the rest of the class. Display the posters in the classroom.</li> </ul>

- The Western Australian curriculum is the mandated curriculum content to be taught from the *Outline*.
- The 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 2 to 3. 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 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>.



## Year level description

Year 4 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 3 and focuses on extending the oral and written communication skills of students.

Students communicate in Japanese, interacting and socialising with the teacher and peers to exchange information about aspects of their personal world, including their daily routines at home and school, and their interests. They participate in collaborative class activities and transactions that involve solving problems and sharing decisions. Students engage with a range of Japanese imaginative texts and identify key language and cultural behaviours in them. They create, perform and present imaginative texts for different audiences that allow for the exploration and enjoyment of language.

Students become familiar with the systems of the Japanese language, continuing to learn context-related vocabulary and generating new language for a range of purposeful interactions such as using time expressions and using verbs in the past such as the *ました* and *ませんでした* form. They read and write words in *hiragana* and high frequency *kanji* with support and scaffolding. Students are supported to reflect on Japanese language protocols that relate to their personal worlds. They begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English.

In Year 4 students continue to require extensive support with their language learning. Purposeful communicative activities and experiences are planned, models and examples are provided, along with support for self-monitoring and reflection. Language experience and input include authentic texts that may require some modification to ensure familiar vocabulary and simple sentence structures. Students continue to be encouraged to use Japanese as much as possible for social interactions and in learning tasks.



## Year 4 Achievement Standard

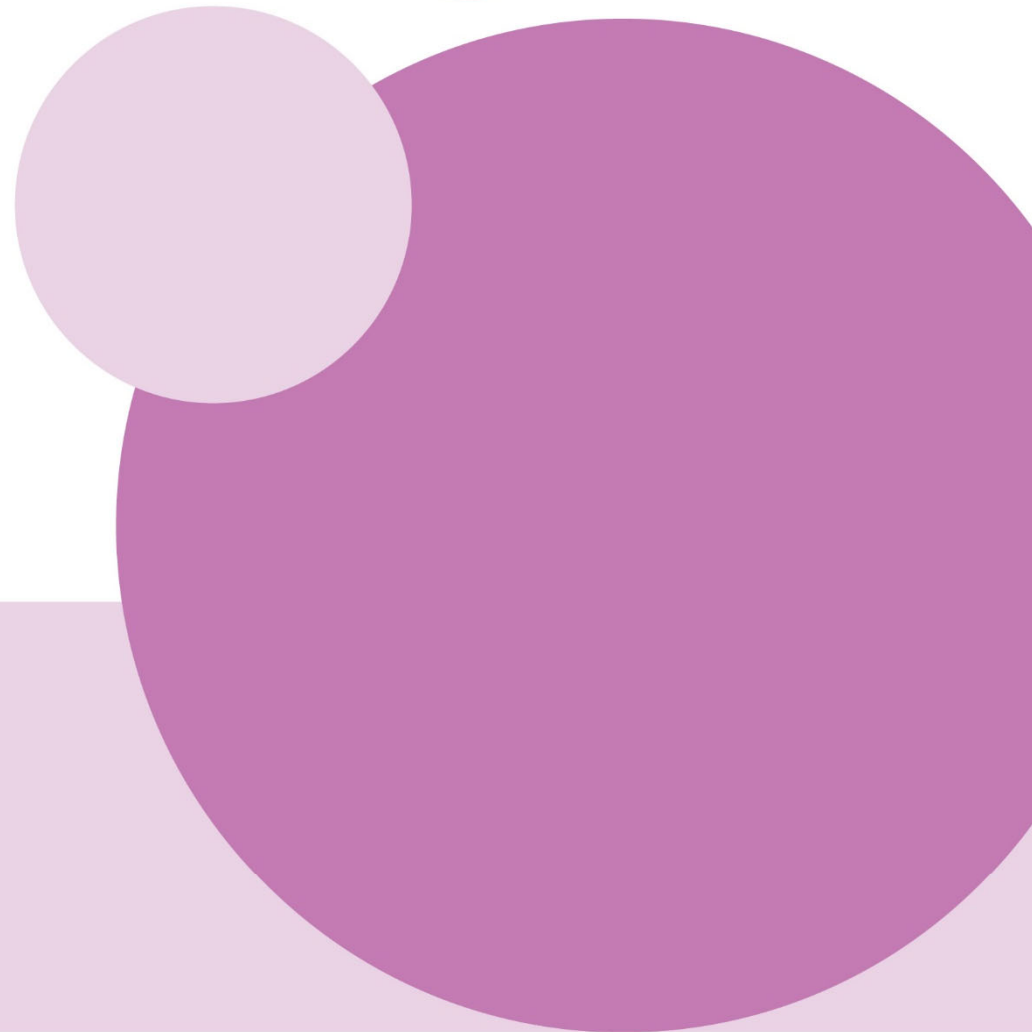
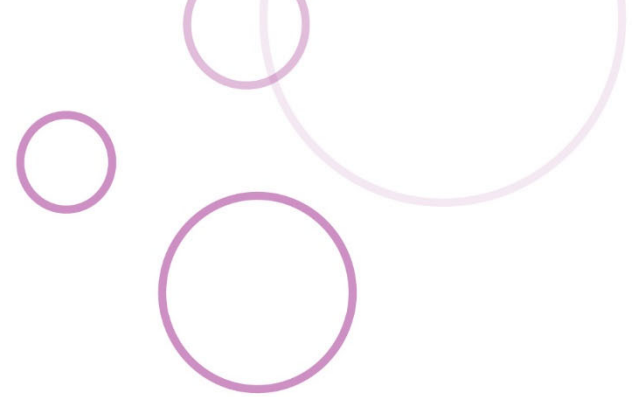
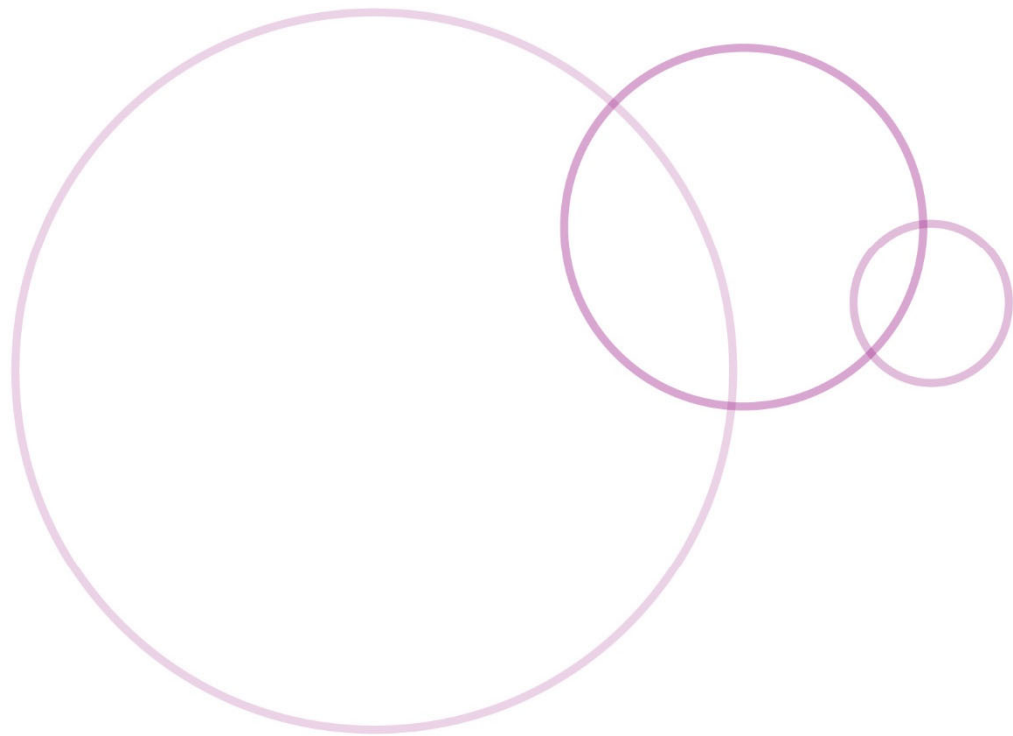
At standard, students interact and socialise in Japanese with their teacher and each other through class experiences, activities and transactions, to exchange information about aspects of their personal worlds, daily routines at home and school and their interests. They use simple descriptive or expressive modelled language, with guidance, to provide information, ask questions and make statements, such as サッカー を しますか。いつ しますか。土曜日 に サッカー を します。Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They view a range of imaginative texts, identifying most key words and some familiar phrases, cultural expressions and behaviours. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students explain some features of Japanese language protocols such as the use of formulaic expressions, counter classifiers and the indication of politeness by using です. They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.

Students become familiar with the systems of the Japanese language, explaining that *hiragana* symbols can be combined to represent words and that vowel length can differentiate words in Japanese. Students commence writing, with a satisfactory level of accuracy, their own words, structures and phrases in *hiragana* with visual supports. They write some frequently-used *kanji* and read and write words using *hiragana* with a satisfactory level of accuracy. Students use vocabulary and expressions, and apply elements of grammar, with a satisfactory level of accuracy, in simple spoken and written texts. They use verbs in the past tense ~ました/ませんでした and indicate time and frequency using expressions such as まいにち、ときどき. Students tell the time using ~じ/~じはん です なんじ ですか and use words and expressions indicating direction or means of transportation. They begin to describe how the Japanese language works, using terms similar to those used in English. Students make some simple comparisons between features of familiar texts and explain, with guidance, how particular features of such texts help to achieve their purpose. Students show how language use varies according to the participant, relationships and the context of use. They state, with guidance, that Japanese is a standardised language with regional dialects and lists its connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.

## Overview

日本語 Japanese: Second Language			
Term 1	Term 2	Term 3	Term 4
<b>Weeks 1–4</b> あいさつ Greetings	<b>Weeks 1–3</b> がっこうの一日 <sup>いちにち</sup> School day	<b>Weeks 1–3</b> スポーツ Sports	<b>Weeks 1–3</b> しんかんせん Bullet train
<b>Weeks 5–8</b> じかん Time	<b>Weeks 4–6</b> わたしの一日 <sup>いちにち</sup> My day	<b>Weeks 4–5</b> ほうかご After school	<b>Weeks 4–5</b> わたしのまち My town
	<b>Weeks 7–8</b> スポーツ Sports	<b>Weeks 6–7</b> のりもの Transport	<b>Weeks 6–7</b> おむすびころりん The Rolling Rice Ball
		<b>Week 8</b> ないたあかおに The Red Demon Cried	<b>Week 8</b> ぶんぶくちやがま The Dancing Kettle





# **TERM 1**

Weeks 1–8



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 1</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか； いつ しますか； 土曜日 に サッカー を します； サッカー が すき ですか； ぼく も すき です</p> <p>Recount past activities, for example, まち に きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>あいさつ</p> <p>Students share information about greetings.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>greet teacher and peers using appropriate greetings and farewells</li> <li>understand and demonstrate how language use varies according to the different times of the day</li> <li>make connections between culture and language use by identifying traditions, such as bowing</li> <li>write <i>hiragana a</i> and <i>ka</i> lines あいうえお・かきくけこ</li> <li>participate in language games to reinforce language acquisition.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Welcome students and revise greetings by singing the song <i>Ohayou, goaisatsunouta</i> from the website Italki, <a href="https://www.italki.com/discussion/47137">https://www.italki.com/discussion/47137</a>. Encourage students to join in.</li> <li>Provide students with repetitive drills using flashcards, songs and games to revise greetings, for example, おはよう、こんにちは、こんばんは、おやすみなさい、どうぞ、ありがとう。</li> <li>Inform students that you will say different times of the day, and they will need to respond by bowing to their partner and greeting them appropriately; for example, おはよう、こんにちは、こんばんは、おやすみなさい、どうぞ、ありがとう。</li> <li>Revise greeting vocabulary by completing the online quiz from the website Yookoso Japan, <a href="http://higher.ed.mheducation.com/sites/0072862130/student_view0/getting_started/part_1.html">http://higher.ed.mheducation.com/sites/0072862130/student_view0/getting_started/part_1.html</a> and Wordwall, Quiz: Greeting My Animal Friends: Matching greeting with <i>hiragana</i>, <a href="https://wordwall.net/resource/18658490">https://wordwall.net/resource/18658490</a>.</li> <li>Complete the language practice activities from Languages Online, Topic 2 Nice to meet you! , <a href="https://www.education.vic.gov.au/languagesonline/japanese">https://www.education.vic.gov.au/languagesonline/japanese</a></li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p>		<p><a href="/topic_02/index.html">/topic_02/index.html</a> and the game <i>Aisatsu</i> from Board games Japanese Teaching Ideas, <a href="http://japaneseteachingideas.weebly.com/board-games.html">http://japaneseteachingideas.weebly.com/board-games.html</a>.</p> <ul style="list-style-type: none"> <li>• Introduce the rules of the board game <i>Aisatsu</i>. Arrange students in pairs to play the game.</li> <li>• Demonstrate how to play the game Balloon float. Tell students you have written a student's name on each balloon and that when you throw the balloons into the air they will need to catch one. Students will then introduce themselves using the name of the student written on the balloon, for example, (name) さん、はじめまして。わたしは (name) です。どうぞよろしく。Repeat this activity to revise vocabulary and allow students to introduce themselves using a new name.</li> <li>• View the audiovisual clip from Fun <i>Nihongo</i>, Learn Japanese <i>Hiragana</i> Alphabet Song "A" row, <a href="https://www.youtube.com/watch?v=bEPagHe6iUI">https://www.youtube.com/watch?v=bEPagHe6iUI</a> to recognise frequently used <i>hiragana</i>.</li> <li>• Inform students that there are certain letters and sounds that do not exist in the Japanese language, for example l, er, ci/si. Discuss that the pronunciation of English words in Japanese is different to the English pronunciation and that these words are written in <i>katakana</i> and not in <i>hiragana</i>. Have them listen</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です；なんじですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま でがっこう に いきます</li> </ul>		<p>to the pronunciation of suburbs in Perth to see if they can guess the name of the suburbs enunciated.</p> <p><i>Hiragana</i> and <i>katakana</i> flashcards and charts can be accessed from the website Happy Lilac or Dr Moku, <a href="http://happyilac.net/">http://happyilac.net/</a> and/or <a href="https://drmoku.com/">https://drmoku.com/</a>.</p> <ul style="list-style-type: none"> <li>• Introduce students to あいうえお・かきくけこ, the first and second lines of <i>hiragana</i> on the <i>hiragana</i> chart. Ask students to practise writing these characters in their workbook.</li> <li>• View the audiovisual clip from 歌のおやつ Kids MusicTime, Hiragana AIUEO Song - KA-row   Learning Japanese Hiragana and Words   KidsMusicTime, <a href="https://youtu.be/jcXxoR-EFY">https://youtu.be/jcXxoR-EFY</a> and the audiovisual clip from FunNihongo, How to read/write/listen to Hiragana Ka Row in 3 mins- Learn Japanese Hiragana Alphabet AIUEO Song, <a href="https://youtu.be/X4mCd2y-k4c">https://youtu.be/X4mCd2y-k4c</a>.</li> <li>• Play Memory and/or Snap games to learn to read <i>hiragana</i> characters.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b></p> <p>Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example,おはよう/ おはようございます ; はし/おはし ; なまえ/ おなまえ</p> <p><b>Role of language and culture</b></p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 2</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を します; いつ しますか; 土曜日 に サッカー を します; サッカー が すき ですか; ぼく も すき です</p> <p>Recount past activities, for example, まち に いました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>あいさつ</p> <p>Students share personal information to introduce themselves using a <i>jikoshoukai</i>.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• interact and socialise with the teacher to take the class roll</li> <li>• introduce themselves and say their name and age</li> <li>• ask and respond to questions about their name, age, birthday and where they live</li> <li>• respond to simple instructions</li> <li>• recognise and write frequently-used <i>kanji</i>, numbers from 1–50</li> <li>• count numbers from 1–50 in combination with the counter <i>さい</i></li> <li>• participate in language games to reinforce language acquisition.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Take the class roll in Japanese and have students respond with はい、います or (student’s name) さんはいません。</li> <li>• Arrange students in two circles, facing each other, to play the game Speed dating. Give each student a card containing information such as the person’s name, age and the place where they live. Students use the information on their card to introduce themselves and share personal details. When they hear a bell/timer, students move one place to the left and introduce themselves to a new person. This game can be accessed from <i>Japanese Language Enrichment Activities: blackline masters with supporting teacher notes</i>, by Chandler, K. (Boolarong Press, 1996).</li> <li>• Arrange students in a circle and ask them to revise, by reciting in order, numbers from 1–50. Introduce the counter <i>さい</i> to add to the numbers to indicate age. Show images of people and have students guess their age using <i>さい</i> with the number when saying the person’s age.</li> <li>• Show students several jars containing between 1 and 50 counters and ask them to guess how many are in each one. Have them write the numbers in their workbook. Ask students to say the number of counters they estimate are in each jar. Students who guess the correct number win points for their team.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Translating</b> Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>		<ul style="list-style-type: none"> <li>• Ask students to listen to and complete the online quiz from Yookoso Japan, <a href="http://highered.mheducation.com/sites/0072862130/student_view0/getting_started/part_2.html">http://highered.mheducation.com/sites/0072862130/student_view0/getting_started/part_2.html</a> to consolidate numbers. Have students practise writing <i>kanji</i> numbers in a variety of ways; for example, using play dough, pipe cleaners, cookie dough or paper collage.</li> <li>• Place students in groups of four and introduce them to play the game Chinese writing whispers. Ask students to form a line and tell them that the last person in the line will write a number in <i>kanji</i> on the back of the student who is standing in front of them. This student will then write the number they think was written on their back, onto the back of the student standing in front of them, and so on until each student has had a turn. Students then say to each other the number they think was written on their back.</li> </ul>



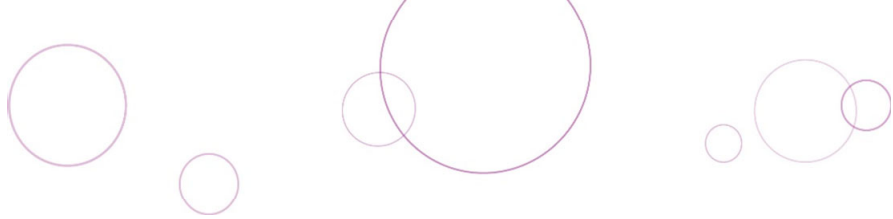
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、 ~さい、 ~月</li> </ul>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう/ おはようございます ; はし/おはし ; なまえ/ おなまえ</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p><b>Role of language and culture</b></p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 3</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>あいさつ</p> <p>Students share personal information and interact with their peers to introduce themselves.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>learn the song ‘Months of the year in Japanese’ to reinforce key vocabulary</li> <li>ask and respond to questions about their name, age and birthday</li> <li>design and present a poster about a festival or event</li> <li>sing the rap song, ‘How old are you?’ and write a new verse</li> <li>recognise and write frequently used <i>kanji</i>, numbers from 1–50</li> <li>use a <i>hiragana</i> chart to notice that <i>hiragana</i> sounds combine vowels and consonants</li> <li>write <i>hiragana sa</i> and <i>ta</i> lines さしすせそ ・たちつてと</li> <li>participate in language games to reinforce language acquisition.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Ask students to sing the song ‘Months of the Year in Japanese’ from YouTube, Learn Japanese: Months of the Year in Japanese, <a href="https://youtu.be/1vapY3xQbPE">https://youtu.be/1vapY3xQbPE</a> to revise months of the year <small>いちがつ</small> 一月～<small>じゅうにがつ</small> 十二月.</li> <li>Ask students to listen to and view the children’s book 「さがしえ12つき」.</li> <li>Ask students to practise writing the months of the year in <i>kanji</i> by completing a table in their workbooks. Ask questions of students to ascertain their understanding.</li> <li>Assist students to recognise and write months of the year by completing the activity from the textbook <i>Japanese Language Enrichment Activities: blackline masters</i>, pp. 116–117.</li> <li>Encourage students to ask and respond to the question <small>しょうがつ</small> お正月は何月ですか。 <small>なんがつ</small> 一月ですか。 <small>いちがつ</small> Have them choose their favourite month and design a poster that shows a particular festival or event that occurs during that time in Japan; for example, a New Year’s party in January. Remind students to use images of the particular festival or event to add visual interest to their poster. Have students present</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Creating</b> View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くちが大きいです; かわにすんでいます; ~に~をたべます; とてもこわいです</p>		<p>their poster to the rest of the class. Display the posters in the classroom.</p> <ul style="list-style-type: none"> <li>Teach students the lyrics of the rap song ‘How old are you?’ from the website Genki Japan, <a href="https://youtu.be/Z2dpcbDBUBOQ">https://youtu.be/Z2dpcbDBUBOQ</a>. Model how to change the words to write a new verse to the rap song. Place students in pairs so they work with a partner to write their own verse to the song and perform it for the class.</li> <li>Ask students to sing the ‘Happy birthday’ song in Japanese from the website Japanese Teaching Ideas, <a href="http://japaneseteachingideas.weebly.com/songs.html">http://japaneseteachingideas.weebly.com/songs.html</a>. Have students respond to the question about when their birthday falls, for example, おたん<sup>じょうび</sup>生日は何月<sup>なんがつ</sup>ですか。一月<sup>いちがつ</sup>です。</li> <li>Show the audiovisual clip from FunNihongo, How to read/write/listen to Hiragana Sa Row in 3 mins- Learn Japanese Hiragana Alphabet AIUEO Song, <a href="https://youtu.be/J9MvqJnj5kQ">https://youtu.be/J9MvqJnj5kQ</a> and How to read/write/listen to Hiragana Ta Row in 3 mins - Learn Japanese Hiragana Alphabet AIUEO Song, <a href="https://youtu.be/r9aH5OoyloM">https://youtu.be/r9aH5OoyloM</a>.</li> <li>Encourage students to make up as many words as possible using the first four lines on the <i>hiragana</i> chart; for example,</li> </ul>



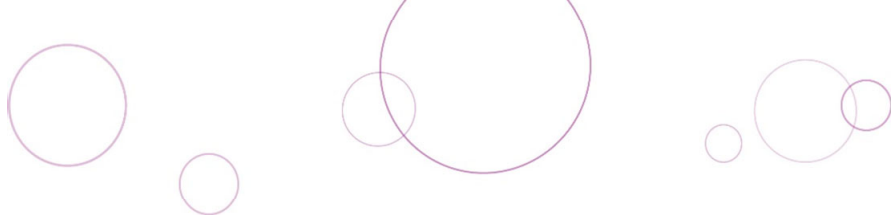
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Reflecting</b></p> <p>Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<p>あか・あさ・あき・えき・いか・いえ・けいこ・こい and list these in their workbook.</p> <ul style="list-style-type: none"> <li>• Provide students with one set of cards with <i>hiragana</i> characters and another set of cards with corresponding <i>rōmaji</i> in order to play games such as Memory or Snap. Students place the <i>hiragana</i> and <i>rōmaji</i> in the correct order and match up the <i>hiragana</i> with the correct <i>rōmaji</i>. Flashcards can be accessed from Japanese Teaching Ideas, <i>Kana Games</i>, <a href="http://japaneseteachingideas.weebly.com/board-games.html">http://japaneseteachingideas.weebly.com/board-games.html</a>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 4</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>あいさつ</p> <p>Students share personal information to introduce themselves using a <i>jikoshoukai</i>.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• participate in the Matching cards game</li> <li>• ask and respond to questions about their name, age, birthday and where they live</li> <li>• complete a conversation cloze activity to extract the missing information</li> <li>• rewrite a <i>jikoshoukai</i></li> <li>• write <i>hiragana na</i> and <i>ha</i> lines なにぬねの ・はひふへほ</li> <li>• use a <i>hiragana</i> chart to read frequently used words, such as さい、です、ます、すし、わたし、おはよう、すみません</li> <li>• use a <i>hiragana</i> chart to write frequently used words, such as 名前、わたし、です、ぼく</li> <li>• participate in language games to reinforce language acquisition.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Play the Matching cards game with students. Students walk around the class and find the student whose card matches theirs. To ascertain whether it matches the information on their card they ask about the name, age, birthday and suburb written on the card; for example, お名前は? 何才ですか。おたん生日は何月 ですか。どこにすんでいますか。 Teachers can access matching cards from the website Japanese Teaching Ideas, Introductions, <a href="http://japaneseteachingideas.weebly.com/introductions.html">http://japaneseteachingideas.weebly.com/introductions.html</a>.</li> <li>• Ask students to listen to a series of conversations and fill in the missing information – for example, name, age, birthday and suburb – to complete a cloze exercise. Resources can be sourced from the website Japanese Teaching Ideas, Introductions, <a href="http://japaneseteachingideas.weebly.com/introductions.html">http://japaneseteachingideas.weebly.com/introductions.html</a>.</li> <li>• Provide students with a <i>hiragana</i> chart from the website Happy Lilac, <a href="http://happylilac.net/">http://happylilac.net/</a> to refer to when writing frequently used words, such as お名前、わたしは (name)です。 Have them practise <i>hiragana</i> by writing their favourite word. They could decorate their word, for example by using</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b></p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p>		<p>glue and glitter, paper collage or bubble writing. Display the students' work in the classroom.</p> <ul style="list-style-type: none"> <li>• Complete the writing activities from <i>Yonde Kaite Japanese workbook</i>. Rewrite the <i>rōmaji jikoshukai</i> into <i>hiragana</i>. A sample can be photocopied from the <i>Yonde Kaite Japanese Workbook</i>, Primary Level 5, pp. 68.</li> <li>• Ask students to prepare a <i>jikoshukai</i> – a self-introduction – and include their name, age, birthday and where they live; for example; はじめまして、どうぞよろしく. Have students perform their <i>jikoshukai</i> to the class.</li> <li>• Introduce students to the <i>hiragana na</i> and <i>ha</i> lines なにぬねの・はひふへほ from the <i>hiragana</i> chart, and have them practise writing these characters in their workbook. Teachers can source <i>hiragana</i> flashcards from the Japan Foundation (Sydney) website, <a href="https://jpf.org.au/classroom-resources/flash-cards/hiragana-memory-hint-flashcards/">https://jpf.org.au/classroom-resources/flash-cards/hiragana-memory-hint-flashcards/</a>.</li> <li>• Play learning games to revise <i>hiragana</i>, such as Memory or Snap, and/or view audiovisual clips from Learn Japanese with JapanesePod101.com, Japanese Children's Song - 童謡 - Learn ALL Hiragana with Aiueo song - あいうえおのうた, <a href="https://youtu.be/PE7sW2KoiGI">https://youtu.be/PE7sW2KoiGI</a>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です；なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま でがっこう に いきます</li> </ul>		<p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• use appropriate greetings for the time of day</li> <li>• accurately count from 1–50 and use the appropriate counter さい with the number when saying a person’s age</li> <li>• introduce themselves, and ask and respond to questions about their name, age, birthday and where they live</li> <li>• listen for information in a spoken text to complete a cloze exercise</li> <li>• write simple <i>hiragana</i> words</li> <li>• play language games.</li> </ul>



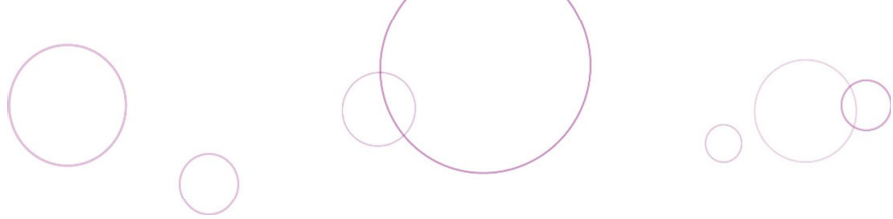
<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p><b>Role of language and culture</b> Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 5</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>じかん</p> <p>Students tell the time and share information about their daily routine.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>recognise and write frequently used <i>kanji</i> numbers</li> <li>communicate the time on the hour and half hour</li> <li>ask and respond to the question: いま、何時<small>なんじ</small>ですか?</li> <li>share information about what time they wake up, eat breakfast, eat dinner and go to bed</li> <li>use a <i>hiragana</i> chart when writing in Japanese</li> <li>view a text and respond to questions in English</li> <li>design a PowerPoint titled ‘My day’: 「わたしのいちにち」</li> <li>use bilingual dictionaries to translate words into Japanese.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Provide students with opportunities to practise writing numbers in <i>kanji</i>. Tell them they have one minute to write as many numbers in <i>kanji</i> as they can in their workbook. At the end of the minute, students stop and say the numbers in Japanese.</li> <li>Give students an activity sheet where they have to identify the <i>kanji</i> numbers from among a list of Japanese characters. Kanji worksheets can be sourced from <i>Yonde Kaite, Japanese Workbook Primary Level 4</i>, pp. 13–17 or the website <i>Marimosou</i>, <a href="https://www.marimosou.com/japanese-worksheets/">https://www.marimosou.com/japanese-worksheets/</a>.</li> <li>Ask students to practise telling the time using an analogue clock. Emphasise that when telling the time for four o’clock 四時<small>よじ</small> and nine o’clock 九時<small>くじ</small> the numbers are irregular.</li> <li>Provide students with calligraphy brushes or pens to practise writing the time; for example, write the number <i>kanji</i> + 時<small>じ</small>.</li> <li>Play the audiovisual clip How to say ‘What Time Is It?’ in Japanese from ShoyuJapanese, <a href="https://youtu.be/LCTgAroBfQw">https://youtu.be/LCTgAroBfQw</a> for students to revise how to ask and tell the time in Japanese.</li> <li>Ask students to draw a clock face and to write the numbers 1–12 around the clock in <i>kanji</i>. Have them draw the hands of</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p><b>Creating</b> View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, <i>くちが大きいです</i>; <i>かわにすんでいます</i>; <i>～に～をたべます</i>; <i>とてもこわいです</i></p>		<p>the clock to show their favourite time. Above the clock, students write the question <i>いま、何時ですか</i> and below the clock they write the time given on the clock <i>九時です</i>. In pairs, ask students to practice the question <i>いま、何時ですか</i> and respond with the time given on their clock face.</p> <ul style="list-style-type: none"> <li>View the audiovisual clip <i>Families of Japan DVD (2005)</i>. Ask questions in English or Japanese about the audiovisual clip viewed; for example, How old is Ayako? <i>あやこさんは何才ですか</i> or Where does she live? <i>どこにすんでいますか</i></li> <li>Provide students with a list of verbs from <i>Japanese Vocabulary Notebook 1</i>, List 31 Verbs. Ask students to use a bilingual print or online dictionary to find five new verbs to add to the list. Students then create a PowerPoint, with sound, titled 'My day': 「わたしのいちにち」. On each slide, students are to add a picture, type a sentence in Japanese and record their voice reading each sentence. Encourage students to add times and/or days of the week to their PowerPoints.</li> </ul>



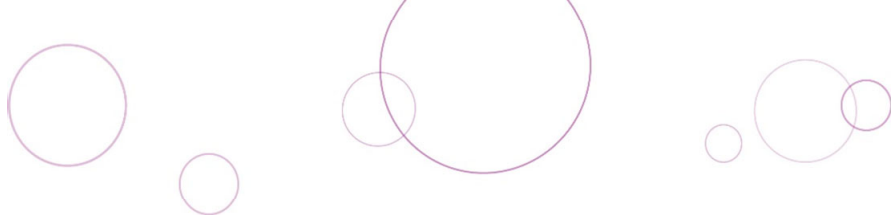
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Translating</b> Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です； なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts,</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example,おはよう/ おはようございます ; はし/おはし ; なまえ/ おなまえ</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 6</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>じかん</p> <p>Students exchange information about their daily routine and listen to the story 'Ayako's day' (<i>Families of Japan</i> DVD).</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• Revise time by playing the game, What's the time Mr. Wolf?</li> <li>• share information about what time they wake up, eat breakfast, eat dinner and go to bed</li> <li>• listen for information in the story 'Ayako's day'</li> <li>• talk about and compare their daily routines with those of Japanese children</li> <li>• view a text and respond to questions in English</li> <li>• write a dialogue about their daily activities</li> <li>• make a paper clock face</li> <li>• ask and respond to questions about activities they do during the week or after school</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Remind students of the rules of the game, What's the time Mr Wolf? Revise the vocabulary they will need to use, for example, いま、何時ですか。一時です。/二時です。/三時です。いま、何時ですか。 ばんごはん (の時間) です。 Select one student to be the wolf and have them play the game.</li> <li>• Discuss with students what they do each day; for example, あさごはん、ひるごはん、ばんごはん、シャワー、ダンス、スポーツ、しゅくだい。Model how to write a daily schedule with activities and the time they happen.</li> <li>• Use flashcards to introduce daily schedule activities from the <i>fumira</i> website, <a href="https://www.fumira.jp/cut/kodomo/index4.htm">https://www.fumira.jp/cut/kodomo/index4.htm</a> Provide students with daily activity pictures to play Daily schedule <i>karuta</i>.</li> <li>• Ask students to write their own daily schedule, based on the model provided, in their workbook. Place students in pairs and have them use their daily schedule to ask each other about the time each activity occurs; for example, ひるごはんは何時ですか。四時です。</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Informing</b></p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、~さい、~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> </ul>	<ul style="list-style-type: none"> <li>• gather information from spoken text related to activities</li> <li>• read and write a letter in Japanese</li> <li>• provide information about when they play and do activities</li> <li>• change the tense of verbs from the present to the past</li> <li>• write <i>hiragana ma</i> and <i>ya</i> lines まみむめも・やゆよ</li> <li>• read <i>hiragana</i> mini books</li> <li>• participate in language games.</li> </ul>	<ul style="list-style-type: none"> <li>• Play the audiovisual clip ‘Ayako’s day’ from the audiovisual <i>Families of Japan</i> DVD (2005). Discuss as a class the similarities and differences between Ayako’s day and an Australian student’s Day.</li> <li>• Instruct students on how to make a clock out of a paper plate, with strong card for the hands and a split pin to hold the hands in place. In the middle of the paper plate, ask them to write いま、何時<sup>なんじ</sup>ですか。 and to write the <i>kanji</i> numbers around the outside. Model how to use the clock to ask and tell the time. Place students in pairs and have them take turns using their clocks to practise asking and responding to the question いま、何時<sup>なんじ</sup>ですか。</li> <li>• Show the audiovisual clip, かつこいいい しょうがく1ねんせい (1年生の1日)   チャレンジ1ねんせい from 進研ゼミ小学講座, <a href="https://youtu.be/BGvUGavnBVo">https://youtu.be/BGvUGavnBVo</a>. Discuss or brainstorm key vocabulary throughout the audiovisual clip, for example, いきます、いってらっしゃい、じゅぎょう、えんぴつ、きゅうしょく、いただきます、おなががいっぱい、べんきょう、おふろ、おやすみ。</li> <li>• Provide students with an activity sheet that has an image of an analogue clock and images of daily activities around the outside of the clock. Have them write the words in Japanese</li> </ul>



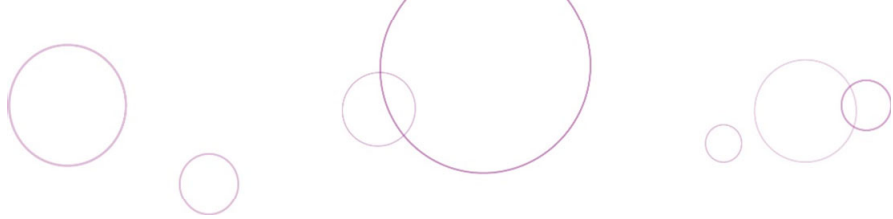
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>telling time using ~じ/~じはんです ; なんじですか</li> <li>understanding words and expressions indicating direction or means of transportation, for example, くるまで がっこうにいきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		<p>that match the image of the activity; for example, waking up, eating breakfast, playing sport, practising the piano, eating dinner, falling asleep. Have students ask and respond to questions about what time the activities take place; for example, なんじにおきますか。なんじにあさごはんをたべますか。なんじにあさごはんをたべますか。なんじにねますか。</p> <ul style="list-style-type: none"> <li>View the audiovisual clip from FunNihongo, How to read/write/listen to Hiragana Ma Row in 3 mins - Learn Japanese Hiragana Alphabet AIUEO Song, <a href="https://youtu.be/Hk2d4AO-Uk">https://youtu.be/Hk2d4AO-Uk</a> and How to read/write/listen to Hiragana Ya Row in 3 mins - Learn Japanese Hiragana Alphabet AIUEO Song, <a href="https://youtu.be/HBC2LrtoIWM">https://youtu.be/HBC2LrtoIWM</a>.</li> <li>Download a digital version of the <i>Hiragana</i> Mini Books from The Japan Foundation (Sydney), <a href="https://jpf.org.au/classroom-resources/resources/hiragana-mini-books/">https://jpf.org.au/classroom-resources/resources/hiragana-mini-books/</a> and introduce newly introduced <i>hiragana</i> by reading a mini book.</li> <li>Provide students with one set of cards with <i>hiragana</i> characters and a corresponding set of cards with <i>rōmaji</i> in order to play games such as Memory or Snap, placing the <i>hiragana</i> and <i>rōmaji</i> in the correct order and matching up the <i>hiragana</i> with the correct <i>rōmaji</i>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 7</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>じかん</p> <p>Students exchange information about their daily routines and interests at home and at school.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>ask and respond to questions about activities they do during the week or after school</li> <li>gather information from spoken text related to their daily activities</li> <li>provide information about when they play and do activities</li> <li>say how often they do particular activities まいにち、よく、ときどき</li> <li>change the tense of verbs from the present to the past</li> <li>write <i>hiragana ra</i> and <i>wa</i> lines らりるれろ・わをん</li> <li>revise <i>kanji</i> numbers using dot to dots</li> <li>revise time 時</li> <li>participate in language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Brainstorm the types of food students would eat for breakfast, lunch and dinner. Introduce key vocabulary, for example, しょくじ、あさごはん/ちょうしょく、/ひるごはん/ちゅうしょく、ばんごはん/ゆうしょく.</li> <li>Write their suggestions on the whiteboard in English and Japanese, and have them copy these into their workbook. Provide students with A4 paper and ask them to design a poster titled しょくじ including the types of food that they would typically eat for breakfast, lunch and dinner. Have students write short sentences to describe what they eat for each meal and at what time; for example, あさごはんに (food) をたべます。(time) に (food) をたべます。</li> <li>Ask students to write a dialogue about their daily routine. Provide them with a storyboard template from the website Education World, <a href="https://www.educationworld.com/tools_templates/template_strybrd_8panels.doc">https://www.educationworld.com/tools_templates/template_strybrd_8panels.doc</a> and a <i>hiragana</i> chart to use as a reference for writing in <i>hiragana</i>. Have students include, for example, the questions 何時<small>なんじ</small>に (activity) をしますか。 and use, for example, そうですか、いいね、おいしそう、たのしそう、いいね to add meaning to the conversation.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b></p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Translating</b></p> <p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いってきます/ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>		<ul style="list-style-type: none"> <li>• Discuss with students how often they do particular activities; for example, <i>まいにち、よく、ときどき</i>. Working in pairs, students use their storyboard template to tell their partner about their daily routine, including how often they do the activities in their storyboard.</li> <li>• Arrange students in a circle to play a sentence-building game. Teachers can access the sentence-building game from the website, Japanese Teaching Ideas, Daily Routine, <a href="http://japaneseteachingideas.weebly.com/daily-routines.html">http://japaneseteachingideas.weebly.com/daily-routines.html</a>. Each person will say a word that builds on from the words previously said to make a sentence. Select a student to begin the game by saying a word, then ask the next student in the circle to say the word previously said and add another word. Continue in this manner until a sentence is complete. Encourage students to create long sentences; for example, <i>七時にあさごはん</i>に たまごとパンをたべます。ときどき、あさごはんに トーストをたべます。</li> <li>• View a NHK World- Japan audiovisual clip, The way of <i>Onigiri</i>, rice balls. Provide students with a handout to discuss <i>onigiri</i>.</li> <li>• Ask students to revise time by completing the online quiz from Nihongo-pro.com Japan, <a href="https://www.nihongo-pro.com/quiz/f6dd5a38fc/what-time-is-it-free-beginner-japanese-quiz">https://www.nihongo-pro.com/quiz/f6dd5a38fc/what-time-is-it-free-beginner-japanese-quiz</a>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> </ul>		<ul style="list-style-type: none"> <li>• Teach the rules of the game Beat the clock. Students write as many <i>hiragana</i> as possible within a given time frame. Use a timer or stopwatch to tell them when they start and stop writing. Ask students with the largest number of <i>hiragana</i> to read their list to the class, or have it checked by their partner.</li> <li>• Revise <i>kanji</i> numbers using dot-to-dots from the website Happy Lilac, 【漢数字の練習】「一」から「二十」までの点つなぎ, <a href="https://happyilac.net/mu2105211231.html?fbclid=IwAR0hmzvmVAiOvaC6lr5MA9pgFW7fa5EX9WxfqKEkQ4xqyOUBP1qbBljXsT4">https://happyilac.net/mu2105211231.html?fbclid=IwAR0hmzvmVAiOvaC6lr5MA9pgFW7fa5EX9WxfqKEkQ4xqyOUBP1qbBljXsT4</a>.</li> <li>• Use flashcards to introduce the rows ら line わ を ん on the <i>hiragana</i> chart to students and have them practise writing these characters in their workbook. <i>Hiragana</i> charts and resources may be downloaded online from Happy Lilac, ちびむすドリル, <a href="http://happyilac.net/">http://happyilac.net/</a>.</li> <li>• View the audiovisual clip from FunNihongo, How to read/write/listen to Hiragana Ra Row in 3 mins - Learn Japanese Hiragana Alphabet AIUEO Song and How to read/write/listen to Hiragana Wa Row in 3 mins - Learn Japanese Hiragana Alphabet AIUEO Song, <a href="https://youtu.be/awAReY29ZGs">https://youtu.be/awAReY29ZGs</a>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b></p> <p>Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example,おはよう/ おはようございます ; はし/おはし ; なまえ/ おなまえ</p>		



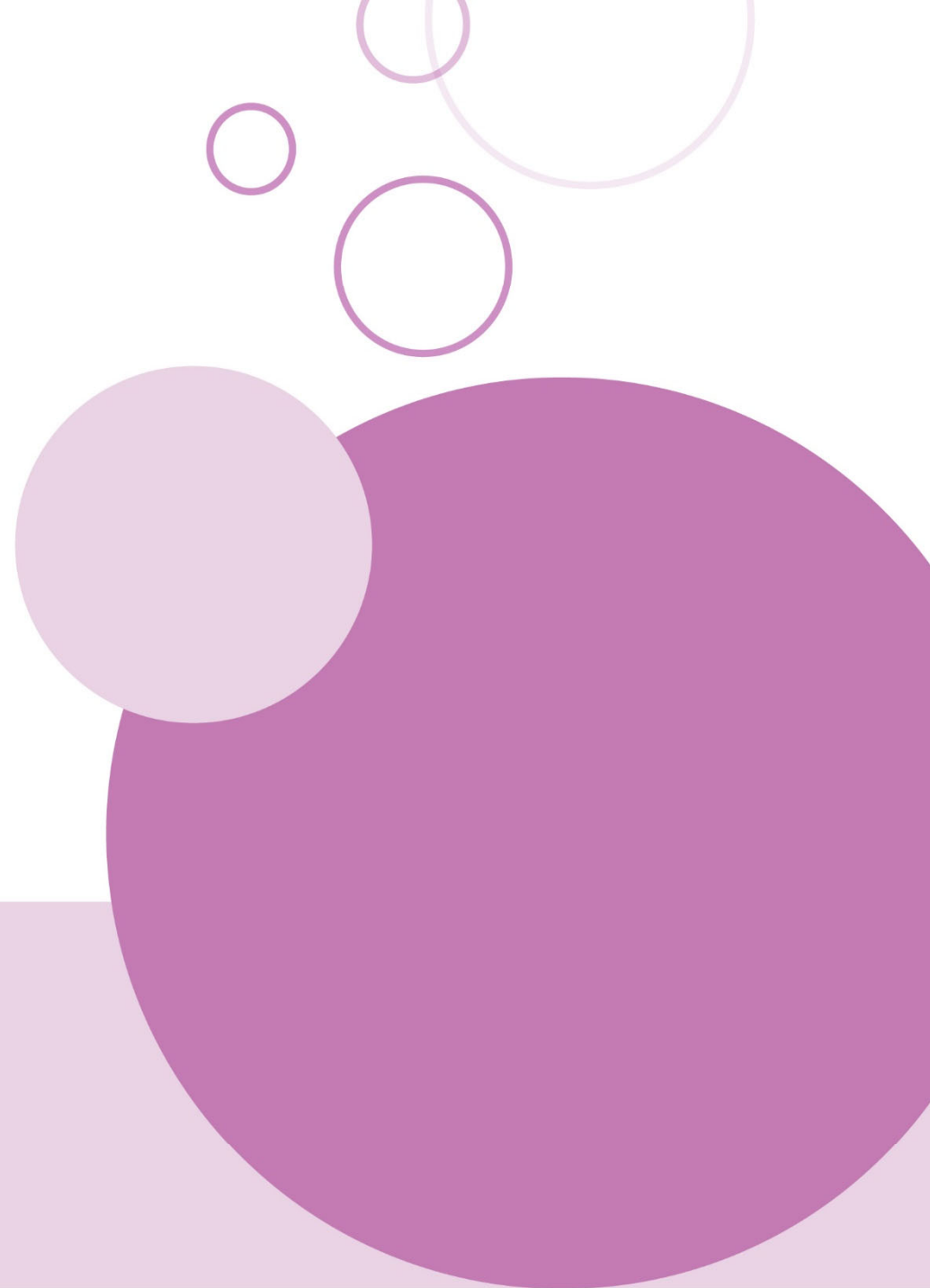
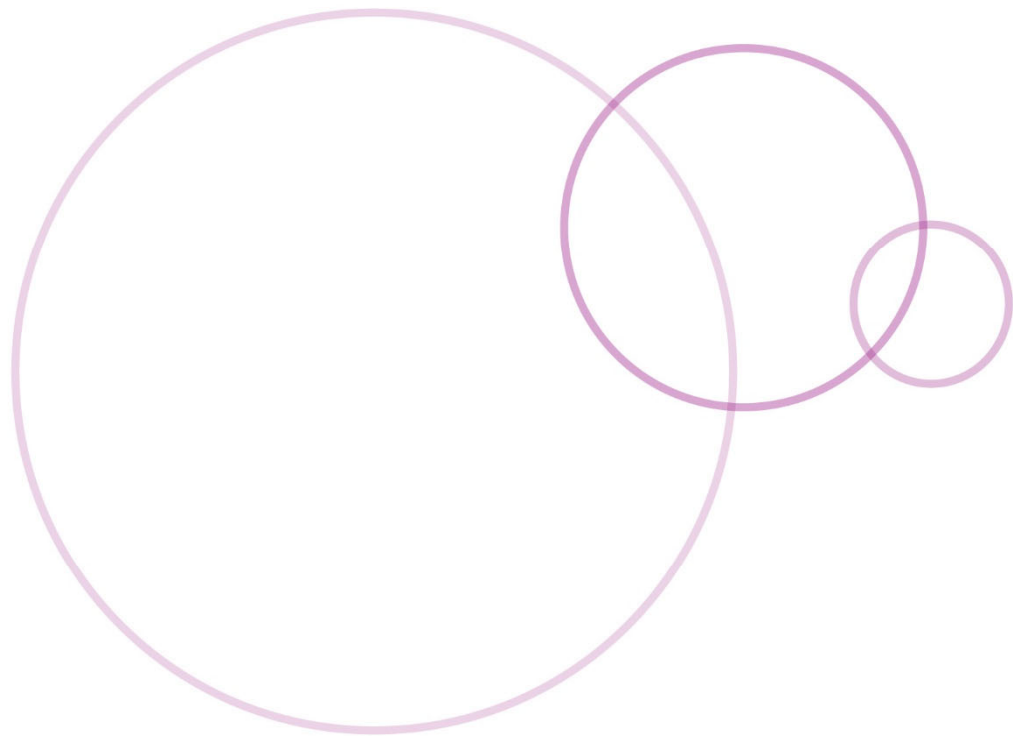
Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
<p><b>Week 8</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか；いつしますか；土曜日にサッカーをします；サッカーが好きですか；ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>じかん</p> <p>Students exchange information about their daily routines and interests at home and at school.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• revise <i>hiragana</i> writing</li> <li>• rearrange words in jumbled sentences to make grammatically correct sentences</li> <li>• participate in interactions to seek and share information about hobbies, daily routines and holiday plans</li> <li>• express, in verbal exchanges and in short texts, their likes, dislikes and preferences</li> <li>• read and write a letter in Japanese</li> <li>• make an origami fruit</li> <li>• participate in language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Revise and practise <i>hiragana</i> writing through a variety of activities and games; for example, tracing <i>hiragana</i>, using cookie dough to form and cook biscuits in the shape of <i>hiragana</i>, matching images with the correct <i>hiragana</i> and playing games such as Beat the clock and Chinese writing whispers.</li> <li>• Revise expressions by playing the game Charades with students guessing the expressions used, for example, すみません、はやく、ごめんなさい、ありがとう、もういちど、いいですね。 Provide students with a Matching activity sheet where they have to match images with the correct word or phrase, for example, すみません、はやく、ごめんなさい、ありがとう、もういちど、いいですね。</li> <li>• Provide students with an activity sheet to rearrange words in jumbled sentences to make grammatically correct sentences.</li> <li>• Teach students the song ヒッコリーディッコリードック   こどものうた   Hickory Dickory Dock in Japanese and have them perform the song to another class or at a school assembly.</li> <li>• Ask students to complete the letter activities from <i>Yonde Kaite Japanese Workbook</i>, Primary Level 5, pp. 9–12.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b></p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>		<ul style="list-style-type: none"> <li>Model for students how to make a variety of <i>origami</i> fruit. Have them make their own <i>origami</i> fruit, and then tell the class what they have made. Display these <i>origami</i> fruits in the classroom.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>identify and write numbers 1–12 in <i>kanji</i></li> <li>ask and respond to questions about telling the time</li> <li>ask and respond to questions about daily activities</li> <li>listen for information in a text</li> <li>use a <i>hiragana</i> chart to write words</li> <li>read and write the time on the hour in <i>kanji</i>, for example, <small>ろくじ</small> 六時 and on the half hour, for example, <small>ろくじ</small> 六時半</li> <li>provide further details about their daily routine using <small>まいにち</small>・ときどき・よく</li> </ul> <p><b>Summative assessment</b> わたしの一日<small>いちにち</small> (Appendix B)</p> <ul style="list-style-type: none"> <li>Formal assessment using Assessment Exemplar 1: わたしの一日<small>いちにち</small> (My day). (Appendix B)</li> <li>Students do the following:</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Teaching and learning experiences</b>
		<ul style="list-style-type: none"><li>▪ Part A – read <i>kanji</i> times and respond using an analogue clock</li><li>▪ Part B – use pictures as a guide to reorder daily routine sentences in Japanese</li><li>▪ Part C – respond in English to information in the text.</li></ul>



## **TERM 2**

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Weeks 1–8



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 1</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしまか; いつしますか; 土曜日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>がっこうの<sup>いちにち</sup>一日</p> <p>Students listen to the story ‘Seichi’s day’ (<i>Families of Japan</i> DVD, 2005) and exchange information about daily school routines.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>listen for information in the story ‘Seichi’s day’</li> <li>talk about and compare their daily routines with those of Japanese children</li> <li>view an audiovisual clip and respond to questions in English</li> <li>talk about and compare daily school routines observed by the Japanese and Australians</li> <li>use a bilingual dictionary</li> <li>participate in language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Show the audiovisual clip ‘Seichi’s Day’, <i>Families of Japan</i> DVD (2005).</li> <li>Show the audiovisual clip from YouTube, Japanese students clean classrooms to learn life skills <a href="https://youtu.be/jv4oNvxCY5k">https://youtu.be/jv4oNvxCY5k</a>. Ask students to notice the similarities and differences between the daily routine of a Japanese boy at school. As a class, discuss whether Seichi’s daily routine is similar or different from their daily school routine.</li> <li>Revise the language used to describe his daily routine. Ask questions of students to ascertain their understanding; for example, せいちさんは何時<sup>なんじ</sup>におきましたか。ひるごはん<sup>なに</sup>に何をたべましたか。</li> <li>Brainstorm with students the activities Seichi does and write a list on the whiteboard in Japanese and English. Ask students to copy the list into their workbooks. Play the audiovisual clip again for students to check if they have listed all the activities Seichi is involved in.</li> <li>Provide students with access to the language practice activities that accompany the audiovisual clip ‘Seichi’s day’, and have them complete the exercises.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Translating</b> Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いってきます/ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p>		<ul style="list-style-type: none"> <li>Play the audiovisual clip Japanese students clean classrooms to learn life skills from YouTube, <a href="https://youtu.be/JgMe7QPIBg">https://youtu.be/JgMe7QPIBg</a>. Ask students to consider what they are asked to do at their school – for example, collect the lunch orders for their class, tidy up wet areas after art classes, pick up paper and other rubbish and put it in the bin – and compare this to what Japanese students do.</li> <li>Play the audiovisual clip from JapTeach, Japanese lesson - My day <i>Boku no ichi nichi</i>, <a href="https://youtu.be/ps7TNSTLsaM">https://youtu.be/ps7TNSTLsaM</a> and ask students to pay attention to the Japanese boy’s daily activities. Brainstorm the daily activities of the boy in chronological order and write them on the whiteboard in English. Play the audiovisual clip again and ask students to check their list and add any missing activities. Show students how to use a bilingual dictionary to find the Japanese meaning and write these words next to each activity on the whiteboard. Ask them to copy the list into their workbook.</li> <li>Provide students with an activity sheet based on the audiovisual clip Japanese Lesson – My day <i>Boku no ichi nichi</i>. Play the audiovisual clip again and have them answer questions in English or Japanese.</li> <li>Play the online quiz, Wordwall: Daily Routines: <i>いちにち</i>, <a href="https://wordwall.net/resource/20921314/daily-routines-いちにち">https://wordwall.net/resource/20921314/daily-routines-いちにち</a> to revise daily life vocabulary.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p><b>Role of language and culture</b></p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 2</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしまか; いつしますか; 土よう日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>がっこうの<sup>いちにち</sup>一日</p> <p>Students exchange information about school routines.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>talk about and compare their daily routines with those of Japanese children</li> <li>use bilingual dictionaries to translate words into Japanese</li> <li>view a text and respond to questions in English</li> <li>write a dialogue about their daily activities</li> <li>talk about and compare some general table manners observed by Japanese and Australians</li> <li>compare the types of food eaten at school lunch by students in Australia and Japan</li> <li>write <i>hiragana</i> expressions and vocabulary</li> <li>participate in language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Play the audiovisual clip from the website NHK for School, 学校(がっこう)ってどんなところ?, <a href="https://www2.nhk.or.jp/school/movie/clip.cgi?das_id=D0005470004_00000">https://www2.nhk.or.jp/school/movie/clip.cgi?das_id=D0005470004_00000</a>. Provide students with a small whiteboard or piece of paper to write down the headings they see as they watch the audiovisual clip. Discuss the school images and the vocabulary; for example, げたばこ、ろうか、てあらいば、たいいくかん、としょしつ、りかしつ、おんがくしつ、ほけんしつ、こうてい.</li> <li>Revise previously learnt questions, expressions and vocabulary for daily activities with students. Introduce extra vocabulary, formulaic expressions and sentences about daily routines; for example, まい日、<sup>なんじ</sup>何時におきますか/ねますか。あさごはん/ひるごはん/ばんごはんに<sup>なに</sup>何をたべますか/のみますか。 Use this language to model how to write a dialogue between two people talking about their daily activities. Have students write the dialogue into their workbook and then practise it with their partner.</li> <li>Arrange students in pairs and have them use the dialogue as a model to write their own conversation about their school daily activities. Invite students to perform their dialogue in front of the class and explain to them that, at the end of</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Translating</b> Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いってきます/ ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Reflecting</b></p>		<p>each dialogue, questions about their activities will be asked by the teacher.</p> <ul style="list-style-type: none"> <li>• Revise how to ask and respond to questions related to the time they wake up and the time they go to sleep each day. Provide students with a survey sheet and explain that they are to ask each other about the time they wake up and go to sleep each day.</li> <li>• Discuss with the class their school lunchtime routine. Play the audiovisual clip School lunch in Japan - It's not just about eating from CafCu Media, <a href="https://youtu.be/hL5mKE4e4uU">https://youtu.be/hL5mKE4e4uU</a>. Ask students to compare their lunchtime routine with the students in the audiovisual clip and complete a Venn diagram. Venn diagram templates can be sourced from Education world, Venn Diagram, <a href="https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml">https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml</a> and/or Lucid Chart, Venn Diagram <a href="https://www.lucidchart.com/pages/venn-diagram-template">https://www.lucidchart.com/pages/venn-diagram-template</a>. In the middle of the Venn diagram, where the two circles intersect, students list the lunchtime routines they have in common. In the circle on the left they list their lunchtime routines, and in the circle on the right they list the lunch time routines of the Japanese children.</li> <li>• Teach students how to cook <i>みそしる</i>. Explain that this is a staple soup eaten in Japan. Discuss general table manners</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>using verbs in past tense ~ました/ませんでした</li> </ul>		<p>observed by Japanese people; for example, saying いただきます before starting to eat and saying ごちそうさまでした at the end of a meal. In pairs, ask students to discuss table manners they observe at home.</p> <ul style="list-style-type: none"> <li>Teach the rules of the game Beat the clock. Students write as many <i>hiragana</i> as possible within a given time frame. Use a timer or stopwatch to alert them to when they start and stop writing. Ask students with the largest number of <i>hiragana</i> to read their list to the class, or have it checked by their partner.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>participate in language games</li> <li>ask and respond to questions about their daily activities</li> <li>write a dialogue/conversation about their daily activities</li> <li>perform a dialogue/conversation in front of the class and ask questions about activities.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Role of language and culture</b> Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 3</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしまか; いつしますか; 土よう日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>がっこうの<sup>いちにち</sup>一日</p> <p>Students exchange information about daily school routines.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• revise daily school routine vocabulary</li> <li>• talk about and compare their daily routines with those of Japanese children</li> <li>• use bilingual dictionaries</li> <li>• view a text and respond to questions in English or Japanese</li> <li>• write a dialogue about their daily activities</li> <li>• write key daily routine vocabulary and expressions in <i>hiragana</i> or <i>katakana</i></li> <li>• participate in online language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Show the audiovisual clip 「おしえて！日本の小学校（英語版）」 Tell Me About Elementary School in Japan from mextchannel, <a href="https://www.youtube.com/watch?v=fX77C8bze4Y&amp;list=PLGpGsGZ3lmbBcSVPKVO1R7n-qPZw0OG09&amp;index=4">https://www.youtube.com/watch?v=fX77C8bze4Y&amp;list=PLGpGsGZ3lmbBcSVPKVO1R7n-qPZw0OG09&amp;index=4</a>. Provide students with a template from Education world, <a href="https://www.educationworld.com/tools_and_templates/graphic-organizer-templates">https://www.educationworld.com/tools_and_templates/graphic-organizer-templates</a> to write down new information viewed in the audiovisual clip; for example, months, terms, school activities, school subjects and classrooms.</li> <li>• Provide students with an activity sheet introducing them to verbs for daily routines from the website, Activity Japanese Teaching Ideas, Daily Routines, <a href="http://japaneseteachingideas.weebly.com/daily-routines.html">http://japaneseteachingideas.weebly.com/daily-routines.html</a>; for example, おきます、ねます、たべます、のみます、がっこうにいきます、あそびます、べんきょうします、本<sup>ほん</sup>をよみます、おんがくをききます、テレビをみます、しゅくだいをします、かいものをします。 Say each word and its meaning in English. Ask students to write the English translation next to the word in Japanese.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of</li> </ul>		<ul style="list-style-type: none"> <li>• Ask students to complete the listening and reading quiz consolidating verbs, Quiz, Part 3 from the website Yookoso Japan, <a href="http://higher.mheducation.com/sites/0072862130/student_view0/getting_started/part_3.html">http://higher.mheducation.com/sites/0072862130/student_view0/getting_started/part_3.html</a>.</li> <li>• Discuss with students which activities are written in <i>katakana</i> and which activities are written in <i>hiragana</i>, and have them write these in their workbook.</li> <li>• Provide students with a set of cards containing verbs for daily routines in Japanese and a corresponding picture card. Ask students to match the word card with the picture card. Once they have matched the cards correctly, they use the cards to play games such as Memory, Fish, Snap or Bingo.</li> <li>• Revise days of the week with the song, いっしゅうかんのうた (Myu sings 'One Week Song')</li> <li>• Revise how to ask and respond to questions about what someone is doing on a particular day; for example, 月曜日 <sup>げつ</sup> <sup>び</sup> <sup>に</sup> 何をしますか。 おんがくをききます。</li> <li>• Arrange students in pairs and give one student the Weekly activity chart A and the other student the Weekly activity chart B. Advise them that both activity charts have some missing information and that they are to work together to</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>transportation, for example, くるま で がっこう に いきます</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		<p>complete the missing information by taking turns and asking questions; for example, 月<sup>げつ</sup>よう日<sup>び</sup>に何<sup>なに</sup>をしますか。 おんがくをききます。</p> <ul style="list-style-type: none"> <li>• Revise <i>hiragana</i> by participating in online language games; for example, <i>Marugoto</i>, <a href="https://a1.marugotoweb.jp/en/hiragana.php">https://a1.marugotoweb.jp/en/hiragana.php</a>, <i>Kana Bento</i>, <a href="https://dringua.com/japanese/games/kana-bento/">https://dringua.com/japanese/games/kana-bento/</a> or <i>hiragana</i> games from Japanese Teaching Ideas, Games <i>hiragana</i>, <a href="http://japaneseteachingideas.weebly.com/writing-hiragana.html">http://japaneseteachingideas.weebly.com/writing-hiragana.html</a> to reinforce language acquisition.</li> <li>• Play <i>hiragana</i> learning games, such as Beat the clock and Chinese writing whispers, to reinforce prior language acquisition.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 4</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を しまか; いつ しますか; 土曜日 に サッカー を します; サッカー が すき ですか; ぼく も すき です</p> <p>Recount past activities, for example, まち に いきました</p> <p><b>Informing</b></p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>わたしの<sup>いちにち</sup>一日</p> <p>Students exchange information about their daily routines and interests at home and at school.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>ask and respond to questions about activities they do during the week or after school</li> <li>gather information from spoken text related to activities</li> <li>write frequently used words in <i>hiragana</i> and <i>katakana</i></li> <li>write a letter in Japanese</li> <li>provide information about when they play and do activities</li> <li>revise <i>hiragana</i>.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Ask students to write a daily schedule in their workbook, including the time they do each activity. Provide students with feedback on their daily schedule.</li> <li>Model how to write a letter in Japanese. Teach them letter-writing conventions, such as using the recipient's (name) ~さん/くんへ、asking about the recipient's health おげんきですか, and ending the letter by writing さようなら or by asking the recipient to write back to you おへんじをください, giving the day and the date, and the name of the person sending the letter plus より. Provide students with げこうようし, and ask students to write a letter to their pen friend about their daily routine. Sample letters can be viewed on the website, Minna no Kyouzai, 5–6 手紙/ Letters, or F2 Self (私) My Feelings Letter, げこうようし</li> <li>Have students practise <i>hiragana</i> and <i>katakana</i> by writing a list of activities in their workbook with the English translation for each word, for example, かいもの、からて、すもう、スポーツ、ダンス、サッカー.</li> <li>Ask students to complete <i>hiragana</i> activities from the workbook(s), <i>Hiragana in 48 minutes</i> or the workbook, <i>The ABCs of Japanese</i>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、 ~さい、 ~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ~じ/~じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of</li> </ul>		<ul style="list-style-type: none"> <li>• Provide students access to online interactive learning games to memorise <i>hiragana</i>, for example, from the website <i>tanoshii Japanese</i>, <a href="https://www.tanoshiijapanese.com/practice/">https://www.tanoshiijapanese.com/practice/</a> or from the website <i>hiragana</i> quiz, <a href="https://www.hiraganaquiz.com/">https://www.hiraganaquiz.com/</a>.</li> <li>• Give each student a <i>hiragana</i> chart and ask them to write combinations of characters to form words, for example, すし、 さしみ、 はち、 はねつき、 いす、 あつい、 おかね They write these, along with the English translation, in their workbook.</li> <li>• Provide students with an activity sheet with the words すもう、 からて、 けんどう、 かいもの and します written in <i>hiragana</i>. with matching images. Have them match the word to the corresponding image and then practise the words by tracing over them.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• participate in online and interactive language games</li> <li>• ask and respond to questions about their daily activities</li> <li>• write a letter/daily schedule.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>transportation, for example, くるま で がっこう に いきます</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 5</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしまか; いつしますか; 土曜日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>わたしの<sup>いちにち</sup>一日</p> <p>Students interact to negotiate and share opinions about everyday activities.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• revise the days of the week in <i>kanji</i></li> <li>• read and write a weekly diary</li> <li>• use the <i>Deai Kit</i> to review weekend activities</li> <li>• complete a jigsaw task to gather information needed to read a text</li> <li>• participate in interactions seeking and sharing information about weekend plans and recollections, using modelled phrases</li> <li>• extract and interpret information about people’s weekend activities</li> <li>• use bilingual print and/or online dictionaries</li> <li>• participate in language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Revise the days of the week by teaching the rap song from Nami Ohara, Japanese Days of the Week <sup>ようび</sup>曜日 <a href="https://youtu.be/hNJL_euT4UE">https://youtu.be/hNJL_euT4UE</a>. Have students practise the <i>kanji</i> for the days of the week by matching the <i>kanji</i> to the appropriate symbol, tracing over and writing the <i>kanji</i>.</li> </ul> <p>Teachers can access worksheets from Happy Lilac, <sup>しょうがく</sup>小学1 <sup>ねんせい</sup>年生漢字練習プリント【<sup>ようび</sup>曜日】 <a href="https://happyilac.net/sy-kanzi1.html">https://happyilac.net/sy-kanzi1.html</a>.</p> <ul style="list-style-type: none"> <li>• Place individual <i>kanji</i> day cards around the room. Tell students that when the teacher says a day in Japanese, they must walk to where the card is placed.</li> <li>• Complete the online Quiz 4 from the website Yookoso Japan, <a href="http://highered.mheducation.com/sites/0072862130/student_view0/getting_started/part_4.html">http://highered.mheducation.com/sites/0072862130/student_view0/getting_started/part_4.html</a>.</li> <li>• Provide students with the template of a weekly diary from the website Happy Lilac, <sup>せいかつひょうわりよう</sup>冬休みカレンダー生活表無料ダウンロード <a href="https://happyilac.net/yousi-fuyuyasumi.html">https://happyilac.net/yousi-fuyuyasumi.html</a>. Ask them to draw a different activity for each day of the week and write the name of the activity in Japanese. Remind students to refer to their workbook, wall posters or dictionaries for the name of the activity in</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Creating</b> View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p><b>Translating</b> Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p>		<p>Japanese. Assist and/or provide feedback to students on their writing.</p> <ul style="list-style-type: none"> <li>Working in pairs, students use their weekly diary to find out what their partner does during the week. Revise with students how to ask and respond to questions about their daily activities; for example, <i>月よう日に何をしますか。かいものをします。かいものをしますか。はい、月よう日にかいものをします。</i> Invite each pair to share with the class the activities their partner does during the week.</li> <li>Ask students to use a <i>hiragana</i> chart to write as many combinations of characters to form words as they can; for example, <i>さしみ、ねこ、いぬ、さかな、やま、おはよう、かいもの、こんにちは、すもう、からて、します。</i></li> <li>Play the song <i>Nani o shimasu ka</i> from YouTube, <a href="https://www.youtube.com/watch?v=AAhagS-fsRg">https://www.youtube.com/watch?v=AAhagS-fsRg</a> and ask students to listen carefully to the lyrics. Ask them to say/guess what activities are mentioned in the song. Play the song again and have students sing along and perform the actions for the activities.</li> <li>Reinforce memory and recognition of all the <i>hiragana</i> introduced by using flashcards, using play dough to form the</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p>		<p>shape of each <i>hiragana</i>, or by playing games such as Memory, Snap or Fish.</p> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Formal assessment using the assessment activity なにをしますか <i>Nani o shimasuka</i> (What have you got planned?), available on the School Curriculum and Standards Authority website: <ul style="list-style-type: none"> <li>▪ Year 4 Teaching and assessment – Assessment activities <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4</a></li> </ul> </li> <li>• Students do the following: <ul style="list-style-type: none"> <li>▪ Part A – complete a table with the information on days of the week, family members and common activities</li> <li>▪ Part B – describe places that will be visited and transport that will be used on certain days of the week for an upcoming holiday period.</li> </ul> </li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です；なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま でがっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts,</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example,おはよう/ おはようございます ; はし/おはし ; なまえ/ おなまえ</p> <p><b>Role of language and culture</b> Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 6</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちに行きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>わたしの<sup>いちにち</sup>一日</p> <p>Students participate, compare and discuss おべんとう as well as view, create and perform an imaginative text.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• read and interpret information from a text</li> <li>• extract and interpret information about people’s weekend activities</li> <li>• compare a Japanese lunch box and an Australian lunch box and write a school lunch poster</li> <li>• write a conversation between two characters using a <i>manga</i> template</li> <li>• use bilingual print and/or online dictionaries</li> <li>• produce a board game and follow text-type conventions, making maximum use of the target language.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Play the audiovisual clip The Rolling Rice Ball from ボンボンアカデミー, <a href="https://youtu.be/YgTooPDko6U">https://youtu.be/YgTooPDko6U</a>. Ask students if they can say/guess key words/vocabulary from the audiovisual clip; for example, おむすび、おじいさん、うた、やま、て、おおきい、どこまで、たべてください、おもち. Discuss the meanings of the words/vocabulary students recognise and their cultural significance (where appropriate). Discuss the characters, plot, setting and moral of the story.</li> <li>• Show images of おべんとう on the whiteboard. Ask students to notice what they see in the おべんとう. Discuss the types of food commonly found in a Japanese lunch box (おべんとうばこ) with students; for example, おこのみやき, みそしる and おにぎり.</li> <li>• Compare a Japanese lunch box to an Australian lunch box by using a graphic organiser template from the website Education World, <a href="https://www.educationworld.com/tools_and_templates/graphic-organizer-templates">https://www.educationworld.com/tools_and_templates/graphic-organizer-templates</a>. Ask students to discuss these similarities and differences with a partner. Use this information to advertise a きゅうしょく or an Australian school lunch poster.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Creating</b> View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, ouchi-ga</p>		<ul style="list-style-type: none"> <li>Play the song おべんとうばこのうた from Learn Japanese with JapanesePod101.com, Japanese Children's Song - 童謡 - O-bentōbako no uta - おべんとうばこのうた, <a href="https://youtu.be/-Q_2bshzJBo">https://youtu.be/-Q_2bshzJBo</a> or おべんとうばこのうた 「歌って楽しくお弁当を作ろう！」【しまじろうチャンネル公式】 from しまじろうチャンネル (YouTube), <a href="https://www.youtube.com/watch?v=njirJFOEScw">https://www.youtube.com/watch?v=njirJFOEScw</a>. Provide them with a copy of the lyrics to read through as a class. Play the song again for students to sing along. Model how to change some of the items in the song to create a new verse. Ask students to write a new verse for the song and invite them to share their verse for the song with the class.</li> <li>Introduce vocabulary for the ingredients for <i>okonomiyaki</i>, <i>misoshiru</i> and <i>onigiri</i>; for example, とうふ、じゃがいも、ねぎ、にんじん、and instructions, such as 入れて/まぜてください、もういちど, and have them write these in their workbook.</li> <li>Play the Pancake song for students from ピンキッツ! Pinkfong - 童謡と子どもの動画, りょうり   ワードソング   ピンキッツ童謡, Ask them to listen to the words and use the visual cues to write the ingredients they recognise in Japanese and English in their workbooks. As a class discuss the ingredients and list them, along with any other words they know, on the</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>大きいです；かわにすんでいます；～に～を食べます；とてもこわいです</p> <p><b>Translating</b> Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いってきます/ただいま</i>； counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p>		<p>whiteboard in Japanese and English. Ask students to copy all the words on the whiteboard into their workbook.</p> <ul style="list-style-type: none"> <li>Involve students in a cooking activity <i>りょうりをしましょう</i>, demonstrating how to make a Japanese recipe; for example, <i>おこのみやき</i>, <i>みそしる</i> or <i>おにぎり</i>. Introduce students to phrases for asking and responding to offers of food; for example, <i>いただきます/ごちそうさまでした</i>. Show them how to use these phrases before and after eating.</li> <li>As an extension activity read the children’s story book, <i>いちねんいちくみのいちにち</i> by Juuzoo Oka (2004). This resource can be sourced from Gramho, <a href="https://gramho.com/media/2537632673546344576">https://gramho.com/media/2537632673546344576</a> or Ehon Navi <a href="https://www.ehonnavi.net/ehon/6796/いちねんいちくみのいちにち/">https://www.ehonnavi.net/ehon/6796/いちねんいちくみのいちにち/</a>. Alternatively students can read this book individually to consolidate language learnt.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>match images of expressions with the correct word or phrase</li> <li>participate in language games</li> <li>sing songs in Japanese</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> </ul>		<ul style="list-style-type: none"> <li>• write the days of the week in <i>kanji</i>, for example, 月、火、水、木、金、土、日</li> <li>• write a daily schedule of activities</li> <li>• ask and respond to questions about daily activities</li> <li>• complete a weekly diary with their daily activities</li> <li>• use information to advertise a きゅうしょく or an Australian school lunch poster</li> <li>• write combinations of <i>hiragana</i> characters to form words</li> <li>• use a <i>hiragana</i> chart to write words.</li> </ul> <p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>• Formal assessment using the assessment activity <i>Ichi niche</i>, available on the School Curriculum and Standards Authority website: <ul style="list-style-type: none"> <li>▪ Year 4 teaching and assessment – Assessment activities <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4</a></li> </ul> </li> <li>• Students do the following: <ul style="list-style-type: none"> <li>▪ Part A – listen for information in a spoken Japanese text and respond in English</li> <li>▪ Part B – write a sentence in Japanese to match what is happening in each of the pictures and clocks.</li> </ul> </li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう/おはようございます ; はし/おはし ; なまえ/おなまえ</p> <p><b>Role of language and culture</b> Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 7</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちに行きました</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>スポーツ</p> <p>Students exchange information about traditional Japanese and Western sports.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>compare traditional Japanese and Western sports</li> <li>ask and respond to questions about the sports and activities they like and dislike</li> <li>write words in <i>hiragana</i>; for example, からて、けんどう、すもう</li> <li>use a bilingual dictionary</li> <li>notice that some words have long sounds</li> <li>use a <i>hiragana</i> chart to copy and write characters and form words</li> <li>participate in language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Arrange students in pairs and provide them with an information sheet about one of the traditional Japanese or Western sports; for example, すもう、からて、けまり、やぶさめ、じゅうどう、けんどう、きゅうどう、たかがり. Ask each pair to read through the information on their sheet and give a short presentation in English. Resources can be accessed from the website Sports in Japan, <a href="https://en.wikipedia.org/wiki/Sport_in_Japan#Japanese_martial_arts_or_ways">https://en.wikipedia.org/wiki/Sport_in_Japan#Japanese_martial_arts_or_ways</a> or the website Kids Web Japan, Japan Sports <a href="https://web-japan.org/kidsweb/explore/sports/index.html">https://web-japan.org/kidsweb/explore/sports/index.html</a>.</li> <li>As a class, discuss and compare these traditional sports. Make a list of the traditional sports on the whiteboard in Japanese and English and ask students to copy this list into their workbooks.</li> <li>Brainstorm a list of popular sports in Australia and write these on the whiteboard in English. Provide students with bilingual dictionaries to look up these words in Japanese. Write the Japanese word for each of the sports on the whiteboard. Ask students to copy this list into their workbooks.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、~さい、~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> </ul>		<ul style="list-style-type: none"> <li>• Use flashcards to teach the sentence structure ~が好きです、~が大好きです、~が好きじゃないです and then introduce vocabulary for likes and dislikes. Use pictures/flashcards of sports to ask students about their likes and dislikes.</li> <li>• Introduce the past tense for verbs and explain to students that the tense of a verb can change by changing the <i>ます</i> to <i>ました</i>. Teach them how to change the verb in a sentence from the present tense to the past tense.</li> <li>• Arrange students in groups and teach them how to play the game Ping pong using sports flashcards from Japanese teaching ideas, daily routine, sports flashcards, <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a>. Tell students that you will say a sentence with the verb in the present tense and they will need to change the verb into the past tense and then repeat the sentence in full. Tell them that they gain points for their team each time they answer correctly.</li> <li>• Introduce the game Quiz-quiz-trade to revise asking and responding to questions about what people do on certain days of the week. Students each receive a card stating the activity done on a certain day. When they are asked about what they are doing they must respond using the past tense</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>telling time using ～じ/～じはん です ; なんじ ですか</li> <li>understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		<p>for the verb. Play music and when the music stops students find a partner and ask them a question using their card as a prompt; for example, いつテニスをしましたか。あさごはんに何を<small>なに</small>しましたか。Once students have asked and answered the questions they swap their cards. Repeat this activity several times.</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 8</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>	<p>スポーツ</p> <p>Students relate and exchange experiences and opinions about sport.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>compare traditional Japanese and Western sports</li> <li>ask and respond to questions about the sports and activities they do/play</li> <li>write words in <i>hiragana</i>; for example, からて、けんどう、すもう</li> <li>participate in language games</li> <li>ask and respond to questions about sports using します</li> <li>questions about their likes and dislikes</li> <li>write words in <i>hiragana</i>, for example, からて、けんどう・すもう</li> <li>design a sports poster.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Select and show students a sports PowerPoint from the website Japanese Teaching Ideas, Sport, <a href="http://japaneseteachingideas.weebly.com/sport.html">http://japaneseteachingideas.weebly.com/sport.html</a>. Practise the pronunciation of the sports vocabulary and ask students to notice the similarities and differences between sports vocabulary; for example, <i>katakana</i> sports versus Western sports. Discuss the sports that are written in <i>katakana</i> and the sports that are written in <i>hiragana</i>; for example; discuss why they think that many sports sound like English. Discuss the connections between cultures and language use by identifying sports vocabulary, in particular traditional sports versus Western sports.</li> <li>Provide students with sports flashcards from the Japan Foundation website, <a href="https://jpf.org.au/classroom-resources/resources/using-flash-cards/">https://jpf.org.au/classroom-resources/resources/using-flash-cards/</a>. Arrange students in pairs and provide them with a set of sport flashcards to practise asking and answering the question, (sport)をしますか。はい、(sport)をします。いいえ、(sport)をしません。</li> <li>Ask students to complete selected reading and writing activities from the Japan Foundation (Sydney) website, <a href="http://japaneseteachingideas.weebly.com/sport.html">http://japaneseteachingideas.weebly.com/sport.html</a> and</li> </ul>

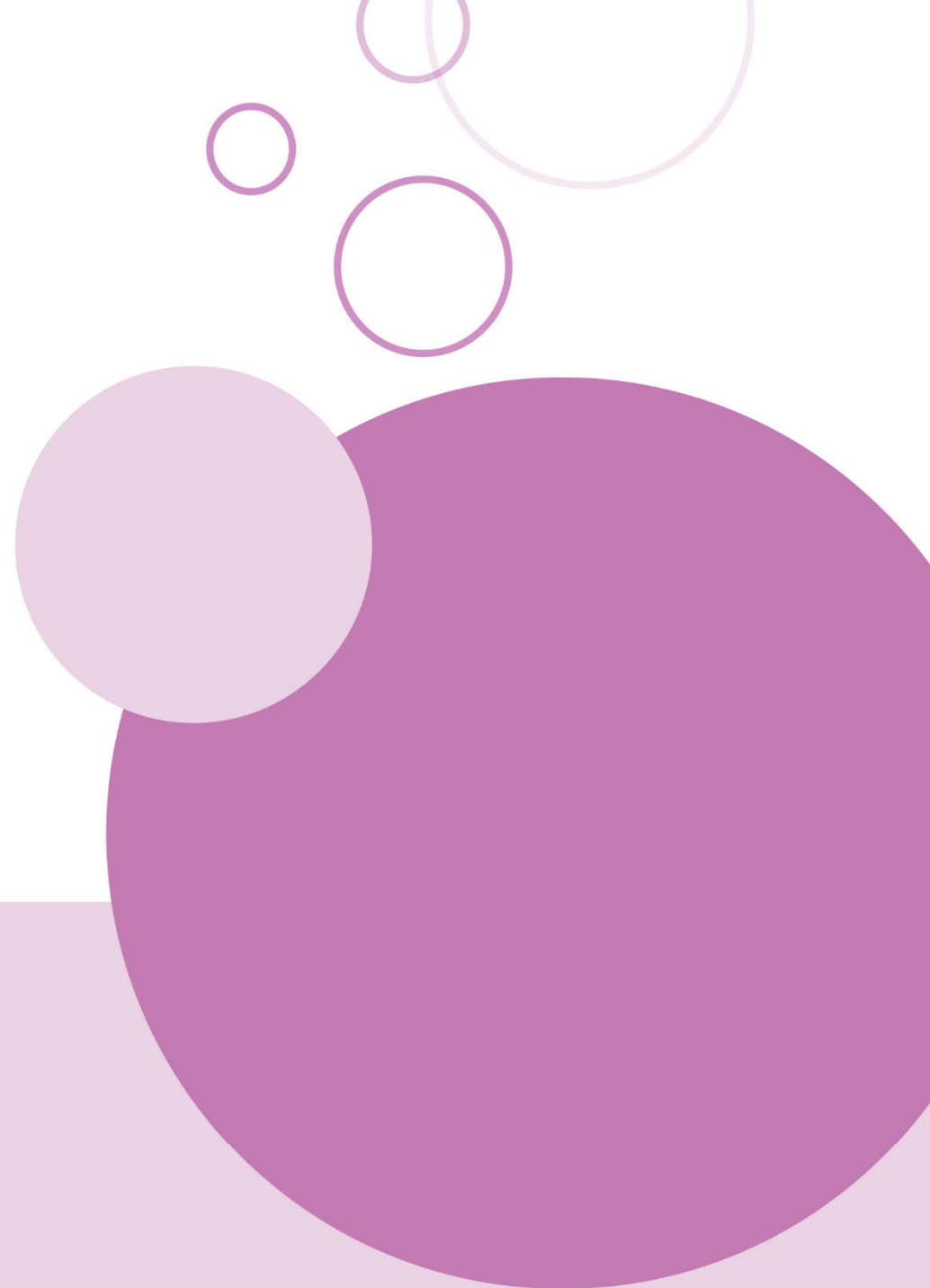
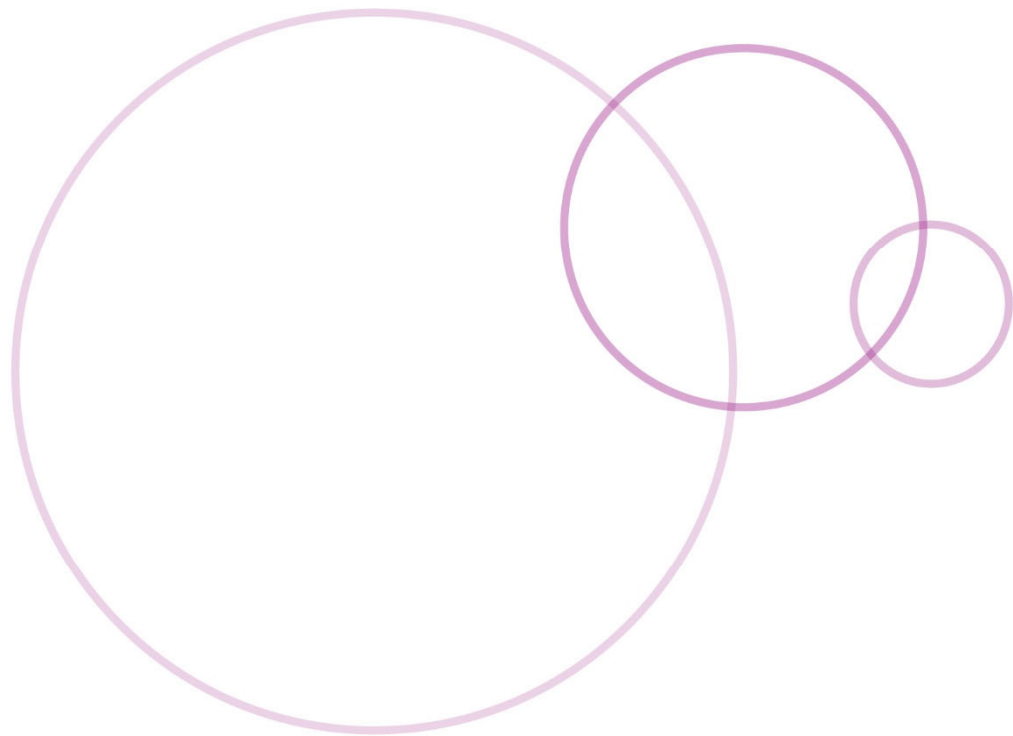


Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		<p>the sports crossword from Hender, T. (1994) 日本語 <i>Photocopiable Puzzles Primary</i>, pp. 25.</p> <ul style="list-style-type: none"> <li>• Ask students to design a poster about one of the traditional Japanese sports. Have them write the word for the sport in <i>hiragana</i> using a calligraphy brush or しよどう and include an illustration and brief explanation of the sport.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• show their knowledge of a traditional sport in a poster format</li> <li>• gather information from an audiovisual clip</li> <li>• express their likes and dislikes</li> <li>• state the sports they do/play</li> <li>• participate in language games</li> <li>• complete a survey about their favourite sports and activities.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p><b>Role of language and culture</b> Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		





# **TERM 3**

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Weeks 1–8



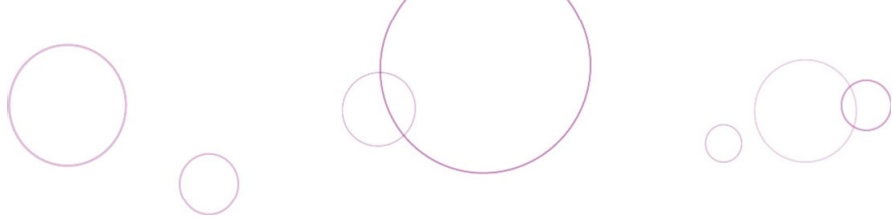
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 1</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>スポーツ</p> <p>Students relate and exchange experiences and opinions about sport.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>participate in sports language games</li> <li>ask and respond to questions about the sports and activities they do/play</li> <li>write words in <i>hiragana</i>, for example, からて、けんどう、すもう</li> <li>view and discuss an audiovisual clip about <i>sumo</i> wrestling.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Revise the days of the week in Japanese by viewing the audiovisual clip from the website Fun <i>Nihongo</i>, Learn Japanese Days of the Week - Days of the Week Song (Isshukan no Uta), <a href="https://youtu.be/qnhdSIOjYSk">https://youtu.be/qnhdSIOjYSk</a>.</li> <li>Provide students with 10–15 sports flashcards from the Japan Foundation website, <a href="https://jpf.org.au/classroom-resources/resources/using-flash-cards/">https://jpf.org.au/classroom-resources/resources/using-flash-cards/</a> to revise sports vocabulary. In pairs or groups, students play the game Flip. Students place the cards upside down in the middle of their desk, and take it in turns to flip the cards (one at a time). The first student in the pair/group to say the sport vocabulary word correctly as the card is flipped receives a point. Points can be recorded in their workbook or on a small whiteboard. Teachers can give the students an aim to win the game, for example the first to five points, and award prizes (if appropriate).</li> <li>Practise with students asking and answering the question, いつ (sport) をしますか。 (day of the week) に (sport) をします。</li> <li>Complete sports activities from <i>Yonde Kaite Japanese Workbook, Primary Level 5</i>, pp. 15 &amp; 17.</li> <li>Play the audiovisual clip <i>Sumo wrestling 101</i>   National Geographic from YouTube, <a href="https://youtu.be/Cj_QyxPZE8M">https://youtu.be/Cj_QyxPZE8M</a></li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken</p>		<p>and/or The Rules of <i>Sumo</i> Wrestling – EXPLAINED, <a href="https://youtu.be/EMANOt2Jw88">https://youtu.be/EMANOt2Jw88</a>.</p> <ul style="list-style-type: none"> <li>• Arrange students in groups to talk about and list the rules of sumo wrestling in their workbook. As a class, discuss the rules they have listed and write these on the whiteboard.</li> <li>• Play the audiovisual clip again and have students check and add to their list any rules they may have omitted.</li> <li>• Provide access to the online interactive games from Languages Online, Sports, <a href="https://www.education.vic.gov.au/languagesonline/japanese/topic_09/index.html">https://www.education.vic.gov.au/languagesonline/japanese/topic_09/index.html</a>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
example,おはよう/ おはようございます ; はし/おはし ; なまえ/ おなまえ		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 2</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>スポーツ</p> <p>Students relate and exchange experiences and opinions about sport.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• participate in sports language games</li> <li>• ask and respond to questions about the sports and activities they do/play</li> <li>• ask and respond to questions about the sports and activities they like/dislike</li> <li>• ask and respond to questions about their favourite sports and activities</li> <li>• write words in <i>hiragana</i>, for example, からて、けんどう、すもう</li> <li>• complete a survey about sports and activities.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Revise vocabulary for sports using flashcards or by playing language-learning games, such as flashcard drilling activities, worksheets, whiteboard fun, ball activities. These and many more can be accessed from the website Japanese Teaching Ideas, Games, <a href="http://japaneseteachingideas.weebly.com/games.html">http://japaneseteachingideas.weebly.com/games.html</a>.</li> <li>• Place students in pairs to play Sentence builder using sport flashcards from Japanese teaching ideas, sport, <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a>. Provide students with two die templates, a set of images of activities to paste onto one of the templates and a list of matching activity words in <i>hiragana</i> and <i>katakana</i> to paste on the other template. Demonstrate how to make the die. Explain that they will each throw a die and try to match the activity on one die with the correct word on the other die. Invite students to roll the dice and make sentences using the activity and word displayed. Alternatively, arrange students in groups and have them use the dice to play the game Ping pong.</li> <li>• Teach the game Categories to revise vocabulary. Write a number of words on the whiteboard and tell students that they will need to organise them into categories, such as</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Translating</b> Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p>		<p>たべもの、のみもの、一日<sup>いちにち</sup>、スポーツ and じかん words. Introduce a variation of this game by placing students in teams, with each team taking turns to give a word for a particular category. Each new correct word earns their team a point. This can also be played by one team giving a noun and the opposition team giving a corresponding verb; for example, からてが好き<sup>す</sup>です。</p> <ul style="list-style-type: none"> <li>Guide students to prepare a mind map from TemplateLAB, <a href="https://templatelab.com/mind-map/">https://templatelab.com/mind-map/</a> of the activities/sports they like to do/play, and their favourite sports and/or activities; for example, テニスが好き<sup>す</sup>ですか。はい、好き<sup>す</sup>です。はい、大好き<sup>だいす</sup>です。いいえ、好き<sup>す</sup>じゃないです。 Introduce further conjunctions to create cohesion; for example, それから、からてが好き<sup>す</sup>ですか。そして、私<sup>わたし</sup>の一番<sup>いちばん</sup>好きなスポーツはホッケーです。 Tell students that they will use their mind map to present their information using an agreed format; for example, using a suitable application or template. Place students in groups so they can ask each other questions in Japanese about sports they like/dislike or play/don't play, and their favourite sports and/or activities. As a class, collate the information from the survey on the whiteboard and ask students to represent the</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、~さい、~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> </ul>		<p>data in a simple column graph. In pairs, have them ask and respond to questions in Japanese; for example, 一番好きなスポーツは何ですか?</p> <ul style="list-style-type: none"> <li>• Use the results of the class survey to model how to write a description of the findings using the following phrases: 好きです。大好きです、好きじゃないです。 Ask students to write a description of their own results. Assist and/or provide feedback to students on their writing.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>telling time using 〜じ/〜じはん です ; なんじ ですか</li> <li>understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう/おはようございます ; はし/おはし ; なまえ/ おなまえ</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 3</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか；いつしますか；土曜日にサッカーをします；サッカーがすきですか；ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p>	<p>スポーツ</p> <p>Students relate and exchange experiences and opinions about sport.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>design a sports poster</li> <li>participate in sports language games</li> <li>ask and respond to questions about the sports and activities they do/play</li> <li>write words in <i>hiragana</i>, for example; からて、けんどう、すもう</li> <li>revise the rules of <i>sumo</i> wrestling</li> <li>make an <i>origami sumo</i> and <i>dojou</i>.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Ask students to design a poster about the activities they like and dislike using as much <i>hiragana</i> as possible.</li> <li>Have students revise vocabulary for food, drinks, activities, sports and time by participating in games such as, Beat the clock, Ping pong and Categories.</li> <li>Demonstrate how to make <i>origami sumo</i> and <i>dojou</i> from the website <i>Origami Club</i> and provide students with paper to make them. Introduce expressions to use when playing the <i>sumo</i> game; for example, やった、かった、まけた、がんばって、またしましょう and have students write these in their workbooks. Revise the rules of <i>sumo</i> with students and have them use their <i>origami sumo</i> to play the game with their partner.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>show their knowledge of a traditional sport in a poster format</li> <li>gather information from an audiovisual clip</li> <li>express their likes and dislikes</li> <li>write combinations of <i>hiragana</i> characters to form words</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> </ul>		<ul style="list-style-type: none"> <li>• participate in language games</li> <li>• complete a survey about their favourite sports and activities.</li> </ul> <p><b>Summative assessment</b></p> <p>Formal assessment using the following activity:</p> <ul style="list-style-type: none"> <li>• Students write a story about a Japanese child. They include the child’s name, age, where they live in Japan, the sports they play and when, and their likes and dislikes.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<ul style="list-style-type: none"><li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li></ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 4</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか；いつしますか；土曜日にサッカーをします；サッカーがすきですか；ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>ほうかご</p> <p>Students compare after-school clubs, sports and activities in Japan and Australia.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>talk about the importance of after-school clubs in schools in Japan and Australia</li> <li>ask and respond to questions about the sports and club activities they like and dislike</li> <li>express opinions about the sports and club activities they like and dislike</li> <li>perform a role play.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Play the audiovisual clip Japanese: <i>Kurabu Katsudou</i> (club activities) for students from The Language Teacher’s Toolbox <a href="http://lteacherstoolbox.blogspot.com/2010/11/kurabu-katsudou-club-activity.html">http://lteacherstoolbox.blogspot.com/2010/11/kurabu-katsudou-club-activity.html</a>. Discuss with the class the types of after-school clubs, sports and activities seen in the audiovisual clip and write a list of these on the whiteboard in English and Japanese. Play the clip again to check the activities on the list and add any activities or sports that were missed. Ask students to copy this list into their workbook.</li> <li>Ask students to use the list in their workbook to revise and practise how to express likes and dislikes; for example, <sup>す</sup>好きです。 <sup>だいす</sup>大好きです。 <sup>す</sup>好きじゃないです。テニス <sup>す</sup>が好きですか。 <sup>す</sup>好きなスポーツは <sup>なん</sup>何ですか。</li> <li>Model how to ask and respond to questions about after-school clubs, sports and activities. Refer to the Information sheet Choosing a sports <i>Kurabu</i> from the Japan Foundation (Sydney), <a href="http://jpfpsydney-classroomresources.com/r9.html">http://jpfpsydney-classroomresources.com/r9.html</a>. Place students in pairs and provide them with the information sheet to practise questions and responses about after-school clubs and activities.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です； なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul>		<ul style="list-style-type: none"> <li>• Print the club cards for <i>karate</i>, soccer, swimming and tennis from the website Japan Foundation (Sydney), Classroom Resources <a href="http://jpfsyd-classroomresources.com/r9.html">http://jpfsyd-classroomresources.com/r9.html</a>. Provide each pair with a <i>karate</i>, soccer, swimming or tennis club card that has questions and responses about the activity. Students write a role play by asking and responding to questions based on information on their card. Ask them to perform their role play for the class or record the role play on an electronic device.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 5</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>ほうかご</p> <p>Students compare after-school clubs, sports and activities in Japan and Australia.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• revise <i>hiragana</i></li> <li>• introduce the formulaic expressions, がっこうのまえに/がっこうのあとで/ほうかご</li> <li>• express their likes and dislikes regarding after-school sports and activities</li> <li>• design a flyer/advertisement to recruit new members to an after-school sport, activity or club</li> <li>• sing the <i>Hiragana</i> song</li> <li>• participate in language games, such as しりとり</li> <li>• use a <i>hiragana</i> chart to copy and write characters, and to form words.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Revise all <i>hiragana</i> by teaching the AIUEO Song (あいうえおのうた) from YouTube, <a href="https://www.youtube.com/watch?v=plvSpVSdJWU">https://www.youtube.com/watch?v=plvSpVSdJWU</a>.</li> <li>• Introduce the formulaic expressions for before and after school: がっこうのまえに/がっこうのあとで/ほうかご. Discuss the placement of these words in a sentence and write example sentences on the whiteboard. Ask students to work with a partner to read and write sentences using these formulaic expressions; for example, ほうかご、トランプをします。がっこうのまえにフットボールをします。</li> <li>• Ask students to express their likes and dislikes about after-school activities; for example, がっこうのまえにスポーツをしますか。はい、します。好きなスポーツは何ですか。好きなスポーツは (sport) です。がっこうのあとでテニスをしますか。はい、テニスをします。いいえ、テニスをしません。</li> <li>• Ask students to design a flyer/advertisement to recruit new members to an after-school sport, activity or club. Have them include the day, time and location of the activity in Japanese. Invite students to present their poster to the class and encourage their classmates to join their club.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、 ~さい、 ~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ~じ/~じはん です ; なんじ ですか</li> </ul>		<ul style="list-style-type: none"> <li>• Have students revise <i>hiragana</i> by playing card or computer games such as Memory, Snap or Fish to reinforce memory and recognition of all the <i>hiragana</i> covered. Memory, Snap or Fish <i>hiragana</i> games can be accessed from <i>Genki English</i> or <i>Easy Japanese</i>, <a href="https://www.genkienglish.net/genkijapan/hiragana1.htm">https://www.genkienglish.net/genkijapan/hiragana1.htm</a> or <a href="http://www.easyjapanese.org/kanaquiz.html">http://www.easyjapanese.org/kanaquiz.html</a>.</li> <li>• Provide students with a <i>hiragana</i> chart to play the Japanese game しりとり as a class on the whiteboard. Find an explanation of the rules for しりとり on the website <i>Yabai</i>, <a href="http://yabai.com/p/4287">http://yabai.com/p/4287</a>.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• sing the AIUEO Song (あいうえおのうた) <i>Hiragana</i></li> <li>• role play seeking information about an activity</li> <li>• use language acquired to design a flyer/advertisement to recruit new members to an after-school sport, activity or club</li> <li>• express their likes and dislikes regarding after-school sports and activities</li> <li>• participate in language games, such as しりとり.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<ul style="list-style-type: none"><li>• understanding words and expressions indicating direction or means of transportation, for example, くるまでがっこうにいきます</li></ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 6</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしまか; いつしますか; 土曜日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>のりもの</p> <p>Students relate and exchange experiences and opinions about transport.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>say the names of places in the community</li> <li>play memory games to practise vocabulary</li> <li>ask and respond to questions about where they will go</li> <li>change the tense of verbs from the present to the past</li> <li>play sentence-building games to revise vocabulary.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Brainstorm with students common places in the community and write these on the whiteboard in English and Japanese, for example; がっこう、まち、こうえん、えいがかん、うみ、かわ、ともだちのうち、みせ、かいもの、うち、としょかん、きょうかい、キャンプじょう、プール、レストラン。 Provide students with blank cards and tell them to write the word for one place in the community on one side in <i>hiragana</i> and the English word and/or a picture of the place on the other side. Then ask students to place the cards onto a key ring and use these cards to revise and recall the names of places in the community.</li> <li>Place flashcards of common places in the community around the room. Say the name of one of these places and students go and stand next to that flashcard. Select a student to report to the class where they will go; for example, こうえんです。/こうえんにいきます。 Repeat this activity several times to reinforce the vocabulary for common places in the community.</li> <li>Inform students that you will play music and that when the music stops you will show them an image of a place in the community. Students call out the name of the place in</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Translating</b> Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いってきます/ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, <i>いいえ iie</i> for 'no' and <i>いえ ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p>		<p>Japanese. Repeat this activity using images of places in the community. Japanese children's songs can be sourced from the website, Learn Japanese with JapanesePod101, Japanese Children's Song Compilations- <i>Oni no Pants, Donguri Kokoro + More おにのパンツ、どんぐりころころ</i>, <a href="https://youtu.be/3aYemty3plc">https://youtu.be/3aYemty3plc</a>.</p> <ul style="list-style-type: none"> <li>• In pairs, tell students that when the music stops they will think of a place in the community they go to, face their partner and tell them the place, for example, <i>がっこう</i> です。/<i>がっこうにいきます</i>。/<i>どこにいきますか</i>/<i>こうえんにいきます</i>。 Play this game again with partners reversing roles.</li> <li>• Revise how to change verbs from the present tense to the past tense with students; for example, to go <i>いきます</i>/<i>いきました</i>。 Provide students with sample sentences and have them respond by changing the tense. Ask students to copy example sentences into their workbook.</li> <li>• Discuss with students how to say that they want to go somewhere; for example, (place) <i>に いきたいです</i>。</li> <li>• In groups of six or seven, students sit in a circle to play the sentence-building game to revise vocabulary for when they will do something, what they will do and where they will do it. They try and make the longest sentence they can by repeating what has been said and then adding one word to</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、 ~さい、 ~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ~じ/~じはんです ; なんじですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこうにいきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts,</p>		<p>the sentence; for example,  <small>にち</small>  <small>び</small>          日よう日にうみとこうえんとえいがかんとともだちの          うちにいきます/いきました/いきたいです。</p> <ul style="list-style-type: none"> <li>• Students revise vocabulary for places by playing the game Beat the clock. Allow students three minutes to write as many places as possible in <i>hiragana</i> in their workbook.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
and explain how particular features of such texts help to achieve their purpose		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 7</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか； いつ しますか； 土曜日に サッカーを します； サッカーが すき ですか； ぼくも すき です</p> <p>Recount past activities, for example, まちに 行きました</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>のりもの</p> <p>Students listen to the story 「とこちゃんはどこ」 and relate and exchange experiences and opinions about transport and future daily activities.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>listen to a story about ところ for information about the places he goes to</li> <li>ask and respond to questions about where they will go</li> <li>use expressions, such as まいにち、ときどき</li> <li>play memory games to practise vocabulary</li> <li>change the tense of verbs from the present to the past</li> <li>play sentence-building games to revise vocabulary</li> <li>perform a role play.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Read the story 「とこちゃんはどこ」 to students. Ask students where どこ and when いつ questions to ascertain their understanding of the story. Encourage students to respond in Japanese.</li> <li>Re-read the story 「とこちゃんはどこ」 to students and ask them where else どこ might like to go, or have them consider a different ending to the story. Have students develop a role play based on the story. Assist and/or provide feedback with the development of their role play. Students perform their role play for the class.</li> <li>Discuss with students where they would like to go for their next holiday. Ask students to complete a chart listing their holiday destinations, how they would travel there, who they would go with and the activities they would do.</li> <li>Ask students to use the information in their chart to write a description about their next holiday. Encourage them to use expressions such as, まいにち、ときどき in their writing, and to illustrate their work. Assist students with their language as required. Ask students to present their work to the class.</li> <li>Place students in groups and have them survey their peers about where they will go for their holidays by asking the</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Understanding</b></p> <p><b>Systems of language</b></p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、~さい、~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ~じ/~じはん です; なんじ ですか</li> </ul>		<p>question やすみに、どこにいきますか。 Ask them to record their answers in their workbook. Have students share the results of their survey with the class.</p> <ul style="list-style-type: none"> <li>• Ask students to listen to a spoken text and complete the activity sheet, My holiday with the missing information. Activity worksheets can be found on the website Japanese Teaching Ideas, Travel, <a href="http://japaneseteachingideas.weebly.com/travel.html">http://japaneseteachingideas.weebly.com/travel.html</a>.</li> <li>• Arrange students in groups to play the game Ping pong. Tell them that you will show them a flashcard and say the name of the place. Each group then takes a turn to make a sentence with the place given. Groups receive a point for each grammatically correct sentence.</li> <li>• Place students in pairs and have them develop a dialogue where they invite a friend to do something together after school. Brainstorm with students how to write a dialogue by providing sentences that they can adapt; for example, がっこうのあとで、うみにいきましようか。いいえ、うみが好きじゃないです。やまにいきましようか。はい、やまにいきましよう。ハイキングが大好きです。 Assist students with language where required. Have students perform their dialogue in front of the class or record the performance on a digital device.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Role of language and culture</b></p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>say the names of places in the community</li> <li>write words for places in <i>hiragana</i> and <i>katakana</i></li> <li>participate in language games</li> <li>develop and perform a role play based on the story 「とこちゃんはどこ」</li> <li>listen for information in a spoken text</li> <li>complete a chart and write a description about their future holiday.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 8</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちに行きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>ないたあかおに</p> <p>Students read a traditional folktale and perform it as a role play.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>extract information about events from a written text (folktale)</li> <li>comment on daily routine</li> <li>identify language that locates events in time and uses adjectives to describe people, activities and cultural elements in the folktale 「ないたあかおに」</li> <li>prepare and perform a role play of the folktale 「ないたあかおに」</li> <li>create and perform an imaginative text by writing their own version of the folktale</li> <li>ask questions about the story 「ないたあかおに」</li> <li>discuss the importance and relevance of <i>omusubi/onigiri</i> in Japanese food culture.</li> <li>prepare and perform their own version of the folktale, 「ないたあかおに」.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>View the folktale audiovisual clip from Japan I Love, 泣いた赤鬼 (Crying red ogre), <a href="https://youtu.be/fgLABd6dswQ">https://youtu.be/fgLABd6dswQ</a> or 泣いた赤鬼ーにほんのおはなし from エホンオウコク, <a href="https://youtu.be/XzdRIS6O_so">https://youtu.be/XzdRIS6O_so</a>. Pause the audiovisual clip and ask the students to predict what they think will happen in the folktale.</li> <li>Students discuss known language and predict the meaning of new language. Teachers write a list of known vocabulary from the story on the whiteboard and invite students to give the English equivalent.</li> <li>In pairs, ask students to read the PowerPoint story 「<sup>な</sup>泣いたあかおに赤鬼」 from the Japan Foundation (London), <a href="https://www.jpff.org.uk/language/jsow.php#year4">https://www.jpff.org.uk/language/jsow.php#year4</a>. Students can answer questions about the folktale from the Japanese Teaching Ideas website, Stories and Folktales, <a href="http://japaneseteachingideas.weebly.com/stories-and-folktales.html">http://japaneseteachingideas.weebly.com/stories-and-folktales.html</a>. Discuss the activities the Red Demon is involved in throughout the folktale.</li> <li>Place students in groups and have them role play the story 「ないたあかおに」.</li> <li>Ask students to write their own version of the story 「ないたあかおに」 as a role play, <i>manga</i> or storybook by</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Creating</b> View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, ouchi ga ooi desu; kawa ni sunde imasu; ~ ni ~ o tabemasu; totemo kowai desu</p>		<p>adapting the theme, characters, places, ideas and events. Provide students with a sample template if necessary (Summative assessment).</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Translating</b>            Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Reflecting</b>            Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b>            Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, <i>いえ</i> for 'no' and <i>いえ</i> for 'house'</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul>		

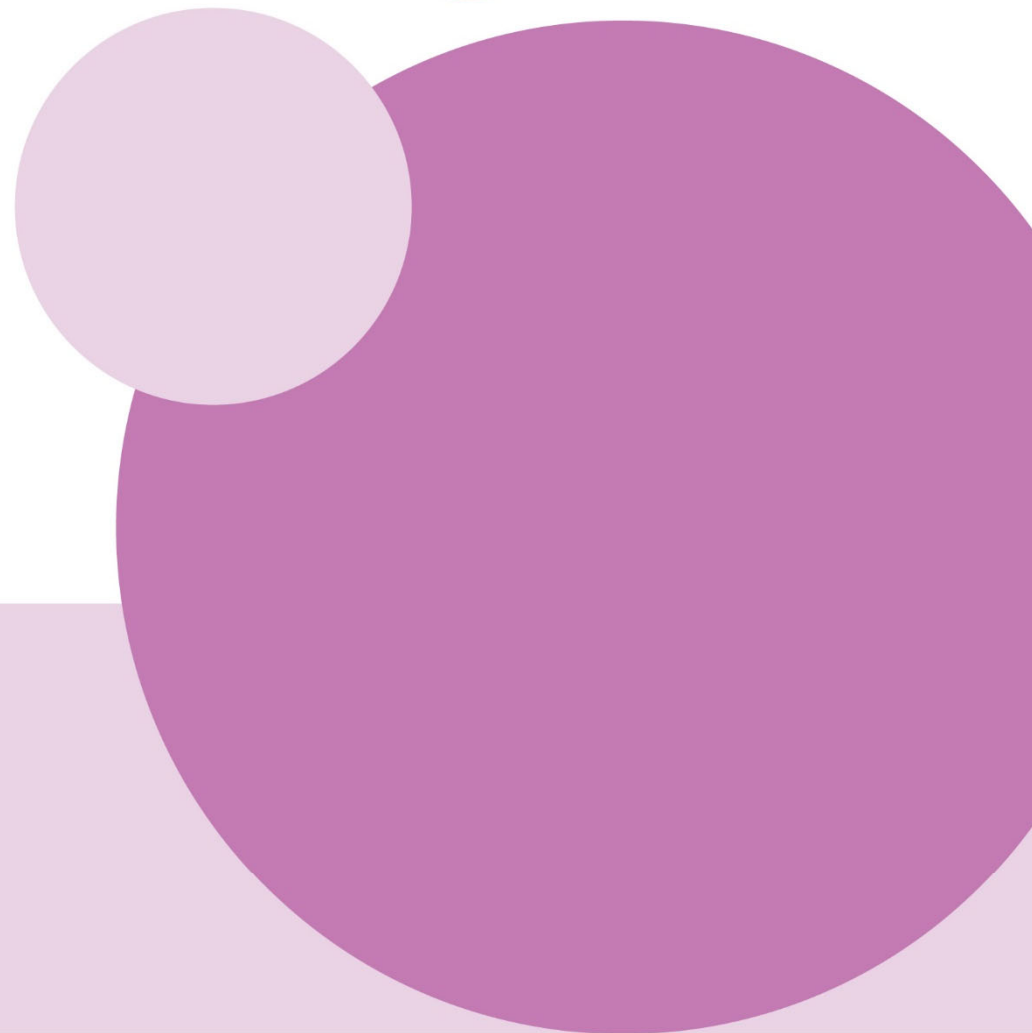
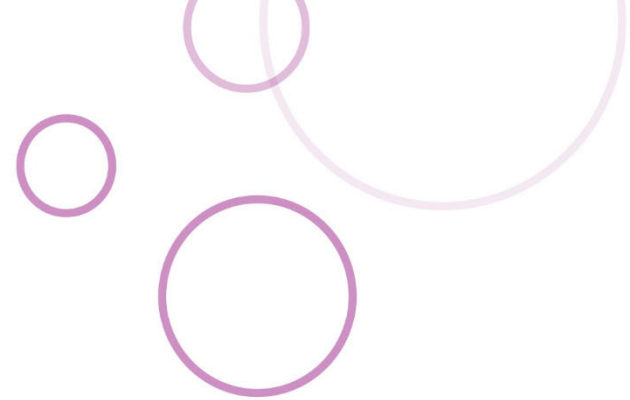
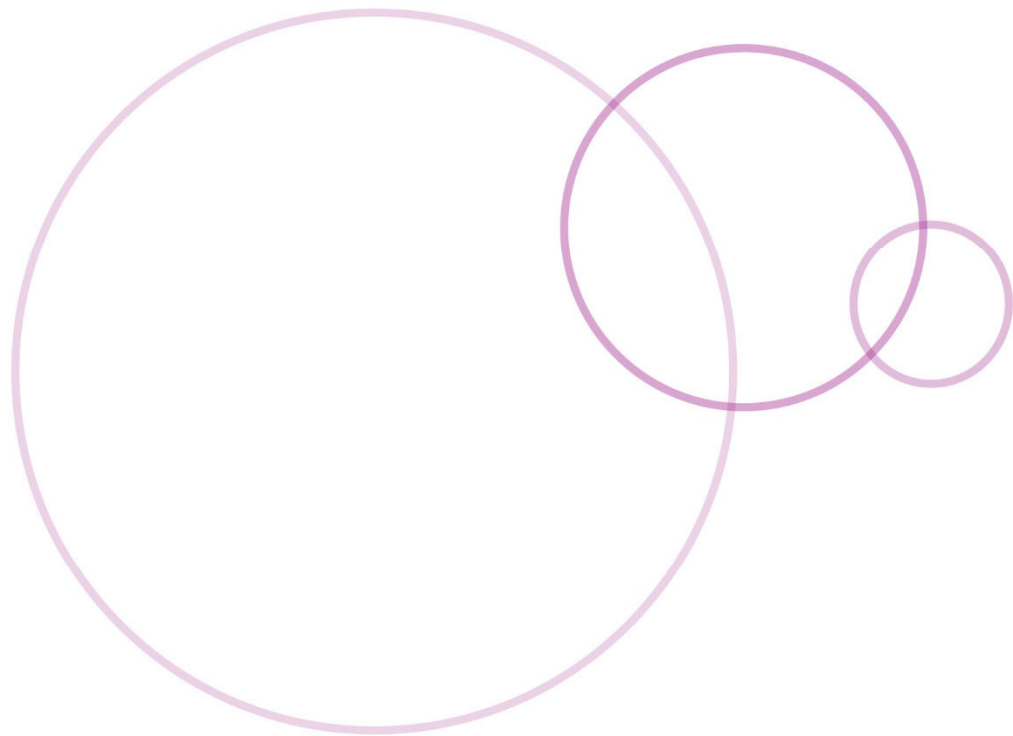


<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう / おはようございます ; はし / おはし ; なまえ / おなまえ</p> <p><b>Role of language and culture</b> Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
expressions that reflect different cultural values, traditions or practices		





## **TERM 4**

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Weeks 1–8



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 1</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか；いつしますか；土曜日にサッカーをします；サッカーがすきですか；ぼくもすきです</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>しんかんせん</p> <p>Students exchange information about modes of transport in Japan and Australia.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>talk about the similarities and differences between modes of transport in Japan and Australia</li> <li>use a bilingual dictionary</li> <li>create a word dictionary for modes of transport</li> <li>sing a song about the railway</li> <li>write all <i>hiragana</i> characters including <i>tenten</i> (ん) and <i>maru</i> (る)</li> <li>pronounce <i>hiragana</i> characters, including か/が、さ/ざ、ほ/ぼ/ぽ, when <i>tenten</i> (ん) and <i>maru</i> (る) have been added.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Play the audiovisual clip <i>Shinkansen Ride in Japan</i> from the website Benoist, <a href="https://youtu.be/vOUtbFIZ-D4">https://youtu.be/vOUtbFIZ-D4</a>. As a class, discuss the similarities and differences between train travel in Japan and Australia.</li> <li>Provide students with an information sheet from the website Japan Guide, <i>Shinkansen</i>, <a href="https://www.japan-guide.com/e/e2018.html">https://www.japan-guide.com/e/e2018.html</a>. The information sheet could include how fast the train travels, the routes that can be travelled, the year it first became available, what other countries have bullet trains, and other relevant information. Ask students to work in pairs to summarise the information. Invite each pair to share one piece of information about <i>Shinkansen</i> with the class.</li> <li>Brainstorm with students the types of modern and traditional transport used in Japan and make a list of these on the whiteboard in English. Provide students with dictionaries, or access to an online bilingual dictionary such as <a href="https://jisho.org">https://jisho.org</a>, to find the Japanese meaning and write these words alongside the English words on the whiteboard. Ask students to write this list of transport words in their workbook.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Translating</b>            Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i>; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p><b>Understanding</b></p> <p><b>Systems of language</b>            Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> <li>• Explain to students that some transport words are borrowed from English and are written in <i>katakana</i>; for example, <i>バス、タクシー、ヘリコプター</i>.</li> <li>• Use the website, <i>こどもずかん・おとのページ</i> to listen to transport key vocabulary from <i>Kodomozukan</i>, <a href="http://kodomozukan.jp/html4/1.html">http://kodomozukan.jp/html4/1.html</a>. Students can listen in both Japanese and English. Click on the transportation vocabulary on the website then ask students to repeat the words.</li> <li>• Ask students to make their own ‘modes of transport’ word dictionary with corresponding pictures; for example, <i>バス、しんかんせん、でんしゃ、くるま、じてんしゃ、ふね、ひこうき、とほ、タクシー、ヘリコプター、フェリー、ヨット、バイク</i>. A sample can be viewed on the website Online Languages, <a href="https://www.online-languages.info/japanese/picture-dictionary.php">https://www.online-languages.info/japanese/picture-dictionary.php</a>.</li> <li>• Introduce to students the <i>hiragana</i> characters <i>tenten</i> (てん) and <i>maru</i> (まる); for example, <i>か/が、さ/ざ、は/ば/ぱ</i>. Have them listen to and copy the pronunciation of these characters. Ask them to write these characters and how they are pronounced in their workbooks. Activities and worksheets can be photocopied from the textbook, 「<i>ぶーぶーぶー</i>」.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p><b>Role of language and culture</b> Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<ul style="list-style-type: none"><li>• Complete <i>hiragana</i> activities, including activities with <i>tenten</i> (ん) and <i>maru</i> (°), from the workbook(s), <i>Hiragana in 48 minutes</i> and/or the workbook <i>The ABCs of Japanese</i>.</li></ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 2</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーがすきですか; ぼくもすきです</p> <p>Recount past activities, for example, まちに行きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario,</p>	<p>しんかんせん</p> <p>Students exchange information about modes of transport in Japan and Australia.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• sing a song about the railway, 「せんろはつづくよどこまでも」</li> <li>• use flashcards to revise transport vocabulary</li> <li>• revise the days of the week</li> <li>• participate in language games to reinforce language acquisition</li> <li>• complete transport activity worksheets</li> <li>• write a word dictionary for modes of transport</li> <li>• write sentences in <i>hiragana</i> about transport</li> <li>• design a mobile with transport <i>origami</i>, label the <i>origami</i> using <i>hiragana</i> or <i>katakana</i>.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Teach the lyrics of the song <i>Senro wa tsuzukuyo doko made mo</i> 「せんろはつづくよどこまでも」 to students to revise vocabulary for modes of transport. The song audiovisual 童謡 is available online from Learn Japanese with JapanesePod101.com, Japanese Children’s Song – 童謡 – <i>Sen ro wa tsuzukuyo doko made mo</i> – せんろはつづくよどこまでも, <a href="https://youtu.be/8oOKESKu_2Q">https://youtu.be/8oOKESKu_2Q</a>.</li> <li>• Read the story <i>でんしゃでいこう</i> and simplify the language for students. Discuss the places that can be visited by train. Re-read the story each week to revise vocabulary.</li> <li>• Use flashcards to revise vocabulary for different modes of transport. Flashcards can be sourced from the website Japanese Teaching Ideas, Travel &amp; Transport, <a href="http://japaneseteachingideas.weebly.com/travel.html">http://japaneseteachingideas.weebly.com/travel.html</a>.</li> <li>• Revise the days of the week by singing the rap song Japanese Days of the Week よう日 with students from YouTube, Japanese Days of the Week よう日, <a href="https://www.youtube.com/watch?v=hNjL_euT4UE">https://www.youtube.com/watch?v=hNjL_euT4UE</a>.</li> <li>• Students revise vocabulary for types of transport by making a set of cards where half the set has pictures of a type of transport and the other half has the matching word for the</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>science experiments, cooking, origami or other craft activities</p> <p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Learn to read and write words using <i>hiragana</i></p>		<p>type of transport. Students use these cards to play games such as Bingo, Memory or Snap.</p> <ul style="list-style-type: none"> <li>Provide students with an activity sheet from Japanese teaching Ideas, <a href="http://japaneseteachingideas.weebly.com/travel.html">http://japaneseteachingideas.weebly.com/travel.html</a> and ask them to complete the table by indicating the type of transport they use each day of the week to travel to school. Model how to write a sentence for one of the lines in the table; for example,  <small>げつ</small> <small>び</small>              月よう日にくるまでがっこうにいきます。</li> <li>Demonstrate how to make a <i>Shinkansen origami</i> and other modes of transport using the traditional art of <i>origami</i> from the website <i>Origami Club</i>, <a href="https://en.origami-club.com/easy/vehicle/shinkansen/index.html">https://en.origami-club.com/easy/vehicle/shinkansen/index.html</a> or The <i>Origami Resource Center</i>, <a href="https://en.origami-club.com/easy/vehicle/car/index.html">https://en.origami-club.com/easy/vehicle/car/index.html</a></li> <li>Ask students to design a mobile with their <i>origami</i> creations, labelling each item in <i>hiragana</i> or <i>katakana</i>.</li> <li>Teach students how to make <i>origami</i> helicopters or planes and then use them to compete against their peers, to determine who has the fastest helicopter or plane. Start the game by asking <small>いちばん</small>一番はやいヘリコプターはどれですか。  <small>いちばん</small>一番はやいヘリコプターはだれのですか。 Introduce</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です；なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま でがっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts,</p>		<p>Japanese expressions for students to use during the competition, for example, がんばって、はやく、すごい、やった.</p>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>and explain how particular features of such texts help to achieve their purpose</p> <p><b>Role of language and culture</b> Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 3</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちに行きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>しんかんせん</p> <p>Students read the story 「でんしゃにのったよ」 and conduct a survey about modes of transport.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• read the children’s book 「でんしゃにのったよ」</li> <li>• sing a song about modes of transport</li> <li>• write sentences in <i>hiragana</i> about transport</li> <li>• make a mini book about transport</li> <li>• participate in language games to reinforce language acquisition</li> <li>• conduct a class survey about transportation</li> <li>• read the story ぶーぶーぶー</li> <li>• revise <i>hiragana</i> (ゝ) and <i>maru</i> (°).</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Read the story 「でんしゃにのったよ」 to students. Discuss with students how they could develop the story about the boy, add another character or write a new ending to the story. Place students in small groups to develop a role play based on the story. Assist students with language as required. Ask students to perform their role play for the class.</li> <li>• Teach the song しゅつどう   たよれる自動車<sup>じどうしゃ</sup>のうた、 from ピンキッツ! from Pinkfong - 童謡と子どもの動画, <a href="https://youtu.be/pSfjT1x1vHo">https://youtu.be/pSfjT1x1vHo</a>, パトカーのうた   のりもの歌   はたらく車   ピンクフォン童謡 from ピンキッツ! Pinkfong - 童謡と子どもの動画, <a href="https://youtu.be/q75W5r2_2QU">https://youtu.be/q75W5r2_2QU</a> or さめのおまわりさん from ピンキッツ Pinkfong YouTube clip, to students to reinforce vocabulary for modes of transport.</li> <li>• After viewing the audiovisual clip, brainstorm with students the modes of transport seen in the audiovisual clip. Write these into a table on the whiteboard .</li> <li>• Provide students with a blank mini book and ask them to use the information in the table to write a short text about the type of transport they use each day of the week. Assist and/or provide feedback to students on their writing. The</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken</p>		<p>instructions for ‘How to make a mini book’ can be found on the website The Spruce Crafts, How to make a 9-Page Booklet out of Paper, <a href="https://www.thesprucecrafts.com/make-an-easy-9-page-paper-booklet-4117118">https://www.thesprucecrafts.com/make-an-easy-9-page-paper-booklet-4117118</a>.</p> <ul style="list-style-type: none"> <li>• To revise vocabulary, students play naughts and crosses by replacing the ✖ and the ○ with transport words; for example, でんしゃ and バス.</li> <li>• Teach students to express how they go to school and with whom they go somewhere; for example, (transport) でいきます。(person) と いきます。Place students in pairs to ask each other how they go to school and with whom they go.</li> <li>• Conduct a class survey about how students travel to school. Working in pairs, students ask their partner the question どうやって、がっこうにいきますか。バスでがっこうにいきますか。 and then write on a sticky note the mode of transport used in Japanese. Collect all the sticky notes and tally the results in a table on the whiteboard. Ask students to draw a simple column graph to represent the results and then write a summary of the results in Japanese. Assist and/or provide feedback on their writing.</li> <li>• Read the story 「ぶーぶーぶー」 to students. Remind them to use the visual cues and any language they know to try to</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		<p>work out what the story is about. Ask them questions to ascertain their understanding.</p> <ul style="list-style-type: none"> <li>• Revise <i>hiragana</i> by singing the AIUEO Song (あいうえおのうた) <i>Hiragana</i> from <i>Shouyu Japanese</i>, <a href="https://youtu.be/plvSpVSdJWU">https://youtu.be/plvSpVSdJWU</a>.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• Include information acquired about modes of transport on a poster</li> <li>• write words for transport in <i>hiragana</i> and <i>katakana</i></li> <li>• write <i>hiragana</i> characters and o</li> <li>• perform a role play based on the story 「でんしゃにのったよ」</li> <li>• sing songs in Japanese to revise <i>hiragana</i>, days of the week and modes of transport</li> <li>• make a mini book of transport</li> <li>• play games in Japanese</li> <li>• say how they got to school</li> <li>• say with whom they go somewhere</li> <li>• write a summary of survey results about how students travel to school.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう / おはようございます ; はし / おはし ; なまえ / おなまえ		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 4</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか；いつしますか； 土曜日にサッカーをします； サッカーがすきですか； ぼくもすきです</p> <p>Recount past activities, for example, うちに いきました</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p>	<p>わたしのまち</p> <p>Students exchange information about the places they go during the week.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>ask and respond to questions about places they go on certain days of the week</li> <li>ask and respond to questions about what activities can be done at particular places</li> <li>write frequently-used words in <i>hiragana</i></li> <li>exchange information about places they like and their favourite places</li> <li>make a scroll depicting their favourite <i>kanji</i> and draw a picture to represent its meaning</li> <li>participate in language games.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Divide the class into two groups and use flashcards for places to introduce/revise vocabulary; for example, がっこう、きょうかい、川、<sup>かわ</sup>海、<sup>うみ</sup>えき、えいがかん、こうえん、どうぶつえん、バスてい、プール、レストラン、パンや、スーパー。 Students could write these words into their workbook.</li> <li>Provide students with a list of places vocabulary. Place students in groups and have them survey their peers about where they will go for their holidays by asking the question やすみに、どこにいきますか。 Students record their answers in their workbook and share the results of their survey with the class.</li> <li>Ask students to listen to a spoken text and complete the activity sheet, My holiday with the missing information from the website, Japanese Teaching Ideas, <a href="http://japaneseteachingideas.weebly.com/travel.html">http://japaneseteachingideas.weebly.com/travel.html</a>.</li> <li>Arrange students in groups to play the game Ping pong. Show them a flashcard and say the name of the place. Each group then takes a turn to make a sentence with the place given. Groups receive a point for each grammatically correct sentence.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> <li>• Ask students to use the information in their chart to write a description about their next holiday. Encourage them to use expressions such as, まいにち、ときどき in their writing, and to illustrate their work. Assist students with their language as required. Ask students to present their work to the class.</li> <li>• Provide students with ink and calligraphy brushes to practise writing the <i>kanji</i> for mountain <sup>やま</sup>山, sea <sup>うみ</sup>海 and river <sup>かわ</sup>川. Alternatively have them use pipe cleaners or play dough to form the <i>kanji</i>.</li> <li>• Explain to students that they will make a scroll featuring their favourite <i>kanji</i> and a drawing to match the meaning of the <i>kanji</i> as part of the background. Provide them with paper to complete their <i>kanji</i> writing and picture. Demonstrate to students how to make a scroll with paper, ribbon and a dowel. Ask students to present their scroll to the class.</li> <li>• Place students in pairs and give one student Places I go to Activity sheet A, and the other student Places I go to Activity sheet B. Advise them that both activity sheets have some missing information about the places they go on certain days of the week. They work together to complete the missing information by taking turns to ask questions.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"> <li>• Introduce students to the game Battleship. Place students in pairs and provide each student with grid paper. Ask them to draw five battleships on certain coordinates. Students take turns to determine where the battleships are by asking questions; for example, <small>でんしゃ</small>で<small>こうえん</small>にいきますか。いいえ、いきません。くるまで<small>こうえん</small>にいきますか。はい、そうです。Tell students to cross out each battleship as it is found. The students whose partners have crossed out all their battleships are the winners.</li> <li>• Place students in pairs and have them develop a dialogue where they invite a friend to do something together after school. Brainstorm with students how to write a dialogue by providing sentences that they can adapt; for example; <small>がっこう</small>のあとで、<small>うみ</small>にいきましょうか。いいえ、<small>うみ</small>が<small>す</small>好きじゃないです。<small>やま</small>にいきましょうか。はい、<small>やま</small>にいきましょう。<small>ハイキング</small>が<small>だいす</small>大好きです。Assist students with language where required. Have students perform their dialogue in front of the class.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
<p><b>Week 5</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p>	<p>わたしのまち</p> <p>Students exchange information about the places they go during the week.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>ask and respond to questions about what activities can be done at particular places</li> <li>ask and respond to questions about places they go on certain days of the week</li> <li>participate in language games</li> <li>label places on a map in <i>hiragana</i> and <i>kanji</i></li> <li>write frequently used words in <i>hiragana</i></li> <li>exchange information about favourite places</li> <li>design a map of their ideal town.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Working with a partner, students ask and respond to questions about what activities to do at the different places on their map; for example, 海でなにをしますか。水泳をします。いぬとさんぽをします。こうえんで何をしますか。サッカーをします。Advise them to use their map to ask and respond to questions about where certain places are; for example, 水泳が好きですが、プールはどこですか。ここです。ハイキングが好きですが、山はどこですか。つりが好きですが、川はどこですか。</li> <li>Students exchange information about their favourite places and what they do there; for example, 好きなレストランです。ピザを食べます。</li> <li>Ask students to prepare a three-day itinerary for a Japanese visitor who is coming to stay at their home. Have them include information on the places they will go, how they will get there and what they will do; for example, 月よう日に海にいきます。バスで海にいきます。海で水泳をします。いいきもちです。Encourage them to use</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
<p><b>Understanding</b></p> <p><b>Systems of language</b> Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ～じ/～じはん です; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of</li> </ul>		<p>expressions to describe what they are doing; for example, いいきもち、たのしいです、おいしいです。</p> <ul style="list-style-type: none"> <li>• Ask students to design a map of their ideal town in their workbook, labelling the places in <i>hiragana</i> and <i>kanji</i>; for example, がっこう、きょうかい、こうえん、川、海、えき、えいがかん、どうぶつえん、バスでい、プール、レストラン、パンや、スーパー。</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• write and draw the meaning of their favourite <i>kanji</i> to make a scroll</li> <li>• write 山、川、海 in <i>kanji</i> accurately</li> <li>• ask and respond to questions about the places they go and the activities they do</li> <li>• prepare a three-day itinerary for a Japanese visitor about places to go, how to get there and what to do.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Teaching and learning experiences</b>
<p>transportation, for example, くるま で がっこう に いきます</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 6</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちに行きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p><b>おむすびころりん</b></p> <p>Students listen to the traditional Japanese folk story 「おむすびころりん」, and then use <b>かみしばい</b> to retell the story.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>ask questions about the story 「おむすびころりん」</li> <li>discuss the importance and relevance of おむすび/おにぎり in Japanese food culture</li> <li>prepare and perform their <b>かみしばい</b></li> <li>make recipes such as <i>onigiri, sushi, maki zushi, chirashizushi</i></li> <li>ask and respond to questions about likes and dislikes regarding food.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Read the story 「おむすびころりん」 (The Rolling Rice Ball) for students. A copy of the story can be found at The Japan Foundation (Sydney), <a href="https://jpf.org.au/classroom-resources/resources/play-omusubi-kororin/">https://jpf.org.au/classroom-resources/resources/play-omusubi-kororin/</a> and <a href="https://jpf.org.au/classroom-resources/resources/omusubi-activity/">https://jpf.org.au/classroom-resources/resources/omusubi-activity/</a>. Simplify the language to include expressions and sentences students know; for example, すみません、はいですね、おそいですね、だめです、いいですね、ああ、おいしそうですね、すごいですね。</li> <li>Discuss the story 「おむすびころりん」 with students and talk about the behaviour displayed by the characters. Ask students to consider the messages that are being conveyed in the story.</li> <li>Re-read 「おむすびころりん」 and ask students questions about the story; for example, おじいさんはどこにすんでいましたか。おばあさんは何をあげましたか。おなかがペコペコは何でしょう。だれがおなかペコペコですか。何をたべましたか。どんなどうぶつがいましたか。ねずみさんはおじいさんに何をあげましたか。よくばり</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Creating</b> View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p>		<p>じいさん= greedy grandad は何<sup>なに</sup>をしましたか。よくばりじいさんは何<sup>なに</sup>になりましたか。</p> <ul style="list-style-type: none"> <li>• Arrange students in groups and tell them that they will develop a role play based on the story 「おむすびころりん」. Provide them with the script to use as a guide. Encourage students to dress up using <i>happi</i> coats and <i>yukata</i> if available. Have students perform their role play in front of the class. Play the audiovisual clip of The Rolling Rice Ball (おむすびころりん) from ボンボンアカデミー, for students. Brainstorm words and expressions used in the audiovisual clip and write a list of these on the whiteboard with the English meaning. Place students in groups to retell the story in Japanese and English, using the words and expressions from the list on the whiteboard. Have students retell the story to the class.</li> <li>• Show students images of おにぎり or the audiovisual clip from NHK World, Japanology Plus, <a href="https://www3.nhk.or.jp/nhkworld/en/ondemand/playlist/">https://www3.nhk.or.jp/nhkworld/en/ondemand/playlist/</a></li> <li>• Discuss with students the cultural significance of おにぎり, when they are eaten and why they are so popular with Japanese people. Draw their attention to the images of creative おにぎり used in the おべんとう.</li> <li>• Play the audiovisual clip How to make <i>onigiri</i> (Japanese Rice Balls Recipe) from <i>Ochikeron</i>, <a href="https://youtu.be/rFyfPvo97XQ">https://youtu.be/rFyfPvo97XQ</a></li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Understanding</b></p> <p><b>Systems of language</b> Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、 ~さい、 ~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ~じ/~じはん です ; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of</li> </ul>		<p>for students. Together with students, list the ingredients and the method used to make <i>onigiri</i> on the whiteboard. Ask students to copy this information into their workbook and illustrate with drawings of おにぎり.</p> <ul style="list-style-type: none"> <li>• Demonstrate how to make おにぎり in class and then have students make their own おにぎり. Teachers may choose to view the audiovisual clip, How to unwrap onigiri from Arcanestatic, <a href="https://youtu.be/ugowL2_puxw">https://youtu.be/ugowL2_puxw</a>. Revise with students phrases used before and after eating <i>onigiri</i> or a meal; for example; いただきます/ごちそうさまでした。 Ask students to use the correct phrase before and after eating their おにぎり.</li> </ul>



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p>transportation, for example, くるま で がっこう に いきます</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Role of language and culture</b></p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 7</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b> Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちに行きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>おむすびころりん</p> <p>Students listen to the traditional Japanese folk story 「おむすびころりん」, and then use かみしばい to retell the story.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>ask questions about the story 「おむすびころりん」</li> <li>discuss the importance and relevance of おむすび/おにぎり in Japanese food culture</li> <li>prepare and perform their かみしばい</li> <li>make recipes such as <i>onigiri</i>, <i>sushi</i>, <i>maki zushi</i>, <i>chirashizushi</i></li> <li>learn how to unwrap <i>onigiri</i></li> <li>ask and respond to questions about likes and dislikes regarding food</li> <li>revise the <i>hiragana</i> rules for short and long sounds.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>Introduce students to the Japanese art form of picture storytelling called かみしばい by playing the audiovisual clip おむすびころりんかみしばい. Explain to students that かみしばい was a popular form of street theatre in the 1930s in Japan. かみしばい is a traditional way of storytelling through the use of かみしばい, or paper theatre. かみしばい are illustrated storyboards with pictures printed on one side and the script on the reverse.</li> <li>Arrange students into four groups and tell them that they will make a かみしばい based on the story 「おむすびころりん」. Provide each group with one of the scenes from the script of the story 「おむすびころりん」. Ask students to discuss within their group how they will retell and illustrate the scenes in their script. Tell students that each one will draw a picture to represent a part of the storyline from their script and then write 1–2 sentences to describe their picture. Assist and/or provide feedback to students on their writing. Have students perform the かみしばい at a school assembly.</li> <li>Revise with students how to ask and respond to questions about the foods they like and dislike; for example, (food) が好きですか。はい、好きです。はい、大好き</li> </ul>



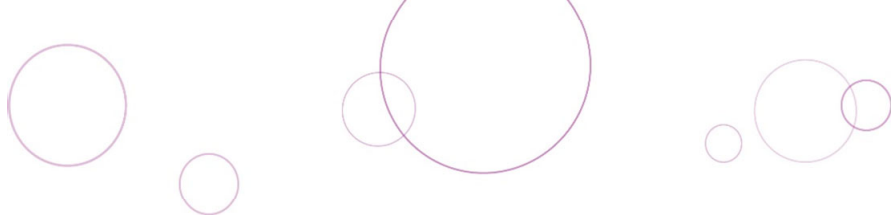
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Creating</b> View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, <i>くちが大きいです</i>; <i>かわにすんでいます</i>; <i>～に～を食べます</i>; <i>とてもこわいです</i></p>		<p>です。いいえ、好き<sup>す</sup>じゃないです。(food)を食べます/食べません。</p> <ul style="list-style-type: none"> <li>Remind students of the <i>hiragana</i> rules for short and long sounds. Have them work in pairs to practise the sounds, for example, <i>きいて・きって・すわって・おはよう</i>. Choose an activity from the workbook, <i>Hiragana in 48 Minutes</i> (Quackenbush, H. and Ohso, M. 1999) for students to complete <i>hiragana</i> rules for short and long sounds.</li> <li>Play the audiovisual clip How to unwrap <i>onigiri</i>. Discuss how this is similar to opening a sandwich from a convenience store in Australia.</li> <li>Tell students that they will make Japanese food for a <i>Hanami</i>. Place students in groups and ask them to research the ingredients used for a Japanese rice recipe; for example, <i>onigiri</i>, <i>sushi</i>, <i>maki zushi</i>, <i>chirashizushi</i>. Have them make a list of the ingredients and utensils required to make their recipe. Demonstrate how to make each recipe and then have each group make their own. Ask students to set up the <i>Hanami</i> with the food they have prepared. Have students ask and respond to questions about the foods they like and dislike.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ～ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ～人、～さい、～月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> </ul>		<p><b>Formative Assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• ask and respond to questions about the story 「おむすびころりん」</li> <li>• perform a role play based on the story 「おむすびころりん」 repeat and add additional information to a sentence and pronounce the words correctly</li> <li>• illustrate and write a かみしばい based on a scene in the story 「おむすびころりん」</li> <li>• create an alternative version of 「おむすびころりん」 and present it as a play.</li> <li>• pronounce the long and short sounds of <i>hiragana</i> correctly</li> <li>• ask and respond to questions about likes and dislikes regarding food.</li> </ul> <p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Formal assessment using Assessment Exemplar 2: むかしばなし Folktales activity. (Appendix C)</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> <li>telling time using ～じ/～じはん です ; なんじ ですか</li> <li>understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p><b>Language variation and change</b> Understand and demonstrate how language use varies according to the participants' age, gender, relationship and the context of use, for example, おはよう/おはようございます ; はし/おはし ; なまえ/ おなまえ</p>		



<b>Western Australian curriculum content</b>	<b>Teaching and learning intentions</b>	<b>Learning experiences</b>
<p><b>Role of language and culture</b></p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Week 8</b></p> <p><b>Communicating</b></p> <p><b>Socialising</b></p> <p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか; いつしますか; 土曜日にサッカーをします; サッカーが好きですか; ぼくも好きです</p> <p>Recount past activities, for example, まちにいきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>ぶんぶくちやがま</p> <p>Students listen to a Japanese folk story and discuss the place of stories in their daily life.</p> <p><b>Learning intentions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• sing songs (about animals) in Japanese read the story 「ぶんぶくちやがま」</li> <li>• retell part of the story 「ぶんぶくちやがま」</li> <li>• design a poster about the たぬき</li> <li>• express when they leave and return home</li> <li>• collaborate with their peers to prepare a role play</li> <li>• ask others about their likes and dislikes</li> <li>• talk about the importance of tea and tea ceremonies in Japan.</li> </ul>	<p><b>Teaching and learning activities</b></p> <ul style="list-style-type: none"> <li>• Teach the lyrics of the songs <i>Kobu たぬき</i> and <i>Genkotsuyama no tanuki san</i> to students to revise vocabulary for animals. <i>Kobu たぬき</i> can be viewed at Japanese Folk Songs#28 <a href="https://www.youtube.com/watch?v=vj5K2JIGLM">https://www.youtube.com/watch?v=vj5K2JIGLM</a> or Kumaraba, [手遊び]こぶたぬきつねこ <i>Genkotsuyama</i> can be viewed from Learn Japanese with JapanesePod101.com, Japanese Children’s Song – Baby Raccoon Dog of <i>Genkotsuyama</i>, <a href="https://www.youtube.com/watch?v=Aawdd204WTO">https://www.youtube.com/watch?v=Aawdd204WTO</a> or from ゆめあるチャンネル、[歌入り版]げんこうつやまのためきさん, <a href="https://www.youtube.com/watch?v=0Kfbpp_bmv8">https://www.youtube.com/watch?v=0Kfbpp_bmv8</a>.</li> <li>• Play the audiovisual clip, The Dancing Kettle from ボンボンアカデミー, The Dancing Kettle (English) Animation of Japanese Traditional Stories, <a href="https://www.youtube.com/watch?v=KS2HZbdx3ZI">https://www.youtube.com/watch?v=KS2HZbdx3ZI</a> or from <i>Hukumusume, Bunka Chagama</i>, <a href="https://www.youtube.com/watch?v=HWbi2P5pKNY">https://www.youtube.com/watch?v=HWbi2P5pKNY</a> . Ask them questions about the audiovisual clip to ascertain their understanding of the text, for example, ‘What is a たぬき?’</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Informing</b> Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p><b>Creating</b></p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くちが大きいです；かわにすんでいます；～に～を食べます；とてもこわいです</p>		<p>‘Where does he live?’ ‘How did he feel when ...?’ ‘Did he like living in the temple?’ ‘What did he eat?’ ‘What did he do?’</p> <ul style="list-style-type: none"> <li>Brainstorm with students the main characters in the story, their personality traits and virtues. Write these words on the whiteboard in Japanese and English. Have students write this list into their workbook.</li> <li>Discuss with the class the virtues of the たぬき in folklore. Ask students to design a poster about the たぬき that includes a description of what it looks like and its personality. Alternatively, have students describe the たぬき in a wanted poster and include information about where he lives, what he looks like and what he likes and dislikes. Teachers may elect to model an example using another animal in order to scaffold this task for students.</li> <li>Provide students with an activity sheet based on the story 「ぶんぶくちやがま」. Read the activity sheet to students. Ask students to put the sentences in the correct order and then match them with the corresponding image.</li> <li>Revise expressions used when leaving and returning home with students; for example, ただいま/おかえり/いってきます/いってらっしゃい.</li> <li>Show images of <i>Morinji</i> from the website shutterstock, <a href="https://www.shutterstock.com/search/morinji+temple">https://www.shutterstock.com/search/morinji+temple</a> and explain the importance of this temple with regard to the</li> </ul>



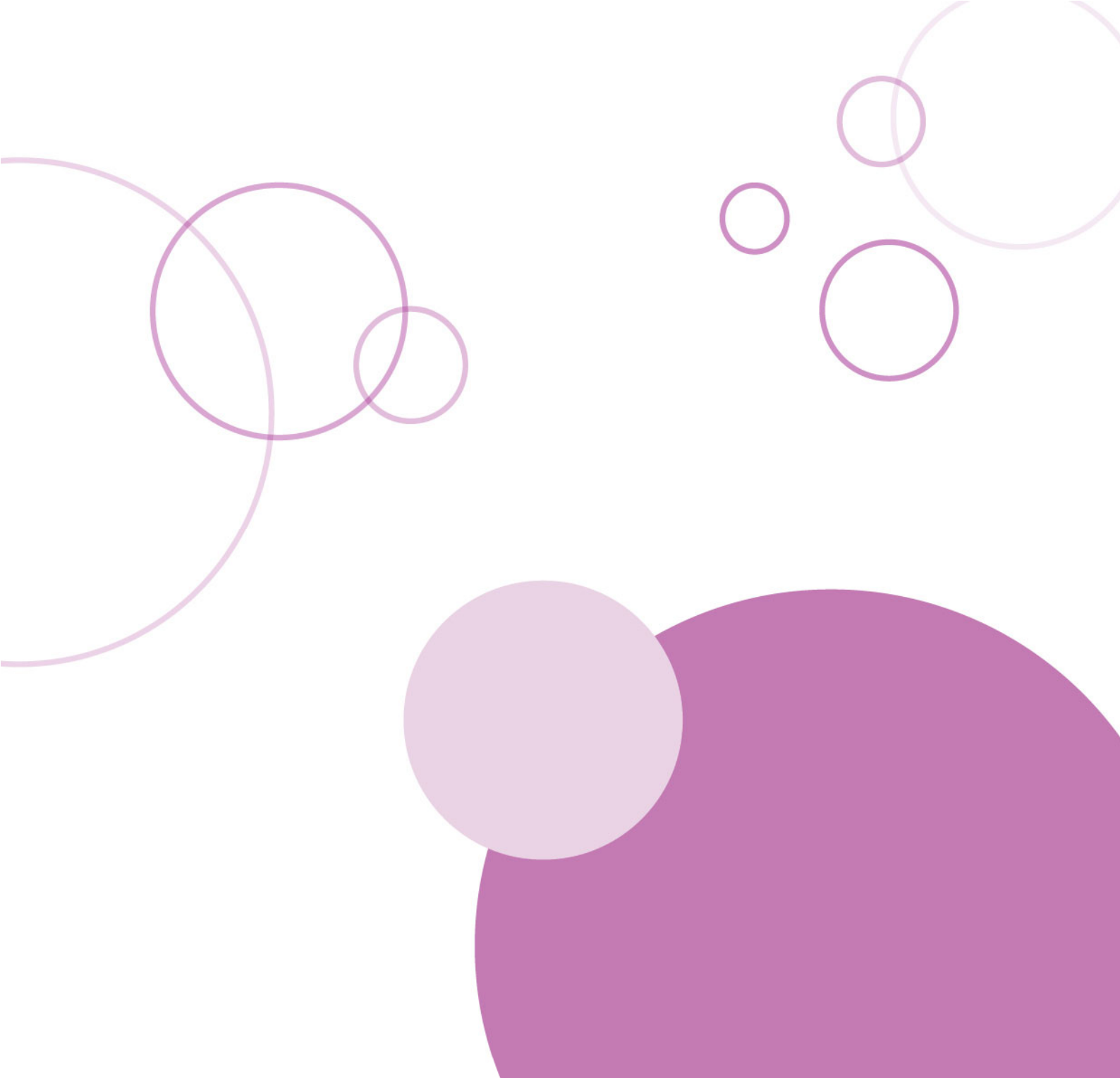
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p><b>Translating</b> Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i> ; counter classifiers; the indication of politeness by using <i>です</i></p> <p><b>Reflecting</b> Notice and describe how language reflects cultural practices and norms</p> <p><b>Understanding</b></p> <p><b>Systems of language</b> Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, <i>いいえ iie</i> for 'no' and <i>いえ ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p>		<p>story of <i>ぶんぶくちやがま</i>. Ask students to design a poster of the temple and write <i>お寺</i> in <i>hiragana</i> and <i>kanji</i>.</p> <ul style="list-style-type: none"> <li>Discuss with students how a storyboard template can be used to retell a story. Teachers can print a storyboard template from the website <i>studiobinder</i>, <a href="https://www.studiobinder.com/blog/downloads/storyboard-template/">https://www.studiobinder.com/blog/downloads/storyboard-template/</a>. Introduce the Japanese expression 「むかしむかし、あるところに」, often used at the beginning of Japanese folk stories. Use this expression when demonstrating to students how to complete the first square of the storyboard template. Provide students with a storyboard template to retell their favourite part of the story 「ぶんぶくちやがま」. Assist and/or provide feedback to students about their writing. Have them present their storyboard to the class.</li> <li>Arrange students in groups to retell the story 「ぶんぶくちやがま」 as a role play. Have each group perform their role play in front of the class. Teacher can access resources from, The Japan Foundation (Sydney), <a href="https://jpf.org.au/classroom-resources/resources/manga-bumbuku-chagama/">https://jpf.org.au/classroom-resources/resources/manga-bumbuku-chagama/</a>.</li> <li>Introduce students to the many varieties of tea drunk in Japan. Discuss the importance of tea in the daily life of Japanese people. Provide students with the opportunity to</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>• using verbs in past tense ~ました/ませんでした</li> <li>• beginning to use counters in Japanese, for example, ~人、~さい、~月</li> <li>• indicating time and frequency using expressions such as まいにち、ときどき</li> <li>• telling time using ~じ/~じはん です; なんじ ですか</li> <li>• understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます</li> </ul> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts,</p>		<p>sample a variety of Japanese teas; for example, <i>maccha</i>, <i>ocha</i>, <i>hoojicha</i>, <i>oolong</i> and black tea. Refer to Japan-guide.com, <a href="https://www.japan-guide.com/e/e2041.html">https://www.japan-guide.com/e/e2041.html</a> for more information or view the audiovisual clips from truejapan.com, How to Brew fine Sencha, <a href="https://youtu.be/FZwseSKcao">https://youtu.be/FZwseSKcao</a>, or How to Make Matcha, <a href="https://youtu.be/2doEhQaynLs">https://youtu.be/2doEhQaynLs</a>.</p> <ul style="list-style-type: none"> <li>• Discuss the difference between <i>maccha</i> and <i>ocha</i> tea and how <i>maccha</i> is used for ice cream and other types of confectionary. Ask students to taste and then rank the teas from their favourite to their least favourite. Have them say what their favourite tea is in Japanese; for example,  いちばんす 一番好きなおちゃは (tea name) です。</li> <li>• Provide students with a survey sheet to use to ask each other about which tea was their most and least favourite. Include phrases for them to use when conducting the survey; for example, まっちゃがすきですか。はい、すきです。はい、大好きです。いいえ、すきじゃないです。 Invite students to discuss their results with the class.</li> <li>• Play the audiovisual clip from Tea Leaves, Japanese <i>Chado Matcha</i> Green Tea Ceremony #TeaStories   TEALEAVES, <a href="https://youtu.be/fmukjUoef4">https://youtu.be/fmukjUoef4</a> or NHK World Prime website, <a href="https://www.youtube.com/watch?v=-TToWb_JcHY">https://www.youtube.com/watch?v=-TToWb_JcHY</a>.</li> </ul>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>and explain how particular features of such texts help to achieve their purpose</p> <p><b>Role of language and culture</b> Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>		<ul style="list-style-type: none"> <li>Discuss with the class the importance of the tea ceremony in Japanese culture before playing the second audiovisual clip Japanese Tea Ceremony.</li> </ul> <p><b>Formative assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>use information acquired to describe the たぬき and illustrate it in a poster, matching sentences to the appropriate images from the story 「ぶんぶくちやがま」</li> <li>write in <i>hiragana</i> and <i>kanji</i></li> <li>complete a storyboard to retell part of the story 「ぶんぶくちやがま」</li> <li>present a role play based on the story 「ぶんぶくちやがま」</li> <li>ask and respond to questions about likes and dislikes.</li> </ul> <p><b>Summative assessment</b></p> <p>Formal assessment using the following activity:</p> <ul style="list-style-type: none"> <li>write a story about the たぬき from ぶんぶくちやがま.</li> </ul>



**APPENDIX A: RESOURCES**

## Resources

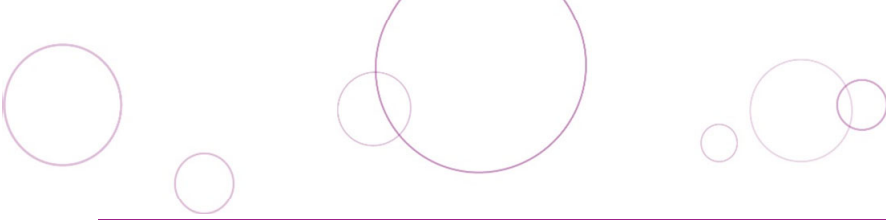
### Term 1

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"><li>• Flashcards: greetings, <i>hiragana</i></li><li>• Board games</li><li>• Counters, jars, play dough, pipe cleaners etc.</li><li>• Balloon float</li><li>• Memory or Snap games</li></ul> <p>Student resources</p> <ul style="list-style-type: none"><li>• Workbook to store checklists, activities etc.</li></ul> <p>Books</p> <ul style="list-style-type: none"><li>• Xouris, Sue (2008). <i>Obento snack pack</i> (1st edition), Topic 8. Cengage Learning Australia, South Melbourne, Vic</li></ul> <p>Websites</p> <ul style="list-style-type: none"><li>• Italki. (n.d.). <i>Ohayou, goaisatsunouta = Japanese greeting song</i>. <a href="https://www.italki.com/discussion/47137">https://www.italki.com/discussion/47137</a></li><li>• Languages Online. (2014). <i>Japanese: Topic 2 Nice to meet you!</i> <a href="https://www.education.vic.gov.au/languagesonline/japanese/topic_02/index.html">https://www.education.vic.gov.au/languagesonline/japanese/topic_02/index.html</a></li><li>• Foley, I. (2008). <i>Japanese Teaching Ideas. Board games for practicing Japanese</i>. <a href="http://japaneseteachingideas.weebly.com/board-games.html">http://japaneseteachingideas.weebly.com/board-games.html</a></li><li>• FunNihongo. ( 2018, December 11). <i>Learn Japanese Hiragana Alphabet Song “A”row</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=bEPagHe6iUI">https://www.youtube.com/watch?v=bEPagHe6iUI</a></li><li>• PadinHouse. (n.d.).– <i>Hiragana chart</i>. Happy Lilac.net <a href="http://happylilac.net/">http://happylilac.net/</a></li><li>• Dr Moku. (n.d.). <i>Japanese words and phrases with audio pronunciation. Hiragana reading practice</i>. <a href="https://drmoku.com/">https://drmoku.com/</a></li><li>• KidsMusicTime. (2018, May 10.) <i>Hiragana AIUEP Song – KA-row. Learning Japanese Hiragana and words</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=jJcXoR-EFY">https://www.youtube.com/watch?v=jJcXoR-EFY</a></li><li>• FunNihongo. (2021, May 8). <i>How to read/write/listen to HiraganaKa Row in 3 mins – Learn Japanese Hiragana Alphabet AIUEO Song</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=X4mCd2y-k4c">https://www.youtube.com/watch?v=X4mCd2y-k4c</a></li></ul>

Week	Resources
2	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards (<i>kanji</i> numbers)</li> <li>Bell or timer</li> <li>Counters, jars, play dough, pipe cleaners, cookie dough, paper collage etc.</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Chandler, K. (1996). <i>Japanese Language Enrichment Activities: blackline masters with supporting teacher notes</i>. Thomas Nelson Australia</li> </ul> <p>Games</p> <ul style="list-style-type: none"> <li>Speed Dating, information cards</li> </ul>
3	<p>Student resources</p> <ul style="list-style-type: none"> <li>A3/4 paper</li> <li><i>Hiragana</i> chart</li> </ul> <p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards: <i>hiragana</i>, months</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Book Nakazawa, K. (2016). <i>さがしえ 1 2つき (Sagashie 12 tsuki)</i>. Tokyo: Hakusensha</li> <li>Chandler, K. (1996). <i>Japanese Language Enrichment Activities: blackline masters with supporting teacher notes</i>. South Melbourne: Thomas Nelson Australia</li> </ul> <p>Websites/Audiovisual</p> <ul style="list-style-type: none"> <li>Graham, R. (2008, February 9). <i>Learn Japanese: Months of the Year in Japanese</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=1vapY3xQbPE">https://www.youtube.com/watch?v=1vapY3xQbPE</a></li> <li>Graham, R. (20210, September 7). <i>Learn Japanese: How old are you? GenkiJapan.Net</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Z2dpbDBUB0Q">https://www.youtube.com/watch?v=Z2dpbDBUB0Q</a>.</li> <li>Foley, I. (2008). <i>Japanese Teaching Ideas: Teaching Japanese through music</i>. <a href="http://japaneseteachingideas.weebly.com/songs.html">http://japaneseteachingideas.weebly.com/songs.html</a></li> <li>Foley, I. (2008). <i>Japanese Teaching Ideas: Board games for practicing Japanese</i>. <a href="http://japaneseteachingideas.weebly.com/board-games.html">http://japaneseteachingideas.weebly.com/board-games.html</a></li> <li>FuNihongo. (2021, May 17). <i>How to read/write/listen to Hiragana Sa Row in 3 mins- Learn Japanese Hiragana Alphabet AIUEO Song</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=J9MvqJnj5kQ">https://www.youtube.com/watch?v=J9MvqJnj5kQ</a></li> <li>FuNihongo. (2021, May 22). <i>How to read/write/listen to Hiragana Ta Row in 3 mins- Learn Japanese Hiragana Alphabet AIUEO Song</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=r9aH5OoyloMY">https://www.youtube.com/watch?v=r9aH5OoyloMY</a>.</li> </ul>

Week	Resources
4	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards (hobbies, leisure activities, verbs and adjectives)</li> <li>The matching game cards</li> <li><i>Hiragana</i> chart</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Rajakumar, A. &amp; Cheng, J. (2017). <i>Yonde kaite Japanese workbook. Primary level 5 = Yonde kaite</i>. Insight Publications.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>Learn Japanese with JapanesePod101.com (2016, December 29). <i>Japanese Children’s song – Learn ALL Hiragana with Aiueo song</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=PE7sW2KoiGI">https://www.youtube.com/watch?v=PE7sW2KoiGI</a></li> <li>The Japan Foundation, Sydney. (2020). <i>Classroom Resources. Flashcards. Hiragana memory hint flashcards</i>. <a href="https://jpf.org.au/classroom-resources/flash-cards/hiragana-memory-hint-flashcards/">https://jpf.org.au/classroom-resources/flash-cards/hiragana-memory-hint-flashcards/</a></li> <li>PadinHouse. (n.d.).– <i>Hiragana chart</i>. Happy Lilac.net <a href="http://happyilac.net/">http://happyilac.net/</a></li> </ul>
5	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards, <i>kanji</i> numbers</li> <li>Calligraphy brushes and pens</li> <li>Clock face, analogue</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Rajakumar, A. &amp; Cheng, J. (2017). <i>Yonde kaite Japanese workbook. Primary level 5 = Yonde kaite</i>. Insight Publications.</li> <li>Sawada, S. (2005). <i>Japanese vocabulary notebook 1</i>. DEE Publications.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>ShoyuJapanese. (2016, January 18). <i>How to say “What time is it?” in Japanese</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=LCTgAroBfQw">https://www.youtube.com/watch?v=LCTgAroBfQw</a></li> <li>Foley, I. (2008). <i>Japanese Teaching Ideas: Japanese Teaching Ideas, Daily routines &amp; activities</i>. <a href="http://japanJapaneseTeachingTopics&gt;Dailyroutines&amp;activities.eseteachingideas.weebly.com/daily-routines.html">http://japanJapaneseTeachingTopics&gt;Dailyroutines&amp;activities.eseteachingideas.weebly.com/daily-routines.html</a></li> <li><i>English/Japanese online dictionary</i>. (n.d.). <a href="http://jisho.org">http://jisho.org</a></li> </ul>
6	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Stationery items – paper, pens</li> <li>Paper plates (clock face), split pins</li> </ul> <p>Audiovisual</p> <ul style="list-style-type: none"> <li>Families of Japan [DVD]</li> </ul>

Week	Resources
	<p>Websites</p> <ul style="list-style-type: none"> <li>Japan Foundation (Sydney), Mini Books <a href="https://jpf.org.au/classroom-resources/resources/hiragana-mini-books/">https://jpf.org.au/classroom-resources/resources/hiragana-mini-books/</a></li> <li>The Japan Foundation, Sydney. (n.d.). <i>Classroom Resources. Hiragana mini books.</i> <a href="https://jpf.org.au/classroom-resources/resources/hiragana-mini-books/">https://jpf.org.au/classroom-resources/resources/hiragana-mini-books/</a></li> <li><i>English/Japanese online dictionary.</i> (n.d.). <a href="http://jisho.org">http://jisho.org</a></li> </ul>
7	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Stimulus cards (transport, verbs, days of the week and times)</li> <li>Stationery items – A4 poster paper, pens</li> <li>Storyboard template</li> <li>Board game</li> <li>Timer, stop watch</li> <li>Recording device</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>Workbook to store checklists, activities etc.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>Japanese Teaching Ideas, Daily Routine, <a href="http://japaneseteachingideas.weebly.com/daily-routines.html">http://japaneseteachingideas.weebly.com/daily-routines.html</a>.</li> <li>NHK World- Japan audiovisual clip, The way of <i>Onigiri</i>, rice balls <a href="https://www3.nhk.or.jp/nhkworld/en/ondemand/video/9999761/">https://www3.nhk.or.jp/nhkworld/en/ondemand/video/9999761/</a></li> <li>(Foley, I. (2008). <i>Japanese Teaching Ideas: Japanese Teaching Ideas, Daily routines &amp; activities.</i> <a href="http://japaneseteachingideas.weebly.com/daily-routines.html">http://japaneseteachingideas.weebly.com/daily-routines.html</a>.</li> <li>Ochikeron. (2011, May 19). How to make Onigiri (Japanese rice balls recipe) <a href="https://www.youtube.com/watch?v=rFyfPvo97XQ">https://www.youtube.com/watch?v=rFyfPvo97XQ</a></li> </ul>
8	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards, <i>hiragana</i></li> <li>Stationery items – A3 Poster paper</li> <li><i>Origami</i> paper</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Rajakumar, A. &amp; Cheng, J. (2017). <i>Yonde kaite Japanese workbook. Primary level 5 = Yonde kaite</i> . Insight Publications.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>FunNihongo. (2021, June 5). <i>How to read/write/listen to Hiragana Ra Row in 3 mins – Learn Japanese Hiragana alphabet AIUEO song</i> [Video]. Youtube. <a href="https://www.youtube.com/watch?v=AmQ9kmom1v8&amp;t=19s">https://www.youtube.com/watch?v=AmQ9kmom1v8&amp;t=19s</a></li> <li>FunNihongo. (2021, June 5). <i>How to read/write/listen to Hiragana Wa Row in 3 mins – Learn Japanese Hiragana alphabet AIUEO song</i> [Video]. Youtube. <a href="https://www.youtube.com/watch?v=awAReY29ZGs">https://www.youtube.com/watch?v=awAReY29ZGs</a>.</li> </ul>



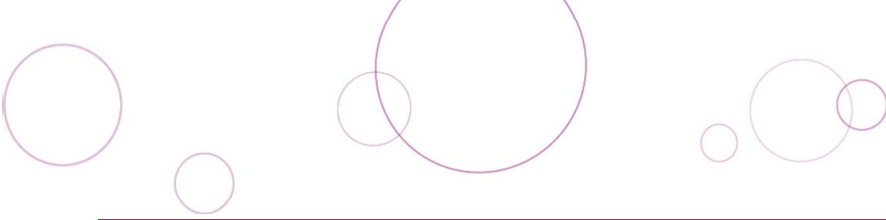
Week	Resources
	<ul style="list-style-type: none"><li data-bbox="320 293 1326 365">• Super Simple. (2018, November 8). <i>Hickory Dickory Dock</i> song [Video]. YouTube. <a href="https://www.youtube.com/watch?v=uDFOWBSYEjM">https://www.youtube.com/watch?v=uDFOWBSYEjM</a></li><li data-bbox="320 376 1262 409">• PadinHouse. (n.d.).– <i>Hiragana chart</i>. Happy Lilac.net <a href="http://happylilac.net/">http://happylilac.net/</a></li></ul> <p data-bbox="320 443 459 477">Assessment</p> <p data-bbox="320 495 1302 528">Summative assessment using Assessment Exemplar 1: わたしの一日<sup>いちにち</sup> (Appendix B)</p>

## Term 2

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Whiteboard</li> </ul> <p>Audiovisual</p> <ul style="list-style-type: none"> <li>• Families of Japan [DVD]</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• Japanese Students Clean Classrooms To Learn Life Skills <a href="https://youtu.be/jv4oNvxCY5k">https://youtu.be/jv4oNvxCY5k</a></li> <li>• Japanese students clean classrooms to learn life skills <a href="https://youtu.be/_JgMe7QPIBg">https://youtu.be/_JgMe7QPIBg</a></li> <li>• AJ+. (2015, October 29). <i>Japanese students clean classrooms to learn life skills</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=jv4oNvxCY5k">https://www.youtube.com/watch?v=jv4oNvxCY5k</a>.</li> <li>• JapTeach. (2021, January 3). Japanese lesson -My day 'Boku no ichi nichi' <a href="https://www.youtube.com/watch?v=ps7TNSTLsaM">https://www.youtube.com/watch?v=ps7TNSTLsaM</a></li> <li>• <i>English/Japanese online dictionary</i>. (n.d.). <a href="http://jisho.org">http://jisho.org</a></li> </ul>
2	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Venn Diagram template</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>• Workbook to store checklists, activities etc.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• CafCu Media. (2015, April 19). School lunch in Japan, It's not just about eating! [Video]. YouTube. <a href="https://www.youtube.com/watch?v=hL5mKE4e4uU">https://www.youtube.com/watch?v=hL5mKE4e4uU</a></li> <li>• Education World. (n.d.). <i>Venn diagrams</i>. <a href="https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml">https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml</a></li> <li>• Lucid Chart. (n.d.). <i>Venn Diagram</i> <a href="https://www.lucidchart.com/pages/venn-diagram-template">https://www.lucidchart.com/pages/venn-diagram-template</a></li> </ul>
3	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Flashcards: <i>Hiragana</i>, Daily Routines, Verbs</li> <li>• Games: Memory, Fish, Snap or Bingo</li> <li>• Weekly Activity Chart</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• <u>Foley, I. (2008). <i>Japanese Teaching Ideas: Japanese Teaching Ideas, Daily routines &amp; activities</i>. <a href="http://japaneseteachingideas.weebly.com/daily-routines.html">http://japaneseteachingideas.weebly.com/daily-routines.html</a>.</u></li> <li>• いっしゅうかんのうた (Myu sings "One Week Song") from My Papa, <a href="https://youtu.be/gfk3IeDaH6A">https://youtu.be/gfk3IeDaH6A</a></li> </ul>

Week	Resources
4	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Letter model</li> </ul> <p>Audiovisual</p> <ul style="list-style-type: none"> <li>Families of Japan [DVD]</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Quackenbush, H. and Ohso, M. (1999). <i>Hiragana in 48 minutes: Teacher set</i>. Curriculum Corporation.</li> <li>Rolbin, C. (2008). <i>The ABCs of Japanese: hiragana katakana</i>. Intext Book Co.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li><i>English/Japanese online dictionary</i>. (n.d.). <a href="http://jisho.org">http://jisho.org</a></li> <li>Tanoshii Japanese. (n.d.). <i>Fun Japanese practice games. Hiragana</i>. <a href="https://www.tanoshijapanese.com/practice/">https://www.tanoshijapanese.com/practice/</a></li> <li><i>Hiragana Quiz</i>. (n.d.). <a href="https://www.hiraganaquiz.com/">https://www.hiraganaquiz.com/</a>.</li> </ul>
5	<p>Teacher resources</p> <ul style="list-style-type: none"> <li><i>Hiragana</i> chart</li> <li><i>Hiragana</i> writing activities</li> <li>Weekly diary template</li> <li>Games; Memory, Fish, Snap</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>Ohara, N. (2013, January 11). Rap Japanese Days of the Week <small>よう</small>曜日 [Video]. YouTube. <a href="https://www.youtube.com/watch?v=hNJL_euT4UE">https://www.youtube.com/watch?v=hNJL_euT4UE</a></li> <li>PadinHouse. (n.d.). –1<sup>st</sup> grade elementary school kaniji practice print (day of week). Happy Lilac.net 小学1年生 漢字練習プリント 【曜日】 <a href="https://happyilac.net/sy-kanzi1.html">https://happyilac.net/sy-kanzi1.html</a></li> <li>PadinHouse. (n.d.). –Winter vacation calendar life table Happy Lilac.net 冬休みカレンダー生活表 無料ダウンロード <a href="https://happyilac.net/yousi-fuyuyasumi.html">https://happyilac.net/yousi-fuyuyasumi.html</a></li> <li>Husar, S. (2014, November 16) <i>Nani o shimasu ka song</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=AAhagS-fsRg">https://www.youtube.com/watch?v=AAhagS-fsRg</a></li> </ul> <p>Assessment</p> <p>Summative assessment なにをしますか <i>Nani o shimasuka</i> (What have you got planned?)</p> <ul style="list-style-type: none"> <li>School Curriculum and Standards Authority website <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4</a></li> </ul>

Week	Resources
6	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Obentou images</li> <li>• Kanji cards, Days of the Week</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• Bonbon Academy. (2016, March 11). <i>Omusubi KororinThe Rolling Rice Ball (English). Animation of Japanese traditional stories</i> [Video]. YouTube. <a href="https://youtu.be/YgTooPDko6U">https://youtu.be/YgTooPDko6U</a></li> <li>• Education World. (n.d.). <i>Venn diagrams and graphic chart templates</i>. <a href="https://www.educationworld.com/tools_and_templates/graphic-organizer-templates">https://www.educationworld.com/tools_and_templates/graphic-organizer-templates</a></li> <li>• <i>Obento bako no uta</i> Learn Japanese with JapanesePod101.com (2017, March 8). <i>Japanese Children’s song - Obento bako no uta</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=-Q_2bshzJBo">https://www.youtube.com/watch?v=-Q_2bshzJBo</a></li> <li>• <i>Japanese Children’s song - Bento Ubako no Uta - Let’s sing and make a fun lunch box</i>. (2016, June 17). [Video]. Shimajiro Channel. YouTube. <a href="https://www.youtube.com/watch?v=njirJFOEScw">https://www.youtube.com/watch?v=njirJFOEScw</a></li> <li>• Ryori. (2016, December 6). <i>Pancake song</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=aPE29KivBn0&amp;app=desktop">https://www.youtube.com/watch?v=aPE29KivBn0&amp;app=desktop</a>.</li> </ul> <p>Assessment</p> <p>Summative assessment Ichi nich</p> <ul style="list-style-type: none"> <li>• School Curriculum and Standards Authority website <a href="https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4">https://k10outline.scsa.wa.edu.au/home/assessment/assessment-activities/year4</a></li> </ul>
7	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Flashcards, sports</li> <li>• Information Sheet, Traditional Japanese sports and Western sports</li> <li>• Game: Ping pong, Quiz-quiz-trade</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>• Workbook to store checklists, activities etc.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• Sports in Japan (2021, August 13). In <i>Wikipedia</i>. <a href="https://en.wikipedia.org/wiki/Sports_in_Japan#Japanese_martial_arts_or_ways">https://en.wikipedia.org/wiki/Sports_in_Japan#Japanese_martial_arts_or_ways</a></li> <li>• WebJapan. Kids Web Japan. (n.d.). <i>Explore Japan. Sports</i>. <a href="https://web-japan.org/kidsweb/explore/sports/index.html">https://web-japan.org/kidsweb/explore/sports/index.html</a></li> <li>• <u>Foley, I. (2008). <i>Japanese Teaching Ideas: Teaching topics</i>. <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a> (click on links :daily routine, sports flashcards</u></li> </ul>



Week	Resources
8	<p data-bbox="316 286 391 315">Books</p> <ul data-bbox="316 331 1316 533" style="list-style-type: none"><li data-bbox="316 331 1189 405">• Hender, T. (1994). 日本語 <i>photocopiable puzzles : Primary</i>. Insomnia Communications.</li><li data-bbox="316 416 1157 448">• Lee, M. (2002). <i>Tsumiki: student book 1, Unit 10</i>. Thomson Nelson.</li><li data-bbox="316 459 1316 533">• <i>Basic Japanese English dictionary</i>. (2004). Oxford University Press (or any other suitable dictionary)</li></ul> <p data-bbox="316 566 430 595">Websites</p> <ul data-bbox="316 611 1390 763" style="list-style-type: none"><li data-bbox="316 611 1390 685">• <u>Foley, I. (2008). <i>Japanese Teaching Ideas: Japanese teaching topic. Sport, Powerpoint.</i> <a href="http://japaneseteachingideas.weebly.com/sport.html">http://japaneseteachingideas.weebly.com/sport.html</a></u></li><li data-bbox="316 696 1390 763">• The Japan Foundation, Sydney. (n.d.). <i>Classroom Resources. Using flash cards. Sport.</i> <a href="https://jpf.org.au/japan-foundationclassroom-resources/resources/using-flash-cards/">https://jpf.org.au/japan-foundationclassroom-resources/resources/using-flash-cards/</a></li></ul>

## Term 3

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Game, Flip, Beat the Clock</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>• Rajakumar, A. &amp; Cheng, J. (2017). <i>Yonde kaite Japanese workbook. Primary level 5 = Yonde kaite</i> . Insight Publications.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• Fun Nihongo. (2017, July 29). Learn Japanese days of the week- - Days of the week song (Isshukan no Uta) [Video]. YouTube. <a href="https://www.youtube.com/watch?v=qnhdSI0jYSk">https://www.youtube.com/watch?v=qnhdSI0jYSk</a></li> <li>• National Geographic. (2013, May 31). <i>Sumo wrestling 101</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=Cj_QyxPZE8M">https://www.youtube.com/watch?v=Cj_QyxPZE8M</a></li> <li>• Ly, N. (2017, June 4) <i>The Rules of Sumo Wrestling – EXPLAINED</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=EMAN0t2Jw88">https://www.youtube.com/watch?v=EMAN0t2Jw88</a>.</li> <li>• Languages Online. (2014). <i>Japanese: Topic 9 Sports</i> <a href="https://www.education.vic.gov.au/languagesonline/japanese/topic_09/index.html">https://www.education.vic.gov.au/languagesonline/japanese/topic_09/index.html</a>.</li> <li>• The Japan Foundation, Sydney. (n.d.). <i>Classroom Resources. Using flash cards. Sport.</i> <a href="https://jpf.org.au/japan-foundationclassroom-resources/resources/using-flash-cards/">https://jpf.org.au/japan-foundationclassroom-resources/resources/using-flash-cards/</a></li> </ul>
2	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Flashcards, daily routine, sport</li> <li>• Dice</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>• Workbook to store checklists, activities etc.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• Foley, I. (2008). <i>Japanese Teaching Ideas: Teaching topics.</i> <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a></li> </ul>
3	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Poster paper</li> <li>• <i>Origami</i> paper</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• Origami Club. (n.d.). <i>Fun origami.</i> <a href="http://en.origami-club.com/fun/sumo/index.html">http://en.origami-club.com/fun/sumo/index.html</a></li> <li>• Quia Web. (n.d.). Quia provides tools like online activities, class Web pages and more. <a href="https://www.quia.com/web">https://www.quia.com/web</a></li> </ul>

Week	Resources
	<p>Assessment</p> <p>Formative assessment using the following activity:</p> <ul style="list-style-type: none"> <li>write a story about a Japanese child and include their name, age, where they live in Japan, the sports they plays and when, and their likes and dislikes.</li> </ul>
4	<p>Websites</p> <ul style="list-style-type: none"> <li>The Language Teacher's Toolbox. (2010.) <i>Kurabu Katsudou</i> <a href="http://lteacherstoolbox.blogspot.com/2010/11/kurabu-katsudou-club-activity.html">http://lteacherstoolbox.blogspot.com/2010/11/kurabu-katsudou-club-activity.html</a></li> <li>The Japan Foundation, Sydney. (2020). <i>Classroom Resources. Choosing a sports Kurabu.</i> <a href="https://jpf.org.au/classroom-resources/resources/choosing-a-sports-kurabu/">https://jpf.org.au/classroom-resources/resources/choosing-a-sports-kurabu/</a></li> <li><i>English/Japanese online dictionary.</i> (n.d.). <a href="http://jisho.org">http://jisho.org</a></li> </ul>
5	<p>Teacher resources</p> <ul style="list-style-type: none"> <li><i>Hiragana</i> flashcards</li> <li>Poster paper</li> <li>Games: Memory, Snap, Fish</li> <li>Play dough</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>ShoyuJapanese. (2011, December 1). <i>AIUEO Song (あいうえおのうた) Hiragana</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=plvSpVSdJWU">https://www.youtube.com/watch?v=plvSpVSdJWU</a>.</li> <li>Easy Japanese.org (nd.). <i>Hiragana quiz.</i> <a href="http://www.easyjapanese.org/kanaquiz.html">http://www.easyjapanese.org/kanaquiz.html</a></li> <li>Genki Japan.net (n.d.). <i>Hiragana Games 1.</i> <a href="https://www.genkienglish.net/genkijapan/hiragana1.htm">https://www.genkienglish.net/genkijapan/hiragana1.htm</a></li> </ul>
6	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Small whiteboards</li> <li>Flashcards, places</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>Workbook to store checklists, activities etc.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>Learn Japanese with JapanesePod101.com (2016, December 6). <i>Japanese children's song compilation - Oni no Pants, Donguri Kokoro + more</i> [Video]. YouTube. <a href="https://youtu.be/3aYemty3plc">https://youtu.be/3aYemty3plc</a></li> </ul>



Week	Resources
7	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Brochures advertising children’s toys</li> <li>• Game, Ping pong</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>• Workbook to store checklists, activities etc.</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>• Matsuoka, K. (1987). <i>とちちゃんはどこ</i>. Tokyo: Fukuinkan Shoten Publishers, Inc.</li> </ul>
8	<p>Websites</p> <ul style="list-style-type: none"> <li>• Japan I love (2018, January 30). 泣いた赤鬼 <i>folktale = Crying red ogre</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=fgLABd6dswQ">https://www.youtube.com/watch?v=fgLABd6dswQ</a></li> <li>• Okuku, E. (2021, February 3). 泣いた赤鬼ーにほんのおはなし <i>A crying red-demon – a real story</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=XzdRIS6O_so">https://www.youtube.com/watch?v=XzdRIS6O_so</a></li> <li>• Japan Foundation. London Language Centre. (n.d.). JFL Japanese Scheme of work for primary schools – JSOW. Year 4. Powerpoint 泣いた赤鬼 <a href="https://www.jpf.org.uk/language/jsow.php#year4">https://www.jpf.org.uk/language/jsow.php#year4</a></li> <li>• Foley, I. (2008). <i>Japanese Teaching Ideas: Japanese teaching topic. Stories and folktales.</i> <a href="http://japaneseteachingideas.weebly.com/stories-and-folktales.html">http://japaneseteachingideas.weebly.com/stories-and-folktales.html</a>.</li> </ul>

## Term 4

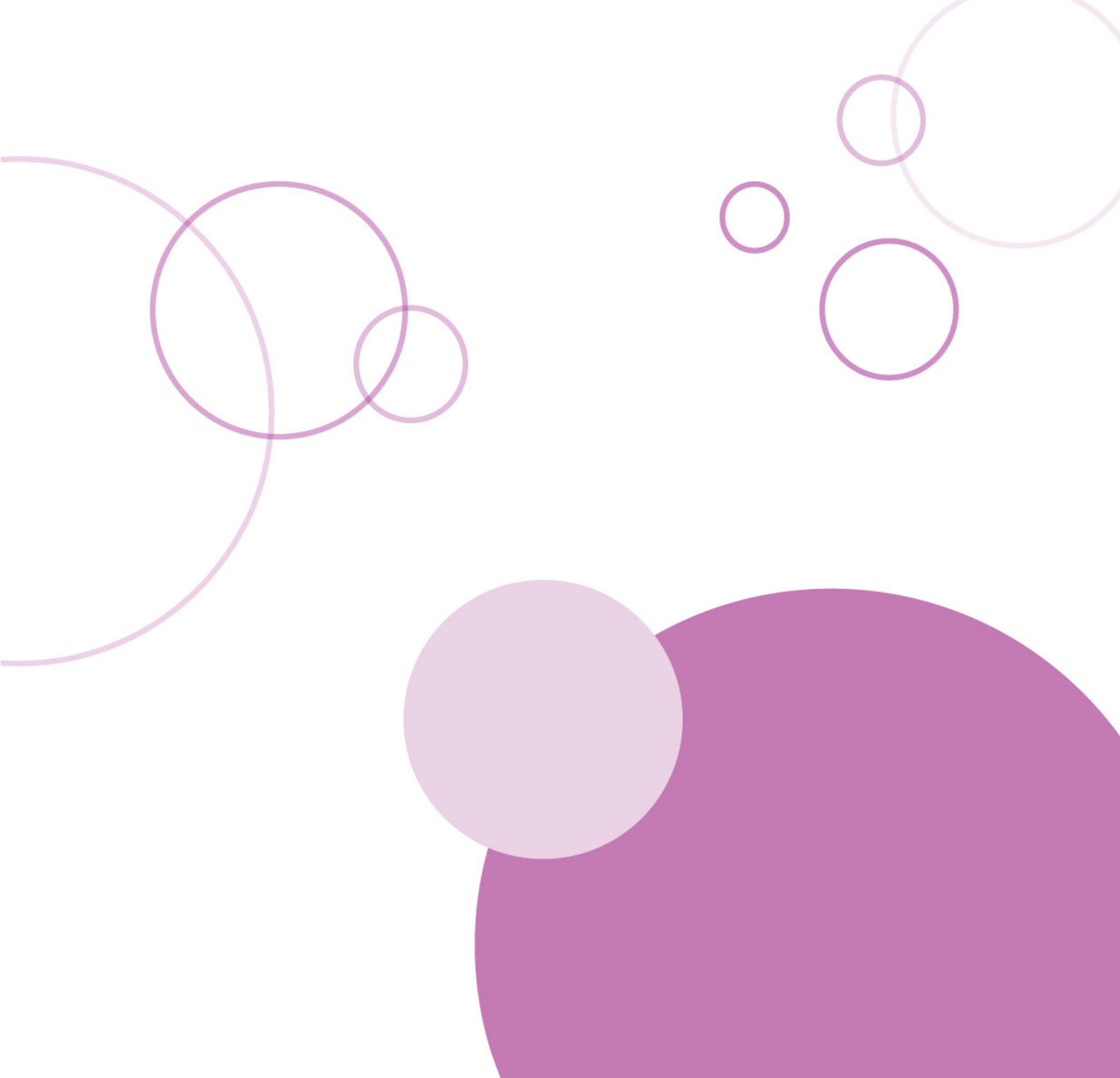
Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards, transport</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Rolbin, C. (2008). <i>The ABCs of Japanese: hiragana katakana</i>. Intext Book Co.</li> <li>Quackenbush, H. and Ohso, M. (1999). <i>Hiragana in 48 minutes: Teacher set</i>. Curriculum Corporation</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>Benoist. (2012, June 12). <i>Shinkansen ride in Japan</i> [Video]. YouTube. <a href="https://youtu.be/vOUtbFIZ-D4">https://youtu.be/vOUtbFIZ-D4</a></li> <li>Japan-Guide.com. (n.d.). <i>Transportation. Trains</i>. Shinkansen. <a href="https://www.japan-guide.com/e/e2018.html">https://www.japan-guide.com/e/e2018.html</a></li> <li>Kodomozukan <a href="http://kodomozukan.jp/html4/1.htm">http://kodomozukan.jp/html4/1.htm</a></li> <li>Online-languages.info. (n.d.). <i>Japanese picture dictionary</i>. <a href="https://www.online-languages.info/japanese/picture-dictionary.php">https://www.online-languages.info/japanese/picture-dictionary.php</a></li> <li>English/Japanese online dictionary. (n.d.). <a href="http://jisho.org">http://jisho.org</a></li> </ul>
2	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards, transport</li> <li>Games, Bingo, Memory, Snap</li> <li>Sticky notes</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Mase, N. (2002). <i>でんしゃでいこう</i>. Tokyo: Hisakata Chairudo</li> <li>Kokaze, S. (2007). <i>ぶーぶーぶー</i>. Tokyo: Fukuinkan Shoten Publishers, Inc.</li> <li><i>Basic Japanese English dictionary</i>. (2004). Oxford University Press (or any other suitable dictionary)</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>Pinkfong. (2016, May 19). <i>しゅつどう   たよれる自動車<sup>じどうしゃ</sup>のうた パトカーのうた さめのおまわりさん = The song of a car that sways. The song of a vehicle. A Working car</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=pSfjT1x1vHo">https://www.youtube.com/watch?v=pSfjT1x1vHo</a></li> <li>Chrissy, PK. (2020, June 15). <i>How to make a 9-page booklet out of paper. Make an easy nine-page paper booklet</i>. The Spruce Crafts. <a href="https://www.thesprucecrafts.com/make-an-easy-9-page-paper-booklet-4117118">https://www.thesprucecrafts.com/make-an-easy-9-page-paper-booklet-4117118</a>.</li> <li>AIUEO Song (あいうえおのうた) <i>Hiragana</i> <a href="https://www.youtube.com/watch?v=plvSpVSdJWU">https://www.youtube.com/watch?v=plvSpVSdJWU</a>.</li> </ul>

Week	Resources
3	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards, transport</li> <li>Games, Bingo, Memory, Snap</li> <li>Sticky notes</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>Mobile</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>Mase, N. (2002). <i>でんしゃでいこう</i>. Tokyo: Hisakata Chairudo</li> <li>Kokaze, S. (2007). <i>ぶーぶーぶー</i>. Tokyo: Fukuinkan Shoten Publishers, Inc</li> <li><i>Basic Japanese English dictionary</i>. (2004). Oxford University Press (or any other suitable dictionary)</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>Pinkfong. (2016, May 19). しゅつどう   たよれる自動車<sup>じどうしゃ</sup>のうた パトカーのうた さめのおまわりさん = <i>The song of a car that sways. The song of a vehicle. A Working car</i> [Video]. YouTube. <a href="https://youtu.be/pSfjT1x1vHo">https://youtu.be/pSfjT1x1vHo</a> <a href="https://youtu.be/AKjfj5N5JG">https://youtu.be/AKjfj5N5JG</a> <a href="https://youtu.be/q75W5r2_2QU">https://youtu.be/q75W5r2_2QU</a></li> <li>Chrissy, PK. (2020, June 15). <i>How to make a 9-page booklet out of paper. Make an easy nine-page paper booklet</i>. The Spruce Crafts. <a href="https://www.thesprucecrafts.com/make-an-easy-9-page-paper-booklet-4117118">https://www.thesprucecrafts.com/make-an-easy-9-page-paper-booklet-4117118</a></li> <li>ShoyuJapanese. (2011, December 1). <i>AIUEO Song</i> (あいうえおのうた) <i>Hiragana</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=plvSpVSdJWU">https://www.youtube.com/watch?v=plvSpVSdJWU</a>.</li> <li>Japanese Children's Song - 童謡 - Sen ro wa tsuzukuyo doko made mo - せんろはつづくよどこまでも <a href="https://youtu.be/8oOKESKu_2Q">https://youtu.be/8oOKESKu_2Q</a></li> </ul>
4	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards, transport, <i>kanji</i></li> <li>Survey – My Holiday</li> <li>Scroll</li> <li>Game, Ping pong, Battleships</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>Scroll</li> </ul>
5	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>Flashcards, places</li> <li>Three-day itinerary</li> </ul>

Week	Resources
6	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• Whiteboard</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>• Matsutani, M. &amp; Nagano, H. (2006). <i>Omusubi Kororin</i>. Suzuki Shuppan.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• The Japan Foundation, Sydney. (2020). <i>Classroom Resources. Play: Omusubi Kororin</i> (The Rolling Rice Ball) <a href="https://jpf.org.au/classroom-resources/resources/play-omusubi-kororin/">https://jpf.org.au/classroom-resources/resources/play-omusubi-kororin/</a></li> <li>• The Japan Foundation, Sydney. (2020). <i>Classroom Resources. Omusubi activity</i>. <a href="https://jpf.org.au/classroom-resources/resources/omusubi-activity/">https://jpf.org.au/classroom-resources/resources/omusubi-activity/</a></li> <li>• Bonbon Academy. (2016, March 11). <i>Omusubi Kororin-The Rolling Rice Ball (English). Animation of Japanese traditional stories</i> [Video]. YouTube. <a href="https://youtu.be/YgTooPDko6U">https://youtu.be/YgTooPDko6U</a></li> <li>• NHK World. (n.d.). <i>Japanology Plus, Onigiri</i>. <a href="https://www3.nhk.or.jp/nhkworld/en/ondemand/program/video/japanologyplus/?cid=wohk-fb-org_vod_ThewayofOnigiri_dps-202106-001">https://www3.nhk.or.jp/nhkworld/en/ondemand/program/video/japanologyplus/?cid=wohk-fb-org_vod_ThewayofOnigiri_dps-202106-001</a> <a href="https://www3.nhk.or.jp/nhkworld/en/ondemand/program/video/japanologyplus/?p=result&amp;mode=all&amp;key=all&amp;keyword=onigiri&amp;type=tvEpisode&amp;">https://www3.nhk.or.jp/nhkworld/en/ondemand/program/video/japanologyplus/?p=result&amp;mode=all&amp;key=all&amp;keyword=onigiri&amp;type=tvEpisode&amp;</a></li> </ul> <p>Onigiri (Japanese Rice Balls Recipe)</p> <ul style="list-style-type: none"> <li>• Ochikeron. (2011, May 19). <i>How to make Onigiri (Japanese rice balls recipe)</i> <a href="https://www.youtube.com/watch?v=rFyfPvo97XQ">https://www.youtube.com/watch?v=rFyfPvo97XQ</a></li> <li>• Arcanestatic. (2013, May 31). <i>How to open an Onigiri</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=ugowL2_puxw">https://www.youtube.com/watch?v=ugowL2_puxw</a></li> </ul>
7	<p>Teacher resources</p> <ul style="list-style-type: none"> <li>• <i>Onigiri</i> ingredients, cooked rice, <i>nori</i>, salt, bowls</li> </ul> <p>Student resources</p> <ul style="list-style-type: none"> <li>• workbook</li> </ul> <p>Books</p> <ul style="list-style-type: none"> <li>• <i>Basic Japanese English dictionary</i>. (2004). Oxford University Press (or any other suitable dictionary)</li> <li>• M. &amp; Nagano, H. (2006). <i>Omusubi Kororin</i>. Suzuki Shuppan.</li> </ul> <p>Websites</p> <ul style="list-style-type: none"> <li>• Shimazu, T. (2012, May 21). <i>Omusubi Kororin Kamishibai</i> [Video]. YouTube. <a href="https://www.youtube.com/watch?v=ZWLB8tWwcWg">https://www.youtube.com/watch?v=ZWLB8tWwcWg</a></li> <li>• Japan Foundation Online resources, <i>Omusubi Kororin</i> <a href="http://jpfpsyd-classroomresources.com/r123.html">http://jpfpsyd-classroomresources.com/r123.html</a></li> <li>• English/Japanese online dictionary. (n.d.). <a href="http://www.jisho.org">www.jisho.org</a></li> </ul>

Week	Resources
	<p><b>Assessment</b></p> <p>Summative assessment using Assessment Exemplar 2: むかしぼなし Folktales activity. (Appendix C)</p>
8	<p><b>Student resources</b></p> <ul style="list-style-type: none"> <li>• workbook</li> </ul> <p><b>Books</b></p> <ul style="list-style-type: none"> <li>• <i>Basic Japanese English dictionary</i>. (2004). Oxford University Press (or any other suitable dictionary)</li> </ul> <p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <i>English/Japanese online dictionary</i>. (n.d.). <a href="http://jisho.org">http://jisho.org</a></li> <li>• <i>Japan-Guide.com</i>. (n.d.). <i>Amusements Parks. Best amusement parks in Japan</i>. <a href="https://www.japan-guide.com/e/e2067.html">https://www.japan-guide.com/e/e2067.html</a></li> <li>• <i>Education Services Australia. Scootle</i>. (n.d.) <i>Quirky Comics Animated Stories and Games for Learners of Languages</i>. NSW Dept. of Education and Training. <a href="https://www.scootle.edu.au/ec/viewing/R/10809/index.html">https://www.scootle.edu.au/ec/viewing/R/10809/index.html</a></li> </ul> <p><b>Assessment</b></p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> <li>• ask and respond to questions about the story <i>Omusubi Kororin</i></li> <li>• perform a role play based on the story <i>Omusubi Kororin</i></li> <li>• repeat and add additional information to a sentence and pronounce the words correctly</li> <li>• illustrate and write a <i>kamishibai</i> based on a scene in the story <i>Omusubi Kororin</i></li> <li>• pronounce the long and short sounds of <i>hiragana</i> correctly</li> <li>• ask and respond to questions about likes and dislikes regarding food.</li> </ul>





**APPENDIX B:**  
**ASSESSMENT EXEMPLAR 1**

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いちにち  
わたしの一日  
All day long



## Achievement Standard

### Year level description

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**Note: areas assessed in this exemplar are indicated in bold.**

At standard, students interact and socialise in Japanese with their teacher and each other through class experiences, activities and transactions, to exchange information about aspects of their personal worlds, daily routines at home and school and their interests. They use simple descriptive or expressive modelled language, with guidance, to provide information, ask questions and make statements, such as サッカー を しますか。いつ しますか。土曜日 に サッカー を します。Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They view a range of imaginative texts, identifying most key words and some familiar phrases, cultural expressions and behaviours. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students explain some features of Japanese language protocols such as the use of formulaic expressions, counter classifiers and the indication of politeness by using です。They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.

**Students become familiar with the systems of the Japanese language, explaining that *hiragana* symbols can be combined to represent words and that vowel length can differentiate words in Japanese. Students commence writing, with a satisfactory level of accuracy, their own words, structures and phrases in *hiragana* with visual supports. They write some frequently-used *kanji* and read and write words using *hiragana* with a satisfactory level of accuracy. Students use vocabulary and expressions, and apply elements of grammar, with a satisfactory level of accuracy, in simple spoken and written texts. They use verbs in the past tense ~ました/ませんでした and indicate time and frequency using expressions such as まいにち、ときどき. Students tell the time using ~じ/~じはん です、なんじですか and use words and expressions indicating direction or means of transportation.** They begin to describe how the Japanese language works, using terms similar to those used in English. Students make some simple comparisons between features of familiar texts and explain, with guidance, how particular features of such texts help to achieve their purpose. Students show how language use varies according to the participant, relationships and the context of use. They state, with guidance, that Japanese is a standardised language with regional dialects and lists its connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.



## Assessment task

### Title of task

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わたしの<sup>いちにち</sup>一日 (My day)

### Task details

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<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their personal worlds, including their daily routines at home and school and their interests.</p> <p>In Part A they also demonstrate their skills in comprehending written text, reading <i>kanji</i> times and responding using an analogue clock.</p> <p>In Part B they demonstrate their skills in comprehending written Japanese text by using pictures as a guide to reorder daily routine sentences in Japanese.</p> <p>In Part C they demonstrate their skills in comprehending written Japanese text by responding in English to information in the text.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	<p>To determine student learning at the time of the assessment.</p> <p>To establish information on the students' ability to read and write information in a variety of ways.</p> <p>To establish information on their ability to gather and respond to information and supporting details in written text.</p>
<b>Evidence to be collected</b>	Completed task sheets
<b>Suggested time</b>	Part A – 10 minutes Part B – 15 minutes Part C – 15 minutes

### Content description

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#### Content from the Western Australian curriculum

##### Communicating

##### Socialising

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests



## Informing

Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

## Understanding

### Systems of language

Understand that *hiragana* symbols can be combined to represent words

Understand that vowel length can differentiate words in Japanese; for example, いいえ *iie* for 'no' and いえ *ie* for 'house'

Commence writing their own words, structures and phrases in *hiragana* with the support of a *hiragana* chart and word lists

Recognise and write frequently-used *kanji*

Learn to read and write words using *hiragana*

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs in past tense ~ました/ませんでした。
- beginning to use counters in Japanese, for example, ~<sup>にん・じん</sup>人、~さい、~<sup>がつ・げつ</sup>月
- indicating time and frequency using expressions, such as まいにち、ときどき
- telling time using ~じ/ ~じはんです。; なんじですか。
- understanding words and expressions indicating direction or means of transportation; for example, くるまでがっこうにいきます。



## Task preparation

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### Prior learning

Students have prior knowledge of and exposure to:

- vocabulary related to family members, including: おばあさん、おじいさん、おかあさん、おとうさん、おねえさん、おにいさん、おとうと、いもうと; places, for example, 山、<sup>うみ</sup>海、ゆうえんち; days of the week; transport, for example, じてんしゃ、くるま、でんしゃ telling time on the hour and half hour.e.g.六じ、四じはん
- grammatical elements, including: verbs; for example, たべます、します、ききます、みます、いきます; (person) は (day) に (activity (verb in masu form)); for example, おばあさんは<sup>きん</sup>金よう日<sup>び</sup>にそばをたべます。; (day) に (transport) で (place) にいきます。; for example, <sup>か</sup>火よう日<sup>び</sup>に <sup>でん</sup>でんしゃ<sup>で</sup> <sup>やま</sup>山にいきます。

### Assessment task

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#### Assessment conditions

Task is 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

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- Task sheet
- *Hiragana* and *katakana* chart



## Instructions for teacher

Prior to administering the task, students will need to be:

- exposed to context-related vocabulary, including:
  - family members, including, おばあさん、おじいさん、おかあさん、おとうさん、おねえさん、おにいさん、おとうと、いもうと
  - places; for example, <sup>やま</sup>山、<sup>うみ</sup>海、ゆうえんち
  - days of the week; for example, <sup>きん</sup>金曜日
  - how to tell time on the hour and half hour; for example; 六じ、四じはん
  - transport; for example, じてんしゃ、くるま、でんしゃ
- exposed to grammatical elements, including
  - verbs, for example, たべます、します、ききます、みます、いきます
  - structures such as (*person*) は (*day*) に (*activity* (verb in *masu* form)); for example, おばあさんは <sup>きん</sup>金요일に そばを たべます。; (*day*) に (*transport*) で (*place*) に いきます。 , for example, <sup>か</sup>火<sup>び</sup>요일に でんしゃで <sup>やま</sup>山に いきます。

### Task

**Part A : Kanji** いま、<sup>なんじ</sup>何時ですか。

Students sit at individual desks with the task sheet, a pencil and an eraser.

Provide students with Part A of the task.

They may refer to a *hiragana/katakana* chart.

Advise them that they have 10 minutes in which to complete Part A.

Read the instructions aloud (if required).

Allow additional time if requested.

**Part B:** <sup>なに</sup>何をしますか

The students sit at individual desks with a pencil and eraser.

Provide students with Part B of the task.

They may refer to a *hiragana/katakana* chart.

Advise them that they have 15 minutes in which to complete Part B.

Read the instructions aloud (if required).

Allow additional time if requested.

**Part C:** えみさんのいちにち



The students sit at individual desks with a pencil and eraser.

Provide students with Part C of the task.

They may refer to a *hiragana/katakana* chart.

Advise them that they have 15 minutes in which to complete Part C.

Students read Emi's daily planner and answer questions in English.

Read the instructions aloud (if required).

Allow additional time if requested.

Give students access to a *hiragana/katakana* chart. This may be a large poster on the wall or an individual chart on their desk.

Advise students that they have 40 minutes to complete Parts A, B and C.

If students are unsure about what the picture refers to, the teacher may say the word in English for the student; for example, 'The place in the picture in question 1 is a library.'

## Instructions to students

わたしの<sup>いちにち</sup>一日

**Part A Kanji** いま、何時<sup>なんじ</sup>ですか。

1. Read the *kanji* times and write the time into the analogue clock provided. The first one has been completed for you.

e.g.

三じ
3:00

a.

六じ
:

b.

九じ
:

c.

四じはん
:

d.

八じ
:

e.

十じ
:

f.

三じはん
:

g.







七じ
:

h.

二じ
:

Part B <sup>なに</sup>何をしますか。

2. Using the pictures as a guide, reorder the daily routine words and re-write the sentence in Japanese using *hiragana* and *kanji* where appropriate. The first one has been completed for you.

Daily Routine Activity	Correct Sentence Order
e.g. 	おきます に 六じ 。 六じ に おきます。
a. 	たべます。 を ごはん
b. 	に。 がっこう いきます
c. 	を ききます。 おんがく
d. 	八じ に 。ねました
e. 	よみました。 ほん を

Part C えみさんのいちにち

3. Read Emi's daily planner and answer the questions below in English.

えみさんのいちにち	
げつ び 月よう日	じてんしゃ で がっこう に いきます。
か び 火よう日	ひるごはん に おべんとう を たべます。
すい び 水よう日	おかあさん と かいもの を します。
もく び 木よう日	五じ に すいえい を します。
きん び 金よう日	ともたち と えいが を みます。

a. Where will Emi go on Monday? What kind of transport will she use?

---

b. According to Emi's planner, when does she eat? List the day and time.

---

c. What day of the week will she go shopping? Who will Emi go with?

---

d. Give three (3) pieces of information about a sport(s) Emi plays?

---

e. When will Emi go to the movies? Who will she go with?

---

## Marking key

<b>Part A Kanji</b> いま、何時 <small>なんじ</small> ですか。	<b>Marks</b>
1. Read the <i>Kanji</i> times and write the time in the analogue clock provided.	
a. 6:00	1
b. 9:00	1
c. 4:30	1
d. 8:00	1
e. 12:00	1
f. 3:30	1
g. 7:00	1
h. 2:00	1
<b>Subtotal Part A</b>	<b>8</b>
<b>Part B</b> <small>なに</small> 何をしますか。	<b>Marks</b>
2. Using the pictures as a guide. Re-order the daily routine words and rewrite the sentence in Japanese ( <i>hiragana</i> and <i>kanji</i> )	
a. ご飯をたべます。	1
b. がっこうにいきます。	1
c. おんがくをききます。	1
d. 八じにねました。	1
e. <small>ほん</small> 本をよみました。	1
<b>Subtotal Part B</b>	<b>5</b>
<b>Part C</b> えみさんの <small>いちにち</small> 一日	<b>Marks</b>
Using the Emi's daily planner as a guide, answer the questions in English.	
a. school, bicycle (bike)	2
b. Tuesday, lunch, <i>obentou</i> (lunch box)	3
c. Wednesday, mother (mum)	2
d. swimming, Thursday, 5 o'clock	3
e. Friday, with a friend	2
<b>Subtotal Part C</b>	<b>12</b>
<b>Total</b>	<b>25</b>





**APPENDIX C:**  
**ASSESSMENT EXEMPLAR 2**

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むかしばなし  
Folktales



## Achievement standard

### Year level description

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**Note: areas assessed in this exemplar are indicated in bold.**

At standard, students interact and socialise in Japanese with their teacher and each other through class experiences, activities and transactions, to exchange information about aspects of their personal worlds, daily routines at home and school and their interests. They use simple descriptive or expressive modelled language, with guidance, to provide information, ask questions and make statements, such as サッカー を しますか。いつ しますか。土曜日 に サッカー を します。Students locate, process and convey some factual information and simple statements from familiar texts related to their personal and social worlds. They view a range of imaginative texts, identifying most key words and some familiar phrases, cultural expressions and behaviours. They create and perform short imaginative texts, using familiar expressions, simple statements and modelled language. Students explain some features of Japanese language protocols such as the use of formulaic expressions, counter classifiers and the indication of politeness by using です。They use dictionaries with guidance, word lists and pictures to translate simple familiar texts. Students make some comments about how language reflects cultural practices and norms.

**Students become familiar with the systems of the Japanese language, explaining that *hiragana* symbols can be combined to represent words and that vowel length can differentiate words in Japanese. Students commence writing, with a satisfactory level of accuracy, their own words, structures and phrases in *hiragana* with visual supports. They write some frequently-used *kanji* and read and write words using *hiragana* with a satisfactory level of accuracy. Students use vocabulary and expressions, and apply elements of grammar, with a satisfactory level of accuracy, in simple spoken and written texts. They use verbs in the past tense ~ました/ませんでした and indicate time and frequency using expressions such as まいにち、ときどき。Students tell the time using ~じ/~じはん です、なんじですか and use words and expressions indicating direction or means of transportation.** They begin to describe how the Japanese language works, using terms similar to those used in English. Students make some simple comparisons between features of familiar texts and explain, with guidance, how particular features of such texts help to achieve their purpose. Students show how language use varies according to the participant, relationships and the context of use. They state, with guidance, that Japanese is a standardised language with regional dialects and lists its connections with several other languages. Students make some connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.



## Assessment task

### Title of task

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むかしばなし Folktales

### Task details

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<b>Description of task</b>	<p>Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to their personal world, daily routine, and their interests.</p> <p>They also demonstrate their skills in writing in Japanese, summarising a folktale in relation to their personal world, daily routine and interests.</p>
<b>Type of assessment</b>	Summative
<b>Purpose of assessment</b>	<p>To determine student learning at the time of the assessment.</p> <p>To establish information on the students' ability to write using expressive language to exchange information about aspects of their personal worlds, including daily routine and interests.</p>
<b>Evidence to be collected</b>	Folktale Summary and character profile
<b>Suggested time</b>	<p>Part A – 15 minutes – planning</p> <p>Part B – 30 minutes – writing</p>

### Content description

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#### Content from the Western Australian curriculum

##### Communicating

##### Socialising

Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests

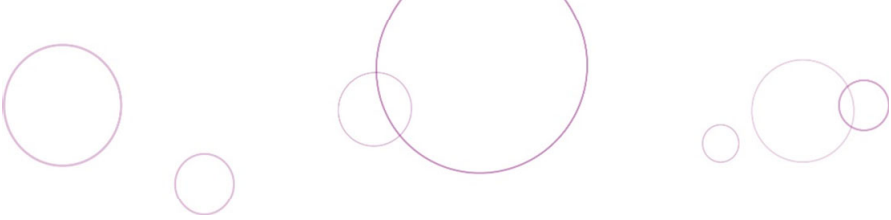
Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities

##### Informing

Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds

Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds

##### Creating



View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours

### Translating

Explain features of Japanese language protocols such as the use of formulaic expressions, for example, *いってきます/ただいま*; counter classifiers; the indication of politeness by using *です*

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 *hiragana* symbols can be combined to represent words

Understand that vowel length can differentiate words in Japanese, for example, *いいえ iie* for 'no' and *いえ ie* for 'house'

Begin to write their own words, structures and phrases in *hiragana* with the support of a *hiragana* chart and word lists

Recognise and write frequently-used *kanji*

Read and write words using *hiragana*

Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:

- using verbs in past tense *～ました/ませんでした。*
- beginning to use counters in Japanese, for example, *～<sup>にん・じん</sup>人、～<sup>がつ・げつ</sup>さい、～月*
- indicating time and frequency using expressions, such as *まいにち、ときどき*
- telling time using *～じ/～じはんです。; なんじですか。*
- understanding words and expressions indicating direction or means of transportation; for example, *くるまでがっこうにいけます。*

Notice differences in familiar texts, such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose

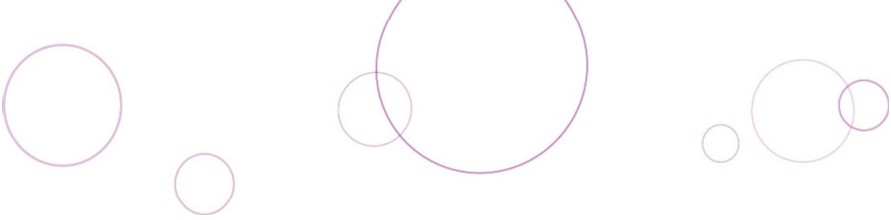
### Task preparation

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#### Prior learning

Students have prior knowledge of and exposure to:

- context-related vocabulary, such as
  - personal information, including, age, name, where they live, family members
  - sports and activities *すいえい、おんがく、えいがをみます*
  - places where these activities take place; for example *がっこう、うち、<sup>うみ</sup>海、<sup>かわ</sup>川、みせ*
  - modes of transportation; for example, *バス、くるま、あるいて、ひこうき*
  - common daily routine verbs; for example, *いきます、たべます、ききます*
- how to apply grammatical elements in written texts, including:

- 
- describing frequency, ときどき、いつも、よく
  - subject-focused sentence structure
  - related particles or adverbs to subject-verb-object word order; for example,  
うみ  
海ですいえいをします。

- the textual conventions of a character profile, and be provided with opportunities to practise them
- imaginative texts, such as folktales.

## Assessment task

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### Assessment conditions

Part A – 15 minutes, Planning. This part of the assessment is to be teacher assisted

Part B – 30 minutes, Writing. This part is 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

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- Task sheet
- *Hiragana* and *Katakana* chart
- Bilingual dictionary
- Japanese workbook/notebook
- Computer/iPad



## Instructions for teacher

Prior to administering the task, students will need to be taught:

- context-related vocabulary, such as
  - personal information, including, age, name, where they live, family members
  - sports and activities すいえい、おんがく、えいがをみます
  - places where these activities take place; for example がっこう、うち、<sup>うみ</sup>海、<sup>かわ</sup>川、みせ
  - modes of transportation; for example, バス、くるま、あるいて、ひこうき
  - common daily routine verbs; for example, いきます、たべます、ききます
- how to apply grammatical elements in written texts, including:
  - describing frequency, ときどき、いつも、よく
  - subject-focused sentence structure
  - related particles or adverbs to subject-verb-object word order; for example,  
<sup>うみ</sup>海ですいえいをします。
- the textual conventions of a character profile, and be provided with opportunities to practise them
- imaginative texts, such as folktales.

### Task

#### Part A

Hand out the むかしばなし Part A worksheet

Read the example character profile to the student.

Ask them to:

- translate the character profile into English
- highlight key sentence structures
- underline key vocabulary.

The teacher may assist students during this reading task.

Remind student to develop ideas they may like to use when writing their own character's profile.

Note: from this point, students are to work individually.

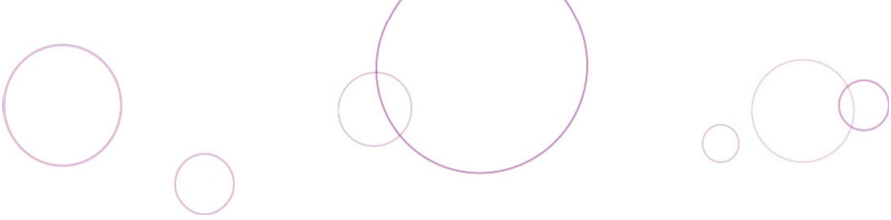
#### Planning Space むかしばなし

Remind student they have 15 minutes' planning time. They will plan, read and summarise a folktale of their choice.

Hand out the Planning Space むかしばなし worksheet.

Ask students to choose a Japanese folktale to research. Ask them to read **one** (one only) folktale from the Kids Web Japan website, <https://web-japan.org/kidsweb/folk/index.html> or the Digital E-hon website, <http://www.e-hon.jp/demo1/index1.htm> and complete the Folktale Summary worksheet.

Remind students to make notes in the Planning Space むかしばなし worksheet



Students may use their electronic device, bilingual dictionary or Japanese workbook during the planning time.

Advise students that they should aim to write some of their answers in Japanese.

Inform students that during the planning time they can:

- complete the Planning space むかしばなし folktale summary
- research the information they require to complete this task – they may need to re-read the Japanese folktale, or extrapolate unknown information
- plan their answer, write key vocabulary/words and sentence patterns in Japanese
- use their Japanese workbook or the sample character profile to find vocabulary and/or grammar required to complete this task
- look up unknown words in a bilingual dictionary
- begin drafting their character profile.

Notes students make in the planning time will not be marked.

### **Part B** むかしばなし

Students have 30 minutes to write a character profile in Japanese using *hiragana/katakana* and *kanji*.

No electronic devices can be accessed during this time. Students may refer to their Japanese workbook, bilingual dictionary and folktale summary.

The character profile must include the following information:

- the character's name
- their age
- where they live
- the sports/activities they play/do and when
- how they travel to these sports/activities or the transport or places they use
- their likes and dislikes.

Aim to write 50–70 *ji* in Japanese.

Remind students that they have 30 minutes to write their response.

The teacher collects Part A: planning pages and Part B: character profile.

## Instructions to students

# むかしばなし

### Part A

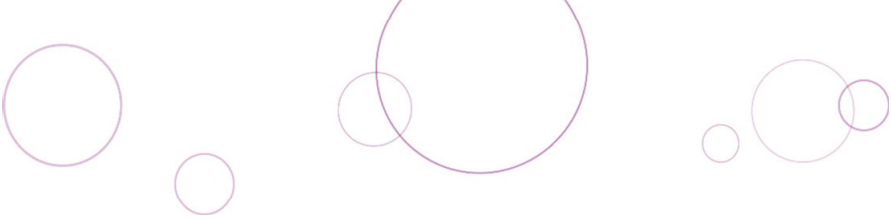
Read the example character profile below with your teacher and:

- translate the character profile into English
- highlight key sentence structures
- underline key vocabulary.

Develop ideas that you can use in your own character's profile.

Example: ももたろう

Character profile	Translation
これはももたろうです。	
ももたろうはおとこのこです。	
ももたろうは十五さいです。	
ももたろうはおかやまにすんでいます。	
ももたろうはげんきで、やさしいです。	
ももたろうのかぞくは <sup>さんにん</sup> 三人です。 おじいさんと、おばあさんと、 ももたろうです	
ももたろうはいぬとさるとさん ぽします。	
ももたろうはきびだんごがすきです。	



You have 15 minutes to plan, read and summarise a folktale of your choice. Choose a Japanese folktale, such as おむすびころりん, ももたろう, ざるじぞう, てんぐのかくれんみの or ないたあかおに from the KidsWeb Japan website, <https://web-japan.org/kidsweb/folk/index.html> or the Digital E-hon website, <http://www.e-hon.jp/demo1/index1.htm>. You may also use a bilingual dictionary, your Japanese workbook or word list(s) during this planning time.

Read the Japanese folktale, take notes and summarise the folktale using the Planning Space: Folktale Summary on the next page.

During the planning time:

- complete the Planning space むかしばなし folktale summary
- research the information you require to complete this task – you may need to re-read the Japanese folktale, or extrapolate unknown information
- read the dot points to plan your answer, and write the key vocabulary/words and sentence patterns in Japanese (into your planning space)
- use your Japanese workbook or the sample character profile to find vocabulary and/or grammar required to complete this task, and write these carefully (into the planning space)
- look up unknown words in a bilingual dictionary
- begin drafting your story.

The notes you make in the planning space will not be marked by your teacher.

### **Part B** むかしばなし

You have 30 minutes to write a character profile in Japanese using *hiragana/katakana* and *kanji*.

Your character profile must include the following information:

- the character's name
- their age
- where they live
- the sports/activities they play/do and when
- how they travel to these sports/activities or the transport or places they use
- their likes and dislikes.



**Planning Space** むかしばなし

Choose a Japanese folktale to research. Read your chosen folktale from the website Kids Web Japan, <https://web-japan.org/kidsweb/folk/index.html> or Digital E-hon, <http://www.e-hon.jp/demo1/index1.htm>. Complete the Folktale summary below.

You have 15 minutes' planning time.

<b>Folktale summary</b>		Title: _____
Beginning		
Middle		
End		
Good characters	Bad characters	
Moral/message of the folktale		
Other information		



## Part B かみしばい

You now have 30 minutes to write a character profile in Japanese using *hiragana/katakana* and *kanji*. No electronic devices can be accessed during this time. You may refer to your Japanese workbook, your bilingual dictionary and your folktale summary.

Your character profile must include the following information:

- the character's name
- their age
- where they live
- the sports/activities they play/do and when
- how they travel to these sports/activities or the transport or places they use
- their likes and dislikes.

Aim to write 50–70 *ji* in Japanese.



**Part B**

<b>Marking key</b>	
<b>Description</b>	<b>Marks</b>
<b>Content</b>	
Writes a character profile that includes information about their personal world, daily routine and interests. The character profile includes name, age, where they live, sports activities, places or modes of transport.	5
Writes a character profile including most of the required information about their personal world, daily routine and interests. The character profile includes name, age, where they live, and may include sports activities, places or modes of transport.	4
Writes a character profile including some of the required information. Some supporting details are included.	3
Writes a character profile including some of the required information. Few details are included.	2
Makes a limited attempt at writing simple statements for a character profile.	1
<b>Subtotal</b>	<b>5</b>
<b>Vocabulary</b>	
Uses an appropriate range of relevant vocabulary consistently.	5
Uses an appropriate range of relevant vocabulary.	4
Uses a variety of relevant vocabulary.	3
Uses some variety of vocabulary that is generally relevant.	2
Limited use of relevant vocabulary.	1
<b>Subtotal</b>	<b>5</b>
<b>Grammatical concepts</b>	
Writes, with accuracy, simple and compound sentences, and applies grammatical elements consistently. Uses verbs, adjectives, particles and numbers successfully.	5
Writes, with some accuracy, simple and compound sentences, and applies grammatical elements mostly accurately. Uses verbs, adjectives, particles and numbers mostly successfully.	4
Writes simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with accuracy. Use of verbs, adjectives, particles and numbers may be impeded, though meaning is clear.	3
Writes with mostly simple sentences, making an occasional attempt at compound sentences. Applies grammatical elements with some accuracy. Use of verbs, adjectives, particles and numbers sometimes unsuccessful. Intended meaning may be clear.	2
Limited use of simple sentences and application of grammatical elements. Frequent errors, making meaning unclear.	1
<b>Subtotal</b>	<b>5</b>

## Marking key

Description	Marks
<b>Text type and sequencing</b>	
Writes a posting with a title, concise information related to the question, and register appropriate for young people. Sequences information cohesively and coherently.	5
Writes a posting with a title, concise information related to the question, and using mainly appropriate register for young people. Mostly sequences information cohesively and coherently.	4
Uses most of the conventions of a posting. Generally uses appropriate register. Sequences information to some extent.	3
Uses some of the conventions of the text type. Shows some consideration of the audience. Attempts to sequence information.	2
Limited use of the conventions of the text type. Shows little consideration of the audience. Limited organisation impedes the flow and meaning.	1
<b>Subtotal</b>	<b>5</b>
<b>Total</b>	<b>20</b>



## Acknowledgements

### Appendix A

#### Part B

Images from: Japan Foundation, Sydney. (n.d.). *Verbs and adjectives picture cards: List (Verbs: Waking up; eating; going to school; listening to music; reading; sleeping)*. Retrieved February, 2016, from [http://jpfsyd-classroomresources.com/flashcards/verb-adjectives\\_picture/list.html](http://jpfsyd-classroomresources.com/flashcards/verb-adjectives_picture/list.html)

