



SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE

YEAR 5

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Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

The sample teaching and learning outline provides one possible approach through which the Japanese: Second Language syllabus within the *Western Australian Curriculum: Languages* can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students' ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 4 Japanese: Second Language, students communicated in Japanese, interacting and socialising with their teacher and peers to exchange information about aspects of their personal worlds, including their daily routines at home and school, and their interests. They participated in collaborative class activities and transactions that involved solving problems and sharing decisions. Students engaged with a range of Japanese imaginative texts and identified key language and cultural behaviours in them. They created, performed and presented imaginative texts for different audiences that allowed for the exploration and enjoyment of language.

Students became familiar with the systems of the Japanese language, continuing to learn context-related vocabulary and generating new language for a range of purposeful interactions. They read and wrote words in *hiragana* and high-frequency *kanji* with support and scaffolding. Students were supported to reflect on Japanese language protocols that related to their personal worlds.

The sample teaching and learning outline 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. In order to provide schools with choice, in some focus areas, the number of suggested learning activities is more than what can be expected to be undertaken in the time allocated.

Japanese: Second Language Year 5 Teaching and Learning Outline

Sequence of teaching and learning					
Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–3	<p>My classroom Students ask and respond to questions about classroom items.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • read and write all <i>hiragana</i> script • read and write commonly used classroom items in <i>hiragana</i> • participate in language games • design a poster about classroom items • ask for and respond to questions about classroom items • use the preposition の to describe who owns an item 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました; たのしかったです; へやに ふとんが あります; だいどころに おかあさんが います; まっすぐ 行って、みぎに まがって、としよかんが あります; がっこうに いきましょう; はい、いきましよう/いいえ、ちょっと</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced sounds てんてん and まる, combined and long vowel sounds and double consonants, for example, きてて and りょうり</p> <p>Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs to indicate – let’s..., ~ましよう • understanding and identifying elements of different sentence structures and the use of particles such as へ/で • understanding the use of ~が あります/います to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります; noun は place に います • knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本が あります 	<ol style="list-style-type: none"> 1. Welcome students and revise <i>hiragana</i> by singing the song AIUEO (あいうえおのうた) <i>Hiragana</i>. 2. Teach students the lyrics to the song Kyoushitsu ni haitte to revise classroom instructions. 3. Reinforce classroom instructions by playing Sensei says, for example, たって、すわって、よんで、きいて。 4. Use flashcards to revise <i>hiragana</i> with students. 5. Provide students with <i>hiragana</i> charts and small cards to write each <i>hiragana</i> and its corresponding <i>romaji</i>. Ask them to place the cards onto a <i>key ring</i> and use these cards to revise <i>hiragana</i>. 6. Have students revise <i>hiragana</i> by matching each <i>hiragana</i> to the corresponding <i>romaji</i> by playing games such as Memory, Fish or Snap. 7. Provide students with <i>hiragana</i> practice sheets to practise reading and writing <i>hiragana</i>. 8. Introduce the game Hiragana bingo. Provide students with 4x4 square grid paper and ask them to write a different <i>hiragana</i> in each square. Remind students that each <i>hiragana</i> must be written correctly in order to win points. Call out a <i>hiragana</i> and ask students to check if they have written that <i>hiragana</i> on their grid. Students place a tick next to each <i>hiragana</i> that has been called out. Once they have placed a tick alongside four <i>hiragana</i> on a line, either vertically, horizontally or diagonally, students raise their hand. The first student to have completed a line wins points for their team. Alternatively make a class set of bingo cards with four <i>hiragana</i> across and four <i>hiragana</i> down. Each card should have the <i>hiragana</i> ordered in a different way and use different <i>hiragana</i>. Provide students with counters to use which will be placed on top of the <i>hiragana</i> once it has been called out. 9. Introduce the game Hiragana karuta. Arrange students in a circle and place all <i>hiragana</i> cards face up. Tell them that you will call out one <i>hiragana</i> and then select one student to pick up the matching card. Continue in this manner until all cards have been collected. Ensure each student has a turn. 10. Brainstorm a list of classroom items with students. Write their suggestions on the whiteboard in English. Provide students with dictionaries to look up the names of these classroom items in Japanese and then write the meaning of each item next to the English word on the whiteboard. Provide students with a sheet of A4 paper and ask them to design a poster with as many classroom items as possible. Have them include an illustration of the item, the word in Japanese and its meaning in English. Display the posters in the classroom. 11. Use flashcards to revise vocabulary for classroom items with students, for example, えんぴつ、えんぴつけずり、のり、はさみ、けしゴム、ふうでばこ、じょうぎ、つくえ、いす、かばん、ノート、本。 12. Tell students that they will play a Memory game to revise vocabulary for classroom items. Select a number of classroom items and say their name in Japanese before placing them in a box. Have students repeat the name of each item. Set a timer for three minutes and ask students to write in their workbook the Japanese name of each item placed in the box. 	<p>Song AIUEO (あいうえおのうた) <i>Hiragana</i> https://www.youtube.com/watch?v=PE7sW2KoiGI</p> <p>Song Kyoushitsu ni haitte https://www.youtube.com/watch?v=1Z4hWhJ16XI&app=desktop</p> <p>Game Sensei says</p> <p>Flashcards Hiragana & katakana from Learn Japanese with Dr Moku’s Mnemonics website, Dr. Moku https://drmoku.com/ <i>Hiragana</i> charts may be downloaded online at http://happyilac.net/</p> <p>Cards, key ring</p> <p>Games Memory, Fish or Snap</p> <p>Practice sheets Hiragana https://print-kids.net/print/kokugo/hiragana-anaume/</p> <p>Game Bingo Grid paper, counters https://www.is.vic.edu.au/static/uploads/files/having-fun-with-hiragana-part-1-wflxkufqppqet.pdf</p> <p>Game Hiragana karuta, set of <i>hiragana</i> cards</p> <p>Reference Japanese/English dictionary</p> <p>Activity Design a poster</p> <p>Flashcards Classroom items https://www.japaneseteachingideas.weebly.com/school.html</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<ul style="list-style-type: none"> knowing how to use common counters and classifiers such as こ/ひき/びき/ぴき/えん understanding Japanese numerical place order, for example 一、十、百、千、万 understanding different question words such as いくら/どれ <p>Build a metalanguage in Japanese to talk about language</p>	<p>13. Arrange students in pairs, and provide each pair with a set of cards that contains one picture card and one corresponding word card in Japanese for classroom items. Have students play games such as Memory, Fish or Snap to revise vocabulary.</p> <p>14. Ask students to design a word sleuth for classroom items. They may also include other words they know to fill in any gaps. Have them write the list of words below the sleuth. Ask students to swap their word sleuth with a partner to solve.</p> <p>15. Model a dialogue for asking and passing classroom items and write it on the whiteboard, for example: Student A: すみません。えんぴつください。おねがいします。 Student B: はい、えんぴつどうぞ。 Student A: ありがとう。 Student B: どういたしまして。</p> <p>Ask students to practise the dialogue with their partner. Tell them to adapt the dialogue by asking for a different classroom item. Have them perform this as a role play in front of the class.</p> <p>16. Explain to students how to use the proposition の to describe who owns an item, for example, 先生の本です。わたしのえんぴつです。</p> <p>17. Introduce students to the game だれのペンですか, which is similar to the game celebrity heads. Select one student to stand at the front of the class and wear a headband. Attach a card, with a word for a classroom item in Japanese and the name of its owner, to the headband. Tell the student wearing the headband that they must ask questions to determine who the item belongs, to, for example, トムさんのペンですか。- はい、そうです・いいえ、ちがいます?</p> <p>18. Introduce the rules of the game Shiritori to students. Inform them that this is a popular game in Japan. Arrange students in pairs to play the game. Explain to them that one student will start by saying and writing a word in <i>hiragana</i>. Their partner will take the last character from the word given to make a new word, for example, いーいきますーすーすいかーかたかなーながさき。</p> <p>19. Play the audiovisual clip Learn Hiragana and Japanese to students to practise saying each <i>hiragana</i> and words that begin with <i>kana</i>.</p> <p>20. Write 10 <i>hiragana</i> characters on the whiteboard and ask students to write these into their workbook. Have them work with their partner to make up as many words as they can with these <i>hiragana</i> characters. Conduct a survey to see how many words students are able to make. Invite students to share their words with the class and write a list of these on the whiteboard.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> sing the song <i>Kyoushitsu ni Haitte</i> to revise classroom instructions include information acquired about classroom items to design a poster read and write words for classroom items in <i>hiragana</i> match appropriate image of classroom item with item written in <i>hiragana</i> use the preposition の to describe who owns an item play the popular Japanese language game Shiritori. 	<p>Game Memory Resource Box, classroom items, timer Workbook, to store student checklists, activities etc.</p> <p>Class set of cards – classroom items https://www.japaneseteachingideas.weebly.com/school.html</p> <p>Games Memory, Fish or Snap</p> <p>Activity Word sleuth</p> <p>Game だれのペンですか</p> <p>Game Shiritori https://learnjapaneseonline.info/2014/09/03/shiritori-a-japanese-vocabulary-word-game/</p> <p>Audiovisual clip Learn Hiragana and Japanese https://www.youtube.com/watch?v=RT9yng7qnsI</p> <p>Workbook, to store student checklists, activities etc.</p>
4–7	Where is it? Students describe the location of items	Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange	Pronounce all the sounds in the <i>kana</i> chart, including voiced and unvoiced	1. Play the audiovisual clip Arimasu vs Imasu to students to introduce the verbs	Audiovisual clip Arimasu vs Imasu https://m.youtube.com/watch?v=ctu9Xs_J-Kk

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	<p>in their class and at home.</p> <p>Leaning objectives:</p> <ul style="list-style-type: none"> • use <i>あります</i> and <i>います</i> correctly with animate and inanimate objects • count animals from 1–10 in combination with the counter <i>ひき</i> • use prepositions to describe the location of items • survey peers about the items they have at home • ask and respond to questions about where an item is located 	<p>information about their home, neighbourhood and local community, for example, <i>うみに きました</i>; <i>たのしかったです</i>; <i>へやに ふとんが あります</i>; <i>だいどころにおかあさんが います</i>; <i>まっすぐ 行って、みぎに まがって、としょかんが あります</i>; <i>がっこうに いきましょう</i>; <i>はい、いきましよう</i>/<i>いいえ、ちよっと</i></p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Collect, use and explain Japanese words and expressions that do not translate easily into English such as <i>おかえり</i>; <i>いらっしゃいませ</i>; <i>ごちそうさま</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>sounds <i>てんてん</i> and <i>まる</i>, combined and long vowel sounds and double consonants, for example, <i>きって</i> and <i>りょうり</i></p> <p>Understand that the sounds of <i>hiragana</i> and <i>katakana</i> are identical, even though the associated scripts are different</p> <p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as <i>まる(。)</i> and <i>てん(、)</i></p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • understanding the use of <i>～が</i> <i>あります/います</i> to refer to inanimate/animate objects • describing locations of homes, people, animals and items, using basic structures, for example, noun <i>は</i> place <i>に</i> <i>あります</i>; noun <i>は</i> place <i>に</i> <i>います</i> • knowing how to use prepositions to describe the position of objects, for example, <i>つくえの上</i> <i>に</i> <i>本</i> <i>が</i> <i>あります</i> • knowing how to use common counters and classifiers such as <i>こ/ひき/びき/ぴき/えん</i> <p>Build a metalanguage in Japanese to talk about language</p> <p>Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including</p>	<p><i>あります</i>・<i>います</i>。As a class, use the examples of the sentences in the clip to make additional sentences using <i>あります</i>・<i>います</i>。</p> <ol style="list-style-type: none"> 2. Arrange students in groups, and provide each group with a list of 20 nouns in English for animate and inanimate objects, for example, people, animals, zombies, plants and objects. Provide them with dictionaries to look up the words in Japanese and then write the meaning of each word next to the English word in their workbook. Ask students to discuss in their group which words would be used with <i>あります</i>, and which would be used with <i>います</i>. Check students' understanding by asking why they used a word with <i>あります</i> or <i>います</i>。 3. Provide students with a list of nouns to revise the use of <i>あります</i> and <i>います</i>. Remind students that <i>あります</i> is used with things that cannot move, for example, plants and objects, and that <i>います</i> is used for things that move, for example, people, animals and zombies. 4. Show images of animate and inanimate objects to students. Discuss the use of <i>あります</i> and <i>います</i>, and ask students which word/phrase should be used with each object. Ask students to explain their choice of <i>あります</i> or <i>います</i> for each object. 5. Play the audiovisual clip Lesson 4–1 to students to revise the use of <i>あります</i>・<i>います</i>。 6. Make a class set of cards that have images of animate and inanimate objects to play Bingo. Provide students with a card and some counters. Tell them that you will call out the name of an object on the card, and that they will need to place a counter on the object if it should be used with <i>あります</i>. Once they have a line covered with counters either vertically, horizontally or diagonally, students raise their hand. The first student to have completed a line wins points for their team. Play the game again, but this time ask students to place their counters on objects used with <i>います</i>。 7. Have students play the game Beat the clock to revise vocabulary. Explain that you will set a timer for three minutes and during that time they will need to write as many words as they can in their workbook. Allow students to work individually, in pairs or in groups. Give one point for each correctly spelt word. 8. Revise numbers one to ten with students. Introduce the counter <i>ひき</i> to add to the number when counting animals. Have them design a poster with the numbers 1 to 10 written in <i>kanji</i> with the counter for animals, for example, <i>一ひき</i>, <i>二ひき</i>, <i>三ひき</i>, <i>四ひき</i>, <i>五ひき</i>, <i>六ひき</i>, <i>七ひき</i>, <i>八ひき</i>, <i>九ひき</i>, <i>十ひき</i>。 9. Teach the lyrics to the song アリさんのこうしん (The ants go marching) to students. Emphasise the use of counters in the song. Ask them about counting songs they know in English that would use counters if translated into Japanese, for example, Five little ducks and Ten in the bed. 10. Brainstorm with students the kind of items they have at home, for example, <i>くるま</i>, <i>いぬ</i>, <i>ねこ</i>, <i>とり</i>, <i>PS4</i>, <i>テレビ</i>, <i>本</i>, <i>オートバイ</i>, <i>プール</i>, <i>トランポリン</i>。Make a list of 	<p>Reference Japanese/English dictionary Workbook, to store student checklists, activities etc.</p> <p>Images of animate and inanimate objects</p> <p>Audiovisual clip Lesson 4–1 An Integrated Course in Elementary Japanese Genki. A video collection of <i>Genki</i> Sentence Patterns http://genki.japantimes.co.jp/site/video/en/</p> <p>Game Bingo, with class set of cards, counters</p> <p>Game Beat the clock, using a timer or stopwatch</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Design a poster</p> <p>Song アリさんのこうしん (The ants go marching) https://m.youtube.com/watch?v=ikiKDbEkkxM</p> <p>Reference Japanese/English dictionary Workbook, to store student checklists, activities etc.</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>those in the Asia-Pacific region and is changing constantly due to contact with other languages</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>these on the whiteboard in English, and have students use dictionaries to look up the words in Japanese and write the meaning of each word next to the English word in their workbook.</p> <ol style="list-style-type: none"> Place students in pairs to ask each other if they have certain items in their house, using both <i>あります</i> and <i>います</i>. Introduce students to the questions and phrases to ask and respond about items in the home, for example, <i>くるまがありますかーはい、あります・いいえ、ありません・PS4 がありますかーはい、あります。いいえ、ありません・いぬがいますかーはい、あります。いいえ、ありません。</i> Place students in groups of four, and ask them to complete a survey by asking and responding to questions about what pets and entertainment items they have in their house, for example, <i>くるま がありますか・はい、あります・いいえ、ありません</i>. Ask each group to report the results of their survey to the class. Provide each student with the activity sheet <i>Doko ni imasu ka?</i> Read the names of each person and the locations. Ask students to place a tick against one location for each person listed. Have students work in pairs to ask and respond to questions about the location of others using <i>にいます imasu</i>. Arrange students in groups of four and provide them with the survey sheet <i>Arimasu がありますか</i>. Explain that three of them will be shopkeepers and one will be a customer. The customer will ask each shopkeeper if they sell the items on the survey sheet and, depending on the response, write either <i>はい</i> or <i>いいえ</i> next to each item in order to complete the survey. Have students share their responses with the class. Use flashcards to introduce prepositions to describe the position or location of objects; for example, <i>上、下、中、した、ひだり、みぎ、なか、となり、まえ、左、右、むかい、ちかく</i>. Play the game <i>Sensei says</i> with students to revise prepositions for location. Ask them to use their hands to indicate the direction <i>Sensei says</i>, for example, <i>手を上に・てをまえに</i>. Teach the lyrics of the song <i>Gu choki pa de</i> to students. Have them do the actions to practise responding correctly to directions for left and right. Teach students how to ask and respond to questions about where a classroom item is located, for example, <i>えんぴつはどこですか・どこにありますか・えんぴつがつくえの下にあります</i>. Ask students to design a poster of their desk and label each item on it, for example, <i>ごみばこ、コンピューター、スピーカー、いろえんぴつ</i>. Ask students to also write a description of their desk, the items on it and where they are located. Assist and/or provide feedback to students on their writing. Invite students to present their poster to the class. Place students in pairs, and provide each of them with a picture of the same room with different items missing from each one. List the missing items below each picture. Have students take turns to ask each other the location of the missing items written below their picture, for example, <i>ねこがどこにいますかーねこがまどのとなりにいます</i>. Ask students to draw the missing item on the picture where it should be located. Get students to check if the missing items they have drawn on their picture match the location of the item on their partner's picture. 	<p>Activity Survey</p> <p>Activity sheet <i>Doko ni imasu ka?</i> https://www.japaneseteachingideas.weebly.com/arimasu-and-imasu.html</p> <p>Survey sheet <i>Arimasu がありますか</i> http://japaneseteachingideas.weebly.com/arimasu-and-imasu.html</p> <p>Flashcards for prepositions</p> <p>Game <i>Sensei says</i></p> <p>Song <i>Gu choki pa de</i> https://www.youtube.com/watch?v=YcLOP5xMwSY</p> <p>Activity Design a poster</p> <p>Activity Two pictures</p> <p>Matsuoka, K. (1987). <i>とこちゃんはどこ</i>. Tokyo: Fukuinkan Shoten Publishers, Inc.</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>21. Read the story とこちゃんはどこ to students. Ask about where Toko is in each picture to revise prepositions, for example, とこちゃんがどこにいますかーとこちゃんがあるにいます。</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> use the verbs あります・います with the correct noun use the appropriate counter ひき when counting animals complete a survey about what animals and entertainment items they have in their house use prepositions to describe where things are located participate in language games design a poster about the items on their desk describe their desk, the items on it, and where they are located. Formal assessment using the following activities: <ul style="list-style-type: none"> <i>Enipitsu ga arimasuka</i> Part A – label stationery items in Japanese Part B – read statements in Japanese and answer true or false based on the picture of school stationery Part C – write three complete sentences in Japanese script to describe the location of schoolbag, the scissors and the pencil in the picture. 	Assessment task accessible on the School Curriculum and Standards Authority website
8–10	<p>Where are you? Students listen to a story about playing the game, Hide-and-seek.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> use the verbs あります and います correctly with animate and inanimate objects participate in language games ask and respond to questions about where classroom items are located use prepositions to describe the location of items listen to a story about playing Hide-and-seek listen to a song and complete a cloze activity 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました；たのしかったです；へやに ふとんが あります；だいどころに おかあさんが います；まっすぐ 行って、みぎに まがって、としょかんが あります；がっこうに いきましょう；はい、いきましよう；いいえ、ちょっと</p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本；わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – let's..., ~ましよう understanding and identifying elements of different sentence 	<ol style="list-style-type: none"> Play the audiovisual clip of the song ちちやなゆび to students. Have them sing the song while performing the actions to revise prepositions. Provide students with an activity sheet <i>Kyoushitsu</i> where they are required to match pictures of classroom items with the corresponding Japanese word. Select individual students to read out one of their responses. Discuss the verbs あります and います with students and ask students to choose which one would be used with each item. Arrange students in two groups and remind them about how to play the game Ping pong to revise names of classroom items. Students in each group will take turns to name a classroom item. Play the game again and have students make simple sentences using either あります or います with a classroom item. Arrange students into four groups and have them sit in a circle to play the Sentence building game to revise vocabulary for classroom items. Ask them to try and make the longest sentence they can by repeating what has been said and then adding one classroom item to the sentence. Select a student and ask them to say the first sentence, for example, えんぴつがあります. The student next to them adds another classroom item, for example, えんぴつと のりがあります. Continue in this manner until all students have had a turn. Provide students with access to Languages Online Topic 6 to practise listening skills and reinforce vocabulary for classroom items, including asking to borrow an item, offering an item, and asking and saying who owns an item. Provide students with feedback on their responses. Arrange students in a circle and place some classroom items inside the circle, for example, えんぴつ・ごみばこ・先生のマーカー・のり・のと・かくれんぼの本・消しゴム・ペン・じょうぎ. Ask one student at a time to pick up a classroom item and place it 	<p>Song ちちやなゆび https://www.youtube.com/watch?v=vKe6Vtfcyb8</p> <p>Activity sheet <i>Kyoushitsu</i> http://japaneseteachingideas.weebly.com/school.html</p> <p>Game Ping pong</p> <p>Game Sentence building</p> <p>Language practice Languages Online Topic 6 Number 3 https://www.education.vic.gov.au/languagesonline/japanese/topic_06/index.html</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> read and write frequently used words in <i>hiragana</i> write a <i>manga</i> about playing <i>kakurenbo</i> with friends 	<p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts</p> <p>Collect, use and explain Japanese words and expressions that do not translate easily into English such as おかえり; いらっしやいませ; ごちそうさま</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use</p>	<p>structures and the use of particles such as \wedge/で</p> <ul style="list-style-type: none"> understanding the use of \simが あります/います to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります ; noun は place に います knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります <p>Build a metalanguage in Japanese to talk about language</p> <p>Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>next to, above, below, in front of, or behind, another item in the circle. Then ask the question えんぴつはどこですか? Model the answer, for example, えんぴつは本の上にあります。Repeat this activity several times to revise specifying location using prepositions.</p> <ol style="list-style-type: none"> Read the story <i>Uzura-chan no kakurenbo</i> かくれんぼ to students. Ask them to identify the preposition which best describes the hiding place for each character. Discuss the expressions used in the story, for example, じゅんぴはいいですか、もういいですか、いいえ、まだです、一二三 はい、いいですよ、ああ、みつけた and then compare them with expressions they would use in English when playing the game, Hide-and-seek. Provide students with an activity sheet on which they answer questions based on the story <i>Uzura-chan no kakurenbo</i> かくれんぼ. Play the audiovisual clip of the song かくれんぼ こどものうたメドレー to students. Discuss with students the places each of the characters hid, and make a list of these places on the whiteboard in English. Have them copy this list into their workbooks. Ask students to identify the preposition, for example, in the box, behind the bench. Provide students with a cloze activity sheet of the song かくれんぼ こどものうたメドレー, with some of the lyrics omitted. Ask them to listen to the song again and fill in the missing words in script. Place students in small groups and ask them to write a new verse to the song かくれんぼ こどものうたメドレー。Have each group share their verse with others by performing their song in class. Inform students that you have hidden a number of items around the classroom for them to find, for example, えんぴつ・ごみばこ・先生のマーカー・のり・のーと・かくれんぼの本・消しゴム・ペン・じょうぎ・おりがみ。Provide written clues in Japanese for them to follow to locate the items, for example, えんぴつはコンピュータの近くにあります。Once students have located the items, ask them to complete a chart by writing a full sentence in Japanese stating where each item is located. Provide students with a storyboard template to write a <i>manga</i> about friends playing <i>kakurenbo</i>. Brainstorm a list of useful expressions to use when playing <i>kakurenbo</i>, for example, じゅんぴはいいですか、もういいですか、いいえ、まだです、一二三 はい、いいですよ、ああ、みつけた。Assist and/or provide feedback to students on their writing. Invite students to present their storyboard to the class. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> use the verbs あります・います with the correct noun match the picture to the word for that item use prepositions to describe where things are located participate in language games listen to a song and complete a cloze activity describe where items are hidden read and write in <i>hiragana</i> 	<p>Kimoto, M. (1994). <i>Uzura-chan no kakurenbo</i> かくれんぼ. Tokyo: Books Fukuinkan Shoten/Tsai Fong.</p> <p>Game Hide-and-seek</p> <p>Activity <i>Uzura-chan no kakurenbo</i> かくれんぼ</p> <p>Song かくれんぼ こどものうたメドレー https://www.youtube.com/watch?v=VABGLYcenI8&app=desktop</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Cloze activity かくれんぼ こどものうたメドレー</p> <p>Classroom items Written clues</p> <p>Storyboard template https://www.printablepaper.net/category/comics</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> ▪ write a <i>manga</i> about friends playing <i>kakurenbo</i>. 	

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-4	<p>My neighbourhood Students talk about places in their neighbourhood and use a map to give directions in Japanese.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> read and write the <i>hiragana</i> and commonly used <i>kanji</i> for places in the neighbourhood write the <i>hiragana</i> and commonly used <i>kanji</i> for places in the neighbourhood ask and respond to questions about the location of places in the neighbourhood use a map to ask for and respond to questions giving directions suggest an outing to a friend, and make plans about where and when to go write the <i>kanji</i> for mountain, river and beach 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました; たのしかったです; へやに ふとんが あります; だいどころに おかあさんが います; まっすぐ 行って、みぎに まがって、としょかんが あります; がっこうに いきましょう; はい、いきましょう/ いいえ、ちよと</p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Collect, use and explain Japanese words and expressions that do not translate easily into English such as おかえり; いらっしゃいませ; ごちそうさま</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use</p>	<p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本; わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – let’s..., ~ ましょう understanding and identifying elements of different sentence structures and the use of particles such as へ/で understanding the use of ~が あります/います to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります; noun は place に います knowing how to use prepositions to describe the position of objects, for example, つくえの上 に本が あります <p>Build a metalanguage in Japanese to talk about language</p> <p>Recognise the use of formulaic expressions, including the word order for writing the date and textual features in familiar texts such as</p>	<ol style="list-style-type: none"> Have students make a list of five places in the neighbourhood, for example, school, shop, park, station and library. Ask them to share their responses and write these on the whiteboard in English. Get students to write this list in their workbook. Provide students with dictionaries, ask them to find the equivalent Japanese words and to write these words next to the English word. Use flashcards to revise vocabulary for places in the neighbourhood with students, for example, がっこう、まち、えき、こうえん、としょかん、えいがかん、スーパー、本やうち、ともだちのうち、うみ、川、山、オンビニ、レストランイレ。 Provide students with A3 paper and ask them to draw a map of a town and label the places in <i>hiragana</i>, for example, がっこう、まち、えき、こうえん、としょかん、えいがかん、スーパー、本やうち、ともだちのうち、うみ、川、山、オンビニ、レストランイレ. Invite students to present their map to their peers. Teach students how to ask and respond to questions about where a place in the neighbourhood is located on a map, for example, えきはどこにありますか。えいがかんがどこにありますか。えきがこうえんのまえにあります。Place students in pairs and get them to use their maps to ask and respond to where places are located. Listen to their conversations and provide feedback. Place students in pairs, and provide each pair with a set of cards for prepositions. In each set of cards, half will have prepositions written in <i>hiragana</i> and the other half will have the corresponding preposition written in English. Have them play games such as Memory, Fish or Snap to revise vocabulary. Model how to give directions to places on a map, for example, つぎのかどで、左。右にまがってください。まっすぐ行って、右がわにあります。 Show students the audiovisual clip Genki Lesson 4-3 The bus stop is in front of the bank, to revise the use of あります、います and locations. Discuss with students the manner in which the two parties interact with each other and compare this with how they would act in the same situation. Place students in pairs, and provide each pair with a map of a town with the buildings and roads labelled in <i>hiragana</i>. Have students take turns to ask for and provide directions. Make two plans of the same town with all streets and some of the buildings labelled. Include a list of the missing buildings, which will be different for each plan. Place students in pairs, and provide each pair with either Plan A or Plan B. Have them take turns to ask and respond to questions about the location of the missing buildings to complete their plan. Discuss with students the types of outings they would suggest to a friend. Write phrases to use on the whiteboard, for example, あした、海にいきましょうかーはい、いきましょう、いいえ、あしたはちよと。日曜日に海に行きましようか。はい、行きましよう。Have them include where to go and how they will travel there, for example, に・へいきましょう・なんで行きましようかーで行きましよう。Ask students to write these phrases in their workbook and then have them work with their partner to practise the language. Encourage them to change the dialogue by suggesting a different type of outing and day. Provide assistance and feedback to students as required. 	<p>Workbook, to store student checklists, activities etc.</p> <p>Reference Japanese/English dictionary</p> <p>Flashcards related to places in the neighbourhood</p> <p>Draw a map A3 paper</p> <p>Games Class set of cards Prepositions Memory, Fish or Snap</p> <p>Audiovisual clip Lesson 4-3 An integrated Course in Elementary Japanese Genki. A video Collection of <i>Genki</i> Sentence Patterns The bus stop is in front of the bank http://genki.japantimes.co.jp/site/video/en/</p> <p>Map of a town</p> <p>Plan A and Plan B of the same town</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Design a Japanese scroll Resource calligraphy brushes, ink, dowel</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>opening and closing emails, letters, postcards, or telephone conversations</p> <p>Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop</p> <p>Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>11. Ask students to design a Japanese scroll portraying one of the four seasons in the background. Provide them with calligraphy brushes and ink to use to write the <i>kanji</i> for 山、川 or 海, and then decorate their scroll with drawings to match the meaning of the <i>kanji</i>. Invite students to present their scroll to the class and talk about one or more activities that could be done at the 山、川 or 海。</p> <p>12. Place students in pairs, and provide them with access to the audiovisual clip Big Brother Swap. Ask them to watch the clip and complete the questions online. Invite each pair to present one cultural element from the clip, and as a class, discuss and compare these to similar or different elements in their own culture.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> write the names of places in the neighbourhood in <i>hiragana</i> read and write commonly used <i>kanji</i> for places ask and respond to questions about the location of places in the neighbourhood ask for and give directions to the location of buildings on a map use the verbs あります・います with the correct noun participate in language games design a Japanese scroll with the <i>kanji</i> 山、川 or 海 and portray one of the seasons. 	<p>Audiovisual clip Big Brother Swap https://www1.curriculum.edu.au/nals/as/explorers/scenarios/japanese/scenario_4/scenario/scenario_4.html</p>
5–7	<p>Places in the Japanese neighbourhood</p> <p>Students compare places in Australian and Japanese neighbourhoods.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> talk about and compare places that are common to Australian and Japanese neighbourhoods use a dictionary to translate words into Japanese participate in language games read a text for information and complete a table listen to Orientation and Tour – Nozawa Onsen Village for information 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました； たのしかったです； へやに ふとんが あります； だいどころにおかあさんが います； まっすぐ 行って、みぎに まがって、としかんが あります； がっこうに いきましょう； はい、いきま しょう/いいえ、ちょっと</p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本； わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – let's..., ~ ましょう understanding and identifying elements of different sentence structures and the use of particles such as へ/で 	<p>1. Brainstorm the types of places Japanese people would find in their neighbourhood and write a list of these on the whiteboard in English. Provide students with dictionaries to find the Japanese equivalent, and write these words alongside the English words on the whiteboard. Ask students to compare the list on the whiteboard with the list they have written in their book about places in their neighbourhood. As a class, discuss the places that are common to both Australian and Japanese neighbourhoods. Ask students to consider why some places are more common in Australian or Japanese neighbourhoods. Have students include any additional place words they encounter in their workbook.</p> <p>2. Use the resource PowerPoint around town 2 to revise names of places in the neighbourhood and discuss the places they like to visit.</p> <p>3. Provide students with a set of cards for places in the neighbourhood, with a picture of the place and the word in Japanese, and a corresponding picture card and the word in English. Ask students to match the Japanese card to the corresponding English card. Once they have matched the cards correctly, get them to use the cards to play games such as Memory, Fish, Snap or Bingo.</p> <p>4. Use flashcards to revise vocabulary for places to visit in Japan.</p> <p>5. Provide students with the activity sheet りょこうするところ to revise vocabulary for places to visit. Have them match the correct word to the corresponding picture.</p> <p>6. Arrange students in groups of 4 to play the Travel game. Tell them that they will take turns to roll the dice and move their counter around the board. Advise students that when they land on a picture they are to make a sentence related to that picture, for example, 'On Monday I will go to Tokyo'.</p> <p>7. Provide students with the text Postcard from Amy. Ask them to read the text and complete a table with the details about what she did last week. Provide</p>	<p>Workbook, to store student checklists, activities etc.</p> <p>Reference Japanese/English dictionary</p> <p>Resource PowerPoint® around town 2 http://japaneseteachingideas.weebly.com/directions.html</p> <p>Cards games Places in the neighbourhood cards Memory, Fish, Snap or Bingo</p> <p>Flashcards Travel destination https://japaneseteachingideas.weebly.com/travel.html</p> <p>Activity sheet りょこうするところ https://japaneseteachingideas.weebly.com/travel.html</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> design a map of a ski resort and present it to the class 	<p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use</p>	<ul style="list-style-type: none"> understanding the use of ～が あります/います to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります ; noun は place に います knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん <p>Build a metalanguage in Japanese to talk about language</p> <p>Recognise the use of formulaic expressions, including the word order for writing the date and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>feedback and assist students as required. Check student responses to ascertain their understanding.</p> <ol style="list-style-type: none"> Talk to students about other activities people can do while in Japan. Play the audiovisual clip Orientation and Tour – Nozawa Onsen Village. Ask students to list the places mentioned in the village in their workbook. As a class, discuss the places mentioned and write a list of these on the whiteboard. Replay the audiovisual clip, pausing it as places are mentioned, to allow students to read the Japanese script and revise the names of the places. Get them to check their list and add any places mentioned that are not on it. Ask students to design a map of a ski resort in Japan and label it in <i>hiragana</i> and <i>katakana</i>. Ask them to use their map to write about where their ski resort is located, how to get there and what facilities are available at the resort. Write a list of vocabulary on the whiteboard to assist students, for example, ちかく、ホテル、スキ レンタル スキースクール おんせん おてら、いざかや カラオケ。Invite students to present their map of the ski resort to the class. Arrange students in pairs, and ask them to use their map to ask about the facilities that are available and where places are located on the map. Listen to the conversations. Provide feedback and assist students as required. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> match the Japanese and English words for place names use prepositions to describe where things are located on a map participate in language games read for information and complete a table listen for information from a text write names of places in <i>hiragana</i> and <i>katakana</i> design a map of a ski resort and present their map to the class. Formal assessment using the following activity: <ul style="list-style-type: none"> listen for information in a spoken Japanese text and complete a map with the names of the places in the neighbourhood. 	<p>Game Travel game https://japaneseteachingideas.weebly.com/travel.html Resource die, counters</p> <p>Text Postcard from Amy http://japaneseteachingideas.weebly.com/travel.html</p> <p>Audiovisual clip Orientation and Tour – Nozawa Onsen Village https://m.youtube.com/watch?v=tKusMRCJS74</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Design a map of a ski resort</p> <p>Assessment Teacher developed task</p>
8–10	<p>Special places in Japan Students learn about some special places in Japan.</p> <p>Leaning objectives:</p> <ul style="list-style-type: none"> view an audiovisual clip for information design a brochure about Mount Fuji listen to a story for information express thoughts and feelings about places and things view an audiovisual clip for information 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました ; たのしかったです ; ハや に ふとん が あります ; だいどころ に おかあさんが います ; まっすぐ 行って、みぎ に まがって、としよかん が あります ; がっこう に いきましょう ; はい、いきましよう/いいえ、ちょっと</p> <p>Participate in guided tasks related to organising displays, planning outings</p>	<p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたし の 本 ; わたし の かぞく です</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese</p>	<ol style="list-style-type: none"> Play the audiovisual clip Top 5 Things to do Around Fuji. Place students in pairs, and have them make a list of the activities people like to do when visiting Mount Fuji. Invite each pair to share an activity on their list with the class. Talk to students about the importance of Mount Fuji to the Japanese people, highlighting the number of shrines and temples dedicated to Mount Fuji in Japan. Teach students how to write the <i>kanji</i> for temple お寺 and Mount Fuji 富士山, and have them write these in their workbook. Ask students to design a brochure about Mount Fuji. They will need to include an illustration of Mount Fuji, Fuji Five Lakes and a temple. Provide students with ink and calligraphy brushes to write the <i>kanji</i> for Mount Fuji, Fuji Five Lakes and temple. Inside the brochure they will need to include factual information, such as the height of the volcano, where it is located, how far it is from Tokyo, how to get there and how long it takes to get there from Tokyo, for example, しんかんせんとでんしゃでいきます ・ 東京からスキ レゾートまで四時間かかります。Assist students with language as required. 	<p>Audiovisual clip Top 5 Things to do Around Fuji Guide to Mount Fuji https://www.youtube.com/watch?v=QQZQaO3VNL3o</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Design a brochure Resource Ink, calligraphy brushes</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> write the <i>kanji</i> for some places in Japan express going from one place to another design a poster about Tokyo or Kyoto perform a role play read a diary entry about taking a trip on a <i>shinkansen</i> 	<p>and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings</p> <p>Collect, use and explain Japanese words and expressions that do not translate easily into English such as おかえり; いらっしやいませ; ごちそうさま</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – let’s..., ~ましよう understanding and identifying elements of different sentence structures and the use of particles such as ^/で understanding the use of ~が あります/います to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります; noun は place に います knowing how to use prepositions to describe the position of objects, for example, つくえ の 上 に 本 が あります <p>Build a metalanguage in Japanese to talk about language</p> <p>Recognise the use of formulaic expressions, including the word order for writing the date and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations</p> <p>Reflect on how their own and others’ language use is shaped by and reflects communities’ ways of thinking and behaving and may be differently interpreted by others</p>	<ol style="list-style-type: none"> Read the story <i>でんしゃにのったよ</i> to students. Ask questions to revise place names and ascertain understanding, for example, どこに行きますか。えきのたなりになにかありますか・電車の中になにかありますか。 Ask students to sing the song <i>Sen ro wa tsuzukuyo doko made mo</i> せんろはつづくよどこまでも to revise vocabulary for modes of transport. Revise adjectives and expressions to convey thoughts and feelings about a place or thing with students, for example, すごい・きれい・おもしろい・はやい・おいしい・おいしそうかわいい。 Play the audiovisual clip <i>Tokyo to Kyoto/Bullet Train/Nozomi Shinkansen</i> to students. Ask students to observe the time it takes, the distance travelled, the price and the scenery. As a class, discuss the time it takes to travel from Tokyo to Kyoto and compare this with journeys they have made in Australia by rail, car or bus. Invite students to describe one aspect of the audiovisual clip in Japanese. Provide students with a map of Japan showing the routes of the <i>Shinkansen</i>. Discuss with students the speed and time it take to travel from one place to another. Model how to ask and respond to questions about the speed of the trains, the distance travelled and the time it takes to get from one destination to another. Place students in pairs, and have them ask and respond to questions about the speed, the time and the distance travelled to get from one destination to another. Remind students how to express ‘from’ and ‘to’, for example, 東京から京都までしんかんせんがあります。 Teach students how to write the <i>kanji</i> for Tokyo 東京 and Kyoto 京都。Provide students with ink and calligraphy brushes to practise writing the <i>kanji</i> for Tokyo 東京 and Kyoto 京都。 Ask students to design a poster about either Tokyo or Kyoto. Have them write the name of the city in <i>kanji</i>, and include illustrations or pictures of places to go to when there, for example, きんかくじとぎおんとふしみいなりたいしゃがあります。 Place students in pairs, and have them develop a role play about taking the <i>Shinkansen</i> from Tokyo to Kyoto. As a class, discuss the types of expressions to use and write these on the whiteboard, for example, いきます・いってらっしやい・しんかんせんにのりましよう・あ、みて、やまがあります でんしゃのなかに・があります いぬがいえのとなりになります・すごい・きれい・おもしろい・はやい・おいしい・おべんとうの中になります。Listen to students practise their role plays and provide feedback. Invite each pair to perform their role play for the class. Provide students with a diary entry in which a young Japanese person describes taking a trip on a <i>Shinkansen</i> from Tokyo to Kyoto. Read the text with the students, having them highlight the words they know. Ask students to work with their partner to summarise the information in the diary entry and write three questions in English. Ask each pair to share their questions with the class and nominate another pair to provide responses. <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> view an audiovisual clip for information write information in a brochure about Mount Fuji 	<p>Book Okamoto, Y. (2018). <i>でんしゃにのったよ</i>. Tokyo: Fukuinkan Shoten Publishers, Inc.</p> <p>Song <i>Sen ro wa tsuzukuyo doko made mo</i> - せんろはつづくよどこまでも https://www.youtube.com/watch?v=8oOKESKu_2Q</p> <p>Audiovisual clip <i>Tokyo to Kyoto/Bullet Train/Nozomi Shinkansen</i> https://www.youtube.com/watch?v=HK8lwEAUy58&app=desktop</p> <p>Map routes for <i>Shinkansen</i> Japan-guide.com <i>Shinkansen</i> https://www.japan-guide.com/e/e2018.html</p> <p>Activity Kanji Resource Ink, calligraphy brushes, paper</p> <p>Activity Design a poster</p> <p>Activity Role play</p> <p>Activity Diary entry</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> ▪ use adjectives to convey thoughts and feelings ▪ write the <i>kanji</i> for Mount Fuji, Fuji Five Lakes, temple, Tokyo and Kyoto ▪ design a poster about either Tokyo or Kyoto ▪ develop and perform a role play about taking the <i>shinkansen</i> from Tokyo to Kyoto ▪ read a diary entry and provide a summary ▪ write and respond to questions based on a diary entry. 	

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-4	<p>Shops in my neighbourhood Students ask and give directions to places in the neighbourhood.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> name commonly found shops in the neighbourhood read and write names of shops in simple <i>kanji</i>, <i>hiragana</i> and <i>katakana</i> participate in language games design a map of a shopping centre express where shops are located on a map sing a song about shopping at the bakery ask and respond to questions about where an item is located complete online language exercises about the neighbourhood design a shop banner perform a role play 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみにいきました; たのしかったです; へやにふとんがあります; だいどころにおかあさんがいます; まっすぐ行って、みぎにまがって、としよかんがあります; がっこうにいきましよう; はい、いきましよう/いいえ、ちよと</p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use</p>	<p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本; わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> understanding the use of ～が あります/います to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります; noun は place に います knowing how to use prepositions to describe the position of objects, for example, つくえの上 に本があります understanding Japanese numerical place order, for example 一、十、百、千、万 understanding different question words such as いくら/どれ <p>Build a metalanguage in Japanese to talk about language</p> <p>Recognise the use of formulaic expressions, including the word order for writing the date and textual</p>	<ol style="list-style-type: none"> Prepare a PowerPoint presentation to introduce the vocabulary for the names of different types of shops to students, for example, 本や、パンや、スーパー、くつや、きつさてん、ハンバーガーや、ぶんぼうぐや、やおや、おかしや、にくや、くすりやカラオケ。 Ask them to write these words in their workbook along with the meaning in English. Use flashcards to revise vocabulary for different types of shops. Place students in pairs, and provide them with a set of shop cards with one card having the shop name written in script and a matching card with an image of the shop. Have students match the cards correctly and then have them play card games such as Memory, Fish or Snap. Ask students to design a map of a shopping centre and have them write the names of the shops in simple <i>kanji</i>, <i>hiragana</i> and <i>katakana</i>. Encourage them to include a symbol or drawing to reflect the type of shop, such as a book for a book shop. Arrange students in pairs, and have them use their map to give directions about where different types of shops are located, for example, つぎのかどで右。左にまがってください。本屋はとしよかんのとなりにあります。としよかんのたなりに本屋があります。 Provide students with access to the audiovisual text of the online reader Places I like 所—私の好きなおところ, and have them listen to the instructions and copy and transfer the names of places onto the map. Teach the lyrics and actions for the song Shopping at the bakery to students. Place students in pairs, and explain to them that they will take turns to ask where they can find a particular shopping item at the shopping centre. Write on the whiteboard the phrases students will need to use, and ask them to copy these phrases into their workbook, for example: Student A: すみません、くつやはどこにありますか? Student B: ええと、ちよと待ってください。くつやがおかしやのとなりにあります。 Student A: ありがとうございます。くつやにいきます。 Show, and explain to students how to navigate through, the interactive resource In the neighbourhood. Tell them that each icon represents a place, activity or people in the neighbourhood. Have students view the pictures in the gallery, then listen to and practise the vocabulary section for each icon. Provide students with a list of the vocabulary from each icon in Japanese and ask them to write the meaning of each word in English. Arrange students in pairs and provide them with the activity sheet Goods and Shops, and either Pairwork Sheet (A) or Pairwork Sheet (B). Have students take turns to ask each other questions to complete the activity sheet, for example, 一番のみに本がありますか はい、あります 一番のみに本やですか はい、そうです いいえ、ちがいます。 Ask students to design a welcome banner for a shop. Provide students with calligraphy brushes and ink to write the name of the shop in <i>hiragana</i> and/or <i>kanji</i> and the word welcome いらっしやいませ in <i>hiragana</i>. Encourage them to illustrate their banner with pictures to indicate the types of things that can be purchased at the shop. 	<p>PowerPoint presentation featuring names of different types of shops</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Flashcards Shops</p> <p>Cards Class set of shop cards Games Memory, Fish or Snap</p> <p>Activity Design a map of a shopping centre</p> <p>Audiovisual clip Places I like 所—私の好きなおところ http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Song Shopping at the bakery https://www.youtube.com/watch?v=u5WPWlnbgus</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Interactive resource In the neighbourhood http://www.asiaeducation.edu.au/public/sites/explorers/japanese/explore.rs.html</p> <p>Activity sheets Goods and Shops, Pairwork Sheet (A), Pairwork Sheet (B)</p> <p>Activity Name the shops https://jpf.org.au/classroom-resources/resources/name-the-shops/</p> <p>Activity Design a welcome banner Resource Calligraphy brushes, calligraphy paper and ink</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop</p> <p>Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>11. Provide students with the <i>Keigo</i> information sheet explaining the use of いらっしゃいませ. Discuss with students how the Japanese language has several levels of politeness, and that <i>Keigo</i> (or honorific language) is used by Japanese people to express respect for people with a higher social status. Ask students for <i>Keigo</i> words they already use, for example, どうも、すみません、ありがとうございます。 Have students consider and provide examples of how they show respect through their choice of language.</p> <p>12. Place students in pairs to prepare a role play between a shop assistant and a customer wanting to purchase an item. Remind students how Japanese people greet each other and the types of gestures used to show respect. Model the type of language to be used and write this on the whiteboard for students to copy into their workbook, for example: Shop assistant: いらっしゃいませ。 Customer: こんにちは。セーターをさがしています。 Shop assistant: はい、こちらどうぞ。 Customer: あおいセーターがありますか。 Shop assistant: これはいきがですか? Customer: いいですね。ありがとうございます。 Assist students with language as required. Have them perform their role play for the class.</p> <p>13. Place students in pairs and introduce them to the board game <i>Konbini</i>, which is similar to Snakes and Ladders. Provide students with a die and counters to play the game. Explain to them that when they land on a product or service they will need to read and say the name of that item, for example, やおやにりんごがあります。 Should they land on a square with the word うりきれ, they will need to pick up a card, then read it and follow the instructions. The first player to reach the end is the winner.</p> <p>14. Provide students with access to the audiovisual text of the online reader Let's go shopping, to listen to and complete the activities about the names of different types of shops, the items that can be purchased, and their location.</p> <p>Assessment</p> <ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> match images of expressions with the correct word or phrase participate in language games sing a song in Japanese design a welcome banner for a shop perform a role play about purchasing an item from a shop complete online language activities. Formal assessment using the following activities: <ul style="list-style-type: none"> <i>Kinjo</i> Part A – write the names of places on a map in <i>hiragana</i> Part B – read a map for information, and respond to questions in <i>hiragana</i> and/or in <i>kanji</i> Part C – read a text for information and circle whether the sentences are true or false using a map as a reference 	<p>Information sheet Keigo https://www.japaneseteachingideas.weebly.com/uploads/5/4/0/5/540541/irrashaimase_explanation.doc</p> <p>Activity Role play</p> <p>Game Konbini, using a die and counters https://jpf.org.au/classroom-resources/jpfmedia/Konbini%20game%20sheet%20(A4%20sized%20sheet).pdf</p> <p>Online reader Let's go shopping 所-買い物に行きましょう http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Assessment task accessible on the School Curriculum and Standards Authority website</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				Part D – read a text for information and respond to questions in English.	
5–10	<p>How much does that cost? Students interact with others to purchase items from a <i>Konbini</i> store.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> write the <i>kanji yen</i> with the numbers 10, 100, 1000 and 10 000 十円、百円、千円、一万円 read, write and say the <i>kanji</i> for 100, 1000, 10 000 and <i>yen</i> 百、千、万円 ask and respond to questions about where an item is, and how much the item costs use common expressions to facilitate and enhance communication when shopping listen to texts and practise pronunciation perform a role play about shopping talk about the importance of <i>Konbini</i> stores in Japan participate in language games write an advertisement for a shop, listing items for sale listen to a conversation and respond to questions 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました; たのしかったです; へやに ふとんが あります; だいどころにおかあさんが います; まっすぐ 行って、みぎに まがって、としよかんが あります; がっこうに いきましょう; はい、いきま しょう/いいえ、ちょっと</p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Collect, use and explain Japanese words and expressions that do not translate easily into English such as おかえり; いらっしやいませ; ごちそうさま</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use</p>	<p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本; わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – let’s..., ~ ましょう understanding and identifying elements of different sentence structures and the use of particles such as へ/で understanding the use of ~があり ます/います to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります; noun は place に います knowing how to use prepositions to describe the position of objects, for example, つくえの上 に本が あります knowing how to use common counters and classifiers such as こ/ひき/びき/びき/えん 	<ol style="list-style-type: none"> Play the game Ping pong with students to revise numbers from 1 to 99. Arrange students in groups and give each group a name. Tell students that you will say a number in Japanese and that they will need to say the corresponding number in English. If a group provides an incorrect response, then the other groups have the opportunity to win a point by providing the correct response. Alternatively, tell students that you will say the number in English and have the students respond in Japanese. Teach students how to play the game What’s my number? Have each student write a number from 1 to 99 in Japanese on a piece of paper. Collect all pieces of paper and place them in a hat. Ask one student to stand at the front of the class and place a headband on their head. Take one of the pieces of paper out of the hat and attach it to the headband. The student wearing the headband will need to ask their peers what the number is in Japanese, for example: Student: 五十ですか? Peers: いいえ、五十よりおおきい。 Student: ちいさい? Peers: はい、あたりです。 Write the <i>kanji</i> for the numbers 100, 1000, 10 000 百、千、万 and for the Japanese currency <i>yen</i> 円 on the whiteboard. Have students copy these <i>kanji</i>, and the meaning in English, into their workbook. Explain that the <i>kanji</i> for <i>yen</i> appears after the number when writing the currency, for example, 十円、百円、千円、一万円。 Have students revise numbers by playing Bingo. Ask them to write six numbers, which can include numbers 1 to 100, 1000 and 10 000 in <i>kanji</i> in their workbook. Play the audiovisual clip Currency to students. Have them practise the expressions about Japanese money from the clip. Provide students with access to the website Study Japanese at AJALT Learning Supplements to practise listening to and pronouncing numbers and money vocabulary in Japanese. Play the audiovisual clip Japanese Shopping, Lesson Four for students. Ask them to listen to the speaker and then practise their pronunciation by saying each phrase. Play the audiovisual clip Lesson 2.1 いくらですか How much is it? for students. Place students in pairs, and have them practise asking and responding to questions about how much an item costs, for example, えんぴつはいくらですか? えんぴつは百円です。 Introduce students to common expressions used to facilitate a conversation between a shop assistant and a customer, and write these on the whiteboard along with the meaning in English, for example, いらっしやいませ、だいじょうぶですか、よろしいですか、ちょっとたかいですね、かわいいですね、これにします、ありがとうございます、どういたしまして、もしもし、すみませんが、いろいろ、ありがとうございました。 Ask students to copy this list in their workbook. Play the audiovisual clip Lesson 2.5 これも 100 えんです This is 100 yen too for students. 	<p>Game Ping pong</p> <p>Game What’s my number?</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Game Bingo</p> <p>Audiovisual clip Currency http://genki.japantimes.co.jp/self_en/video-clips-for-culture-note</p> <p>Website Study Japanese at AJALT Learning Supplements https://www.ajalt.org/sfyj/</p> <p>Audiovisual clip Japanese Shopping, Lesson Four https://www.youtube.com/watch?v=Ku_HOBGTwko&version=3</p> <p>Audiovisual clip Lesson 2.1 いくらですか How much is it? http://genki.japantimes.co.jp/site/video/en/</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Audiovisual clip Lesson 2.5 これも 100 えんです This is 100 yen too</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<ul style="list-style-type: none"> understanding Japanese numerical place order, for example 一、十、百、千、万 understanding different question words such as いくら/どれ <p>Build a metalanguage in Japanese to talk about language Recognise the use of formulaic expressions, including the word order for writing the date and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations</p> <p>Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop</p> <p>Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<ol style="list-style-type: none"> Place students in pairs and ask them to prepare a role play about shopping. Remind them to include common expressions used when shopping, and to ask and respond to questions about the cost of an item, for example, シューズは百円ですか? はい、そうです。いいえ、ちがいます。Have them perform their role play for the class. Discuss with students the importance of <i>Konbini</i> – convenience stores in Japan. Provide them with the article ‘Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store!’ Invite each student to read a part of the article ‘Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store!’ As a class, read aloud each of the Japanese phrases and expressions used. Provide students with an activity sheet using the phrases and expressions from the article ‘Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store!’ Ask students to match the Japanese phrases and expressions to their meaning in English. Arrange students in groups and ask them to complete the Konbini True or False Quiz. Ask each group to provide their responses to each question. Clarify any misunderstandings where responses for a question differ between groups. Award groups a point for each correct response. Use the Konbini Items Picture Sheet to make a class set of cards. Have students work with a partner to revise vocabulary for a product or a service by playing card games such as Memory or Fish. Provide each student with a Japanese shopping catalogue. Read the first item in the catalogue to students, then ask each student to read aloud information relating to one of the items. Have students work with a partner to ask what items are sold, and respond to questions about the cost of items in the catalogue, for example, チーズピザはいくらですか。九百円です。 Ask students to use the Japanese shopping catalogue to write an advertisement for a shop, listing some of the items for sale. They will need to illustrate each item, label it in <i>hiragana</i> and write the cost in <i>kanji</i>. Have students present their advertisement to the class. Divide the class into two groups, and provide each student with the activity sheet Battleships shopping. Inform them that each group will take turns to guess the location of the ten battleships marked on the teacher's sheet. Provide students with access to the audiovisual text of the online reader Getting around 行ったり来たり, and ask students to listen to the dialogue between the mother and her child. Have students respond to questions about what the mother has asked the child to do and how much money she gave the child. Remind students of the expression <i>いつてきます</i> used when taking leave. Play the audiovisual clip Buy Hamburger and Juice at Fast Food Restaurant for students. Place students in pairs, and provide them with the sentences from the conversation between the two people in the audiovisual clip. Ask students to work together to order the sentences as they are said in the conversation. Play the audiovisual clip once more for students to check their work. Have students read through the conversation, taking turns to be the shop assistant and the customer. Arrange students in a circle to play the game I went shopping. Inform them that the purpose of the game is to revise vocabulary for items that can be bought at a shop. Select a student to start the game by saying an item they will buy, for example, おにぎりをかいます。Have the next student add one more item to the 	<p>http://genki.japantimes.co.jp/site/video/en/</p> <p>Article ‘Tokyo Travel Tips: 10 Important Phrases to know before you enter a Japanese Convenience Store!’ https://livejapan.com/en/article-a0001719/ Activity Matching</p> <p>Resource Konbini True or False Quiz https://jpf.org.au/classroom-resources/resources/boardgame-konbini/</p> <p>Class set of cards Konbini Items Picture Sheet https://jpf.org.au/classroom-resources/jpfmedia/Items%20picture.pdf Games Memory or Fish</p> <p>Resource Japanese shopping catalogues https://www.lawson.co.jp/recommended/original/select/</p> <p>Activity Write an advertisement</p> <p>Activity sheet Battleships shopping http://japaneseteachingideas.weebly.com/shopping.html</p> <p>Online reader Getting around 行ったり来たり http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Audiovisual clip Buy Hamburger and Juice at Fast Food Restaurant https://www.youtube.com/watch?v=AmsfyXYmLDk&app=desktop</p> <p>Game I went shopping</p> <p>Game Konbini https://jpf.org.au/classroom-resources/resources/boardgame-konbini/</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>list, for example, おにぎりとジュースをかいます。Continue in this manner until one of the students is unable to remember the items on the list.</p> <p>22. Place students in pairs, and have them use the <i>Konbini</i> game to ask and respond to questions about where items are and how much they cost, for example, はどこですか?・どこにありますか?・はいくらですか?</p> <p>23. Place students in pairs, and provide them with the activity sheet <i>おみせのロールプレイ: かいもの</i> to practise a dialogue between a salesperson and a customer. Inform students that they will need to choose the item they want to purchase and the cost. Have students read the dialogue aloud. Help students as required with their pronunciation.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ participate in language games ▪ say and write the numbers for 1 to 99 ▪ write the <i>kanji</i> for the numbers 100, 1000, 10 000 百、千、万 and for the Japanese currency <i>yen</i> 円 ▪ read and write words in <i>hiragana</i>, simple <i>kanji</i> and <i>katakana</i> ▪ ask and respond to questions about where an item is, and how much it costs ▪ use expressions to enhance communication when shopping ▪ match phrases and expressions in Japanese to the meaning in English ▪ write an advertisement for a shop listing items for sale ▪ listen for information and respond to questions about items and their cost ▪ order sentences to complete a conversation ▪ pronounce Japanese words correctly in conversation. • Formal assessment using the following activities: <ul style="list-style-type: none"> ▪ Listening tests – money <ul style="list-style-type: none"> Part A – listen for information in a spoken text and circle the correct amount of yen Part B – listen for information in a spoken text about how much an item costs, and circle the amount Part C – listen to someone order four items and then put them in order of item and price. ▪ Shopping <ul style="list-style-type: none"> Prepare and perform a role play about purchasing an item at a <i>Konbini</i> store. 	<p>Activity sheet <i>おみせのロールプレイ: かいもの</i> https://www.japaneseteachingideas.weebly.com/shopping.html</p> <p>Assessment Listening tests – money https://www.japaneseteachingideas.weebly.com/uploads/5/4/0/5/540541/money_listening_test.xls</p>

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–10	<p>My home, your home</p> <p>Students talk about their home and then compare houses in Australia and Japan.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> name the rooms of their house describe some of the items use dictionaries to translate words from Japanese into English ask and respond to questions about their home draw a plan of their house and label the rooms list items and say in which room they are located write a description of their house design a poster of their room and label the items in <i>hiragana</i> present information about Japanese houses compare houses in Australia and Japan draw a plan of a Japanese house and label the rooms in <i>hiragana</i> participate in language games view texts and respond to 	<p>Initiate interactions with the teacher and peers, using descriptive and expressive language to exchange information about their home, neighbourhood and local community, for example, うみに きました; たのしかったです; へやに ふとんが あります; だいどころにおかあさんが います; まっすぐ 行って、みぎに まがって、としょかんが あります; がっこうに いきましょう; はい、いきましょう/ いいえ、ちよと</p> <p>Participate in guided tasks related to organising displays, planning outings and conducting events such as performances, or activities such as building models and completing transactions in places such as a café or a market</p> <p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p> <p>Share responses to characters, events and ideas in imaginative texts such as <i>anime</i>, folk stories and <i>manga</i>, making connections with personal experiences and feelings</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings in other imaginative texts</p> <p>Collect, use and explain Japanese words and expressions that do not translate easily into English such as おかえり; いらっしゃいませ; ごちそうさま</p>	<p>Read and write all <i>hiragana</i>, including voiced, combined and long vowel sounds and double consonants using a <i>hiragana</i> chart for support</p> <p>Understand the use of basic Japanese punctuation marks such as まる(。) and てん(、)</p> <p>Read and write words, phrases and sentences using <i>hiragana</i> and simple <i>kanji</i>, for example, わたしの本; わたしのかぞくです</p> <p>Use context-related vocabulary and develop and apply knowledge of the systematic nature of Japanese grammatical rules in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs to indicate – let’s ..., ~ ましょう understanding and identifying elements of different sentence structures and the use of particles such as へ/で understanding the use of ~が あります/います to refer to inanimate/animate objects describing locations of homes, people, animals and items, using basic structures, for example, noun は place に あります; noun は place に います knowing how to use prepositions to describe the position of objects, for example, つくえの上 に本が あります <p>Build a metalanguage in Japanese to talk about language</p>	<ol style="list-style-type: none"> Talk with students about the types of rooms they have in their house, and write these on the whiteboard. Provide students with dictionaries to look up the names of these rooms in Japanese, and then write the meaning of each room next to the English word on the whiteboard. Ask students to copy this list into their workbook. Revise the type of daily routines and activities that take place in each room of the house. Provide students with an activity sheet where they select the sentence which best describes the picture of an activity or daily routine that is taking place in each room. Have students read out their responses to check for understanding. Provide students with the activity sheet Describing things at home to revise the use of あります。 Model how to draw a house plan using a bird’s-eye view. Provide students with paper to draw their own house from this perspective. Direct them to label the rooms of the house in Japanese. Ask students to draw items of furniture in each room and label them in Japanese. Place students in pairs, and have them use their plan to list the items that they have in their home and in which room of the house each item is located. Have students use their house plan to write a description of their house in Japanese. Remind them to include the number and the types of rooms. Ask them to state which room is their favourite. Assist and or provide feedback to students on their writing. Invite students to present their description to the class. Ask students to design a poster of their room and label the items in <i>hiragana</i>. Have students present their poster to the class. Use flashcards to introduce students to the vocabulary for Japanese houses. Provide students with an activity sheet where they select and copy the correct word to describe images of items found in a Japanese house. Arrange students in groups and provide them with the articles ‘The Structure of a Japanese House’, ‘The History of Japanese Houses’ and ‘Living in a Japanese House’. Have them read through the articles and present a brief oral summary of the information for their peers. Provide students with a Venn diagram activity sheet, and have them list the things in an Australian house in the circle on the right. Play the audiovisual clip Japanese Houses for students. Ask students to list the things in the Japanese house in the circle on the left, for example, Japanese table with heater, Japanese cushion for <i>tatami</i>, futon, Japanese bath, <i>tatami</i> mat, wood and rice paper screen and entrance hall. Have them list the things that Japanese and Australian houses have in common in the middle of the diagram where the two circles intersect. Invite students to share one thing from each of the circles, and where they intersect with the class. Play the audiovisual clip Japanese Houses again and ask students to consider and give reasons why Japanese people remove their shoes when entering a house. Write a list of these reasons on the whiteboard. Read to students the article ‘Japanese Culture and Daily Life: Removing Shoes’. Discuss the article and ask students if any additional reasons were given in the article about why Japanese people removed their shoes when entering a house. Remind students of the <i>tokonoma</i> viewed in the audiovisual clip Japanese Houses. Explain the importance of the <i>tokonoma</i> and that this is the spiritual 	<p>Reference Japanese/English dictionary</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity sheet Describing things at home http://japaneseteachingideas.weebly.com/housing.html</p> <p>Activity Design a poster</p> <p>Flashcards Japanese House https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#1559652731429-6a58728a-dc60</p> <p>Article Japanese Houses https://web-japan.org/kidsweb/virtual/house/</p> <p>Activity sheet Venn Diagram Houses similarities and differences https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml</p> <p>Audiovisual clip Japanese Houses http://genki.japantimes.co.jp/self_en/video-clips-for-culture-note</p> <p>Article Japanese Culture and Daily Life: Removing Shoes</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>questions in Japanese and English</p> <ul style="list-style-type: none"> • create a story based on one of the pages in the reader <i>Exciting Homestay</i> • summarise, share and present information about bathing etiquette in Japan • create a mini book about observing etiquette in a Japanese home • use expressions in a role play that observe practices related to leaving and returning home 	<p>Compare ways of communicating in Australian and Japanese-speaking contexts and identify ways in which culture influences language use</p>	<p>Recognise the use of formulaic expressions, including the word order for writing the date and textual features in familiar texts such as opening and closing emails, letters, postcards, or telephone conversations</p> <p>Notice differences in interaction styles in situations in Japanese and Australian contexts, for example, in buying something from a shop</p> <p>Understand that there are large Japanese-speaking communities in Hawaii and Brazil, and that Japanese is taught in many countries, including those in the Asia-Pacific region and is changing constantly due to contact with other languages</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>focus point of the house where on display will be a scroll, flowers, a bonsai and/or an ornament called an <i>okimono</i>.</p> <ol style="list-style-type: none"> Show students the interactive resource Japanese House on the Japanese Explorers webpage. Take them on a simulated guided tour of the Japanese house and explain to them how to access the information provided for the seven locations. Place students in pairs and allocate them one of the locations in the Japanese house. Ask them to summarise the information and include the list of vocabulary for each location. Ask students to present this information to the class. Ask students to draw a house plan of a Japanese house and label the rooms in <i>hiragana</i>. Introduce students to the game Rooms of a Japanese House: 3 Hint game. Tell them that you will provide three clues in Japanese about a room in a Japanese house, and that they will need to write the name of the room in their workbook in <i>hiragana</i>. Check student work and give a point for each correct response. Provide students with access to the audiovisual text of the online reader I love my room, and have them read the information and then complete the language activities. Place students in pairs, and introduce the board game House which is similar to Snakes and Ladders. Explain to them that when they throw the die they are to count in Japanese the number of places to be moved. When they land on a room they need to say the name of the room or alternatively name an object in the room, for example, <i>にがあります・います</i>. If they land in a corridor, they pick up a card and read the instructions. If they land on a staircase, they move their counter up to the next floor. The first player to reach the finish is the winner. Discuss with students the types of expressions used by Japanese people when leaving and returning home. Remind them of the Japanese expressions used when leaving home, for example, <i>いってきます・いってらっしゃい</i>. Introduce the Japanese expression <i>ただいま</i> used when returning home. Explain to students that there is no equivalent expression in English. Ask if they can think of Australian expressions which would be similar, such as 'G'day', 'Hooroo' or 'ta'. Provide students with access to the audiovisual text of the online reader Exciting Homestay. Ask students to listen to the story and answer the questions online. Check student responses and provide assistance where required. Provide students with a storyboard template and ask them to use one of the pages in the reader Exciting Homestay and create a story based on that page. Assist students with language as required. Have students present their storyboard to the class. Place students in pairs and provide them with information about baths, bath etiquette, public baths (<i>sentoo</i>) or hot springs (<i>onsen</i>). Ask each pair to read and summarise the information. Bring together pairs to make a group and have them share their information. Ask each group to share one piece of information about baths, bath etiquette, public baths (<i>sentoo</i>) or hot springs (<i>onsen</i>) with the class. Ask students what they would need to consider if they were to visit Japan as an exchange student staying with a Japanese family. Have them discuss the etiquette practices observed by Japanese people, for example, taking off shoes when entering a Japanese house and putting slippers on. As a class, make a list of instructions students would need to use or observe, for example, <i>げんかんでくつをぬいでください。スリッパをはいてください。おじゃまします。あがってください</i>. Ask students to create a mini book for these instructions. Have them write the 	<p>http://www.tjf.or.jp/takarabako/japaneseculture/02kutsu.htm</p> <p>Interactive resource Japanese House http://www.asiaeducation.edu.au/public/sites/explorers/japanese/explorers.html</p> <p>Game Rooms of a Japanese House: 3 hint https://jpf.org.au/classroom-resources/resources/rooms-of-a-japanese-house-3-hint-game/ Workbook, to store student checklists, activities etc.</p> <p>Online reader I love my room http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Game House Board https://jpf.org.au/classroom-resources/jpfmedia/Game%20Board%20House%20A%20size.pdf Resource counters, die</p> <p>Online reader Exciting Homestay http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Storyboard template</p> <p>Resource Japanese Culture and Daily Life – Bath http://www.tjf.or.jp/takarabako/japaneseculture/04ofuro.htm</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>instruction in <i>hiragana</i> and illustrate their work. Invite students to share their mini book with the class and compare this with their own etiquette practice.</p> <p>22. Ask students to prepare a role play about leaving and returning home. Remind students that they will need to observe the practice of changing shoes when leaving home and removing shoes when entering the house on their return. Have students perform their role play for the class.</p> <p>23. Show students the audiovisual clip How to draw a Japanese Room in 1-Point Perspective. Provide students with paper and have them follow the steps in the audiovisual clip to draw a Japanese room. Have them label the things in the room in <i>hiragana</i>. Display the students work in the classroom.</p> <p>Assessment</p> <ul style="list-style-type: none"> • Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> ▪ read and write words in <i>hiragana</i>, simple <i>kanji</i> and <i>katakana</i> ▪ name the rooms in their house and describe some items in each room ▪ draw a house plan and label the rooms in <i>hiragana</i> ▪ provide information in a poster about their room ▪ write a description of their house ▪ view and listen for information from a text and complete language activities ▪ summarise and share information with their peers ▪ participate in language games ▪ create a mini book with instructional phrases about observing etiquette when visiting a Japanese home ▪ perform a role play about leaving and returning home. 	<p>Resource Blank mini book</p> <p>Activity Role play</p> <p>Audiovisual clip How to draw a Japanese Room in 1-Point Perspective https://m.youtube.com/watch?v=EYgiuZhY5wY</p>