



SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE

YEAR 4

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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 a sequential series of content areas 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.

The sample teaching and learning outline includes an array of focus areas through which students can apply their acquisition of knowledge, understanding and skills. These key focus areas are suggested as mediums for teaching and learning.

Time allocation on which the outline is based

Two hours of teaching per week, over one year

Prior knowledge

In Year 3 Japanese: Second Language, students interacted and socialised with their teacher and peers to participate in routine exchanges such as asking each other how they are and by talking about activities they participated in during their day, and events that occurred through the year. They participated in class experiences and everyday transactions that involved following instructions, asking questions and making statements. Students were exposed to, created, performed and presented short imaginative texts that use familiar expressions and modelled language.

Students became familiar with the systems of the Japanese language, building their vocabulary repertoire and generating new language using verbs in the *ます* and negative *ません* form. A *hiragana* chart was used by students to support them to read and write words in *hiragana*.

Suggested assessments are provided throughout the outline for teachers to select the timing, type and number of assessments in line with the school assessment policy.

Sequence of teaching and learning

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–3	<p>Aisatsu Students use <i>jikoshoukai</i> to introduce themselves and share personal information.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> greet teacher and peers using appropriate greetings introduce themselves and say their name, age, birthday and where they live ask and respond to questions about their name, age, birthday and where they live respond to simple instructions count numbers from 1–50 in combination with the counter <i>さい</i> use a <i>hiragana</i> chart to notice that <i>hiragana</i> sounds combine vowels and consonants use a <i>hiragana</i> chart to read frequently used words, such as <i>さい・わたし・です・ます・すし・おはよう・うみません</i> use a <i>hiragana</i> chart to write frequently used words, such as <i>なまえ・わたし・です・ぼく</i> write the first 2 lines of <i>hiragana</i> using a <i>hiragana</i> chart <i>あ、い、う、え、お、か、き、く、け、こ</i> 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を しますか。いつ しますか。土曜日 に サッカー を します。 サッカー が すき ですか。ぼく も すき です。</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, <i>くち が 大きい です。にく を たべます。かわ に すんでいます。とても こわい です。</i></p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, <i>いいえ iie</i> for ‘no’ and <i>いえ ie</i> for ‘house’</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> beginning to use counters in Japanese, for example, <i>～人、～さい、～月</i> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and the context of use, for example, <i>おはよう/おはようございます ; はし/おはし ; なまえ/おなまえ</i></p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p>	<ol style="list-style-type: none"> Welcome students and revise greetings by singing the song Ohayou, goaisatsunouta. Encourage students to join in. Provide students with repetitive drills using flashcards, songs and games to revise greetings, for example, <i>おはよう、こんにちは、こんばんは、おやすみなさい、どうぞ、ありがとう。</i> Inform students that you will say different times of the day, and they will need to respond by bowing to their partner and greeting them appropriately, for example, <i>おはよう、こんにちは、こんばんは、おやすみなさい、どうぞ、ありがとう。</i> Introduce the rules of the board game Aisatsu to students. Arrange students in pairs to play the game. Explain to them that they will flip a coin and move one space for heads and two spaces for tails. When they land on an image they say the correct Japanese greeting to stay on the image. If they say the incorrect greeting they must move back two spaces. The first to reach the goal is the winner. Demonstrate how to play the game Balloon float to students. Tell them you have written a student’s name on each balloon and that when you throw the balloons into the air they will need to catch one. Students will then introduce themselves using the name of the student written on the balloon, for example, <i>はじめまして。わたしは。です。どうぞよろしく。</i> Repeat this activity to revise vocabulary and allow students to introduce themselves using a new name. Arrange students in two circles and have them face each other to play the game Speed dating. Distribute to each student a card with information, such as the person’s name, age and the place where they live. Tell them that they will use the information on their card to introduce themselves and share personal details. Inform students that when they hear a bell/timer, that they will need to move one place to the left and introduce themselves to a new person. Take the class roll in Japanese and have students respond with <i>はい、います</i> or with the student’s name <i>さんはいません。</i> Arrange students in a circle and ask them to revise, by reciting in order, numbers from 1–50. Introduce the counter <i>さい</i> to add to the numbers to indicate age. Show images of people and have them guess their age using <i>さい</i> with the number when saying the person’s age. Show students several jars which contain between 1–50 counters and ask them to guess how many are in each one. Have them write the numbers in their workbook. Ask students to say the number of counters they estimate is in each jar. Students who guess the correct number win points for their team. Have students practise writing kanji numbers in a variety of ways using, for example, play dough, pipe cleaners, cooking dough or paper collage. Place students in groups of four and introduce them to the game Chinese writing whispers. Ask students to form a line and tell them that the last person in the line will write a number in <i>kanji</i> on the back of the student who is standing in front of them. This student will then write the number, they think was written on their back, onto the back of the student standing in front of them, and so on until each student has had a turn. Students then say to each other the number they think was written on their back. 	<p>Song Ohayou, goaisatsunouta Lyrics can be sourced from https://www.italki.com/discussion/47137</p> <p>Language Practice Languages online, Topic 2 Nice to meet you! https://www.education.vic.gov.au/languagesonline/japanese/topic_02/index.html</p> <p>Game Aisatsu pdf from Board games Japanese teaching ideas http://japaneseteachingideas.weebly.com/board-games.html</p> <p>Game Balloon float</p> <p>Game Speed dating in Chandler, K. (1996). <i>Japanese Language Enrichment Activities: blackline masters with supporting teacher notes</i>. South Melbourne: Thomas Nelson Australia.</p> <p>Self-introduction activities</p> <p>Resources counters, jars</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Resources Play dough, pipe cleaners, cooking dough to make biscuits</p> <p>Game Chinese writing whispers</p> <p>Song How old are you? in Learn Japanese at Genkijapan.net</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, いただきます/ただいま; counter classifiers; the indication of politeness by using です</p> <p>Notice and describe how language reflects cultural practices and norms</p>		<p>12. Teach students the lyrics of the rap song How old are you? Model how to change the words to write a new verse to the rap song. Have students work in pairs to write their own verse to the song and perform it for the class.</p> <p>13. Ask students to sing the song Months of the Year in Japanese to revise months of the year 一月 – 十二月。</p> <p>14. Ask students to listen to and view the text さがしえ 1 2 つき. Encourage them to ask and respond to the question お正月は何月ですか。一月ですか。 Have them choose their favourite month and design a poster that shows a particular festival or event that occurs during that time in Japan, for example, a New Year’s party in January. Remind students to use images of the particular festival or event to add visual interest to their poster. Have students present their poster to the rest of the class. Display the posters in the classroom.</p> <p>15. Have students practise writing the months of the year in kanji by completing a table in their workbooks. Ask questions of students to ascertain their understanding.</p> <p>16. Ask students to sing the Happy Birthday song in Japanese. Have students respond to the question about when their birthday falls, for example, おたんじょうびはなんがつですか。一月です。</p> <p>17. Inform students that there are certain letters and sounds that do not exist in the Japanese language, for example, l, er, ci/si. Discuss that the pronunciation of English words in Japanese will be different to the English pronunciation and that these words would be written in <i>katakana</i> and not in <i>hiragana</i>. Have them listen to the pronunciation of suburbs in Perth to see if they can guess the name of the suburbs enunciated.</p> <p>18. Play the matching cards game with students. Ask them to walk around the class and find the student whose card matches theirs. They will be required to ask about the name, age, birthday and suburb written on the card, to ascertain whether it matches the information on their card, for example, おなまえは?・なんさいですか・お誕生日は何月ですか・どこにすんでいますか。</p> <p>19. Ask students to listen to a series of conversations and fill in the missing information, for example, name, age, birthday and suburb to complete a cloze exercise.</p> <p>20. Provide students with a hiragana chart to refer to when writing frequently used words such as おなまえ・わたしは・です。 Have them practise <i>hiragana</i> by writing their favourite word. They can decorate their word by using, for example, glue and glitter, paper collage or bubble writing. Display the work in the classroom.</p> <p>21. Ask students to prepare a jikoshoukai, a self-introduction, and include their name, age, birthday and where they live, for example, はじめまして どうぞよろしく。 Have them perform their <i>jikoshoukai</i> to the class.</p> <p>22. Introduce students to あいうえお・かきくけこ, the first 2 rows of <i>hiragana</i> on the hiragana chart and have them practise writing these characters in their workbook.</p> <p>23. Encourage students to make up as many words as possible using the first 2 lines on the hiragana chart, for example, あか・あき・こい・えき・いか・けいこ・あきこ・いき(ます)・あけ(ます) かき (<i>masu</i>) and list these in their workbook.</p> <p>24. Provide students with a set of cards with <i>hiragana</i> characters and a set of cards with <i>romaji</i> that correspond to the <i>hiragana</i>, in order to play games, for</p>	<p>https://www.youtube.com/watch?v=Z2dpbDBUBOQ Song Months of the Year in Japanese at Genkijapan https://www.youtube.com/watch?v=1vapY3xQbPE</p> <p>Book Nagazawa, K. (2016). さがしえ 1 2 つき (<i>Sagashie 12 tsuki</i>). Tokyo: Hakusensha. Activity Design a poster</p> <p>Activity Complete a Japanese Year Table Workbook, to store student checklists, activities etc.</p> <p>Book Chandler, K. (1996). <i>Japanese Language Enrichment Activities: blackline masters with supporting teacher notes</i>. South Melbourne: Thomas Nelson Australia.</p> <p>Song Happy Birthday in Japanese Teaching Ideas at http://japaneseteachingideas.weebly.com/songs.html</p> <p>Game Matching cards using a set of information cards, 20 different cards x2 with details about name, age, birthday and suburb.</p> <p>Activity sheet Cloze exercise</p> <p>Hiragana charts may be downloaded online at http://happyilac.net/</p> <p>Hiragana & katakana Flashcards from Learn Japanese with Dr Moku’s Mnemonics Website Dr. Moku https://drmoku.com/</p> <p>Workbook, to store student checklists, activities etc. Game Class set of <i>hiragana</i> and <i>romaji</i> cards to play Memory and Snap games</p>

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				<p>example, Memory or Snap, placing the <i>hiragana</i> and <i>romaji</i> in the correct order and matching up the <i>hiragana</i> with the correct <i>romaji</i>.</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 appropriate greetings for the time of day accurately count from 1 – 50 and use the appropriate counter さい with the number when saying the person’s age introduce themselves and ask and respond to questions about their name, age, birthday and where they live listen for information in a spoken text to complete a cloze exercise write some simple <i>hiragana</i> words play language games. 	
4–7	<p>Time and daily routine Students tell the time and share information about their daily routine.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> use <i>kanji</i> to write numbers from 1–12 communicate the time on the hour and half hour ask and respond to the question いま、何時ですか? share information about what time they wake up, eat breakfast, eat dinner and go to bed listen for key words to complete a table design a poster about their daily routine use a <i>hiragana</i> chart when writing in Japanese 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を しますか。いつ しますか。土曜日に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Recount past activities, for example, まち に いきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for ‘no’ and いえ <i>ie</i> for ‘house’</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ～ました/ませんでした telling time using ~じ/~じはん です なんじ ですか indicating time and frequency using expressions such as まいにち、ときどき <p>Begin to develop a metalanguage in Japanese for talking about language,</p>	<ol style="list-style-type: none"> Provide students with opportunities to practise writing numbers in <i>kanji</i>. Tell them they have one minute to write in their workbook as many numbers in kanji as they can. At the end of one minute stop students and have them say the numbers in Japanese. Provide students with an activity sheet where they have to identify the kanji numbers from among a list of Japanese characters. Have students practise telling the time using an analogue clock. Emphasise that when telling the time for four o’clock 四時 and nine o’clock 九時 that the numbers are irregular. Provide students with calligraphy brushes or pens to practise writing the time, for example, write the number <i>kanji</i> + 時。 Play the audiovisual text <i>imananjidesuka</i> for students to revise how to ask and tell the time in Japanese. Ask students to draw a clock face and to write the numbers 1–12 around the clock in <i>kanji</i>. Have them draw the hands of the clock to show their favourite time. Above the clock have students write the question いまなんじですか? and below the clock have them write the time given on the clock 九時です。In pairs, have students ask the question いまなんじですか? and respond with the time given on their clock face. Discuss with students what they do each day, for example, あさごはん・ひるごはん・ばんごはん・シャワー・ダンス・スポーツ・しゅくだい。Model how to write a daily schedule with the activity and the time it happens. Have them write their own daily schedule based on the model provided in their workbook. Place students in pairs and have them use their daily schedule to ask each other about the time each activity occurs, for example, ダンスは何時ですか。四時です。 Remind students of the rules of the game What’s the time Mr Wolf? Revise the vocabulary they will need to use, for example, いま、何時ですか? 今何時ですか。一時です・二時です・三時です今何時ですか。ばんごはんです。Select one student to be the wolf and have them play the game. Play the audiovisual text Ken’s Day 私のこと-けんくんの一日 to students about the times activities happen and have them complete the table on their activity sheet by writing in the correct times. 	<p>Language practice Write numbers in kanji from Chandler, K. (1996). <i>Japanese Language Enrichment Activities: blackline masters with supporting teacher notes</i>. South Melbourne: Thomas Nelson Australia.</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity sheet Find the kanji numbers</p> <p>Resource Analogue clock</p> <p>Resource Calligraphy brushes or pens</p> <p>Audiovisual text – <i>imananjidesuka</i> https://www.youtube.com/watch?v=LCTgAroBfQw</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Game What’s the time Mr Wolf?</p> <p>Audiovisual text of online reader Ken’s Day 私のこと-けんくんの一日 http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Activity sheet Complete a table</p>

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		<p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, <i>くち が 大きい です。にく を たべます。かわ に すんでいます。とても こわい です。</i></p> <p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i>; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p>	<p>10. Instruct students on how to make a clock out of a paper plate, with strong card for the hands and a split pin to hold the hands in place. In the middle of the paper plate ask them to write <i>いまなん時ですか?</i> and write the <i>kanji</i> numbers around the outside. Model how to use the clock to ask and tell the time. Place students in pairs and have them take turns using their clocks to practise asking and responding to the question <i>いまなん時ですか?</i></p> <p>11. Use flashcards to introduce students to the vocabulary for daily activities, for example, <i>おきます・はをみがきます・ねます・たべます・のみます・します</i>. Provide students with an activity sheet where they write the word under the image that best describes the activity.</p> <p>12. Provide students with an activity sheet that has an image of an analogue clock and images of daily activities around the outside of the clock. Have them write the words in Japanese that match the image of the activity, for example, waking up, eating breakfast, playing sport, practising the piano, eating dinner, falling asleep. Have students ask and respond to questions about what time the activities take place, for example, <i>何時におきますか・何時にあさごはんを食べますか・何時に晩御飯を食べますか何時にねますか。</i></p> <p>13. Teach students the rap song で時間. Model how to write a new verse to the song. In pairs, have them write their own verse to the rap song with the times and what times they wake up, eat and sleep. Ask students to present their rap song to the class.</p> <p>14. Invite students to choose a popular English or Japanese song and then write a new verse based on their daily routine which includes stating the time of the day. Encourage students to perform their song for their peers.</p> <p>15. Brainstorm the types of food students would eat for breakfast, lunch and dinner. Write their suggestions on the whiteboard in English and Japanese, and have them copy these into their workbook. Provide students with A4 paper and ask them to design a poster titled <i>たべます</i> and include the types of food that they would typically eat for breakfast, lunch and dinner. Have students write short sentences to describe what they eat for each meal and at what time.</p> <p>16. Ask students to write a dialogue about their daily routine. Provide them with a storyboard template and a <i>hiragana</i> chart to use as a reference for writing in <i>hiragana</i>. Have students include, for example, the questions <i>なんじに (activity) を しますか</i>, and use, for example, <i>そうですか・いいね・おいしそう・たのしそう・いいね</i> to add meaning to the conversation.</p> <p>17. Discuss with students how often they do particular activities, for example, <i>まいにち・よく・ときどき</i>. Place students in pairs and have them use their storyboard template to tell their partner about their daily routine, including how often they do the activities in their storyboard.</p> <p>18. Arrange students in a circle, and explain that they will play a sentence building game. Each person will say a word which builds on from the words previously said to make a sentence. Select a student to begin the sentence building game by saying a word, then ask the next student in the circle to say the word previously said and add another word. Continue in this manner until a sentence is complete. Encourage students to create long sentences, for example, <i>七一時</i></p>	<p>Activity Make a clock, using paper plates, strong card and split pins</p> <p>Resource Flashcards related to daily activities</p> <p>Activity sheet Matching activity</p> <p>Activity sheet Daily activities clock</p> <p>Song Rap で時間 Learn Japanese Time https://www.youtube.com/watch?v=pWhTUq9aqOg</p> <p>Activity Write a rap song related to daily routine</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Design a poster Resource A4 paper</p> <p>Hiragana charts may be downloaded online at http://happyilac.net/</p> <p>Activity Storyboard template</p> <p>Game Sentence building in Japaneseteachingideas.weebly.com (daily routine) http://japaneseteachingideas.weebly.com/daily-routines.html</p> <p>Song Hickory Dickory Dock in Japanese</p> <p>Activity Make origami fruit Origami club http://en.origami-club.com/</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>—に—あさごはん—に—たまご—と—パン—を—食べます; ときどき、あさごはん—に—トースト—を—食べます。</p> <p>19. Teach students the song Hickory Dickory Dock in Japanese and have them perform the song to another class or at a school assembly.</p> <p>20. Model for students how to make a variety of origami fruit. Have them make their own <i>origami</i> fruit, and then tell the class what they have made. Display these origami fruits 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"> identify and write numbers 1–12 in <i>kanji</i> ask and respond to questions about telling the time ask and respond to questions about daily activities listen for information in a text use a <i>hiragana</i> chart to write words read and write the time on the hour in <i>kanji</i>, for example, 六時 and on the half hour, for example, 六時半 provide further details about their daily routine using まいにち・ときどき・よく。 	
8–10	<p>Daily routines at school Students listen to the story <i>Ken's Day</i> and exchange information about daily school routines.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> listen for information in the story <i>Ken's Day</i> participate in language games talk about and compare their daily routines with those of Japanese children use dictionaries to translate words into Japanese view a text and respond to questions in English write a dialogue about their daily activities talk about and compare some general table manners observed by the Japanese and Australians 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー を しますか。いつ しますか。土曜日 に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>ie</i> for 'no' and いえ <i>ie</i> for 'house'</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ~ました/ませんでした 	<ol style="list-style-type: none"> Revise expressions by playing the game Charades with students guessing the expressions used, for example, すみません・はやく・ごめんなさい・ありがとう・もういちど・いいですね。 Provide students with a Matching activity sheet where they have to match images with the correct word or phrase, for example, すみません・はやく・ごめんなさい・ありがとう・もういちど・いいですね。 Show the audiovisual text Ken's Day again for students to see and hear about the daily routine of a Japanese boy at school. As a class talk about whether Ken's daily routine is similar to or different from their daily school routine. Brainstorm with students the activities Ken does and write a list on the whiteboard in Japanese and English. Ask students to copy the list into their workbooks. Play the online reader again for students to check if they have listed all the activities Ken does at school. Provide students with access to the language practice activities that accompany the audiovisual text Ken's Day, and have them complete the exercises. Play the audiovisual clip Japanese students clean classrooms to learn life skills. Ask students to consider what they are asked to do at their school, for example, collect the lunch orders for their class, tidy up wet areas after art classes, pick up paper and other rubbish and put it in the bin, and compare this to what Japanese students do. Play the audiovisual clip My day Boku no ichi nichi and ask students to pay attention to the Japanese boy's daily activities. Brainstorm, in chronological order, the daily activities of the boy and write them on the whiteboard in English. Play the audiovisual clip again and ask students to check their list and add any missing activities. Show students how to use a dictionary to find the Japanese meaning and write these words next to each activity on the whiteboard. Ask them to copy the list into their workbook. 	<p>Game Charades</p> <p>Activity sheet Matching images with the correct phrase</p> <p>Audiovisual text of online reader Ken's Day 私のこと—けんくんの一日 http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Language practice activities in the online reader Ken's Day 私のこと—けんくんの一日 http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Audiovisual clip Japanese students clean classrooms to learn life skills https://www.youtube.com/watch?v=jv4oNvxCY5k</p> <p>Audiovisual clip Japanese lesson – My day Boku no ichi nichi</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> compare the types of food eaten at breakfast and lunch by students in Australia and Japan write <i>hiragana sa</i> and <i>ta</i> lines さしすせそ・たちつてと 	<p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i>; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<ul style="list-style-type: none"> beginning to use counters in Japanese, for example, <i>～人、～さい、～月</i> indicating time and frequency using expressions such as <i>まいにち、ときどき</i> telling time using <i>～じ/～じはん</i> <i>です なんじ ですか</i> understanding words and expressions indicating direction or means of transportation, for example, <i>くるま で がっこう に いきます</i> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> Provide students with an activity sheet based on the audiovisual clip My day Boku no ichi nichi. Play the audiovisual clip again and have them answer questions in English. Revise previously learnt questions, expressions and vocabulary for daily activities with students. Introduce extra vocabulary, formulaic expressions and sentences about daily routine, for example, <i>まいにち、何時におきますか。ねますか。あさごはん・ひるごはん・ばんごはんに何をたべますか・のみますか</i>. Use this language to model how to write a dialogue between two people talking about their daily activities. Have students write the dialogue into their workbook and then practise it with their partner. Arrange students in pairs and have them use the dialogue as a model to write their own conversation about their daily activities. Invite students to perform their dialogue in front of the class and explain to them that, at the end of each dialogue, you will ask questions about their activities. Revise how to ask and respond to questions related to the time they wake up and the time they go to sleep each day. Provide students with a survey sheet and explain that they are to ask each other about the time they wake up and go to sleep each day. Discuss with the class their school lunch time routine. Play for students the audiovisual clip School lunch in Japan – It’s not just about eating. Ask students to compare their lunch time routine with the students in the audiovisual clip to complete a Venn diagram. In the middle of the Venn diagram where the two circles intersect, have them list the lunch time routines they have in common. In the circle on the left have them list their lunch time routines, and in the circle on the right have them list the lunch time routines of the Japanese children. Play the audiovisual clip of the song Asagohan あさごはんマーチ for students. Brainstorm the types of food seen in the audiovisual clip and write a list of these on the whiteboard. Play the audiovisual clip again and, together with students, review the list, adding any foods that are missing. Discuss with the class the types of foods they eat for breakfast and how this may be similar or different to what is eaten for breakfast in Japan. Ask students to design a poster for their school advertising the kyuushoku. Have half of the students focus on a Japanese kyuushoku while the rest design a poster of a typical Australian school lunch. Provide students with dictionaries and have students label the foods in Japanese. Display the posters in the classroom. Teach students to cook misoshiru. Explain that this is a staple soup eaten in Japan. Tell them about some general table manners observed by Japanese people, for example, saying <i>Itadakimasu</i> before starting to eat and saying <i>Gochisosama deshita</i> at the end of a meal. Discuss with students the table manners they observe at home. Use flashcards to introduce students to two new lines of <i>hiragana</i> さしすせそ・たちつてと. Play games to revise <i>hiragana</i> such as Memory or Snap. Teach the rules of the game Beat the clock. Instruct students that they are to write as many <i>hiragana</i> as possible within a given time frame. Use a timer or stopwatch to alert them to when they can start and when they will have to stop writing. Ask students with the largest number of <i>hiragana</i> to read their list to the class, or have it checked by their partner. 	<p>https://www.youtube.com/watch?v=ps7TNSTLsaM</p> <p>Reference Japanese/English dictionary Workbook, to store student checklists, activities etc.</p> <p>Activity sheet My day Boku no ichi nichi Workbook, to store student checklists, activities etc. Activity Write a dialogue</p> <p>Activity sheet Survey</p> <p>Audiovisual clip School lunch in Japan – It’s not just about eating https://www.youtube.com/watch?v=hL5mKE4e4uU</p> <p>Activity sheet Venn Diagram https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml https://www.lucidchart.com/pages/venn-diagram-template</p> <p>Song Asagohan あさごはんマーチ https://m.youtube.com/watch?v=hBV86Gfw</p> <p>Activity Design a poster</p> <p>Reference Japanese/English dictionary</p> <p>Hiragana charts may be downloaded online at http://happyilac.net/</p> <p>Flashcards for <i>hiragana</i> さしすせそ・たちつてと</p> <p>Games Memory or Snap</p> <p>Game Beat the clock, using a timer or stopwatch</p>

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<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 with the correct word or phrase, for example, すみません・はやく・ごめんなさい・ありがとう・もういちど・いいですね ▪ participate in language games ▪ ask and respond to questions about their daily activities ▪ write a dialogue about their daily activities ▪ use information to advertise a <i>kyuushoku</i> or an Australian school lunch poster ▪ write accurately two new lines of <i>hiragana</i> さしすせそ・たちつと。 	

Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–5	<p>My daily routines Students exchange information about their daily routines and interests at home and at school.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> ask and respond to questions about activities they do during the week or after school gather information from spoken text related to activities write frequently-used words in <i>hiragana</i> and <i>katakana</i> write the <i>na</i> and <i>ha</i> lines from a <i>hiragana</i> chart write a letter in Japanese provide information about when they play and do activities write <i>します</i> in <i>hiragana</i> use <i>kanji</i> to write the days of the week change the tense of verbs from the present to the past 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーを しますか。いつ しますか。</p> <p>土曜日 に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Recount past activities, for example, まち に いきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for ‘no’ and いえ <i>ie</i> for ‘house’</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ～ました/ませんでした <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Understand and demonstrate how language use varies according to the participants’ age, gender, relationship and the context of use, for example, おはよう/おはようございます ;はし/おはし; なまえ/おなまえ</p>	<ol style="list-style-type: none"> Provide students with an activity sheet introducing them to more verbs for daily routines, for example, おきます、ねます、食べます、のみます、がっこうにいきます、あそびます、べんきょうします、おんがくを聞きます、ほんをよみます、テレビをみます、宿題をします、買い物をして。Say each word and its meaning in English. Ask students to write the English translation next to the word in Japanese. Discuss with students which activities would be written in <i>katakana</i> and which activities would be written in <i>hiragana</i>, and have them write these in their workbooks. Provide students with a set of cards which have the verbs for daily routines in Japanese and a corresponding picture card. Ask students to match the word card with the picture card. Once they have matched the cards correctly, they use the cards to play games such as Memory, Fish, Snap or Bingo. Revise how to ask and respond to questions with students about what someone is doing on a particular day, for example, 月曜日になにをしますか? おんがくをききます。 Arrange students in pairs and give one student the Weekly activity chart A and the other student the Weekly activity chart B. Advise them that both activity charts have some missing information and that they are to work together to complete the missing information by taking turns and asking questions, for example, 月曜日になにをしますか? おんがくをききます。 Play the audiovisual text Ken’s day again to revise the language used to describe his daily routine. Ask questions of students to ascertain their understanding. Ask students to write a daily schedule, which includes the time they do each activity, in their workbook. Provide students with feedback on their daily schedule. Model how to write a letter in Japanese for students. Teach them the conventions. Ask them to write a letter to their pen friend about their daily routine. Have students practise <i>hiragana</i> and <i>katakana</i> by writing a list of activities in their workbook with the English translation for each word, for example, -かいもの・からて・すもう・スポーツ・ダンス・サッカー。 Use flashcards to teach students the na and ha lines of hiragana. な、に、ぬ、ね、の。は、ひ、ふ、へ、ほ。 Provide students with opportunities to memorise the <i>na</i> and <i>ha</i> lines of <i>hiragana</i> by using play dough to form the script, or by playing card games such as Memory or Snap. Give each student a hiragana chart and ask them to write combinations of characters to form words along with the English translation in their workbook, for example, すし・さしみ・はち・はねつき・いす・あつい・おかね。 Provide students with an activity sheet with the words すもう、からて、けんどう、かいもの、します written in <i>hiragana</i> and matching images. Have them match the word to the corresponding image and then practise the words by tracing over them. Have students revise and practise hiragana writing through a variety of activities and games, for example, tracing <i>hiragana</i>, using cooking dough to form 	<p>Activity sheet Daily routines</p> <p>Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/daily-routines.html</p> <p>Hiragana charts may be downloaded online at http://happyilac.net/</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Cards Verbs for daily routines</p> <p>Games Memory, Fish, Snap or Bingo Resource Weekly activity chart A, Weekly activity chart B Audiovisual text of online reader Ken’s Day 私のこと-けんくんの一日 http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Write a letter to a Japanese pen friend</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Resource Flashcards na and ha lines of hiragana, Play dough</p> <p>Games Memory or Snap</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Hiragana charts may be downloaded online at http://happyilac.net/</p> <p>Book Quackenbush, H. and Ohso, M. (1999). <i>Hiragana in 48 minutes: Teacher set</i>. Carlton: Curriculum Corporation.</p> <p>Games Beat the clock and Chinese writing whispers</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>expression and performance, using familiar expressions, simple statements and modelled language, for example, くち が 大きい です。にくを たべます。かわ に すんでいます。とても こわい です。</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>and cook biscuits in the shape of <i>hiragana</i>, matching images with the correct <i>hiragana</i> and playing games such as Beat the clock and Chinese writing whispers.</p> <p>14. Revise the days of the week by teaching the rap song Japanese Days of the Week 曜日 to students. Have students practise the <i>kanji</i> for the days of the week by matching the <i>kanji</i> to the appropriate symbol, tracing over and writing the <i>kanji</i>.</p> <p>15. Place individual kanji day cards around the room. Tell students that when you say a day in Japanese, they must walk to where the card is placed.</p> <p>16. Provide students with the template of a weekly diary. Ask them to draw a different activity for each day of the week and write the name of the activity in Japanese. Remind students to refer to their workbook, wall posters or dictionaries for the name of the activity in Japanese. Assist and/or provide feedback to students on their writing.</p> <p>17. Place students in pairs and have them use their weekly diary to find out what their partner does during the week. Revise with students how to ask and respond to questions about their daily activities, for example, 月ようびになにをしますか? かいものをします。かいものをしますか? はい、月ようびにかいものをします。 Invite each pair to share with the class the activities their partner does during the week.</p> <p>18. Play the song Nanioshimasuka for students and ask them to listen carefully to the lyrics. Ask students if they can say/guess what activities are mentioned in the song. Play the song again and have students sing along and perform the actions for the activities.</p> <p>19. Discuss the types of food commonly found in a Japanese lunch box obento bako with students, for example, <i>okonomiyaki</i>, <i>misoshiru</i> and <i>onigiri</i>. Play the song Obento bako no uta for students. Provide them with a copy of the lyrics and to read through together as a class. Play the song again for students to sing along. Model how to change some of the items in the song to create a new verse. Ask students to write a new verse for the song and invite them to share their verse for the song with the class.</p> <p>20. Introduce vocabulary for the ingredients for <i>okonomiyaki</i>, <i>misoshiru</i> and <i>onigiri</i>, for example, ねぎ、とうふ、じゃがいも、にんじん、 and instructions such as 入れて、まぜてください もういちど, and have them write these in their workbook.</p> <p>21. Play the Pancake song for students. Ask them to listen to the words and use the visual cues to write the ingredients they recognise in Japanese and English in their workbooks. As a class discuss the ingredients and list them, along with any other words they know, on the whiteboard in Japanese and English. Ask students to copy all the words on the whiteboard into their workbook.</p> <p>22. Involve students in a cooking activity ryouri shimashou, demonstrating how to make a Japanese recipe, for example, <i>okonomiyaki</i>, <i>misoshiru</i> or <i>onigiri</i>. Introduce students to phrases for asking and responding to offers of food, for example, いただきます・ごちそうさまでした。 Show them how to use these phrases before and after eating.</p> <p>23. Introduce the past tense for verbs and explain to students that the tense of a verb can change by changing the <i>ます</i> to <i>ました</i>. Teach them how to change the verb in a sentence from the present tense to the past tense.</p> <p>24. Arrange students in groups and teach them how to play the game Ping pong. Tell students that you will say a sentence with the verb in the present tense and</p>	<p>Rap song Japanese Days of the Week 曜日 https://www.youtube.com/watch?v=hNJL_euT4UE</p> <p>Cards Kanji cards for the days of the week</p> <p>Template Weekly diary</p> <p>Activity Weekly diary</p> <p>Song Nanioshimasuka https://www.youtube.com/watch?v=AAhagS-fsRg</p> <p>Song Obento bako no uta https://www.youtube.com/watch?v=-Q_2bshzJBo</p> <p>Song Obentoubako https://www.youtube.com/watch?v=njirJFOEScw</p> <p>Song Pancake song https://www.youtube.com/watch?v=aPE29KivBn0&app=desktop</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Cooking</p> <p>Game Ping pong</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>they will need to change the verb into the past tense and then repeat the sentence in full. Tell them that they gain points for their team each time they answer correctly.</p> <p>25. Introduce the game Quiz-quiz-trade to revise asking and responding to questions about what people do on certain days of the week. Tell students that they will each receive a card which says the activity done on a certain day. When they are asked about what they are doing they must respond using the past tense for the verb. Inform them that you will play music and that when the music stops they will find a partner and ask them a question using their card as a prompt, for example, ‘When did you play tennis?’ ‘What did you eat for breakfast?’ Once students have asked and answered the questions have them swap their cards. Repeat this activity several times.</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 songs in Japanese write the days of the week in <i>kanji</i>, for example, 月・火・水・木・金・土・日 write a daily schedule of activities ask and respond to questions about daily activities complete a weekly diary with their daily activities write the <i>na</i> and <i>ha</i> lines of <i>hiragana</i> use a <i>hiragana</i> chart to write words change verbs from the present tense to the past tense. Formal assessment using the following activities: <ul style="list-style-type: none"> <i>Ichi nichi</i> Part A – listen for information in a spoken Japanese text and respond in English Part B – write a sentence in Japanese to match what is happening in each of the pictures and clocks. <i>Ken’s day</i> Read an article based on the activities from Ken’s day and answer questions in English. 	<p>Game Quiz-quiz-trade Cards</p> <p>Assessment task accessible on the School Curriculum and Standards Authority website</p> <p>Teacher-developed task <i>Kenji</i> talking about his daily routine and likes and dislikes, based on the audiovisual text of online reader Ken’s Day 私のことーけんくんの一日 http://www.asiaeducation.edu.au/public/sites/readers/main.htm</p>
6–8	<p>Modern and traditional sports Students exchange information about traditional Japanese and European sports and complete a survey about their favourite sports.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> compare traditional 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか。いつ しますか。 土よう日に サッカーをします。サッカーが すき ですか。ぼくも すき です。</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>iie</i> for ‘no’ and いえ <i>ie</i> for ‘house’</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p>	<ol style="list-style-type: none"> Arrange students in pairs and provide them with an information sheet about one of the traditional Japanese or European sports, for example, <i>sumo</i>, <i>karate</i>, <i>kendo</i>, <i>judo</i>, <i>jujutsu</i>, <i>kemari</i>, <i>kyudo</i>, <i>takagarri</i>, <i>kenjutsu</i>, <i>yabusame</i>, archery, falconry, wrestling and swordsmanship. Ask each pair to read through the information on their sheet and give a short presentation in English. As a class discuss and compare these traditional sports. Make a list of the traditional sports on the whiteboard in Japanese and English and have them copy this list into their workbooks. Ask students to design a poster about one of the traditional Japanese sports. Have them write the word for the sport in <i>hiragana</i> using a calligraphy brush or <i>shodou</i> and include an illustration and brief explanation of the sport. Play the audiovisual clip Sumo wrestling 101 National Geographic and/or The Rules of Sumo Wrestling – EXPLAINED. Arrange students in groups to talk about and list the rules of <i>sumo</i> wrestling in their workbooks. As a class discuss 	<p>Activity Information sheet on a traditional Japanese or European sport</p> <p>Website Sports in Japan https://en.wikipedia.org/wiki/Sport_in_Japan#Japanese_martial_arts_or_ways</p> <p>Website Kids Web Japan Explore Japan Sports at https://web-japan.org/kidsweb/explore/sports/index.html</p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>Japanese and European sports</p> <ul style="list-style-type: none"> ask and respond to questions about the sports and activities they like and dislike ask and respond to questions about their likes and dislikes write words in <i>hiragana</i>, for example, からて、けんどう・すもう notice that some words have long sounds participate in language games complete a survey about sports and activities use a <i>hiragana</i> chart to copy and write characters and form words 	<p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, いただきます/ いただきます; counter classifiers; the indication of politeness by using です</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ～ました/ ませんでした beginning to use counters in Japanese, for example, ～人、～さい、～月 indicating time and frequency using expressions such as まいにち、ときどき telling time using ～じ/ ～じはんです なんじ ですか understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます 	<p>the rules they have listed and write these on the whiteboard. Play the audiovisual clip again and have students check and add to their list any rules they may have omitted.</p> <ol style="list-style-type: none"> Demonstrate how to make origami sumo and dojou and provide students with paper to make them. Introduce expressions to use when playing the sumo game, for example, やった、かった、まけた、がんばって、またしましょう and have them write these in their workbooks. Revise the rules of sumo with students and have them use their origami sumo to play the game with their partner. Brainstorm a list of popular sports in Australia and write these on the whiteboard in English. Provide students with dictionaries to look up these words in Japanese. Write the Japanese word for each of the sports on the white board. Have students copy this list into their workbooks. Place students in pairs to play Sentence builder. Provide them with two die templates, a set of images of activities to paste onto one of the templates and a list of matching activity words in hiragana and katakana to paste on the other template. Demonstrate how to make the die. Explain that they will each throw a die and try to match the activity on one die with the correct word on the other die. Invite students to roll the dice and make sentences using the activity and word displayed. Alternatively, arrange students in groups and have them use the dice to play the game Ping Pong. Use flashcards to teach the sentence structure activity + します and then introduce vocabulary for likes and dislikes, ～がすきです・だいですきです・すきじゃないです to students. Use pictures/flashcards of sports, foods and activities to ask them about their likes and dislikes. Revise vocabulary for sports using flashcards or by playing games such as Charades. Use a <i>hiragana</i> chart to introduce the ma and ya lines, ま、み、む、め、も、や、ゆ、よ and have students write these in their workbooks. Reinforce memory and recognition of all the <i>hiragana</i> introduced by using flashcards, having students use play dough to form the shape of each <i>hiragana</i>, or by playing games such as Memory, Snap or Fish. Ask students to use a hiragana chart to write as many combinations of characters to form words, for example, さしみ・ねこ・いぬ・さかな・やま・ゆみ・おはよう・こんにちは・すもう・からて・します。 Teach the game Categories to revise vocabulary. Write a number of words on the whiteboard and tell students that they will need to organise them into categories such as food, drinks, activities, sports and time words. Introduce a variation of this game by placing students in teams, with each team taking turns to give a word for a particular category. Each new correct word earns their team a point. This can also be played by one team giving a noun and the opposition team giving a corresponding verb, for example, -からてがすきです。 Ask students to complete a survey by asking and responding to questions in Japanese about their favourite sports and activities, for example, テニス が すき ですか。はい、好きです・ハイ、大好きです・いいえ、すきじゃないです。As a class, collate the information from the survey on the whiteboard and ask students to 	<p>Workbook, to store student checklists, activities etc.</p> <p>Activity Design a poster Resource A4 paper, calligraphy brush</p> <p>Audiovisual clip Sumo wrestling 101 National Geographic https://www.youtube.com/watch?v=Cj_QyxPZE8M Audiovisual clip The Rules of Sumo Wrestling – EXPLAINED https://www.youtube.com/watch?v=EMANOt2Jw88</p> <p>Resource Origami Sumo – Origami Club http://en.origami-club.com/fun/sumo/index.html</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Reference Japanese/English dictionary</p> <p>Activity Sentence builder, Die template, images of activities</p> <p>Game Ping Pong Japanese teaching ideas http://japaneseteachingideas.weebly.com/ (daily routine, sports flashcards)</p> <p>Hiragana charts may be downloaded online at http://happyilac.net/ http://happyilac.net/</p> <p>Games Charades, Memory, Snap or Fish</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Game Categories</p>

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				<p>represent the data in a simple column graph. In pairs, have them ask and respond to questions in Japanese, for example, 一番好きなスポーツはなんですか?</p> <p>14. Use the results of the class survey to model how to write a description of the findings using the following phrases すきです。だいすきです、すきじゃないです。 Ask students to write a description of their own results. Assist and/or provide feedback to students on their writing.</p> <p>15. Ask students to design a poster about the activities they like and dislike using as much <i>hiragana</i> as possible.</p> <p>16. Have students revise vocabulary for food, drinks, activities, sports and time by participating in games such as Beat the clock, Ping pong and Categories.</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"> show their knowledge of a traditional sport in a poster format gather information from an audiovisual text express their likes and dislikes write the <i>ma</i> and <i>ya hiragana</i> lines, ま、み、む、め、も、や、ゆ、よ write combinations of <i>hiragana</i> characters to form words participate in language games complete a survey about their favourite sports and activities. Formal assessment using the following activity: <ul style="list-style-type: none"> write a story about a Japanese child and include their name, age, where they live in Japan, the sports they plays and when, and their likes and dislikes. 	<p>Activity sheet Survey</p> <p>Book Quackenbush, H. and Ohso, M. (1999). <i>Hiragana in 48 minutes: Teacher set</i>. Carlton: Curriculum Corporation.</p> <p>Activity Design a poster</p> <p>Game Beat the clock, Ping pong and Categories</p>
9–10	<p>After school activities</p> <p>Students compare after-school clubs, sports and activities in Japan and Australia.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> talk about the importance of after-school clubs in schools in Japan ask and respond to questions about the sports they like and dislike express opinions about the sports and activities 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーを しますか。いつ しますか。土曜日 に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> telling time using ~じ/ ~じはん です なんじ ですか 	<ol style="list-style-type: none"> Play the audiovisual clip Japanese: Kurabu Katsudou (club activity) for students. Discuss with the class the types of after-school clubs, sports and activities seen in the audiovisual clip and write a list of these on the whiteboard in English and Japanese. Play the clip again to check the activities on the list and add any activities or sports that were missed. Ask students to copy this list into their workbook. Ask students to use the list in their workbook to revise and practise how to express likes and dislikes, for example, すきです。だいすきです。すきじゃないです。テニスがすきですか・好きなスポーツはなんですか? Model how to ask and respond to questions about after-school clubs, sports and activities. Place students in pairs and provide them with the information sheet Choosing a sports Kurabu to practise questions and responses about after-school clubs and activities. Provide each pair with a <i>karate</i>, soccer, swimming or tennis club card that has questions and responses about the activity. Have students prepare a role play by asking and responding to questions based on information on their card. Have them perform their role play for the class. Ask students to design a poster to recruit new members to an after-school sport, activity or club. Have them include the day, time and location of the activity in Japanese. Invite students to present their poster to the class and encourage their classmates to join their club. Use flashcards to introduce the rows ら line わ・をん on the <i>hiragana</i> chart to students and have them practise writing these characters in their workbook. 	<p>Audiovisual clip Japanese: Kurabu Katsudou (club activity) in The Language Teacher's Toolbox http://lteacherstoolbox.blogspot.com/2010/11/kurabu-katsudou-club-activity.html</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Information sheet Choosing a sports Kurabu http://jpfpsyd-classroomresources.com/r9.html</p> <p>Club card Karate, soccer, swimming, tennis http://jpfpsyd-classroomresources.com/r9.html</p> <p>Activity Design a poster</p> <p>Flashcards for <i>hiragana</i></p>

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<p>they like and dislike</p> <ul style="list-style-type: none"> perform a role play design a poster to recruit new members to an after-school sport, activity or club sing the <i>Hiragana</i> song participate in language games use a <i>hiragana</i> chart to copy and write characters, and to form words 	<p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p>	<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>7. Revise all <i>hiragana</i> by teaching the AIUEO Song (あいうえおのうた) <i>Hiragana</i> to students.</p> <p>8. Provide students with play dough to form the rows ら line わ・をん on the <i>hiragana</i> chart.</p> <p>9. Have students revise <i>hiragana</i> by playing card or computer games, for example, Memory, Snap or Fish to reinforce memory and recognition of all the <i>hiragana</i> covered.</p> <p>10. Provide students with a <i>hiragana</i> chart to write as many combinations of characters to form words, for example, からて・わたし・わに・とても・みみ。</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"> role play seeking information about an activity use language acquired to design a poster to recruit new members to an after-school sport, activity or club express their likes and dislikes regarding after-school sports and activities write the the rows ら line わ・をん from the <i>hiragana</i> chart sing the AIUEO Song (あいうえおのうた) <i>Hiragana</i> participate in language games write combinations of <i>hiragana</i> characters to form words. 	<p>Play dough</p> <p>Hiragana charts may be downloaded online at http://happyilac.net/</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Games Memory, Snap or Fish</p> <p>Website Hiragana games</p> <p>https://www.genkienglish.net/genkijapan/hiragana1.htm</p> <p>http://www.easyjapanese.org/kanaguide.html</p> <p>Song AIUEO Song (あいうえおのうた) Hiragana</p> <p>https://www.youtube.com/watch?v=plvSpVSdJWU</p>

Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p>Shinkansen Students exchange information about modes of transport in Japan and Australia.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> talk about the similarities and differences between modes of transport in Japan and in Australia use a bilingual dictionary to find the Japanese equivalent of words create a word dictionary for modes of transport sing a song about the railway write all <i>hiragana</i> characters including “ and o pronounce <i>hiragana</i> characters かー が・さーざ・はーばー ば when “ and o have been added ask and respond to questions about how they travel to school participate in language games express with whom they go somewhere 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカー</p> <p>を しますか。いつ しますか。土よう日に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Recount past activities, for example, まち に いきました</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くち が 大きい です。にくを たべます。かわ に すんでいます。とても こわい です。</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ～ました/ませんでした <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> Play the audiovisual clip Shinkansen ride in Japan for students. As a class, discuss the similarities and differences between train travel in Australia and Japan. Provide students with an information sheet on Shinkansen that includes how fast the train travels, the routes that can be travelled, the year it first became available, what other countries have bullet trains, and other relevant information. Have students work in pairs to summarise the information. Invite each pair to share one piece of information about the <i>Shinkansen</i> with the class. Brainstorm with students the types of modern and traditional transport used in Japan and make a list of these on the whiteboard in English. Provide students with dictionaries to find the Japanese meaning and write these words alongside the English words on the whiteboard. Ask students to write this list of transport words in their workbook. Explain to students that some transport words are borrowed from English and are written in <i>katakana</i>, for example, バス・タクシー。 Make a word dictionary for modes of transport with corresponding pictures, for example, くるま・しんかんせん・でんしゃ・じてんしゃ・ひこうき・ふね・あるいて・バス・タクシー・のりもの・オートバイ・ヘリコプター・フェリ・ヨット。 Teach the lyrics of the song Sen ro wa tsuzukuyo doko made mo せんろはつづくよどこまでも to students to revise vocabulary for modes of transport. Demonstrate how to make Shinkansen and other modes of transport using the traditional art of origami. Ask students to design a poster with a Japanese background and attach to it their origami creations, labelling each item in Japanese. Teach students how to make origami helicopters or planes and then use them to compete against their peers, to determine who has the fastest helicopter or plane. Start the game by asking 一番好きなヘリコプターは何ですか。一番はやいヘリコプターはだれですか。Introduce Japanese expressions for students to use during the competition, for example, がんばって、はやく、すごい、やった。 Read the story でんしゃでいこう and simplify the language for students. Discuss the places that can be visited by train. Re-read the story each week to revise vocabulary. Use flashcards to revise vocabulary for the types of transport used in Japan. Revise the days of the week by singing the rap song Japanese Days of the Week 曜日 with students. Have students revise vocabulary for types of transport by making a set of cards, with one card having a picture of the type of transport and a matching card with the word for the type of transport. Have them use the cards to play games such as Bingo, Memory or Snap. Provide students with an activity sheet and ask them to complete the table by indicating the type of transport they use each day of the week to travel to school. Model how to write a sentence for one of the lines in the table, for example, ‘On Monday I travel by car to school.’ 	<p>Audiovisual clip Shinkansen ride in Japan https://www.youtube.com/watch?v=vOUtbFIZ-D4</p> <p>Activity Information sheet on Shinkansen Japan-guide.com Shinkansen https://www.japan-guide.com/e/e2018.html</p> <p>Reference Japanese/English dictionary</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Word dictionary for modes of transport</p> <p>Song 童謡 – Sen ro wa tsuzukuyo doko made mo - せんろはつづくよどこまでも https://www.youtube.com/watch?v=8oOKESKu_2Q</p> <p>Activity Make origami Shinkansen Origami club http://en.origami-club.com/easy/vehicle/shinkansen/anim-shinkansen/index.html Origami Car, Boat and Vehicles https://www.origami-resource-center.com/origami-car.html</p> <p>Activity Design a poster and decorate with origami</p> <p>Book Mase, N. (2002). でんしゃでいこう. Tokyo: Hisakata Chairudo.</p> <p>Flashcards Travel & Transport http://japaneseteachingideas.weebly.com/travel.html</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<p>14. Provide students with a blank mini book and ask them to use the information in the table to write a short text about the type of transport they use each day of the week. Assist and/or provide feedback to students on their writing.</p> <p>15. Have students play naughts and crosses by replacing the X and the O with transport words, for example, <i>でんしゃ</i> and <i>バス</i> to revise vocabulary.</p> <p>16. Read the story <i>でんしゃにのったよ</i> to students. Discuss with them how they could develop the story about the boy, add another character or write a new ending to the story. Place students in small groups to develop a role play based on the story. Assist students with language as required. Have students perform their role play for the class.</p> <p>17. Teach the song <i>しゅつどう たよれる自動車のうた パトカーのうた さめのおまわりさん</i> to students to reinforce vocabulary for modes of transport.</p> <p>18. Have students revise <i>hiragana</i> by singing the AIUEO Song (あいうえおのうた) Hiragana.</p> <p>19. Introduce to students the <i>hiragana</i> characters “ and o, for example, <i>かーが・さーざ・はーばーぱ</i>. Have them listen to and copy the pronunciation of these characters. Ask them to write these characters and how they are pronounced in their workbooks.</p> <p>20. Teach students to express how they go to school and with whom they go somewhere, for example, <i>でいきま, といきます</i>. Place students in pairs to ask each other how they go to school and with whom they go.</p> <p>21. Conduct a class survey about how students travel to school. Have students ask their partner the question <i>どうやって、がっこうにいけますか/どうやって、学校にいけますか</i> and then write on a sticky note the mode of transport used in Japanese. Collect all the sticky notes and tally the results in a table on the whiteboard. Ask students to draw a simple column graph to represent the results and then write a summary of the results in Japanese. Assist and/or provide feedback on their writing.</p> <p>22. Read the story <i>ふーふーふー</i> to students. Remind students to use the visual cues and any language they know to try to work out what the story is about. Ask them questions to ascertain their understanding.</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"> Include information acquired about modes of transport on a poster write words for transport in <i>hiragana</i> and <i>katakana</i> write <i>hiragana</i> characters “ and o pronounce <i>hiragana</i> characters <i>かーが・さーざ・はーばーぱ</i> when “ and o have been added perform a role play based on the story <i>でんしゃにのったよ</i> sing songs in Japanese to revise <i>hiragana</i>, days of the week and modes of transport play games in Japanese say how they got to school say with whom they go somewhere write a summary of survey results about how students travel to school. 	<p>Rap song Japanese Days of the Week 曜日 https://www.youtube.com/watch?v=hNjL_euT4UE</p> <p>Games Bingo, Memory or Snap</p> <p>Activity sheet Travelling to school</p> <p>Resource Blank mini book</p> <p>Book Okamoto, Y. (2018). <i>でんしゃにのったよ</i> Tokyo: Fukuinkan Shoten Publishers, Inc.</p> <p>Activity Role play based on でんしゃにのったよ</p> <p>Song <i>しゅつどう たよれる自動車のうた パトカーのうた さめのおまわりさん</i> https://www.youtube.com/watch?v=pSfjT1x1vHo</p> <p>Song AIUEO Song (あいうえおのうた) Hiragana https://www.youtube.com/watch?v=plvSpVSdJWU</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Survey</p> <p>Book Kokaze, S. (2007). <i>ふーふーふー</i>. Tokyo: Fukuinkan Shoten Publishers, Inc.</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
				<ul style="list-style-type: none"> Formal assessment using the following activity: <ul style="list-style-type: none"> listen to a text about modes of transport used to travel to various locations and answer questions in English. 	
5–7	<p>Places and modes of transport</p> <p>Students listen to a story about Toko and the places he visits.</p> <p>Learning objectives</p> <ul style="list-style-type: none"> say the names of places in the community play memory games to practise vocabulary ask and respond to questions about where they will go change the tense of verbs from the present to the past listen to a story about Toko for information about the places he goes play sentence-building games to revise vocabulary perform a role play 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーを しますか。いつ しますか。土曜日 に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くち が 大きい です。にく を たべます。かわ に すんでいます。とても かわいい です。</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ～ました/ませんでした beginning to use counters in Japanese, for example, ～人、～さい、～月 indicating time and frequency using expressions such as まいにち、ときどき telling time using ～じ/ ～じはん です なんじ ですか understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます seeking information using question words なに/なん/いつ/どこ / だれ and the sentence-ending particle か, for example, なに が すき ですか ; なんさい ですか (*content from the Year 3 syllabus) 	<ol style="list-style-type: none"> Brainstorm with students common places in the community and write these on the whiteboard in English and Japanese, for example, がっこう・まち・こうえん・えいがかん・うみ・かわ・ともだちのうち・みせ・かいもの・としょかん・きょうかい・キャンプ・レストラン・プール・うち・かわ。Provide students with blank cards and tell them to write the word for one place in the community on one side in <i>hiragana</i> and the English word and/or a picture of the place on the other side. Then ask students to place the cards onto a key ring and use these cards to revise and recall the names of places in the community. Place flashcards of common places in the community around the room. Tell students that you will say the name of one of these places and that they will need to go and stand next to that flashcard. Select a student to report to the class where they will go, for example, こうえんです・こうえんにいきます。Repeat this activity several times to reinforce the vocabulary for common places in the community. Tell students that you will play music and that when the music stops you will show them an image of a place in the community. Have students call out the name of the place in Japanese. Repeat this activity using images of places in the community. Place students in pairs and tell them that when you stop the music they will think of a place in the community they go to, face their partner and tell them the place, for example, がっこうです・がっこうにいきます・どこにいきますか・ こうえんにいきます。Play this game again with partners reversing roles. Revise how to change verbs from the present tense to the past tense with students, for example, to go いきます・いきました。Provide students with sample sentences and have them respond by changing the tense. Discuss with students how to say that they want to go somewhere, for example, いきたいです。 Arrange students in groups of six or seven and have them sit in a circle to play the sentence building game to revise vocabulary for when they will do something, what they will do and where they will do it. Ask them to try and make the longest sentence they can by repeating what has been said and then adding one word to the sentence, for example, 日曜日にうみとこうえんとえいがかんとともだちのうちにいきます。 Have students revise vocabulary for places by playing the game Beat the clock. Allow students three minutes to write as many places as possible in <i>hiragana</i> in their workbook. Read the story とこちゃんはどこ to students. Ask students where どこ and when いつ questions to ascertain their understanding of the story. Encourage students to respond in Japanese. Re-read the story とこちゃんはどこ to students and ask them where else Toko might like to go or have them consider a different ending to the story. Have students develop a role play based on the story. Assist and/or provide feedback 	<p>Key rings cards</p> <p>Flashcards Common places in the community</p> <p>Resource Images of places in the community</p> <p>Song Compilations https://www.youtube.com/watch?v=3aYemty3plc</p> <p>Game Sentence building</p> <p>Game Beat the clock Timer</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Book Matsuoka, K. (1987). とこちゃんはどこ. Tokyo: Fukuinkan Shoten Publishers, Inc.</p> <p>Activity sheet Chart</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>with the development of their role play. Have students perform their role play for the class.</p> <ol style="list-style-type: none"> Discuss with students where they would like to go for their next holiday. Have them complete a chart listing their holiday destinations, how they would travel there, who they would go with and the activities they would do. Ask students to use the information in their chart to write a description about their next holiday. Encourage them to use expressions such as <i>まいにち、ときどき</i> in their writing, and to illustrate their work. Assist students with their language as required. Ask students to present their work to the class. Place students in groups and have them survey their peers about where they will go for their holidays by asking the question <i>やすみに、どこにいきますか</i>. Ask them to record their answers in their workbook. Have students share the results of their survey with the class. Ask students to listen to a spoken text and complete the activity sheet My holiday with the missing information. Arrange students in groups to play the game Ping pong. Tell them that you will show them a flashcard and say the name of the place. Each group then takes a turn to make a sentence with the place given. Groups receive a point for each grammatically correct sentence. Place students in pairs and have them develop a dialogue where they invite a friend to do something together after school. Brainstorm with students how to write a dialogue by providing sentences that they can adapt, for example, <i>がっこうのあとで、うみにいきましょうか、いいえ、うみがすきじゃないです・やまにいきましょうか・はい、やまにいきましょう。ハイキングがだいすきです。やまにいきましょう</i>. Assist students with language where required. Have students perform their dialogue in front of 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"> say the names of places in the community write words for places in <i>hiragana</i> and <i>katakana</i> repeat and add additional information to a sentence and pronounce the words correctly participate in language games develop and perform a role play based on the story <i>とこちゃんはどこ</i> listen for information in a spoken text complete a chart and write a description about their holiday. 	<p>Activity survey</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity sheet My holiday</p> <p>Game Ping Pong</p> <p>Flashcards Common places in the community</p>
8–10	<p>Tell me a story</p> <p>Students listen to the traditional Japanese folk story <i>Omusubi Kororin</i>, and then use <i>kamishibai</i> to retell the story.</p> <p>Learning objectives:</p>	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーを しますか。いつ しますか。土曜日 に サッカー を します。サ</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p>	<ol style="list-style-type: none"> Read the story <i>Omusubi Kororin (The Rolling Rice Ball)</i> for students. Simplify the language to include expressions and sentences students know, for example, <i>すみません・はやいですね・おそいですね・だめです。ああ、おいしそうですね・すごい・いいですね</i>。 Discuss the story <i>Omusubi kororin</i> with students and talk about the behaviour displayed by the characters. Ask students to consider what messages are being conveyed in this story. Re-read <i>Omusubi Kororin</i> and ask students questions about the story, for example, <i>おじいさんはどこにすんでいましたか・おばあさんはなにをあげましたか・おなかペコペコ 为什么呢・なにをたべましたか・どんなどうぶつがいましたか・あなに</i> 	<p>Book Matsutani, M. & Nagano, H. (2006). <i>Omusubi Kororin</i>. Tokyo: Toi"kyoï" Doi"shinsha.</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
	<ul style="list-style-type: none"> ask questions about the story <i>Omusubi kororin</i> discuss the importance and relevance of <i>omusubi/onigiri</i> in Japanese food culture prepare and perform their <i>kamishibai</i> make recipes such as <i>onigiri, sushi, maki zushi, chirashizushi</i> ask and respond to questions about likes and dislikes regarding food 	<p>ツカー が すき ですか。ぼく も すき です。</p> <p>Recount past activities, for example, まち に いきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language, for example, くち が 大きい です。にくを たべます。かわ に すんでいます。とても こわい です。</p> <p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, いただきます/ ください; counter classifiers; the indication of politeness by using です</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p>	<p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ～ました/ませんでした beginning to use counters in Japanese, for example, ～人、～さい、～月 indicating time and frequency using expressions such as まいにち、ときどき telling time using ～じ/ ～じはん です なんじ ですか understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>はいって、なにをしましたか・ねずみさんはおじいさんになにをあげましたか・よくばりじいさん= greedy grandad なにをしましたか・わるいとなになになりましたか。</p> <ol style="list-style-type: none"> Arrange students in groups and tell them that they will develop a role play based on the story <i>Omusubi Kororin</i>. Provide them with the script to use to as a guide. Encourage students to dress up using <i>happi</i> coats and <i>yukata</i> if available. Have students perform their role play in front of the class. Play the audiovisual clip of The Rolling Rice Ball (<i>Omusubi Kororin</i>) for students. Brainstorm words and expressions used in the clip and write a list of these on the whiteboard with the English meaning. Place students in groups to retell the story in Japanese and English, using the words and expressions from the list on the whiteboard. Have students retell the story to the class. Show students images of <i>onigiri</i>. Discuss with students the cultural significance of <i>onigiri</i>, when they are eaten and why they are so popular with Japanese people. Draw their attention to the images of creative <i>onigiri</i> used in the <i>obento</i>. Play the audiovisual clip How to make <i>Onigiri</i> (Japanese Rice Balls Recipe) for students. Together with students, list the ingredients and the method used to make <i>onigiri</i> on the whiteboard. Ask students to copy this information into their workbook and illustrate with drawings of <i>onigiri</i>. Demonstrate how to make <i>onigiri</i> in class and then have students make their own <i>onigiri</i>. Revise with them phrases used before and after eating <i>onigiri</i> or a meal, for example, いただきます・ごちそうさまでした。Have them use the correct phrase before and after eating their <i>onigiri</i>. Introduce students to the Japanese art form of picture storytelling called <i>kamishibai</i> by playing the audiovisual clip <i>Omusubi Kororin Kamishibai</i>. Explain to them that <i>kamishibai</i> was a popular form of street theatre in the 1930's in Japan. Arrange students into four groups and tell them that they will make a <i>kamishibai</i> based on the story <i>Omusubi Kororin</i>. Provide each group with one of the scenes from the script of the story <i>Omusubi Kororin</i>. Ask students to discuss within their group how they will retell and illustrate the scenes in their script. Tell students that each one will draw a picture to represent a part of the storyline from their script and then write 1–2 sentences to describe their picture. Assist and/or provide feedback to students on their writing. Have students perform the <i>kamishibai</i> at a school assembly. Remind students of the <i>hiragana</i> rules for short and long sounds. Have them work in pairs to practise the sounds, for example, きいて・きって・すわって・おはよう・もって・まっ。 Play the audiovisual clip How to unwrap <i>onigiri</i> for students. Discuss how this is similar to opening a sandwich that has been bought at a convenience store in Australia. Revise with students how to ask and respond to questions about the foods they like and dislike, for example, ～がすきですか・はい、すきです・はい、だいですきです。いいえ、すきじゃないです・～をたべます・たべません。 Tell students that they will make Japanese food for a <i>Hanami</i>. Place students in groups and ask them to research the ingredients used for a Japanese rice recipe, for example, <i>onigiri, sushi, maki zushi, chirashizushi</i>. Have them make a list of the ingredients and utensils required to make their recipe. Demonstrate how to make each recipe and then have each group make their own. Ask students to set 	<p>Script <i>Omusubi Kororin</i> from Japan Foundation Online resources – http://jpfpsyd-classroomresources.com/r123.html</p> <p>Resource <i>happi coats, yukata</i></p> <p>Audiovisual clip The Rolling Rice Ball https://www.youtube.com/watch?v=TLcyStZMQ-o</p> <p>Images of <i>onigiri</i> https://www.google.com.au/search?q=onigiri+bento&tbm=isch&tbo=u&source=univ&sa=X&ved=2ahUKEwjT9Ku2rq3dAhUB62EKHUplBooQsAR6BAGDEAE&biw=1280&bih=740</p> <p>Audiovisual clip How to make <i>Onigiri</i> (Japanese Rice Balls Recipe) https://www.youtube.com/watch?v=rFyfPvo97XQ</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Cooking <i>Onigiri</i> cooked rice, <i>nori</i>, salt, bowls</p> <p>Audiovisual clip <i>Omusubi Kororin Kamishibai</i> https://www.youtube.com/watch?v=ZWLB8tWwcWg</p> <p>Script <i>Omusubi Kororin</i> from Japan Foundation Online resources – http://jpfpsyd-classroomresources.com/r123.html</p> <p>Resource paper</p> <p>Audiovisual clip How to unwrap <i>onigiri</i> https://www.youtube.com/watch?v=ugowL2_puxw</p> <p>Activity <i>Hanami</i></p> <p>Cooking ingredients – rice, seaweed, cucumber, carrot</p>

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		Notice and describe how language reflects cultural practices and norms		<p>up the <i>Hanami</i> with the food they have prepared. Have students ask and respond to questions about the foods they like and dislike.</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"> ▪ ask and respond to questions about the story <i>Omusubi Kororin</i> ▪ perform a role play based on the story <i>Omusubi Kororin</i> ▪ repeat and add additional information to a sentence and pronounce the words correctly ▪ illustrate and write a <i>kamishibai</i> based on a scene in the story <i>Omusubi Kororin</i> ▪ pronounce the long and short sounds of <i>hiragana</i> correctly ▪ ask and respond to questions about likes and dislikes regarding food. • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ create an alternative version of <i>Omusubi Kororin</i> and present it as a play. 	Craft punches to cut out shapes for <i>onigiri</i>

Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-4	<p>My place, my town Students exchange information about the places they go during the week.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • make a scroll depicting their favourite <i>kanji</i> and draw a picture to represent its meaning • ask and respond to questions about places they go on certain days of the week • participate in language games • label places on a map in <i>hiragana</i> and <i>kanji</i> • ask and respond to questions about what activities can be done at particular places • write frequently-used words in <i>hiragana</i> • exchange information about favourite places 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーを しますか。いつ しますか。土曜日 に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Recount past activities, for example, まちに いきました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal 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>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Understand that vowel length can differentiate words in Japanese, for example, いいえ <i>ie</i> for ‘no’ and いえ <i>ie</i> for ‘house’</p> <p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in past tense ～ました/ませんでした • beginning to use counters in Japanese, for example, ～人、～さい、～月 • indicating time and frequency using expressions such as まいにち、ときどき • telling time using ～じ/ ～じはんです なんじ ですか • understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p>	<ol style="list-style-type: none"> 1. Use flashcards for places to revise vocabulary, for example, がっこう、きょうかい、かわ、うみ、えいがかん、こうえん、どうぶつえん、えき、バスてい、プール、レストラン、パン屋、スーパー。 2. Provide students with ink and calligraphy brushes to practise writing the <i>kanji</i> for mountain 山, sea 海 and river 川. Alternatively have them use pipe cleaners or play dough to form the <i>kanji</i>. 3. Explain to students that they will make a scroll which will feature their favourite <i>kanji</i> and a drawing to match the meaning of the <i>kanji</i> as part of the background. Provide them with paper to complete their <i>kanji</i> writing and picture. Demonstrate to students how to make a scroll with paper, ribbon and a dowel. Ask students to present their scroll to the class. 4. Place students in pairs and give one student Places I go to Activity sheet A and the other student Places I go to Activity sheet B. Advise them that both activity sheets have some missing information about the places they go on certain days of the week and that they will need to work together to complete the missing information by taking turns to ask questions. 5. Introduce students to the game Battleship. Place students in pairs and provide each one with grid paper. Ask them to draw five battleships on certain coordinates. Have students take turns to determine where the battleships are by asking questions, for example, でんしゃでこうえんにいきますか・いいえ、ちがいます・くるまでこうえんにいきますか・はいそうです。Tell students to cross out each battleship as it is found. The students whose partners have crossed out all their battleships are the winners. 6. Ask students to design a map of their ideal town in their workbook, labelling the places in <i>hiragana</i> and <i>kanji</i>, for example, がっこう、きょうかい、かわ、うみ、えいがかん、こうえん、どうぶつえん、えき、バスてい、プール、レストラン、パン屋、スーパー、。 Have students work with their partner to ask and respond to questions about what activities to do at the different places on their map, for example, 海でなにをしますかー 水泳をします。いぬとさんぼをします。こうえんでなにをしますかーサッカーをします。 Advise them to use their map to ask and respond to questions about where certain places are, for example, すいえいがすきですが、プールはどこですか。・ここです・ハイキングがすきですが、山はどこですか・つりがすきですが、川はどこですか。 7. Have students exchange information about their favourite places and what they do there, for example, すきなレストランです。ぴざをたべます。 8. Ask students to prepare a three day itinerary for a Japanese visitor who is coming to stay at their home. Have them include information on the places they will go, how they will get there and what they will do, for example, 月曜日に海にいきます。バスで海にいきます。海ですいえいをします。いいきもちです。 Encourage them to use expressions to describe what they are doing, for example, いいきもち、たのしいです、おいしいです。 <p>Assessment</p>	<p>Resource Flashcards for places</p> <p>Activity Kanji Ink, calligraphy brushes, paper</p> <p>Activity Make a scroll Resource paper, ribbon, dowel</p> <p>Resource Places I go to Activity sheet A, Places I go to Activity sheet B</p> <p>Game Battleship Grid paper</p> <p>Workbook, to store student checklists, activities etc.</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
			<p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ul style="list-style-type: none"> Anecdotal assessment using checklists and notes, indicating how students: <ul style="list-style-type: none"> write and draw the meaning of their favourite <i>kanji</i> to make a scroll write 山、川、海 in <i>kanji</i> accurately design a map of their ideal town and label it in <i>hiragana</i> and <i>kanji</i> ask and respond to questions about the places they go and the activities they do prepare a three day itinerary for a Japanese visitor about places to go, how to get there and what to do. 	
5–8	<p>Bunbuku Chagama Students listen to a Japanese folk story and discuss the place of stories in their daily life.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> sing songs (about animals) in Japanese read the story <i>The Dancing Kettle – Bunbuku Chagama</i> retell part of the story <i>Bunbuku Chagama</i> design a poster about the <i>tanuki</i> express when they leave and return home collaborate with their peers to prepare a role play ask others about their likes and dislikes talk about the importance of tea and tea ceremonies in Japan 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, サッカーをしますか。いつ しますか。土よう日 に サッカー を します。サッカー が すき ですか。ぼく も すき です。</p> <p>Recount past activities, for example, まちに きました</p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p> <p>Locate and process factual information from familiar types of written, spoken, digital and multimodal texts, related to their personal and social worlds</p> <p>View a range of imaginative texts, for example, Japanese television programs for children and identify key words, familiar phrases and cultural expressions and behaviours</p> <p>Create and perform short, imaginative texts that allow for exploration and enjoyment of language, cultural</p>	<p>Understand that <i>hiragana</i> symbols can be combined to represent words</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense ～ました/ませんでした beginning to use counters in Japanese, for example, ～人、～さい、～月 indicating time and frequency using expressions such as まいにち、ときどき telling time using ～じ/ ～じはんです なんじ ですか understanding words and expressions indicating direction or means of transportation, for example, くるま で がっこう に いきます <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Understand and demonstrate how language use varies according to the participants' age, gender, relationship</p>	<ol style="list-style-type: none"> Teach the lyrics of the songs <i>Kobutanuki</i> and <i>Genkotsuyama no tanuki san</i> to students to revise vocabulary for animals. Play the audiovisual clip The Dancing Kettle for students. Ask them questions about the audiovisual clip to ascertain their understanding of the text, for example, 'What is a <i>tanuki</i>?' 'Where does he live?' 'How did he feel when ...?' 'Did he like living in the temple?' 'What did he eat?' 'What did he do?' Brainstorm with students the main characters in the story, their personality traits and virtues. Write these words on the whiteboard in Japanese and English. Have students write this list into their workbook. Discuss with the class the virtues of the <i>tanuki</i> folklore. Ask students to design a poster about the <i>tanuki</i>, that includes a description of what it looks like and its personality. Alternatively, have students describe the <i>tanuki</i> in a wanted poster and include information about where he lives, what he looks like and what he likes and dislikes. Provide students with an activity sheet based on the story <i>Bunbuku Chagama</i>. Read the activity sheet to students. Ask students to put the sentences in the correct order and then match them with the corresponding image. Revise expressions used when leaving and returning home with students, for example, いきます・いってらっしゃい・ただいま・おかえり。 Show images of <i>Morinji</i> and explain the importance of this temple with regard to the story of <i>Bunbuku Chagama</i>. Ask students to design a poster of the temple and write お寺 in <i>hiragana</i> and <i>kanji</i>. Discuss with students how a storyboard template can be used to retell a story. Introduce the Japanese expression むかしむかし、あるところに that is often used at the beginning of Japanese folk stories. Use this expression when demonstrating to students how to complete the first square of the storyboard template. Provide students with a storyboard template to retell their favourite part of the story <i>Bunbuku Chagama</i>. Assist and/or provide feedback to students about their writing. Have them present their storyboard to the class. Arrange students in groups to retell the story <i>Bunbuku Chagama</i> as a role play. Have each group perform their role play in front of the class. Introduce students to the many varieties of tea drunk in Japan. Discuss the importance of tea in the daily life of Japanese people. Provide students with the opportunity to sample a variety of Japanese teas, for example, <i>maccha</i>, <i>ocha</i>, <i>hoojicha</i>, <i>oolong</i> and black tea. Discuss the difference between <i>maccha</i> and <i>ocha</i> tea and how <i>maccha</i> is used for ice cream and other types of confectionary. Ask students to taste and then rank the teas from their favourite to their least favourite. Have them say what their favourite tea is in Japanese, for example, 一番すきなおちゃはーです。 Provide students with a survey sheet to use to ask each other about which tea was their most and least favourite. Include phrases for them to use when 	<p>Song <i>Kobutanuki</i> https://www.youtube.com/watch?v=6Uk_jQ7h94s</p> <p>Song <i>Genkotsuyama no tanuki san</i> https://www.youtube.com/watch?v=aHIUC2WxP1U</p> <p>Audiovisual clip The Dancing Kettle (JAPANESE) Japanese classical stories fairy tale with subtitles in English https://www.youtube.com/watch?v=y_iEfrKkGI</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Design a poster</p> <p>Activity sheet Bunbuku Chagama! at Japan Foundation online resources http://jpfpsyd-classroomresources.com/r54.html</p> <p>Images of <i>Morinji</i> https://www.google.com.au/search?q=morinji+temple&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjOz-fY7fHfAhUSfysKHT3IDxQQ_AUIDygC&biw=1433&bih=716</p> <p>Activity Design a poster</p> <p>Resource Storyboard Template</p> <p>Resource Guide to varieties of tea in Japan https://www.japan-guide.com/e/e2041.html</p> <p>Audiovisual clip Procedure of Tea Ceremony</p>

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		<p>expression and performance, using familiar expressions, simple statements and modelled language, for example, <i>くち が 大きい です。にくを たべます。かわ に すんでいます。とても こわい です。</i></p> <p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます/ただいま</i>; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>and the context of use, for example, <i>おはよう/おはようございます;はし/おはし;なまえ/おなまえ</i></p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices.</p>	<p>conducting the survey, for example, <i>まっちゃんがすきですか・はいすきです・は、だいすきです・いいえ、すきじゃないです</i>. Invite students to discuss their results with the class.</p> <p>12. Play the audiovisual clip Procedure of Tea Ceremony. Discuss with the class the importance of the tea ceremony in Japanese culture before playing the second audiovisual clip Japanese Tea Ceremony.</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 information acquired to describe the <i>tanuki</i> and illustrate it in a poster match sentences to the appropriate images from the story <i>Bunbuku Chagama</i> write words in <i>hiragana</i> and <i>kanji</i> complete a storyboard to retell part of the story <i>Bunbuku Chagama</i> present a role play based on the story <i>Bunbuku Chagama</i> ask and respond to questions about likes and dislikes. Formal assessment using the following activity: <ul style="list-style-type: none"> write a story about the <i>tanuki</i> from <i>Bunbuku Chagama</i>. 	<p>https://www.youtube.com/watch?v=7uxTp5VuTMI&app=desktop</p> <p>Audiovisual clip Japanese Tea Ceremony https://m.youtube.com/watch?v=KfDTuNyup9Y</p>
9–10	<p>New Year in Japan Students talk about the traditions associated with celebrating the New Year in Japan.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> use information acquired about a Japanese New Year tradition to design a poster talk about a Japanese New Year tradition compare New Year traditions in Australia and Japan listen for information in the story <i>Kasajizoo</i> perform a role play make a <i>Nengajo</i> card play traditional Japanese games 	<p>Interact and socialise with the teacher and peers, using simple descriptive or expressive modelled language, to exchange information about aspects of their personal worlds, including their daily routines at home and school and their interests, for example, <i>サッカーを しますか。いつ しますか。土よう日 に サッカー を します。サッカー が すき ですか。ぼく も すき です。</i></p> <p>Recount past activities, for example, <i>まち に いきました</i></p> <p>Contribute collaboratively to class experiences, activities and transactions that involve asking for help, clarification and permission, solving a problem and sharing decisions, such as creating a display or conducting a role play or scenario, science experiments, cooking, origami or other craft activities</p> <p>Locate and process factual information from familiar types of written, spoken,</p>	<p>Commence writing their own words, structures and phrases in <i>hiragana</i> with the support of a <i>hiragana</i> chart and word lists</p> <p>Recognise and write frequently-used <i>kanji</i></p> <p>Learn to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> using verbs in past tense <i>～ました/ませんでした</i> beginning to use counters in Japanese, for example, <i>～人、～さい、～月</i> indicating time and frequency using expressions such as <i>まいにち、ときどき</i> telling time using <i>～じ/～じはん</i> <i>です なんじ ですか</i> understanding words and expressions indicating direction or 	<p>1. Place students in pairs and provide them with information about one particular New Year tradition in Japan, for example, <i>Omisoka</i> 大晦日・<i>Joya no Kane</i> 除夜の鐘・<i>Toshikoshi-soba</i> 年越し蕎麦・<i>Kadomatsu</i> 門松・<i>Kagami-mochi</i> 鏡もち・New Year's Day – <i>Ganjitsu</i> 元日・<i>Osechi Ryori</i> おせち料理・<i>Iwai-bashi</i> 祝箸・<i>Otoso</i> お屠蘇・<i>Otoshidama</i> お年玉・<i>Hatsumode</i> 初詣・<i>Nengajo</i> 年賀状・<i>Fukubukuro</i> 福袋. Ask each pair to read through the information on their tradition and then design a poster. Provide them with calligraphy brushes and ink to write the name of their tradition in script. Have them include a brief explanation and drawings to illustrate their work. Ask each pair to use their poster when making a short presentation about their tradition to their peers.</p> <p>2. Invite students to discuss and compare New Year traditions in Australia and Japan using a Venn diagram to illustrate the similarities and differences.</p> <p>3. Provide students with an activity sheet where they match images of New Year traditions with the Japanese words in <i>hiragana</i>.</p> <p>4. Read the story <i>Kasajizoo</i> to students. Cover each English translation page to encourage students to focus on the language and the picture cues. Discuss the content of each page and at the end of the story invite students, one at a time, to retell a part of the story.</p> <p>5. Read the story <i>Kasajizoo</i> again and at the end of each page ask students if they recognise or know any of the words. Reveal and read the English translation on the opposite page. Remind students of words and expressions that they have learnt in class which appear in the story, for example, <i>いただきます・いってらっしゃい・ただいま・おかえり・むかしむかし</i>.</p> <p>6. Arrange students into four groups and provide each one with the script for a scene from the story <i>Kasajizoo</i>. Ask each group to work individually on their scene and encourage them to add additional details to embellish their role. Have them perform their role play for the class.</p>	<p>Website A Guide to New Year traditions in Japan https://japantoday.com/category/features/lifestyle/new-year-traditions-in-japan</p> <p>Activity Design a poster calligraphy brushes ink</p> <p>Activity sheet Venn Diagram https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml https://www.lucidchart.com/pages/venn-diagram-template</p> <p>Activity sheet New Year traditions</p> <p>Book Peat, M. (2013). <i>Kasajizoo</i>. San Francisco: McMaster University. This book is available from http://www.blurb.com/b/4170421-kasajizoo</p> <p>Story <i>Kasajizoo</i> http://jpfpsyd-classroomresources.com/r121.html</p>

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
		<p>digital and multimodal texts, related to their personal and social worlds</p> <p>Explain features of Japanese language protocols such as the use of formulaic expressions, for example, <i>いただきます</i>/<i>ただいま</i>; counter classifiers; the indication of politeness by using <i>です</i></p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts such as labels or captions</p> <p>Notice and describe how language reflects cultural practices and norms</p>	<p>means of transportation, for example, <i>くるま で がっこう に いきます</i></p> <p>Notice differences in familiar texts such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose</p> <p>Understand that Japanese is a standardised language and that there are different dialects spoken in different regions of Japan</p> <p>Understand that Japanese borrows from and influences other languages</p> <p>Make connections between culture and language use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<ol style="list-style-type: none"> Read the book <i>さがしえ 1 2 つき (Sagashie 12 tsuki)</i> again with students and discuss the types of activities that are done in December and January. Ask students to compare these with what they do, what they play and what they eat at this time of year. Write the recipe for <i>Zarusoba</i> on the whiteboard and ask students to copy this into their workbook. Have students write the ingredients and some instructions in <i>hiragana</i>, for example, <i>ざるそば・しょうゆ・だし・ねぎ</i>—いれて、まぜて。 Show students how to cook <i>soba</i>, while reminding them of the tradition of eating this food on New Year's Eve in Japan. Have them prepare their own noodles. Remind students to say <i>たべてください</i> before they begin to eat their noodles. Play the audiovisual clip The Story of the Zodiac for students. Brainstorm the names of the animals in the story and write these on the whiteboard in English. Ask students to copy this list into their workbook. Provide them with dictionaries and ask them to find the Japanese meaning and write these words next to the English word for that animal. Discuss the characteristics depicted by these animals, for example, <i>げんき・やさしい・あたまがいい・きがみじかい・まじめ・びじゅつが じょうず・つよい・チャーミング</i>。 Ask students to write at least one characteristic to describe each animal. Ask students to design a poster about one of the zodiac animals and include information about its character and its most recent zodiac year. Provide students with calligraphy brushes and ink to write the name of the animal in <i>hiragana</i> or <i>kanji</i>. Alternatively, ask students to design a poster depicting the 12 animals and the most current year it reigned. Ask students whether they can identify the current zodiac animal year and ask them which animal represents the year when they were born. Have them make a zodiac year card for either themselves or one of the members in their family. Demonstrate how to make the origami zodiac animals for students and have them make their own. Provide students with the script of the play The Juunishi Story. Direct students to prepare and perform the play for a school assembly. Discuss the types of occasions when cards are given and received with students. Show students images of Nengajo cards and remind them that Japanese people give these cards to their friends and family members at New Year. Ask students to make a <i>Nengajo</i> card by writing about an activity they enjoyed doing this year and illustrating their card, for example, draw a picture of their family or a picture of the zodiac animal for the upcoming year. Assist and/or provide feedback to students about their writing. Introduce students to traditional Japanese games, for example, <i>kendama</i>, <i>darumaotoshi</i>, <i>taketombo</i>, <i>kamifuusen</i> and <i>karuta</i>. Demonstrate how each game is played then divide the class into five groups. Rotate each group through the five games to allow students the opportunity to play each game. Ask them to compare these games with games they already play. <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 New Year traditions with the correct word or phrase in <i>hiragana</i> perform a role play based on the story <i>Kasajizoo</i> include information about a Japanese New Year tradition in a poster write information in a <i>Nengajo</i> card and illustrate it 	<p>Book Nagazawa, K. (2016). <i>さがしえ 1 2 つき (Sagashie 12 tsuki)</i>. Tokyo: Hakusensha.</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Activity Cooking Zarusoba Cooking ingredients for <i>soba</i>, <i>tsuyu</i> sauce Audiovisual clip The Story of the Zodiac https://www.youtube.com/watch?v=38gihZvb3cs (Japanese version with English subtitles) https://www.youtube.com/watch?v=38gihZvb3csJapan (English version)</p> <p>Workbook, to store student checklists, activities etc.</p> <p>Reference Japanese/English dictionary</p> <p>Activity Design a poster Calligraphy brushes ink</p> <p>Activity Make a card</p> <p>Website Origami Resource Center https://www.origami-resource-center.com/chinese-zodiac.html</p> <p>Play The Juunishi Story http://jpfpsyd-classroomresources.com/r71.html</p> <p>Activity Nengajo cards</p> <p>Traditional Japanese games kendama, darumaotoshi, taketombo, kamifuusen and karuta</p>

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				<ul style="list-style-type: none"> ▪ write words in <i>hiragana</i> and <i>kanji</i>. 	