



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



DRAFT

JAPANESE: SECOND LANGUAGE

Teaching and Learning Exemplar
Year 3



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

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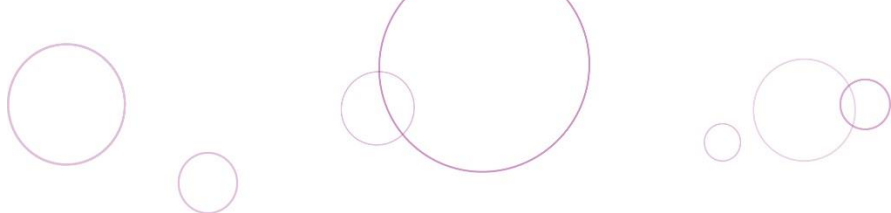
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Background

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

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

This Japanese: Second Language exemplar for Year 3 articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar presents planning for eight weeks of teaching and learning for each of the four terms, with a time allocation of two hours per week. The planning includes suggested assessment points.

Teaching

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

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

Assessing

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



Reflecting

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

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

Catering for diversity

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

At any point, teachers can adjust the:

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



The general capabilities and cross-curriculum priorities

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

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

The full description and exemplification of the general capabilities can be found on the Authority website: <https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum>.

The full description and exemplification of the cross-curriculum priorities can be found on the Authority website: <https://k10outline.scsa.wa.edu.au/home/teaching/cross-curriculum-priorities2/cross-curriculum-priorities>.

Languages | Japanese: Second Language

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

Diagram 1 How to read the teaching and learning exemplar

Western Australian curriculum content	Teaching and learning intentions	Teaching and learning experiences
<p>Week 4</p> <p>Communicating 1</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にもだちとうみにいきます たん生日にケーキを食べます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and</p>	<p>たん生日 2</p> <p>Students interact 2a each other to talk about personal information, such as age and birthdays.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and commi 2b months of the year • interact and exchange information with peers and teachers about birth months • collect and share information about personal birthdays and that of family and friends • <u>participate</u> in language practice activities to reinforce language acquisition. 	<p>Teaching and learning activities 3</p> <ul style="list-style-type: none"> • Ask students to listen to the song: <ul style="list-style-type: none"> ▪ GenkiJapan – Learn Japanese: Months of the year in Japanese https://www.youtube.com/watch?v=1vapY3xQbPE Give <u>students</u> time to discuss their observations; for example, repetition of がいつ. • Ask students to form a circle to play the game Pass the Ball/Bean Bag vocabulary and to practise saying months of the year in Japanese. Start the game by giving the ball/beanbag to a student. This student says the word for the first month of the year. If correct, all students repeat the word of the month. If the student gets it correct, the game continues around the circle until every student has had a go saying months in the correct order. • Place students in pairs and provide each pair with 12 small paper plates or circles to make a caterpillar representing the 12 months of the year. In each circle, ask students to write the <i>kanji</i> for each month, starting with January in the first circle and finishing with December 一月 to 十二月.

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



Prior knowledge

This exemplar is based on the knowledge, understandings and skills students have learned during two hours per week of Japanese: Second Language studies from Year 2. More information related to this curriculum can be found in the Japanese: Second Language Pre-primary to Year 10 Scope and Sequence: <https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/languages/languages-overview/scope-and-sequence>.

Ways of teaching

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

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

This exemplar provides a suggested approach to planning for the delivery of the Japanese: Second Language curriculum and reflects the rationale, aims and content structure of the Japanese: Second Language. The 'ways of teaching' aim to support teachers with planning for curriculum delivery across the years of school, with the teaching in each year extending learning in previous years.

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

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

Further information on ways to teach Languages can be found on the Authority website:

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

Note: links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as YouTube videos. Schools are advised to install advertising blocking software prior to using online material. Additionally, teachers should be present while an electronic resource is in use and close links immediately after a resource such as a video has played to prevent default 'auto play' of additional



videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.

Ways of assessing

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

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

Further assessment strategies can be found on the Authority website:

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



Year level description

Year 3 Japanese: Second Language builds on the skills, knowledge and understanding required to communicate in the Japanese language developed in Year 2 and focuses on extending the oral and written communication skills of students. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning. Students communicate in Japanese, interacting with their teacher and peers to participate in routine exchanges such as asking each other how they are and by talking about activities they participate in during their day, and events that occur through the year. They participate in class experiences and everyday transactions that involve following instructions, asking questions and making statements. Students are exposed to imaginative texts such as *kamishibai* (paper puppets) and respond by acting out events or identifying and comparing favourite characters and elements. They create, perform and present short imaginative texts that use familiar expressions and modelled language. Students become familiar with the systems of the Japanese language, building their vocabulary repertoire and beginning to generate new language using verbs in the *ます* and negative *ません* form. A *hiragana* chart is used by students to support them as they begin to read and write words in *hiragana*.

Students begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English. Students are encouraged to describe their Japanese learning experiences and explore their own sense of identity and ways that they use language differently when they interact with different people. They begin to model and explain culture specific practices such as bowing when greeting and demonstrating hand gestures and body language that are used alongside Japanese communication. In Year 3 students require extensive support with their language learning. Tasks are carefully scaffolded, models and examples are provided along with support for self-monitoring and reflection. Students are encouraged to use Japanese as much as possible for classroom routines, social interactions and for learning tasks.



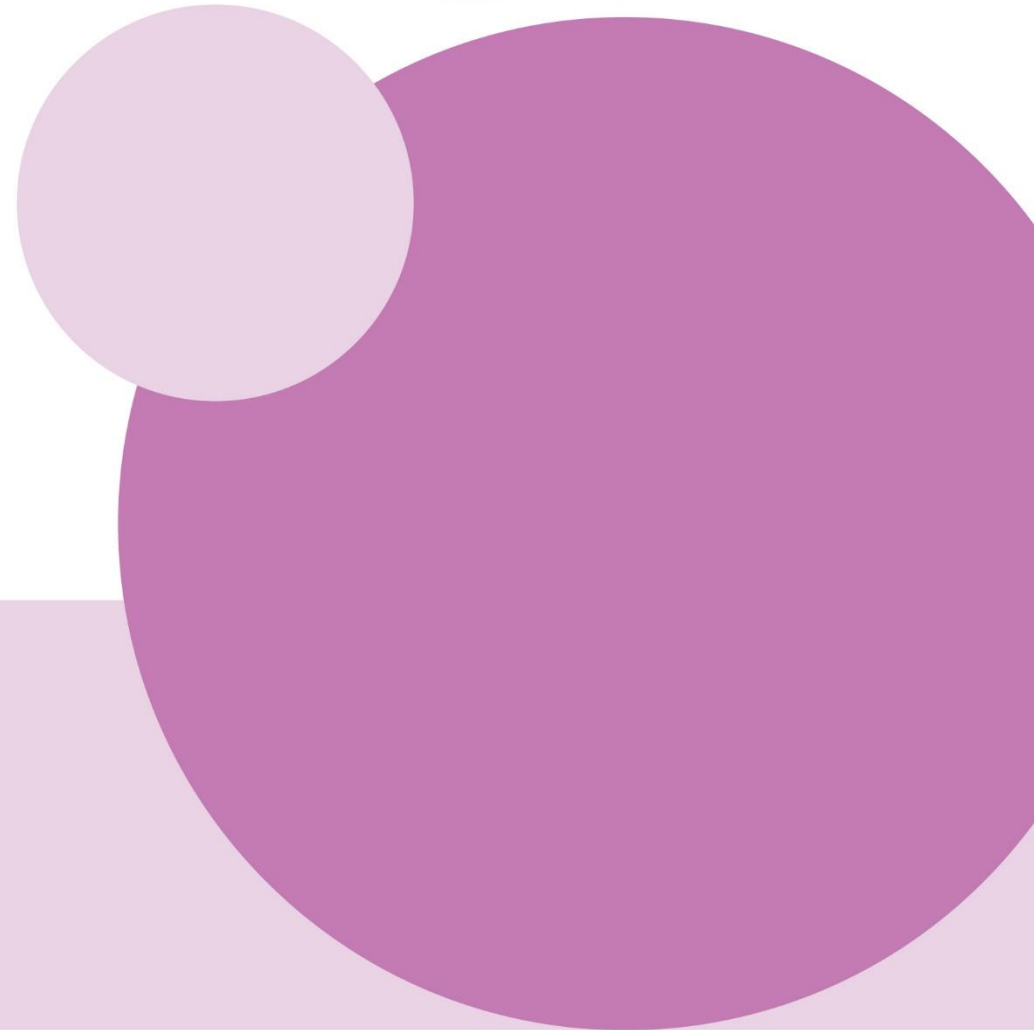
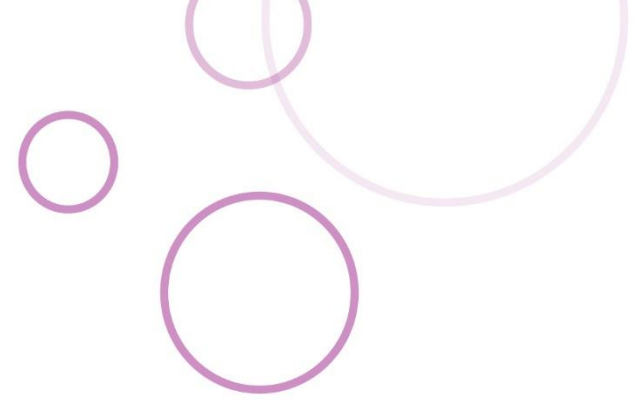
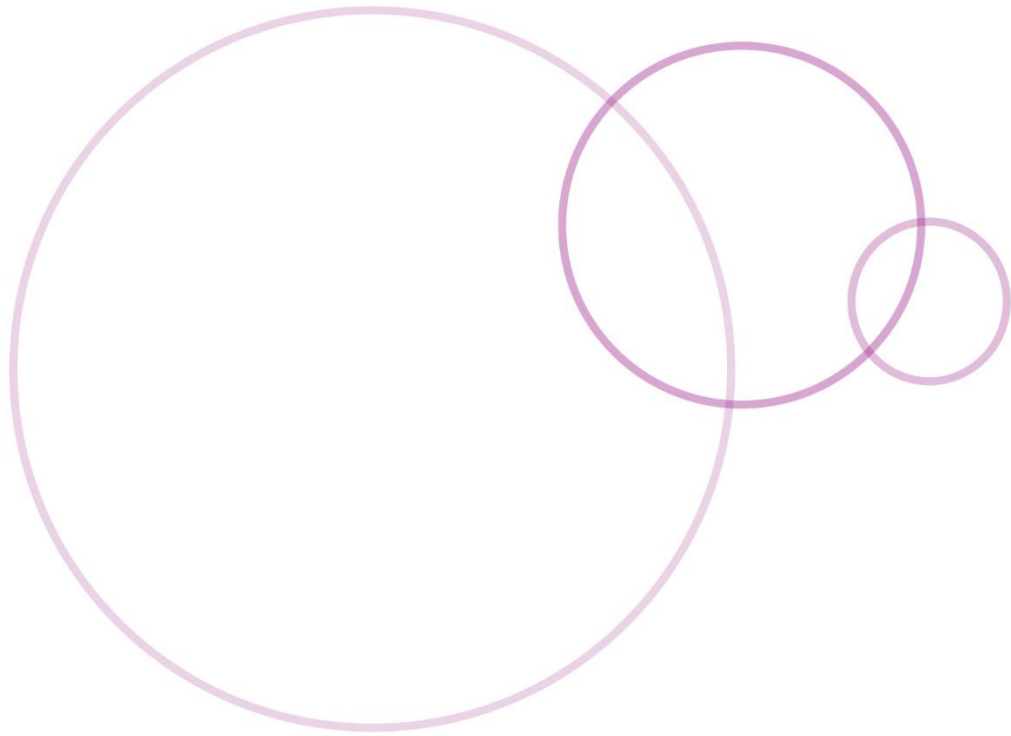
Year 3 Achievement Standard

At standard, students interact in Japanese with their teacher and each other through class experiences, activities and everyday transactions, and in routine exchanges to ask each other how they are, offer wishes and talk about events in the day and over the year, such as 土曜日 にも ともだち と うみ に いきます. They use simple descriptive and expressive modelled language and gestures to follow instructions, ask questions and make statements. They locate some specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. They create and perform short imaginative texts that use familiar expressions, modelled language and simple visual supports. Students explain and demonstrate some culture-specific practices, modelled language, verbal and non-verbal forms of expression that work with language, or stand alone in Japanese communication. When interacting in Japanese, students identify similarities or differences to their own language and culture.

Students become familiar with the systems of the Japanese language, recognising that there are 19 distinct consonants and mostly understanding the system of basic Japanese sound combinations; that a vowel can be attached to most consonants to produce a *hiragana* character. Students use a *hiragana* chart to read and write basic *hiragana* with a satisfactory level of accuracy. They use vocabulary and expressions and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They use verbs in ます and negative form ません and describe actions using verb ます form. Students identify the rules of Japanese word order (subject + object + verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions. They begin to use time words associated with days of the week, months of the year and seasons and begin using general counters in Japanese. Students seek information using question words なに/なん/いつ/どこ/ だれ and the sentence-ending particle か. Students begin to describe, with guidance, how the Japanese language works, using terms similar to those used in English. They apply some of the language features and textual conventions in simple, familiar texts. Students describe how different ways of using Japanese language reflect different regions and countries, different relationships and different ways of making meaning. They state that Japanese is the official language of Japan, and an Australian community language. Students identify the differences between Japanese, Australian and other cultures' practices and how these are reflected in language.

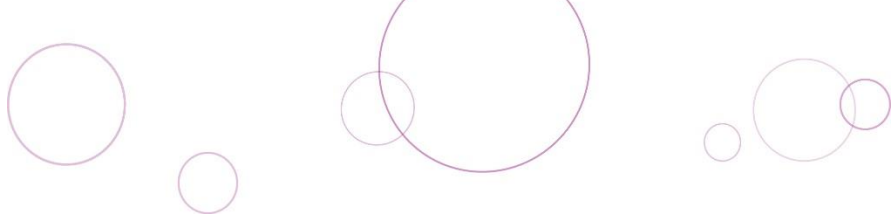
Overview

日本語 Japanese: Second Language			
Term 1	Term 2	Term 3	Term 4
Week 1–2 あいさつ Greetings	Week 1–3 きせつ Seasons	Week 1–3 <small>にほんしょく</small> 日本食 Japanese food	Week 1–3 がいしょく Ordering food
Week 3 とし Age	Week 4–6 <small>す</small> 好きなきせつ、 <small>す</small> 好きなばしょ Favourite seasons, favourite places	Week 4–6 たべものとのみもの Food and drink	Week 4–7 でまえ Take away
Week 4-7 <small>じょうび</small> たん生日 Birthday	Week 7 <small>はる き</small> 春が来た Spring has come	Week 6 - 8 <small>す</small> 好きなたべもの Favourite foods	Week 8 おむすびころりん The rolling riceball
Week 8 おねがい Please	Week 8 てるてるぼうず Teruteru bouzu		

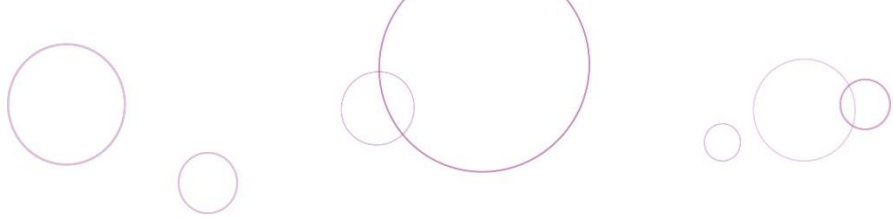


TERM 1

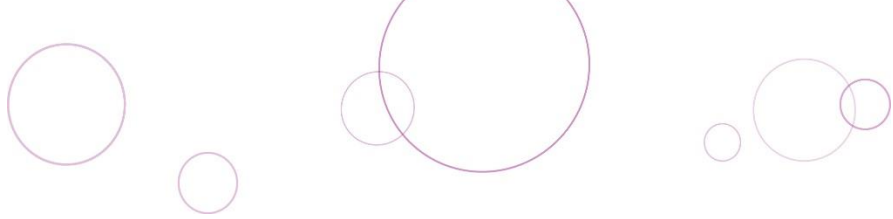
Weeks 1–8



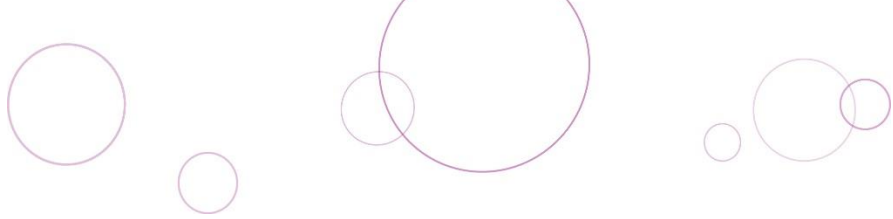
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 1</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にもだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>あいさつ</p> <p>Interact with the teacher and peers using structures and expressions to participate in routine exchanges.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • exchange appropriate greetings with teachers and peers • share information about greetings • explain and model how to give and receive a gift in a culturally appropriate manner • demonstrate and explain hand and body language or facial expressions • communicate numbers 1–20 and recognise 1–10 in <i>kanji</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Discuss with students how they greet each other in Australia and ask them what they know about how Japanese people greet each other. Create a KWL chart on butcher paper to display what students know, what they want to know and, finally, what they have learnt. • Play the audiovisual clip Japanese song-<i>Aisatsu no uta</i> あいさつのうた • YouTube – Japanese Greeting song https://www.youtube.com/watch?v=agDEhQFi3WA Ask students what they thought some of the greetings might mean, by observing the actions in the song. Make a list of the words and student observations. • Use a PowerPoint presentation to discuss greeting vocabulary with students. Clarify when each term is used throughout the day. See: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Introduction and Greetings http://japaneseteachingideas.weebly.com/introductions.html • Select and show students a PowerPoint: <ul style="list-style-type: none"> ▪ Japanese teaching Ideas – Introduction and Greetings



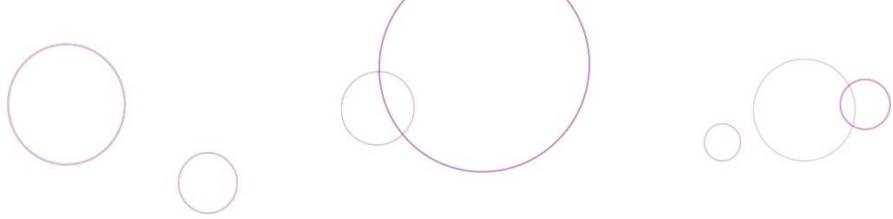
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response.</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be</p>		<p>http://japaneseteachingideas.weebly.com/introductions.html.</p> <ul style="list-style-type: none"> • Clarify to students how to say ‘My name is ...’ for a boy and ‘My name is ...’ for a girl. Have students practise aloud. • Play the greeting song in Japanese. <ul style="list-style-type: none"> ▪ Kids Music Time – Greeting Song in Japanese - Learn Japanese Greetings https://www.youtube.com/watch?v=LHDHfSDUaTQ. <p>When the music stops, students must stop and turn to the nearest person and introduce themselves, using the appropriate term.</p> <ul style="list-style-type: none"> • Show the following clip: <ul style="list-style-type: none"> ▪ <i>Nipponcat</i> Japanese Lessons – <i>ogenki desuka?</i> (Weekly Japanese phrases) https://youtu.be/BVIHmiXxiak. <p>Discuss with students the language used in the clip. Ask them to repeat the language after the teacher. Use laminated flashcards from Japanese Teaching Ideas.</p> <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Feelings http://japaneseteachingideas.weebly.com/feelings.html <p>Show the students each card. As you show the card, say the word and have students repeat aloud to practice</p>



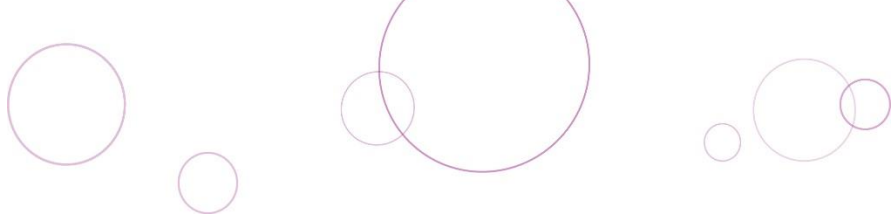
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Role of language and culture</p> <p>Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language</p> <p>Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language</p>		<p>pronunciation. Teach the question おげんきですか and demonstrate how to answer using feeling and emotion words.</p> <ul style="list-style-type: none"> Place emotion flashcards around the room and have students in pairs move from flashcard to flashcard. At each card one student asks the question おげんきですか and the other student responds as per the feeling on the flashcard in front of them. The pair then moves to the next card where they swap roles. Teach students the rules to play the game Face Off. Have students form two teams. The only students permitted to speak are the two students at the front of each row. The teacher shows a feeling or emotion flashcard to the two students at the front of the row. The student who yells out the meaning of the card the quickest and correctly remains in their team. The other student sits down and is out of the game. Keep going until one team is all out.



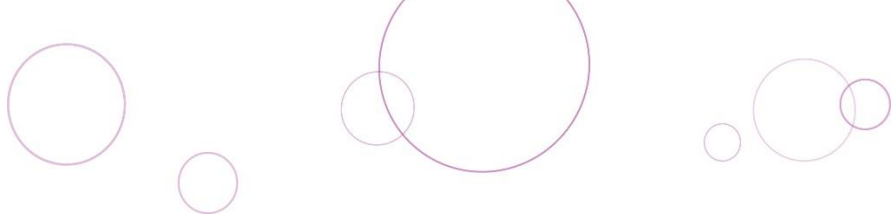
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<ul style="list-style-type: none"> • Show the following audiovisual clips about gift giving in Japan. <ul style="list-style-type: none"> ▪ Koi15 – Gift Giving in Japan https://www.youtube.com/watch?v=qCDlpQ4Zpg or ▪ Learn Japanese with JapanesePod1010.com – Learn Japanese Gestures and Body Language in 7 minutes https://www.youtube.com/watch?v=gboLbnAJsl0. <p>Provide students with the opportunity to discuss specific cultural differences they can identify between Australia and Japan with regard to gift giving, hand and body language.</p> <p>Explain to students that they will have 3–5 minutes, in a group of 3, to talk about what was similar and different. At the end of the time, bring the class back to a whole group. On the white board create a Venn diagram highlighting the similarities and differences.</p> <ul style="list-style-type: none"> • Revise numbers 1–20 by listening to the audiovisual clip: <ul style="list-style-type: none"> ▪ Genki-English – Learn Japanese Numbers 1 to 20 https://www.youtube.com/watch?v=D3won-7W3Js • Teach students Game 11. Have students stand in a circle. The first student can say up to three numbers in Japanese in the correct order. The next student must then say the correct number/numbers in order. If they



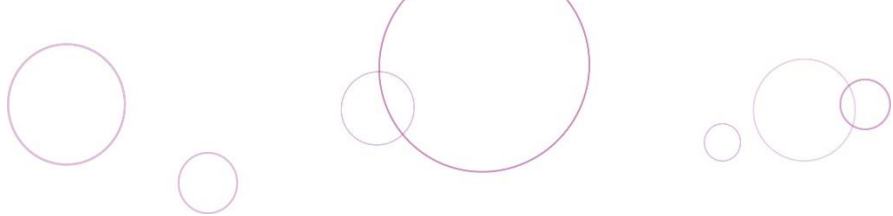
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
		<p>don't they are out and the game starts again from 一. This keeps going until a student says 十, the following student would be 十一, so they are out and sit down. The game restarts with the next person and continues until there is a winner. The number 十一 can be changed for any number up to 二十 but the pattern of only three numbers at a time remains.</p> <ul style="list-style-type: none"> • On the white board, demonstrate how to write the numbers 1–10 in <i>kanji</i>. Provide students with laminated puzzle pieces for <i>kanji</i> number match up. <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Counting http://japaneseteachingideas.weebly.com/counting.html. • Place students in pairs and ask them to match the corresponding <i>kanji</i> to the correct picture. • Provide students with activity sheets to complete from <i>Yonde Kaite</i> Japanese Workbook Primary Level 1, Writing Lesson 1: <i>Kanji</i> Numbers 1–10, pp. 35–36.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 2</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>あいさつ</p> <p>Interact with the teacher and peers using structures and expressions to participate in routine exchanges.</p> <p>Learning intentions</p> <p>Students</p> <ul style="list-style-type: none"> locate and recognise the 46 basic <i>hiragana</i> characters understand the sounds each character makes identify and read <i>hiragana</i> characters relating to greetings and emotion words locate specific points of information from a spoken text commence script writing of greeting words participate in language practice activities to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Revise greetings using the link: <ul style="list-style-type: none"> Wordwall – Quiz: Greeting My Animal Friends: Matching Greeting with hiragana https://wordwall.net/resource/18658490. Show students these audiovisual clips of both a traditional and a modern version of the song <i>Hiragana</i>. <ul style="list-style-type: none"> しまじろうチャンネル公式 YouTube, [名曲] ひらがなのうた♪【しまじろうチャンネル 公式】 https://www.youtube.com/watch?v=8IpHIUxhdaI MissHanake – The <i>Hiragana</i> Song ★ ひらがなのうた https://www.youtube.com/watch?v=Njvulx5N_qE. <p>Use each clip as an opportunity to revise the characters.</p> Provide students with flashcards to practise <i>Hiragana</i> recognition from one of the following links: <ul style="list-style-type: none"> Idea Books 1–5 – Hiragana Charts and Flash Cards http://www.hirokoliston.com/kyozai/index.php/hiragana-charts-flash-cards/ Japanese Joy – <i>Hiragana</i> http://www.japanesejoy.com/hiragana/.



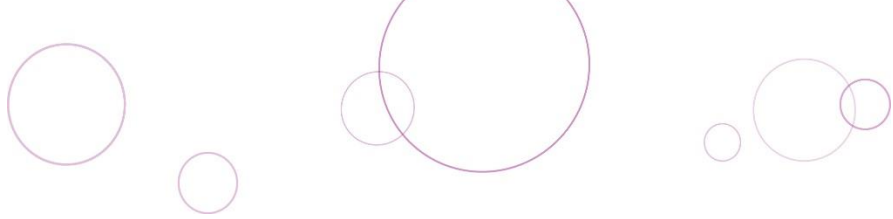
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing</p>		<ul style="list-style-type: none"> • Using flashcards, play the game Stomp with the class. Place students in two teams and randomly place flashcards on the floor or outside on the grass. Call out a <i>hiragana</i> character. The students at the front of the line/team race to be the first to put their foot on the correct character. If correct, that team collects the card/point. The next two students step up and the game continues until all cards are collected. Have a prize for the winning team. • Print out on A3 paper the <i>Pikachu</i> story, available online or in book form. <ul style="list-style-type: none"> ▪ Japanese Joy – eBooks and <i>Kamishibai</i> http://www.japanesejoy.com/ebooks/ ▪ 「ゆうきとさくら」 Book 2 あいさつ, written by Margaret Clancy, illustrated by Kerry A Joordinson. • Read aloud the story to the students and ask them to indicate, by raising their hand, when they hear a word they recognise; for example わたしのなまえは、こんにちは。 • Provide students with resources for a craft activity to practise the formation of <i>hiragana</i> characters. Use materials such as, modelling clay, pipecleaners or cold spaghetti and <i>hiragana</i> tracing mats from:



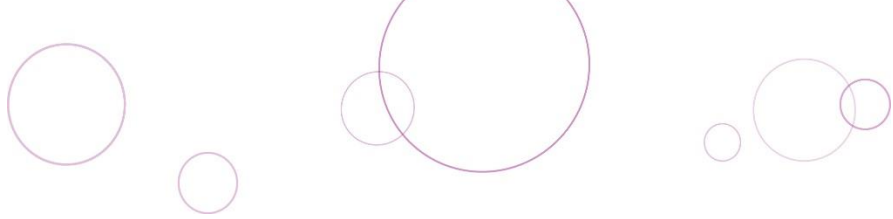
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>downwards, or waving a hand in front of the face to signal a negative response</p> <p>Understanding</p> <p>Systems of language</p> <p>Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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</p>		<ul style="list-style-type: none"> ▪ emopri https://emopri.com/blog/tag/hiragana/ Students have 3 minutes to create the characters on the A3 sized mat. After 3 minutes they move to another mat and start the activity again. • Provide each student with an activity sheet to practise writing <i>hiragana</i> script from <i>Yonde Kaite Japanese Workbook Primary Level 2, Language Lesson 3 pp. 9 and Extension Lesson 3 pp 10.</i> • Explain the game Exit to students. The teacher writes a greeting or feeling/emotion word on the board in <i>hiragana</i>. One student raises their hand to act out the meaning, using hand actions or gestures only. If they get it correct they line up at the door ready to exit the class. Alternatively, the teacher acts out the greeting or feeling and the students must put up their hand and call out the meaning in Japanese. <ul style="list-style-type: none"> ▪ Revise feelings and emotions vocabulary by completing the Quizlet –Ocean, Ocean, How Are You? https://quizlet.com/au/604723164/ocean-ocean-how-are-you-flash-cards/



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 3</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>とし</p> <p>Students interact with each other sharing personal information, such as age and birthdays.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and communicate <i>kanji</i> numbers 1–20 and increase to 99. • interact and exchange information with peers and teacher about age • share information about their birthdays • participate in language practice activities to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Play the audiovisual clip to revise numbers 1–20: <ul style="list-style-type: none"> ▪ Genki-English – Learn Japanese Numbers 1 to 20 http://www.youtube.com/watch?v=D3won-7W3Js&feature=related. • Provide students with activity sheets from <i>Yonde Kaite</i> Japanese Workbook Primary Level 2, Writing Lesson 2: <i>Kanji</i> Numbers 1–20, pp. 8. • Play the following song to introduce students to the term <i>さい</i>. Ask students to sing along with the song. <ul style="list-style-type: none"> ▪ Sonoko’s NIHONGO – Just listen!! Counting from 1 to 100★Japanese numbers are easy!! き 聞くだけ！ひたすら 1 から 100 まで数える★ 日本語の^{すうじ}数字は^{かんたん}簡単 https://www.youtube.com/watch?v=0FUT-VozV-o. • Show the PowerPoint: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – AGE http://japaneseteachingideas.weebly.com/age.html. Ask student to identify the question and answer word pattern. Complete the PowerPoint and have students answer questions at the end of the slideshow. • Show the audiovisual clip:



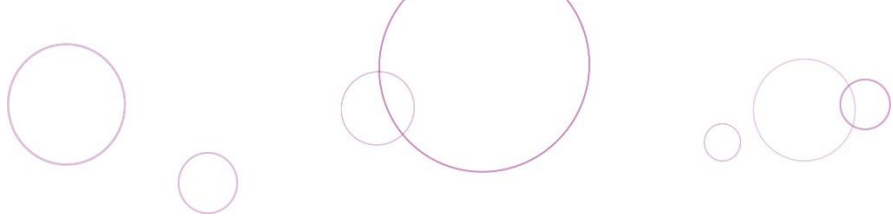
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p>		<ul style="list-style-type: none"> ▪ Japanese smiles – Talk about Age in Japanese Counting age (歳) from 1 to 100 years old, and How to ask age in Japanese https://youtu.be/z_rlQtOZZRE. • Provide students with worksheets from the site: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas– Japanese Teaching Topic – AGE http://Japaneseteachingideas.weebly.com/age.html. Model how to ask and respond to questions about age; for example, アヴァさんは何さいですか。わたしは八さいです。 Have students walk around the classroom and interview each other using the worksheet questions about their age. Students then record the information. • Read to the students the book 「ゆうきとさくら」 Book 3 ねんれいとなまえ, by Margaret Clancy and illustrated by Kerry A. Joordinson. Provide students with an adapted worksheet fom Project Zero. <ul style="list-style-type: none"> ▪ Harvard Graduate School of Education, Project Zero – Thinking routine See, Think, Wonder http://pz.harvard.edu/resources/see-think-wonder. As students listen to the story, ask them to indicate by raising their hand when they hear a word, phrase or sentence they recognise; for example 何さいですか



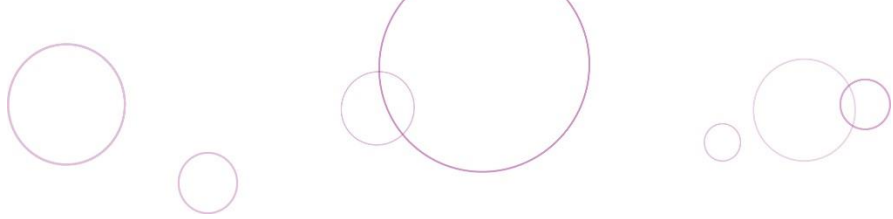
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<p>/(name) は ^{きゅう} 九 さいです。 Students record any words, phrases, or sentences they hear rather than see in the See column when the teacher reads the book aloud; for example,</p> <p>ぼくのなまえはだいすけです。</p> <p>^{なん} 何 さいですか</p> <p>^{きゅう} 九 さいです。</p> <p>At the end of the story students write in the Think column what they thought they heard, and in the Wonder column they write what was actually said.</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• using verbs in ます and negative form ません• describing actions using verb ます form, for example, すし を たべます• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です• understanding time words associated with days of the week, months of the year and seasons• beginning to use general counters in Japanese, for example, ひとつ、ふたつ• 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。		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 4</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and</p>	<p>たん^{じょうび}生日</p> <p>Students interact with each other to talk about personal information, such as age and birthdays.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and communicate the months of the year • interact and exchange information with peers and teachers about birth months • collect and share information about personal birthdays and that of family and friends • participate in language practice activities to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to listen to the song: <ul style="list-style-type: none"> ▪ GenkiJapan – Learn Japanese: Months of the year in Japanese https://www.youtube.com/watch?v=1vapY3xQbPE. Give students time to discuss their observations; for example, repetition of が^{がつ}. • Ask students to form a circle to play the game Pass the Ball/Bean Bag vocabulary and to practise saying months of the year in Japanese. Start the game by giving the ball/beanbag to a student. This student says the word for the first month of the year. If correct, all students repeat the word of the month. If the student gets it correct, the game continues around the circle until every student has had a go saying the months in the correct order. • Place students in pairs and provide each pair with 12 small paper plates or circles to make a caterpillar representing the 12 months of the year. In each circle, ask students to write the <i>kanji</i> for each month, starting with January in the first circle and finishing with December 一^{いち}月 to 十二^{じゅうに}月.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>digital texts, related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting</p>		<ul style="list-style-type: none"> • Read the book ゆうきとさくら Series 2 Book 1 おたん^{じょうび} 生日おめでとう by Margaret Clancy, and illustrated by Kerry A Joordinson. Ask students to recall names of family members and ages of characters in the story. Ask students to indicate any language patterns they notice throughout the book; for example, なん^{なん} さい^{さい} ですか。 /おたん^{じょうび} 生日はいつですか。 /十^{じゅう} さい^{さい} です。 /おたん^{じょうび} 生日は六月^{ろくがつ} です。 • Encourage students to listen for language patterns they may not be familiar with but hear throughout the book to stimulate further discussion; for example, じてん^{じてん} しゃ^{しゃ} が^が ほ^ほ しい^{しい} です。 /ゲ-ム^{ゲーム} が^が ほ^ほ しい^{しい} です。 /よう^{よう} ふ^ふ く^く が^が だい^{だい} す^す き^き です。 /十^{じゅう} 七^{しち} 日^{にち} です。 • Review the PowerPoint: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – Dates & Birthdays http://japaneseteachingideas.weebly.com/birthdays.html. • Teach students how to ask and respond to the question, おたん^{じょうび} 生日は何^{なん} 月^{がつ} ですか。 Ask them to find a partner, and practise the question orally and



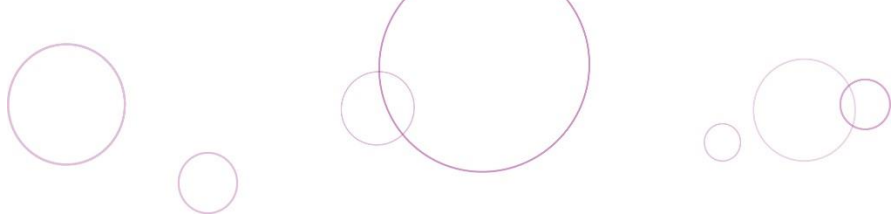
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of</p>		<p>respond with an appropriate answer; for example, ^{しちがつ}七月です。</p> <ul style="list-style-type: none"> • Provide students with activity sheets from <i>Yonde Kaite</i> Japanese Workbook Primary Level 4, Language Lesson 8: Months of the Year, pp.19. • Support students to practise the new vocabulary using the worksheet: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – Dates & Birthdays, Otanjyoubi Find A Friend worksheet http://japaneseteachingideas.weebly.com/birthday.html. <p>Provide students with the worksheet and have them mingle around the class asking each other the question ^{じょうび なんがつ}おたん 生日は何月ですか. Have students respond with the month of their birthday; for example, ^{しがつ}四月です。 The student asking the question records this on their sheet. Students can only write one name per month, and the first student to get to 12 months is the winner. The winner must then tell the class who has a birthday in each month.</p> <ul style="list-style-type: none"> • Model how to share information about the birthdays of friends and family members; for example, ^{せんせいの}せんせいの



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>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 ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • seeking information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か, 		<p>たん^{じょうび} 生^{しちがつ} 日^はは七月です。おかあさんのたん^{じょうび} 生^{さん} 日^がは三月です。</p>



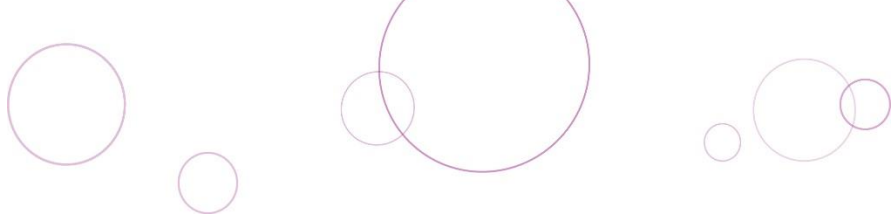
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>for example, なに が すき です か。 ; なんさい ですか。</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 5</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>たん^{じょうび}生日</p> <p>Students interact with each other using personal information, such as age and birthdays.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • identify and communicate days of the week • recognise and write the <i>kanji</i> for the days of the week • use <i>hiragana</i> to write the days of the week • identify and use time to convey an event start and finish time • recognise that じ is associated with time • interact with each other to ask and respond to time questions • write time using <i>hiragana</i> and <i>kanji</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Introduce days of the week to students by listening to a variety of songs. <ul style="list-style-type: none"> ▪ FunNihongo – Learn Japanese Days of the Week – Days of the Week Song いっしゅかんのうた https://www.youtube.com/watch?v=qnhdSI0jYSk ▪ Celebrate Learning – Days of the week rap https://www.youtube.com/watch?v=NMcvkn1_h0 ▪ Let’s Learn Japanese! Days Of The Week (～^{ようび}曜日) https://www.youtube.com/watch?v=9Cfbeo7BeiE <p>Encourage students to discuss what they have heard. Ask: which of the songs was most informative and why? Discuss observation of what each day represented.</p> <ul style="list-style-type: none"> • Create a mini book for the days of the week. Provide each student with an A3 sheet of white paper. Demonstrate how make a mini book. See: <ul style="list-style-type: none"> ▪ Simple and Easy Projects – How to Make a Quick and Easy 8 Page Mini-Book From One Piece of Paper https://www.youtube.com/watch?v=21qi9ZcQVto&list=RDCMUCCPMpuiC645ddl2wSFRc_1g&index=1.



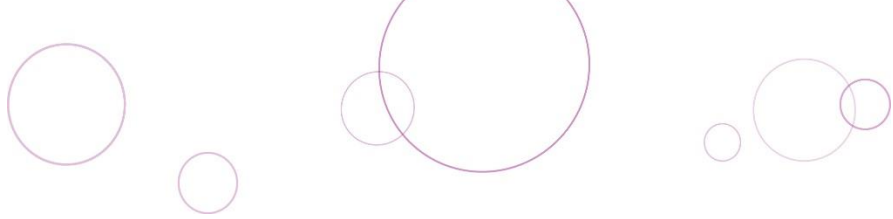
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p>		<p>Have students title the book 「何^{なん}よう日^びですか」. On the first page, have students write the <i>kanji</i> 日, and underneath the <i>kanji</i> write にち and its meaning ‘sun’. Continue this for everyday of the week. For example, 月^{げつ}/moon, 火^か/fire 水^{すい}/water 木^{もく}/tree 金^{きん}/gold and 土^ど/soil. Have students draw pictures to represent <i>kanji</i> and the element they represent.</p> <ul style="list-style-type: none"> • Provide students with activity sheets from <i>Yonde Kaite Japanese Workbook Primary Level 2, Extension Lesson 5: The Days of the Week</i>, pp.14. • Introduce time words associated with days of the week – きょう, あした and きのう. Use the song: <ul style="list-style-type: none"> ▪ Nami Ohara – Rap Yesterday Today Tomorrow https://www.youtube.com/watch?app=desktop&v=wu8Ajrmla8g. <p>Have students practise saying the days of the week as a choral activity. Place students in a circle with one student saying the day of the week and the others echo the word. The next student calls out the name of the next day and the group echos the name. This continues until everyone has had a chance to call out a day of the week.</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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"> • Introduce the question ^{なん}何よう^び日ですか。 Have students turn to the person on their left and ask the question ^{なん}何よう^び日ですか。 The students on their left respond with a day, for example ^{すい}水よう^び日です。 Continue this activity for a few minutes. • Revise <i>kanji</i> numbers ^{いち}一 to ^{じゅうに}十二 by using flashcards. • Play number Bingo, supplying students with a 4 x 4 grid. Have the students write in <i>Kanji</i> numbers from 1 to 12 (they will need to double up on 3 numbers and have one square as a star [bonus]). Call out numbers in Japanese and have students cross off numbers in their grid until someone wins with four numbers in a row. • Show the PowerPoint: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – TIME, いま、^{なんじ}何時ですか <p>http://japaneseteachingideas.weebly.com/time.html.</p> <p>Supply students with this worksheet, copied on to card:</p> <ul style="list-style-type: none"> ▪ KF Studio – tokei01 <p>https://www.kfstudio.net/kidsstudy/tokei01/.</p> <p>Provide students with a split pin to place/pin the clock hands onto the clock face. Place students in pairs and provide this additional worksheet:</p>



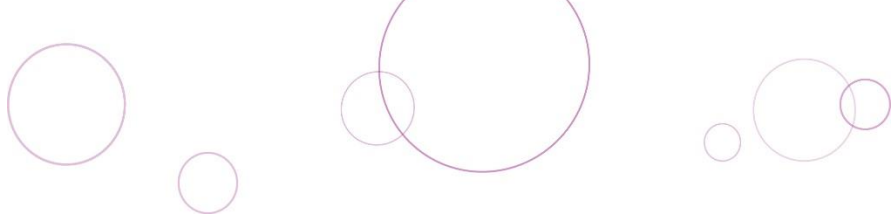
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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。 		<ul style="list-style-type: none"> ▪ KF Studio – tokei02 http://www.kfstudio.net/kidsstudy/tokei02/. • One student indicates a time period on the clock face and have their partner draws that time period onto the second worksheet. Then they write the time in <i>kanji</i> underneath the clock face they have drawn. • Model how to ask and respond to the question 何時^{なんじ} ですか。 / 三時^{さんじ}です。 • Using the clock face, have students practise in pairs moving the clock hands to a particular time and then asking their partner the question 何時^{なんじ} ですか。 • Provide students with activity sheets from <i>Yonde Kaite Japanese Workbook Primary Level 3, Language Lesson 13: Telling the time, pp.29.</i> • Play the game <i>What’s the time Mr Wolf?</i> with students. When students yell out 何時^{なんじ} ですか。 the teacher responds with a time; for example, 五時^{ごじ} です。 Students take five steps forward. As the students get closer and continue to call out 何時^{なんじ} ですか, the teacher can respond with ばんごはんです, at which time the students run back to the start and the teacher tries to catch them.



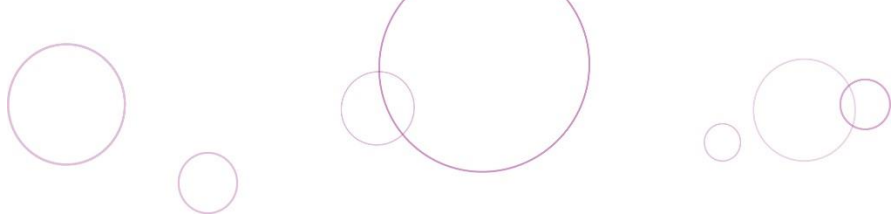
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



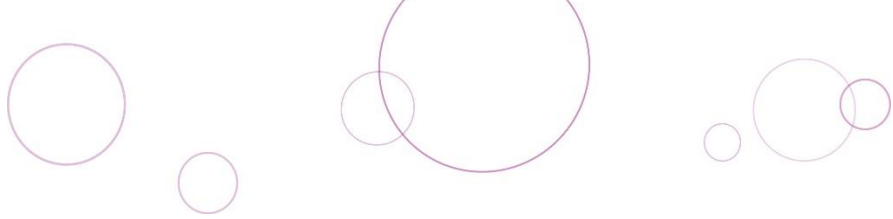
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 6</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>たん^{じょうび}生日</p> <p>Learning intentions</p> <p>Students interact with each other sharing personal information, such as age and birthdays.</p> <p>Students:</p> <ul style="list-style-type: none"> • recognise and are able to convey time • recognise and write the <i>kanji</i> for the days of the week, months of the year and dates • participate in language practice activities to reinforce language acquisition • recognise that there is a set word order to certain sentences. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Review telling the time with students by drawing a clock face on the board or by using the interactive clock face: <ul style="list-style-type: none"> ▪ Helping with Math – Clock Face Generator https://helpingwithmath.com/generators/3md1-clock-face-generator01/. • Have a student draw a time on the clock and have another student tell that time in Japanese. If they get it correct, they draw the next time. Alternatively, have one student draw the hands on the clock face and have another tell the time in Japanese. • Introduce dates to students, using the audiovisual: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – DATES & BIRTHDAYS http://japaneseteachingideas.weebly.com/birthdays.html. • Explain to students that dates are written in <i>kanji</i>, although the pronunciation is different. • Provide students with practice listening to dates read out in Japanese. <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – DATES & BIRTHDAYS



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべもの は なん ですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the</p>		<p>http://japaneseteachingideas.weebly.com/birthday_s.html.</p> <ul style="list-style-type: none"> • Show a sample sentence on the whiteboard to teach Japanese sentence order; for example, きょうは <small>ろくがつなのか</small> 六月七日です。 <small>すい</small> 水よう日です。 • Have students compare Japanese sentence word order to English and the use of は to indicate the topic. • Complete pages 13 & 14 from the <i>Yonde Kaite</i>: Japanese workbook. Primary Level 2. • Place students in pairs. Provide each pair with a set of jumbled sentences. Students work together to rearrange the words to make a correct sentence. Set a challenge for students; for example, <small>むいか</small> でした / <small>ろくがつ</small> 六月 / <small>か</small> 火よう日 / <small>び</small> きのう / <small>ろくがつ</small> は / 六月 / でした。 <p>Summative assessment</p> <p>Formal assessment using the task:</p> <ul style="list-style-type: none"> • いしゅうかん isshuukan (1 week) https://k10outline.scsa.wa.edu.au/home/pre-primary-to-year-6/year-3.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be</p>		



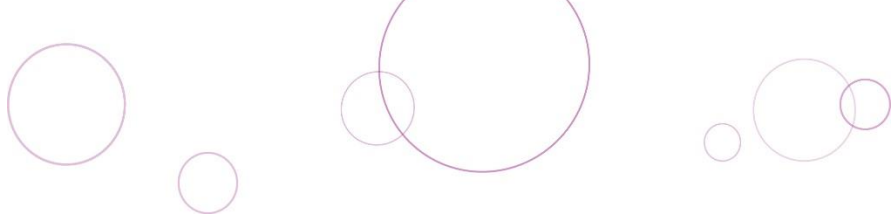
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i>• describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i>• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in		



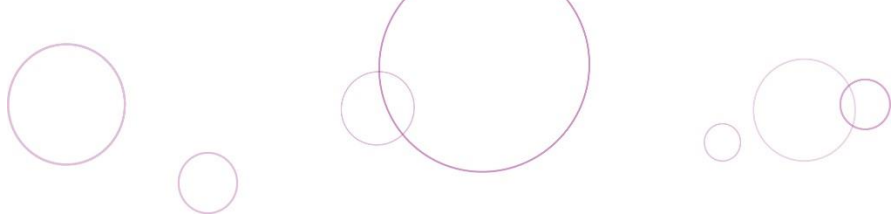
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>formulaic expressions, for example, noun が すき です</p> <ul style="list-style-type: none"> • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Language variation and change Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning</p> <p>Role of language and culture Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language</p> <p>Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 7</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土曜日にともだちとうみにいきます; たん生日にケーキをたべます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements.</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>たん生日^{じょうび}</p> <p>Students discuss birthday party food and drink, their likes and dislikes, and collaborate with others to write song lyrics.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • discuss what foods are served at a birthday party • ask and respond to questions about what food they like and dislike • engage and collaborate with peers to write the lyrics of a song about strange foods they like • locate and interpret information from spoken texts about what food others like and dislike • participate in language practice activities to reinforce language acquisition. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Introduce the vocabulary 好き/きらい/まずい using the songs: <ul style="list-style-type: none"> ▪ Super Simple – ブロッコリーアイスクリームはすき Do You Like Broccoli Ice Cream? https://www.youtube.com/watch?v=rgC7fyTx1nl ▪ Super Simple Songs – Do You Like Pickle Pudding? ピクルスプリンはすき? こどものうた https://www.youtube.com/watch?v=Mfb--R1fhtQ. <p>Encourage students to discuss what they heard and saw. In groups of three, have students create lyrics for their own song, using the same tune and replacing the foods with new food items. Ask each group to present their song to the class.</p> <ul style="list-style-type: none"> • Use an audiovisual or PowerPoint to introduce how to say what food you like and don't like; for example, (food) が好きです。 (food) がきらいです and the question (food) が好きですか。 ▪ Japanese Teaching Ideas – Japanese Grammar – SUKI and ICHIBAN SUKI http://japaneseteachingideas.weebly.com/suki.html



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Demonstrate and explain elements of non-verbal Japanese communication that require interpretation for non-Japanese speakers, such as hand gestures, eye contact and counting systems</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p>		<ul style="list-style-type: none"> • Use a Venn diagram on the whiteboard to brainstorm with the class what foods are eaten at a birthday party in Australia and what might be eaten at a party in Japan. • Provide students with a sheet of paper. Instruct them to write three sentences asking the question 'Do you like a particular food?' For example: すしが好きですか。チョコレートが好きですか。 ホットドッグが好きですか。 • Ask a student volunteer to help model how to ask a question and record the answer; for example, <i>Sensei:</i> すみません。トムさん、すしが好きですか。 Tom: はい、すしが好きです。 • Students then move around the room, stopping when the <i>Sensei</i> calls out とまって. Students then ask the student closest to them one of the questions from their paper and record that student's response; for example, Tom すしが好きです。 Continue until all students have answers to their three questions. • Discuss locations for birthday parties. List on the board the most common places. Explicitly teach students the names of these places; for example 海^{うみ}/いえ/こうえん



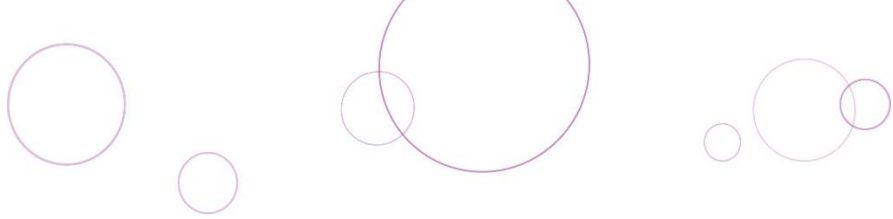
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> • understanding the rules of Japanese word order (subject+object+verb), 		<p>/プール/えいがかん. Remind students about Japanese word order, including where to place particles or adverbs to subject-verb-object word order; for example, <i>すいえいをします</i>。</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です</p> <ul style="list-style-type: none"> • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		



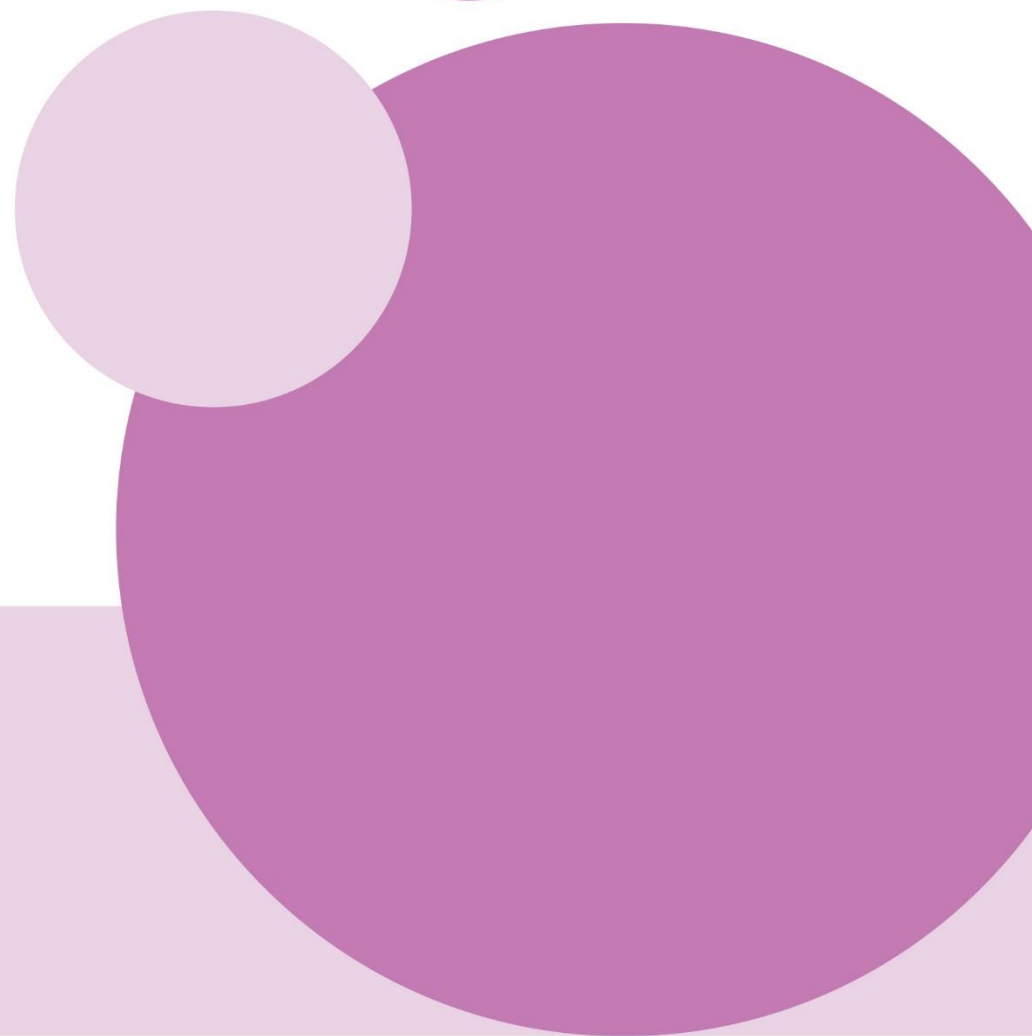
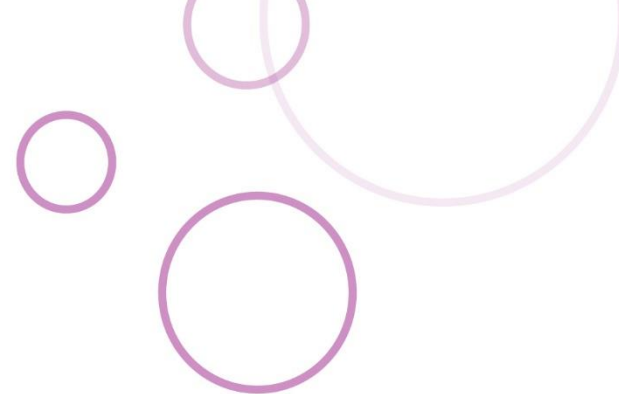
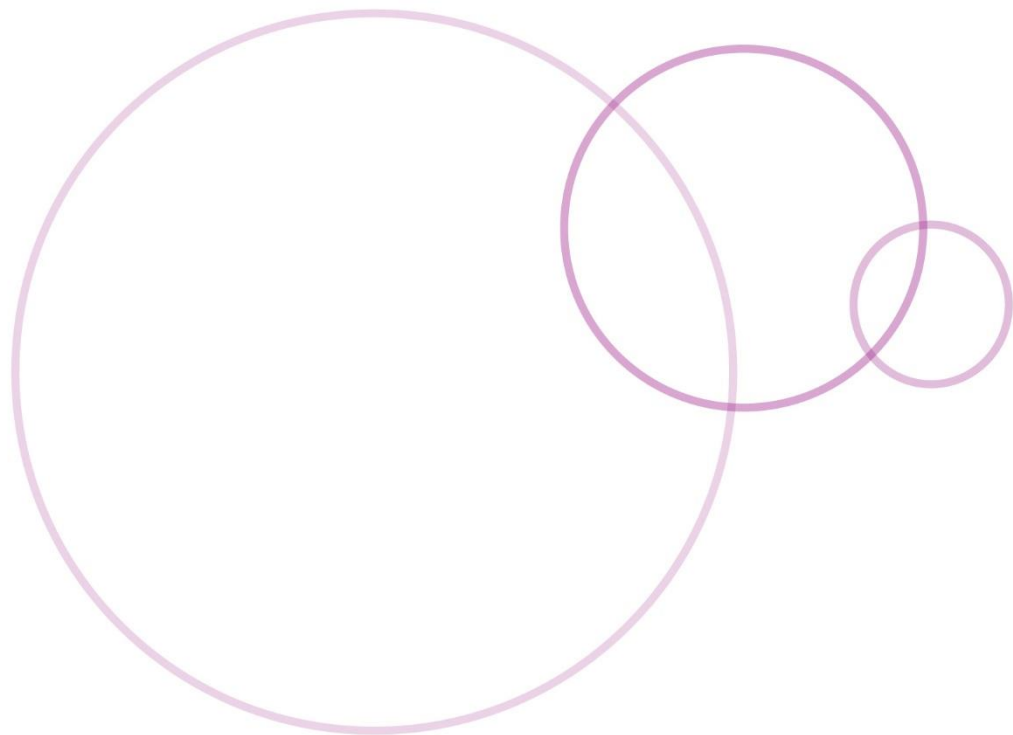
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 8</p> <p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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</p>	<p>おねがい</p> <p>Students share information about home routines and leisure activities.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use bilingual print and/or online dictionaries to build a list of places for leisure activities • use formulaic expressions for giving instructions or seeking permission; for example, みてください。トイレにいてもいいですか。 • locate and interpret information from texts about free time and leisure • express likes, dislikes and preferences • participate in language games to reinforce language acquisition • rearrange words in jumbled sentences to make grammatically correct sentences • write/compose a rap song or rhyme stating likes, dislikes and preferences, and justifying their choices. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Brainstorm with students a list of places where they participate in leisure activities. Write these on the whiteboard and have them copy the list into their workbook. Provide students with access to an online bilingual dictionary to look up the places in Japanese and then copy them into their workbook (<i>Japanese Vocabulary Notebook 2</i>, List 68). <ul style="list-style-type: none"> ▪ JISHO – dictionary www.jisho.org • Provide students with access to language practice activities to revise vocabulary for places, such as <ul style="list-style-type: none"> ▪ Japan Foundation – Develop Vocabulary, In Town and Japanese School https://www.erin.jpf.go.jp/en/lesson/05/vocabulary/. ▪ Japanese Teaching Ideas – Japanese Teaching Topic – Directions, Places Around Town, Ikimasu http://japaneseteachingideas.weebly.com/directions.html. • Introduce <i>te</i> form ください and <i>te</i> form てもいいですか to students; for example, たべてください、よんでもいいです、きいてください to practise matching the English adverb to its Japanese equivalent.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を /と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • seeking information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か, 		<ul style="list-style-type: none"> • Instruct students to make a set of cards to play Memory using the sentence pattern <i>te form</i> ください and <i>te form</i> てもいいですか. Place students in groups of four to play the game: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese grammar worksheets – CONJUGATING VERBS http://japaneseteachingideas.weebly.com/verb-conjugations.html. • Teach Japanese sentence order. Show a sample sentence on the whiteboard (IWB); for example, 日よう日に本をよんでください. Have students compare Japanese sentence word order to English and discuss particle usage. Provide students with a list of jumbled sentences and ask them to order the sentences correctly; for example, としよかんにいってもいいですか. • Provide students with strips of paper/mini whiteboards to write their own sentences, using the sentence pattern time/day に verb (te form) + ください / てもいいです. Ask students to read their sentence to a partner.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>for example, なに が すき ですか。 ; なんさい ですか。</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		<ul style="list-style-type: none"> • Brainstorm with students words and phrases for likes, dislikes and expressing preferences; for example, とくいです、じょうずです、好きです。 • Ask students to listen to the song <i>Kibishii sensei</i>, then in groups of four sing the song in a round. The song can be accessed at: <ul style="list-style-type: none"> ▪ Lanaguges Online – Support Resources, Topic 1, song Lyrics (romaji) https://www.education.vic.gov.au/languagesonline/japanese/resources.htm. • Arrange students in pairs to create a call and response rap song or rhyme about likes and dislikes. Provide students with opportunities to script and rehearse the song, and then present it to their class and to Year 4 students (Formative assessment).

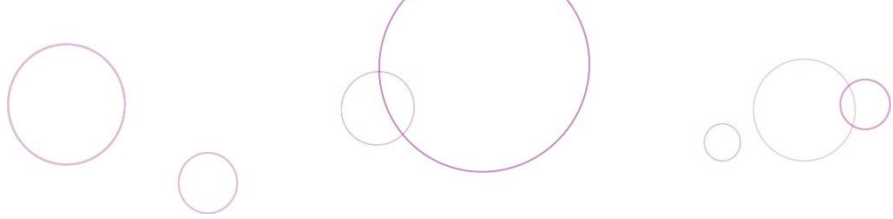


TERM 2

Weeks 1–8



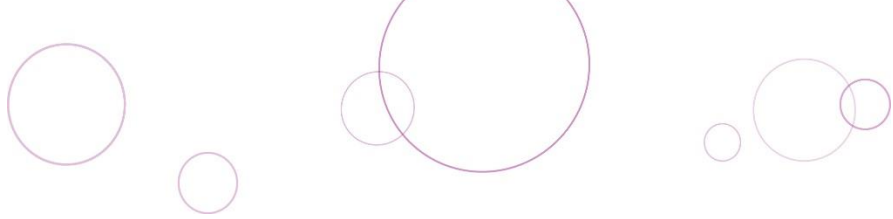
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 1</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土曜日にともだちとうみにいきます;たん生日にケーキをたべます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements.</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>きせつ</p> <p>Students describe and compare the seasons in Japan and Australia.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> identify the four <i>kanji</i> for seasons in written texts describe the seasons in Japan read short texts and locate information about the seasons identify when the seasons occur in Japan and how the seasons differ from those in Australia write the four <i>kanji</i> for seasons use <i>hiragana</i> to write about the seasons participate in language games to reinforce learning. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Introduce the <i>kanji</i> for the four seasons 春、秋、夏、冬. Print <i>Kanji</i> flashcards from the website: <ul style="list-style-type: none"> Happy Lilac https://happyilac.net/mu1903021933.html Show the audiovisual clip: <ul style="list-style-type: none"> Tamika Jimbo – Beautiful seasons of Japan https://www.youtube.com/watch?v=C87fVJr62gA <p>Students discuss how the seasons are the same and how they are different from Australia, and why this is the case.</p> <ul style="list-style-type: none"> Teaching Resource – Kanji Months and Seasons of the Year Poster https://www.teachstarter.com/au/teaching-resource/kanji-months-and-seasons-of-the-year-poster/ Provide students with a set of picture cards of the seasons and the <i>kanji</i> for the seasons. In pairs, ask students to match pictures of the seasons to the correct <i>kanji</i> by playing games, such as Memory and/or Snap. <ul style="list-style-type: none"> Japan Foundation – Kanji Cards (by topics) https://jpf.org.au/classroom-resources/flash-



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p>		<p>cards/kanji-cards-for-secondary-students/topics/#seasons</p> <ul style="list-style-type: none"> Ask students to use the set of cards to talk about the seasons; for example, 夏はいつですか。夏は十二月から二月までです。夏が好きですか。はい、好きです。 / いいえ、好きじゃないです。 Provide students with activity sheets with pictures of the seasons and ask them to read and write the <i>kanji/hiragana</i> for the season next to the corresponding image of that season. Use a <i>hiragana</i> chart to assist with reading and writing each word. Ask students to copy and trace the <i>kanji</i> characters for the seasons. <ul style="list-style-type: none"> Happy Lilac https://happylilac.net/sy-kanzi21.html



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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"> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です。 • understanding time words associated with days of the week, months of the year and seasons • 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。 		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Role of language and culture Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 2</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>きせつ</p> <p>Students talk about the seasons in Japan and Australia.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • compare the seasons in Japan and Australia • read short texts and locate information about the seasons • identify when the seasons occur in Japan and in Australia • identify the four <i>kanji</i> for seasons in written texts • write the four <i>kanji</i> for seasons • use <i>hiragana/kanji</i> to write about the seasons. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show the audiovisual clip: <ul style="list-style-type: none"> ▪ melonpan88 – 4 Seasons of Japan https://www.youtube.com/watch?v=L57zYGzP82Y <p>Provide students with a concept map template or comparison chart template to compare the seasons in Japan and Australia.</p> <ul style="list-style-type: none"> ▪ Education World – Venn Diagrams and Graphic chart Templates, Concept map template https://www.educationworld.com/tools_and_templates/graphic-organizer-templates • Provide students with a <i>manga</i> and an advertisement and ask them to view the texts and locate the seasons. Resources can be accessed here: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/topics.html • Assist students to develop a set of cards with the seasons written in <i>kanji</i> and corresponding cards written in English. Alternatively, teachers could ask students to make a set of online <i>kanji</i> flashcards using one of the websites listed below: <ul style="list-style-type: none"> ▪ Quizlet – https://quizlet.com/features/flashcards ▪ ClassTools – https://classtools.net/ ▪ Canva – https://www.canva.com/create/



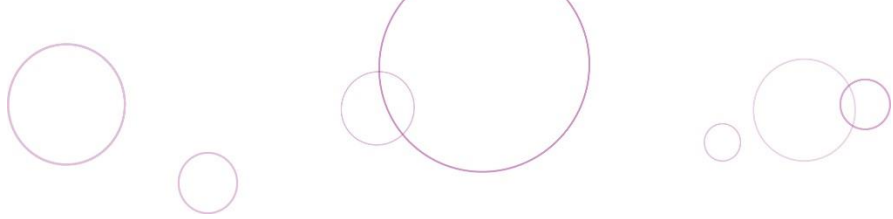
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p>		<ul style="list-style-type: none"> • Provide students with worksheets from the book Copy, Cut and do Ready to go Japanese language and cultural games, crafts and activities by Karan Chandler (2006). • Provide students with a seasons poster: <ul style="list-style-type: none"> ▪ Happy Lilac https://happylilac.net/sk1804251226.html Ask students to work in pairs to practise pronouncing the <i>hiragana</i> vocabulary on the poster; for example, もも、こいのぼり、もみじ、はねつき. Discuss activities, food and events that take place in each season and why they are culturally significant. • Ask students to draw a table in their workbook and copy new English and <i>hiragana</i> vocabulary from the seasons poster. • Provide students with a sample dialogue to discuss the seasons poster; for example, (item/food) が好きですか。はい、(item/food) が好きです。いいえ、(item/food) が好きじゃないです。(item/food) をたべますか。はい、(item/food) をたべます。いいえ、(item/food) をたべません。



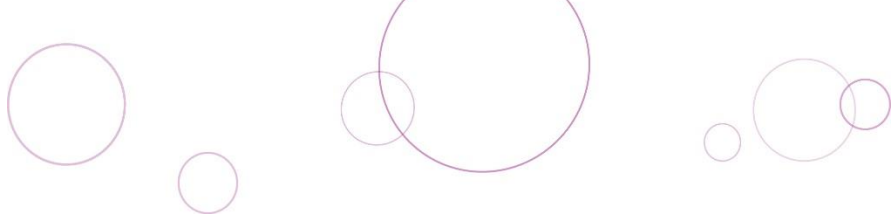
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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">• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です。		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• understanding time words associated with days of the week, months of the year and seasons• 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。 <p>Role of language and culture Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



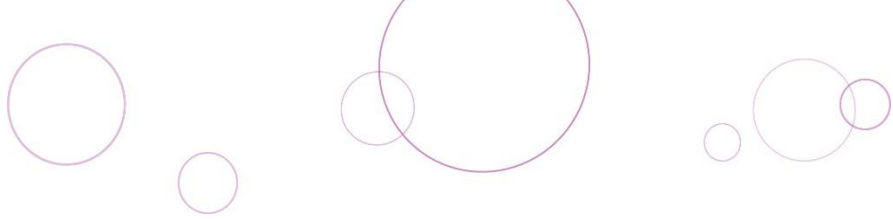
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 3</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/ 食べません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>きせつ</p> <p>Students interact to exchange information about seasons and weather.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • use <i>hiragana</i> to write about the seasons • describe the seasons in Japan • read short texts and locate information about the seasons • identify when the seasons occur in Japan and in Australia • identify the seasons and weather vocabulary in written texts • write the <i>kanji</i> for seasons • participate in a role play about the weather. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Introduce key vocabulary by watching the audiovisual clip: <ul style="list-style-type: none"> ▪ bluenetworx – Japanese Weather Lesson https://www.youtube.com/watch?v=dh7L-rYo-0 <p>As students view the clip, ask them to write the new vocabulary in their workbook.</p> <ul style="list-style-type: none"> • Introduce adjectives to describe the seasons; for example, it is hot, cold, beautiful, 夏はあついです。冬はさむいです。あたたかいです。すずしいです。 • Practise with students how to ask and respond to questions about the seasons; for example, 夏はどうですか。夏が好きですか。 • Ask students to view a weather map, such as: <ul style="list-style-type: none"> ▪ WN ウェザーニュース https://weathernews.jp/s/topics/202108/090015/ ▪ Happy Lilac – weather templates https://print-kids.net/print/other/tenki-kion-fukusou/ <p>Practise weather dialogues. For example, 冬はさむいですね。15日はどうですか。れいどは? きょうはさむいですね。(place/city) はあつい</p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なんですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the</p>		<p>ですか。(place/city) のてんきは とうですか。 (place/city) のてんきは (adjective) です。 Sample weather dialogues can be located at :</p> <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – Weather & Seasons http://japaneseteachingideas.weebly.com/weather.html • Provide opportunities for students to write short responses in <i>hiragana</i> to describe the seasons; for example; あついです。 さむいです。 Access flashcards and weather worksheets from: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – Weather & Seasons http://japaneseteachingideas.weebly.com/weather.html • Place students in pairs to participate in a weather report role play activity. <ul style="list-style-type: none"> ▪ Japan Foundation – Role Play: Weather Reports https://jpf.org.au/classroom-resources/resources/role-play-weather-reports/ • Ask students to write the <i>kanji</i> for each of the seasons using calligraphy brushes, and then draw pictures to illustrate each of the seasons.



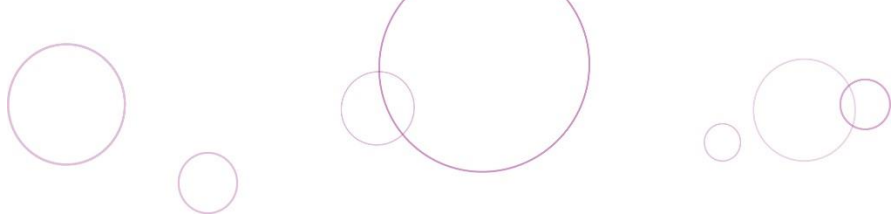
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Understanding</p> <p>Systems of language Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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</p>		<p>Formative Assessment</p> <p>Anecdotal assessment using checklist and notes, indicating how students:</p> <ul style="list-style-type: none"> • are able to write the <i>kanji</i> for the four seasons • use adjectives to describe the seasons • ask and respond to questions about the seasons • use <i>hiragana</i> to write short responses to describe the seasons. <p>Summative Assessment</p> <ul style="list-style-type: none"> • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ きせつ！ (Seasons!) Appendix B • Formal assessment using the following activity: <ul style="list-style-type: none"> ▪ Write a seasons mini book; 四つ目の季節 (The 4 seasons) Appendix C



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • 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。 <p>Recognise the particular language features and textual conventions in</p>		



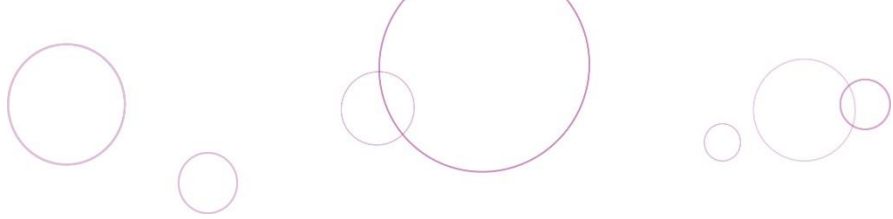
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
simple, familiar, spoken, written and multimodal Japanese texts		



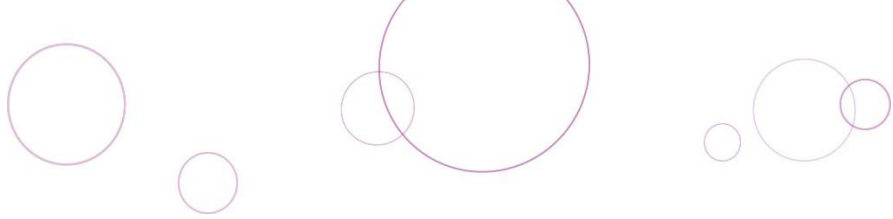
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 4</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in individual and collaborative tasks that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>好きなきせつ</p> <p>Students discover places to go and activities to do in Japan during the different seasons.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> talk about the types of activities that take place in different seasons listen to texts in Japanese and respond to questions write words in <i>hiragana</i> and <i>kanji</i> related to places and the seasons write short texts about seasons using learnt <i>hiragana</i> and <i>kanji</i> participate in language learning games to reinforce learning. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Talk to students about the types of activities that take place in the different seasons and why certain activities would take place in a particular season. Sources images from: <ul style="list-style-type: none"> Pinterest, Nature of Japan – Encyclopedia of Japan https://www.pinterest.com.au/pin/725009240000304897/ Show the class images of the seasons in Japan and have students respond to the images by asking and answering questions; for example, 冬はいつですか。冬は十二月から二月までです。さむいです。好きなきせつはなんですか。好きなきせつは秋です。秋はすずしいです。 Drill the names of some places and how they are written; for example, <i>kanji</i> 日本、川、山、春、秋、夏、冬 <i>hiragana</i> おんせん、てら、うみ. Provide an activity sheet with these words and ask students to trace and copy the words. Access activity sheets from: <ul style="list-style-type: none"> Happy Lilac https://happyilac.net/sy-kanzi12.html JAKKA.net – Japanese Kanji Worksheets http://www.jakka.net/



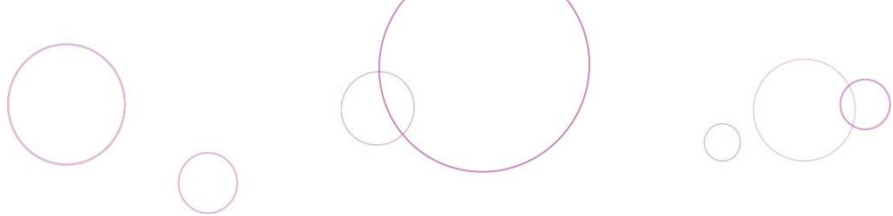
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。しつれいします。</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p>		<ul style="list-style-type: none"> • Provide opportunities for students to ask and respond to questions about where they are going; for example 山 (海、こうえん、川、おんせん、日本) に行きます。夏にどこに行きますか。だれと行きますか。 Ask students to notice similarities and differences with the places vocabulary introduced; for example the word <i>onsen</i>. Discuss Japanese words that are used in Australia and the metalanguage associated with this vocabulary. Discuss the similarities and differences between common place words and the reasons this may occur; for example, <i>onsen</i>. • Ask students to play the Places Game. You place images of places in Japan around the classroom. Arrange students in groups of four and give each person in the group a number. Call out a place, and a number in Japanese. The student who has been allocated that number must stand by the appropriate image. • Model how to write a short description of one of the seasons. Then ask students to write a short description of one of the other seasons. Vary the activity by writing sentences with one word missing, and asking students to select appropriate words from a bank of words given; for example,



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Begin to write basic <i>hiragana</i> script</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i>。 • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in formulaic expressions, for example, noun <i>が すき です</i>。 		<ul style="list-style-type: none"> ▪ Bank of words: あつい 二 うみ 十二 夏 わたしは 夏 がすきです。夏は 十二 月から 二 月までです。夏に 海 にいきます。夏は あつい です。 <p>Students may refer to a word list or <i>hiragana/katakana</i> chart to complete this activity.</p> <ul style="list-style-type: none"> • Develop a Quizlet game to revise language learnt, cultural events and activities. <ul style="list-style-type: none"> ▪ Quizlet – https://quizlet.com/en-gb • Ask students to revise the places vocabulary they have learnt by completing the Japanese Quizlet Places activities. <ul style="list-style-type: none"> ▪ https://quizlet.com/439229/japanese-places-flash-cards/ ▪ https://quizlet.com/5658259/japanese-places-flash-cards/ <p>For extension activities:</p> <ul style="list-style-type: none"> ▪ Digital Dialects, Japanese learning games, general vocabulary https://www.digitaldialects.com/Japanese.htm. • Revise <i>hiragana</i> and <i>kanji</i> by completing these games. <ul style="list-style-type: none"> ▪ Wordwall – Plastic’s Journey: Match the <i>kanji</i> to the correct picture https://wordwall.net/resource/17229600



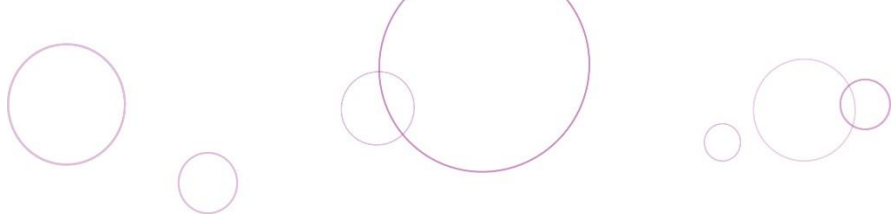
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • understanding time words associated with days of the week, months of the year and seasons • seeking information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か, for example, なに が すき ですか。 ; なんさい ですか。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p> <p>Role of language and culture Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language</p>		<ul style="list-style-type: none"> ▪ Wordwall – Game Show ‘Plastic’s Journey’: Match the <i>hiragana</i> word to the correct <i>kanji</i> https://wordwall.net/resource/18658948 ▪ Wordwall – Plastic’s Journey: Match the <i>hiragana</i> to the correct picture https://wordwall.net/resource/18623513



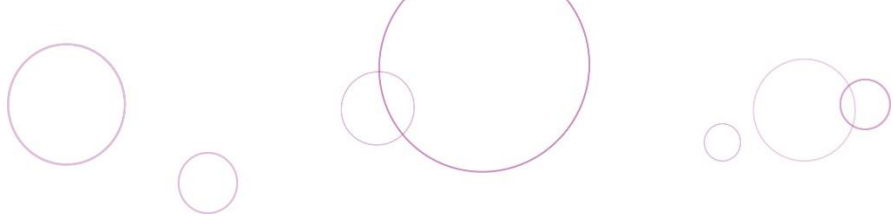
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 5</p> <p>Communicating</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and</p>	<p>好きなきせつ⁺</p> <p>Students create an acrostic or <i>haiku</i> poem about the different seasons in Japan or Australia.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> read acrostic and <i>haiku</i> poems about the seasons and then write their own acrostic or <i>haiku</i> present the Japanese poem to the class. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Introduce acrostic and <i>haiku</i> poems with students and discuss the textual conventions. <ul style="list-style-type: none"> Prezi –Acrostic and Haiku Poems https://prezi.com/biw9p3pd8fz-/acrostic-and-haiku-poems/ Model writing an acrostic poem about the seasons, then ask students to write their own acrostic poem to describe the seasons. See sample acrostic poems from: <ul style="list-style-type: none"> ただのゲームの写^{しゃ}真^{しん} – S Acrostic Poem https://matomepapat.web.app/liluja-s-acrostic-poem.html Pinterest – Japan https://www.pinterest.com.au/pin/124200902211542922/ <p>Read these Japanese acrostic poems:</p> <ul style="list-style-type: none"> Flickr https://www.flickr.com/photos/48140612@N05/4702229974 Joglab – Acrostic Poem For Japan http://www.joglab.com/acrostic-poem/?topic=Japan



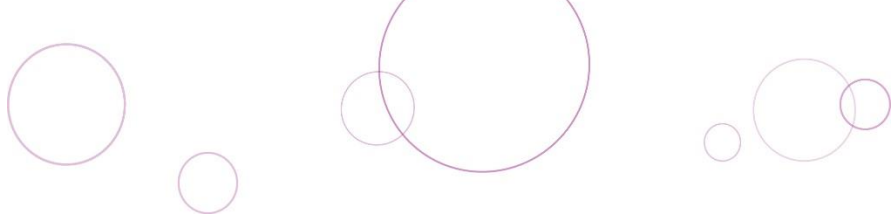
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example,</p> <p>すきな たべもの は なんですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません しつれいします</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p>		<ul style="list-style-type: none"> • Introduce students to <i>haiku</i> poems. Read several <i>haiku</i> poems and discuss with students the textual conventions. <ul style="list-style-type: none"> ▪ KidZone.wa – Haiku http://www.kidzone.ws/poetry/haiku.htm <p>Ask students to create their own <i>haiku</i> based on one of the <i>haiku</i> poems provided, using the theme of seasons.</p> • Assign students to groups and ask them to present to others their acrostic or <i>haiku</i> poem about the seasons in Japan/Australia. • As an extension activity, students can explore • Erin’s Challenge – Lesson 11 Describing Order of Events – Hot Springs - https://www.erin.jpf.go.jp/en/lesson/11/



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Begin to write basic <i>hiragana</i> script</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> 		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p>		



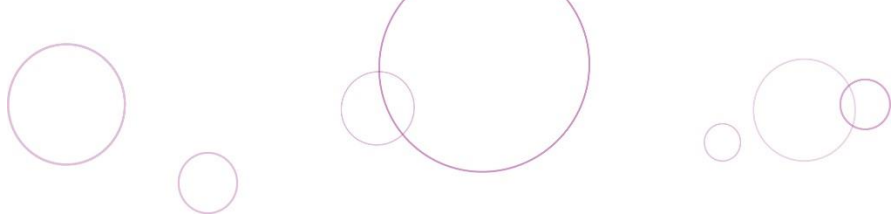
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 6</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>はる き 春が来た</p> <p>Students learn the song 春が来た and write a role play about places to go and activities to do during the different seasons in Japan and Australia.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> learn the song 「春が来た」, then write an additional verse to the song perform a Japanese song about the seasons for a school assembly/primary class participate in a role play about seasons participate in language learning games or view audiovisual clips to revise <i>hiragana</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Play the the song below. Practise the lyrics and ask students to sing along. <ul style="list-style-type: none"> Nami Ohara – 春が来たどこに来た山に来た 【Japanese Spring Song】 春が来た」 https://www.youtube.com/watch?v=71Uxr-Vx-yw ボンボンアカデミー, ♪春がきた 〈振り付き〉 https://www.youtube.com/watch?v=Q4_Pv0xDGRM Mama Lisa’s World – Songs & Rhymes From Japan, Spring has come, Traditional song https://www.mamalisa.com/?p=843&t=es&c=85 Assist students to write new verses for the song 「春が来た」 by interchanging some words. Inform students they will perform the song at the school assembly or to another class. Model how to write a role play. Use the language previously taught to talk about what season they like, when the season occurs and what they like to do during that season. Ask students to work in pairs and then present their role play to the class. <ul style="list-style-type: none"> Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/weather.html



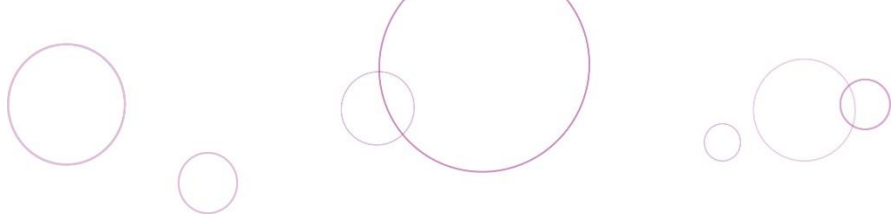
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべもの は なん ですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the</p>		<ul style="list-style-type: none"> ▪ Japan Foundation – search role play https://jpf.org.au/classroom-resources/ • Ask students to re-read the <i>manga</i> さがしえ 12 つき where the characters talk about the seasons. Ask them to respond to questions about the character or theme in Japanese or English, then provide students with the text <i>Sagashie 12 tsuki</i> by Kumiko Nakazawa (2016) and ask them to re-tell the story in English. • Review <i>hiragana</i> by showing the audiovisual clip: <ul style="list-style-type: none"> ▪ Hag Kmotion – Practice learning <i>hiragana</i> table! "A song of AIUEO ♪" 「あいうえおの歌」 https://youtu.be/E7I1s2KLdk <p>Alternatively, play interactive learning games.</p> <ul style="list-style-type: none"> ▪ Digital Dialects – Japanese learning games https://www.digitaldialects.com/Japanese.htm



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Understanding</p> <p>Systems of language Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none">• using verbs in ます and negative form ません• describing actions using verb ます form, for example, すし を たべます• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です• understanding time words associated with days of the week, months of the year and seasons• beginning to use general counters in Japanese, for example, ひとつ、ふたつ• seeking information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か,		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>for example, なに が すき ですか。 ; なんさい ですか。</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



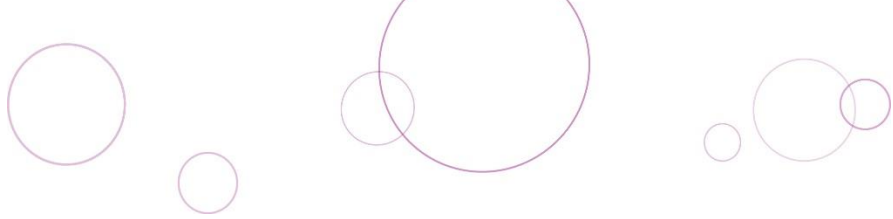
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 7</p> <p>Communicating</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in</p>	<p>好きなばしょ</p> <p>Students convey factual information in a travel brochure for Japan.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> describe activities and places to visit during a particular season. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Give students copies of travel brochures to view and talk about the type of information provided. <ul style="list-style-type: none"> Japan Teaching Ideas – Travel http://japaneseteachingideas.weebly.com/travel.html Prepare an example of a travel brochure to show students before they make their own. Ask students to design a travel brochure for Japan or a city in Japan which encourages tourists to visit in a particular season. Ask them to include places to visit and activities to do, for example, temples, mountains, <i>onsen</i>, foods. (Summative Assessment) <p>Formative Assessment</p> <p>Anecdotal assessment using checklist and notes, indicating how students:</p> <ul style="list-style-type: none"> ask and respond to questions about the seasons and places to go are able to write a short description about one of the seasons create their own <i>haiku</i> based on one they have read



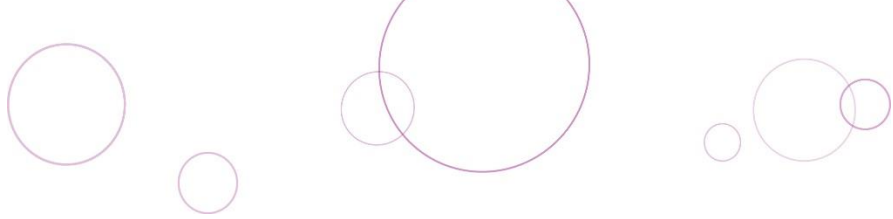
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p>		<ul style="list-style-type: none"> design a poster of their favourite season and include the <i>kanji</i> for that season create their own verse/song by interchanging words to the song 「春^{はる}が来^きた」 take part in a role play about the seasons. <p>Summative Assessment</p> <p>Formal assessment using the following activity:</p> <ul style="list-style-type: none"> view travel advertisements and answer questions related to information in the advertisements; for example, What season is advertised? What activities do they recommend tourists should do? What places do they recommend visiting? convey information in a travel brochure.



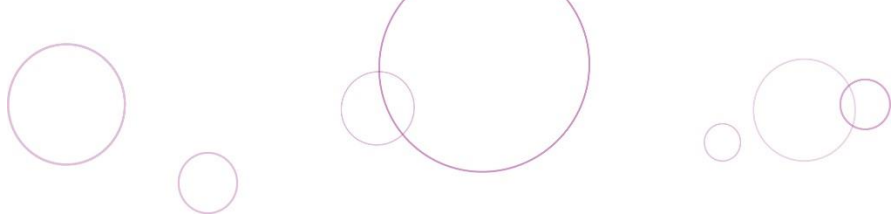
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • seeking information using question words なに/なん/いつ/どこ/だれ 		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>and the sentence-ending particle か, for example, なに が すき ですか。 ; なんさい ですか。</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p> <p>Language variation and change Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning</p> <p>Role of language and culture Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language</p>		



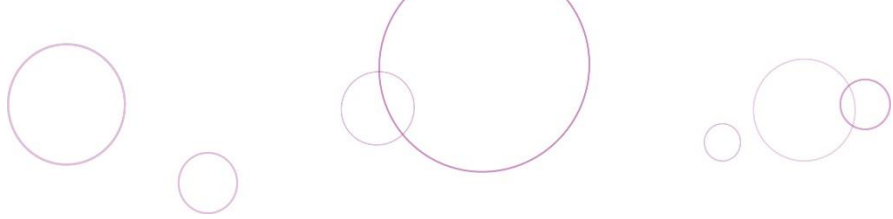
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language		



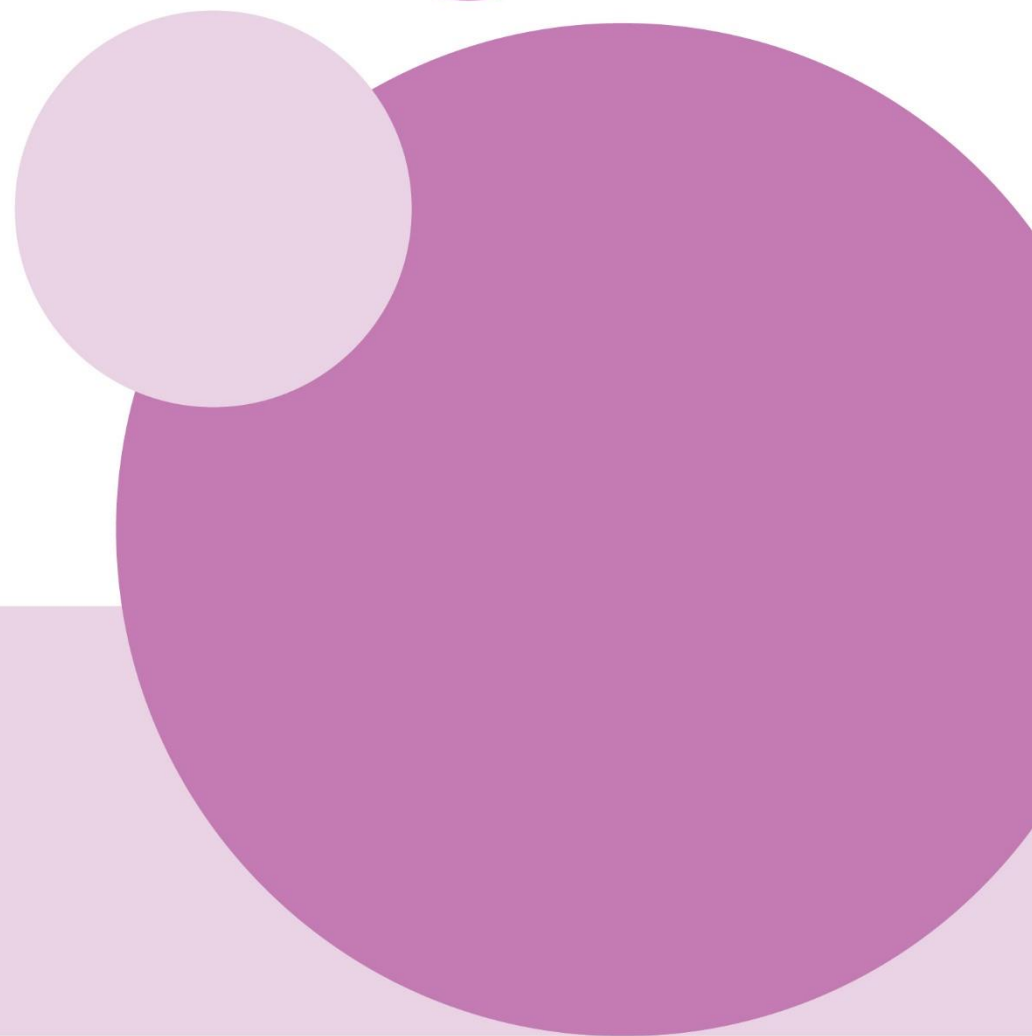
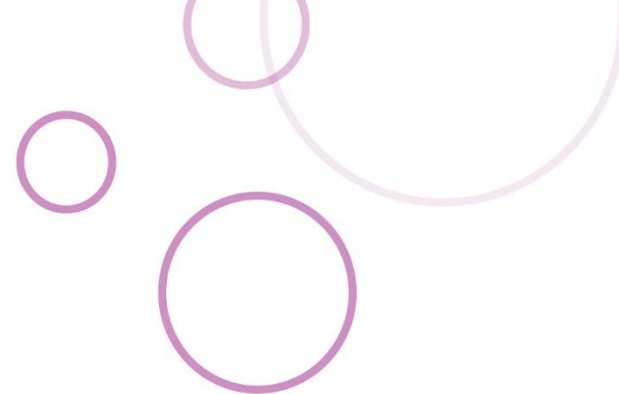
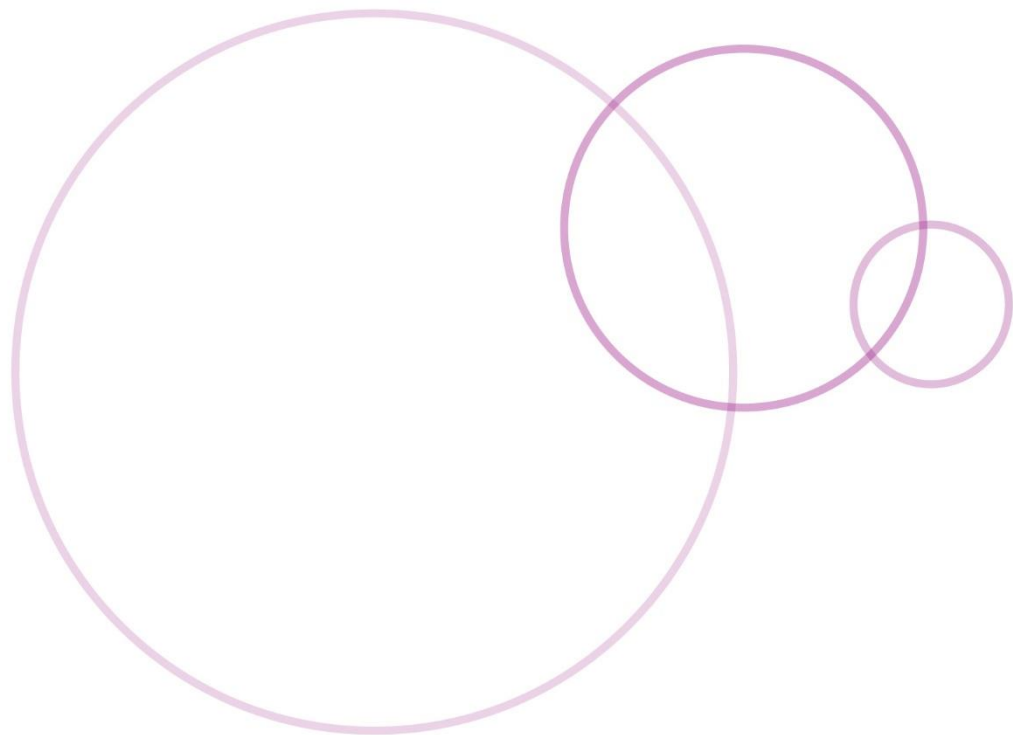
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 8</p> <p>Communicating Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Socialising Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the</p>	<p>てるてるぼうず</p> <p>Students explore the Japanese tradition てるてるぼうず.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the Japanese tradition てるてるぼうず • use a graphic organiser to research てるてるぼうず • listen to the song lyrics てるてるぼうず • make てるてるぼうず. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Show the audiovisual clip and discuss the storyline, characters and setting in Japanese/English. <ul style="list-style-type: none"> ▪ Lori Hamnasaki – てるてるぼうず Teru Teru Bozu https://youtu.be/JnXl9jNy7o0 • Explore with students the Japanese Mythology and Folklore, てるてるぼうず, website. Choose a graphic organiser from the creately website. Students complete the graphic organiser while researching the Japanese tradition てるてるぼうず from the mythology website. <ul style="list-style-type: none"> ▪ creately – The 5 W’s Graphic Organizers https://creately.com/usage/5-ws-chart-worksheet-examples/ ▪ Wordpress – Japanese Mythology & Folklore https://japanesemythology.wordpress.com/tracking-down-the-origins-of-the-teru-teru-bozu-てるてる坊主-sunshine-doll-tradition/ • Play the song – てるてるぼうず – and discuss Japanese vocabulary that students understand from the lyrics. Ask students to make a list of these words using <i>hiragana</i> in their workbook.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p>		<ul style="list-style-type: none"> ▪ Frank Petersen – Teru Teru Bozu (Lyrics) https://youtu.be/pnxMcNPE3Z4 • Use one of the following websites to access instructions for students to use to make a てるてるぼうず. <ul style="list-style-type: none"> ▪ Toy7 – Tissue Teru Teru Bozu http://toy7.net/variety/teruterubouzu.html ▪ じゃらんニュース Jalan News https://www.jalan.net/news/article/543394/ ▪ origami-teruterubouzu おもちや箱^{ぼこ} - origami てるてるぼうず https://youtube/AWBubAXPzr0



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p> <p>Role of language and culture</p> <p>Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language</p>		



TERM 3

Weeks 1–8



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 1</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>日本^{しょく}食</p> <p>Students talk about Japanese food and drink items consumed at certain times of the day and on particular occasions.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • revise <i>kanji</i> numbers • name the food and drink commonly served at birthday parties • read information about food and respond to questions • talk about what types of food are eaten at different times of the day, such as at breakfast or on certain occasions, such as a picnic • ask and respond to questions about their favourite food. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise numbers with students by singing the Numbers song. <ul style="list-style-type: none"> ▪ Genki Japan, compilation Japanese songs http://learnjapanesefaq.com/learn-japanese-numbers/ https://youtu.be/D3won-7W3Js • Play Number Bingo. Ask students to write three numbers from one to 10 in their workbook. Ask them to place a tick next to the number when they hear it called. The first student with three correct numbers raises their hand and responds to the teacher by saying the three numbers aloud in Japanese. • Provide students with the text おはようあさごはん by Mariko Shinju (2011). Encourage students to ask and answer questions about the text. Ask students to respond to questions about food; for example, これは^{なん}何ですか。おいしいですね。そうですね。Talk about the types of food to take on a picnic and what types of food are eaten for breakfast. • Introduce the vocabulary for fruits by showing the audiovisual clip: <ul style="list-style-type: none"> ▪ 手作り絵本ラボ-いろいろくだもの https://www.youtube.com/watch?v=5zXJ2AZwYt4



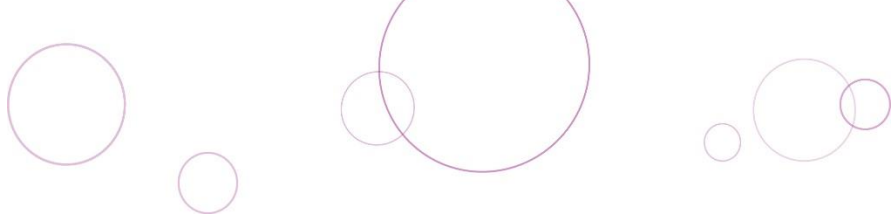
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なんですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the</p>		<ul style="list-style-type: none"> • Teach students the names of foods たべもの and drinks のみもの commonly found at Japanese birthday parties; for example, すし、みそしる、おにぎり、おべんとう、くだもの、いちご、みかん、もも、りんご、すいか、たまご、トマト、ケーキ、ブロッコリー、ミートパイ、ソーセージロール、ハム、サンドイッチ. Use flashcards for food names. <ul style="list-style-type: none"> ▪ Japan Foundation – Picture Cards, Food https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#food • Ask students what they notice about the different food words and discuss the similarities and differences to the English food words. • Introduce how to express likes and dislikes, for example, (food) が好きですか。はい、好きです。はい、大好きです。いいえ、好きじゃないです。(food) が好きじゃないです。 Ask students to practise the phrases with a partner by responding to texts, such as PowerPoint or flashcards of food and drink. Use the resource:



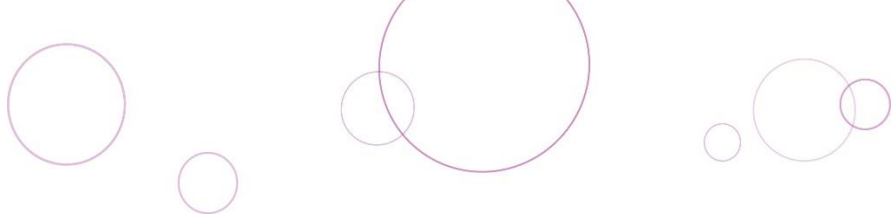
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>expression おくれて すみません。しつれいします</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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</p>		<ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic FOOD http://japaneseteachingideas.weebly.com/food.html • Print 好き^すです in a large font in the middle of an A3 sheet of paper. Use tissue paper to fill in the characters as a collage. Ask each student to write in Japanese a food or a drink that they like. • Ask students to trace and copy the <i>hiragana</i> word 好き^すです, then provide students with playdough/pipe cleaners to use to form the word 好き^すです.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in</p>		



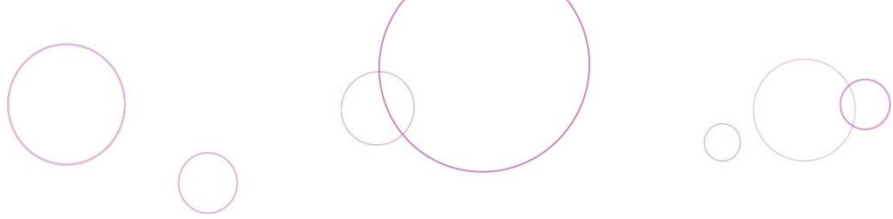
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
simple, familiar, spoken, written and multimodal Japanese texts		



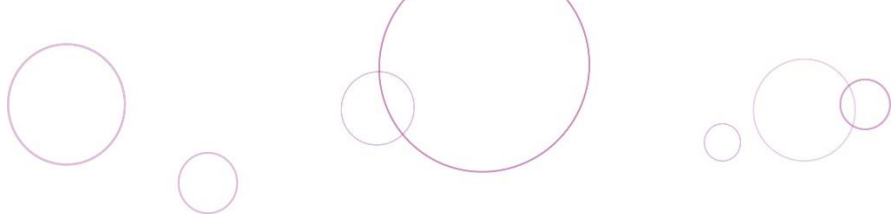
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 2</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>日本食^{しょく}</p> <p>Students talk about Japanese food and drink items consumed at certain times of the day and on particular occasions.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • name the food and drink commonly served at a Japanese picnic/<i>hanami</i> party • read information about food and respond to questions • talk about what types of food are eaten at different times of the day, such as at lunch or on certain occasions, such as a picnic • ask and respond to questions about their favourite food • write a food list. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise and introduce vocabulary associated with new foods and drinks from Japan. • Read the text たまごがあるよ by <i>Testsuo Takashima</i> (2017). Encourage students to ask and answer questions about the text. Ask students to respond to questions about food; for example, これは何^{なん}ですか。おいしいですね。そうですね。Talk about the types of food to take on a Japanese picnic and what types of food are eaten for lunch. • Practice drilling the names of foods; for example, おべんとう、おにぎり、えびフライ、みそしる、たまごやき、トマト、ブロッコリー、ハム、すしたまご、、いちご、トースト、ミートパイ、ソーセージ・ロール、サンドイッチ、くだもの。 • Provide students with a set of cards with images of Japanese food and drinks and the words for each of the food and drink items on a separate card. Ask students to match the image with the corresponding word. • Ask students to respond to questions about their favourite food; for example, 好きな^すたべものは何^{なん}ですか。すしです。



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p>		<ul style="list-style-type: none"> Ask students to make a list of foods in Japanese and then make one food card for each food items on the list, putting the Japanese word for the food on one side and the English word on the other side. The cards can include a drawing or picture of the food. Give students a key ring to hold the cards, which can be used to revise and recall the names of common foods.



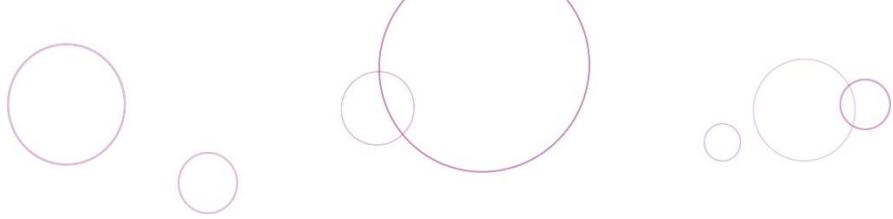
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です。 • understanding time words associated with days of the week, months of the year and seasons • 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。 		



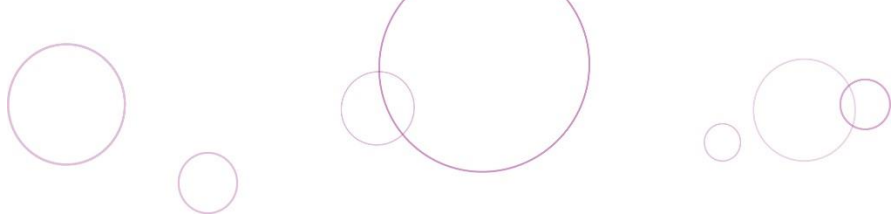
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 3</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>日本^{しょく}食</p> <p>Students talk about Japanese food and drink items consumed at certain times of the day and on particular occasions.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • read information about food and respond to questions • ask and respond to questions about their favourite food • discuss food samples and make a food/drink sample mobile • name the types of food and drinks commonly served at birthday parties • practise writing in <i>hiragana</i> words for food and drink • participate in language games to reinforce learning. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Before the lesson prepare a text about Japanese food and drink; for example, おべんとう Obento Snack Pack 1, pp 6, 7 & 11 or おべんとう Obento Snack Pack 2, Snack 1-3. Ask students to listen to and view a range of multimodal texts to share information about foods eaten in Japan and Australia. • Encourage students to participate in memory games, listening tasks, flashcard activities and card games to develop their vocabulary and assist them to memorise vocabulary for common foods. Access worksheets, activities and other resources from the following links: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic – FOOD http://japaneseteachingideas.weebly.com/food.html ▪ NHK World/Mellow in Japan – Fake Food in Japan Plastic Food Sample Japanology https://www.youtube.com/watch?v=AmlYPosuECQ ▪ Tofugu – Sampura: Japanese Food models https://www.tofugu.com/japan/sampuru/ ▪ Zenmarket – Sampura: Japanese Fake Plastic food https://zenmarket.jp/en/blog/post/7682/japanese-realistic-fake-food



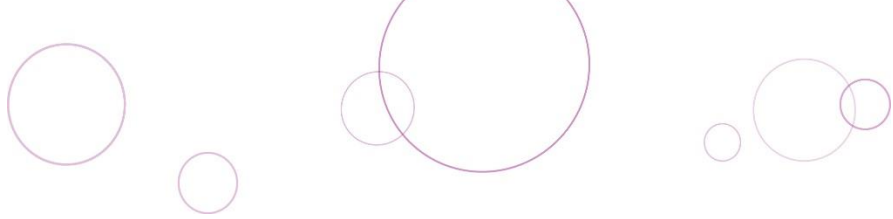
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なん ですか。 ; なん さい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the</p>		<p>Have a class discussion about sample food mobiles and complete the template:</p> <ul style="list-style-type: none"> ▪ Education World – Venn Diagrams and Graphic Chart Templates, Student Opinion template https://www.educationworld.com/tools_and_templates/graphic-organizer-templates <p>Ask students to draw or make a food mobile for an occasion, such as a <i>hanami</i> picnic or birthday lunch, labelling the foods in their mobile.</p> <ul style="list-style-type: none"> • Play language games with students to reinforce language acquisition by completing food and/or drink related tasks, as per these links: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – Japanese Teaching Topic <ul style="list-style-type: none"> ○ Games – http://japaneseteachingideas.weebly.com/games.html ○ Food – http://japaneseteachingideas.weebly.com/food.html



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>expression おくれて すみません。しつれいします</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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"> understanding the rules of Japanese word order (subject+object+verb), 		<p>Formative Assessment</p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> are able to name some foods and drinks commonly found at a birthday party ask and respond to questions about their favourite food.



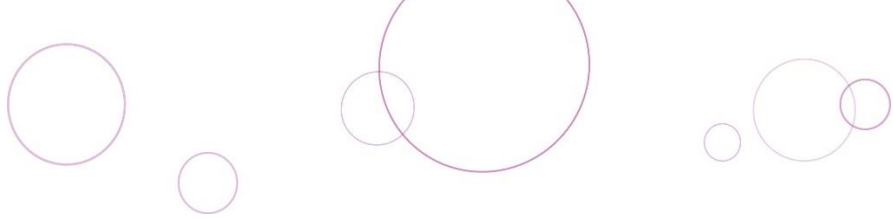
Western Australian curriculum content	Treaching and learning intentions	Learning experiences
<p>the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です</p> <ul style="list-style-type: none">• seeking information using question words なに/なん/いつ/どこ/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。 <p>Role of language and culture Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language</p>		



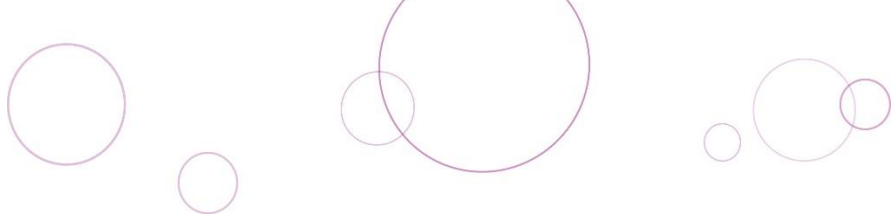
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 4</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>たべものとのみもの</p> <p>Students talk about the types of food and drinks consumed in Japan and Australia. They share information about their favourite foods and drinks and what they like and dislike.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> share information about what they eat and don't eat, what they drink and don't drink listen for key words in spoken texts to complete activities sing the song, いろいろくだもの play memory games to practise new vocabulary. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Revise food vocabulary by completing these online games. <ul style="list-style-type: none"> Wordwall – A Fruit Crime Story: Fruit Flashcards (<i>hiragana</i> and <i>katakana</i>) https://wordwall.net/resource/17564139 Wordwall Wordwall – Quiz ‘A Fruit Crime Story’: Fruit Flashcards (<i>hiragana</i> and <i>katakana</i>) https://wordwall.net/resource/18754578 Wordwall– A Fruit Crime Story: sorting fruit into colour categories https://wordwall.net/resource/17563596 Provide opportunities for students to ask and answer questions about food, using the food cards on their key ring; for example, すしをたべますか。はい、すしをたべます。いいえ、すしをたべません。はい、たべます。いいえ、たべません。何を^{なに}たべますか。すしをたべます。好きな^すたべものは？うどんです。 Ask students to write food words in <i>hiragana</i>, such as すし、もも、いちご using pipe cleaners, play dough, cookie dough.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p>		<ul style="list-style-type: none"> • Sing the songs at the links below, encouraging students to sing along and do the accompanying actions. <ul style="list-style-type: none"> ▪ Pinkfong – いろいろくだもの from ピンキッツ https://www.youtube.com/watch?v=0KVZpdE_Mrg ▪ Pinkfong – いろいろくだもの https://www.youtube.com/watch?v=SZFRVjNbLAK • Play language games with students to reinforce language acquisition by completing food and/or drink related tasks. <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – <ul style="list-style-type: none"> ○ In class GAMES and activities for teaching Japanese http://japaneseteachingideas.weebly.com/games.html ○ Japanese Teaching Topic – FOOD http://japaneseteachingideas.weebly.com/food.html • Play the game Musical Stop with students. When the music stops, students ask each other if they like a food; for example, <small>すし</small>が<small>す</small>好きですか。はい、<small>す</small>好きです。 いいえ、<small>す</small>好きじゃないです。 • Provide students with an activity sheet and ask them to trace and copy <i>hiragana</i> food and drink words; for



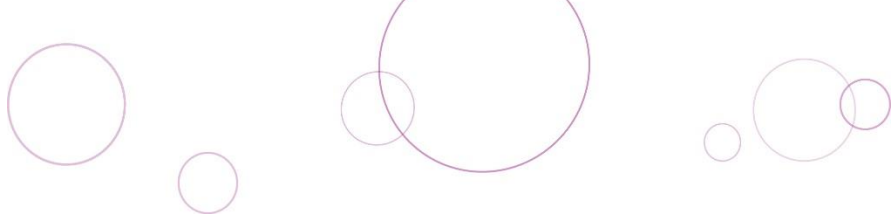
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Notice and use context-related 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in formulaic expressions, for example, noun <i>が すき です</i> 		<p>example, <i>すし、いちご、りんご、もも、^{みず}水、おちゃ、さけ、(food) をたべます。</i></p>



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">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。		



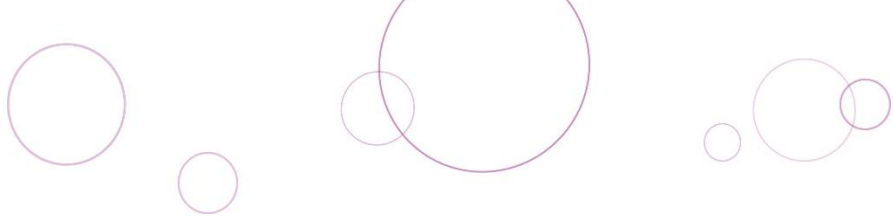
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 5</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>たべものとのみもの</p> <p>Students talk about their favourite foods and drinks, what they like and dislike. They follow the recipe to make おにぎり.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • read the children’s book はらぺこあおむし • talk about foods eaten in Japan and Australia • listen for key words in spoken texts to complete activities • practise new vocabulary by making long sentences • follow recipe instructions and make <i>onigiri</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Ask students to write as many food words in Japanese as they can think of in a given time frame; for example, one minute. • Ask students to complete the fruit names activity based on the children’s book はらぺこあおむし by Eric Carle. • Ask students to participate in a listening quiz about はらぺこあおむし to practise fruits eaten on a certain day of the week. • Divide the class into four groups. Ask students to try to make the longest sentence they can by adding additional information to the previous person’s sentence. The first person starts with one food, for example, すしを食べます。The second student repeats the sentence and adds another food to the food already used, for example, すしとたまごを食べます。The third student repeats the second student’s sentence and adds another food. Students continue in this manner until each student has had a turn. • Before the lesson, source a simple おにぎり recipe in <i>hiragana</i>. Provide instructions for students to make おにぎり. In spoken Japanese, students answer simple



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<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。しつれいします。</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p>		<p>questions relating to their likes and dislikes of foods. Teachers may refer to the book, <i>Mastering the Art of Japanese Home Cooking</i> by Masaharu Morimoto (2016) or <i>Japanese Cooking Made Simple</i> by Salinas Press (2014), or one of the following websites:</p> <ul style="list-style-type: none"> ▪ Minnanokyouzai –DJR0-0009 JFL Reading Activities, レシピ : 巻きずし (log-in required) https://minnanokyouzai.jp/kyozai/material/DJR0009/en/render.do ▪ ひらがなネット 公式チャンネル YouTube Video 【ひらがなレシピ】あきこと和食(わしょく) #06 ごはんの たきかたとおにぎり https://www.youtube.com/watch?v=iF_kS5OZ7S4 <ul style="list-style-type: none"> • Ask students to notice what looks or feels similar or different when following a recipe in Japanese. Discuss the おにぎり. Ask students if they can describe the taste of おにぎり in Japanese.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> 		



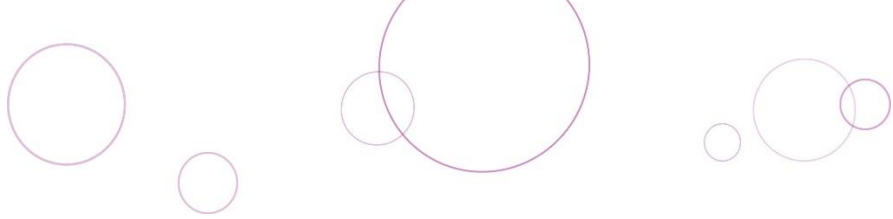
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Role of language and culture Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language		



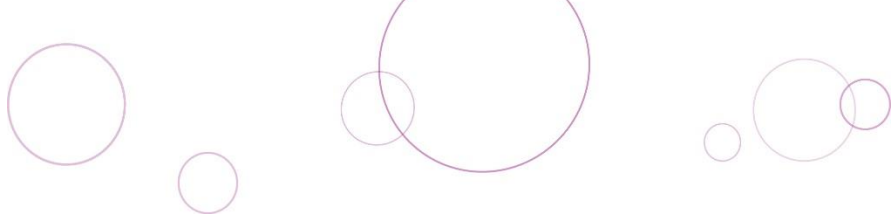
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 6</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example,</p> <p>土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and</p>	<p>たべものとのみもの</p> <p>Students talk about the types of food and drinks consumed in Japan and Australia. They talk about their favourite foods and drinks, what they like and dislike.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • revise common food and drink vocabulary • talk about foods eaten in Japan and Australia • share information about what they eat and don't eat, what they drink and don't drink • practise writing in <i>hiragana</i> words for food and drink • listen for key words in spoken texts to complete activities • play memory games to practise new vocabulary. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Revise drink words in Japanese with students by asking them to write as many words as they can think of in a given time frame, for example, one minute. • Provide students with a list of common drinks, for example, おちゃ、こうちゃ、水^{みず}、さけ、ミロ、ミルク、オレンジジュース、コーラ、ココア、シェーク、レモネード、ファンタ、コーヒー. • Ask students to make one card for each drink on the list. Each card will have the Japanese word for the drink on one side and the English word on the other side. The cards can include a drawing or picture of the drink. Then ask students to place the cards onto a key ring and use these cards to revise and recall the names of drinks. • Ask students to participate in a range of language practice activities including vocabulary building games and cloze activities, such as choosing the correct word from a bank of words to accurately complete sentences; for example, (food)をたべます。(drink)をのみます。Include sentences for students to determine the particle used, for example, は、が、を.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>digital texts, related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p>		<ul style="list-style-type: none"> Provide students with a survey sheet. Ask them to share information about what they drink and don't drink, for example, おちやをのみますか。はい、のみます。いいえ、のみません。なにをのみますか。おちやをのみます。 Model how to draw a simple column graph to reflect the responses from the survey and then ask students to draw their own simple column graph. As a class, discuss the survey results. Source worksheets from: <ul style="list-style-type: none"> Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/ Provide dinner menus/advertisements and ask students to share information about what food they like to eat based on the source provided. Access restaurant menus in Japanese from the following website: <ul style="list-style-type: none"> Pinterest – Japanese Menu https://www.pinterest.com.au/explore/japanese-menu/ <p>Formative Assessment</p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p>



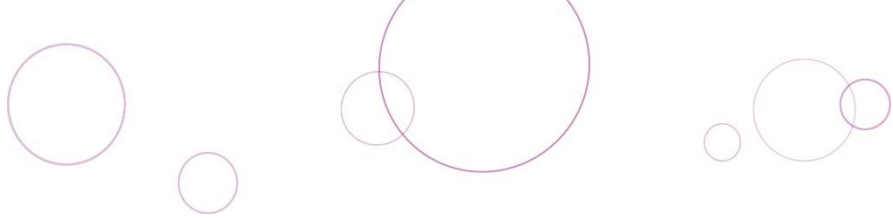
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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"> ask and respond to questions about the food they like write food words in <i>hiragana</i> listen for information to complete a quiz are able to repeat and add additional information to a sentence and pronounce the words correctly. <p>Informal assessment using the following activity:</p> <ul style="list-style-type: none"> On poster size paper, students draw a picnic/<i>hanami</i> scene under the cherry blossom trees/<i>sakura</i> in springtime in Japan. Alternatively, they can draw a picnic scene under a gum tree in Australia in springtime. They then label the food in the scene in Japanese.



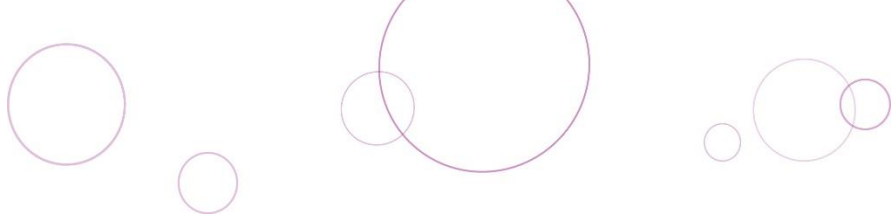
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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。 		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 7</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>好きな食べ物<small>ナ</small></p> <p>Students express their preferences about food and drinks, and revise general counters to use with <i>kanji</i> numbers. Students also learn how to use chopsticks.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • learn how to use chopsticks • trace and copy common food and drinks in <i>hiragana</i> • play a variety of games to memorise and revise new vocabulary and language • ask questions about what food and drink their peers like and dislike • participate in discussions about their food and drink likes and dislikes • share information to complete a survey about drinks • practise writing in <i>hiragana</i> words for food and drink • read short texts in Japanese and respond by sharing information. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Explain that Japanese people use chopsticks when eating food. Discuss the word はし, and its origin. The <i>kanji</i> for chopsticks is 箸, borrowed from the Chinese language. This character represented wood or bamboo (竹) and cooking utensil (煮). One theory about chopsticks is that early Japanese people used them as tongs for rituals, and they looked like a bird's beak, 嘴 (くちばし), therefore chopsticks borrowed はし from 嘴 (<i>hashi</i>). Explain that the word はし has two meanings in Japanese (chopstick and bridge), however two different <i>kanji</i> (箸 and 橋) are used. • Demonstrate how to hold chopsticks and then ask students to use the chopsticks to pick up and transfer a given number of popcorn pieces from one container to another. While doing this, they revise numbers by counting in Japanese; for example, 一つ、二つ、三つ as they transfer each piece of popcorn. • Ask students to trace and copy <i>hiragana</i> drink words; for example, のみます、おちや、水<small>みず</small>. Teachers can select activities from the workbook たべもの 2 by Tashiro Taku (2004) or an equivalent workbook.



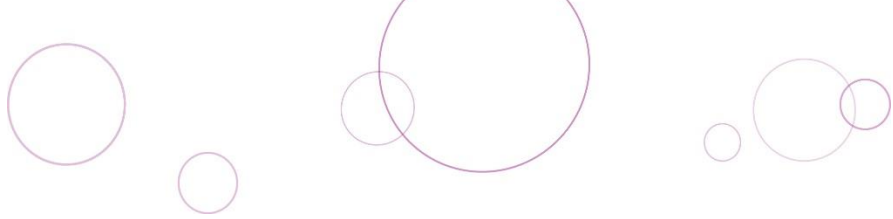
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be</p>		<ul style="list-style-type: none"> • Provide students with playdough, pipe cleaners or cookie dough to use to form these words. • Introduce the following questions and statements about drinks, おちゃをのみますか。 はい、のみます。/いいえ、のみません。おちゃが好きですか。好きなのみものは？好きなのみものは何ですか。 Ask students to use the list of drinks on their key ring with the questions and statements they have just learnt to ask and answer questions about drinks. For resources visit: <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/ • Arrange students in four groups. Ask students to try to make the longest sentence they can by adding additional information to the previous person's sentence. The first person starts with one drink, for example, おちゃをのみます。The second student repeats the word and adds another drink to the food already used; for example, おちゃとみずをのみます。The third student repeats the second student's word and adds another drink. Students continue in this



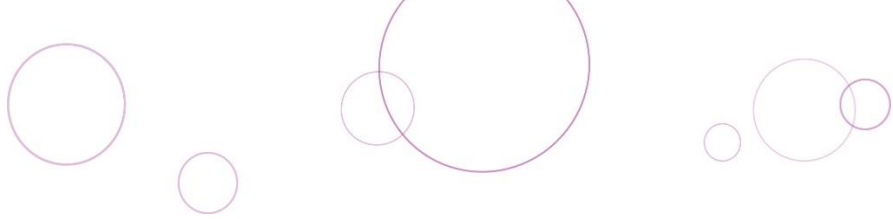
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in 		<p>manner until each student has had a turn and practised the sentence structure.</p> <ul style="list-style-type: none"> • Arrange students in pairs to ask and answer questions related to food and drink based on the children’s book <i>はらぺこあおむし</i>.



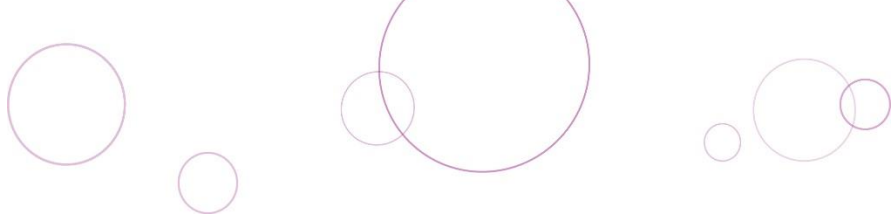
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>formulaic expressions, for example, noun が すき です</p> <ul style="list-style-type: none"> • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



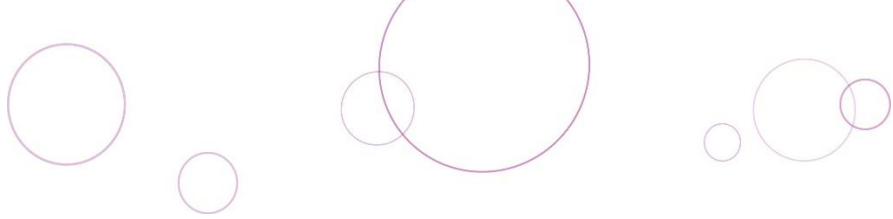
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 8</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>好きなたべもの</p> <p>Students express their preferences about food and drinks.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> ask questions about what foods and drink their peers like and dislike participate in discussions about their food and drink likes and dislikes share information to complete a survey about drinks practise writing in <i>hiragana</i> words for food and drink read short texts in Japanese and respond by sharing information write a diary entry design a word sleuth. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Ask students to listen to Japanese texts and respond to questions and statements about whether they like and eat certain foods; for example, おにぎりが好きですか。がっこうで何をたべますか。コーヒーをのみますか。すしをたべますか。 Model how to ask and respond to questions about their favourite food and drinks; for example, 好きなたべもの?好きなたべものは何ですか。好きなのみものは?好きなのみものは何ですか。 Ask students to interview each other to complete a survey about their favourite foods and drinks. Visit the link for a survey template: <ul style="list-style-type: none"> Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/ Ask students to report the survey results to the class; for example, ゆみさんはすしが好きです。みやびさんはすしが好きじゃないです。 Model how students could write a diary entry about what they eat and drink for one day. Ask them to write two diary entries about what they will eat and drink on



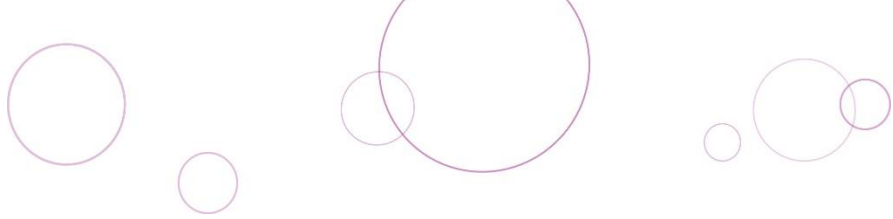
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p>		<p>two consecutive days and include information about what foods and drinks they like. Language to be covered; (food/drink) が好き/好きじゃないです。 (food) を たべます/たべません。 (drink) をのみます/のみません。</p> <ul style="list-style-type: none"> • Complete activities from the <i>Yonde Kaite</i> Japanese Workbook, Primary Level 2, pages 29–31. • Ask students to design a word sleuth using words related to food and drink. Once completed, students share their sleuth with peers. <p>Formative assessment</p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> • write words in <i>hiragana</i> • ask and respond to questions about drinks they like • are able to repeat and add additional information to a sentence and pronounce the words correctly • are able to express likes and dislikes about food and drinks • listen to spoken texts and respond to related questions and statements



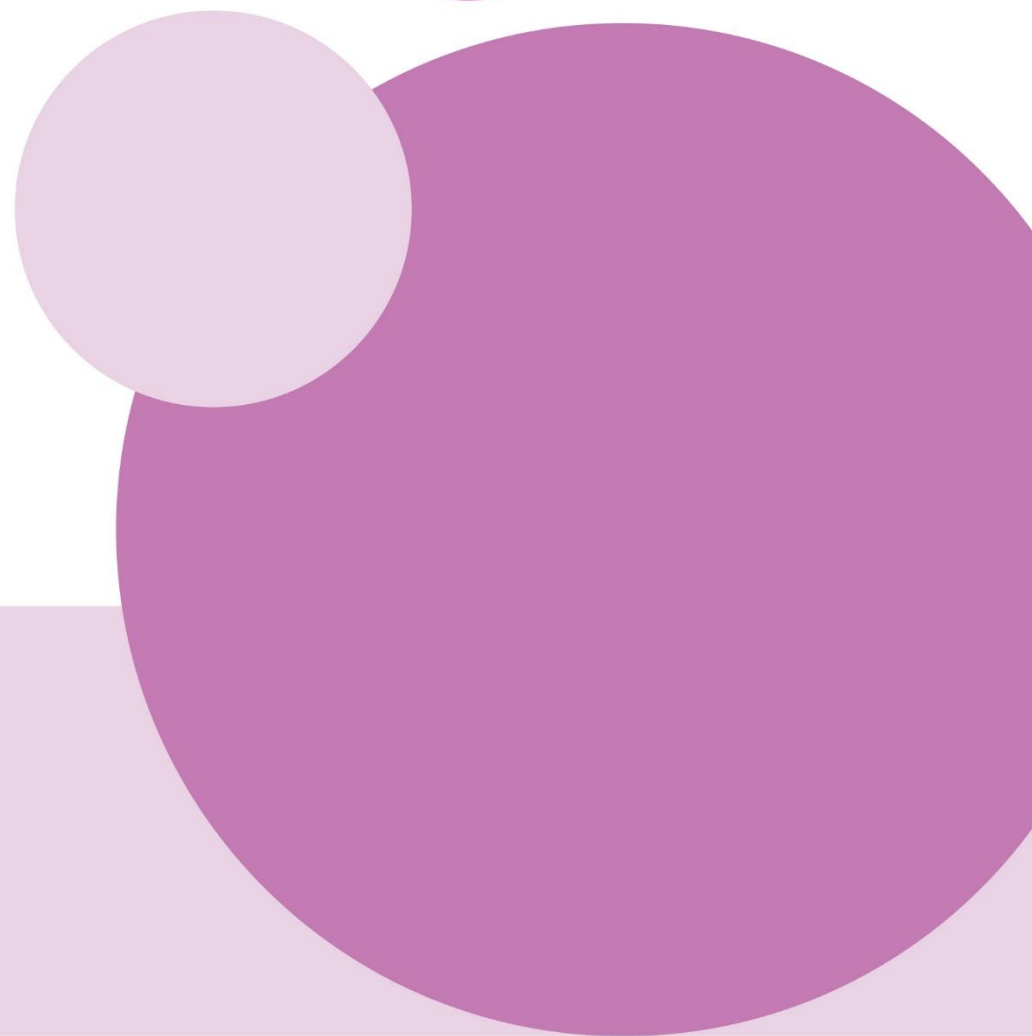
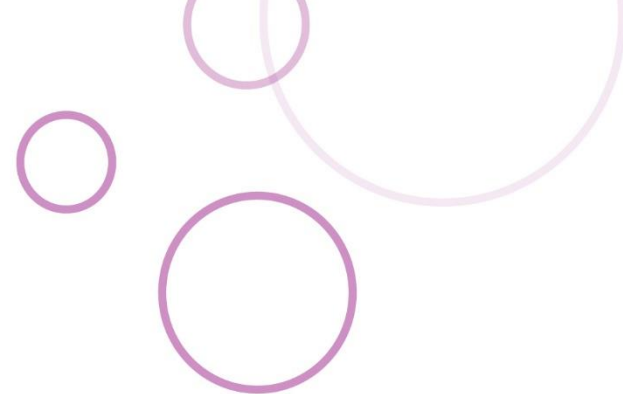
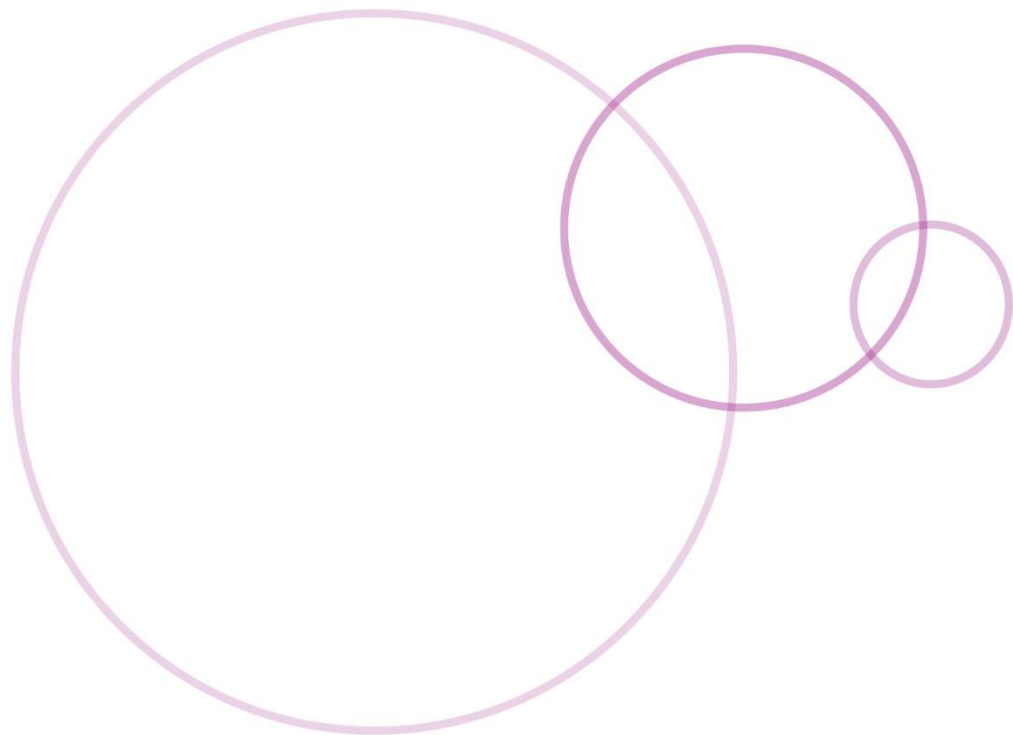
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Reflecting</p> <p>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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</p>		<ul style="list-style-type: none"> are able to choose the correct word to complete a sentence are able to identify use of particles in a sentence write a diary entry design a word sleuth. <p>Preparation for assessment</p> <ul style="list-style-type: none"> Ask students to prepare a selection of Japanese food and drinks. Divide class into groups of 4 students. Each group to make a different food or drinks; for example, おこのみやき、ラーメン、なつとう、やきとり、すし、うめぼうし、やきそば、おちゃ. Students then samples the food and drinks and they say if they like them or not. <p>Summative Assessment</p> <p>Formal assessment using the following activity: Food survey</p> <ul style="list-style-type: none"> Part A – conduct a survey about what foods they like and dislike; for example, やきとりが好きですか。 はい、好きです。いいえ、好きじゃないです。



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • seeking information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か, 		<ul style="list-style-type: none"> • Part B – write a simple report stating the most popular foods and how many people liked certain foods, based on the results of their survey. • Part C – draw a simple column graph reflecting the results from the survey. <p><small>よつめきせつ</small> 四つ目の季節 (The 4 seasons)</p> <ul style="list-style-type: none"> • Write about the events that happen in the different seasons over the year. (Appendix C)



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>for example, なに が すき です か。 ; なんさい ですか。</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p> <p>Role of language and culture</p> <p>Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language</p> <p>Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language</p>		



TERM 4

Weeks 1–8



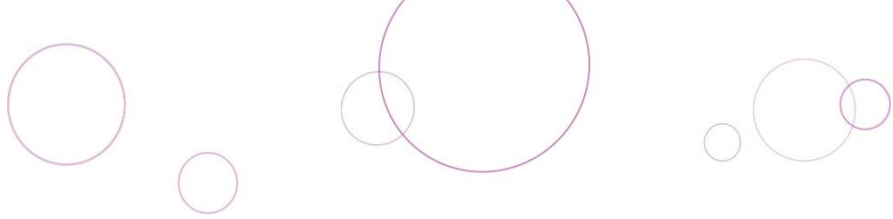
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 1</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にもだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>がいしょく</p> <p>Students listen to people ordering food and practise giving and receiving; they learn general counters.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> listen to conversations and respond to questions or comments participate in giving and receiving items learn counters sing the song <i>Tomu desu</i> to practise giving and receiving play games to help reinforce language. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Ask students to listen to conversations between people ordering food and then write the food ordered in their workbook. View the audiovisual clip: <ul style="list-style-type: none"> Japan Foundation – Erin’s challenge! Lesson 8: Ordering Fast Food https://www.erin.jp.f.g.o.jp/en/lesson/08/. Provide students with opportunities to practise giving and receiving items, in pairs, using pictures, flashcards or actual real items; for example, すみません、(object) をください、どうぞ、ありがとう. Revise the lyrics to the song <i>Tomu desu</i>. <ul style="list-style-type: none"> GenkiJapan.net songs https://www.youtube.com/playlist?list=PLE084BBF35943219F Ask students to sing and perform the actions of giving and receiving fruits. Show this audiovisual clip to revise numbers. <ul style="list-style-type: none"> Learn Japanese Counters for People https://www.youtube.com/watch?v=YqxyFULA5iM Review/teach the general counters, for example, ひと ふた みっ よっ いつ むっ なな 一つ、二つ、三つ、四つ、五つ、六つ、七つ、 や このとお 八つ、九つ、十. Ask students to participate in a



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Translating Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Understanding</p> <p>Systems of language Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p>		<p>variety of games, songs, language practice activities and drills using flashcards to assist in building vocabulary and the correct use of counters.</p> <ul style="list-style-type: none"> • Complete counting activities from <i>Yonde Kaite</i> Workbook Primary Level 1, pp 35 & 36 or <i>Yonde Kaite</i> Workbook Primary Level 2, pp 37 & 38.



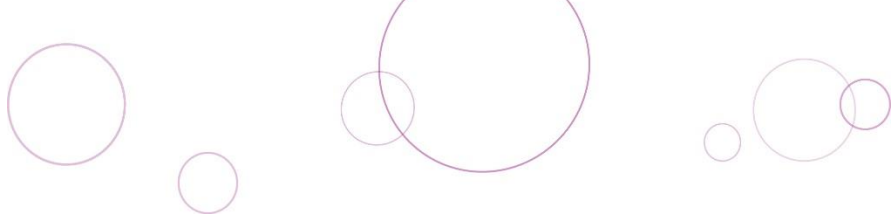
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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 		



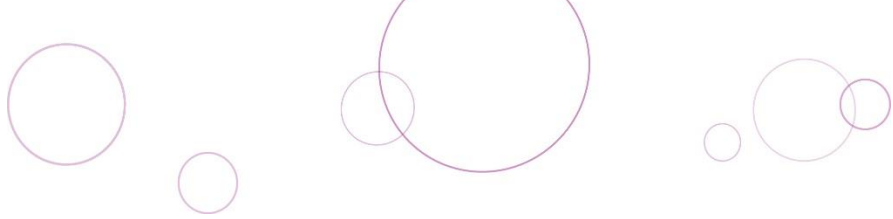
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 2</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキをたべます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>がいしょく</p> <p>Students listen to people ordering food and practise giving and receiving. They revise general counters to use with <i>kanji</i> numbers.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> listen to conversations and respond by recording specific information participate in giving and receiving items use counters with numbers through the children’s book はらぺこあおむし sing the song <i>Tomu desu</i> to practise giving and receiving watch an audiovisual clip and respond to questions play games to help reinforce language. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Provide groups of items for students to view and ask them to write in Japanese the number of items in each group. Ask them to include the general counter with the <i>kanji</i> number. For counting resources, see: <ul style="list-style-type: none"> Happy Lilac, ^{かず}数 https://happyilac.net/kazu-m.html Ask students to view this audiovisual clip and practise counting. <ul style="list-style-type: none"> GenkiJapan – Learn Japanese Counters for People: 10 Little Samurai! https://www.youtube.com/watch?v=YqxyFULA5iM Re-read the children’s book はらぺこあおむし by Eric Carle and use counters when describing the number of fruit. Quiz students using flashcards to reinforce the use of counters. Provide students with flashcards to practise vocabulary for fruits and counters. Revise the lyrics to the song <i>Tomu desu</i>. GenkiJapan.net songs https://www.youtube.com/playlist?list=PLE084BBF35943219F



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべもの は なん ですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the</p>		<p>Ask students to sing and perform the actions of giving and receiving fruits.</p> <ul style="list-style-type: none"> • Have students participate in language games to reinforce language acquisition by completing food and/or drink related tasks. <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – <ul style="list-style-type: none"> ○ In class GAMES and activities for teaching Japanese – http://japaneseteachingideas.weebly.com/games.html ○ Japanese Teaching Topic – FOOD http://japaneseteachingideas.weebly.com/food.html



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p> <p>Understanding</p> <p>Systems of language Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</p> <p>Understand the system of basic Japanese sound combinations, that a vowel can be</p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i>• describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i>• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in		



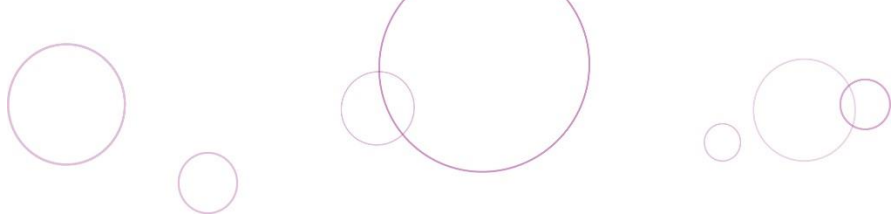
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>formulaic expressions, for example, noun が すき です。</p> <ul style="list-style-type: none">• understanding time words associated with days of the week, months of the year and seasons• beginning to use general counters in Japanese, for example, ひとつ、ふたつ• 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。		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 3</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>がいしょく</p> <p>Students listen to people ordering food and practise giving and receiving.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> listen to dialogues and respond use counters with numbers write their own dialogue play games to help reinforce language learning. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Ask students to complete the Fruits Quiz. <ul style="list-style-type: none"> Happy Lilac, Children’s Quiz Land こどもクイズランド、くだものなまえ https://happylilac.net/land/category/kotoba/fruit/ Ask students to listen to information and complete an activity sheet. They should first circle the correct word for the image of the fruit and then complete a food wheel to show the foods eaten. Ask students to read a dialogue about ordering food and place the sentences in the correct sequence. They then rewrite the sentences in the correct order. Participate in language games to reinforce language acquisition by completing food and/or drink related tasks. <ul style="list-style-type: none"> Japanese Teaching Ideas <ul style="list-style-type: none"> In class GAMES and activities for teaching Japanese http://japaneseteachingideas.weebly.com/games.html Japanese Teaching Topic – FOOD http://japaneseteachingideas.weebly.com/food.htm



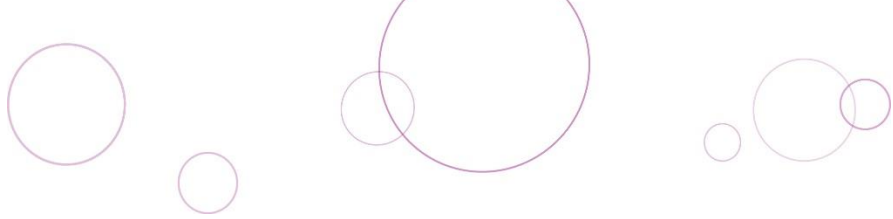
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.</p>		<p>Formative Assessment</p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> • are able to give and receive an item in an appropriate manner • listen for specific information about food and respond to questions • use counters correctly when participating in language practice activities • are able to write the correct counter with the <i>kanji</i> number • read and write a dialogue.



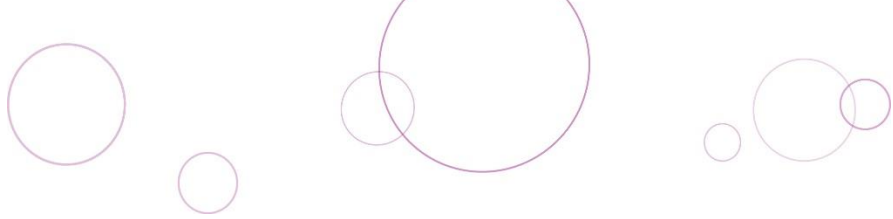
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 ます and negative form ません• describing actions using verb ます form, for example, すし を たべます		



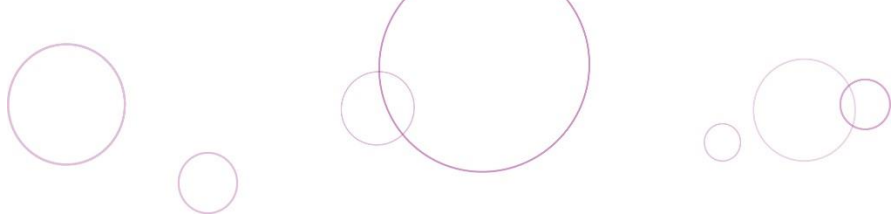
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です• understanding time words associated with days of the week, months of the year and seasons• beginning to use general counters in Japanese, for example, ひとつ、ふたつ• 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。		



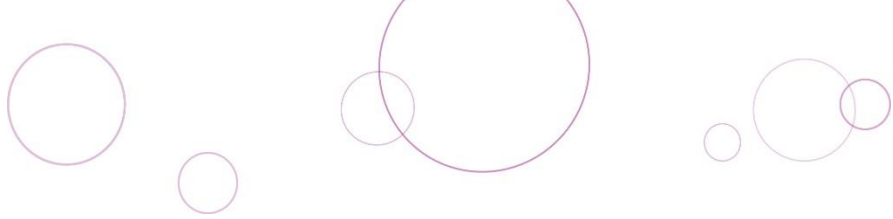
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 4</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>でまえ</p> <p>Students share information about food and drink.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> participate in language games to reinforce language aquisition play language games to help memorise vocabulary discuss likes and dislikes regarding food and drink describe food using adjectives review days of the week and money design an invitation and menu to a special event sing the song <i>Ichi ni san no uta</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Use flashcards and images of food and drink, to revise likes and dislikes; for example, すしが好きです。すしが大好きです。すしが好きですか。はい、好きです。はい、大好きです。いいえ、好きじゃないです。 Introduce adjectives to describe food; for example, おいしい、まずい、あまい、からい. Complete an adjectives revision worksheet from Japanese Teaching Ideas, Japanese Grammar Worksheets - Adjectives and revise adjectives by completing the online adjective lesson. <ul style="list-style-type: none"> Japan foundation –Erin’s Challenge, Adjectives (1) https://www.erin.jpof.go.jp/en/lesson/17/vocabulary/ Ask students to review prices and money by viewing this audiovisual clip: <ul style="list-style-type: none"> Japan Foundation – Erin’s Challenge, Unit 6 Asking Prices https://www.erin.jpof.go.jp/en/lesson/06/key-phrases/



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p>		<ul style="list-style-type: none"> • Provide students with opportunities to complete a variety of language practice activities to revise what they have learnt. <ul style="list-style-type: none"> ▪ Languages Online, Japanese Topic 8: Food http://www.education.vic.gov.au/languagesOnline/japanese/topic_08/index.html ▪ Japan Foundation – Comb Cha Cleanse Reviews http://jpfsyd-classroomresources.com/ ▪ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/ • Sing the song <i>Ichi ni san no uta</i> with students to practise the various ways of counting. <ul style="list-style-type: none"> ▪ KidsTV123 – Numbers Song in Japanese すうじのうた https://www.youtube.com/watch?v=0yiNBXQ0w6A • Ask students to design an invitation and menu for a special event; for example, Languages Week. Teachers can refer to the online resources for sample menus. <ul style="list-style-type: none"> ▪ Japan Foundation – https://jpf.org.au/classroom-resources/resources/creating-a-restaurant-menu/ ▪ Mosburger https://www.mos.jp/menu/



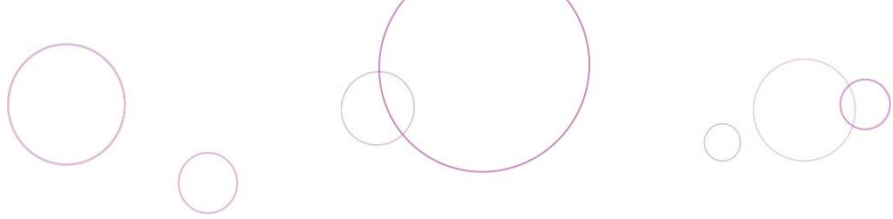
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます</i> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in formulaic expressions, for example, noun <i>が すき です</i> • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, <i>ひとつ、ふたつ</i> • seeking information using question words <i>なに/なん/いつ/どこ/だれ</i> 		<ul style="list-style-type: none"> ▪ KFC https://www.kfc.co.jp/ Sample Invitation templates can be sourced from <i>Yoroshiku, Niko Niko</i> Stage A & B (1993) pp 85, 127 or 177.



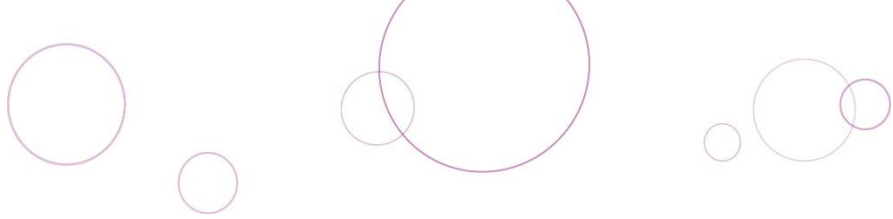
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
and the sentence-ending particle か, for example, なに が すき ですか。 ; なんさい ですか。		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 5</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>でまえ</p> <p>Students participate in surveys and share information about food and drink.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> describe food using adjectives discuss likes and dislikes about food and drink participate in a conversation about food preferences play language games to help memorise vocabulary participate in a speed dating quiz game and present their finding to the class read short texts in Japanese and respond by sharing information follow instruction to make fruit <i>origami</i>. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Show students this audiovisual clip and ask them to identify the key food vocabulary. <ul style="list-style-type: none"> Pinkfong – Let’s make pizza, ピザをつくろう from ピンキッツ https://www.youtube.com/watch?v=svEoQxs6UXI Revise adjectives to describe food and drinks; for example, おいしい、まずい、あまい、からい, by viewing the audiovisual clip: <ul style="list-style-type: none"> Nami Ohara – Rap Japanese Adjectives – 形容詞けいようし https://www.youtube.com/watch?v=J9wigv8jUxQ Hand out a variety of food flashcards to pairs of students. Using flashcards as a stimulus, ask students to describe the foods/drinks in Japanese. Encourage the partner to translate the sentence into English. Complete activities from the textbook, <i>Oishiina</i> by Kimura Yuuichi (2002) and/or <i>Dakara omusubi daisuki</i> by Chizuko Asano (1987). Ask students to participate in a conversation about their favourite foods and practise asking and answering questions about foods and drinks they like and dislike; for example, (food/drink) が好きですか。はい、好き



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.</p>		<p>です。はい、^{だいす}大好きです。いいえ、^す好きじゃないです。(food/drink) をたべます/たべません /たべました。(food/drink) を のみます / のみません/のみました。(food/drink)は どうですか。(food/drink) はおいしいです/ おいしそうです。(food/drink) は すごいです/ まずいです。</p> <ul style="list-style-type: none"> ● Play the game Speed Dating Quiz with students. <ul style="list-style-type: none"> ▪ Arrange them in two circles, an inner circle and an outer circle. Have students from the inner circle face the students in the outer circle. ▪ Each student in the inner circle asks four questions to each person in the outer circle. Each student in the outer circle will respond to the questions asked. The students asking the questions will record the answers on their activity sheet. ▪ Once the four questions have been asked, the students in the outer circle will shift seats with the person sitting to their right. Students in the inner circle do not move. Repeat the process until each person in the inner circle has asked the four questions to each person in the outer circle. ▪ Then ask students to swap places so that students in the inner circle move to the outer circle and



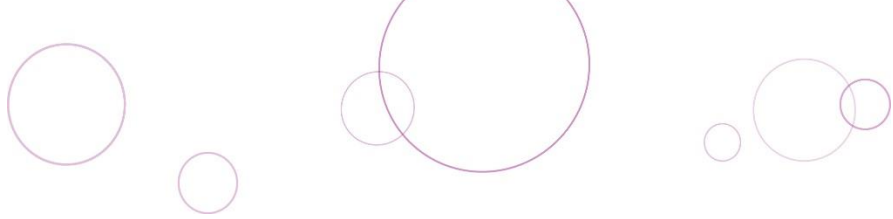
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし</i> を <i>たべます</i> 		<p>students in the outer circle move to the inner circle. Students in the inner circle ask the four questions of students in the outer circle. Students ask and answer specific questions about foods they like and dislike; for example, おちやが^す好きですか、はい、^す好きです。</p> <ul style="list-style-type: none"> • Arrange students in groups of four to discuss their findings from the Speed Dating Quiz Game. Each group will present their findings, with each student in the group providing information about one of the questions asked. • Show students how to make <i>origami</i> models of some fruit and Japanese food, for example, strawberries, bananas, <i>sushi</i>.



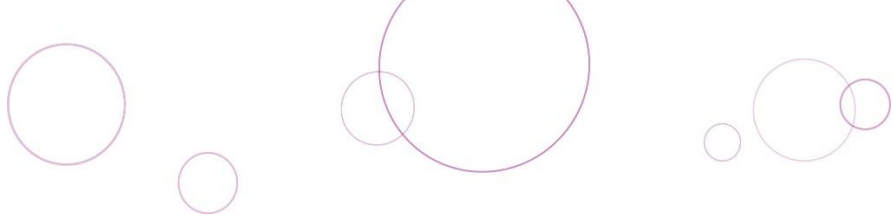
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<ul style="list-style-type: none">• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です。• understanding time words associated with days of the week, months of the year and seasons• beginning to use general counters in Japanese, for example, ひとつ、ふたつ• 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。		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 6</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>でまえ</p> <p>Students participate in surveys and share information about food and drink.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> participate in a survey about food preferences discuss likes and dislikes regarding food and drink listen and respond to the story はらぺこあおむし play games to help reinforce language learning. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Students participate in a food preference survey. Provide each student with a card with information about what a person likes and dislikes eating and drinking. Each card has a matching card. Students walk around the classroom and ask and answer questions to find the student holding the matching card. When they find the student with the matching card they return to their seat. Review the story はらぺこあおむし and engage students by asking questions that require them to respond in Japanese. Questions may include identifying and comparing favourite elements and making simple statements about characters or themes. はらぺこあおむし can also be viewed as an audiobook, and subtitles can be enabled. <ul style="list-style-type: none"> Illuminated Films – The Very Hungry Caterpillar, by Eric Carle https://www.youtube.com/watch?v=g8gkdX9X22s Ask students to adapt the story by changing the items はらぺこあおむし eats in the children’s book. Teach students the rules and how to play <i>Jankenpon</i>, a version of paper, scissors, rock, to practise food and drink vocabulary.



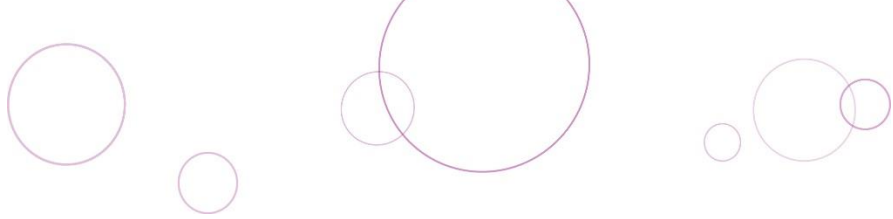
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be</p>		<ul style="list-style-type: none"> ▪ Japanese Teaching Ideas – In class GAMES and activities for teaching Japanese http://japaneseteachingideas.weebly.com/games.html <p>Summative assessment</p> <p>Formal assessment using the following activity:</p> <p>Hanami picnic</p> <ul style="list-style-type: none"> • Part A – listen for information and respond to questions. • Part B – write an invitation to a <i>hanami</i> picnic in the park and provide information about when, where and the occasion. Include the food and drink menu. • Part C – participate in an interview about going on a <i>hanami</i> picnic.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin 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 <i>ます</i> and negative form <i>ません</i> • describing actions using verb <i>ます</i> form, for example, <i>すし を たべます。</i> • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles <i>は/を/と/も/に</i>, and the use of <i>が</i> in 		



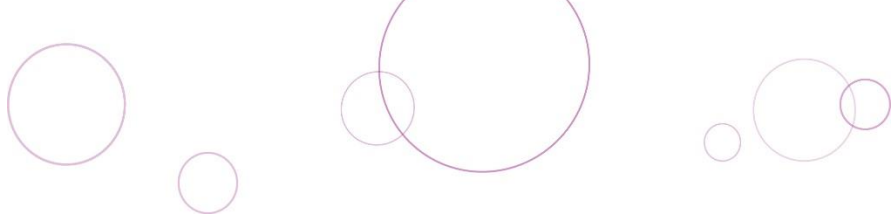
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>formulaic expressions, for example, noun が すき です</p> <ul style="list-style-type: none"> • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • 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。 <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>		



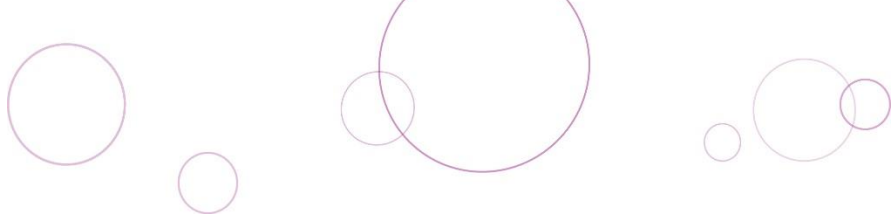
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 7</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土曜日にともだちとうみにいきます たん生日にケーキを食べます/たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>でまえ</p> <p>Students participate in a role play at a restaurant and share information about food and drink.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> • learn expressions to use at a restaurant • role play ordering food at a restaurant • design an invitation and menu to a special event • play games to help reinforce language learning. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> • Discuss with students how Japanese restaurants are similar or different to restaurants they may have visited. • On the whiteboard, display a Venn diagram to show the differences and similarities between Japanese and other restaurants identified by students. • Teachers may use the following website to make or create the Venn Diagram. <ul style="list-style-type: none"> ▪ Education World, Teacher Tools & Templates, Two-Circle Venn Diagram Template https://www.educationworld.com/tools_templates/venn_diagram2 • Introduce expressions to use at a restaurant; for example, いらっしゃいませ。こちらどうぞ。おいしそう。そうですね。わあ、すごい。 • Prepare students to perform a role play about ordering food and drink at a Japanese party/restaurant. Remind students to include the greetings, bowing when arriving at the restaurant and using some related expressions. A sample role play can be sourced at: <ul style="list-style-type: none"> ▪ Japan Foundation Sydney, Role Play: Japanese Tea https://jpf.org.au/classroom-resources/resources/role-play-japanese-tea/



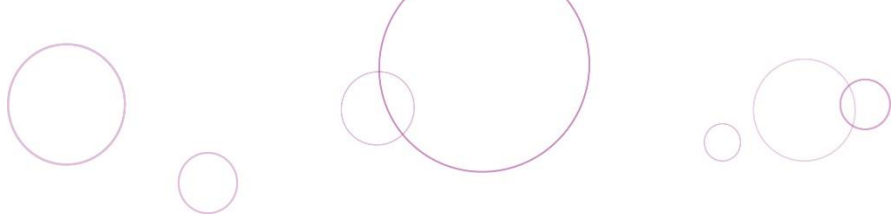
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Creating Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべもの は なんですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in</p>		<ul style="list-style-type: none"> • Ask students to design an invitation and menu for a special event at a new Japanese restaurant. <ul style="list-style-type: none"> ▪ Japan Foundation – Creating a Restaurant Menu https://jpf.org.au/classroom-resources/resources/creating-a-restaurant-menu/ • Encourage students to participate in language games to reinforce language acquisition by completing food and/or drink related tasks. <ul style="list-style-type: none"> ▪ Japanese Teaching Ideas <ul style="list-style-type: none"> ○ In class GAMES and activities for teaching Japanese http://japaneseteachingideas.weebly.com/games.html ○ Japanese Teaching Topic – FOOD http://japaneseteachingideas.weebly.com/food.html.



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Japanese communication, such as beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p>		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none">• using verbs in ます and negative form ません• describing actions using verb ます form, for example, すし を たべます• understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を/と/も/に, and the use of が in formulaic expressions, for example, noun が すき です。• understanding time words associated with days of the week, months of the year and seasons• beginning to use general counters in Japanese, for example, ひとつ、ふたつ• seeking information using question words なに/なん/いつ/どこ/だれ		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
and the sentence-ending particle か, for example, なに が すき ですか。 ; なんさい ですか。		



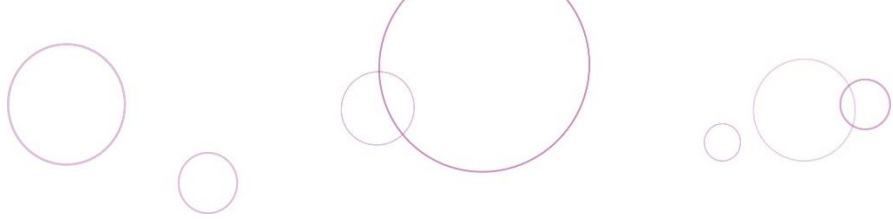
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Week 8</p> <p>Communicating</p> <p>Socialising Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます たん生日にケーキを食べます/ たべません</p> <p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>Informing Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds</p>	<p>おむすびころりん</p> <p>Students listen to and perform some scene from the folktale おむすびころりん.</p> <p>Learning intentions</p> <p>Students:</p> <ul style="list-style-type: none"> listen to the folktale おむすびころりん being read perform an adapted version of the folktale おむすびころりん. 	<p>Teaching and learning activities</p> <ul style="list-style-type: none"> Read おむすびころりん to students and ask them to respond to questions about the folktale. Prepare students to perform an adapted version of おむすびころりん to present to another year level or at an assembly. Resources: <ul style="list-style-type: none"> Japan Foundation Sydney <i>Omusubi kororin</i> http://jpfpsyd-classroomresources.com/r123.html Japanese Children’s Favourite Stories, edited by Florence Sakade (1998). <p>Formative Assessment</p> <p>Anecdotal assessment using checklists and notes, indicating how students:</p> <ul style="list-style-type: none"> use adjectives to describe food ask and respond to questions about likes and dislikes regarding food and drink design a poster about the food and drink they like are able to role play ordering food at a restaurant listen to and perform a version of the folktale おむすびころりん.



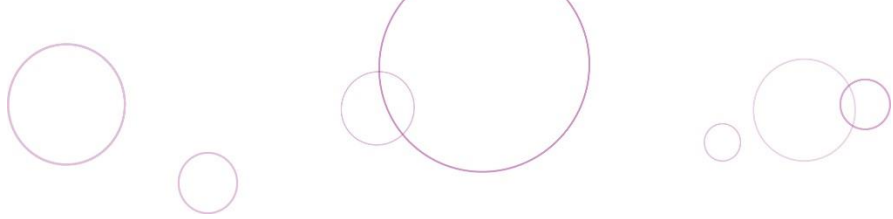
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support</p> <p>Creating Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきな たべものは なんですか。 ; なんさい ですか。</p> <p>Translating Explain and model culture-specific practices and formulaic language, such as apologising for being late by waiting at the entrance/door, bowing and using the expression おくれて すみません。 しつれいします</p> <p>Demonstrate and explain hand gestures, body language or facial expressions that work with language or stand alone in Japanese communication, such as</p>		



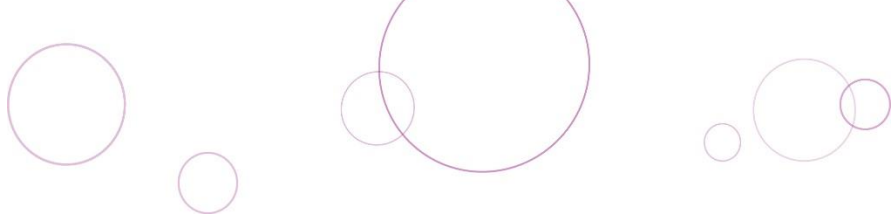
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>beckoning with fingers pointing downwards, or waving a hand in front of the face to signal a negative response</p> <p>Reflecting Notice what looks or feels similar or to their own language(s) and culture when interacting in Japanese.</p> <p>Understanding</p> <p>Systems of language Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a <i>hiragana</i> character</p> <p>Use a <i>hiragana</i> chart as a framework for reading and writing</p> <p>Commence basic <i>hiragana</i> script writing</p> <p>Begin to read and write words using <i>hiragana</i></p> <p>Notice and use context-related vocabulary and apply elements of</p>		



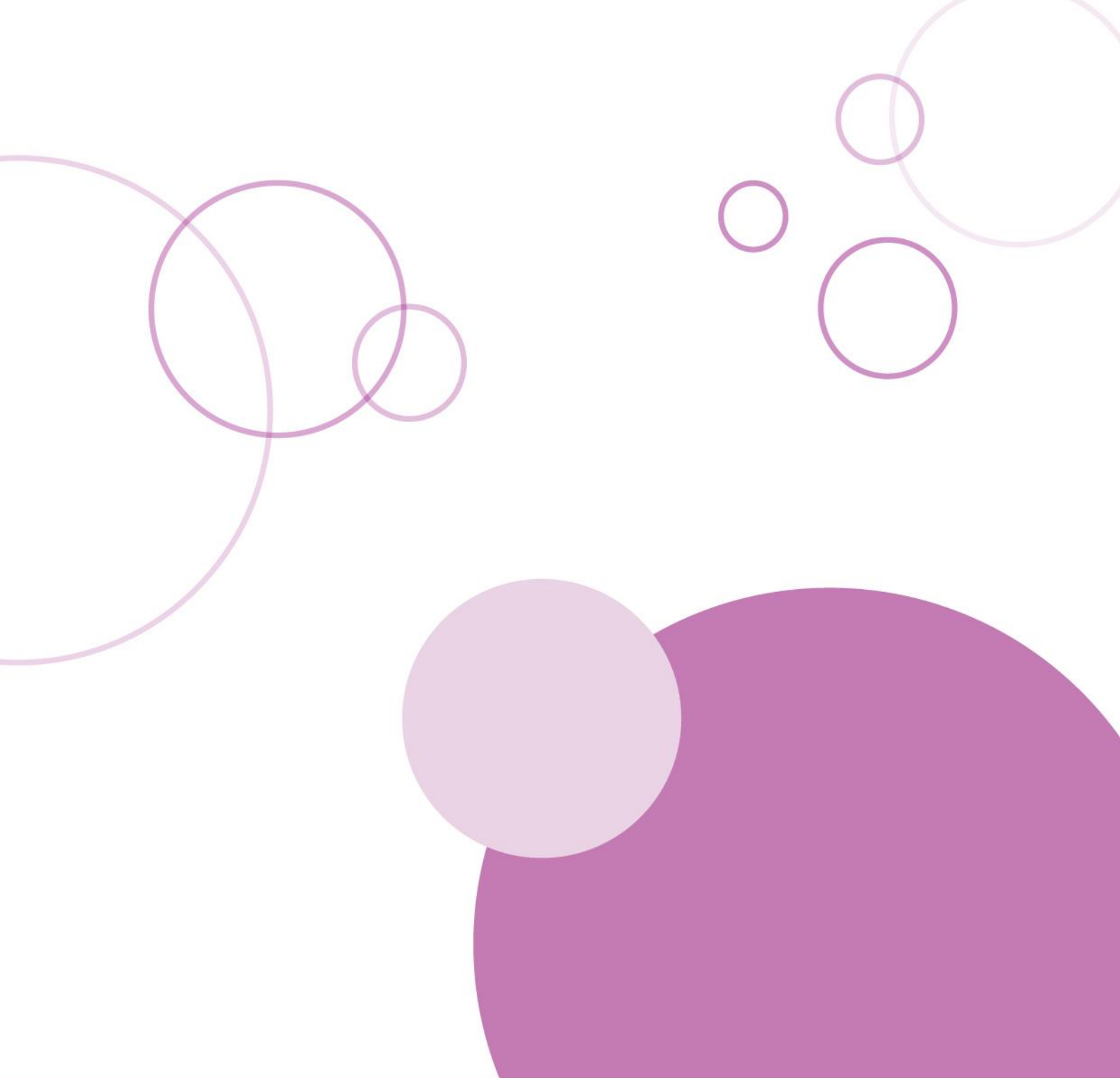
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> • using verbs in ます and negative form ません • describing actions using verb ます form, for example, すし を たべます • understanding the rules of Japanese word order (subject+object+verb), the use of associated particles は/を /と/も/に, and the use of が in formulaic expressions, for example, noun が すき です • understanding time words associated with days of the week, months of the year and seasons • beginning to use general counters in Japanese, for example, ひとつ、ふたつ • seeking information using question words なに/なん/いつ/どこ/だれ and the sentence-ending particle か, 		



Western Australian curriculum content	Teaching and learning intentions	Learning experiences
<p>for example, なに が すき ですか。 ; なんさい ですか。</p> <p>Begin to develop a metalanguage in Japanese for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p> <p>Language variation and change Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning</p> <p>Role of language and culture Understand that Japanese is the official language of Japan and one of the major languages of the Asia-Pacific region, a world language and an Australian community language</p>		



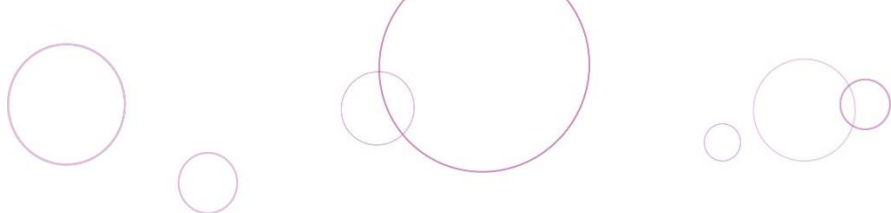
Western Australian curriculum content	Teaching and learning intentions	Learning experiences
Notice differences between Japanese, Australian and other cultures' practices and how these are reflected in language		



APPENDIX A: RESOURCES

Term 1

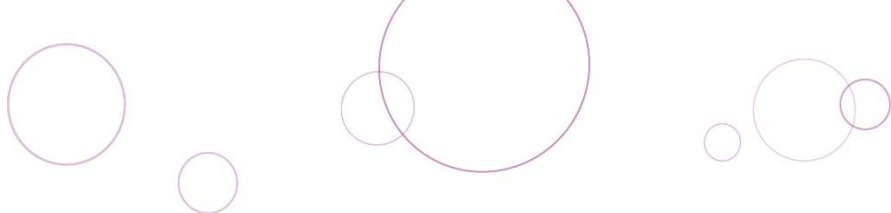
Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (emotions, <i>kanji</i> numbers) <p>Student resources</p> <ul style="list-style-type: none"> Workbook to store checklists, activities etc. <p>Audiovisuals</p> <ul style="list-style-type: none"> Japanese song-<i>Aisatsu no uta</i> あいさつのうた https://www.youtube.com/watch?v=agDEhQFi3WA <i>Nipponcat</i> Japanese Lessons YouTube, <i>ogenki desuka?</i> https://www.youtube.com/watch?v=BVIHmiXxiak Gift Giving in Japan, YouTube https://www.youtube.com/watch?v=qCDIpQ4Zpg Learn Japanese Gestures and Body Language in 7 minutes from Learn Japanese with JapanesePod1010.com https://www.youtube.com/watch?v=gboLbnAJsI0 Numbers 1–20, Learn Japanese Numbers 1 to 20, <i>Genki</i> Japan https://www.youtube.com/watch?v=D3won-7W3Js Wordwall – Quiz: Greeting My Animal Friends: Matching Greeting with hiragana https://wordwall.net/resource/18658490 <p>Games</p> <ul style="list-style-type: none"> Stomp 11 or Game 11 <p>Books</p> <ul style="list-style-type: none"> Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite: Japanese workbook. Primary Level 1</i>. Insight, Drouin, Vic <p>Websites</p> <ul style="list-style-type: none"> Japanese Teaching Ideas, Introductions, Greetings, Counting and Feelings http://japaneseteachingideas.weebly.com/introductions.html http://japaneseteachingideas.weebly.com/feelings.html http://japaneseteachingideas.weebly.com/counting.html
2	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (<i>hiragana</i>) <p>Audiovisuals</p> <ul style="list-style-type: none"> しまじろうチャンネル^{こうしき}公式 YouTube, [名曲]ひらがなのうた♪【しまじろうチャンネル^{こうしき}公式, <i>Hiragana</i> https://www.youtube.com/watch?v=8IpHIUxhdal



Week	Resources
	<ul style="list-style-type: none"> • The <i>Hiragana</i> Song ★ ひらがなのうた https://www.youtube.com/watch?v=Njvulx5N_qE <p>Websites</p> <ul style="list-style-type: none"> • Japanese Joy <i>Hiragana</i> http://www.japanesejoy.com/hiragana/ • The Idea Books 1- 5 Teaching Japanese for Juniors, <i>hiragana</i> http://www.hirokoliston.com/kyozai/index.php/hiragana-charts-flash-cards/ • Japanese Joy, eBooks and <i>kamishibai</i> http://www.japanesejoy.com/ebooks/ • Emopri, <i>hiragana</i> tracing mats https://emopri.com/blog/tag/hiragana/ <p>Games</p> <ul style="list-style-type: none"> • Stomp • Exit <p>Books</p> <ul style="list-style-type: none"> • Yuuki to Sakura Book 2 Aisatsu Written by Margaret Clancy, Illustrated by Kerry A. Jordinson and Published by LOTE Teaching Aids in Australia 2009 • Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite: Japanese workbook. Primary Level 2</i>. Insight, Drouin, Vic
3	<p>Teacher resources</p> <ul style="list-style-type: none"> • Flashcards (<i>kanji</i> numbers) • Playdough, pipecleaners or cold spaghetti • <i>Hiragana</i> tracing mats <p>Audiovisuals</p> <ul style="list-style-type: none"> • <i>Genki</i> Japan, Numbers 1–20 http://www.youtube.com/watch?v=D3won-7W3Js&feature=related • <i>Sonoko Nihongo</i>, Just listen!! Counting from 1 to 100★Japanese numbers are easy!! 聞くだけ！ひたすら 1 から 100 まで数える★日本語の数字は簡単 https://www.youtube.com/watch?v=0FUT-VozV-o • Talk about Age in Japanese Counting age (歳) from 1 to 100 years old https://www.youtube.com/watch?v=z_rlQt0ZZRE <p>Books</p> <ul style="list-style-type: none"> • Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite: Japanese workbook. Primary Level 2</i>. Insight, Drouin, Vic • ゆうきとさくら Book 3 ねんれいとなまえ Margaret Clancy, Illustrated by Kerry A. Jordinson and Published by LOTE Teaching Aids in Australia 2009 • Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite: Japanese workbook. Primary Level 4</i>. Insight, Drouin, Vic

Week	Resources
	<p>Websites</p> <ul style="list-style-type: none"> Japanese Teaching Ideas, Age http://japaneseteachingideas.weebly.com/age.html Harvard Graduate School of Education, Project Zero – Thinking routine See, Think, Wonder http://pz.harvard.edu/resources/see-think-wonder
4	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (<i>kanji</i> numbers, months) Bean bags/balls <p>Games</p> <ul style="list-style-type: none"> Pass the Ball/Bean Bag vocabulary <p>Books</p> <ul style="list-style-type: none"> おたんじょびおめでとう. Series 2, Book 1, ゆうきとさくら. Margaret Clancy, Illustrated by Kerry A. Jordinson and Published by LOTE Teaching Aids in Australia 2009 Evans, Meg (1999). <i>Mirai: Japanese course book. Stage 1, Part 3 Unit 7.</i> Longman/Pearson Education Australia, Melbourne <p>Websites</p> <ul style="list-style-type: none"> Genki Japan, Months of the year https://www.youtube.com/watch?v=1vapY3xQbPE Japanese Teaching Ideas– Birthdays PowerPoint and <i>Otanjyobi Find A Friend</i> worksheet http://japaneseteachingideas.weebly.com/birthdays.html
5	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (Days of the week, <i>kanji</i> numbers) Stationery items – A3 paper <p>Websites</p> <ul style="list-style-type: none"> <i>Funnihongo</i>, Learn Japanese Days of the Week – Days of the Week Song https://www.youtube.com/watch?v=qnhdSI0jYSk, Days of the Week Rap Youtube https://www.youtube.com/watch?v=NMcvkn1_h0 Quizlet Japanese Lesson 5 Hobbies https://quizlet.com/216009262/lesson-5-1-hobbies-flash-cards/ Let’s Learn Japanese! Days Of The Week (～曜日) YouTube https://youtu.be/hNJL_euT4UE Japan Foundation – Picture Cards https://jpf.org.au/classroom-resources/flash-cards/verbs-and-adjectives-picture-cards/cards

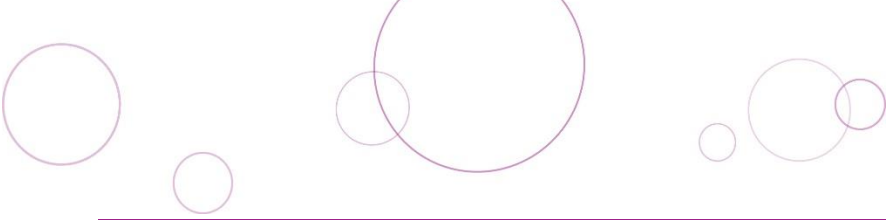
Week	Resources
	<ul style="list-style-type: none"> • Easy Projects Youtube, How to Make a Quick and Easy 8 Page Mini-Book From One Piece of Paper https://www.youtube.com/watch?v=21qi9ZcQVto&list=RDCMUCCPMpuiC645ddl2wSFRc_1g&index=1 • Rap Yesterday Today Tomorrow, YouTube https://www.youtube.com/watch?app=desktop&v=wu8Ajrmla8g • Japanese Teaching Ideas, Time http://japaneseteachingideas.weebly.com/time.html • Japanese Teaching Ideas, Time http://japaneseteachingideas.weebly.com/time.html • Kf studio, tokei1 https://www.kfstudio.net/kidsstudy/tokei01/ • Kf studio, tokei2 http://www.kfstudio.net/kidsstudy/tokei02/ <p>Books</p> <ul style="list-style-type: none"> • Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite : Japanese workbook. Primary Level 2</i>. Insight, Drouin, Vic
6	<p>Teacher resources</p> <ul style="list-style-type: none"> • Stationery items – clock face, paper <p>Websites</p> <ul style="list-style-type: none"> • Helping with Math, clockface https://helpingwithmath.com/generators/3md1-clock-face-generator01/ • Japanese Teaching Ideas – Birthdays http://japaneseteachingideas.weebly.com/birthdays.html <p>Assessment</p> <p>Formal assessment: いしゅうかん isshuukan (1 week)</p> <ul style="list-style-type: none"> • https://k10outline.scsa.wa.edu.au/home/pre-primary-to-year-6/year-3
7	<p>Teacher resources</p> <ul style="list-style-type: none"> • Travel Brochures • Stationery items – A3/A4 paper <p>Student resources</p> <ul style="list-style-type: none"> • Workbook to store checklists, activities etc. <p>Audiovisuals</p> <ul style="list-style-type: none"> • Super Simple – ブロッコリーアイスクリームはすき Do You Like Broccoli Ice Cream? https://www.youtube.com/watch?v=rgC7fyTx1nl



Week	Resources
	<ul style="list-style-type: none"> • Super Simple Songs – Do You Like Pickle Pudding?_ピクルスプリンはすき? ことものうた https://www.youtube.com/watch?v=Mfb--R1fhtQ <p>Websites</p> <ul style="list-style-type: none"> • Japan Teaching Ideas website – Travel http://japaneseteachingideas.weebly.com/travel.html • Japanese Teaching Ideas – Japanese Grammar – SUKI and ICHIBAN SUKI http://japaneseteachingideas.weebly.com/suki.html
8	<p>Teacher resources</p> <ul style="list-style-type: none"> • てるれるぼうず craft (string, tissue paper) <p>Student resources</p> <ul style="list-style-type: none"> • Workbook <p>Websites</p> <ul style="list-style-type: none"> • English/Japanese online dictionary https://jisho.org • Erin’s Challenge, Vocabulary places https://www.erin.jpf.go.jp/en/lesson/05/vocabulary/ • Japanese Teaching Ideas – Directions and Verbs http://japaneseteachingideas.weebly.com/directions.html http://japaneseteachingideas.weebly.com/verb-conjugations.html • Languages Online, <i>Kibishii sensei</i> song https://www.education.vic.gov.au/languagesonline/japanese/resources.htm

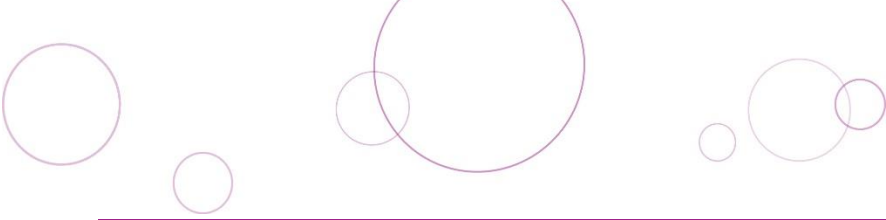
Term 2

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> • Flashcards (season and months) • Stationery items – paper <p>Audiovisuals</p> <ul style="list-style-type: none"> • Beautiful seasons of Japan https://www.youtube.com/watch?v=C87fVJr62gA <p>Websites</p> <ul style="list-style-type: none"> • <i>Kanji Months and Seasons</i> https://www.teachstarter.com/au/teaching-resource/kanji-months-and-seasons-of-the-year-poster/ • Japan Foundation Sydney, flashcards https://jpf.org.au/classroom-resources/flash-cards/kanji-cards-for-secondary-students/topics/#seasons • Happy Lilac https://happylilac.net/sy-kanzi21.html https://happylilac.net/mu1903021933.html
2	<p>Teacher resources</p> <ul style="list-style-type: none"> • Flashcards (season and months) • Stationery items – paper <p>Audiovisuals</p> <ul style="list-style-type: none"> • Beautiful seasons of Japan https://www.youtube.com/watch?v=C87fVJr62gA • 4 Seasons of Japan https://www.youtube.com/watch?v=L57zYGzP82Y <p>Books</p> <ul style="list-style-type: none"> • Chandler, Karan & Hooper, Peter, (illustrator.) (2006). <i>Copy, cut and do: ready to go Japanese language and cultural games, crafts and activities</i>. Creative Language Resources, Tamworth, New South Wales <p>Websites</p> <ul style="list-style-type: none"> • Education World https://www.educationworld.com/tools_and_templates/graphic-organizer-templates • Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/topics.html • Quizlet https://quizlet.com/features/flashcards • Quizlet –Ocean, Ocean, How Are You? https://quizlet.com/au/604723164/ocean-ocean-how-are-you-flash-cards/



Week	Resources
	<ul style="list-style-type: none"> ClassTools https://classtools.net/ Canva https://www.canva.com/create/flashcards/
3	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (season and weather) Stationery items – paper <p>Audiovisuals</p> <ul style="list-style-type: none"> Japanese Weather Lesson https://www.youtube.com/watch?v=dh7L-rYo-0 4 Seasons of Japan https://www.youtube.com/watch?v=L57zYGzP82Y <p>Websites</p> <ul style="list-style-type: none"> WN ウェザーニュース https://weathernews.jp/s/topics/202108/090015/ Happy Lilac https://print-kids.net/print/other/tenki-kion-fukusou/ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/weather.html Japan Foundation Sydney https://jpf.org.au/classroom-resources/resources/role-play-weather-reports/ <p>Assessment</p> <p>Appendix B – Assessment Exemplar 1 きせつ！ (Seasons!)</p>
4	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (season and weather) <p>Websites</p> <ul style="list-style-type: none"> Pinterest, Nature of Japan – Encyclopedia of Japan https://www.pinterest.com.au/pin/725009240000304897/ Happy Lilac https://happyilac.net/sy-kanzi12.html Japanese <i>Kanji</i> Worksheets http://www.jakka.net/ Quizlet https://quizlet.com/en-gb Digital Dialects, Japanese learning games, general vocabulary https://www.digitaldialects.com/Japanese.htm Wordwall https://wordwall.net/resource/17229600

Week	Resources
	<p>https://wordwall.net/resource/18658948</p> <p>https://wordwall.net/resource/18623513</p>
5	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (season and weather) <p>Websites</p> <ul style="list-style-type: none"> Prezi PowerPoint, Acrostic and Haiku https://prezi.com/biw9p3pd8fz-/acrostic-and-haiku-poems/ ただのゲームの^{しゃしん}写真 https://matomepapat.web.app/liluja-s-acrostic-poem.html Pinterest https://www.pinterest.com.au/pin/124200902211542922/ Flickr https://www.flickr.com/photos/48140612@N05/4702229974 Joglab http://www.joglab.com/acrostic-poem/?topic=Japan
6	<p>Books</p> <ul style="list-style-type: none"> Nakazawa, Kumiko (2016). さがしえ 12 つき. Hakusensha Publishing, Tokyo, Japan. <p>Websites</p> <ul style="list-style-type: none"> 春が来たどこにきた山に来た 【Japanese Spring Song】 https://www.youtube.com/watch?v=71Uxr-Vx-yw ボンボンアカデミー, ♪春がきた〈振り付き〉 https://www.youtube.com/watch?v=Q4_Pv0xDGRM Mama Lisa's World https://www.mamalisa.com/?p=843&t=es&c=85 Japanese Teaching Ideas, Weather http://japaneseteachingideas.weebly.com/weather.html Digital Dialects – Japanese learning games https://www.digitaldialects.com/Japanese.htm The Japan Foundation Sydney https://jpf.org.au/classroom-resources/ Practice learning <i>hiragana</i> table! "あいうえおの歌 (A song of AIUEO) ♪" https://youtu.be/E7l1s2KLdk
7	<p>Websites</p> <ul style="list-style-type: none"> Japanese Teaching Ideas, Travel http://japaneseteachingideas.weebly.com/travel.html
8	<p>Books</p> <ul style="list-style-type: none"> Evans, Meg (1999). <i>Mirai: Japanese activity book Stage 1</i>, pp. 82 & 83. Longman/Pearson Education Australia, Melbourne



Week	Resources
	<p>Websites</p> <ul style="list-style-type: none">• てるてるぼうず Teru Teru Bozu https://youtu.be/JnXl9jNy7o0• Frank Petersen – Teru Teru Bozu (Lyrics) https://youtu.be/pnxMcNPE3Z4• Creately https://creately.com/usage/5-ws-chart-worksheet-examples/• Japanese Mythology and Folklore, https://japanesemythology.wordpress.com/tracking-down-the-origins-of-the-teru-teru-bozu-てるてる坊主-sunshine-doll-tradition/• Toy 7 http://toy7.net/variety/teruterubouzu.html• じゃらん ニュース Jalan News https://www.jalan.net/news/article/543394/• おもちや箱^{ばこ}origami-teruterubouzu https://youtu.be/AWBubAXPzr0

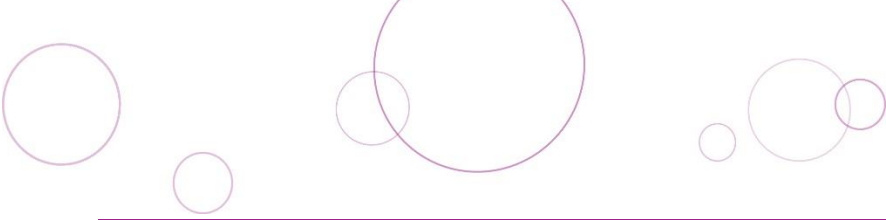
Term 3

Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (food and drinks) <p>Games</p> <ul style="list-style-type: none"> Bingo <p>Books</p> <ul style="list-style-type: none"> Mariko Shinju (2011). 「おはようあさごはん」 . Longman/Pearson Education Australia, Melbourne Hongo, Keiko & White, Hisae (1994). <i>Tanoshii nihongo = Japanese is fun</i>, Unit 9. Science Press, Marrickville, NSW Lee, Margaret (2002). <i>Tsumiki: student book 1</i>, Unit 10. Thomson Nelson, Southbank, Vic Rodrick, Tommasina (2000). <i>Japanese blackline masters</i>, Years 3–4, pp. 10. Lennox Head, NSW English/Japanese print dictionary <p>Websites</p> <ul style="list-style-type: none"> Genki Japan, compilation Japanese songs http://learnjapanesefaq.com/learn-japanese-numbers/ いろいろくだもの https://www.youtube.com/watch?v=5zXJ2AZwYt4 Japan Foundation Sydney https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#food Japanese Teaching Ideas, Daily Routine http://japaneseteachingideas.weebly.com/daily-routines.html Japanese Teaching Ideas – Japanese Teaching Topic FOOD http://japaneseteachingideas.weebly.com/food.html
2	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (food and drink) <p>Student resources</p> <ul style="list-style-type: none"> Workbook to store checklists, activities etc. <p>Books</p> <ul style="list-style-type: none"> Testsuo Takashima (2017). 「たまごがあるよ」 . Kadokawa, Tokyo
3	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (food and drink) Mobile materials (string, paper etc.)



Week	Resources
	<p>Student resources</p> <ul style="list-style-type: none"> • Workbook to store checklists, activities etc. <p>Books</p> <ul style="list-style-type: none"> • Xouris, Sue (2008). <i>Obento snack pack 1</i> (1st edition) pp. 6, 7 & 11. Cengage Learning Australia, South Melbourne, Vic • Xouris, Sue (2008). <i>Obento snack pack 2</i> (1st edition) Snack 1 -3. Cengage Learning Australia, South Melbourne, Vic <p>Websites</p> <ul style="list-style-type: none"> • Japanese Teaching Ideas, food and games http://japaneseteachingideas.weebly.com/food.html http://japaneseteachingideas.weebly.com/games.html • NHK World https://www.youtube.com/watch?v=AmlYPosuECQ • Tofugu https://www.tofugu.com/japan/sampuru/ • Zen Plus https://zenmarket.jp/en/blog/post/7682/japanese-realistic-fake-food • Education World https://www.educationworld.com/tools_and_templates/graphic-organizer-templates
4	<p>Teacher resources</p> <ul style="list-style-type: none"> • Food cards/flashcards • <i>Hiragana</i> activity sheet • Pipe cleaners, play dough, cookie dough etc. <p>Books</p> <ul style="list-style-type: none"> • English/Japanese print dictionary <p>Websites</p> <ul style="list-style-type: none"> • ピンキッツ、いろいろくだもの song https://www.youtube.com/watch?v=0KVZpdE_Mrg https://www.youtube.com/watch?v=SZFRVjNBLAK • Japanese Teaching Ideas, food and games http://japaneseteachingideas.weebly.com/food.html http://japaneseteachingideas.weebly.com/games.html • Wordwall https://wordwall.net/resource/17564139 https://wordwall.net/resource/18754578 https://wordwall.net/resource/17563596

Week	Resources
5	<p>Teacher resources</p> <ul style="list-style-type: none"> • <i>Onigiri</i> recipe <p>Books</p> <ul style="list-style-type: none"> • Carle, Eric & Ferreri, Mike. (Narrator) (2018). <i>The very hungry caterpillar</i> (はらぺこあおむし). New York • Morimoto, Masaharu (2016). <i>Mastering the art of Japanese home cooking</i> (First edition). Ecco, an imprint of HarperCollins Publishers, Broadway, NY • Fukuoka, Yasuko (2015). <i>Japanese cooking made simple: over 90 stylish recipes</i>. Southwater, London <p>Websites</p> <ul style="list-style-type: none"> • Minnanokyouzai, DJR0-0009 JFL Reading Activities, レシピ : 巻きずし https://minnanokyozaai.jp/kyozai/material/DJR00009/en/render.do • ひらがなネット公式チャンネル、【ひらがなレシピ】あきこと和食(わしょく)#06 ごはんの たきかたとおにぎり https://www.youtube.com/watch?v=iF_KS5OZ7S4
6	<p>Teacher resources</p> <ul style="list-style-type: none"> • Food/drink flashcards <p>Student resources</p> <ul style="list-style-type: none"> • Workbook to store checklists, activities etc. • Paper <p>Websites</p> <ul style="list-style-type: none"> • Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/ • Pinterest https://www.pinterest.com.au/explore/japanese-menu/
7	<p>Books</p> <ul style="list-style-type: none"> • たべもの 2 by Tashiro Taku (2004) • Carle, Eric & Ferreri, Mike. (Narrator) (2018). <i>The very hungry caterpillar</i> (はらぺこあおむし). New York <p>Websites</p> <ul style="list-style-type: none"> • Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/
8	<p>Teacher resources</p> <ul style="list-style-type: none"> • Diary entry



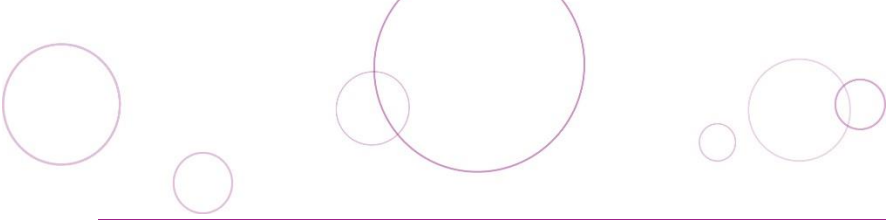
Week	Resources
	<p>Websites</p> <ul style="list-style-type: none">• Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/ <p>Assessment</p> <p>Appendix C – Assessment Exemplar 2</p> <p>よつめきせつ 四つ目の季節 (The 4 seasons)</p>

Term 4

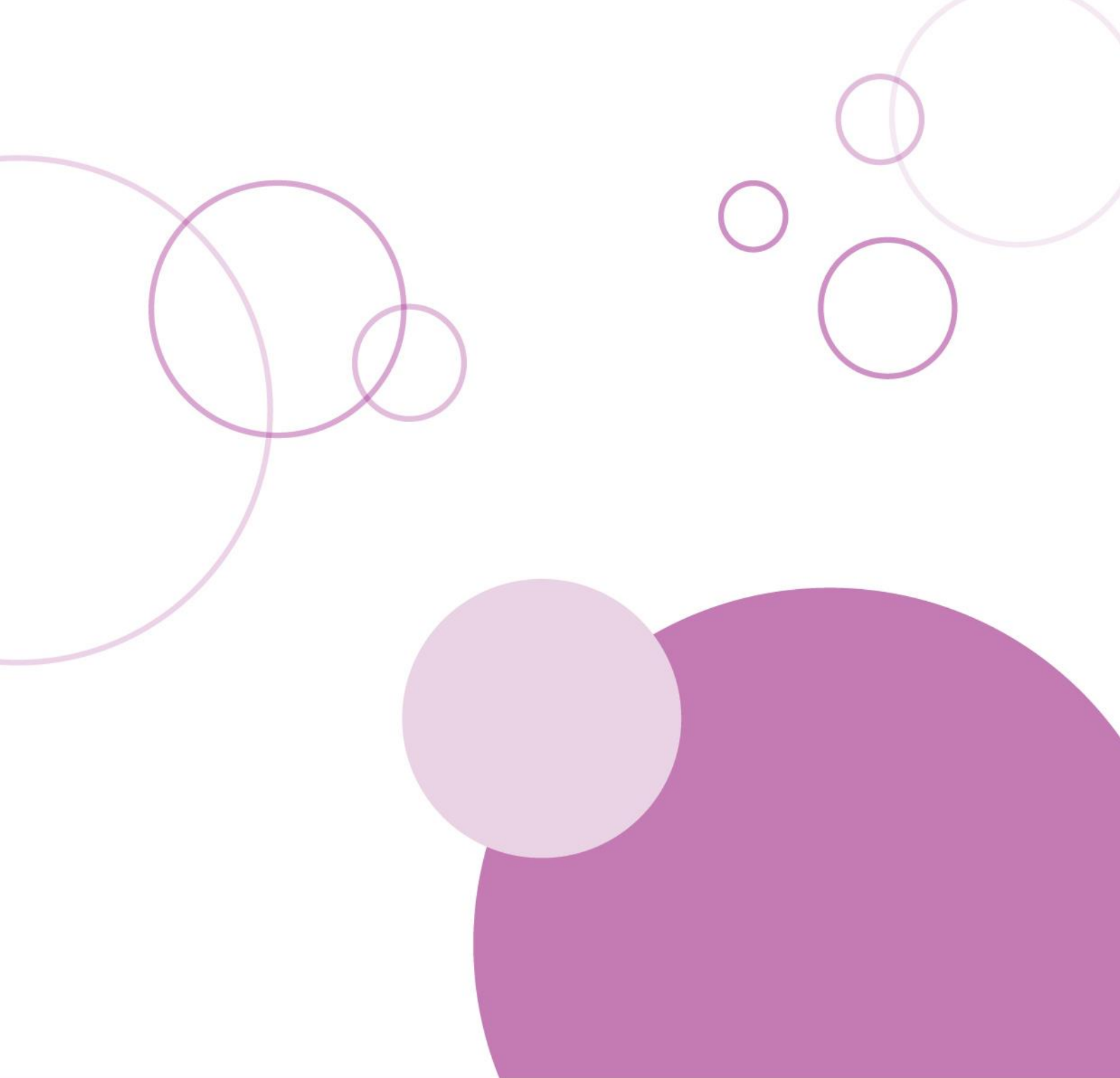
Week	Resources
1	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (counters, food and drink) <p>Books</p> <ul style="list-style-type: none"> Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite: Japanese workbook. Primary Level 1</i>. Insight, Drouin, Vic Carle, Eric & Ferreri, Mike. (Narrator) (2018). <i>The very hungry caterpillar</i> (はらぺこあおむし). New York <p>Websites</p> <ul style="list-style-type: none"> Erin's challenge! Lesson 8: Ordering Fast Food https://www.erin.jpf.go.jp/en/lesson/08/ Tomu desu, Genki Japan YouTube https://www.youtube.com/watch?v=SZFRVjNbLAK Learn Japanese Counters for People https://www.youtube.com/watch?v=YqxyFULA5iM.
2	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (fruits and counters) <p>Websites</p> <ul style="list-style-type: none"> Happy Lilac, ^{かず}数 https://happyilac.net/kazu-m.html Learn Japanese Counters for People https://www.youtube.com/watch?v=YqxyFULA5iM Tomu desu, Genki Japan YouTube https://www.youtube.com/watch?v=SZFRVjNbLAK GenkiJapan.net songs https://www.youtube.com/playlist?list=PLE084BBF35943219F Learn Japanese Counters for People https://www.youtube.com/watch?v=YqxyFULA5iM Japanese Teaching Ideas, Games or Food http://japaneseteachingideas.weebly.com/games.html http://japaneseteachingideas.weebly.com/food.html
3	<p>Teacher resources</p> <ul style="list-style-type: none"> Ordering food dialogue <p>Websites</p> <ul style="list-style-type: none"> Happy Lilac, Fruit Quiz, こどもクイズランド、くだもののなまえ, https://happyilac.net/land/category/kotoba/fruit/

Week	Resources
	<ul style="list-style-type: none"> Japanese Teaching Ideas, Games or Food http://japaneseteachingideas.weebly.com/games.html http://japaneseteachingideas.weebly.com/food.html
4	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (adjectives, food and drink) <p>Books</p> <ul style="list-style-type: none"> (1993). <i>Yoroshiku: niko niko. Teacher's handbook. Stages A & B.</i> Curriculum Corporation, Carlton <p>Websites</p> <ul style="list-style-type: none"> Erin's Challenge, Adjective Lesson (1) and Unit 6 Asking Prices https://www.erin.jpf.go.jp/en/lesson/17/vocabulary/ https://www.erin.jpf.go.jp/en/lesson/06/key-phrases/ Languages Online, Languages online Japanese Topics 1–5 and 8 http://www.education.vic.gov.au/languagesOnline/japanese/topic_08/index.html Japan Foundation, Sydney, Creating a restaurant menu http://jpfasyd-classroomresources.com/ https://jpf.org.au/classroom-resources/resources/creating-a-restaurant-menu/ Japanese Teaching Ideas http://japaneseteachingideas.weebly.com/ Song, <i>Ichi ni san no uta</i> https://www.youtube.com/watch?v=0yiNBXQ0w6A Mos Burger Japan https://www.mos.jp/menu/ KFC Japan https://www.kfc.co.jp/ Japan Foundation – Comb Cha Cleanse Reviews http://jpfasyd-classroomresources.com/
5	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (adjectives, food and drink) <p>Games</p> <ul style="list-style-type: none"> Speed Dating Quiz <p>Websites</p> <ul style="list-style-type: none"> ピンキッツ, Let's make piza, ピザをつくろう https://www.youtube.com/watch?v=svEoQxs6UXI Rap Japanese Adjectives – 形容詞けいようし https://www.youtube.com/watch?v=J9wigv8jUxQ

Week	Resources
	<p>Books</p> <ul style="list-style-type: none"> Kimura Yuuichi (2002) <i>Oishiina</i>. Chizuko Asano (1987). <i>Dakara omusubi daisuki</i>. <p>Assessment</p> <p>Formal assessment: <i>Hanami picnic</i></p> <p>https://k10outline.scsa.wa.edu.au > go to Assessing > Assessment Activities > Year 3 > scroll down to Languages and select the task 'Hanami picnic'</p>
6	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (food preference) <p>Books</p> <ul style="list-style-type: none"> Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite : Japanese workbook. Primary Level 1</i>. Insight, Drouin, Vic Carle, Eric & Ferreri, Mike. (Narrator) (2018). <i>The very hungry caterpillar (はらぺこあおむし)</i>. New York <p>Websites</p> <ul style="list-style-type: none"> はらぺこあおむし (audiobook) https://www.youtube.com/watch?v=g8gkdX9X22s Japanese Teaching Ideas, Games and Food http://japaneseteachingideas.weebly.com/ http://japaneseteachingideas.weebly.com/games.html http://japaneseteachingideas.weebly.com/food.html
7	<p>Teacher resources</p> <ul style="list-style-type: none"> Flashcards (expressions – at a restaurant) <p>Books</p> <ul style="list-style-type: none"> Sato-Goodsell, Kae & Rajakumar, Anne (1998). <i>Yonde Kaite: Japanese workbook. Primary Level 1</i>. Insight, Drouin, Vic Carle, Eric & Ferreri, Mike. (Narrator) (2018). <i>The very hungry caterpillar (はらぺこあおむし)</i>. New York <p>Websites</p> <ul style="list-style-type: none"> はらぺこあおむし (audiobook) https://www.youtube.com/watch?v=g8gkdX9X22s Japanese Teaching Ideas, Games and Food http://japaneseteachingideas.weebly.com/ http://japaneseteachingideas.weebly.com/games.html http://japaneseteachingideas.weebly.com/food.html Japan Foundation, Sydney, Creating a restaurant menu https://jpf.org.au/classroom-resources/resources/role-play-japanese-tea/ https://jpf.org.au/classroom-resources/resources/creating-a-restaurant-menu/



Week	Resources
	<ul style="list-style-type: none">Education World, Teacher Tools & Templates, Two-Circle Venn Diagram Template https://www.educationworld.com/tools_templates/venn_diagram2
8	<p>Books</p> <ul style="list-style-type: none">Sakade, Florence & Hayashi, Yoshio (2004). <i>Japanese children's favorite stories. Book Two</i>. Tuttle, Boston ; Rutland, Vermont <p>Websites</p> <ul style="list-style-type: none">Japan Foundation Sydney, <i>Omusubi kororin</i> http://jpfsyd-classroomresources.com/r123.html



APPENDIX B:
ASSESSMENT EXEMPLAR 1

きせつ！
Seasons!



Achievement Standard

Year level description

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

At standard, **students interact in Japanese with their teacher and each other through class experiences, activities and everyday transactions, and in routine exchanges to ask each other how they are, offer wishes and talk about events in the day and over the year, such as 土曜日 にも だち と うみ に いきます.** They use simple descriptive and expressive modelled language and gestures to follow instructions, ask questions and make statements. They locate some specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. They create and perform short, imaginative texts that use familiar expressions, modelled language and simple visual supports. Students explain and demonstrate some culture-specific practices, modelled language, verbal and non-verbal forms of expression that work with language, or stand alone in Japanese communication. When interacting in Japanese, students identify similarities or differences to their own language and culture.

Students become familiar with the systems of the Japanese language, recognising that there are 19 distinct consonants and mostly understanding the system of basic Japanese sound combinations; that a vowel can be attached to most consonants to produce a *hiragana* character. Students use a *hiragana* chart to read and write basic *hiragana* with a satisfactory level of accuracy. They use vocabulary and expressions and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They use verbs in *ます* and negative form *ません* and describe actions using verb *ます* form. Students identify the rules of Japanese word order (subject + object + verb), the use of associated particles *は/を/と/も/に*, and the use of *が* in formulaic expressions. They begin to use time words associated with days of the week, months of the year and seasons and begin using general counters in Japanese. Students seek information using question words *なに/なん/いつ/どこ/だれ* and the sentence-ending particle *か*. Students begin to describe, with guidance, how the Japanese language works, using terms similar to those used in English. They apply some of the language features and textual conventions in simple, familiar texts. Students describe how different ways of using Japanese language reflect different regions and countries, different relationships and different ways of making meaning. They state that Japanese is the official language of Japan, and an Australian community language. Students identify the differences between Japanese, Australian and other cultures' practices and how these are reflected in language.



Assessment task

Title of task

きせつ！ (Seasons!)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events in the day. In Part A and B they demonstrate their skills in comprehending spoken text and respond in English/Japanese to information in the text. In Part C, D and E they demonstrate their skills in comprehending written text and responding to questions to show their understanding.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information about the students' ability to recognise and understand the system of basic Japanese sound combinations and the ability for students' to gather and respond to information. Students read and write words producing <i>hiragana</i> .
Evidence to be collected	Completed task sheets
Suggested time	Parts A and B – 20 minutes Parts C, D and E – 35 minutes

Content description

Content from the Western Australian curriculum

Communicating

Informing

Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support

Understanding

Systems of language

Understand the system of basic Japanese sound combinations, that a vowel can be attached to most consonants to produce a *hiragana* character

Use a *hiragana* chart as a framework for reading and writing



Commence basic *hiragana* script writing

Begin to read and write words using *hiragana*

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

- using verbs in *ます* and negative form *ません*
- describing actions using verb *ます* form, for example, *すし を たべます*.
- understanding the rules of Japanese word order (subject+object+verb), the use of associated particles *は/を/と/も/に*, and the use of *が* in formulaic expressions, for example, noun *が すき です*
- understanding time words associated with days of the week, months of the year and seasons
- beginning to use general counters in Japanese, for example, *ひとつ、ふたつ*
- 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。*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to events in the day and over the year
- context-related vocabulary, for example:
 - seasons and weather, *春、夏、さむい、はれ*
 - places where these events take place, *山、こうえん、えいがかん*
 - common activity verbs, *行きます、たべます、のみます*
- how to apply grammatical elements in written texts, including:
 - days of the week, months of the year, general times, *きのう、きょう、六月、月よう日*
 - Japanese word order (subject+object+verb)
 - related particles or adverbs to subject-verb-object word order; for example, *すいえいをします*.

Assessment task

Assessment conditions

Task is to be completed by students working individually.

Differentiation

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

Resources

- Task sheets (including *きせつ！ Picture Dictionary*)
- *Hiragana* and *Katakana* chart



Instructions for teacher

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

- taught context-related vocabulary, including names of seasons and weather conditions
- exposed to a variety of texts related to events in the day and over the year
- context-related vocabulary, for example:
 - seasons and weather 春、夏、さむい、はれ
 - places where these events take place, 山、こうえん、えいがかん
 - common activity verbs, 行きます、たべます、のみます
- how to apply grammatical elements in written texts, including:
 - days of the week, months of the year, general times, きのう、きょう、六月、月曜日
 - Japanese word order (subject+object+verb)
 - related particles or adverbs to subject-verb-object word order, for example, すいえいをします。

Task

Parts A and B: 何^{なん}ど&てんきよほう

Provide students with Parts A & B of the task.

Advise them that they will hear the texts twice.

Students listen to the weather forecasts and collect information about the temperature and weather conditions.

They may refer to a *hiragana/katakana* chart and the きせつ! Picture Dictionary during the assessment.

Advise them that they have 20 minutes in which to complete the task.

Parts C, D and E: きせつ^{なん}は何ですか、きょうのてんきはどうですか&日本のてんき

Provide students with Parts C, D and E of the task.

Part C requires them to match the *kanji*, *hiragana* and English seasons vocabulary.

Part D requires them to describe the weather condition by selecting the appropriate word and copying the *hiragana*.

Part E requires them to view a weather map and write the weather conditions and temperature in Japanese.

They may refer to a *hiragana/katakana* chart and the きせつ! Picture Dictionary during the assessment.

Advise them they have 35 minutes in which to complete the task.



Task administration script

Part A ^{なん}何ど

Read aloud

1. ^{なん}何ど

Example: とうきょう は 十ど です。

a: さっぽろ は 五ど です。

b: せんだい の きおん は 十六ど です。

c: きょうと は 九ど です。

d: ひろしま は 二十二ど です。

e: ふくおか の きおん は 十八ど です。

Pause for 10 seconds before reading the text a second time.

Part A てんきよほう

Read aloud

2. てんきよほう

一: きょう の てんき は くもり です。

二: きょう の てんき は はれ です。

三: あめ が ふります。

四: きょう の てんき は あらし でした。

五: かぜ が つよいです。

六: あした の てんき は ゆき のち くもり でしょう。

七: きょう の てんき は はれ と あめ です。

八: きょう の てんき は はれ と くもり でした。

Pause for 10 seconds before reading the text a second time.



Instructions to students

きせつ！

Task A and B will take 20 minutes to complete.

Part A なんど 何ど

5 marks

Listen to your teacher read out the Japanese weather report for today. In English, write the temperature in degrees Celsius.

City	Degrees Celsius (°C)
Example: Tokyo	10 °C
a. さっぽろ Sapporo	
b. せんだい Sendai	
c. きょうと Kyoto	
d. ひろしま Hiroshima	
e. ふくおか Fukuoka	

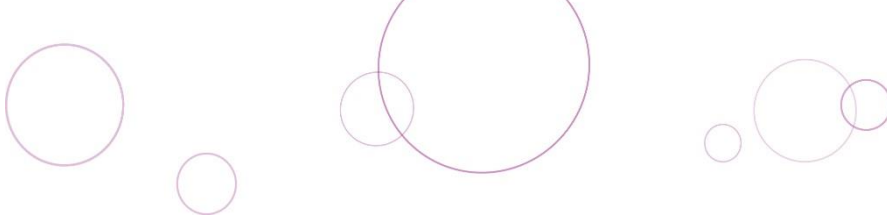
Part B てんきよほう

8 marks

Label the pictures below in the order they are read out by the teacher.

Write the *kanji* numbers 1 to 8 in the Number column.

一 二 三 四 五 六 七 八	
Number (<i>kanji</i>)	てんきよほう
	a. 
	b. 
	c. 
	d. 
	e. 
	f. 
	g. 
	h. 



You have 35 minutes to complete Parts C, D and E.

Part C きせつは何ですか。

8 marks

Match the seasons in *kanji*, *hiragana* and English

Draw lines to match the *kanji*, *hiragana* and English seasons vocabulary.


You may refer to your *hiragana* chart.

<i>Kanji</i>	<i>Hiragana</i>	English
a. 夏	i. はる	1. summer
b. 冬	ii. なつ	2. winter
c. 春	iii. ふゆ	3. spring
d. 秋	iv. あき	4. autumn

Part D きょうのてんきはどうか。

5 marks

Using the pictures as a guide, choose an appropriate word from the vocabulary box below to describe the weather conditions. The first one has been completed for you.

Weather : てんき	Complete the sentence in Japanese
e.g. 	e.g. きょうは <input type="text" value="くもり"/> です。
a. 	a. きょうは <input type="text"/> です。
b. 	b. てんきは <input type="text"/> です。
c. 	c. てんきは <input type="text"/> です。
d. 	d. <input type="text"/> が ふります。
e. 	e. <input type="text"/> が つよい です。

Vocabulary

Part E 日本のてんき

6 marks

Below is a map of Japan. Choose two cities and describe the weather conditions in each one.

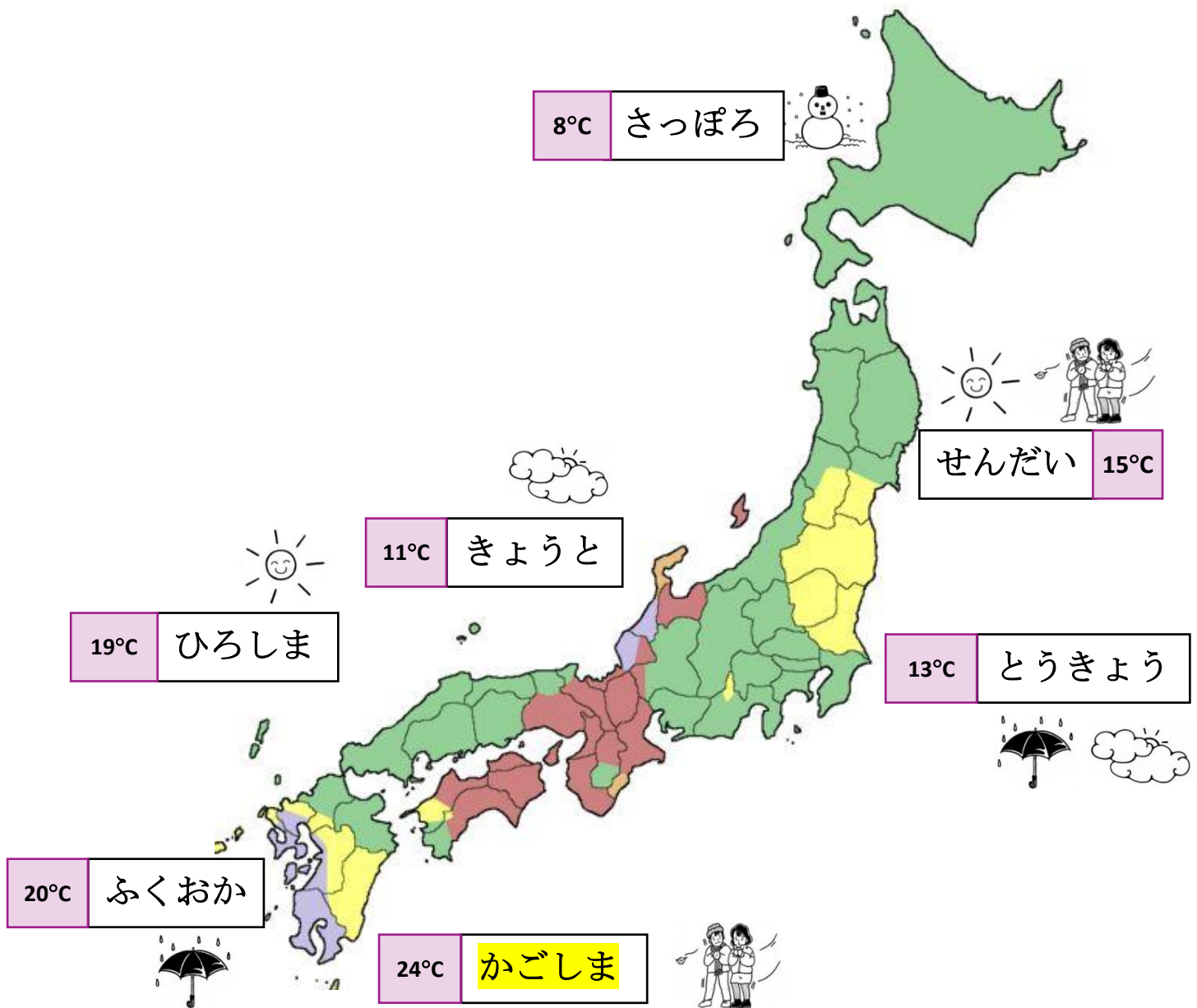
a. Write the name of the city in *hiragana*.

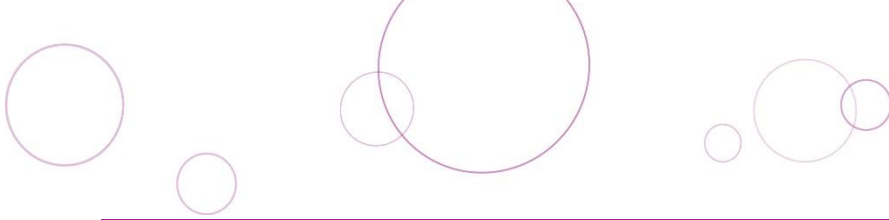
b. Describe the weather conditions including the temperature in *hiragana* and *kanji*.

Follow the example as a guide:

かごしま の てんきは くもり のち あめ です。きおん は 二十四 ど です。

Kagoshima's weather will be cloudy and later rain. The temperature will be 24°C.





	まち	日本のてんき
e.g.	かごしま	e.g. かごしま の てんきは くもりです。きおん は二十四ど です。
1.		

1 mark

2 marks

2.		

1 mark

2 marks

きせつ！ Picture Dictionary

You may refer to the きせつ！ Picture Dictionary throughout the assessment.

きせつ		
なつ	 	あき
ふゆ	 	はる

てんき	
あつい	
さむい	
はれ	
くもり	
あめ	
ゆき	
かぜ	
あらし	

Marking key:

きせつは何ですか。

Part A

Marks

何ど

a. 5°C

1

b. 16°C

1

c. 9°C

1

d. 22°C

1

e. 18°C

1

Subtotal

5

Part B

Marks

てんきよほう

一

1

四

1

二

1

六

1

三

1

五

1

八

1

七

1

Subtotal

8

Part C

Marks

きせつは何ですか。

a. 夏-なつ – summer

2

b. 冬-ふゆ – winter

2

c. 春-はる – spring

2

d. 秋-あき – autumn

2

Subtotal

8

Marking key:

Part D	Marks
きょうのてんきはどうか	
a. あらし	1
b. はれ	1
c. ゆき	1
d. あめ	1
e. かぜ	1
Subtotal	5
Part E	Marks
日本でのんき (2 out of 6 possible answers below are required) Note: sample answers are given below, variations are acceptable	
1. さっぽろはくもりです。きおんは二十八どです。	3
2. せんだいはくもりのちはれです。きおんは二十七どです。	3
3. とうきょうはくもりのちはれです。きおんは三十どです。	3
4. きょうとのてんきはくもりです。きおんは三十二どです。	3
5. ひろしまはあめでしょう。きおんは二十六どでしょう。	3
6. ふくおかのきおんは二十五どです。あめがふります。	3
Subtotal	6
Total	32



APPENDIX C: ASSESSMENT EXEMPLAR 2

よっ め きせつ
四つ目の季節

The 4 seasons



Achievement Standard

Year level description

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

At standard, **students interact in Japanese with their teacher and each other through class experiences, activities and everyday transactions, and in routine exchanges to ask each other how they are, offer wishes and talk about events in the day and over the year, such as 土曜日 にも だち と うみ に いきます.** They use simple descriptive and expressive modelled language and gestures to follow instructions, ask questions and make statements. They locate some specific points of information in a range of short texts and convey factual information about their personal worlds using familiar words, simple statements and modelled texts. Students participate in and respond to a range of imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or theme. They create and perform short, imaginative texts that use familiar expressions, modelled language and simple visual supports. Students explain and demonstrate some culture-specific practices, modelled language, verbal and non-verbal forms of expression that work with language, or stand alone in Japanese communication. When interacting in Japanese, students identify similarities or differences to their own language and culture.

Students become familiar with the systems of the Japanese language, recognising that there are 19 distinct consonants and mostly understanding the system of basic Japanese sound combinations; that a vowel can be attached to most consonants to produce a *hiragana* character. Students use a *hiragana* chart to read and write basic *hiragana* with a satisfactory level of accuracy. They use vocabulary and expressions and apply elements of grammar in simple spoken and written texts with a satisfactory level of accuracy. They use verbs in *ます* and negative form *ません* and describe actions using verb *ます* form. Students identify the rules of Japanese word order (subject + object + verb), the use of associated particles *は/を/と/も/に*, and the use of *が* in formulaic expressions. They begin to use time words associated with days of the week, months of the year and seasons and begin using general counters in Japanese. Students seek information using question words *なに/なん/いつ/どこ/だれ* and the sentence-ending particle *か*. Students begin to describe, with guidance, how the Japanese language works, using terms similar to those used in English. They apply some of the language features and textual conventions in simple, familiar texts. Students describe how different ways of using Japanese language reflect different regions and countries, different relationships and different ways of making meaning. They state that Japanese is the official language of Japan, and an Australian community language. Students identify the differences between Japanese, Australian and other cultures' practices and how these are reflected in language



Assessment task

Title of task

よつめきせつ
四つ目の季節 (The 4 seasons)

Task details

Description of task	Students demonstrate their knowledge and understanding of vocabulary, language structures and grammatical items related to events in the day and over the year. They also demonstrate their skills in writing in Japanese a series of significant/special events that happen during specific seasons over the year, in a mini book for Japanese children.
Type of assessment	Summative
Purpose of assessment	This assessment aims to determine student learning at the time of the assessment. It establishes information on the students' ability to write texts in simple Japanese for a younger audience.
Evidence to be collected	Mini book
Suggested time	Preparation Time – 30 minutes to illustrate the pages of the mini book 2 x 30 minute lessons

Content description

Content from the Western Australian curriculum

Communicating

Socialising

Interact with the teacher and peers, using formulaic structures and expressions, to participate in routine exchanges such as asking each other how they are, offering wishes and talking about events in the day and over the year, for example, 土よう日にともだちとうみにいきます。たん生日にケーキを食べます/たべません

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements

Informing

Locate specific points of information in a range of written, spoken, multimodal and digital texts, related to their personal worlds

Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts using graphic and digital support



Understanding

Systems of language

Use a *hiragana* chart as a framework for reading and writing

Commence basic *hiragana* script writing

Begin to read and write words using *hiragana*

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

- using verbs in *ます* and negative form *ません*
- describing actions using verb *ます* form, for example, *すし を たべます*
- understanding the rules of Japanese word order (subject+object+verb), the use of associated particles *は/を/と/も/に*, and the use of *が* in formulaic expressions, for example, noun *が すき です*
- understanding time words associated with days of the week, months of the year and seasons
- beginning to use general counters in Japanese, for example, *ひとつ、ふたつ*
- 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。*

Task preparation

Prior learning

Students have prior knowledge of and exposure to:

- a variety of texts related to events in the day and over the year
- context-related vocabulary, for example:
 - seasons and weather *春、夏、さむい、はれ*
 - places where these events take place, *山、こうえん、えいがかん*
 - common activity verbs, *行きます、たべます、のみます*
- how to apply grammatical elements in written texts, including:
 - days of the week, months of the year, general times, *きのう、きょう、あした、六月、月よう日*
 - Japanese word order (subject+object+verb)
 - related particles or adverbs to subject-verb-object word order, for example, *すいえいをします。*
- the textual conventions of a mini book, and be provided with opportunities to practise them.



Assessment task

Assessment conditions

Task is to be completed by students working individually under test conditions over two lessons.

Differentiation

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

Resources

- Task sheet
 - Access to sample mini books; for example, <https://jpf.org.au/classroom-resources/hiraganabooks1/> , <https://kidsinfost.net/2015/12/12/happymininote/> & <https://minne.com/@mamekaba>
- Paper for mini book
- *Hiragana* and *Katakana* chart



Instructions for teacher

Before administrating the task, students will need to be taught:

- context-related vocabulary, for example:
 - seasons and weather 春、夏、さむい、はれ
 - places where these events take place, 山、こうえん、えいがかん
 - common activity verbs, for example, 行きます、たべます、のみます.
- how to apply grammatical elements in written texts, including:
 - days of the week, months of the year, general times, きのう、きょう、あした、六月、月よう日
 - Japanese word order (subject+object+verb); for example, すいえいをします。
- the textual conventions of a mini book, and be provided with opportunities to practise them.

Task

Before the assessment, outline to students the way the task will be structured, that is, they have access to their notes/work completed in class and/or a *hiragana/katakana* chart to help them draft some text in Japanese and submit it for assessment. After the draft has been assessed, they will need to bring stationery to class to complete the final product of the assessment.

On the first day of the assessment, provide students with the task sheet and advise them that they have 2 x 30 minutes to complete the draft of their final product.

Discuss the task. Students will be developing a mini book, about events that happen in different seasons over the year. Ask student to think about what image(s) and text would be on each page. Remind them to include:

- a title; for example, うんどうかい
- the event and its location; for example, ことしのうんどうかいはがっこうであります。
- the season in which the event takes place; for example, うんどうかいは夏にあります。
- the weather; for example, うんどうかいの日ははれです。きおんは二十九どぐらいです。
- the seasonal food eaten at this event; for example, おべんとうをたべます。

Once the students have completed their draft and the teacher has marked the draft using the three criteria from the marking key, return the draft(s) to the students for completion of their final product.

Teachers may like to:

- extend the time for students to complete their mini book after the drafts have been assessed
- have students read from their completed mini books to an appropriate audience or display the mini books in a suitable place in the school
- have students record themselves reading their work.



Instructions to students

よっ め きせつ
四つ目の季節 (The 4 seasons)

Write and illustrate/draw a series of events that happen in the different seasons over the year in a mini book for young Japanese children. Think about what image(s) and text would be on each page.

Include:

- a title
- the event and its location
- the season in which the event takes place
- the weather
- the seasonal food eaten at this event.

Use the space below to write what the text will be on each page.

You may adapt work done in class and/or use a *hiragana/katakana* chart to help you. Write approximately 30–50 *ji* on a maximum of six pages, remembering what you have learned about the text type.

Present the draft of your mini book for assessment to your teacher who will mark it and return it to you. Once returned, you will have an additional 30 minutes to complete your mini book and hand it in to your teacher.

How to fold an A3 piece of paper into a booklet

- The Spruce Crafts – How to Make a 9-Page Booklet out of Paper
<https://www.thesprucecrafts.com/make-an-easy-9-page-paper-booklet-4117118>

Marking key

よつめきせつ 四つ目の季節 (The 4 seasons)

Content	Marks
Writes an engaging series of events that happen during the different seasons, over the year. Includes on each page of the mini book: a title, the event and its location, the season in which the event takes place, the weather and the seasonal food eaten at this event. Writes original content, that is, has been adapted, but not copied, from class work.	4
Writes a mini book that includes: a title, the event and its location, the season in which the event takes place, the weather and the seasonal food eaten at this event. Writes mainly original content, that is, has been adapted, but not copied, from class work.	3
Writes a mini book that that includes: a title, the event and its location, the season in which the event takes place, the weather and the seasonal food eaten at this event. Writes mostly original content, that is, some has been adapted or copied, from class work.	2
Writes a mini book that that includes: a title, the event and its location, the season in which the event takes place, the weather and the seasonal food eaten at this event. Writes content that may not be original, that is, it has been adapted or copied, from class work.	1
Subtotal	4
Grammatical elements	Marks
Writes simple and complex grammatical elements accurately. Includes a range of sentence patterns such as using verbs in <i>ます</i> and negative form <i>ません</i> , describing actions using verb , word order (subject+object+verb), particles <i>は/を/と/も/に</i> , the use of <i>が</i> in formulaic expressions, understanding time words associated with days of the week, months of the year and seasons, general counters in Japanese and question words.	4
Writes simple and complex grammatical elements mostly accurately.	3
Writes simple grammatical elements accurately with complex elements either not present or inaccurate, and most of the meaning is clear.	2
Writes simple grammatical elements; meaning is sometimes unclear.	1
Subtotal	4

Marking key

Vocabulary	Marks
Uses a wide variety of vocabulary, including verbs and adjectives, which is accurately. Includes an event, location, season and weather vocabulary and particles. Writes <i>hiragana</i> and <i>kanji</i> numbers clearly.	4
Uses a variety of vocabulary, including verbs and adjectives, and writes them accurately. Includes an event, location, season and weather vocabulary and particles. Writes most <i>hiragana</i> and <i>kanji</i> numbers clearly.	3
Uses a variety of vocabulary but sometimes writes words inaccurately. May include an event, location, season and weather vocabulary and particles. Writes <i>hiragana</i> and <i>kanji</i> numbers with some inaccuracies.	2
Uses a limited range of basic vocabulary, <i>hiragana</i> and <i>kanji</i> numbers are difficult to understand.	1
Subtotal	4
Total	12



Acknowledgements

Image acknowledgements

Appendix B

- Part B Images of clouds, penguin in raincoat, snowman, sun, thundercloud and umbrella from: Openclipart. (2006–2020). Retrieved September, 2021, from <https://openclipart.org/>
- Part D Image of clouds, snowman, sun, thundercloud and umbrella from: Openclipart. (2006–2020). Retrieved September, 2021, from <https://openclipart.org/>
Image of windy weather from: Japan Foundation, Sydney. (n.d.). *Noun picture cards H: weather*. Retrieved September, 2021, from <https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#weather>
- Part E Map from: Kwamikagami. (2010). *Japan pitch accent map*. Retrieved February, 2016, from https://commons.wikimedia.org/wiki/File:Japan_pitch_accent_map.png
Used under [Creative Commons Attribution-ShareAlike 3.0 Unported licence](https://creativecommons.org/licenses/by-sa/3.0/).
Images of weather conditions from: Japan Foundation, Sydney. (n.d.). *Noun picture cards H: weather*. Retrieved September, 2021, from <https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#weather>
- Picture dictionary Image of clouds, four seasons, cold weather, hot weather, snowman and thundercloud from: Openclipart. (2006–2020). Retrieved September, 2021, from <https://openclipart.org/>
Image of sun, umbrella and windy weather from: Japan Foundation, Sydney. (n.d.). *Noun picture cards H: weather*. Retrieved September, 2021, from <https://jpf.org.au/classroom-resources/flash-cards/noun-picture-cards/cards/#weather>

