SAMPLE TEACHING AND LEARNING OUTLINE

JAPANESE: SECOND LANGUAGE

YEAR 3
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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.
The sample teaching and learning outline provides a sequential series of content areas through which the Japanese: Second Language syllabus within the Western Australian Curriculum: Languages can be taught. Consistent with the rationale of the Languages curriculum, this outline supports students’ ability to communicate proficiently in a language other than English, with essential communication skills in that language, an intercultural capability, and an understanding of the role of language and culture in human communication.

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

**Time allocation on which the outline is based**
Two hours of teaching per week, over one year

**Prior knowledge**
In Year 2 Japanese: Second Language, students interacted with their teacher and peers using simple language and gestures, to talk about friends and family members. They participated in guided group activities, simple tasks and transactions using repetitive and formulaic language. Students identified key points of information in simple texts to complete guided tasks. They engaged with a range of imaginative texts, created stories and performed imaginative scenarios.

Students became familiar with the systems of the Japanese language and began to recognise and copy the 46 basic *hiragana* characters. They were also exposed to a few high-frequency *kanji* when they related to the learning context.

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

<table>
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<th>Term 1 Week</th>
<th>Focus</th>
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<tr>
<td>1–3</td>
<td>Introductions and routine exchanges&lt;br&gt;Students introduce themselves and interact with others in Japanese.</td>
<td>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, 今日 に ともだち と うみ に いきます・たん生 に ケーキ か たべませんか。</td>
<td>Recognise that there are 19 distinct consonants (b, g, s, sh, z, j, t, ch, ts, d, n, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)</td>
<td>1. Teach the greeting song Ohayou, goisatsunouta, modelling with actions, and ask students to do the actions while they sing along.&lt;br&gt;2. Read the class roll of student names and ask students to respond in Japanese.&lt;br&gt;3. Discuss behaviour expectations with students when entering and leaving the class, transitioning between activities and participating in games.&lt;br&gt;4. Provide students with opportunities to listen to greetings in Japanese and respond with the appropriate greeting for that time of day.&lt;br&gt;5. Play the game musical stop. Explain to students that they will listen to music and when the music stops they need to find a partner. Provide students with a time of day phrase, for example, 9:00am, then students bow to their partner and greet each other using the appropriate greeting. This game is similar to musical statues; however, when the music stops, students need to respond to the instructions provided.&lt;br&gt;6. Say a series of greetings in Japanese and ask students to respond to greetings using hand actions, gestures or holding up the correct word/character card corresponding to the greeting heard.&lt;br&gt;7. Ask students to participate in a variety of activities to show which greeting should be used at a particular time of the day by playing games such as memory, pictionary and/or holding up the correct card.&lt;br&gt;8. Ask students to reflect on how people introduce themselves in Japan and Australia and how these may be different. Discuss these differences, for example, bowing versus hand shake, pointing to nose when indicating self.&lt;br&gt;9. Explain how Japanese people give and receive, and how this may be similar or different to what they do. Teach the song Tomu desu to practise how Japanese people give and receive.&lt;br&gt;10. Provide each student with a hiragana chart. Ask students to look at the characters on the chart while introducing them to the sounds of each of the hiragana. Explain to students that just like English, Japanese has vowels and consonants and that hiragana sounds combine vowels and consonants. Ask students to give examples of vowels and consonants in English, then get students to identify the vowels in Japanese using the hiragana chart. Ask students to listen to and repeat the hiragana sounds.&lt;br&gt;11. Ask students to use a hiragana chart to find particular characters as they are said aloud. Tell students that words can be made using 2 hiragana characters. Ask students to write down the 2 hiragana characters that are called out, for example, any of the following: hiragana character words すし、ねこ、みみ、くち、あか、あお.&lt;br&gt;Ask students to interpret the 2 hiragana character words by using the hiragana chart.&lt;br&gt;12. Provide students with resources for a craft activity such as playdough and pipe cleaners to form hiragana characters. Ask students to guess which hiragana character others have created. Show students how to write simple words, for example, sushi, then have students form the hiragana characters with play dough before they attempt to write the word sushi.&lt;br&gt;13. Practise with students ways to ask and respond to questions about their age, for example, Numbers + さいです・さいです・さいです・さいです.</td>
<td>Lyrics for Ohayou, goisatsunouta can be sourced from <a href="https://www.italki.com/discussion/47137">https://www.italki.com/discussion/47137</a>&lt;br&gt;Game Musical stop Access music from YouTube Japanese children songs – CD compilations みんなのどよう&lt;br&gt;Game Memory This game promotes the development of memory or observation skills and can be used for learning vocabulary, phrases or expressions, such as greetings or numbers. This can be played using cards or objects.&lt;br&gt;Game Pictionary Students select a word (from the vocabulary they are learning), then draw the image/hiragana or kanji, while the other students raise their hand to respond in Japanese with the answer.&lt;br&gt;Game Cards Use vocabulary or picture cards to elicit a response from students, or used by students to respond to instructions.</td>
</tr>
</tbody>
</table>
Learning objectives:

- revise hiragana sounds, using a hiragana chart
- use numbers and months to ask and respond to questions about birthdays and festivals
- ask someone when it is their birthday
- respond to questions about their own birthday giving the day and the month
- discuss when and how special events are celebrated, such as birthdays and festivals
- participate in and discuss activities that celebrate Girl’s day Hinamatsuri and Children’s day in Japan
- participate in a jigsaw activity
- design a calendar about Japanese festivals

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, とううにいいます/ たまるんです/ さん生日に ケーキを たべます/ たべません

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

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

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, 申し訳ありません.

Notice what looks or feels similar or different to their

Notice differences between Japanese, Australian and other culture’s practices and how these are reflected in language

Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, ch, ts, d, n, h, f, b, p, m, y, r, w) and five vowels (a, i, u, e, o)

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

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:

- understanding time words associated with days of the week, months of the year and seasons
- seeking information using question words だれ/なに/なん/どこ/ なにさい

Understand that different ways of using Japanese language reflect different regions, different

- use a hiragana chart to interpret meaning of simple words
- ask and answer questions about their age.

1. Ask students to revise hiragana sounds, using a hiragana chart to look at the characters. Use examples to explain to students that hiragana sounds combine vowels and consonants.

2. Play a variety of games with students to revise numbers 一～十二:
   - call out a number between 一～十二 and instruct students to form groups according to the number they hear
   - ask students to sit in a circle of 10, the first student says the number 1 in Japanese and then passes the ball clockwise to the next student who says the subsequent number, 2. Continue in this manner until the number twelve is said, and then repeat once by going in an anticlockwise direction. Add a new dimension to the game by asking students to throw the ball to any student in the circle, when the student catches the ball, the student must say the subsequent number
   - use card games such as memory, ‘Fish’, recall games and number songs.

3. Introduce the months of the year, 一月～十二月. Ask students to view and listen to the song clip Months of the Year in Japanese by Genki Japan. Ask students to join in and sing along with the clip.

4. Ask students to form a circle to play the ball/bean bag vocabulary game to practise saying the 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. All students repeat the word of the month after the student. The student then passes the ball/beanbag to the next student in the circle who says the second month. Once again all students repeat the word of the month after the student. The game continues in this manner until all the months have been said in order from January to December.

5. Teach students how to ask and respond to the question related to when they celebrate their birthday, for example, おたんじょうびは何月ですか?

6. Arrange students in a circle. Explain that each student will ask for and say the month they celebrate their birthday in Japanese. Select a student to ask another student (in Japanese) for the month they celebrate their birthday. This student will respond in Japanese and then select another student in the circle to ask about the month they celebrate in Japanese to which the student will respond in Japanese with the month they celebrate their birthday. Continue in this manner until each student has had a turn.

7. Provide each student with 12 paper circles. Ask students to form the circles into a caterpillar to represent the 12 months of the year. In each circle, ask students to write in the kanji for each month starting with January in the first circle and finishing with December in the last circle.

8. Discuss with students how birthdays are celebrated in Japan and compare this with how birthdays are celebrated in Australia.

9. Teach the Happy Birthday song in Japanese. Provide opportunities for students to sing the song every time a birthday is celebrated in the class.

Assessment

- Anecdotal assessment using checklist and notes, indicating how students:
  - use a hiragana chart to revise sounds
  - ask and respond to question about which month they celebrate their birthday
  - are able to write the kanji for the months of the year.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6–10</td>
<td><strong>Party invitations</strong>&lt;br&gt;Students provide information about invitations, activities to do and places to go.</td>
</tr>
<tr>
<td>1.</td>
<td><strong>Formal assessment using the following activity:</strong>&lt;br&gt;- survey classmates and complete a birthday questionnaire. Each student will ask and respond in Japanese to the question ‘When is your birthday?’</td>
</tr>
<tr>
<td>10.</td>
<td>Ask students to collate the information from the survey into a graph showing how many people have birthdays in each month.</td>
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<tr>
<td>11.</td>
<td>Place on the wall a <strong>poster</strong> with balloons to represent each month of the year. Ask students to write their name in the balloon corresponding to their birthday month.</td>
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<tr>
<td>12.</td>
<td>Teach students how to ask others when it is their birthday, for example, <strong>せんせいの誕生日はなん月ですか</strong>? Ask students to share information with peers.</td>
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<tr>
<td>13.</td>
<td>Ask students to view and listen to the text <strong>Sagashie 12 tsuki</strong>. Discuss which festivals and activities are being celebrated each month. Students practise and respond to the question <strong>なん月なん日ですか</strong>?</td>
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<tr>
<td>14.</td>
<td>Teach students how to ask what month the festivals or celebrations are in <strong>おしょうがつはなんがつですか</strong>?</td>
</tr>
<tr>
<td>15.</td>
<td>Provide 4 sets of information about festivals/celebrations in Japan, (at least one for each month of the year) which include the name of the festival, when and where it takes place, how it is celebrated/observed and what is being celebrated/observed. Using the <strong>jigsaw technique</strong> organise students into 4 groups. In each group, have the students work in pairs. Provide each student with an activity sheet which asks for the name of the festival, when and where it takes place, how it is celebrated and what is being celebrated. Each group is given one set of information. The information is divided evenly amongst the pairs. Each pair completes their activity sheet. Once completed, students return to their group and share the information.</td>
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<tr>
<td>16.</td>
<td>Ask students to <strong>design a poster</strong> advertising one of the festivals from the jigsaw activity. <strong>Students write, in both Japanese and English,</strong> information on what festival, including which month, how and where it is celebrated.</td>
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<tr>
<td>17.</td>
<td>Tell students about the festival <strong>Hinamatsuri</strong> and how it is celebrated. Have students participate in a variety of activities, such as making craft, <strong>origami</strong>, artwork, sing songs, write calligraphy, read and view <strong>manga</strong> based on the festival.</td>
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<tr>
<td>18.</td>
<td>Place students in pairs and ask each pair to draw a picture that would depict a celebration or festival in Japan for a particular month. <strong>Students write the day/s and month of the year in Japanese.</strong> Ensure that all months of the year are covered. Collate the pictures to create a calendar to display in the classroom.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td><strong>Anecdotal assessment using checklist and notes,</strong> indicating how students:&lt;br&gt;- ask and respond to questions about birthdays and festivals using numbers and months&lt;br&gt;- share information with peers&lt;br&gt;- design a poster about a Japanese festival.</td>
</tr>
<tr>
<td>1.</td>
<td>Play a variety of games with students to revise numbers, for example, <strong>bingo</strong>, <strong>bean bag throw</strong> to classmate and the <strong>Ping Pong vocabulary</strong> game where the class is divided into 2 groups and answers specific questions related to language learnt.</td>
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<tr>
<td>2.</td>
<td>Ask students to participate in a variety of songs, to practise how to pronounce and say numbers in Japanese correctly.</td>
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</tbody>
</table>
| 3. | Play the game **What is the time Mr Wolf?** Teach students the phrase **いま、なんじですか** or **なんじですか**? Students ask each other questions to find out how old others are using the phrase **いま、なんじですか**?

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**Books:**
- **Book Japanese Activity Book 1 and 2** by Yoshihisa Ota and Tracey Maile (2008) for writing practise, festival links and information
- **Balloon poster**
- **Text Sagashie 12 tsuki** by Kumiko Nagazawa (2016)
- **Activity Design a poster**
- **Template Classroom calendar**
- **Ping Pong vocabulary**
- **Book Japanese Language Enrichment Activities** by Karan Chandler (2007)
- **Game Ping Pong vocabulary**
- **Game What is the time Mr Wolf?**
Learning objectives:

1. tell the time and say the days of the week
2. practise asking and telling the time
3. invite people to places
4. ask simple questions about where people are going
5. respond to questions about where people are going
6. ask with whom someone is going to an event
7. write the kanji for the days of the week
8. ask and respond to questions about days of the week
9. listen and respond to information about places to go on certain days of the week
10. share information with peers about birthdays and events
11. role play inviting someone to a birthday party
12. role play giving and receiving in a culturally appropriate manner
13. write some words in hiragana
14. read short texts and select information to

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:

- understanding time words associated with days of the week, months of the year and seasons
- seeking information using question words なに/なん/たい/どこ/どれ/いつ/何で
- the sentence-ending particle か/、for example, なに か す

Ask and respond to questions about time:

- are able to say and use numbers correctly.

Assessment:

- Anecdotal assessment using checklist and notes, indicating how students:
  - ask and respond to questions about time
  - ask with whom someone is going to an event

- Formal assessment using the following activity:
  - listen for information and complete a task sheet about what time activities children do during the day take place

- read information on a flyer, and then respond to questions about what days activities are held.

6. Discuss with students places to visit in different months of the year.

7. Introduce the particles に・と・は and explain to students how they are used.

8. Teach students expressions/phrases, for example,  pooni にきませんか,  pooni はなんじですか.

9. Introduce the question words なん/いつ/どこ/なんじ/だれ.

10. Provide opportunities for students to ask and respond to simple questions about where people are going, for example, どこにいきますか?

11. Drill students how to ask and respond to questions about who they are going out with, for example, だれにいきますか?

12. Practise with students the 7 kanji for the days of the week (月・火・水・木・金・土・日) and the pictorial representation of each kanji using power points/flashcards.

13. Provide students with playdough and ask them to form the kanji for the days of the week or provide students with cookie dough and ask them to form the days of the week kanji to make biscuits to take home.

14. Provide a set of cards for each pair of students and ask them to match the kanji to the correct picture representation of the kanji and the matching day of the week. Once they have matched the cards correctly, they can use the cards to play games such as snap, concentration and/or memory.

15. Ask students to play a Pictionary style game. Invite one student at a time to write a kanji representing one of the days of the week on the board and have the other students guess which day they are writing. Students will record their answer in their work book.

16. Provide opportunities for students to ask and respond to questions about days of the week, for example, きょうは～ですか?

17. Introduce questions in Japanese, about places to go on certain days of the week, and ask students to listen to and respond in Japanese, for example, なんじにいかにきませんか?
18. Provide students with a calendar and an activity sheet. Ask students to listen to the information provided and then circle or complete a cloze activity about the days of the week on their activity sheet.

19. Provide each student with a card which has information about an event that occurs on a certain date/s in a particular month of the year. Ask students to work in pairs. Tell students that they have five minutes to ask and answer questions about what day and month the event occurs.

20. After five minutes students form a new pair and repeat the process. As a class, students collate the information to make an event calendar.

21. Teach students expressions that may be used at a birthday party, for example, しつれいします・すみません・どうぞ・ありがとうございます・たのしみ・おくれてすみません・プレゼントどうぞ・お誕生日おめでとう・なんですか？

22. Provide resources and support students to make a birthday card.

Assessment

- Anecdotal assessment using checklist and notes, indicating how students:
  - are able to say the days of the week correctly
  - are able to invite people to places
  - ask and respond to simple questions about where people are going
  - are able to write the 7 days of the week in kanji
  - match the kanji for the day of the week to its pictorial representation
  - ask and respond to questions about the days of the week
  - view, read, listen to information in party invitations and interviews before answering focus questions about the party.

- Formal assessment using the following activity:
  - Isshuukan
    Part A – Design a birthday invitation. The invitation must include information about who it is for, where it is, what day and what time it is taking place. Students to write words in hiragana and kanji. Students may use a hiragana chart.
    Part B – Ask students to role play a part giving an invitation to a friend and answering questions about the party as to when, what time, where and what for.
    Part C – Participate in a role play that takes part at a birthday party including greetings, expressions, bowing, giving and receiving the present and saying and singing happy birthday.
    Students demonstrate understanding of language by correctly using the following language components; おくれてすみません・プレゼントどうぞ・お誕生日おめでとう・どうぞ・ありがとう・なんですか・たのしみ。

23. Provide students with a variety of multimodal texts about traditional games played in Japan, then discuss differences and similarities regarding how games are played in Japan and Australia.

24. Provide students with opportunities to participate in traditional games from Japan, for example, けん玉, だるま落とし, 竹とんぼ.

25. Talk about some important events such as birthdays and how they are celebrated in Japan, in Australia and the rest of the world.
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<th>Suggested Teaching and Learning Activities and Assessment</th>
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<tr>
<td>1–3</td>
<td>Seasons in Japan and Australia</td>
<td>Interactive 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, とうとうにともだちとぅみにいきます・たん生日にケーキをたべます／たべません</td>
<td>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)</td>
<td>1. Introduce the kanji for the four seasons 春・秋・夏・冬 and then play the audio visual clip Beautiful seasons of Japan. Students determine the seasons and when they occur. Discuss how the seasons are the same and how they are different to Australia, and why this is the case. 2. Provide students with a manga and an advertisement and ask them to view the texts and locate the seasons. 3. Assist students to develop a set of cards with the seasons written in kanji and corresponding cards written in English. 4. Provide students with a set of cards with pictures of the seasons and the kanji for the seasons. In pairs, ask students to match pictures of the seasons to the correct kanji, by playing games such as memory and/or snap. 5. Provide an activity sheet with pictures of the seasons and ask students to write the kanji for the season next to the corresponding image of that season. 6. Ask students to write the kanji for each of the seasons using calligraphy brushes and then draw pictures to illustrate each of the seasons. 7. Introduce adjectives to describe the seasons, for example, is it hot, cold, beautiful, あついですか・さむいですか・はなすかいですか・すずしいですか. 8. Practise with students ways to ask and respond to questions about the seasons, for example, 夏はどうですか? 夏がすきですか? 夏かすきですか? 9. Provide opportunities for students to write short responses in hiragana to describe the seasons, for example, あついです・さむいです.</td>
<td>Audio visual clip The Four Seasons Live Japan 2017 <a href="https://livejapan.com/en/article-a0000213/">https://livejapan.com/en/article-a0000213/</a> Audio visual clip Beautiful seasons of Japan <a href="https://www.youtube.com/watch?v=C87fVJr62gA">https://www.youtube.com/watch?v=C87fVJr62gA</a> Audio visual clip 4 Seasons of Japan <a href="https://www.youtube.com/watch?v=L577YGLsP8Y">https://www.youtube.com/watch?v=L577YGLsP8Y</a> Japanese Teaching Ideas <a href="http://japaneseteachingideas.weebly.com/topics.html">http://japaneseteachingideas.weebly.com/topics.html</a></td>
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<td>Assessment</td>
<td>Manga Advertisement Calligraphy brushes</td>
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<td>- Anecdotal assessment using checklist and notes, indicating how students:  ▪ are able to write the kanji for the 4 seasons  ▪ use adjectives to describe the seasons  ▪ ask and respond to questions about the seasons  ▪ use hiragana to write short responses to describe the seasons.</td>
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4–10
My favourite season
Students look at places to go and activities to do during the different seasons in Japan.

Learning objectives:
• talk about the types of activities that take place in different seasons
• listen to texts in Japanese and respond to questions
• write words in hiragana and kanji related to places and the seasons
• write short texts about seasons using learnt hiragana and kanji
• read haiku poems about the seasons and then write their own haiku
• learn a song in Japanese, then write an additional verse to the song
• perform a Japanese song about the seasons for a school assembly
• listen to and view a Japanese manga and retell the story in English
• design a travel brochure about activities and places to visit
• 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, すきなたまごはととおりにいきます。たんの生目にケーキをたべませんか？

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

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.

Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes.

Create and perform short, imaginative texts that use familiar expressions and modelled language, as well as simple visual supports, for example, すきなたまごはととおりにいきます。たんの生目にケーキをたべませんか？

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts.

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, すきなたまごはととおりにいきます。たんの生目にケーキをたべませんか？

Recognise that there are 19 distinct consonants (k, g, s, sh, z, j, t, ch, ts, d, n, h, b, p, m, y, f, w) and five vowels (a, i, u, e, o).

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
• seeking information using question words なに/どこ/どれ/いつ/なんさい
• the sentence-ending particle か, for example, なにがすきですか？

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts.

1. Talk to students about the type of activities that take place in the different seasons and why certain activities would take place in a particular season.
2. Show the class images of seasons in Japan and have students respond to the images by asking and answering questions, for example, 冬は十二月から二月までです。さむいでです。
3. Drill the names of some places and how they are written, for example, きんぎょ しなか・ゆめ・ひなまつり おさんせん
4. Provide opportunities for students to ask and respond to questions about where they are going, for example どこにいきますか？
5. Place images of places in Japan around the classroom. Arrange students in groups of 4 and give each one a number from 1 to 4. Call out a place, and a number from 1 to 4. The student who has been allocated the number called must stand by the appropriate image.
6. Develop a Quizlet game to play with students related to language learnt, cultural events and activities.
7. Model how to write a short description of one of the seasons. Then ask students to write a short description about 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, おさんせん にいきます。夏にwhatseason, かわ, おさんせん, にいきますか？
8. Model writing an acrostic poem about the seasons, then ask students to write an acrostic poem to describe the seasons.
9. Introduce students to haiku poems. Read several haiku poems and discuss with students. Ask students to create their own haiku based on one of the haiku poems provided.
10. Ask students to design a poster with the word for their favourite season written in kanji. Students demonstrate knowledge of seasons in Japan by including pictures of festivals and places they would go and activities they would do in that season. Write the kanji using calligraphy brushes.
11. Assign students to groups and ask them to present to others their poster about the seasons in Japan.
12. Introduce the song Harugakita, practise the lyrics and ask students to sing along.
13. Assist students to write new verses for the song Harugakita by interchanging some words. Inform students that they will perform the song at the school assembly.
14. Model how to develop a role play, using the language previously taught, to talk about what season they like, when the season occurs and what they like to do in that particular season. Ask students to work in pairs and then present their role play to the class.
15. Re-read the book Sagashie 12 tsuki and ask students to respond to questions.
16. Ask students to design a poster of the 4 seasons in Japan. The poster should include the kanji for the 4 seasons, phrases and words used when discussing or describing the seasons, as well as pictures or drawings to represent the seasons. Ask students to design a calendar entry with the focus on one of the seasons. The entry should include the kanji for the season, any phrases or words to describe the season and pictures or drawings to represent the season.
17. Read with students a manga story in which the characters are talking about the seasons, then ask students to retell the story in English.
18. Distribute to students copies of travel brochures to view and talk about the type of information provided. Ask students to design a travel brochure for Japan or a city in Japan encouraging tourists to visit in a particular season. Ask them to include places to visit and activities to do, for example, temples, mountains, onsens, foods.

Quizlet: https://quizlet.com/en-gb

Poetry Haiku
http://www.kidzone.ws/poetry/haiku.htm

Activity Design a poster on favourite season

Calligraphy brushes

Song Harugakita
https://www.youtube.com/watch?v=INSr-Rmb5Sw

Song Numbers song on Genkijapan, compilation Japanese songs
http://learnjapanesefaq.com/learn-japanese-numbers/

Japan Foundations online site - Erin’s challenge!
https://www.erin.ne.jp/en/

Text Sagashie 12 tsuki by Kumiko Nagazawa
(2016)

Website Japan Teaching Ideas
http://japaneseteachingideas.weebly.com/weather.html

Books Copy, Cut and do Ready to go Japanese language and cultural games, crafts and activities by Karan Chandler (2006)

Text あいうえおうさま by Teramura Teruo
(2014)
<table>
<thead>
<tr>
<th>during a particular season.</th>
<th>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</th>
<th>Assessment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Anecdotal assessment using checklist and notes, indicating how students:</td>
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<tr>
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<td></td>
<td>▪ ask and respond to questions about the seasons and places to go</td>
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<td>▪ are able to write a short description about one of the seasons</td>
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<td>▪ create their own haiku based on one they have read</td>
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<td>▪ design a poster of their favourite season and include the kanji for that season</td>
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<td>▪ create their own verse/song by interchanging words to the song Haragakita</td>
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<td>▪ are able to present a role play about the seasons.</td>
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<td>• Formal assessment using the following activity:</td>
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<td>▪ view travel advertisements and answer questions related to information in the advertisements, for example, What season is advertised? What activities do they recommend doing? What places do they recommend visiting?</td>
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<td>Travel brochures</td>
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### Sequence of teaching and learning

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<th>Term 3 Week</th>
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<tr>
<td>1–2</td>
<td>Eating and drinking in Japan</td>
<td>Students talk about types of Japanese food and drinks consumed at certain times of the day and for particular occasions.</td>
<td>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:</td>
<td>1. Revise with students numbers by singing the <strong>Numbers song</strong>.</td>
<td>Song <strong>Numbers song</strong> on Genkijapan, compilation Japanese songs <a href="http://learnjapanesefaq.com/learn-japanese-numbers/">http://learnjapanesefaq.com/learn-japanese-numbers/</a></td>
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<td>2. <strong>Play number bingo</strong> with the students. Ask students to write three numbers from 1 – 10 in their workbook. Ask students to place a tick next to the number when it is said. The first student with three correct numbers will raise their hand and respond to the teacher by saying the three numbers aloud in Japanese.</td>
<td><strong>Game Number bingo</strong></td>
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<td>3. <strong>Teach students the names of foods</strong> たべもの and drinks のみもの commonly found at a birthday party in Japan, for example, types of foods, for example, すし, おにぎり, おべんとう, くだもの, いちご, みかん, りんご, すいか, もも, たまご, みそしる。トマト, クリオメル, ハム, ケーキ, ミートパイ, ソーセージロール, サンドイッチ。</td>
<td>Flashcards for food can be found in the Japan Foundation classroom <a href="http://jpfsyd-classroomresources.com/r26.html">http://jpfsyd-classroomresources.com/r26.html</a></td>
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<td>4. <strong>Revise and introduce to students vocabulary associated with new foods and drinks from Japan.</strong></td>
<td><strong>Text Ohayou asagohan</strong> by Mariko Shinju (2011)</td>
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<td>5. <strong>Read the texts</strong> <strong>Ohayou asagohan</strong> and <strong>Obentou basu</strong>. 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.</td>
<td><strong>Book Obentou basu</strong> by Mariko Shinju (2006)</td>
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<td>6. <strong>Practice drilling the names of foods, for example, obentou, onigiri, ebifurai, tamagoyaki, misoishiru, tomato, burakorii, hamu, tamago, sushi, ichigo, Toosuto, miito pai, soseeji rooru, sandochichi and kudamono.</strong></td>
<td><strong>Japanese Teaching Ideas</strong> <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a></td>
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<td>7. <strong>Provide students with a set of cards</strong> with images of Japanese food and drinks and the words for each of the food and drink on a separate card. Ask students to match the image with the corresponding word.</td>
<td>Japan Foundations online site- Erin’s challenge! [<a href="https://www.erin.ne.jp/en/">https://www.erin.ne.jp/en/</a>]</td>
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<td>8. <strong>Ask students to respond to questions about their favourite food, for example, すきなたべものはなん？ですか？ すいか。</strong></td>
<td><strong>Assessment</strong></td>
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<td><strong>• Anecdotal assessment using checklist and notes, indicating how students:</strong></td>
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<td><strong>- ask and respond to questions about their favourite food.</strong></td>
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Every day food in Australia and Japan

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.

Learning objectives:
• 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 hiragana words for food and drink
• listen for key words in texts to complete activities
• play memory games to practise new vocabulary.

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, 今日　に　とものち　と　うみ　に　いきます；たん生じ　に　ケーキをたべます／たべません

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/ない and negative form ません
• describing actions using verb ます/ない, for example, すしをたべます／たべません
• understanding the rules of Japanese word order (subject + object + verb), the use of associated particles は/を/と/or に, and the use of が/in formulaic expressions, for example, noun ga です
• seeking information using question words なに/なん/いつ/どこ/それ, and the sentence-ending particle か, for example, なに/なん/いつ/どこ/それ，なら the sentence-ending particle か, for example, なに/なん/いつ/どこ/それ，なら

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

1. Ask students to listen to and view a range of multi-modal texts to share information about foods eaten in Japan and Australia.
2. Encourage students to participate in memory games, listening tasks, flashcard activities and card games to develop their vocabulary and assist in the memorisation of vocabulary for common foods.
3. Ask students to make list of foods in Japanese and then to make one card for each food on the list. Each card will have 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. Then ask students to place the cards onto a key ring and use these cards to revise and recall the names of common foods.
4. Provide opportunities for students to ask and answer questions about food, using the foods on their 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。なにをたべますか？すしをたべます。すきなたべものは？どうさんの。
5. Play the game Musical stop with students. When the music stops, students ask each other if they like a food, 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。すきなたべものは？どうさんの。
6. Provide students with an activity sheet and ask them to trace and copy hiragana food and drink words, for example, すし、いちご、りんご、もも、をたべます、おちゃ、みず、さけ。
7. Ask students to make food words in hiragana, such as すし・もも・いちご, using pipe cleaners, play dough, cookie dough.
8. Ask students to complete the fruit names activity based on the book Harapeko aomushi.
9. Ask students to participate in a listening quiz about Harapeko aomushi to practise fruits eaten on a certain day of the week.
10. Ask students to write as many food words in Japanese as they can think of in a given time frame, for example, one minute.
11. Divide the class into four groups. Ask students to try and 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, すしをたべます。The second student repeats the sentence and adds another food to the food already used, for example, すしをたべます。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.
12. Provide dinner menus/advertisements and ask students to share information about what food they like to eat based on the material provided.

Assessment
• Anecdotal assessment using checklist and notes, indicating how students:
• ask and respond to questions about the food they like
• write food words in hiragana
• listen for information to complete a quiz
• are able to repeat and add additional information to a sentence and pronounce the words correctly.
• Informal assessment using the following activity:
• draw a poster of a picnic in Japan in spring under the cherry blossom trees or a picnic in Australia in spring under the gum trees with the foods labelled in Japanese.

Texts
Foods eaten in Japan and Australia

Games
Memory and Card games

Book

Book
Mastering the Art of Japanese Home Cooking by Masaharu Morimoto (2016)

Key rings

Game
Musical stop

Book
Harapeko aomushi (The hungry caterpillar) by Eric Carle

Dinner menus/advertisements
Learning objectives:
• revise common food and drinks
• play a variety of games to memorise and revise new vocabulary and language
• ask questions about what foods and drinks their peers like and dislike
• participate in discussions about their food and drinks likes and dislikes
• share information to complete a survey about drinks
• practise writing in hiragana words for food and drink
• follow instruction and make onigiri
• read short texts in Japanese and respond by sharing information
• read the folk story Omusubi korin and discuss cultural aspects and meaning of the story
• participate with others to adapt

7. Revise drink words in Japanese with students by asking them to write as many drink words as they can in a given time frame, for example, one minute.
8. Arrange students in four groups. Ask students to try and 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, おちゃをのみますか。The second student repeats the sentence and adds another drink to the food already used, for example, おちゃをのみますか。 おちゃをのみますか。 The third student repeats the second student’s sentence and adds another drink. Students continue in this manner until each student has had a turn and practised the sentence structure.
9. Arrange students in pairs to ask and answer questions related to food and drink based on the book Harapeko aomushi.
10. Introduce how to express likes and dislikes, for example, がすきですか？ いいです・ すきでないですか・ すきじゃないです・ すきです。 Ask students to practise the phrases with a partner by responding to texts, for example, PowerPoint, flashcards of food and drink.
11. Ask students to trace and copy hiragana drink words, for example, おちゃをのみますか。 Students respond in spoken Japanese to the questions and statements they have just learnt to ask and answer questions related to drinks.
12. Play the game Musical stop. Instruct students that when the music stops, they will find a partner and ask each other what their favourite drink is, for example, すきなのみものはなんですか？ おちゃんとみますか。
13. Provide students with a list of common drinks, for example, オレンジジュース、コーヒー、ミルク、レモンエード、おちゃ・こうちゃ・みず・さけ。 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.

Materials:
• Colourful onigiri
• Cookie dough/ pipe cleaners to use to form the word onigiri
• A simple hiragana chart as a framework for reading and writing
• Comprehension basic hiragana script writing
• 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, すします

Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese.

Revise drink words in Japanese with students by asking them to write as many drink words as they can in a given time frame, for example, one minute.

Arrange students in four groups. Ask students to try and 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, おちゃをのみますか。 The second student repeats the sentence and adds another drink to the food already used, for example, おちゃをのみますか。 The third student repeats the second student’s sentence and adds another drink. Students continue in this manner until each student has had a turn and practised the sentence structure.

Arrange students in pairs to ask and answer questions related to food and drink based on the book Harapeko aomushi.

Introduce how to express likes and dislikes, for example, がすきですか？ いいです・ すきでないですか・ すきじゃないです・ すきです。 Ask students to practise the phrases with a partner by responding to texts, for example, PowerPoint, flashcards of food and drink.

Ask students to trace and copy hiragana drink words, for example, おちゃをのみますか。 Then provide students with playdough/ pipe cleaners to use to form the word おちゃをのみますか。

Print すきです 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, either a food or a drink that they like.

Provide instructions for students to make onigiri. Students respond in Japanese to simple questions relating about their likes and dislikes of foods.

Materials:
• Colourful onigiri
• Cookie dough/ pipe cleaners/ cookie dough

Japanese Teaching ideas
http://japaneseteachingideas.weebly.com/

Japan Foundation resources online
http://jplayd-classroomresources.com/

Game Musical stop
Song irorokudamon (song on youtube-Pinkizzu)

Restaurant menus in Japanese

Song Pinkizzu cooking song
Ryouri/pizaotsukurou (fun songs introducing Japanese language)

Text Oshina by Kimura Yuuichi (2011)

Text Dakora omusubi daisuki by Chizuko Asano

Folk story book/ Japan Foundation

Book Tabemono 2 by Tashiro Taku (2004)


Book Mastering the Art of Japanese Home Cooking by Masaharu Morimoto (2016)
familiar, spoken, written and multimodal Japanese texts

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.

14. Ask students to listen to Japanese texts and respond to questions and statements about whether they like and eat certain foods, for example, おにぎりがすきですか？ すしをたべますか？ がっこうでなにをたべますか？・コーヒーをのみますか？

15. Encourage students to participate in a range of language practice activities, including vocabulary building games and cloze activities.

16. Model how to ask and respond to questions about their favourite food and drink, for example, すきなたべもの？ すきなたべもののはなんですか？ すきなのみものはなんですか？ Ask students to interview each other to complete a survey about their favourite food and drinks.

17. Ask students to report to the class the results of their survey about food and drink likes and dislikes, for example, みやびさんはすしがすきです；みやびさんはすしがすきじゃないです。

18. Model how to write a diary entry about what they eat and drink for one day. Ask students to write two diary entries about what they will eat and drink on two consecutive days and include information about what foods and drinks they like. Language to be covered; food たべます・たべません, drink をのみます・のみません, food/drink がすきです・がすきじゃないです.

19. Students design a word sleuth with as many foods, drinks, and words related to foods and drinks. Once complete they share their sleuth with peers.

20. 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, いちごをたべます。

21. Read Omusubi kororin to students and ask them to respond to questions about the folk story.

22. Prepare students to perform an adapted version of Omusubi kororin to present to another year level or at an assembly.

Assessment
- Anecdotal assessment using checklist and notes, indicating how students:
  - write some words in hiragana
  - 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 regarding food and drinks
  - listen to spoken texts and respond to related questions and statements
  - are able to choose the correct word to complete a sentence
  - are able to identify use of particles in a sentence
  - play their part in a performance of Omusubi kororin and pronounce their words correctly.

Preparation for assessment
- Ask students to prepare a selection of Japanese food and drink. Divide class into groups of 4 students. Each group to make a different food or drink, for example, okonomiyaki, sushi, yakitori, ramen, natto, ocha. Students sample each food and drink and express whether they like or dislike the food and drink.

Book
Japanese Children’s Favourite Stories
edited by Florence Sakade (1998)
Japan Foundation Sydney Omusubi kororin
http://jpfsyd-classroomresources.com/r123.html
- Formal assessment using the following activity:
  - Food survey
    Part A – conduct a questionnaire regarding what foods they like and dislike, for example, Yakitorigasukidesuka. Hai, suki desu. Lie, sukijanaidesu.
    Part B – write a simple written report showing the most popular foods, how many people liked certain foods based on the results of their questionnaire.
    Part C – draw a simple column graph reflecting the results from the survey.
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<td>1–4</td>
<td>Ordering food</td>
<td>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, 今天ね、izarimasu; とおりに、かきません。</td>
<td>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:</td>
<td>1. Ask students to listen to conversations between people ordering food. Students then write the food ordered in their work book.</td>
<td>Japan Foundations online site – Erin’s challenge! <a href="https://www.erin.ne.jp/en/">https://www.erin.ne.jp/en/</a></td>
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<td>2. Provide students with opportunities to practise giving and receiving items in pairs using pictures, flashcards or real items to practise, for example, すみません・ください・どう</td>
<td>Song Ichi ni san no uta to practise the various ways of counting <a href="https://www.youtube.com/watch?v=Dq1B8XQow6A">https://www.youtube.com/watch?v=Dq1B8XQow6A</a></td>
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<td>ながりがどうう。</td>
<td>Japanese Teaching Ideas <a href="http://japaneseteachingideas.weebly.com/counting.html">http://japaneseteachingideas.weebly.com/counting.html</a></td>
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<td>3. Revise the lyrics to the song Tomu desu. Ask students to sing and perform the actions of giving and receiving fruits.</td>
<td>Learn Japanese Counters for People <a href="https://www.youtube.com/watch?v=YsoyFULASjM">https://www.youtube.com/watch?v=YsoyFULASjM</a></td>
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<td>4. Teach the general counters, for example, 一つ・二つ・三つ・四つ・五つ・六つ・七つ・八つ・九つ・十つ. Ask students to participate in a variety of games, songs, language practice activities and drills using flash cards to assist in developing vocabulary and the correct usage of counters.</td>
<td>Book Harapeko aomushi (The hungry caterpillar) by Eric Carle</td>
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<td>5–10</td>
<td>Eating out</td>
<td>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, 今天ね、izarimasu; とおりに、かきません。</td>
<td>Use a hiragana chart as a framework for reading and writing.</td>
<td>1. Provide students with opportunities to participate in a variety of language practice activities to revise language learnt.</td>
<td>Languages online Japanese Topics 1 – 5 and 8 <a href="http://www.education.vic.gov.au/languagesOnline/japanese/topic_08/index.html">http://www.education.vic.gov.au/languagesOnline/japanese/topic_08/index.html</a></td>
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<td>2. Use flashcards and images of food and drink, to revise likes and dislikes, for example, すし</td>
<td>Japan Foundation resources online <a href="http://jpliyd-classroomresources.com/">http://jpliyd-classroomresources.com/</a></td>
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<td>はおいしいです・はい、さんがういです。</td>
<td>Japanese Teaching Ideas <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a></td>
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<td>3. Introduce adjectives to describe food, for example, おいしい. まずい. おいしい.</td>
<td>A video editing software application, for example, Magisto <a href="https://www.magisto.com/">https://www.magisto.com/</a></td>
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<td>4. 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, 〜がすきですか〜はい、すきです・はい、だいすきです。すきじゃないです</td>
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• play language games to help memorise vocabulary
• discuss likes and dislikes regarding food and drink
• describe food
• participate in a speed dating quiz game and present their finding to the class
• listen and respond to the story "Harapeko aomushi"
• design an invitation and menu to a special event
• role play ordering food at a restaurant
• follow instruction to make fruit origami.

Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements.
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.
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 "おうれしてすみません、しつれいします.

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts.

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.

Part A – listen for information and respond to questions.
Part B – write an invitation to a hanami picnic in the park and providing information about when, where and the occasion. Include the menu for what food and drinks that will be available.
Part C – participate in an interview about going on a hanami picnic.

Part B – write an invitation to a special event:

Provide resources for students to design a poster or card with information about the food and drinks they like. Students then present their poster to the class.

Provide each student with a card which has information about what a person likes and dislikes to eat and drink. Each card has a matching card. Students walk around the classroom and ask and answer specific questions about foods they like and dislike, for example, おちゃがすきですか、はい、すきです.

Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts.

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.

Play the game speed dating quiz with students. Arrange 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 will ask 4 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 4 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 students in the outer circle move to the inner circle. Students in the inner circle will ask the 4 questions of students in the outer circle. Students ask and answer specific questions about foods they like and dislike, for example, おちゃがすきですか、はい、すきです.

Arrange students in groups of 4 to discuss their findings from the speed dating quiz game. Each group will present their findings, with each student in the group providing information to one of the questions asked.

Provide resources for students to design a poster or card with information about the food and drinks they like. Each card has a matching card. Students walk around the classroom and ask and answer specific questions about foods they like and dislike, for example, おちゃがすきですか、はい、すきです.

Provide each student with a card which has information about what a person likes and dislikes to eat and drink. 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 "Harapeko aomushi" and engage students by asking questions and requiring students to respond in Japanese.

Ask students to design an invitation, with the menu included, for a special event at a new Japanese restaurant.

Introduce expressions to use at a restaurant, for example, いらっしゃいません・こちらへどうぞ・おしこう・そうですね・おお、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 some related expressions.

Show students how to make origami models of some fruit and Japanese food, for example, strawberries, bananas, sushi.

Play Jankenpon, a version of paper, scissors, rock to practise food and drink vocabulary.

**Assessment**

- Anecdotal assessment using checklist and notes, indicating how students:
  - use adjectives to describe food
  - are able to ask and respond to questions about likes and dislikes regarding food and drinks
  - design a poster about the food and drinks they like
  - are able to role play ordering food at a restaurant.

- Formal assessment using the following activity:
  - **Hanami picnic**
  - **Game Jankenpon**, a version of paper, scissors, rock

Assessment task **Hanami picnic**

**Song Harugakita**
[https://www.youtube.com/watch?v=INSe-Rmb5w](https://www.youtube.com/watch?v=INSe-Rmb5w)

**Song Musunde hiraite**
[https://www.mamalis.com/?t=es&p=858](https://www.mamalis.com/?t=es&p=858)