



## SAMPLE TEACHING AND LEARNING OUTLINE

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JAPANESE: SECOND LANGUAGE

YEAR 3

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



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

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

#### **Time allocation on which the outline is based**

Two hours of teaching per week, over one year

#### **Prior knowledge**

In Year 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

Term 1 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–3	<p><b>Introductions and routine exchanges</b> Students introduce themselves and interact with others in Japanese.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>greet teachers and peers, using the appropriate greeting</li> <li>introduce themselves and ask someone their name and how they are feeling</li> <li>join in classroom routines by repeating modelled words, phrases and classroom expressions</li> <li>say numbers 1-20 and <i>kanji</i> numbers 1-10</li> <li>produce <i>hiragana</i> sounds and notice that <i>hiragana</i> sounds combine vowels and consonants</li> <li>use a <i>hiragana</i> chart to view characters</li> <li>write some words in <i>hiragana</i></li> <li>ask and respond to questions about age</li> <li>practise how to give and receive in a culturally appropriate manner.</li> </ul>	<p>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>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>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</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>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>understanding time words associated with days of the week, months of the year and seasons</li> <li>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</li> </ul> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</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>	<ol style="list-style-type: none"> <li>Teach the greeting song <i>Ohayou, goaisatsunouta</i>, modelling with actions, and ask students to do the actions while they sing along.</li> <li>Read the <b>class roll</b> of student names and ask students to respond in Japanese.</li> <li>Discuss behaviour expectations with students when entering and leaving the class, transitioning between activities and participating in games.</li> <li>Provide students with opportunities to listen to greetings in Japanese and respond with the appropriate greeting for that time of day.</li> <li>Play the game <b>musical stop</b>. 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, students then 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.</li> <li>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.</li> <li>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 <b>memory, pictiography</b> and/or <b>holding up the correct card</b>.</li> <li>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.</li> <li>Explain how Japanese people give and receive, and how this may be similar or different to what they do. Teach the song <i>Tomu desu</i> to practise how Japanese people give and receive.</li> <li>Provide each student with a <b>hiragana chart</b>. Ask students to look at the characters on the chart while introducing them to the sounds of each of the <i>hiragana</i>. Explain to students that just like English, Japanese has vowels and consonants and that <i>hiragana</i> 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 <i>hiragana</i> chart. Ask students to listen to and repeat the <i>hiragana</i> sounds.</li> <li>Ask students to use a <b>hiragana chart</b> to find particular characters as they are said aloud. Tell students that words can be made using 2 <i>hiragana</i> characters. Ask students to write down the 2 <i>hiragana</i> characters that are called out, for example, any of the following 2 <i>hiragana</i> character words すし、ねこ、いぬ、みみ、くち、あか、あお. Ask students to interpret the 2 <i>hiragana</i> character words by using the <i>hiragana</i> chart.</li> <li>Provide students with resources for a <b>craft activity</b> such as playdough and pipe cleaners to form <i>hiragana</i> characters. Ask students to guess which <i>hiragana</i> character others have created. Show students how to write simple words, for example, <i>sushi</i>, then have students form the <i>hiragana</i> characters with play dough before they attempt to write the word <i>sushi</i>.</li> <li>Practise with students ways to ask and respond to questions about their age, for example, Numbers + さいです (一さいー十さいです); and さいです・ですか。</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>use appropriate greetings for the time of day</li> <li>are able to write some simple <i>hiragana</i> words</li> </ul> </li> </ul>	<p>Lyrics for <i>Ohayou, goaisatsunouta</i> can be sourced from <a href="https://www.italki.com/discussion/47137">https://www.italki.com/discussion/47137</a></p> <p>Game <b>Musical stop</b> Access music from YouTube Japanese children songs – CD compilations みんなのどよう</p> <p>Game <b>Memory</b> 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.</p> <p>Game <b>Pictiography</b> Students select a word (from the vocabulary they are learning), then draw the image/<i>hiragana</i> or <i>kanji</i>, while the other students raise their hand to respond in Japanese with the answer.</p> <p>Game <b>Cards</b> Use vocabulary or picture cards to elicit a response from students, or used by students to respond to instructions.</p> <p>Song <i>Tomu desu</i> in <b>Genkijapan.net songs</b> <a href="https://www.youtube.com/playlist?list=PLE084BBF35943219F">https://www.youtube.com/playlist?list=PLE084BBF35943219F</a></p> <p><b>Hiragana charts</b> may be downloaded online, for example, <a href="http://happyilac.net/">http://happyilac.net/</a></p> <p>Book <i>Oishiina ureshiina</i> by Mari Tokunaga, Haruko Miyazawa</p> <p>Book <b>All about Japan Stories, songs, crafts and games for kids</b> by Willamarie Moore (2011)</p>

			Notice differences between Japanese, Australian and other culture's practices and how these are reflected in language	<ul style="list-style-type: none"> <li>use a <i>hiragana</i> chart to interpret meaning of simple words</li> <li>ask and answer questions about their age.</li> </ul>	Book <i>あいうえおうさま</i> by Teramura Teruo (2014) <b>Craft materials</b> - play dough, pipe cleaners, pop sticks
4-5	<p><b>Birthdays and special days</b> Students interact with each other using personal information such as age and birthdays. They also discuss Japanese festivals.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>revise <i>hiragana</i> sounds, using a <i>hiragana</i> chart</li> <li>use numbers and months to ask and respond to questions about birthdays and festivals</li> <li>ask someone when it is their birthday</li> <li>respond to questions about their own birthday giving the day and the month</li> <li>discuss when and how special events are celebrated, such as birthdays and festivals</li> <li>participate in and discuss activities that celebrate Girl's day <i>Hinamatsuri</i> and Children's day in Japan</li> <li>participate in a jigsaw activity</li> <li>design a calendar about Japanese festivals</li> </ul>	<p>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>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>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>Notice what looks or feels similar or different to their</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>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>understanding time words associated with days of the week, months of the year and seasons</li> <li>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</li> </ul> <p>Understand that different ways of using Japanese language reflect different regions, different</p>	<ol style="list-style-type: none"> <li>Ask students to revise <i>hiragana</i> sounds, using a <b><i>hiragana</i> chart</b> to look at the characters. Use examples to explain to students that <i>hiragana</i> sounds combine vowels and consonants.</li> <li>Play a variety of games with students to revise numbers 一~十二: <ul style="list-style-type: none"> <li>call out a number between 一~十二 and instruct students to form groups according to the number they hear</li> <li>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 十二 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</li> <li>use card games such as memory, 'fish', recall games and number songs.</li> </ul> </li> <li>Introduce the months of the year, 一月~十二月. Ask students to view and listen to the song clip <b><i>Months of the Year in Japanese</i></b> by Genki Japan. Ask students to join in and sing along with the clip.</li> <li>Ask students to form a circle to play <b>pass the ball/bean bag vocabulary</b> 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.</li> <li>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? 一月です。</li> <li>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 their birthday 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.</li> <li>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 order the <i>kanji</i> for each month starting with January in the first circle and finishing with December in the last circle, 一月 to 十二月。</li> <li>Discuss with students how birthdays are celebrated in Japan and compare this with how birthdays are celebrated in Australia.</li> <li>Teach the <b><i>Happy Birthday</i></b> song in Japanese. Provide opportunities for students to sing the song every time a birthday is celebrated in the class.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>use a <i>hiragana</i> chart to revise sounds</li> <li>ask and respond to question about which month they celebrate their birthday</li> <li>are able to write the <i>kanji</i> for the months of the year.</li> </ul> </li> </ul>	<p>Song <b>Numbers Song in Japanese</b> すうじのうた <a href="https://www.youtube.com/watch?v=zqNotzty3kE">https://www.youtube.com/watch?v=zqNotzty3kE</a></p> <p>Song <b>Numbers song</b> on Genkijapan, compilation Japanese songs <a href="http://learnjapanesefaq.com/learn-japanese-numbers/">http://learnjapanesefaq.com/learn-japanese-numbers/</a></p> <p>Song <b>Months of the Year in Japanese</b> on Genki Japan <a href="https://www.youtube.com/watch?v=1vapY3xQbPE">https://www.youtube.com/watch?v=1vapY3xQbPE</a></p> <p>Ball/bean bag</p> <p><b>Learn Japanese</b> with Genkijapan.net <a href="http://learnjapanesefaq.com/learn-japanese-with-genkijapan-net/">http://learnjapanesefaq.com/learn-japanese-with-genkijapan-net/</a></p> <p>Book <b>Ideas Book 2</b> by Hiroko Nishibashi (1996)</p> <p>Book <b>Japanese Language Enrichment Activities</b> by Karan Chandler (1996) Paper circles</p> <p>Book <b>All about Japan Stories, songs, crafts and games for kids</b> by Willamarie Moore (2011)</p> <p>Text <b>とこちゃんはどこ? Tokochanwadoko</b> by Matsuoka Kyouko (1987)</p> <p><b>Simple Art</b> by LOTE Teaching Aids (2008) <a href="http://www.loteteach.com">www.loteteach.com</a></p> <p>Song <b>Happy Birthday</b></p>

	<ul style="list-style-type: none"> <li>design a poster about a Japanese festival.</li> </ul>	<p>own language(s) and culture when interacting in Japanese</p>	<p>relationships and different ways of making meaning</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>	<ul style="list-style-type: none"> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li>survey classmates and complete a birthday questionnaire. Each student will ask and respond in Japanese to the question ‘When is your birthday?’</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>Ask students to collate the information from the survey into a graph showing how many people have birthdays in each month.</li> <li>Place on the wall a <b>poster</b> with balloons to represent each month of the year. Ask students to write their name in the balloon corresponding to their birthday month.</li> <li>Teach students how to ask others when it is their birthday, for example, <i>せんせいのたんじょうびはなんがつですか？ エマさんのたんじょうびはなんがつですか？</i></li> <li>Ask students to view and listen to the text <i>Sagashie 12 tsuki</i>. Discuss which festivals and activities are being celebrated each month. Students practise and respond to the question words <i>なん・どこ・いつ</i> はどこですか？</li> <li>Teach students how to ask what month the festivals or celebrations are in <i>おしょうがっはなんがつですか？</i></li> <li>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 <b>jigsaw technique</b> 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.</li> <li>Ask students to <b>design a poster</b> advertising one of the festivals from the jigsaw activity. Students write, in both Japanese and English, information on what festival, including which month, how and where it is celebrated.</li> <li>Tell students about the festival <i>Hinamatsuri</i> and how it is celebrated. Have students participate in a variety of activities, such as making craft, <i>origami</i>, artwork, sing songs, write calligraphy, read and view <i>manga</i> based on the festival.</li> <li>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. Students write the day/s and month of the year in Japanese. Ensure that all months of the year are covered. Collate the pictures to create a <b>calendar</b> to display in the classroom.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>ask and respond to questions about birthdays and festivals using numbers and months</li> <li>listen and respond to spoken texts</li> <li>share information with peers</li> <li>design a poster about a Japanese festival.</li> </ul> </li> </ul>	<p>Book <b>Japanese Activity Book 1 and 2</b> by Yoshihisa Ota and Tracey Maile (2008) for writing practise, festival links and information</p> <p>Balloon poster</p> <p>Text <i>Sagashie 12 tsuki</i> by Kumiko Nagazawa (2016)</p> <p>Activity, using <b>Jigsaw technique</b> to organise procedure for reviewing information on Japanese festivals and celebrations</p> <p>Activity <b>Design a poster</b></p> <p>Template Classroom <b>calendar</b></p>
6–10	<p><b>Party invitations</b></p> <p>Students provide information about invitations, activities to do and places to go.</p>	<p>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>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>	<ol style="list-style-type: none"> <li>Play a variety of games with students to revise numbers, for example, bingo, bean bag throw to classmates and the <b>Ping Pong vocabulary</b> game where the class is divided into 2 groups and answers specific questions related to language learnt.</li> <li>Ask students to participate in a variety of songs, to practise how to pronounce and say numbers in Japanese correctly.</li> <li>Play the game <b>What is the time Mr Wolf?</b> Teach students the phrase <i>いま、なんじですか</i> or <i>なんじですか 一時です</i> so that they can practise <i>いま、なんじですか</i> and then</li> </ol>	<p>Book <b>Japanese Language Enrichment Activities</b> by Karan Chandler (2007)</p> <p>Game <b>Ping Pong vocabulary</b></p> <p>Game <b>What is the time Mr Wolf?</b></p>



	<p>make an event calendar</p> <ul style="list-style-type: none"> <li>• write a birthday invitation in Japanese.</li> </ul>		<p>how these are reflected in language</p>	<p><b>18.</b> 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.</p> <p><b>19.</b> 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.</p> <p><b>20.</b> After five minutes students form a new pair and repeat the process. As a class, students collate the information to make an event calendar.</p> <p><b>21.</b> 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・たのしそう・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?</p> <p><b>22.</b> Provide resources and support students to make a birthday card.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ are able to say the days of the week correctly</li> <li>▪ are able to invite people to places</li> <li>▪ ask and respond to simple questions about where people are going</li> <li>▪ are able to write the 7 days of the week in <i>kanji</i></li> <li>▪ match the <i>kanji</i> for the day of the week to its pictorial representation</li> <li>▪ ask and respond to questions about the days of the week</li> <li>▪ view, read, listen to information in party invitations and interviews before answering focus questions about the party.</li> </ul> </li> <li>• Formal assessment using the following activity: <ul style="list-style-type: none"> <li>▪ <i>Isshuukan</i> 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 <i>hiragana</i> and <i>kanji</i>. Students may use a <i>hiragana</i> 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、たのしそう。</li> </ul> </li> </ul> <p><b>23.</b> Provide students with a variety of multimodal texts about <b>traditional games</b> played in Japan, then discuss differences and similarities regarding how games are played in Japan and Australia.</p> <p><b>24.</b> Provide students with opportunities to participate in traditional games from Japan, for example, けんだま、だるま落とし、竹とんぼ。</p> <p><b>25.</b> Talk about some important events such as birthdays and how they are celebrated in Japan, in Australia and the rest of the world.</p>	<p>Assessment activity <i>Isshuukan</i> accessible on the School Curriculum and Standards Authority website</p> <p>Texts related to traditional games played in Japan, see <b>Copy, Cut and Do Ready to go Japanese language and cultural games, crafts and activities</b> by Karan Chandler (2006)</p>
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Sequence of teaching and learning

Term 2 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-3	<p><b>Seasons in Japan and Australia</b> Students describe and compare and the seasons in Japan and Australia.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>describe the seasons in Japan</li> <li>read short texts and locate information about the seasons</li> <li>identify when the seasons occur in Japan and how they are different from seasons in Australia</li> <li>identify the 4 <i>kanji</i> for seasons in written texts</li> <li>write the 4 <i>kanji</i> for seasons</li> <li>use <i>hiragana</i> to write about the seasons.</li> </ul>	<p>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>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>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</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>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>understanding time words associated with days of the week, months of the year and seasons</li> <li>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</li> </ul> <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>	<ol style="list-style-type: none"> <li>Introduce the <b>kanji for the four seasons</b> 春・秋・夏・冬 and then play the audio visual clip <b>Beautiful seasons of Japan</b>. 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.</li> <li>Provide students with a <b>manga</b> and an <b>advertisement</b> and ask them to view the texts and locate the seasons.</li> <li>Assist students to develop a set of cards with the seasons written in <i>kanji</i> and corresponding cards written in English.</li> <li>Provide students with a <b>set of cards</b> with pictures 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.</li> <li>Provide an activity sheet with pictures of the seasons and ask students to write the <i>kanji</i> for the season next to the corresponding image of that season.</li> <li>Ask students to write the <i>kanji</i> for each of the seasons using <b>calligraphy brushes</b> and then draw pictures to illustrate each of the seasons.</li> <li>Introduce <b>adjectives</b> to describe the seasons, for example, is it 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。</li> <li>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?</li> <li>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。</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>are able to write the <i>kanji</i> for the 4 seasons</li> <li>use adjectives to describe the seasons</li> <li>ask and respond to questions about the seasons</li> <li>use <i>hiragana</i> to write short responses to describe the seasons.</li> </ul> </li> </ul>	<p>Audio visual clip <b>The Four Seasons Live Japan 2017</b> <a href="https://livejapan.com/en/article-a0000213/">https://livejapan.com/en/article-a0000213/</a></p> <p>Audio visual clip <b>Beautiful seasons of Japan</b> <a href="https://www.youtube.com/watch?v=C87fVJr62gA">https://www.youtube.com/watch?v=C87fVJr62gA</a></p> <p>Audio visual clip <b>4 Seasons of Japan</b> <a href="https://www.youtube.com/watch?v=L57zYGzP82Y">https://www.youtube.com/watch?v=L57zYGzP82Y</a></p> <p><b>Japanese Teaching Ideas</b> <a href="http://japaneseteachingideas.weebly.com/topics.html">http://japaneseteachingideas.weebly.com/topics.html</a></p> <p><i>Manga</i> Advertisement Calligraphy brushes</p>

<p>4–10</p>	<p><b>My favourite season</b> Students look at places to go and activities to do during the different seasons in Japan.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>talk about the types of activities that take place in different seasons</li> <li>listen to texts in Japanese and respond to questions</li> <li>write words in <i>hiragana</i> and <i>kanji</i> related to places and the seasons</li> <li>write short texts about seasons using learnt <i>hiragana</i> and <i>kanji</i></li> <li>read <i>haiku</i> poems about the seasons and then write their own <i>haiku</i></li> <li>learn a song in Japanese, then write an additional verse to the song</li> <li>perform a Japanese song about the seasons for a school assembly</li> <li>listen to and view a Japanese <i>manga</i> and retell the story in English</li> <li>design a travel brochure about activities and places to visit</li> </ul>	<p>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>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>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>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"> <li>using verbs in <i>ます</i> and negative form <i>ません</i></li> <li>seeking information using question words <i>なに/なん/いつ/どこ/だれ</i> and the sentence-ending particle <i>か</i>, for example, <i>なにがすきですか; なんさいですか</i></li> </ul> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>	<ol style="list-style-type: none"> <li>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.</li> <li>Show the class <b>images of seasons in Japan</b> 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。さむいです。</li> <li>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.</li> <li>Provide opportunities for students to ask and respond to questions about where they are going, for example 山にいきます (うみ、こうえん、かわ、おんせん、日本)・夏にどこにいきますか?・だれといきますか?</li> <li>Place <b>images of places in Japan</b> 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.</li> <li>Develop a <b>Quizlet</b> game to play with students related to language learnt, cultural events and activities.</li> <li>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, 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。夏にうみにいきます。夏はあついです。</li> <li>Model writing an <b>acrostic poem</b> about the seasons, then ask students to write an acrostic poem to describe the seasons.</li> <li>Introduce students to <b>haiku poems</b>. Read several haiku poems and discuss with students. Ask students to create their own <i>haiku</i> based on one of the <i>haiku</i> poems provided.</li> <li>Ask students to <b>design a poster</b> with the word for their favourite season written in <i>kanji</i>. 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 <i>kanji</i> using calligraphy brushes.</li> <li>Assign students to groups and ask them to present to others their poster about the seasons in Japan.</li> <li>Introduce the song <b>Harugakita</b>, practise the lyrics and ask students to sing along.</li> <li>Assist students to write new verses for the song <b>Harugakita</b> by interchanging some words. Inform students that they will perform the song at the school assembly.</li> <li>Model how to <b>develop a role play</b>, 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.</li> <li>Re-read the book <b>Sagashie 12 tsuki</b> and ask students to respond to questions.</li> <li>Ask students to <b>design a poster</b> of the 4 seasons in Japan. The poster should include the <i>kanji</i> 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 <i>kanji</i> for the season, any phrases or words to describe the season and pictures or drawings to represent the season.</li> <li>Read with students a <b>manga</b> story in which the characters are talking about the seasons, then ask students to retell the story in English.</li> <li>Distribute to students copies of <b>travel brochures</b> 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, <i>onsen</i>, foods.</li> </ol>	<p>Book <b>Copy, Cut and do Ready to go Japanese language and cultural games, crafts and activities</b> by Karan Chandler (2006)</p> <p>Text あいうえおさま by Teramura Teruo (2014)</p> <p>Quizlet <a href="https://quizlet.com/en-gb">https://quizlet.com/en-gb</a></p> <p>Poetry <b>Haiku</b> <a href="http://www.kidzone.ws/poetry/haiku.htm">http://www.kidzone.ws/poetry/haiku.htm</a></p> <p>Activity <b>Design a poster</b> on favourite season</p> <p>Calligraphy brushes</p> <p>Song <b>Harugakita</b> <a href="https://www.youtube.com/watch?v=INSe-Rmib5w">https://www.youtube.com/watch?v=INSe-Rmib5w</a></p> <p>Song <b>Numbers song</b> on Genkijapan, compilation Japanese songs <a href="http://learnjapanesefaq.com/learn-japanese-numbers/">http://learnjapanesefaq.com/learn-japanese-numbers/</a></p> <p>Japan Foundations online site- <b>Erin's challenge!</b> <a href="https://www.erin.ne.jp/en/">https://www.erin.ne.jp/en/</a></p> <p>Text <b>Sagashie 12 tsuki</b> by Kumiko Nagazawa (2016)</p> <p>Website <b>Japan Teaching Ideas</b> <a href="http://japaneseteachingideas.weebly.com/weather.html">http://japaneseteachingideas.weebly.com/weather.html</a></p>
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	during a particular season.	Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ ask and respond to questions about the seasons and places to go</li> <li>▪ are able to write a short description about one of the seasons</li> <li>▪ create their own <i>haiku</i> based on one they have read</li> <li>▪ design a poster of their favourite season and include the <i>kanji</i> for that season</li> <li>▪ create their own verse/song by interchanging words to the song <i>Haragakita</i></li> <li>▪ are able to present a role play about the seasons.</li> </ul> </li> <li>• Formal assessment using the following activity: <ul style="list-style-type: none"> <li>▪ 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?</li> </ul> </li> </ul>	Travel brochures
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Sequence of teaching and learning

Term 3 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1-2	<p><b>Eating and drinking in Japan</b> Students talk about types of Japanese food and drinks consumed at certain times of the day and for particular occasions.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>name the types of food and drinks commonly served at birthday parties</li> <li>read information about food and respond to questions</li> <li>talk about what types of food are eaten at different times of the day, such as breakfast or on certain occasions, such as a picnic</li> <li>ask and respond to questions about their favourite food.</li> </ul>	<p>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>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>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</p>	<p>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>using verbs in ます and negative form ません</li> <li>describing actions using verb ます form, for example, すしをたべます</li> <li>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</li> <li>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</li> </ul> <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>	<ol style="list-style-type: none"> <li>Revise with students numbers by singing the <b>Numbers song</b>.</li> <li>Play <b>number bingo</b> 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.</li> <li>Teach students the names of foods 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、ブロッコリー、ハム、ケーキ、ミートパイ、ソーセージロール、サンドイッチ。</li> <li>Revise and introduce to students vocabulary associated with new foods and drinks from Japan.</li> <li>Read the texts <i>Ohayou asagohan</i> and <i>Obentou basu</i>. 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.</li> <li>Practice drilling the names of foods, for example, <i>obentou, onigiri, ebifurai, tamagoyaki, misoshiru, tomato, burokori, hamu, tamago, sushi, ichigo, Toosuto, miito pai, soseiji rooru, sandoicchi</i> and <i>kudamono</i>.</li> <li>Provide students with a <b>set of cards</b> 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.</li> <li>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? すしです。</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>are able to name some foods and drinks commonly found at a birthday party</li> <li>ask and respond to questions about their favourite food.</li> </ul> </li> </ul>	<p>Song <b>Numbers song</b> on Genkijapan, compilation Japanese songs <a href="http://learnjapanesefaq.com/learn-japanese-numbers/">http://learnjapanesefaq.com/learn-japanese-numbers/</a></p> <p>Game <b>Number bingo</b></p> <p>Flashcards for food can be found in the Japan Foundation classroom <a href="http://jpfpsyd-classroomresources.com/r26.html">http://jpfpsyd-classroomresources.com/r26.html</a></p> <p>Text <i>Ohayou asagohan</i> by Mariko Shinju (2011)</p> <p>Book <i>Obentou basu</i> by Mariko Shinju (2006)</p> <p><b>Japanese Teaching Ideas</b> <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a></p> <p>Japan Foundations online site- <b>Erin's challenge!</b> <a href="https://www.erin.ne.jp/en/">https://www.erin.ne.jp/en/</a></p>

<p>3–6</p>	<p><b>Every day food in Australia and Japan</b> 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><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>talk about foods eaten in Japan and Australia</li> <li>share information about what they eat and don't eat, what they drink and don't drink</li> <li>practise writing in <i>hiragana</i> words for food and drink</li> <li>listen for key words in texts to complete activities</li> <li>play memory games to practise new vocabulary.</li> </ul>	<p>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 and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>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>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"> <li>using verbs in <i>ます</i> and negative form <i>ません</i></li> <li>describing actions using verb <i>ます</i> form, for example, すしをたべます</li> <li>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</li> <li>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</li> </ul> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p>	<ol style="list-style-type: none"> <li>Ask students to listen to and view a range of multi-modal texts to share information about foods eaten in Japan and Australia.</li> <li>Encourage students to participate in <b>memory games, listening tasks, flashcard activities and card games</b> to develop their vocabulary and assist in the memorisation of vocabulary for common foods.</li> <li>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.</li> <li>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。なにをたべますか? すしをたべます。すきなたべものは? うどんです。</li> <li>Play the game <b>Musical stop</b> with students. When the music stops, students ask each other if they like a food, for example, すしがすきですか。はい、すきです。いいえ、すきじゃないです。</li> <li>Provide students with an activity sheet and ask them to trace and copy <i>hiragana</i> 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。</li> <li>Ask students to make food words in <i>hiragana</i>, such as すし・もも・いちご, using <b>pipe cleaners, play dough, cookie dough</b>.</li> <li>Ask students to complete the fruit names activity based on the book <i>Harapeko aomushi</i>.</li> <li>Ask students to participate in a listening quiz about <i>Harapeko aomushi</i> to practise fruits eaten on a certain day of the week.</li> <li>Ask students to write as many food words in Japanese as they can think of in a given time frame, for example, one minute.</li> <li>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, すしとたまごをたべます。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.</li> <li>Provide <b>dinner menus/advertisements</b> and ask students to share information about what food they like to eat based on the material provided.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>ask and respond to questions about the food they like</li> <li>write food words in <i>hiragana</i></li> <li>listen for information to complete a quiz</li> <li>are able to repeat and add additional information to a sentence and pronounce the words correctly.</li> </ul> </li> <li>Informal assessment using the following activity: <ul style="list-style-type: none"> <li>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.</li> </ul> </li> </ul>	<p>Texts <b>Foods eaten in Japan and Australia</b></p> <p>Games <b>Memory</b> and <b>Card</b> games</p> <p>Book <b>Japanese Cooking Made Simple</b> by Salinas Press (2014)</p> <p>Book <b>Mastering the Art of Japanese Home Cooking</b> by Masaharu Morimoto (2016)</p> <p>Key rings</p> <p>Game <b>Musical stop</b></p> <p>Book <b>Harapeko aomushi (The hungry caterpillar)</b> by Eric Carle</p> <p>Dinner menus/advertisements</p>
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<p>7–10</p>	<p><b>My favourite food</b> Students express their preferences regarding food and drinks. They follow instructions to make <i>onigiri</i>.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>• revise common food and drinks</li> <li>• play a variety of games to memorise and revise new vocabulary and language</li> <li>• ask questions about what foods and drinks their peers like and dislike</li> <li>• participate in discussions about their food and drinks likes and dislikes</li> <li>• share information to complete a survey about drinks</li> <li>• practise writing in <i>hiragana</i> words for food and drink</li> <li>• follow instruction and make <i>onigiri</i></li> <li>• read short texts in Japanese and respond by sharing information</li> <li>• read the folk story <i>Omusubi kororin</i> and discuss cultural aspects and meaning of the story</li> <li>• participate with others to adapt</li> </ul>	<p>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>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>Notice what looks or feels similar or different to their own language(s) and culture when interacting in Japanese</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"> <li>• using verbs in <i>ます</i> and negative form <i>ません</i></li> <li>• describing actions using verb <i>ます</i> form, for example, すしをたべます</li> <li>• 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</i> すきです</li> <li>• seeking information using question words <i>なに/なん/いつ/どこ/だれ</i> and the sentence-ending particle <i>か</i>, for example, <i>なにが すきですか; なんさいですか</i></li> </ul> <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,</p>	<ol style="list-style-type: none"> <li>1. Explain to students that Japanese people use chopsticks when eating food. 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 as they transfer each piece of popcorn.</li> <li>2. Provide students with a list of common drinks, for example, オレンジ ジュース、コーラ、ミロ、ココア、ファンタ、コーヒー、ミルク シェーキ、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.</li> <li>3. Ask students to trace and copy <i>hiragana</i> drink words, for example, のみます、おちゃ、みず。 Provide students with <b>playdough, pipe cleaners</b> or <b>cookie dough</b> to use to form these words.</li> <li>4. 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。おちゃがすきですか? すきなのみものは? すきなのみものはなんですか? 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 relating to drinks.</li> <li>5. Play the game <b>Musical stop</b>. 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? おちゃです。</li> <li>6. Provide students with a survey sheet and ask them to share information about what they drink and don't drink, for example, おちゃをのみますか; はい、のみます; いいえ、のみません; なにをのみますか; おちゃをのみま。 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.</li> <li>7. Revise drink words in Japanese with students by asking them to write as many drink words as they can think of in a given time frame, for example, one minute.</li> <li>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。 The second student repeats the sentence 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 sentence and adds another drink. Students continue in this manner until each student has had a turn and practised the sentence structure.</li> <li>9. Arrange students in pairs to ask and answer questions related to food and drink based on the book <i>Harapeko aomushi</i>.</li> <li>10. Introduce how to <b>express likes and dislikes</b>, for example, がすきですか? はい、すきです・はい、だいすきです・いいえ、すきじゃないです・がすきじゃないです。 Ask students to practise the phrases with a partner by responding to texts, for example, PowerPoint, flashcards of food and drink.</li> <li>11. Ask students to trace and copy the <i>hiragana</i> word <i>すき</i>です, then provide students with playdough/ pipe cleaners to use to form the word <i>すき</i>です。</li> <li>12. Print <i>すき</i>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.</li> <li>13. Provide instructions for students to make <i>onigiri</i>. Students respond in spoken Japanese to simple questions relating about their likes and dislikes of foods.</li> </ol>	<p>Chopsticks Popcorn Containers Key rings</p> <p>Playdough/pipe cleaners/ cookie dough</p> <p><b>Japanese Teaching Ideas</b> <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a></p> <p><b>Japan Foundation</b> resources online <a href="http://jpfsyd-classroomresources.com/">http://jpfsyd-classroomresources.com/</a></p> <p>Game <b>Musical stop</b></p> <p>Song <i>Iroirokudamono</i> (song on youtube-Pinkizzu)</p> <p><b>Restaurant menus</b> in Japanese <a href="https://www.pinterest.com.au/explore/japanese-menu/">https://www.pinterest.com.au/explore/japanese-menu/</a></p> <p>Song <i>Pinkizzu</i> cooking song</p> <p><i>Ryouri/pizaotsukurou</i> (fun songs introducing Japanese language)</p> <p>Text <i>Oishiina</i> by Kimura Yuuichi (2011)</p> <p>Text <i>Dakara omusubi daisuki</i> by Chizuko Asano</p> <p>Folk story book/ Japan Foundation</p> <p>Book <i>Tabemono 2</i> by Tashiro Taku (2004)</p> <p>Book <i>Japanese Cooking Made Simple</i> by Salinas Press (2014)</p> <p>Book <i>Mastering the Art of Japanese Home Cooking</i> by Masaharu Morimoto (2016)</p>
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	<p>and perform the story <b><i>Omusubi kororin</i></b>.</p>		<p>familiar, spoken, written and multimodal Japanese texts</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><b>14.</b> 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？ すしを食べますか？ がっこうでなにを食べますか？ ・ コーヒーをのみますか？</p> <p><b>15.</b> Encourage students to participate in a range of language practice activities, including vocabulary building games and cloze activities.</p> <p><b>16.</b> Model how to ask and respond to questions about their <b>favourite food and drink</b>, for example, すきな食べ物？ すきな食べものはなんですか？ すきな飲みものは？ すきな飲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.</p> <p><b>17.</b> Ask students to report to the class the results of their survey about food and drink likes and dislikes, 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。</p> <p><b>18.</b> Model how to write a <b>diary entry</b> 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 を食べます ・ たべません, drink をのみます ・ のみません food/drink が好きです。 が好きじゃないです。</p> <p><b>19.</b> Students design a <b>word sleuth</b> with as many foods, drinks, and words related to foods and drinks. Once complete they share their sleuth with peers.</p> <p><b>20.</b> 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, <span style="border: 1px solid black; padding: 2px;">いちご</span>を食べます。 Include sentences for students to determine the particle used, for example, は、が、を。</p> <p><b>21.</b> Read <b><i>Omusubi kororin</i></b> to students and ask them to respond to questions about the folk story.</p> <p><b>22.</b> Prepare students to perform an adapted version of <b><i>Omusubi kororin</i></b> to present to another year level or at an assembly.</p> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>▪ write some words in <i>hiragana</i></li> <li>▪ ask and respond to questions about drinks they like</li> <li>▪ are able to repeat and add additional information to a sentence and pronounce the words correctly</li> <li>▪ are able to express likes and dislikes regarding food and drinks</li> <li>▪ listen to spoken texts and respond to related questions and statements</li> <li>▪ are able to choose the correct word to complete a sentence</li> <li>▪ are able to identify use of particles in a sentence</li> <li>▪ play their part in a performance of <b><i>Omusubi kororin</i></b> and pronounce their words correctly.</li> </ul> </li> </ul> <p><b>Preparation for assessment</b></p> <ul style="list-style-type: none"> <li>• 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, <i>okonomiyaki, sushi, yakitori, raamen, natto, ocha</i>. Students sample each food and drink and express whether they like or dislike the food and drink.</li> </ul>	<p>Book <b><i>Japanese Children's Favourite Stories</i></b> edited by Florence Sakade (1998)</p> <p>Japan Foundation Sydney <b><i>Omusubi kororin</i></b>  <a href="http://jpfsyd-classroomresources.com/r123.html">http://jpfsyd-classroomresources.com/r123.html</a></p>
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				<ul style="list-style-type: none"><li>• Formal assessment using the following activity:<ul style="list-style-type: none"><li>▪ Food survey<ul style="list-style-type: none"><li>Part A – conduct a questionnaire regarding what foods they like and dislike, for example, <i>Yakitorigasukidesuka. Hai, sukidesu. Lie, sukijanaidesu.</i></li><li>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.</li><li>Part C – draw a simple column graph reflecting the results from the survey.</li></ul></li></ul></li></ul>	
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Sequence of teaching and learning

Term 4 Week	Focus	Communicating	Understanding	Suggested Teaching and Learning Activities and Assessment	Resources
1–4	<p><b>Ordering food</b> Students listen to people ordering food and practise giving and receiving. They are introduced to general counters to use with <i>kanji</i> numbers.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>listen to conversations and respond by recording specific information</li> <li>participate in giving and receiving items</li> <li>use counters with numbers</li> <li>sing the song <i>Tomu desu</i> to practise giving and receiving</li> <li>watch a video and respond to questions</li> <li>play games to help reinforce language.</li> </ul>	<p>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>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>Notice and use context-related vocabulary and apply elements of grammar in simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>beginning to use general counters in Japanese, for example, ひとつ、ふたつ</li> </ul> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</p> <p>Understand that different ways of using Japanese language reflect different regions, different relationships and different ways of making meaning</p>	<ol style="list-style-type: none"> <li>Ask students to listen to conversations between people ordering food. Students then write the food ordered in their work book.</li> <li>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・どうぞ・ありがとう。</li> <li>Revise the lyrics to the song <i>Tomu desu</i>. Ask students to sing and perform the actions of giving and receiving fruits.</li> <li>Teach the <b>general counters</b>, for example, 一つ・二つ・三つ・四つ・五つ・六つ・七つ・八つ・九つ・十. Ask students to participate in a variety of games, songs, language practice activities and drills using flash cards to assist in building vocabulary and the correct usage of counters.</li> <li>Provide groups of items for students to view and ask them to write the number in Japanese of items in each group. Ask students to include the general counter with the <i>kanji</i> number.</li> <li>Ask students to view the audio clip <b>Learn Japanese Counters for People</b> and practise counting. Re-read the book <i>Harapeko aomushi</i> and use counters when describing the number of fruit. Quiz students using flashcards to reinforce the use of counters.</li> <li>Provide students with cards to practise vocabulary for fruits and counters.</li> <li>Ask students to listen to information and complete an activity sheet by first circling the correct word for the image of the fruit and then completing a food wheel to show the foods eaten.</li> <li>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.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>are able to give and receive an item in an appropriate manner</li> <li>listen for specific information about food and respond to questions</li> <li>use counters correctly when participating in language practice activities</li> <li>are able to write the correct counter with the <i>kanji</i> number.</li> </ul> </li> </ul>	<p>Japan Foundations online site – <b>Erin’s challenge!</b> <a href="https://www.erin.ne.jp/en/">https://www.erin.ne.jp/en/</a></p> <p>Song <i>Ichini san no uta</i> to practise the various ways of counting <a href="https://www.youtube.com/watch?v=0yiNBXQ0w6A">https://www.youtube.com/watch?v=0yiNBXQ0w6A</a></p> <p>Japanese Teaching Ideas <a href="http://japaneseteachingideas.weebly.com/counting.html">http://japaneseteachingideas.weebly.com/counting.html</a></p> <p>Learn Japanese Counters for People <a href="https://www.youtube.com/watch?v=YqxyFULA5iM">https://www.youtube.com/watch?v=YqxyFULA5iM</a></p> <p>Book <i>Harapeko aomushi (The hungry caterpillar)</i> by Eric Carle</p>
5–10	<p><b>Eating out</b> Students participate in surveys and share information about food and drinks.</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>participate in a survey about food preferences</li> </ul>	<p>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>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</p>	<ol style="list-style-type: none"> <li>Provide students with opportunities to participate in a variety of language practice activities to revise language learnt.</li> <li>Use flashcards and images of food and drink, to revise likes and dislikes, for example, すしが好きです・すしがだい好きです。すしが好きですかーはい好きです、はいだい好きです、いいえ、好きじゃないです。</li> <li>Introduce <b>adjectives</b> to describe food, for example, おいしい。まずい。おもしろい。きれい。</li> <li>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, ～が好きですか・はい、好きです・はい、だい好きです。いいえ、好きじゃないです・～をたべます・たべません・たべました・～をのみます・のみません・のみました・～はどうですか・～はおいしいです・おいしそうです。・すごいです・まずいです。</li> </ol>	<p>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></p> <p>Japan Foundation resources online <a href="http://jpfsyd-classroomresources.com/">http://jpfsyd-classroomresources.com/</a></p> <p>Japanese Teaching Ideas <a href="http://japaneseteachingideas.weebly.com/">http://japaneseteachingideas.weebly.com/</a></p> <p>A video editing software application, for example, Magisto <a href="https://www.magisto.com/">https://www.magisto.com/</a></p>

<ul style="list-style-type: none"> <li>play language games to help memorise vocabulary</li> <li>discuss likes and dislikes regarding food and drink</li> <li>describe food</li> <li>participate in a speed dating quiz game and present their findings to the class</li> <li>listen and respond to the story <b>Harapeko aomushi</b></li> <li>design an invitation and menu to a special event</li> <li>role play ordering food at a restaurant</li> <li>follow instruction to make fruit <i>origami</i>.</li> </ul>	<p>Participate in class experiences, activities and everyday transactions that involve following instructions, asking questions and making statements</p> <p>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>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>simple spoken and written texts to generate language for a range of purposes, including:</p> <ul style="list-style-type: none"> <li>using verbs in <b>ます</b> and negative form <b>ません</b></li> <li>understanding the rules of Japanese word order (subject + object + verb), the use of associated particles <b>は/を/と/も/に</b>, and the use of <b>が</b> in formulaic expressions, for example, noun <b>が</b> すきです</li> <li>seeking information using question words <b>なに/なん/いつ/どこ/だれ</b> and the sentence-ending particle <b>か</b>, for example, <b>なに が すき ですか; なんさい ですか</b></li> </ul> <p>Recognise the particular language features and textual conventions in simple, familiar, spoken, written and multimodal Japanese texts</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>	<ol style="list-style-type: none"> <li>Play the game <b>speed dating quiz</b> 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, <b>おちやがすきですか、はい、すきです。</b></li> <li>Arrange students in groups of 4 to discuss their findings from the <b>speed dating quiz game</b>. Each group will present their findings, with each student in the group providing information to one of the questions asked.</li> <li>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.</li> <li>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.</li> <li>Review the story <b>Harapeko aomushi</b> and engage students by asking questions and requiring students to respond in Japanese.</li> <li>Ask students to design an invitation, with the menu included, for a special event at a new Japanese restaurant.</li> <li>Introduce <b>expressions</b> to use at a restaurant, for example, <b>いらっしやいませ・こちらへどうぞ・おいしそう・そうですね・わあ、すごい。</b></li> <li>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.</li> <li>Show students how to make <i>origami</i> models of some fruit and Japanese food, for example, strawberries, bananas, <i>sushi</i>.</li> <li>Play <i>Jankenpon</i>, a version of <i>paper, scissors, rock</i> to practise food and drink vocabulary.</li> </ol> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>Anecdotal assessment using checklist and notes, indicating how students: <ul style="list-style-type: none"> <li>use adjectives to describe food</li> <li>are able to ask and respond to questions about likes and dislikes regarding food and drinks</li> <li>design a poster about the food and drinks they like</li> <li>are able to role play ordering food at a restaurant.</li> </ul> </li> <li>Formal assessment using the following activity: <ul style="list-style-type: none"> <li><i>Hanami</i> picnic <ul style="list-style-type: none"> <li>Part A – listen for information and respond to questions.</li> <li>Part B – write an invitation to a <i>hanami</i> 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.</li> <li>Part C – participate in an interview about going on a <i>hanami</i> picnic.</li> </ul> </li> </ul> </li> </ul>	<p>Song <b>Harugakita</b>  <a href="https://www.youtube.com/watch?v=INSe-Rmib5w">https://www.youtube.com/watch?v=INSe-Rmib5w</a></p> <p>Song <b>Musunde hiraite</b>  <a href="https://www.mamalisa.com/?t=es&amp;p=858">https://www.mamalisa.com/?t=es&amp;p=858</a></p> <p>Game <b>Jankenpon</b>, a version of <i>paper, scissors, rock</i></p> <p>Assessment task <b>Hanami picnic</b></p>
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