

A Thematic Unit: Let's Go to School in Japan!

STARTALK Institute: Mentoring Leadership
and Change for K-12 Chinese Teachers:
Japanese Demonstration Class

Grades: 4-6

Level: Beginner

Number of days: 5 one-hour classes

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This thematic unit was developed and prepared for publication with funding from the National Security Agency under grant no. H98230-09-1-0231 to Iowa State University.

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The contents of this thematic unit were developed under a grant from the National Security Agency. However, those contents do not necessarily represent the policy of the National Security Agency, and one should not assume endorsement by the Federal Government.

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Printed in the United States of America

ISBN: 1-892047-11-X

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Summary of Unit

During this five-day unit, students will enter the world of a Japanese classroom. They will talk about school uniforms, “fill” their backpacks with school items, and learn how to do a simple self-introduction in front of their peers. Students will participate in the cultural customs of a Japanese classroom and view pictures, videos, and commercials that illustrate Japanese school life. For an interpretive assessment, students will listen to a description of the items in a particular backpack and choose the matching backpack from a variety of choices. For an interpersonal assessment, students will participate in an oral question and answer game in which they have to make sure they have everything in their respective backpacks or go get it from the “teacher” (another student). Finally, students will introduce themselves using a standard Japanese presentation format, saying a greeting, their names, grade level, and “nice to meet you.” This will function as a presentational assessment in this short unit. Through the context of meaningful and engaging activities, carefully scaffolded lessons, and lots of comprehensible input, students will have many opportunities for success with the language in this short period of time.

Targeted National Standards

National Standards in Education Project. 2006. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, KS: Allen Press, Inc.

Communication 1.1

Students will provide and obtain information about what items are in their backpacks.

Communication 1.2

Students will identify backpacks according to an oral description.

Students will understand the main idea of what the teacher wants them to do for all class activities.

Students will recognize their own name in Japanese and a few Japanese words.

Communication 1.3

Students will introduce themselves in Japanese, using a set format.

Cultures 2.1 and 2.2

Students will use appropriate bowing gestures for greetings, leave-takings, and speeches, according to their gender.

Students will participate in the Japanese JAN KEN PON game.

Students will recognize various items from Japanese schools, such as uniforms, uniform backpacks, and the general appearance of a Japanese school.

Students will participate in a daily “clean-up” time, similar to a Japanese school.

Connections 3.1

Students will compare school life in Japan and their own towns. (Social Studies)

Students will view other students from around the world and reinforce their knowledge of various country flags.

Students will find Japan and the United States on a globe. (Younger grade level content than this.)

Connections 3.2

Students will view and participate in the singing of a song from a Japanese television commercial.

Comparisons 4.2

Students will compare the use or non-use of uniforms in various schools around the world, including their own.

Communities 5.1

Students will teach their parents five words that they learned during the week, on the third day of the class.

Targeted Standards from the Local Curriculum

Waterbury, Connecticut Public Schools (Grade 5)

Universal Standards: Listens for a specific purpose; follows directions; demonstrates an awareness of values, customs, ethics, eras, and beliefs in written, oral, viewed, or performed work.

Key Knowledge and Skills (Student Outcomes/Objectives)

Students will be able to:

- Introduce themselves in Japanese, using “Konnichiwa. ___ desu. Yoroshiku.” Name the school objects needed in class: pencil, markers, crayons, ruler, book, paper, glue, scissors, stapler, pen, and eraser.
- Begin to recognize the written words for the above vocabulary.
- Use expressions of existence “___ga aru/___ga nai” to talk about whether they have or don’t have something.
- Count from 1-10.
- Recognize their own names in Japanese.
- Use a special format to give a speech “Greeting. My name is ___. (Speech) Yoroshiku.”
- Use and respond to “kiritsu/rei/chakuseki” at the beginning of class (stand/bow/sit).
- Use “Konnichiwa” and “Sayonara” for greetings and leave-takings while also bowing.
- Know that boys use a black backpack and girls use a red backpack in Japan.
- Know that uniforms are worn in Japan, and “randoseru” are part of that uniform.
- Recognize the concept of Japanese school “clean-up” time.

Background Knowledge: What do students already know?

Students only need a knowledge of the school that they attend, even if they are home-schooled.

Performance Assessments

Interpretive Assessment

Backpack/School Items: Students will listen to a description of a particular backpack among a variety of choices and choose the one that they hear. (It has a crayon/pencil/ruler. It doesn't have glue.) The descriptions will be made with a Voki (www.voki.com), and students will listen to the descriptions while sitting at a laptop in centers. They will be scored according to the following:

8/8 correct More than expected!
 6-7 out of 8 correct Right on target
 4-5 out of 8 correct Almost there
 1-3 out of 8 correct Needs more practice

Interpersonal Assessment

Backpack/School Items: In a timed game, two students will work together to make sure that they have everything they need (from a given list) in their “backpacks.” They will also have access to a third student functioning as a “teacher.” Students will be encouraged to use expressions such as “Do you have a pencil?” and “I don't have a ruler.” Students will be scored according to the following:

Rubric for Interpersonal Assessment:

4 points More than expected!	3 points Right on target	2 points Almost there	1 point Needs more practice
I used lots of the words that we learned this week, such as “pencil” and “ruler” and phrases such as “_ga aru” or “_ga nai” often. I initiated conversations and used lots of Japanese.	I used the words that we learned this week, such as “pencil” and “ruler” to communicate what I needed and to give things to others. I also used other phrases such as “_ga aru” or “_ga nai” <u>a few times</u> .	I used the single words that we learned this week, such as “pencil” and “ruler” in Japanese. I didn't use any other phrases, such as “_ga aru” or “_ga nai.”	I had trouble remembering most of the words such as “pencil” and “ruler” that we learned this week, but I used a few words.

Presentational Assessment

Presentational Assessment – Students will sit in groups of 5 or 6 with the teacher. The teacher will introduce a very simple rubric (due to time – in regular classes, could be more elaborate). Students

will have time to practice their self-introductions, a little, then perform them for the group as the teacher records them on her laptop. After each student, the teacher and students will listen one more time for scoring purposes. The teacher will also score and will collect all student scores and staple together to give to the student at the end of class.

Rubric for Presentational Assessment:

Introducing Yourself	You said all the parts all by yourself! *Greeting *Name *Grade *Nice to meet you	You needed a few hints, but you said all of the parts that we practiced!	You missed a part: Greeting __ Name __ Grade __ Nice to meet you ____
Bowing	You bowed correctly for your gender (boy/girl).	You bowed, but it was not like we practiced for a boy/girl.	You bowed once, but not at both the beginning and end.

Materials and Resources

- 2 “backpacks” for students to use, with various items inside; something to function as the “store”
- set icons to represent various school subjects
- bar graphs with the icons for school subjects already written on them
- set icons to use for likes/dislikes (smiley faces)
- Japanese school schedule paper
- various PowerPoints for communicating concepts and for printing for walk-around activities
- large dice
- many small paper bags
- towels, broom
- words for school items on large cards
- picture dictionary of school items printed for students, back to back with Randoseru Commercial words
- print-outs of homework, other in-class activities
- large posters of school rap, school subjects rap, going to Japan rap
- various YouTube and other video downloads on disk
- access to computer projector and speakers
- pencils for prizes
- PowerPoint or real items (textbook, math cards, calculator, ball, food, markers, magnifying glass or pic of magnifier, music sheet, globe, brush)
- KARUTA flashcards for slapping game

Lesson Overview

Lessons are briefly described here. See full lesson plans following this page.

DAY 1: Greetings, counting, class bowing, names in Japanese, self-introductions, globe, going to “Japan,” introduction to Japanese school through pictures/video, discussion of school uniforms, school uniforms walk-around and correcting, introduction to uniform backpack (randoseru) and school backpack skit, clean-up time, and leave-taking.

DAY 2: Greetings, counting, class bowing, names in Japanese, self-introductions, globe, going to “Japan,” review of school uniforms and randoseru, randoseru commercial from Japan, picture dictionary of school items/guessing game using written words (teacher guesses), guessing game part 2 (teacher guesses); clean-up time and leave-taking.

DAY 3: Greetings, counting, class bowing, names in Japanese, self-introductions plus count 1-10, globe, going to “Japan,” review of school uniforms and randoseru, do “What is in the randoseru?” activity, KARUTA slapping game for objects, show randoseru commercial, explanation of homework (randoseru drawing and teaching parents), clean-up time, leave-taking.

DAY 4: Greetings, counting, class bowing, names in Japanese, self-introductions plus say if you like/don’t like math, globe, going to “Japan,” review of school uniforms and randoseru, do “What is in the randoseru?” activity, do interpretive assessment using the homework that kids drew, correct as a class, model playing interpersonal game with backpacks and two students in front, clean-up time, leave-taking.

DAY 5: Greetings, counting, class bowing, names in Japanese, self-introductions with favorite school subject “__ ga dai suki,” globe, going to “Japan,” Review of school uniforms and randoseru, do “What is in the randoseru?” activity, model interpersonal assessment again, go over rubric again, have pairs of students do interpersonal assessment while others peer-score, students complete interpersonal assessment and presentational assessment in centers, clean-up time, leave-taking, quick English “thank you” to students and parents.

Day 1 Lesson Plan: What Do We Wear? What Do We Bring?

Standards Addressed

Communication 1.1

Students will provide information about whether their school has uniforms or not.

Students will provide information about whether schools in pictures they view have uniforms or not.

Communication 1.2

Students will understand the main idea of what the teacher wants them to do for all class activities.

Students will begin to recognize their own name in Japanese.

Communication 1.3

Students will introduce themselves in Japanese, using a set format.

Cultures 2.1 and 2.2

Students will use appropriate bowing gestures for greetings, leave-takings, and speeches, according to their gender.

Students will participate in the Japanese JAN KEN PON game.

Students will begin to recognize various items from Japanese schools, such as uniforms, uniform backpacks, and the general appearance of a Japanese school.

Students will participate in a daily “clean-up” time, similar to a Japanese school.

Comparisons 4.2

Students will compare the use or non-use of uniforms in various schools around the world, including their own.

Objectives

Students will be able to:

- Recognize their own names on a nametag.
- Use “aru” and “nai” to say whether a school has uniforms or not.
- Begin to recognize aurally a few words for the classroom objects (pencil, scissors, paper, etc.).
- Repeat the self-introduction sequence, “Konnichiwa. ____ desu. Yoroshiku.”
- Mimic the correct bow for their gender.
- Play Japanese-style “rock, paper, scissors.”
- Find Japan and the United States on a globe.
- Participate in “cleaning time.”

Assessment

1. Teacher will observe student performance on all oral tasks and bowing.
2. Teacher will collect “aru/nai” paper to see if students understood concept.

Materials

Nametags for all students (2 sets), flags of Japan and U.S.A., plastic globe, PowerPoint presentation for explanation of uniforms with transition to school in Japan, 2nd PowerPoint presentation and printouts

of various schools around the world with uniforms/not uniforms pictures including correcting section, printouts of schools around the world to post on wall, paper for students to circle ARU/NAI, extra printout of uniforms with aru/nai for holding up during powerpoint, Japanese backpack with classroom objects inside, U.S. backpack with some objects inside, home/school pictures, hair tie for teacher, Japan rap poster, school rap poster, smiley faces, stamp pad and stamp, cleaning time sign, a few cleaning items, (craft: paper, pencils, crayons, markers, scissors, glue, erasers for each student and a few staplers), red and black construction paper.

Lesson Outline

Warm Up

1. To begin class, have students stand up by saying “kiritsu.” Show them how to bow. Divide them into boys and girls and practice bowing as teacher says “rei.” Say “chakuseki” for them to sit. Repeat. Show names list on the board. Have students raise hands and say “hai.” Count how many students on list, how many students in class. Choose a student name from another set of nametags. That student is “TOBAN” today. Prompt that student to say “kiritsu/rei/chakuseki.” Put nametag back and choose another student. Stamp the nametags of those two students.

Introduction

2. Handout folded nametags to all students. Teacher shows second set of nametags as students raise their hand for their names. Have students turn folded nametags around and try.

3. Self-introduction practice. Teacher models self-introduction. “Konnichiwa. Jeshika desu. Yoroshiku.” Have each student practice, others say “Konnichiwa” and “Yoroshiku.” End again with teacher and emphasize “sensei.”

4. School Rap Introduction. Introduce concept of teacher and student. Introduce rap. “There are teachers, there are students, where are we? School!” Turn on school PowerPoint.

5. Where are we now? Pass around the globe and have students find the U.S. on the globe. What do you wear to school in the U.S.? Introduce concept of “uniforms/no uniforms” using PowerPoint. Ask students if their schools have uniforms or not.

6. With PowerPoint prompt, ask students to find Japan on globe. Say “Going to Japan” rap and use PowerPoints to introduce cities. “Nihon ni ikimasho. Tokyo, Osaka, Kyoto, Nihon ni ikimasho, ichi, ni, san, shi, JAN KEN PON.” Introduce JAN, KEN, PON game and play with students. Emphasize flag to show that we are now “in” Japan.

Main Lesson

7. Welcome to school in Japan! Show PowerPoint video (from YouTube) of Japanese school. Return to concept of uniforms/not uniforms and go over Japanese school using PowerPoint.

8. Next, we will go “around the world.” Pass out “ARU/NAI” circling paper. Prompt students to write their names in Japanese. Do the first 6 with the students modeling how to circle. Then, show

that other papers are up around the room. Students should walk from paper to paper, filling out their charts. Okay to go with a partner or not.

9. Correcting. Use PowerPoint to prompt students to say “ARU” or “NAI” for the uniforms in various countries. (Depending on shyness level of kids, try to have them stand to say answers.) When done, collect papers.

10. Backpack introduction. Show picture of kids going to school and draw attention to backpacks they are wearing. Emphasize girl and boy backpacks. Introduce girl Japanese backpack (randoseru) and American backpack. Give the American backpack to a volunteer and put sticker on him/her that says “American exchange student.” Next, go over “seito/sensei” words again and “become” a student. Pick up the red backpack.

11. Skit. Teacher pretends the teacher is asking her for various items, and she has some, but not others. When she has an item, she declares “_(item)_ ga aru!” and shares with the other student. When she does not, she says “_(item)_ ga nai.” and asks the other student if she/she has it, “_(item)_ ga aru?” In the following order:

1. paper
2. pencil (write your name)
3. eraser
4. crayons (color it)
5. markers (more coloring)
6. scissors (cut a shape around it)
7. glue (glue it to a folder)
8. stapler (staple up the edges like a backpack) Done!

12. Thank the student for participating. Hand out papers, etc. and repeat same thing, each student creating a folder. Teacher uses new words as much as possible. If time runs out, save glueing/stapling for next class.

Closure

13. If time, introduce the rest of “School Rap” to review classroom object words. If no time, go straight to Cleaning Time and collect supplies by asking for them.

14. Find U.S. on the globe and say “America ni ikimasho” as we return to the U.S. in our imaginations. Bow as we say “Sayonara.” Review boy/girl bowing.

Special Considerations

The key point of the first lesson is to give students lots of opportunity to participate in the class and feel success in using the language and understanding what they are supposed to do. It is important to model everything and use pictures, gestures, and props to make the content as comprehensible as possible for students. I try to structure activities that allow for students to speak, but do not require it. The first lesson is also the time for the teacher to introduce the unit and use the focus vocabulary and phrases in natural ways. When I create a first lesson, I often have one of the activities mirror what the final assessment will look like. Today, the backpack activity with the other students is very similar to the interpersonal assessment on the last day.

Day 2 Lesson Plan: What's in the Backpack?

Standards Addressed

Communication 1.1

Students will provide information about what grade they are in.

Students will provide information about what items are in their backpacks.

Communication 1.2

Students will understand the main idea of what the teacher wants them to do for all class activities.

Students will recognize their own name in Japanese and begin to recognize a few Japanese words.

Communication 1.3

Students will introduce themselves in Japanese, using a set format.

Cultures 2.1 and 2.2

Students will use appropriate bowing gestures for greetings, leave-takings, and speeches, according to their gender.

Students will participate in the Japanese JAN KEN PON game.

Students will recognize various items from Japanese schools, such as uniforms, uniform backpacks, and the general appearance of a Japanese school.

Students will participate in a daily “clean-up” time, similar to a Japanese school.

Connections 3.2

Students will view and participate in the singing of a song from a Japanese television commercial.

Objectives

Students will be able to:

- Recognize their own names on a nametag.
- Say what grade they are in, with prompting.
- Use “aru” and “nai” to say whether there are uniforms or not.
- Use “aru” and “nai” to say whether they have a particular object or not.
- Begin to recognize a few words orally for the classroom objects (pencil, scissors, paper, etc.).
- Repeat the self-introduction sequence, “Konnichiwa. ___ desu. ___grade level desu. Yoroshiku.”
- Mimic the correct bow for their gender.
- Play Japanese-style “rock, paper, scissors.”
- Find Japan and the United States on a globe.
- Participate in “cleaning time.”

Assessment

Teacher will observe student performance on all tasks and bowing.

Materials

(Only new materials are listed here.) Grade levels listed on board (4,5,6), name poster on board, picture of Japanese student, paper with “5, 6, 7 grade” written on it, sticker with “American Exchange Student” written on it, hair tie for teacher, paper bags with students’ names already written on it: bags contain supplies for folder-making activity with some missing from each bag, heart post-its, school picture panels and few extra printed pictures of Japanese backpacks, and red and black construction paper.

Lesson Outline

Warm Up

1. Refer to names list on the board. Have students raise hands and say “hai.” Count how many students on list, how many students in class. Choose a student name from other set of nametags. If nametag is not stamped yet, then that student is “TOBAN” today. Prompt that student to say “kiritsu/rei/chakuseki.” Put nametag back and choose another student. Stamp the nametags of those two students.

Introduction

2. Handout folded nametags to all students, prompting them to raise their hands when they see their own. Teacher will introduce picture of one Japanese student and say her name and grade level. Teacher will use second set of nametags to ask each student what grade level they are in.

3. Self-introduction practice. Teacher models self-introduction, using Japanese student’s face. “Konnichiwa. Noriko desu. 6 nensei desu. Yoroshiku.” Have each student practice, using their grade level and saying “Konnichiwa” and “Yoroshiku.”

4. Where are we now? Pass around the globe and have students find the U.S. on the globe. PowerPoint on. What do you wear to school in the U.S.? Remind concept of “uniforms/no uniforms” by holding up picture from yesterday. Ask students if their schools have uniforms or not. Ask students if they LIKE uniforms or not.

5. Ask students to find Japan on globe. Say “Going to Japan” rap and use PowerPoints to introduce cities again. “Nihon ni ikimasho. Tokyo, Osaka, Kyoto, Nihon ni ikimasho, ichi, ni, san, shi, JAN KEN PON.” Play JAN, KEN, PON with students. Emphasize flag to show that we are now “in” Japan. Use rolling drum to signal that we are “in” Japan.

Main Lesson

6. Welcome to school in Japan! Do School Rap again. (Just first sentence “Sensei ga iru, seito ga iru, doko ni iru? Gakkou da yo!”). Return to concept of uniforms/not uniforms and review Japanese student uniforms using school pictures.

7. Backpack introduction. Show picture of kids going to school and draw attention to backpacks they are wearing. Emphasize girl and boy backpacks. Introduce girl Japanese backpack (randoseru)

and American backpack. Ask for a volunteer and put sticker on him/her that says “American exchange student.” Next, go over “seito/sensei” words again and the teacher “becomes” a student. Together, then go to the back of the room and pick up the correct backpack.

8. Skit: Teacher pretends the teacher is asking her and the other student to take out various items and she has some, but not others. When she has an item, she declares “_(item)_ ga aru!” and shares with the other student. When she does not, she says “_(item)_ ga nai.” and asks the other student if she/she has it, “_(item)_ ga aru?” In the following order:

1. paper
2. pencil (write your name)
3. eraser
4. crayons (color it)
5. markers (more coloring)
6. scissors (cut a shape around it)
7. glue (glue it to a folder)
8. stapler (staple up the edges like a backpack). Done!

9. Thank the student for participating. Teacher has bags already labeled with students’ names in Japanese (see materials). She prompts them to raise their hands when they see their names. Teacher guides students through same process, prompting them to say “nai” when they don’t have an item that they need. Teacher uses new words as much as possible. Student who has already made the folder can make another one. If time runs out, save gluing/stapling for next class.

10. Introduce TPR for school rap. (Introduce word, practice, add another, go back to first, add more, mix, and test.) Remind students of “sensei ga iru, seito ga iru, doko ni iru, gakkō da yo!” part and then move them on to second half of rap. Practice all TPR.

Closure

11. Do “cleaning time” again and refer to school subjects rap.

12. Find U.S. on the globe and say “America ni ikimasho” as we return to the U.S. in our imaginations. Bow as we say “Sayonara.” Review boy/girl bowing.

Special Considerations

Today, you will see the activity that I had hoped to finish by the end of the previous class. I like to have one of the early class activities mirror what the final assessment will look like. The backpack activity I will do today with another student is very similar to the interpersonal assessment on the last day of the class. I will also use a lot of teacher-created raps and chants. This lesson uses two: the “Going to Japan Rap” and the “School Objects Rap.” In my regular classes, these raps have really helped students to remember vocabulary quickly; I don’t do very much single isolated word vocabulary practice.

Day 3 Lesson Plan: Playing with Japanese!

Standards Addressed

Communication 1.1

Students will provide information about what grade they are in.

Students will provide information about what items are in their backpacks.

Communication 1.2

Students will understand the main idea of what the teacher wants them to do for all class activities.

Students will recognize their own name in Japanese and begin to recognize a few Japanese words.

Communication 1.3

Students will introduce themselves in Japanese, using a set format.

Cultures 2.1 and 2.2

Students will use appropriate bowing gestures for greetings, leave-takings, and speeches, according to their gender.

Students will participate in the Japanese JAN KEN PON game.

Students will recognize various items from Japanese schools, such as uniforms, uniform backpacks, and the general appearance of a Japanese school.

Students will participate in a daily “clean-up” time, similar to a Japanese school.

Connections 3.2

Students will view and participate in the singing of a song from a Japanese television commercial.

Objectives

Students will be able to:

- Recognize their own names on a nametag.
- Say what grade they are in, with prompting.
- Use “aru” and “nai” to say whether they have a particular object or not.
- Begin to recognize a few words orally and in writing for the classroom objects (pencil, scissors, paper, etc.).
- Begin to recognize many of the words for various school subjects orally and in writing.
- Repeat the self-introduction sequence, “Konnichiwa. ____ desu. Yoroshiku.”
- Perform the correct bow for their gender.
- Play Japanese-style “rock, paper, scissors.”
- Find Japan and the United States on a globe.
- Participate in “cleaning time.”

Assessment

Teacher will observe student performance on all tasks and bowing.

Materials

(Only new materials are listed here.) Randoseru with one of each item in it, school uniform jacket, bags with only one of each item inside, bag of individually-wrapped chocolates, two folded cards labeled “students” and “teacher,” picture dictionary paper, matching written words on cards, heart post-its, school picture panels and a few extra printed pictures of Japanese backpacks.

Lesson Outline

Warm Up

1. Refer to names list on the board. Have students raise hands and say “hai.” Count how many students on list, how many students in class. Choose a student name from other set of nametags. If nametag is not stamped yet, then that student is “TOBAN” today. Prompt that student to say “kiritsu/rei/chakuseki.” Put nametag back and choose another student. Stamp the nametags of those two students.

Introduction

2. Teacher will introduce picture of one Japanese student and say her name and grade level. Teacher will use second set of nametags to ask each student what grade level they are in.

3. Self-introduction practice. Teacher models self-introduction, using Japanese student’s face. “Konnichiwa. Noriko desu. 6 nensei desu. Yoroshiku.” Have a few more students practice today, using their grade level and saying “Konnichiwa” and “Yoroshiku.”

4. Where are we now? Pass around the globe and have students find the U.S. on the globe. Ask students to find Japan on the globe. Say “Going to Japan” rap and use rolling drum to “bring” us to Japan. Emphasize flag to show that we are now “in” Japan.

Main Lesson

5. Welcome to school in Japan! Backpack re-introduction. Show picture of kids going to school and draw attention to backpacks they are wearing. Emphasize girl and boy backpacks. Show randoseru commercial from Japan. Kids can try acting out the commercial if they want to.

6. Teacher chooses a person to “become” a student – lets that student wear uniform jacket. That student goes and gets “randoseru.” Does anyone remember what is inside? As they say, have the student take the items out of the randoseru.

7. Thank student, perform “school rap” with everyone. Mix up words and practice and test. Pass out picture dictionary and see if they can “read” the words once.

8. Today we will play a game! Pass out one of the student bags by having them raise their hand for their name. Show chocolates. Each time I guess and I am wrong, I put a chocolate in the “students” line. If I am right, I put a chocolate in the “teacher” line. Teacher guesses what is in the first student’s bag by showing the card and asking “__ga aru?” Teacher encourages student to say “__ ga

nai” by not responding if they only shake their head. Put a chocolate in student line for points, until teacher guesses all. Teacher keeps counting the chocolates to reinforce numbers. Toward the end, let students come up and be teacher, but let them earn the chocolates for their cup. Pass out chocolates, using JAN KEN to decide extras.

9. Do School Rap again. Pass out KARUTA cards. Model karuta game rules. Play.

10. Show Randoseru homework. Model drawing 5 items in the randoseru and labeling them (if time).

Closure

11. Do “cleaning time” again and refer to school subjects rap.

12. Find U.S. on the globe and say “America ni ikimasho” as we return to the U.S. in our imaginations. Bow as we say “Sayonara.” Review boy/girl bowing.

13. Handout folded nametags to all students, prompting them to raise their hands when they see their own.

Special Considerations

Today’s lesson includes a lot of games to keep students’ interest while they learn the school objects vocabulary and “aru/nai” questions. I would like students to be able to play the “what’s in the bag?” game quickly today, after only a little exposure to the language. So, I will scaffold the learning by showing them the written word and letting them look at the picture dictionary. Then, they will be able to play the game successfully whether or not they are proficient at saying or understanding the words yet.

The homework that I will give today will be used tomorrow in an interpretive activity. It will be somewhat of an assessment, although it is a little quicker than I would do it in my regular classes!

Day 4 Lesson Plan: Asking Questions/Getting Answers

Standards Addressed

Communication 1.1

Students will provide information about what items are in their backpacks or bags.
Students will ask questions about what someone has or doesn't have.

Communication 1.2

Students will identify backpacks according to an oral description.

Communication 1.3

Students will introduce themselves in Japanese, using a set format.

Cultures 2.1 and 2.2

Students will recognize various items from Japanese schools, such as uniforms, uniform backpacks, and the general appearance of a Japanese school.

Students will view a short video of Japanese landmarks.

Students will participate in a daily "clean-up" time, similar to a Japanese school.

Connections 3.2

Students will view and participate in the singing of a song from a Japanese television commercial.

Comparisons 4.1

Students will recognize the differences between a Japanese backpack and an American backpack.

Objectives

Students will be able to:

- Identify 10 school items (pencil, paper, ruler, etc.).
- Use "aru" and "nai" to say whether they have a particular object or not.
- Identify a particular backpack, according to an oral description.
- Ask questions about whether someone has something or not, using "aru" and "nai."
- Repeat the self-introduction sequence, "Konnichiwa. ___ desu. ___ nensei desu. Yoroshiku."
- Other: participate in a practice of the final assessment backpack "game."

Assessment

Teacher will observe different students performing their self-introduction.

Students can volunteer to perform the "Going to Japan" rap.

Interpretive assessment – PART I: Students will listen to a description of a particular backpack among a variety of choices and choose the one that they hear. (It has a crayon/pencil/ruler. It doesn't have glue.) We will correct as a class. Teacher will collect papers and record scores (in her gradebook).

Materials

(Only new materials are listed here.) American backpack with some (but not all) items in it, randoseru with ALL items in it for initial activity, another bag with some items in it for later activity, paper for interpretive assessment: list of student names with blanks in front of each name, extra copies of backpack homework, post-its with numbers 1-11 (put post-its on student papers as they arrive and record which name goes with which backpack), markers or red pens for each student.

Lesson Outline

Warm Up

(As students are arriving, if any have not brought their homework, have them do it right at that moment.)

1. Refer to names list on the board. Have students raise hands and say “hai.” Count how many students on list, how many students in class. Choose a student name from other set of nametags. If nametag is not stamped yet, then that student is “TOBAN” today. Prompt that student to say “kiritsu/rei/chakuseki.” Put nametag back and choose another student. Stamp the nametags of those two students.

Introduction

2. Self-introduction practice. Teacher will introduce picture of one Japanese student and say her name and grade level. Teacher models self-introduction, using Japanese student’s face. “Konnichiwa. Noriko desu. 6 nensei desu. Yoroshiku.” Have a few more students practice today, using their grade level and saying “Konnichiwa” and “Yoroshiku.”

3. Where are we now? Pass around the globe and have students find the U.S. on the globe. Ask students to find Japan on the globe. See if any student wants to come up and lead the “Going to Japan Rap.” Say “Going to Japan” rap and use rolling drum to “bring” us to Japan. Emphasize flag to show that we are now “in” Japan. Show quick video of Japan.

Main Lesson

4. Welcome to school in Japan! Show picture of kids going to school and draw attention to backpacks they are wearing. Emphasize girl and boy backpacks. Show randoseru commercial from Japan. Kids can try acting out the commercial if they want to.

5. Teacher chooses a person to “become” a student – lets that student wear uniform jacket. That student goes and gets “randoseru.” Does anyone remember what is inside? As they say, have the student take the items out of the randoseru.

6. Perform “school rap” with everyone. Mix up words and practice and test. For extra practice, teacher sees if students can “read” the words for the objects. (In my real classes, this would be leading up to an interpretive reading assessment.)

7. Teacher calls attention to homework papers on the board. Teacher calls this a “test.” Students get a list of all student names. Teacher holds up a student name and says what is in and not in the backpack that student drew. Students write the number that matches it next to that child’s name on the paper. Do all, collect pencils, give markers. To correct, do all again, having students give answers using numbers (teacher repeats numbers many times). Actual student who drew backpack tells us whether they are correct or not. Teacher collects papers.

8. Short game – teacher shows students that she has a bag with something in it. Teacher hands out picture dictionary from yesterday and pencils. She prompts students to ask her questions in pairs to “win” pencils from Japan. Students are welcome to make small check marks with pencils to remember what they have already asked.

9. Introduce backpack assessment. Teacher becomes a student, taking American backpack. A student has the Japanese randoseru (and jacket) across the room. Another student plays the “teacher” in the middle. Both “students” have the checklist (picture dictionary). Teacher explains that both of them need to complete their checklists. Teacher begins, asking other student if she/he has various items. Both people with backpacks have to make sure they have everything on the checklist WITHOUT showing each other what they have. If they don’t have something, they go to the “teacher” (student in the middle) to ask for it.

10. If time, play again, setting the timer for 2 minutes and trying to finish with the other student in that amount of time. At end of activity (depending on time), teacher will hand out study paper for students for that homework (If I had more time, I would spend more days practicing the words, then I would spend more time practicing the assessment, and then go over the rubric with students, using a little English for just that part. Because we have limited time, I am going to give the students a paper for them to study that I am creating just for this activity.)

Closure

11. Do “cleaning time” again and refer to school subjects rap.

12. Find U.S. on the globe and say “America ni ikimasho” as we return to the U.S. in our imaginations. Bow as we say “Sayonara.” Review boy/girl bowing.

13. Show folded nametags to students to dismiss, prompting them to raise their hands when they see their own.

Special Considerations

During this lesson, we will complete our first formal assessment of the unit. This is an interpretive assessment. I would have liked to have probably one more day before giving this assessment, but in the interest of time, we’ll try it today. At home, I did not give the Randoseru drawing as homework. I had them do it in class. I am usually worried that not enough of my students will bring the homework back in order for the assessment to work.

I felt that the students needed one more chance to practice asking questions before the final assessment activity, so I just added the “what’s in the bag” activity. It mirrors what we did yesterday,

so it is easy to play, but it forces the students to ask questions. Because they are in pairs, though, it is not as much pressure as the final assessment will be. Today, we will also practice the final assessment. It takes a little time to “learn” how to do it, so it is best to do it a few days or at least the day before.

Day 5 Lesson Plan: Using Technology to Learn Better/Show What We Know

Standards Addressed

(This is the final day of the demonstration classes, so these mirror the Unit Plan, except that I did not include the school subjects objectives.)

Communication 1.1

Students will provide and obtain information about what items are in their backpacks.

Communication 1.2

Students will identify backpacks according to an oral description.

Students will understand the main idea of what the teacher wants them to do for all class activities.

Students will recognize their own name in Japanese and a few Japanese words.

Communication 1.3

Students will introduce themselves in Japanese, using a set format.

Cultures 2.1 and 2.2

Students will use appropriate bowing gestures for greetings, leave-takings, and speeches, according to their gender.

Students will participate in the Japanese JAN KEN PON game.

Students will recognize various items from Japanese schools, such as uniforms, uniform backpacks, and the general appearance of a Japanese school.

Students will participate in a daily “clean-up” time, similar to a Japanese school.

Connections 3.2

Students will view and participate in the singing of a song from a Japanese television commercial.

Communities 5.1

Students will teach their parents five words that they learned during the week.

Objectives

Students will be able to:

- Use “aru” and “nai” to say whether they have a particular object or not.
- Identify a particular backpack, according to an oral description.
- Ask questions about whether someone has something or not, using “aru” and “nai.”
- Produce the self-introduction sequence, “Konnichiwa. ___ desu. ___ nensei desu. Yoroshiku” with some accuracy.
- Bow according to their gender, with accuracy, during the self-introduction sequence.

Assessment

Recognizing own names – as students recognize their nametags, use a new stamp to stamp tags. (In regular classes, you could later record the stamps in your grade book.)

Interpretive assessment – PART 2: Students will use laptops to access a website that has Vokis of the descriptions of various backpacks. (Materials Note: <http://www.voki.com/> is a website in which

you can create avatars that speak. The teacher created a different avatar for each of the backpacks depicted on the "backpack paper." Each avatar was labeled with a name. Students have a paper with pictures of the backpacks drawn by students in the class and described by the avatars, out of order.) Students will listen to each avatar describe a backpack and choose the one that they hear by marking it on their paper. (It has a crayon/pencil/ruler. It doesn't have glue.) When they are done, they will turn in their pencils and take a marker and correct the paper themselves. In a real classroom, the teacher would collect papers and record scores in her grade book.

Presentational assessment – Students will sit in groups of 5 or 6 with the teacher. The teacher will introduce a very simple rubric (due to time – in regular classes, it could be more elaborate). Students will have time to practice their self-introductions a little, then will perform them for the group as the teacher records them on her laptop. After each student, the teacher and students will listen one more time for scoring purposes. The teacher will also score and collect all student scores and staple them together to give to the student at the end of class.

Rubric for Presentational Assessment

Introducing Yourself	You said all the parts all by yourself! *Greeting *Name *Grade *Nice to meet you	You needed a few hints, but you said all of the parts that we practiced!	You missed a part: Greeting __ Name __ Grade __ Nice to meet you ____
Bowing	You bowed correctly for your gender (boy/girl).	You bowed, but it was not like we practiced for a boy/girl.	You bowed once, but not at both the beginning and end.

Interpersonal assessment: In a timed game, two students will work together to make sure that they have everything they need (from a given list) in their "backpacks." They will also have access to a third student functioning as a "store." They will use a "checklist" to make sure that they have all of the items that they need. Students will be encouraged to use expressions such as "Do you have a pencil?" and "I don't have a ruler." Teacher will score according to the following rubric, but I won't give it to students today. (I will just do it to show you how it is done.)

Rubric for Interpersonal Assessment

4 points More than expected!	3 points Right on target	2 points Almost there	1 point Needs more practice
I used lots of the words that we learned this week, such as "pencil" and "ruler" and phrases such as "_ga aru" or "_ga nai" often. I initiated conversations and used lots of Japanese.	I used the words that we learned this week, such as "pencil" and "ruler" to communicate what I needed and to give things to others. I also used other phrases such as "_ga aru" or "_ga nai" <u>a few times</u> .	I used the single words that we learned this week, such as "pencil" and "ruler" in Japanese. I didn't use any other phrases, such as "_ga aru" or "_ga nai."	I had trouble remembering most of the words such as "pencil" and "ruler" that we learned this week, but I used a few words.

Materials

(Only new materials are listed here.)

Warm Up: New stamp for when they recognize own names

Laptop station/Interpersonal Assessment: Six laptops with Internet access and headphones. At each laptop, the teacher has a wikipedia with oral descriptions of backpacks recorded with separate Voki characters. For each student, there is a paper with small student backpacks for reference, student papers from previous day near laptops, and an answer key for self-correcting the interpretive assessment paper with markers.

Presentations in front: Copies of rubric for presentation, microphone, laptop, stapler, markers

Interpersonal backpacks: Copies of “picture dictionary” to be checklist, lots of items on teacher table, uniform jacket, timer, backpack and randoseru packed with varying amounts of items, also if you have time, prepare small bags with varying amounts of items in them so that between assessments you can quickly prepare backpack and randoseru again (although, once you do this a few times, it might not be that hard to do it quickly)

End of class: All papers from week to pass back to students, backpacks that they made, small reward for them (I gave chopsticks)

Materials Note for This Lesson

I would definitely use the Voki method in my own classroom at home, but I would not use student-drawn backpacks. Although I like the idea for a small class, it was a lot of extra work to make sure that I was making a Voki with the items that they drew. Using the students’ names was also a great way to practice their names, but it made it a more difficult task. At home, I will do the same thing, but I will make my own drawing paper backpacks, and I will give the backpacks a Japanese student name like Noriko or Toshi in Romanization. I worry that the way that students drew the backpacks makes it likely that some will get an answer wrong because they can’t figure out what certain students drew. Making your own backpacks with standardized clip art that you have used with the whole class makes sure that all students know what each item is.

Lesson Outline

Warm Up

1. Use the nametags to test if students can recognize their own names and say “Hai!” Use new stamp as they recognize names. If nametag is not stamped yet, then that student is “TOBAN” today (two more today, then finished). Prompt that student to say “kiritsu/rei/chakuseki.” Put nametag back and choose another student. Stamp the nametags of those two students.

Introduction

2. Where are we now? Pass around the globe and have students find the U.S. on the globe. Ask students to find Japan on the globe. See if any student wants to come up and lead the “Going to Japan Rap.” Say “Going to Japan” rap and use rolling drum to “bring” us to Japan. Emphasize flag to show that we are now “in” Japan. Show quick video of Japan.

Main Lesson

3. Welcome to school in Japan! Show picture of kids going to school and draw attention to backpacks they are wearing. Emphasize girl and boy backpacks. Show randoseru commercial from Japan. Kids can try acting out the commercial if they want to.
4. Teacher chooses a person to “become” a student – lets that student wear uniform jacket. That student goes and gets “randoseru.” Does anyone remember what is inside? As they say the items, have the student take the items out of the randoseru.
5. Perform “school rap” with everyone. Mix up words and practice and test. For extra practice, teacher sees if students can “read” the words for the objects. (In my real classes, this would be leading up to an interpretive reading assessment.)
6. Teacher calls attention to laptops. She passes out small backpack copies to each table. She shows the wiki page on the projector and shows the first one, showing the name of the first student on the wiki. She shows how to click and how to say which one it is. Then, she explains, with lots of gestures, how the students will be going to laptops and how each should put the pencil back when finished and correct the paper.
7. As the first group goes to the laptops, others come up front for presentation. Teacher shows rubric and models it again. Teacher helps students practice, then gives markers for everyone to peer score. Record first student, listen, score. Put many rubric papers on the table for each pair of students to use. As we finish, staple piles together and put teacher score on top.
8. Switch groups and explain directions for presentational assessment to new group. Repeat previous.
9. Re-introduce backpack assessment. Today use a timer. Teacher becomes a student, taking American backpack. A student has the Japanese randoseru (and jacket) across the room. Another student plays the “teacher” in the middle. Both “students” have the checklist (picture dictionary). Teacher explains that both of them need to complete their checklists. Teacher begins, asking other student if she/he has various items. Both people with backpacks have to make sure they have everything on the checklist without showing each other what they have. If they don’t have something, they go to the “teacher” (student in the middle) to ask for it.
10. If time, hand out “Can Do” statements paper and go over with students.

Closure

11. Do “cleaning time” again and refer to school subjects rap.
12. Find U.S. on the globe and say “America ni ikimasho” as we “return” to the U.S. Bow as we say “Sayonara.” Review boy/girl bowing.

13. Pass out all papers from this week and say good-bye!

Special Considerations

I did not like the way the interpretive backpack assessment went on Day 4, so I decided to put together the Voki characters with the descriptions of the backpacks that students could access on the laptops. Due to time, I tried to complete three assessments on Day 5, which was difficult! In regular classes, it would be good to move the interpersonal assessment to another day. Also, the presentational assessment was supposed to include students talking about school subject likes/dislikes, but we didn't get to it.