Sample lessons and instructional materials from a Japanese bilingual/bicultural elementary school program are presented. The lessons are designed to integrate Japanese language instruction with content instruction, using thematic units related to the core curriculum. The ten lessons are organized by target grade (K-5), and describe classroom procedures, additional instructional materials used, and group and individual activities, and may contain student worksheets, instructional aids, photographs of classroom activity, and/or samples of student work. Lesson topics include: a Japanese folk tale; creation of a big book in both English and Japanese; an experiment with air and water; telling time; a new year's celebration; use of origami to study the crayfish; a combination of mathematics concepts and history; haniwa clay sculpture; and description of past and present events through the study of poetry. (MSE)
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The staff of the Clarendon Japanese Bilingual Bicultural Program have prepared this curriculum sampler of thematic lessons that integrate Japanese instruction into the core curriculum. We want students to feel that all learning is connected to life in our surrounding community and to the real world outside the classroom. One way of strengthening this connection is to teach lessons that are related to a common theme or topic. Thematic units are often generated by special events or areas of study associated with a particular grade level. Teachers make lessons meaningful for students by connecting what is taught to life outside the classroom. A class may investigate several thematic units during the school year.

As the school year goes on, new lessons grow out of the old. Successful learners are able to ask themselves, "What do we know now that we didn't know when we started?" and "How can we use this new knowledge to learn something more difficult in an interesting way?"

In an effort to connect Japanese language learning to the quality instruction being provided for students, the senseis and teachers have created Japanese language lessons that are related to the thematic units being taught in the regular "core" curriculum. Effective teaching enables students to connect new knowledge to prior learning. Students who connect what they learn in Japanese to activities and events in their daily lives become successful learners.

It is very important for children to have an audience for their school work beyond their classroom teacher, in order to affirm that the work is important. It is also important for teachers and others who invest in and support the Clarendon Japanese Bilingual Bicultural Program to have an audience to affirm that the work we do is important. We invite anyone who is interested to become researchers with us in discovering more about successful learning and how it happens.

Sincerely,

V. Kanani Choy, Ed.D.
Principal, Clarendon Elementary School
English/Japanese Lesson Plan: **Kintaro and His Friends**

Room: 3 Grade:K Teacher: Mrs. Devi MacKay Sensei: Mrs. Ayako Hanaoka

The teacher has created an instructional unit integrating several curricular areas by designing activities based on the Japanese folktale "Kintaro".

1. **Students have the story of "Kintaro" read to them in a large group.**
   a. **Health Food**
   
   Compare basic diet of people past and present: vegetables, yasai やさい; soy beans, daizu だいず; rice, kome こめ; rice cake, mochi もち.  
   Cook and sample vegetables - potato, jagaimo じゃがいも; sweet potato, satsumaimo さつまいも; carrots, ninjin にんじん.  
   Identify and name the vegetables  
   Learn the shape, size and color of vegetables  
   Taste vegetables --discuss good taste おいしい, bad taste まずい

   b. **Antonyms**
   
   Read the book *Exactly the Opposites* by: Jana Hoban
   Discuss opposites in the story "Kintaro"; high, takai 高い - low, hikui 低い; big, ooki 大きい; small, chiisai 小さい; strong, tsuyoi 強い; weak, yowai 弱い etc.
   Have students create an opposites book.

   c. **Animals**
   
   Discuss and name the animals in the story; bear, kuma, くま; monkey, saru, さる; fox, kitsune, きつね; badger, tanuki, たぬき; squirrel, risu, りす; deer, shika, しか; rabbit, usagi, うさぎ

2. **Bears**
   a. Learn and name different kinds of bear; polar bear, grizzly bear, brown bear etc.

   b. Comparing our own stuffed teddy bears.

   Read the book *Who Wants an Old Teddy Bear*
Bear Day -- compare/contrast... students bring their personal teddy bears to share with the rest of the class. Discuss size: big, ookii おおきい; medium, chuugurai ちゅうくらい; small, chiisai ちいさい

c. Bear Puppets
   Make bear puppets out of oak tag
   Students create their own stories about bears
   Students share their original "bear stories" with each other

3. Learn and sing songs: Kintaro's Song, Teddy Bear Song
   *Kamishibai: traditional Japanese story telling method using large colorful illustrations with the words to the story printed on the reverse side.

5. Participate in a "Sumo" wrestling match
   a. Discuss good sportsmanship
   b. Learn sports vocabulary; win, kachi 勝ち; won, katta 勝った;
      Do your best, ganbatte がんばって

6. Have students make patchwork quilt with parents.
   a. Choose scenes from Kintaro
   b. Transfer scene from paper onto cloth

7. Create a bulletin board display featuring art work of Kintaro and his friends.
The bear's name is Hana.

They played on a swing. Three friends came. They ate and then they took a nap. The end.

Aya

熊の名前はハナです。

彼らはスイングで遊んだ。友達が来た。彼らは食べたのち、小睡をとった。

Aya Sakuma

ベスト コピー アバAILABLE
English/Japanese Lesson Plan: Big Book of "Brown Bear, Brown Bear"

Room:110 Grade:K Teachers: Ms. Gale Nakasone & Mrs. Sumako Morimoto
Sensei: Mrs. Hiroko Konrai

The kindergarten children in Room 110 collectively made a BIG BOOK in English and Japanese from the story, "Brown Bear, Brown Bear" by Bill Martin Jr. and Eric Carle.

Previous bilingual lessons in preparation for the BIG BOOK;
1. The children learned the colors and names of the animals by making graphs of their favorite colors and animals.
2. To reinforce the vocabulary words, games like Color Bingo were played.
3. Songs about colors and animals were taught.

Lesson:
The children gather and listen to the story of "Brown Bear, Brown Bear" in English and Japanese. Sentence strips are used to do choral reading. The class is then instructed to do the illustration for each of the pages of "Brown Bear, Brown Bear". The children are paired and work together to do just one page of the story. The story is written on large construction paper with the text written bilingually. The children are very proud of their BIG BOOK and enjoy looking at it and reading it.
Brown Bear,
Brown Bear,
What Do You See?
I see a redbird looking at me.

Brown Bear,
Brown Bear,
What do you see?
I see a redbird looking at me.

Brown Bear,
Brown Bear,
What Do You See?
I see a redbird looking at me.

by Bill Martin Jr.
Pictures by Rm.110, Kdg.

I see a redbird looking at me.
あかいとりをみているの．
Redbird, redbird, What do you see?

I see a yellow duck looking at me.

Yellow duck, yellow duck, What do you see?

I see a blue horse looking at me.
Blue horse, blue horse. What do you see? I see a green frog looking at me.

Green frog, green frog. What do you see? I see a purple cat looking at me.
Purple cat, purple cat; What do you see?

I see a white dog looking at me.

White dog, white dog; What do you see?

I see a black sheep looking at me.
Black sheep
black sheep
What do you see?

Jackie

I see a goldfish looking at me.

Takahiro

Goldfish
goldfish
What do you see?

Patrick

I see teachers looking at me.

Amanda
Teachers, what do you see?

We see beautiful children looking at us.

Children, what do you see?
We see a brown bear. a red bird.
a yellow duck a blue horse. a green frog.

A purple cat. a white dog. a black sheep.
a goldfish and teachers looking at us.
That's what we see.
さんいのさんぎょ。それからせんせいをみてるの。

------------------------------------------------------------------
English/Japanese Lesson Plan: **Experimenting with Air and Water**

Room: 102  Grade: 1  Teacher: Mrs. Char Mori  Sensei: Mrs. Yoko Tanaka

The teacher and sensei prepared a hands-on activity designed to provide experiences for students that would help them conceptualize the existence of air. During a class discussion the teacher introduced and demonstrated the fact that air can not be seen with the naked eye, but we can see its presence when we press on an inflated bag or a soft plastic bottle. We can also feel the air released from the opening of an inflated balloon. Students are then presented with the possibility of conducting various experiments that will help to illustrate the existence of air.

The following Japanese vocabulary is introduced as a part of this lesson:

- kuuki くうき, air
- mizu みず, water
- shabondama しゃぼんだま, soap bubble

**Lesson:**

**Materials needed:**
- tub of water
- strip of paper or ruler
- food coloring
- two clear plastic cups, drill a small hole in the bottom of one
- tape

1. Ask students, "What would happen if you put a clear plastic cup upside down into a pan of water?" Give them time to think and accept different answers and record them on a piece of chart paper. Next, carry out the experiment by putting the cup into a tub of colored water. Compare observations to the predictions recorded on the chart paper. Have students discuss which prediction represents the correct answer.

2. Show students the second plastic cup with a tiny hole in the bottom. Ask the class to predict what they think will happen. Discuss several possibilities and record students' predictions on chart paper. Ask
students to pick the answer that matches their personal prediction and have them record this information on a work sheet. Next, carry out the experiment. Use a strip of paper or a ruler to measure the water level before and after the cup is put into the water. Have students determine the correct answer by discussing their observations and reviewing their predictions. Encourage them to explain and justify their answer.

3. Put a drop of liquid soap on the tiny hole of the second cup. Ask them what they think might happen. Allow discussion, record predictions and then carry out the experiment. A bubble will form. Encourage students to think out loud and explain what they think has happened.

4. At the first grade level students are asked to record their reactions to each demonstration on a worksheet that is prepared in advance by the teacher and sensei. Possible answers are provided in English and in Japanese. Students are asked to write a simple sentence and draw a picture (or pictures) of the experiment.
1. コップをさかさまにして みずのなかにいれると、どうなりますか
What will happen when you put a cup upside down into the water?

- みずは、コップのなかにはいる。
The water goes into the cup.
- みずは、コップのなかにはいらない。
The water does not go into the cup.

2. コップのところにちいさなあなをあけて それをさかさまにして みずの
なかにいれると、どうなりますか
What will happen when you put a cup (with a hole in the bottom) into water?

- みずは、コップのなかにはいる。
The water will go into the cup.
- みずは、コップのなかにはいらない。
The water will not go into the cup.

3. コップのあなにせっけんすいをつけ てさかさまにして みずの
なかにいれると、どうなりますか
What will happen when you put soap on the hole, then put the cup into the water?

- なにも おこらない。
Nothing will happen.
- あのところからシャンプンだまがでる。
There will be a bubble from the hole.
4. Was this experiment fun?

- [ ] もしろかった。
  It was fun.
- [ ] もしろくなかった。
  It was not fun.

5. Draw a picture and write a sentence about your favorite part of this experiment.
なさと（まさやま なっみ）

このじっけんは、おもしろかったと思います。
○ おもしろかった。
× おもしろくなかった。

うみうみとおもったところをえびすにかきましょう。
I drew something funny, and I want to write it in Ebisu.

このじっけんは、おもしろかったですか。
Miss this experiment fun?
○ おもしろかった。
× おもしろくなかった。

5. おもしろいとおもったところをえびすにかきましょう。
Draw a picture and will write a sentence about your favorite part of this experiment.

ミックスしたところ

by Natsumi Makiyama

by Satoshi Kumakura
2.

(ayo Christina)

4. このじっけんはおもしろかったですか。
   - おもしろかった。
   - おもしろくなかった。

It was fun.
It was not fun.

5. おもしろくときおいたところをえびすにかけましょう。

Put an X by the correct answer.

What will happen when you put a cup upside down into the water?

- みずは、コップのなかにいいる。 The water goes into the cup.
- みずは、コップのなかにはいらない。 The water does not go into the cup.

What will happen when you put a cup (with a hole in the bottom) into water?

- みずは、コップのなかにいいる。 The water will go into the cup.
- みずは、コップのなかにはいらない。 The water will not go into the cup.

What will happen when you put a soap on the hole, then put the cup into the water?

- みずは、コップのなかにいいる。 There will be soap on the hole.
- みずは、コップのなかにはいらない。 Nothing will happen.

My favorite thing was the bible.
English/Japanese Lesson Plan: Telling Time With A Ladybug

Room: 209  Grade: 1  Teacher: Mrs. Anna Yamaguchi  Sensei: Mrs. Hisako Luk

The teacher and sensei have worked together at designing an instructional unit on telling time. The unit supports integrated instruction by incorporating lessons from several curricula areas. Literature is integrated through the use of The Grouchy Ladybug by Eric Carle. The story is read to the students in English by the classroom teacher. The sensei later reads the same story in Japanese. Students also participate in related English language core curriculum activities in science, math, creative writing and role playing. In Japanese, students participate in a hands-on activity, making a ladybug clock out of tag board which they use later to study telling time. Directions and discussion are provided by the sensei in Japanese. The sensei does her best to speak only in Japanese.

Lesson 1. "Let's make a ladybug clock!"

All direction should be given in Japanese:

Iro o nutte kudasai. 色をぬってください。(Please color them.)

Kitte kudasai. 切ってください。(Please cut them.)

Japanese Lesson:
1. Students practice "telling time."
2. Students develop oral language proficiency by answering questions that require the use of vocabulary introduced in the lesson.
3. Ask students questions like, "What time do you get up?" (Nanji ni okimasuka. なんじにおきますか。) Ask students to demonstrate their answer by manipulating their tag board clocks. Next, have students read the time aloud in Japanese.
4. Instruct students in the use of basic Kanji used to write the numbers 1-12. (一、二、三、四、五、六、七、八、九、十、十一、十二)
5. Students will calculate math problems using vocabulary introduced through this lesson.
Examples of instructional dialogue:

今何時ですか。(What time is it now?)

It is ___ o'clock.

半 (half - 30 minutes), 15 分 (15 minutes).

何時に起きますか。(What time do you get up?)

何時に寝ますか。(What time do you go to bed?)

何時に学校へ行きますか。(What time do you go to school?)

何時に学校が終わりますか。(What time does school end?)

Sample math problem:

学校に何時間いますか。(How long do you stay at school?)
四 すうじ

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English/Japanese Lesson Plan: New Year Chart and Graph

Room: A  Grade: 2    Teacher: Mr. Ron Kunisaki    Sensei: Mrs. Taeko Morioka

This is a lesson based on the Japanese New Year's (Ohoogatsu) celebration. The lesson includes cooking Ozooni (traditional Japanese New Year's soup), traditional Japanese games, and math using charts and bar graphs.

Lesson 1 (1 Hour)
1. Cut vegetables used for Ozooni soup.
2. Memorize the names of vegetables in Japanese. (carrot, ninjin, にんじん; Japanese radish, daikon だいこん; goboo, ごぼう; Japanese mushroom, shiitakeしいたけ; spinach, hoorensoo ほうれんそう)
3. Cut red and white kamaboko かまぼこ (fish cake).

Lesson 2 (1 Hour)
Organize the following six stations for the activities:
1. Mochi making: using a mochi maker, children get experience making mochi
2. Inari zushi making
3. New Year's greeting card decorating (nengajoo 年賀状)
4. Fukuwarai Game
5. Karuta Game
6. Sugoroku Game

Lesson 3 (1 Hour) Use work sheet: Work Sheet #1, 2 and 3
1. Survey which vegetable you like best in the soup. Circle your favorite vegetable.
2. Survey which vegetable you don't like in the soup. Draw a triangle to the vegetable you dislike the most.
3. Circle your favorite station from the 6 choices.
4. Circle your favorite omochi from the 3 choices. (ozooni; kinako; nori)
5. Looking at the class chart, make your own chart.
Lesson 4 (1 Hour) Use work sheet: Work Sheet #4

1. Make a bar graph, using chart.
   A. Learn how to draw bar graphs.
   B. Start from the largest number.
   C. One number is equal to one point on the graph.
   D. Understand the proper unit of measurement.
Our New Year's Celebration

The children in room A used a "brain storming" activity to create this story for your reading pleasure.

For our New Year's celebration, we signed up to bring nori, chicken broth and other things. In Japanese group, students peeled gobo, sliced kamaboko and cookie cut carrots. Afterward, we ate the leftover outer parts. The daikon was too spicy so I had to drink some water.

A few people brought their kimonos. All of us got to wear tags to put stamps on at the six different stations. The activities were: blindfold, karuta, board game with dice, decorate cards and make mochi and inari zushi.

Many nice people came to help: Rika's dad, both of Aaron's parents, and the moms of Eli, Emily, Annie, Kent, Alex, Shinya, Kanae, Masato and Aya Ito.

The kids in kimonos went in the bathroom to change back into regular clothes. When they came back into class, everyone had gone out to play in the yard at lunch time. So they stayed in to clean the tables which were sticky and dirty from the party. But all that hard work in helping made them hungry again, so they had some more nori and ocha.
ルーム A

月 日

なまえ（　　）

おそうにのなかの やさいしらべ

わたしたちのクラスは、おそうにをつくりました。 おそうにのなかには、にんじん、 だいこん、 しいたけ、ごぼう、ほうれんそうをいれました。

おそうにのなかの すきなやさいに○をつけましょう。
おそうにのなかの きれいなやさいに△をつけましょう。

にんじん だいこん

しいたけ ほうれんそう

ごぼう
ルーム A

月 日

なまえ（ ）

ひょうとグラフ

おしょうがつのパーティーの日に、6つのテーブルをもうけ、いろいろなことをしました。クラスのひとたびに、なにが、いちばんおもしろかったかきいて、ひょうにしました。

ひょうをみて、グラフをつくりましょう。

おもしろかったものさらべ

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ルーム A

月 日

なまえ

ひょうとグラフ

わたしたちのクラスは、おしょうがつパーティーのとき、3しゅるい
のおもちをたべました。クラスのおともだちに、どれがいちばんすき
かをきいて、ひょうにしました。

ひょうをみて、グラフをつくりましょう。

すきなおもちしらべ

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ルーム A

月 日

なまえ（ ）

ひょうとグラフ

おもしろかったものしらべ

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10 9 8 7 6 5 4 3 2 1 0
ルーム A

月 日
なまえ ( )

ひょうとグラフ

おもしろかったものしらべ

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| ふくわらい | 2 |
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| すごくろく | 3 |

すきなやさいしらべ

| にんじん | 14 |
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| ほうれんそう | 3 |
| ごぼう | 4 |

-37-
English/Japanese Lesson Plan: **Telling Time**

Room: 109 Grade: 2/3  
Teacher: Mrs. Denise Ebisuzaiki  
Sensei: Mrs. Teruko Kubota

Description of the activity:  
The second and third graders in Room 109 have been studying various types of graphs and telling time. In this activity students discuss what time they wake up in the morning and how this information can be recorded on a Ven Diagram.

Bilingual lessons that were taught in preparation for the lesson:

1. Students learned how to tell time in English and in Japanese.
2. Students orally discussed their morning activities in both English and Japanese.
3. The students discussed the Ven Diagram and how it can be used.

Lesson:

Construct a poster sized Ven Diagram, labeling each of the three sections in Japanese using hiragana. Each circle represents a common wake-up time for students. The students, one at a time, are asked to apply a sticker to the area of the graph which represents the time they wake up in the morning to come to school. Pattern sentences are used to conduct a discussion after the Ven Diagram graph is complete.
1:05 いちじ ごふん
1:10 いちじ じっぷん
1:15 いちじ じゅうごふん
1:20 いちじ にじっぷん
1:25 いちじ にじゅうごふん
1:30 いちじ さんじっぷん/いちじ はん
1:35 いちじ さんじゅうごふん
1:40 いちじ よんじっぷん
1:45 いちじ よんじゅうごふん
1:50 いちじ ごじっぷん
1:55 いちじ ごじゅうごふん
の いちにち

おきろ。

ねる。

あさごはんを たべる。

ゆうごはんを たべる。

いえを でる。

あそぶ。

ランチを たべる。

しゅくだいを する。

からこうを でる。
あさ　なんじにおきますか。

6:00 ろくじ
7:00 しちじ

8:00 はちじ
なんじに あさごはんを たべますか。

6:00 ろくじ

7:00 しちじ

8:00 はちじ
なんじに ゆうごはんを たべますか

5:00 ごじ  6:00 うくじ

7:00 しきじ
なんじに ねますか。

8:00 はちじ

9:00 くじ

10:00 じゅうじ
あさ
なんじにおきますか。

なんじにあさばはんをたべべますか。

6:00 3℃

7:00 1.5℃

8:00 1.5℃

-47-
なんじにゆうごはんを食べますか？

6:00 ようじ

7:00 ようじ

8:00 ようじ

9:00 ようじ

10:00 ようじ
English/Japanese Lesson Plan: The American Crayfish

Room: B  Grade: 3  Teacher: Ms. Sarah Scott  Sensei: Mrs. Tokuko Takeshita

Description of activity:
1. Learn how to make an origami crayfish.
2. Use the origami crayfish as the basis of a collage picture of the actual crayfish habitat in the classroom.
3. a. (Advanced group) Do creative writing in poetry form in the designated area of the collage picture. The writing is to convey feelings and observations of the children's experiences with the American crayfish.
   b. (Novice group) Students are asked to select words and phrases from the handout worksheets that relate to the collage picture they have created. They write the selected words and phrases in the designated area of the collage picture.
   c. (Intermediate group) The students write original sentences or copy prepared sentences in the designated area of their collage picture.

Bilingual lesson taught in preparation for this lesson:

English portion
The teacher presents the FOSS Structure of Life module - Meet the Crayfish (in English).

Japanese portion
2. All three groups participate in a discussion of the material in the Japanese reference book and the FOSS Structure of Life module. New vocabulary words and simple expressions about the crayfish and its habitat are reinforced.
3. Intermediate and novice groups complete a worksheet using the new words and phrases about the crayfish and its habitat.

Purpose of the Lesson:
To incorporate Japanese language and culture into a unit about crayfish. The unit is based on the FOSS Structure of Life module. Similar content is taught in Japanese using Kagaku Rando. The novice and intermediate groups learn Japanese vocabulary and sentence patterns about the cray-fish and its habitat which they use in a writing exercise. The advanced group learns about Japanese poetry and does a creative writing exercise about crayfish. All groups do an art project using origami.
UMIZARIGANI (lobster)

1. Bring point $i : i i$.
  Crease fold. Unfold.

2. Fold side $a c$ to center. Fold side $a d$ to center.

3. Fold $a g$ to center.
  Fold $a b$ to center.

4. Crimp (long dotted lines) to form narrow pleats along tail section.

5. Fold in half lengthwise.
  Unfold.

6. Crimp along dotted lines to form narrow pleats along tail section.

7. Fold lobster in half after pleating.

8. 60
6. Crump along dotted lines to form narrow pleats along tail section.

7. Fold lobster in half after pleating.

8. Cut along dotted lines.
Fold one section to form a leg.
Do the same with other section to form second leg.

Fold as illustrated to form claw.

"Feather" tip of tail to separate
ざりがに

はまえく

あたらしいたんご:

ざりがに
こうら
はさみ
まえあし
うしろあし
しっぽ
・おもしろい
・けんか

あたらしいことは:

ざりがにはあかい。
ざりがにはちかい。
ざりがにはおもしき。
ざりがにはけんがする。
ざりがにはさかざきにべる
ざりがにはくさをにべる
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by Melissa Nagatsuka

by Carla Faraguna
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4.

![Image](image.png)

by Kentaro Yamada
"America Through the Years" has been the year-long theme of the grade 4/5 class in room 206 this year. Social Studies, Literature, Mathematics, Science, Language Arts, Music, and Japanese Language and Culture are integrated as much as possible focusing on this theme.

For example, for our unit "The Westward Movement" we used the math replacement unit "Polyhedraville-An Investigation of Three Dimensional Geometry". In it, the students pretended that they were pioneers on a wagon train going west, dreaming of the good life in Oregon and California. As the pioneers sat around the campfire after a long hard day on the trail they planned the town that they would build when they reached their destination. While designing and building the town, students explored a variety of mathematical concepts such as:

* using two dimensional shapes to create three dimensional figures
* geometric vocabulary
* finding the area of various polygons
* working with a variety of tables and graphs
* using computation in a meaningful manner

To reinforce these concepts and to make the Japanese language and culture connection, the students folded and assembled various Polyhedra (cubes, tetrahedra, octahedra, etc.) using origami paper folding techniques.

The students also participated in other origami activities such as folding flowers and animals while reviewing the Japanese vocabulary words for the colors and shapes in the novice group. Other groups wrote sentences, stories, or poems using the theme of polygons and polyhedra according to their level.
Japanese can be integrated into this unit in other ways. The pioneers entertained one another around the campfire by singing songs. We can learn songs that the pioneers sang such as "Oh, Susanna" and "Clementine" in English and in Japanese. The pioneers also told stories around the campfire to amuse themselves. Stories such as "Thumbelina" and "Rip Van Winkle" can be compared and contrasted with "Issun Boshi" and "Urashima Taro". The students illustrated these stories incorporating origami and paper sculpture in their pictures.

Japanese vocabulary taught in preparation for this lesson:
shikaku 四角, square; sankaku 三角, triangle; maru 丸, circle; nagashikaku 長四角, choohookai 長方形, rectangle; daenkei 槽円形, oval; hishigata 菱形, diamond shape; rokkakukei 六角形, hexagon; hakkakukei 八角形, octagon; entoo 円筒, cylinder; ensui 円錐, cone
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私は

えんどうの形の
ゴブにソースを入れて飲む。

おーしかった。

おおよげだ。

長四角の
おはしでかげの
ぼかしをよく入れて飲む。

「たそっにゃ」を

by Karen Matsuda

松野与之
Emi Watanabe and Erica Okamura
Our 4th and 5th grade combination class studied the various Native American tribes of North America, their history, and culture. As a social studies project, the students collected information on food, shelter, clothing and art, the role of men and women, raising children, habitat, recreation, transportation, religion and other interesting facts about North America Natives. For example, they learned how the Native Americans used natural resources to weave baskets, how they used Kachina dolls, how they made their pottery and how they coexisted peacefully with animals. Japanese language and culture was integrated through comparing certain elements of Native American culture with the culture of the Japanese people during the Jomon and Yayoi period.

The students learned about haniwa (ancient Japanese clay figurines). Although Native American culture and Japanese culture are very different, students were able to find similarities in how people lived. For example, Haniwa figures were created to represent many animal shapes such as wild boars, hawks, ducks, chickens, dogs, horses, fish, etc. In those days animals played an important role in peoples' daily lives. Animals also played an important role in the lives of Native Americans. Another similarity is the Haniwa's simple design which paralleled those found in Native American pottery.

At the end of this lesson, students participated in a hands-on activity, making Haniwa figures using clay. Students learned the pottery technique of coil-making which was used by both the Japanese and Native Americans.

The Haniwa Project consisted of three parts, 1) learning the history of Haniwa, 2) practicing new Japanese vocabulary in small groups, and 3) making a Haniwa sculpture.
Lesson 1:
Students learn about Haniwa, their history, origin, and meaning (in English and in Japanese).
Preparation: Pictures of Haniwa, Kofun and Haniwa dolls.
The teacher makes a large group presentation to the whole class in Japanese using pictures and realia. Later, the presentation is repeated in English. Students are asked to give a brief presentation in front of the class in Japanese. This is followed by a class discussion about Haniwa sculpture.

Examples of dialogue:
Haniwawa totemo furui desu. 塙輪は とても古いです。(Haniwa is very old.)
Haniwawa hito ya doobutsu no katachi o shiteimasu. 塙輪は 人や動物のかたちをしています。(Haniwas' shapes are like humans and animals.)
Haniwawa nihon no kofun ni arimashita. 塙輪は 日本の古墳にありました。(Haniwa were found in Kofun in Japan.)
Kofunwa haka desu. 古墳は 墳ます。(kofun is a tomb.)
Kofunwa totemo ookii desu. 古墳は とても大きいです。(Kofun is very big.)

Lesson 2:
The class is divided into three groups.

Group 1: Learn the various shapes of Haniwa such as ie 家, house; uma 馬, horse; otokonohito 男の人, man; onnanohito 女の人, woman; niwatori 鶏, chicken
Korewa nan desuka. これは 何ですか。What is this?
Korewa umano haniwa desu. これは 馬の塙輪です。This is a Haniwa horse.
Anatawa dono haniwaga sukidesuka. あなたは どの塙輪が好きですか。Which Haniwa do you like?
Students use pictures to quiz each other.
Korewa nan desuka. これは なんですか。What is this?
Korewa ieno Haniwa desu. これは 家の塙輪です。This is a Haniwa house.

Group 2: Students explain the history and shapes of Haniwa and Kofun using various adjectives in Japanese.
Haniwawa nan desuka. 塙輪は 何ですか。What is Haniwa?
Haniwawa dokoni arimasuka. 境輪はどこにありますか。Where can you find Haniwa?
Kofunwa nan desuka. 古墳はなんですか。What is Kofun?
Korewa ookikute chairoi Haniwa desu. これは大くて茶色い境輪です。
This Haniwa is big and brown.

Using pictures of Haniwa, students will ask questions.
Korewa nan no Haniwa desuka. これは何の境輪ですか。What kind of Haniwa is this?
Haniwawa nande dekite imasuka. 境輪は何でできていますか。What is Haniwa made of?
Anatawa donna Haniwaga suki desuka. あなたはどんな境輪が好きですか。What kind of Haniwa do you like?

Group 3: Students learn about Haniwa and Japanese history in order to create an original story.
The sensei will read an article on Haniwa in Japanese and students will discuss the subject in Japanese. Students will ask questions about Haniwa and express their opinions in Japanese. Students then choose one Haniwa figure as a focus for creative writing.

Lesson 3: (whole class)
Each student will select their favorite Haniwa figurine and make a model using red clay.
Preparation: Red clay, ropes, water, old newspaper, paper plates, pictures of Haniwa figurines
① 墳輪はいつごろ作られましたか

② 墳輪はどこにありましたか

③ 古墳はどこですか

④ 日本で一番大きい古墳は、何と言う古墳で、どこにありますか

⑤ なぜそのような大きな古墳が作られたのでしょう

⑥ 墳輪と一つならびそれについて短い話を作りなさい
日本の歴史

① はにわは、なんですか。

② はにわは、いつごろつくられましたか。

③ はにわは、なんでできていますか。

④ はにわは、なにいろですか。

⑤ はにわは、どこにありましたか。

⑥ はにわには、どんなかたちが ありますか。

⑦ こぶんとは、なんですか。
Haniwa are hollow objects made of reddish, unbaked clay. There are two kinds: cylindrical Haniwa and representational Haniwa (models of objects such as houses, animals and men). The earliest type of Haniwa was cylindrical. Haniwa houses, shields and kinugasa were first made in the Kinai area (an area currently covering Nara, Kyoto and Osaka) in the middle of the fourth century. Animal and human figures were made toward the end of the fourth or early fifth century.

A unified nation centered in the Kinai area was established at the end of the third or the beginning of the fourth century following the Yayoi period. During this time, huge tombs covered with tumuli were built for dignitaries. In this Kofun period, it was the burial custom that people with power and money were laid to rest in magnificent tombs. Kofun tombs varied in ground plans with most being round, square, or keyhole shapes. A good example of this is the tomb of the Emperor Nintoku in Osaka. The tomb which has a key hole shape was build in the 5th century. It was the biggest tomb in Japan. Hugh mounds were built on top of the tomb. There were almost 11000 Haniwa on the tomb of the Emperor Nintoku.
Students work

Fei Fei Chen, Daisuke Nishimura, Daianna Fan,
Kelly Brin and Chie Webb
はにわ
English/Japanese Lesson Plan: Poems...Past and Present

Room: 1 Grade: 5 Teacher: Mrs. Junko Low Sensei: Mrs. Kyoko Mullins

The 5th grade students in room 1 wrote poems about past and present events in their lives.

Bilingual lessons that were taught in preparation for this lesson:
1. Reading poetry in English and Japanese.
2. Presentation and group discussion of the concept "past and present" in English and Japanese.
3. Poetry writing (on a chosen topic) in groups of three.
4. Group oral presentations of original poems.

Lesson:
1. Read poems from Wishes, Lies, and Dreams by: Kenneth Kock
   (Poems written by 4th and 5th graders in New York City).
   Poems: I used to ........................ but now ......................
2. Review concept of "past and present" in Japanese.
3. Students write poems "I used to ..... but now..... " in two sessions, Japanese & English.
<table>
<thead>
<tr>
<th>Past tense</th>
<th>Present stem</th>
<th>Past tense</th>
<th>Present tense</th>
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<tbody>
<tr>
<td>to + do</td>
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I used to... ~した。 ~していった。
Let's write some compositions in Japanese.

"I used to be ..."

わたいっぱいしていた

書きたいたことをきっちときめよう。

Decide what you want to write about in English and Japanese. (not sentence only words)

1. about play with Origami おりがみ おもちゃ X
   before 故 now は

2.
   before 故 now は

3.
   before 故 now は

4.
   before 故 now は

5.

6.

7.

8.

9.
I Used To... But Now...

I used to be one year old, but now I am 11 years old.

I used to be short, but now I am tall.

I used to be in first grade, but now I am in fifth grade.

I used to like regular pencils, but now I like lead pencils.

I used to collect cards, but now I collect coins.

I used to collect comics, but now I collect video games.

I used to collect Japanese cards, but now I collect money.

By WILLIE KING JR.

I used to watch Sesame Street. Now I hardly watch any T.V at all because of all the different kinds of homework I have.

I used to play dot to dot on the computer. Now I play solitaire or I write stories.

I used to have a bed with ION Dalmations on it. Now I have a bed with regular flowered sheets.

I used to read Curious George. Now I read harder books (especially those by Madeline Le Engle)

I used to get about a dime for allowance but now I get a lot more every week

I used to wish I had a little brother but I don't really want one anymore.

I used to order orange juice on the airplane. Now I order Coke or any other soda.

I used to think that 10 o'clock is late at night. Now I think that midnight is late.

I used to get along with my sister but now she gets on my nerves a lot.

I used to think writing 100 words was a lot but now I think it's very easy.

I used to be 2 and seventeen months but now I'm 11 and 1 month

by Katrina Masumi Lake
### I need to...  

<table>
<thead>
<tr>
<th>Present tense</th>
<th>Past tense (Polite form)</th>
<th>Past tense (dictionary form)</th>
<th>used to... (to form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>のみまできん</td>
<td>のみました</td>
<td>のんでる</td>
<td>のんでいた</td>
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<tr>
<td>こまできん</td>
<td>こまった</td>
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<td>しにきれいしていた</td>
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<tr>
<td>きたきれい</td>
<td>きたけった</td>
<td>きたきれいていた</td>
<td></td>
</tr>
<tr>
<td>Change to Japanese; you can use polite forms or dictionary forms.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| to sleep | (寝ます) | to have | (あります) |
| to look | (見てる) | to get up | (起きる) |
| to do | (する) | to read | (読む) |
| to go | (行きます) | can | (できる) |

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by Charles Appah

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by Brian Flynn

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