





Grade Level Samples for Grade 4

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General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

<p style="text-align: center;">Applications</p>  <p>Students will use Japanese in a variety of situations and for a variety of purposes.</p> <p>A-1 to impart and receive information A-2 to express feelings and personal perspectives A-3 to get things done A-4 to form, maintain and change interpersonal relationships A-5 to extend their knowledge of the world A-6 for imaginative purposes and personal enjoyment</p>	<p style="text-align: center;">Language Competence</p>  <p>Students will use Japanese effectively and competently.</p> <p>LC-1 attend to form LC-2 interpret texts LC-3 produce texts LC-4 interact LC-5 apply knowledge of the sociolinguistic/ sociocultural context LC-6 apply knowledge of how discourse is organized, structured and sequenced</p>
<p style="text-align: center;">Global Citizenship</p>  <p>Students will acquire the knowledge, skills and attitudes to be effective global citizens.</p> <p>GC-1 historical and contemporary elements of Japanese culture GC-2 affirming diversity GC-3 personal growth and future opportunities</p>	<p style="text-align: center;">Strategies</p>  <p>Students will know and use strategies to maximize the effectiveness of learning and communication.</p> <p>S-1 language learning S-2 language use S-3 general learning</p>

Applications

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information**SPECIFIC OUTCOMES**

Students will be able to:

- a. share basic information; e.g., their name, their age
(*continued*)

A-1.1
share factual information

SAMPLE TEACHING AND LEARNING ACTIVITIES► **Find Your Twin**

Prepare two identical sets of cards, each with a Japanese name on it. Shuffle and deal out one card to each student. Have the students walk around the classroom and, using only Japanese, find the students with identical cards. As they go around the classroom, they bow and say:

- *Konnichiwa. ___ desu. Onamae wa?* (Hello, I'm ____.
Your name is?)

Extension

Students practise *jikoshoukai* (self-introduction), using the following structure:

Student A: *Onamae wa?* (Your name is?)

Student B: *___ desu.* (I'm _____.)

Student A: *Hajimemashite.* (Nice to meet you.)

► **Find Your Family**

Prepare and distribute to each student a card with a family name, first name and age listed on it. Each student becomes that person, sharing his or her new name and age with others when asked; e.g.,

Student A: *Onamae wa?* (Your name is?)

Student B: *___ desu.* (I'm _____.)

Student A: *Nan sai desu ka?* (How old are you?)

Student B: *___ sai desu.* (I'm ____ years old.)

Ask the students to circulate, asking and answering the above questions to find their family groups. To end the activity, have the students stand in family groups and introduce themselves as part of a family.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share basic information?

➤ **Informal Observation**

Observe students as they share information to find their twins. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they find their family members. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Two identical sets of Japanese name cards.

- Set of cards with family names, first names and ages.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information**SPECIFIC OUTCOMES**

Students will be able to:

- a. share basic information; e.g., their name, their age
(continued)

A-1.1
share factual information

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Role-play**

Model some basic questions and answers for sharing basic information, such as *Denwa bangou wa?* (Your telephone number is?), *Nan sai desu ka?* (How old are you?). Ask the students to set up scenarios, such as signing up for a library card or swimming lessons, and dramatize their specific scenarios; e.g.,

Student A: *Onamae wa?* (Your name is?)

Student B: ___ *desu.* (I'm ____.)

Student A: *Nan sai desu ka?* (How old are you?)

Student B: ___ *desu.* (I'm ____.)

Student A: *Denwa bangou wa?* (Your telephone number is?)

Student B: ___ *desu.* (It's ____.)

► **Inside–Outside Circle Interview**

Have the students form two circles, one inside the other. With music playing, one circle walks in one direction while the other circle walks in the opposite direction. When the music stops, have the students interview the classmates opposite them using familiar patterns; e.g.,

Student A: _____ *ga suki desu ka?* (What do you like?)

Student B: *Hai/Iie.* _____ *ga suki desu.* (Yes, I like ____.)

Student B: *Hai/Iie.* _____ *ga suki ja nai desu.* (No, I do not like ____.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share basic information?

➤ **Informal Observation**

Observe students as they role-play asking and answering questions. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they interview one another. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- Japanese music.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p>A-1.1 share factual information</p>	<p><i>Students will be able to:</i></p> <p>a. share basic information; e.g., their name, their age</p>	<p>➤ Interviews Invite the students to interview classmates about their birth dates. In small groups, have the students record the birthday information on calendars to be displayed in the classroom. For example, – <i>Otanjoubi wa itsu desu ka? _____ gatsu desu.</i> (When is your birthday? It is in _____.)</p> <p>➤ Chair Game Have the students sit on chairs in a circle and select one student to start the game. This student’s chair is permanently removed from the circle. To begin, have the students ask the selected student in unison: <i>Nani ga suki desu ka?</i> (What do you like?) The student responds with: <i>_____ ga suki desu.</i> (I like _____.) If the students agree with the response, they stand and run to a free chair. If they do not agree, they remain seated. The person left standing starts the next round.</p> <p>➤ Coat of Arms Invite the students to create personal coats of arms that include their names, birth dates, birth places and family members. Ask the students to present their coats of arms to small groups.</p>

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- share basic information?

➤ **Informal Observation**

Observe students as they interview one another. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students prior to playing the chair game. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Observation Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create coats of arms. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric).

MATERIALS

- Calendars, markers.

- Chairs.

- Blank templates of a coat of arms.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
A-1.1 share factual information	b. identify concrete people, places and things (<i>continued</i>)

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Poster Presentation**

Invite the students to design posters of people, places and things using magazine pictures or their own drawings. Display the posters around the classroom. Have the students present their posters orally to small groups who move from poster to poster. Encourage the students to ask and answer specific questions, such as:

- *Nan desu ka?* (What is this?) *Neko desu.* (This is a cat.)
- *Dare desu ka?* (Who is this?) *Okaasan desu.* (This is my mom.)

➤ **Dice Memory Game**

Prepare an overhead transparency of a scene related to the lexical field being studied. Number the objects from one to six. Divide the students into pairs and have each student take a turn rolling the die and identifying the object on the transparency with the corresponding number. Each correct answer is worth a point.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify concrete people, places and things?

➤ Rubric

Collaboratively create an outcome-based rubric with the students before they create and present posters. Use the rubric to evaluate how well students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Rubric).

➤ Anecdotal Notes

Observe students as they play the dice game. Record anecdotal notes of the extent to which students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Poster paper, magazines, catalogues, scissors, glue, markers.

- Overhead transparencies, projector, dice.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information

SPECIFIC OUTCOMES	
A-1.1 share factual information	<i>Students will be able to:</i>
	b. identify concrete people, places and things

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Mystery Objects**
Collect a bag of various props and objects; e.g., stapler, eraser, pack of gum. Make sure students cannot see through the bag. Touch one of the objects and have the students guess what you are touching; e.g., students ask ____ *desu ka?* (It is a _____?)
- **Matching Cards**
Divide the students into teams and give each team an envelope containing cards with words on them. Have the students race to place each card face down beside the matching objects at the front of the room. Use objects such as *gomibako*, *enpitsu*, *denwa*, *fudebako* (garbage can, pencil, phone, pen case).
- **Flash Card Memory**
Divide the students into groups of three or four. Use 10 cards with pictures of targeted vocabulary (e.g., food, classroom objects). Call out a vocabulary word; e.g., *enpitsu* (pencil). Invite the students to find the word, say *atta* (I've got it), slam their hands on it and take the card. Whoever has the most cards at the end wins.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-1 to impart and receive information**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify concrete people, places and things?

➤ **Informal Observation**

Observe students as they guess the mystery objects. Make mental notes of the extent to which students are able to identify concrete people, places and things. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they match the cards to the objects. Students use the checklist to determine if they are able to identify concrete people, places and things (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they play the flash card game. Use the checklist to assess if students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Bag, various objects.

- Cards with the names of objects on them, objects, envelopes.

- Karuta cards with pictures of targeted vocabulary.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives**SPECIFIC OUTCOMES**

Students will be able to:

- a. express simple preferences

A-2.1
share ideas, thoughts, feelings, opinions, preferences

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Show and Tell Survey**

Ask each student to bring to class an item appropriate to the theme being studied; e.g., a favourite dessert, CD, picture of a pet or article of clothing. Each group makes a brief oral presentation of its items. After the presentations, conduct a survey to determine the class favourites. Have the students circulate around the room with the survey, asking about and noting individual preferences.

► **Identifying Own Preferences**

Using simple language, provide a choice of two games or sports and ask the students which they like to play. Invite the students who like a game or sport to stand up and say they like it. Those who dislike the game or sport can shake their head “no” and say they dislike it.

Alternative Activity

Give each student two cards, one with *hai* (yes) on it and one with *iie* (no) on it. Ask questions, e.g., *Sakkaa ga suki desu ka?* (Do you like soccer?) Have the students use a card to respond.

► **Student Survey**

Develop a survey with students that includes simple Japanese questions and a place for names and responses. Have the students interview classmates, writing down their names and preferences. After the students interview one another, tally the total preferences for each question. For example:

- *Hokkee ga suki desu ka?* (Do you like hockey?)
- *Burokkorii ga suki desu ka?* (Do you like broccoli?)
- *Pinku ga suki desu ka?* (Do you like pink?)
- *Origami ga suki desu ka?* (Do you like origami?)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express simple preferences?

➤ **Anecdotal Notes**

Observe students as they participate in the show and tell survey. Record anecdotal notes of the extent to which students are able to express simple preferences (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they identify their preferences. Make mental notes of the extent to which students are able to express simple preferences. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they survey one another. Students use the rating scale to assess how well they are able to express simple preferences (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

- Pictures or objects of preference.

- Two cards for each student, one saying *hai* (yes) and one saying *ie* (no).

- None required.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives**SPECIFIC OUTCOMES**

Students will be able to:

- b. express a personal response (*continued*)

A-2.1
share ideas, thoughts, feelings, opinions, preferences

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Yes or No**

Give each student an ice cream stick or tongue depressor. On one side have the students write *Hai* (yes) and on the other, *Iie* (no). Play a song and have the students hold up the sticks to indicate whether they like the song.

___ *ga suki desu ka?* Do you like _____?

Extension

Demonstrate “*batsu*” + “*maru*” and form the shapes with the hands and body.

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Have the students use *batsu* to indicate rejection and *maru* to indicate the something is okay.

► **Likes and Dislikes Collage**

Have the students use magazines to prepare collages of items and/or activities they like or dislike. Ask the students to label their pictures in Japanese and present their collages to the class.

► **Colour Activity**

Write the names of various colours on the blackboard. Ask the students if they like each colour; e.g.,

- *Aka ga suki desu ka?* (Do you like red?)
- *Hai, suki desu.* (Yes, I like red.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a personal response?

➤ **Anecdotal Notes**

Observe students as they indicate their responses to the songs. Record anecdotal notes of the extent to which students are able to express a personal response (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create collages. Use the rating scale to assess how well students are able to express a personal response (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Informal Observation**

Observe students as they answer questions about colours. Make mental notes of the extent to which students are able to express a personal response. Offer feedback, encouragement and praise as needed.

MATERIALS

- Ice cream sticks or tongue depressors, markers, Japanese songs.

- Magazines, scissors, glue, poster paper, markers.

- None required.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives**SPECIFIC OUTCOMES**

Students will be able to:

A-2.1
share ideas, thoughts, feelings, opinions, preferences

- b. express a personal response

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Picture Responses**

Show a digital slide show presentation of a variety of human interest pictures. Ask the students to respond to the pictures using appropriate phrases; e.g.,

- *ohayou gozaimasu* (good morning)
- *konnichiwa* (hello)
- *konbanwa* (good evening)
- *sayounara* (goodbye)
- *arigatou* (thank you)
- *tanjoubi omedetou* (happy birthday).

► **Folk Tales Critics**

Read a Japanese story and have the students indicate whether they enjoyed it, using phrases such as:

- *Maa maa desu.* (It's so-so.)
- *Suki desu.* (I like it.)
- *Daisuki desu.* (I love it.)
- *Omoshiroi desu.* (It is interesting/fun.)
- *Tanoshii desu.* (It is enjoyable/fun.)
- *Kanashii desu.* (It is sad.)

Use culturally appropriate materials such as *Tanuki* and *Kitsune* stories, *Urashimataroo*, *Momotaro*, *Issun Booshi* (*Batsu/Maru* response), a Japanese folk tale (in English).

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express a personal response?

➤ **Informal Observation**

Observe students as they respond to the slide show. Make mental notes of the extent to which students are able to express a personal response. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to express a personal response.

MATERIALS

- Digital slide show presentation.

- Japanese stories, such as *Tanuki*, *Kitsune*, *Urashima Taroo*, *Momotaro*, *Issun Booshi*.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-2.1 share ideas, thoughts, feelings, opinions, preferences</p>	<p><i>Students will be able to:</i></p> <p>c. respond to and express basic feelings</p>	<ul style="list-style-type: none"> ➤ Emotional Charades Provide the students with flash cards or pictures of peoples' faces expressing various emotions or feelings clearly labelled in Japanese. Organize the students into small groups. Ask a student to pick a card and act out the emotion in the form of a charade. The members of his or her team must guess the emotion being portrayed, naming it clearly in Japanese. The first student to guess correctly then goes to the front and draws a new emotion card to act out. The game continues until all students have had a chance to participate. ➤ Puppet Practice Divide the students into groups of three and have them develop a short scenario involving three members of a puppet family with each expressing a different emotion (happy, sad or angry). Have the students introduce each puppet and its emotion to the class.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-2 to express feelings and personal perspectives**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to and express basic feelings?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they play charades. Use the checklist to assess if students are able to respond to and express basic feelings (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to respond to and express basic feelings.

MATERIALS

- Flash cards or pictures with faces showing emotions or feelings labelled in Japanese.

- Puppet families with a mom, dad, boy and girl.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. indicate basic needs and wants</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-3.1 guide actions of others</p>	<p>► Classroom Survival Posters At the beginning of the school year, have the students work in groups to create posters displaying basic questions used to function efficiently in the Japanese language and culture classroom. Display these posters in the classroom and encourage students to use these expressions during class time. Invite the students to present their posters to the class by performing a role-play; e.g.,</p> <ul style="list-style-type: none"> – <i>Toire ni itte mo ii desu ka?</i> (May I go to the bathroom?) – <i>Mizu o nonde mo ii desu ka?</i> (May I get a drink of water?) – <i>Suwatte mo ii desu ka?</i> (May I sit down?) <p>► Requesting Items Arrange the students into small groups and have them create role-plays that involve requesting items they want and need. In each group, one student plays the role of the teacher and the rest are students seeking items to meet basic needs and wants; e.g., Noun – <i>o kudasai</i>. (Please give me _____.) Verb – <i>te kudasai</i>. (Classroom commands)</p> <ul style="list-style-type: none"> – <i>Mite kudasai</i>. (Look, please.) – <i>Yonde kudasai</i>. (Read it, please.) – <i>Kiite kudasai</i>. (Listen, please.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- indicate basic needs and wants?

➤ **Anecdotal Notes**

Observe students as they create classroom posters. Record anecdotal notes of the extent to which students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they create role-plays. Use the rating scale to assess how well students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Poster paper, markers, magazines.

- Various props.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES

Students will be able to:

- b. give and respond to simple oral instructions or commands

A-3.1
guide actions of others

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Simon Says**

Involve the students in a game of Simon Says using simple commands. Review classroom commands, such as open the door, turn on the light, open the window, pass the paper, line up. Call out the commands and have the students follow them. After a few tries, encourage a student volunteer to call out the commands. Use vocabulary such as:

<i>mite</i> (take a look)	<i>kiite</i> (listen, hear)	<i>kite</i> (come)
<i>tatte</i> (stand up)	<i>akete</i> (open)	<i>suwatte</i> (sit down)
<i>shimete</i> (close)	<i>kaite</i> (write it)	<i>itte</i> (please say)
<i>yonde</i> (read it)	<i>te o agete</i> (raise your hand)	

Extension

Review classroom commands, such as please open the door, please turn off the light, please raise your hand. Call out the commands and have the students act accordingly. After a few tries, allow different student volunteers to give the commands.

- *Doa o akete kudasai.* (Open the door, please.)
- *Denki o tsukete kudasai.* (Turn off the light, please.)
- *Te o agete kudasai.* (Raise your hand, please.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- give and respond to simple oral instructions or commands?

► Learning Log

Ask the students to reflect on their learning and how well they were able to give and respond to simple oral instructions or commands.

MATERIALS

- None required.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
A-3.2 state personal actions	a. respond to offers and instructions

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Requests**

Encourage the students to use Japanese when borrowing items in class; e.g.,

Student A: _____ *o kashite kudasai?* (Can I borrow _____ please?)

Student B: *Hai douzo.* (Here it is.)

► **Following Instructions**

Post various pictures representing different places around the classroom; e.g., Canada, Japan. Instruct the students to go to the appropriate locations. For example:

– *Kanada ni itte kudasai.* (Please go to Canada.)

► **Inviting E-mail**

Have the students e-mail party invitations to other students. Ask the students to then respond to the invitations via e-mail; e.g.,

Student A: *Tanjoubi no paatii o shimasu.* (I am having a party.)
Kite kudasai. (Please come.)

Student B: *Arigatou, hai, ikimasu.* (Thanks, I will come.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to offers and instructions?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before group work. Students use the rating scale to assess how well they are able to respond to offers and instructions (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before instructing them to move around the classroom. Students use the checklist to determine if they are able to respond to offers and instructions (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they e-mail invitations. Use the checklist to assess if students are able to respond to offers and instructions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

- None required.

- Pictures representing places.

- Computer, e-mail.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SPECIFIC OUTCOMES**

Students will be able to:

- a. manage turn taking

A-3.3
manage group actions

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Fun and Games**

Ask the students to play games related to the lexical fields being studied and use Japanese to manage turn taking; e.g., Who's turn is it? It's your turn. It is Sue's turn. Who is next?

Use vocabulary like *hajime* (to begin), *owari* (to finish), *Dare no ban?* (Who's turn?), _____ *no ban* (it's _____ turn), *tsugi* (next).

► **Jan Ken Pon**

Have the students use *janken* (rock, paper, scissors) in Japanese to manage turn taking during group activities. Encourage the students to use Japanese vocabulary (e.g., "*aiko desho*" for ties and turn-taking vocabulary).

For example:

Student A/B: *Jan ken pon.* (Rock, paper, scissors.)

Student A: *Yattaa!* (I did it!)

Student B: *Eee!* (Ahh!)

Student A: *Tsugi wa dare?* (Who's next?)

Student C: *Boku no ban.* (My turn.)

Student A/C: *Jan ken pon.* (Rock, paper, scissors.)

Extension

Discuss with students how nonverbal cues could be used to manage turn-taking with a hearing impaired person.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- manage turn taking?

➤ **Anecdotal Notes**

Observe students as they play games. Record anecdotal notes of the extent to which students are able to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they participate in group activities. Make mental notes of the extent to which students are able to manage turn taking. Offer feedback, encouragement and praise as needed.

MATERIALS

- Dice, a variety of games, playing cards.

- None required.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
A-3.3 manage group actions	b. encourage other group members to act appropriately

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Classroom Rules**
Have the students create a list of rules for appropriate behaviour in the classroom. Post the list in the classroom and encourage the students to refer to the list when working in groups.
- **Role-play**
Organize the students into groups of three or four. Have them role-play appropriate behaviours for specific situations; e.g., behaviour at school, church, work, shopping, movies.
- **Class Poster**
Divide the students into pairs and have them create posters of phrases that encourage appropriate behaviour in the classroom. For example:
 - *Ganbatte!* (Keep going!)
 - *Sugoi!* (Good job!)
 - *Shizuka ni shite kudasai.* (Be quiet, please.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-3 to get things done**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- encourage other group members to act appropriately?

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to encourage other group members to act appropriately.

➤ **Anecdotal Notes**

Observe students as they role-play. Record anecdotal notes of the extent to which students are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create class posters. Use the checklist to assess if students are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Chart paper, markers.

- None required.

- Poster paper, markers.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SPECIFIC OUTCOMES**

Students will be able to:

- a. exchange greetings and farewells

A-4.1
manage personal relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Greetings and Farewells**

Prior to this activity, list typical Japanese greetings and farewells on the board. Prepare sets of cards, each with a typical Japanese name on it. Shuffle the cards and deal one to each student.

Students walk around the classroom and, using only Japanese, greet others and find the students with identical cards. Typical greetings and farewells include *ohayou* (morning), *konnichiwa* (hello), *konbanwa* (good evening), *oyasuminasai* (good night), *ja mata ne* (see you again).

Extension

Encourage the students to use Japanese greetings outside the classroom; e.g., when passing you in the hall. Encourage others in the school use the greetings as well; e.g., during morning announcements.

Extension

Arrange the students into pairs and have them role-play exchanging greetings and bowing. Discuss appropriate bowing and that people with special needs can bow with a head nod.

► **Moshi Moshi**

Introduce the phrase *moshi moshi* (hello, as used on the telephone) by practising telephone conversations. Ask the students to say the numbers in Japanese while dialling and answer the telephone saying, “*moshi moshi.*”

Student A: *Moshi moshi, B san desu ka?* (Hello, is this B?)

Student B: *Moshi moshi, Hai, B desu.* (Hello, yes, I'm B.)

Student A: *Konnichiwa.* (Hello.)

► **Dice Game**

Divide the students into teams and roll a die. If it lands on an even number, the students say a farewell. If it lands on an odd number, they say a greeting. When team members say the farewell or greeting correctly, they earn the number of points rolled.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- exchange greetings and farewells?

➤ **Informal Observation**

Observe students as they greet others while looking for matching cards. Make mental notes of the extent to which students are able to exchange greetings and farewells. Offer feedback, encouragement and praise as needed.

➤ **Informal Observation**

Observe students as they practise telephone conversations. Make mental notes of the extent to which students are able to exchange greetings and farewells. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they play the dice game. Use the checklist to assess if students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Whiteboard, markers, Japanese name cards.

- Toy telephones, old cell phones.

- Dice.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	
A-4.1 manage personal relationships	<i>Students will be able to:</i>
	b. address a new acquaintance and introduce themselves

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Introductions**

Prior to this activity, teach the students how to greet a new acquaintance and introduce themselves in Japanese. If possible, arrange to pair up with other Japanese students in the school. When the students meet, have them greet each other and introduce themselves. Once everyone has done so, ask the students to introduce their partners to the rest of the class.

For example:

Student A (pointing to B): *B san desu.* (This is Mr. B.)

Student A (pointing to C): *C san desu.* (This is Mr. C.)

Student B: *Hajimemashite, B desu.* (How do you do? I am B.)

Douzo yoroshiku (bow). (Pleased to meet you.)

Student C: *Hajimemashite, C desu.* (How do you do? I am C.)

Douzo yoroshiku (bow). (Pleased to meet you.)

➤ **Skits and Dialogues**

Invite the students to prepare simple skits or dialogues using the greetings, basic information and farewell expressions. Provide students with sample dialogues that can be modified. Consider video recording these skits for students to review.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- address a new acquaintance and introduce themselves?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before meeting other Japanese language and culture students. Use the checklist to assess if students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Observation Checklist).

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- Japanese students from another class.

- Props, sample dialogues, video recorder (optional), video viewing station (optional).

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	
A-4.1 manage personal relationships	<i>Students will be able to:</i>
	c. exchange some basic personal information

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Exchanging Personal Information**
Have the students work in pairs to brainstorm the kinds of information people might share when meeting for the first time. Review a few sentence patterns with students. Ask the students to practise exchanging basic personal information with each other, then introduce their partners to the class.

- **All About Me**
Invite the students to create an “All About Me” poster that highlights basic personal information. Have the students share their posters with the class and answer questions from their classmates.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- exchange some basic personal information?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they exchange personal information with partners. Students use the checklist to determine if they are able to exchange some basic personal information (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before creating posters. Use the rubric to evaluate how well students are able to exchange some basic personal information (see sample blackline master in Appendix E: Rubric).

MATERIALS

- None required.

- Poster paper, markers, magazines, students' personal photographs.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES

Students will be able to:

- d. make an apology

A-4.1
manage personal relationships

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Dramatic Presentations**

Teach words and phrases used in apologies, such as:

- *Gomennasai.* (I'm sorry.)
- *Sumimasen.* (Excuse me/I'm sorry.)
- *Osokunatte sumimasen.* (I'm sorry for being late.)

Ask the students to create puppet shows or role-plays that use the vocabulary associated with apologies. Consider video recording the shows for students to view later. After the activity, encourage the students to use the vocabulary in class when appropriate.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- make an apology?

► Informal Observation

Observe students as they present their puppet shows or role-plays. Make mental notes of the extent to which students are able to make an apology. Offer feedback, encouragement and praise as needed.

MATERIALS

- Puppets, video recorder (optional).

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p>A-4.1 manage personal relationships</p>	<p><i>Students will be able to:</i></p> <p>e. gain another's attention</p>	<p>► Passing Game Encourage the students to use the terms <i>sensei</i> (teacher) or <i>sumimasen, sensei</i> (excuse me, teacher) when wanting help. Review other phrases and actions used for attracting attention; e.g., excuse me, pardon me, waving hands (palms down and moving toward one's chest).</p> <p>Divide the students into two teams and have each team form a straight line. Give each team an item to pass, such as a foam ball. Each student turns to a neighbour using one of the attention phrases to get his or her attention. The other student responds only if the student uses an appropriate phrase and pronounces it correctly. Once this is done, the student passes the ball to the next student. The first team to pass the ball all the way down the line wins.</p> <p>► Attention Scenarios Ask the students to brainstorm various scenarios in which they may need to get someone's attention; e.g., getting your teacher's attention at the school, needing help at a store or restaurant. Discuss the most appropriate way to attract attention in Japanese for each scenario.</p> <p>Extension Arrange the students into pairs or small groups and have them create posters describing methods for gaining attention.</p>

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- gain another's attention?

➤ Informal Observation

Observe students as they play the passing game. Make mental notes of the extent to which students are able to gain another's attention. Offer feedback, encouragement and praise as needed.

➤ Rating Scale

Create an outcome-based rating scale and share it with students before they participate in the brainstorming and discussion. Use the rating scale to assess how well students are able to gain another's attention (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Ball or other item to pass.

- Poster paper, markers.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
A-4.1 manage personal relationships	<i>Students will be able to:</i>	
	f. express gratitude	<ul style="list-style-type: none">➤ Bag of Goodies Pass around a bag of goodies and have the students take turns offering the goodies, saying, <i>hai, douzo</i> (here you are) and accepting the treats, saying, <i>doumo arigatou</i> (thank you very much).➤ Thank-you Cards Ask the students to brainstorm a list of people they say thanks to during the day; e.g., mom, dad, sister, brother, friends, teachers, aunt, uncle, bus driver. Invite the students to create thank-you cards with pictures depicting the people and their actions. Have the students include phrases expressing their gratitude under each picture; e.g., <i>Okaasan, arigatou</i>. (Thanks, Mom.), <i>Smith san arigatou gozaimasu</i>. (Thank you very much, Mrs. Smith.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-4 to form, maintain and change interpersonal relationships**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- express gratitude?

➤ Informal Observation

Observe students as they offer and accept goodies. Make mental notes of the extent to which students are able to express gratitude. Offer feedback, encouragement and praise as needed.

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they create thank-you cards. Use the checklist to assess if students are able to express gratitude (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Bag of goodies.

- Paper, markers, art supplies.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

	SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
A-5.1 discover and explore	<i>Students will be able to:</i>		
	a. explore the immediate environment in a variety of ways	➤ Classroom Objects Provide the students with mini sticky notes, each containing the name of a classroom object in Japanese. Introduce the English meanings for each word. Ask the students to place the sticky notes on the corresponding classroom objects.	➤ Classroom Locations Create and hand out a blank school map. Ask the students to write or draw in the locations indicated; e.g., – Smith sensei no kyoushitsu wa doko desu ka? (Where is Mr. Smith’s classroom?)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore the immediate environment in a variety of ways?

➤ **Anecdotal Notes**

Observe students as they label classroom objects. Record anecdotal notes of the extent to which students are able to explore the immediate environment in a variety of ways (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they complete a school map. Use the rating scale to assess how well students are able to explore the immediate environment in a variety of ways (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Sticky note labels for classroom objects.

- Blank school map.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
A-5.2 gather and organize information	a. gather simple information (<i>continued</i>)

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Hidden Object**

Ask one student to leave the classroom while a classroom object is hidden. Invite the student to return and ask questions to determine the identity of the missing object. The questions must elicit a yes or no answer. For example:

Q: *Jyougi desu ka?* (Is it a ruler?)

A: *Hai* or *Iie* (Yes or No)

► **Please Sign Activity**

Prepare a list of simple questions. Have the students ask each other one question at a time. If the student being interviewed agrees, he or she initials a box beside the corresponding question.

Student A: *Aka ga suki desu ka?* (Do you like red?)

Student B: *Hai.* (Yes.)

Student A: *Sain o shite kudasai.* (Sign please.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- gather simple information?

➤ **Informal Observation**

Observe students as they ask questions to identify the missing object. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they interview one another. Use the checklist to assess if students are able to gather simple information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

- Various classroom objects.

- List of simple questions.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SPECIFIC OUTCOMES

Students will be able to:

- a. gather simple information

A-5.2
gather and organize information

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Battleship**


Create charts that have people’s names across the top and food items down the side (or use other vocabulary words). Divide the students into partners and have them mark or place a marker over one of the squares on the paper. Students then ask questions to find out where the marker is located.

Student A: *Otousan wa pizza ga suki desu ka?* (Does your father like pizza?)

Student B (if the marker is there): *Hai, suki desu.* (Yes, he does.)

Student B (if the marker is not there): *Iie.* (No.)

Once the marker is located, the student’s “boat” is sunk and the student says, *Atari* (hit or win).

		<i>Otousan</i> (father)	<i>Okaasan</i> (mother)	<i>Oniisan</i> (older brother)	<i>Sensei</i> (teacher)
<i>Piza</i> (pizza) →					
<i>Hanbaagaa</i> (hamburger) →					
<i>Sushi</i> (sushi) →					
<i>Ramen</i> (noodle soup) →					

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES**Focus for Assessment**

Does the student:

- gather simple information?

➤ **Informal Observation**

Observe students as they play the battleship game. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.

MATERIALS

- Graph paper, markers.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p>A-5.2 gather and organize information</p>	<p><i>Students will be able to:</i></p> <p>b. organize items in different ways</p>	<ul style="list-style-type: none"> ➤ Categories Give the students a list of familiar vocabulary words in Japanese. Ask them (individually or in groups) to arrange the words in different ways; e.g., by colour, size, weight, function, Japanese or Western. Call out a category and have the students share in Japanese their list of words. ➤ Mystery Boxes Prepare mystery boxes that are collections of miscellaneous objects reflecting learned vocabulary, such as school objects. Identify several possible categories; e.g., colours, sizes, functions. Invite each student to take out an object, describe it and place it into a pile based on the category. Assign new categories and have the students return the items to the mystery boxes and begin again.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- organize items in different ways?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they categorize vocabulary words. Use the checklist to assess if students are able to organize items in different ways (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before organizing items from a mystery box. Students use the checklist to determine if they are able to organize items in different ways (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

- List of various Japanese vocabulary words.

- Various objects; e.g., toy foods, toy animals, classroom objects, boxes.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

SPECIFIC OUTCOMES	
A-5.3 solve problems	<i>Students will be able to:</i>
	a. participate in problem-solving situations

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Language Learning Problems**

Act out a few scenarios based on problematic language learning situations, such as:

- speaking too fast
- speaking too softly
- speaking unclearly.

Review with the students a few Japanese expressions that might resolve these problems. Have the students role-play a situation and a solution using an appropriate Japanese expression.

Sample Japanese expressions might include:

- *Wakarimasen. Chotto matte kudasai.* (I don't understand. Wait one moment, please.)
- *Eigo de itte kudasai. Kaite kudasai.* (Please say it in English. Please write it.)
- *Wakarimasen. Mou ichido itte kudasai.* (I don't understand. Say it one more time, please.)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in problem-solving situations?

➤ Informal Observation

Observe students as they role-play language learning problem scenarios. Make mental notes of the extent to which students are able to participate in problem-solving situations. Offer feedback, encouragement and praise as needed.

MATERIALS

- None required.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

A-5.4
explore opinions and values

SPECIFIC OUTCOMES

Students will be able to:

a. listen attentively to the opinions expressed


SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Preference Survey**

Prepare a worksheet with vocabulary terms listed across the top and students' names printed vertically down the left side. Ask individual students to indicate their preferences. As each student says what he or she likes or dislikes, have his or her classmates mark their preferences in the appropriate boxes.

► **Picture Preferences**

Prepare a worksheet divided into four quadrants. As you read a short passage, have the students draw pictures in the appropriate quadrants indicating the preferences expressed in the passage.

<i>suki</i> (like)	<i>dai suki</i> (love)
	
<i>kirai</i> (dislike)	<i>dai kirai</i> (hate)

For example:

If the passage indicates, “*Ringo ga suki desu* (I like apples),” students draw an apple in the *suki* (like) box.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- listen attentively to the opinions expressed?

➤ **Anecdotal Notes**

Observe students as they listen to the preferences of their classmates. Record anecdotal notes of the extent to which students are able to listen attentively to the opinions expressed (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they complete the worksheets. Use the checklist to assess if students are able to listen attentively to the opinions expressed (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

- Survey worksheets.
- Short Japanese passages in which people express opinions, worksheets.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-5.4 explore opinions and values</p>	<p><i>Students will be able to:</i></p> <p>b. respond sensitively to the ideas and works of others</p>	<p>► Good Manners Remind the students that it is not polite to laugh at or ridicule the presentations or ideas of classmates. Discuss how it feels to have people laugh at you or make fun of your ideas. Brainstorm with students appropriate responses to presentations and ideas. Record these ideas on chart paper for reference throughout the year; e.g.,</p> <ul style="list-style-type: none"> - <i>Yoku dekimashita.</i> (Good job!) - <i>Ganbatte.</i> (Keep it up.) <p>► Feedback When students present projects, have their classmates give positive verbal or written feedback in Japanese; e.g.,</p> <ul style="list-style-type: none"> - <i>Yokatta desu.</i> (It was good.) - <i>Ii desu ne.</i> (It's good, isn't it?)

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-5 to extend their knowledge of the world**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond sensitively to the ideas and works of others?

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to respond sensitively to the ideas and works of others.

➤ **Anecdotal Notes**

Observe students as they give positive feedback to their classmates. Record anecdotal notes of the extent to which students are able to respond sensitively to the ideas and works of others (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- None required.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment**SPECIFIC OUTCOMES**

Students will be able to:

- a. use the language for fun

A-6.1
humour/fun

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Rhymes/Rhythms**

Teach the students simple Japanese nursery rhymes and skipping songs. Ask the students to create games with these rhymes and songs and play them in groups. Encourage individuals or groups to perform the rhymes and songs for the class. Consider video recording them.

For example (skipping song):

Yuubin-ya san (Mr./Mrs. Mailperson)

Hirotte kudasai (Please pick up.)

Ni mai (two cards)

Yon mai (four cards)

Roku mai (six cards)

Hachi mai (eight cards)

Juu mai (ten cards)

Ohairinasai (Please come in.)

Ichi mai (one card)

San mai (three cards)

Go mai (five cards)

Nana mai (seven cards)

Kyuu mai (nine cards)

Arigatou (thank you)

Short song with actions:

Kobuta tanuki kitsune neko (piglet, racoon, fox, cat)

Bu bu bu pon poko pon kon kon nyao (pig sound, the sound of hitting one's belly, fox sound, cat's meow).

► **Tongue Twisters**

Teach the students tongue twisters in Japanese. Encourage the students to practise them in pairs or groups; e.g.,

– *Sumomo mo momo mo momo no uchi.*

– *Nama mugi nama gome nama tamago.*

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for fun?

➤ Learning Log

Ask the students to reflect on their learning and how well they were able to use the language for fun.

➤ Informal Observation

Observe students as they practise tongue twisters. Make mental notes of the extent to which students are able to use the language for fun. Offer feedback, encouragement and praise as needed.

MATERIALS

- Japanese nursery rhymes, Japanese songs, video recorder (optional), viewing station (optional).

- Japanese tongue twisters, *Hayakuchi kotoba*.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES

Students will be able to:

- a. use the language creatively

A-6.2
creative/aesthetic purposes

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Songs, Poems and Nursery Rhymes**

Invite the students to chant or sing Japanese songs, poems and nursery rhymes. Once they have mastered the tune and rhythm, have them create their own versions using words related to the lexical field being studied; e.g., classroom objects, colours, animals.

➤ **Japanese Word Puzzle**

Prepare a grid of 10 by 10 cells. Choose a random word for the middle. Ask the students to try to link other words horizontally or vertically to this word.

			n	e	k	o			
						n			
						i	n	u	

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language creatively?

➤ **Informal Observation**

Observe students as they chant or sing. Make mental notes of the extent to which students are able to use the language creatively. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they complete the Japanese word puzzle. Students use the checklist to determine if they are able to use the language creatively (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

- Japanese songs, poems, nursery rhymes.

- Grids of 10 × 10 cells.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A-6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p><i>Students will be able to:</i></p> <p>a. use the language for personal enjoyment</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">A-6.3 personal enjoyment</p>	<ul style="list-style-type: none"> ➤ Fun with Your Family Encourage the students to involve their families by teaching them basic phrases and sayings in Japanese; e.g., <i>ohayou gozaimasu</i> (good morning). Invite the students and their family members to participate in a role-play and record the performance (audio or video). Ask the students to play their recordings for the class. ➤ Field Trip Arrange a field trip to an event or place where Japanese is spoken. Encourage the students to use learned phrases and expressions to communicate with others in Japanese. ➤ Anime Watch clips from popular Japanese animation movies or programs in Japanese. Discuss them as a class and have the students create a brief anime cartoon of their own. Note: Some Web sites provide software for creating simple cartoons. ➤ Enjoying Music Invite the students to listen to various songs in Japanese (traditional and contemporary). Discuss what they like or dislike. ➤ Playing Games Have the students play games, such as Bingo or board games, related to the lexical fields studied in Japanese.

General Outcome for Applications

Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use the language for personal enjoyment?

➤ **Anecdotal Notes**

Observe students as they role-play with their families. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before the field trip. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➤ **Informal Observation**

Observe students as they create brief cartoons in Japanese. Make mental notes of the extent to which students are able to use the language for personal enjoyment. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to use the language for personal enjoyment.

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they play games. Students use the checklist to determine if they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

- Viewing station.

- Field trip to an event or place where Japanese is spoken.

- Japanese anime movies, viewing station.

- Various songs in Japanese.

- A variety of board games.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form**SPECIFIC OUTCOMES**

Students will be able to:

- a. recognize and pronounce basic kana-based (moraic) sounds

LC-1.1
sound system

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Sound Distinguishing**

Call out difficult-to-distinguish kana-based sounds like *tsu/su*. Instruct the students to do a thumbs up if they hear *tsu* and a thumbs down if they hear *su*. Have the students listen to a short story using thumbs up or thumbs down to indicate when they hear the sounds.

Extension

Distinguish other difficult sounds within the 46 basic hiragana, such as *fu/hu*, *ra*, *ri*, *ru*, *re*, *ro*, *chi/shi*.

► **Repeat After Me**

Choose a simple text or vocabulary words containing kana-based sounds and say them aloud to the class. Say each sound several times and have the students repeat the words and sentences. Consider audio recording the class and replaying the recording for students.

► **Pronunciation Password**

Before the students leave class for the day, have them pronounce a specific word before being allowed to leave class; e.g., *tsuru/suru* (crane, do).

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and pronounce basic kana-based (moraic) sounds?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before listening to the story. Students use the checklist to determine if they are able to recognize and pronounce basic kana-based (moraic) sounds (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they repeat the kana-based sounds. Record anecdotal notes of the extent to which students are able to recognize and pronounce basic kana-based (moraic) sounds (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they pronounce the password. Make mental notes of the extent to which students are able to recognize and pronounce basic kana-based (moraic) sounds. Offer feedback, encouragement and praise as needed.

MATERIALS

- Examples of kana-based sounds.

- Simple text or vocabulary words containing kana-based sounds, audio recorder (optional).

- None required.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form

SPECIFIC OUTCOMES	
LC-1.1 sound system	<i>Students will be able to:</i>
	b. pronounce some common words and phrases properly

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Vocabulary Pronunciation**
Show a picture, object or action and have the students say the associated word or phrase using proper pronunciation.

- **Show and Tell**
Ask the students to prepare a simple show and tell of common objects; e.g., apple, classmate, a classroom object. When they present the object, ensure they pronounce the name properly. For example:
 - *Kore wa enpitsu desu.* (This is a pencil.)
 - *Kore wa keshigomu desu.* (This is an eraser.)

- **Pronunciation Game**
Divide the class into two groups and give each group a set of words and expression cards. Have the students in each group take turns reading a word or expression card. When a word is read correctly, the group gains one point. Assist in checking the students' pronunciation.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- pronounce some common words and phrases properly?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they say the vocabulary words. Use the rating scale to assess how well students are able to pronounce some common words and phrases properly (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Informal Observation**

Observe students as they present a simple show and tell. Make mental notes of the extent to which students are able to pronounce some common words and phrases properly. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they read the word and expression cards. Record anecdotal notes of the extent to which students are able to pronounce some common words and phrases properly (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Flash cards of vocabulary items; e.g., classroom objects.

- Common objects; e.g., apple, pencil.

- Word and expression cards (one set per group).

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

- c. use intonation to express meaning

LC-1.1
sound system

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Question Intonation**

Monitor, reinforce and model the intonation used for questions;

e.g.,

- *Kore wa nan desu ka?* (What is this?)
- *Onamae wa?* (What is your name?)

Extension

Have the students listen to an audio recording of 10 sentences and identify those that are in question form.

► **Intonation Samples (advanced activity)**

Watch videos and listen to audio recordings of Japanese speakers using intonation to express meaning. Ask the students to identify various patterns of intonation and practise them together in small groups.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use intonation to express meaning?

➤ Informal Observation

Observe students as they focus on the correct intonation used for questions. Make mental notes of the extent to which students are able to use intonation to express meaning. Offer feedback, encouragement and praise as needed.

➤ Anecdotal Notes

Observe students as they identify and practise intonation patterns. Record anecdotal notes of the extent to which students are able to use intonation to express meaning (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

- Video and audio recordings of Japanese speakers.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

- d. distinguish particular Japanese sounds

LC-1.1
sound system

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Mnemonic Devices**

Demonstrate mnemonic devices and have the students create their own mnemonic devices to recall the name for each row (*gyou*) of hiragana sounds. For example, to recall the first row of the Japanese hiragana chart, a-i-u-e-o, students make mnemonic sentences like “*apples in udon egg oranges.*”

► **Roll Call**

Assign a sound to each student and read a roll call of the sounds. When a student’s sound is called, he or she stands up and says, *Hai* (Yes, I’m here.).

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- distinguish particular Japanese sounds?

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they create mnemonic devices. Students use the rating scale to assess how well they are able to distinguish particular Japanese sounds (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Informal Observation**

Observe students as they respond to the sound roll call. Make mental notes of the extent to which students are able to distinguish particular Japanese sounds. Offer feedback, encouragement and praise as needed.

MATERIALS

- Sample mnemonic devices.

- None required.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

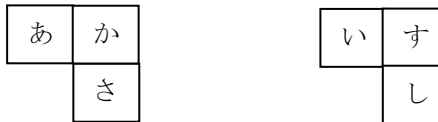
- a. recognize and read basic hiragana

LC-1.2
writing systems**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Hiragana (or Katakana) Dominos**

Create a set of dominos on cards, each side with a different symbol; e.g.,



Divide the students into groups and deal each student three to five dominos. Have the students take turns playing a card, matching *gyou* to *gyou* or *dan* to *dan* (rows and columns); e.g.,



Ask the students to continue playing until all cards have been played.

► **Hiragana Flash Cards**

Create a set of hiragana flash cards and play a variety of games that require the students to recognize basic hiragana.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize and read basic hiragana?

➤ Anecdotal Notes

Observe students as they play hiragana dominos. Record anecdotal notes of the extent to which students are able to recognize and read basic hiragana (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Rating Scale

Create an outcome-based rating scale and share it with students before playing the game. Use the rating scale to assess how well students are able to recognize and read basic hiragana (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Domino cards with different symbols.

- Hiragana flash cards.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

- b. copy familiar hiragana words

LC-1.2
writing systems

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Karate Stance**

Model the stroke order using a karate stance, demonstrating the stroke order with hand gestures. Ask the students to follow along. Divide the students into pairs and have them practise the moves for demonstrating stroke order.

► **Back Writing**

Divide the students into teams and have them line up facing the board. The second student in each line writes a hiragana character on first student's back. The first student then writes the hiragana or hiragana word on the board. Once the student does so correctly, he or she moves to the end of the line. The first team to have all members correctly guess a character wins.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- copy familiar hiragana words?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before practising stroke order. Students use the checklist to determine if their peers are able to copy familiar hiragana words (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

Observe students as they play the back writing game. Make mental notes of the extent to which students are able to copy familiar hiragana words. Offer feedback, encouragement and praise as needed.

MATERIALS

- None required.

- Board, markers.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

- c. recognize a few familiar, isolated words in katakana

LC-1.2
writing systems

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Katakana Name Tags**

Write the students' names in katakana on name tags. Ask the students to practise writing their own names.

Change the seating plan or assign groups by putting katakana names on the board. Have the students find their groups or seats by locating their katakana names.

► **Katakana Wall Tag**

Label the four walls of the classroom with four different katakana words. Call out a word and have the students go to the wall labelled with the word. After a while, change the words and have student volunteers call out the words.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize a few familiar, isolated words in katakana?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before creating and using name tags. Students use the checklist to determine if they are able to recognize a few familiar, isolated words in katakana (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**

Observe students as they play katakana wall tag. Record anecdotal notes of the extent to which students are able to recognize a few familiar, isolated words in katakana (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Name tags, markers, board.

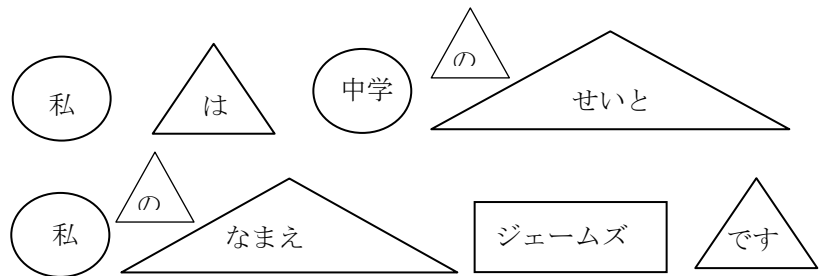
- Labels, markers, tape.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- d. demonstrate an understanding of the differences in appearance among the three writing systems

LC-1.2
writing systems**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Kanji, Hiragana and Katakana**

Give the students a page of sentences showing all three writing systems. Have the students circle kanji, put a triangle around hiragana and a box around katakana; e.g.,

► **Posters**

Create flash cards with samples of kanji, hiragana and katakana. Hold up the cards and have students identify the writing system.

Afterward, divide the students into small groups. Have the groups create posters for the different writing systems using text cut from old Japanese magazines or newspapers. Encourage the students to explain and/or demonstrate the differences among the writing systems.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- demonstrate an understanding of the differences in appearance among the three writing systems?

➤ **Anecdotal Notes**

Observe the students as they identify the different writing systems. Record anecdotal notes of the extent to which students are able to demonstrate an understanding of the differences in appearance among the three writing systems (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to demonstrate an understanding of the differences in appearance among the three writing systems.

MATERIALS

- Handouts with various samples of kanji, hiragana and katakana.

- Flash cards with samples of kanji, hiragana and katakana, poster paper, markers, Japanese magazines and newspapers, glue.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form

SPECIFIC OUTCOMES

Students will be able to:

- a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including:
- self
 - classroom
 - friends
 - any other lexical fields that meet their needs and interests

LC-1.3
lexicon

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Classroom Routines**

Brainstorm and discuss basic classroom requests, phrases and routines. Post them around the room and encourage the students to use them.

For example:

- *Sensei, toire ni itte mo ii desu ka?* (Teacher, may I go to the bathroom?)
- *Mite kudasai.* (Look, please.)
- *Shizuka ni shite kudasai.* (Be quiet, please.)
- *Yonde kudasai.* (Read it, please.)

Extension

Divide the students into small groups and have them play charades using classroom expressions.

► **My Friends**

Ask the students to create friends albums with drawings or pictures of their friends. Have the students label the pictures with basic information; e.g., names, ages, favourite colours.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields?

➤ Informal Observation

Observe students as they interact in the classroom. Make mental notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields. Offer feedback, encouragement and praise as needed.

➤ Rubric

Collaboratively create an outcome-based rubric with the students before they create friends albums. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Rubric).

MATERIALS

- Posters of common classroom requests, phrases and routines in Japanese.

- Booklets, markers, students' photographs or pictures of friends.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- a. use, in modelled situations,* the following grammatical elements:

- V ます
- V て(ください)
- A いです
- V *masu*
- V *te (kudasai)*
- A *i desu*

LC-1.4
grammatical elements**SAMPLE TEACHING AND LEARNING ACTIVITIES**➤ **Video or Audio Sample Repetition**

Provide video or audio recordings of Japanese speakers saying simple sentences with various verbs in the *masu* form. Ask the students to repeat each verb.

➤ **Classroom Expressions**

Provide a simple list of classroom expressions in Japanese that include the required grammatical elements; e.g., *tatte kudasai*, *suwatte kudasai*, *mite kudasai* (stand please, sit please, look please). Have the students copy them into their dictionaries, underlining the verbs. Encourage the students to identify examples of when they have used these expressions or explain how they plan to use these expressions in the future.

Legend

N means noun

V means verb

A means *i*-adjectiveNaA means *na*-adjective

★ **Modelled Situations:** This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in modelled situations, the [given] grammatical elements?

► Informal Observation

Observe students as they listen to and repeat the verbs in the *masu* form. Make mental notes of the extent to which students are able to use, in modelled situations, the given grammatical elements. Offer feedback, encouragement and praise as needed.

► Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they copy the classroom expressions. Students use the checklist to determine if their peers are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- Video or audio recordings.

- List of classroom expressions that includes the required grammatical elements.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-1 attend to form****SPECIFIC OUTCOMES***Students will be able to:*

- b. use, in structured situations,[★] the following grammatical elements:
- N です
 - N を ください
 - N が すきです
 - N *desu*
 - N *o kudasai*
 - N *ga suki desu*

LC-1.4
grammatical elements**SAMPLE TEACHING AND LEARNING ACTIVITIES**► **Role-play**

Divide the students into groups and have them create short dialogues using the required grammatical elements. Have the groups present their dialogues to the class. Consider video recording the presentations and playing them for students.

For example: at the stationary store

Student A: *Sumimasen, enpitsu o kudasai.* (Excuse me, give me a pencil, please.)

Student B: *Enpitsu desu ka?* (A pencil?)

Student A: *Hai.* (Yes.)

Student B: *Douzo.* (Here you are.)

Student A: *Arigatou gozaimashita.* (Thank you very much.)

Legend

N means noun

V means verb

A means *i*-adjective

NaA means *na*-adjective

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-1 attend to form**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use, in structured situations, the [given] grammatical elements?

➤ **Anecdotal Notes**

Observe students as they participate in the role-plays. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Various props.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-2 interpret texts

SPECIFIC OUTCOMES

Students will be able to:

- a. understand simple spoken sentences on familiar topics in guided situations

LC-2.1
listening

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Descriptions**

Read a text that describes an animal to the class. Ask the students, individually or in groups, to listen to the description and identify the animal described.

► **Red Light, Green Light**

Invite the students to play this game in the gymnasium or an open area. When they hear *aka* (red), they must stop or freeze. When they hear *midori* (green) or *ao* (blue), they can run.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-2 interpret texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand simple spoken sentences on familiar topics in guided situations?

➤ Informal Observation

Observe students as they identify the animal based on the description. Make mental notes of the extent to which students are able to understand simple spoken sentences on familiar topics in guided situations. Offer feedback, encouragement and praise as needed.

➤ Anecdotal Notes

Observe students as they play the game. Record anecdotal notes of the extent to which students are able to understand simple spoken sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Short texts in Japanese describing various animals.
- None required.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-2 interpret texts

SPECIFIC OUTCOMES

Students will be able to:

- a. understand simple written words and phrases in guided situations

LC-2.2
reading

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Matching Games**

Create several sets of pairs of cards. In each pair, one card has a picture of an object and the other has the object's name in Japanese. Divide the students into small groups and give each group a set of cards. Have the students place the cards face down on the table and take turns choosing two cards in an attempt to get a matching word and picture. The student with the most matched pairs wins.

Alternative Activity

Using the set of cards from the activity above, have the students play Go Fish.

► **Charades**

Create a set of cards containing various Japanese action phrases and have the students use them to play charades.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-2 interpret texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand simple written words and phrases in guided situations?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before playing the matching game. Use the checklist to assess if students are able to understand simple written words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➤ **Informal Observation**

Observe students as they play charades. Make mental notes of the extent to which students are able to understand simple written words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

MATERIALS

- Sets of cards with pictures and names written in hiragana.

- Cards with simple action phrases.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-2 interpret texts

SPECIFIC OUTCOMES

Students will be able to:

- a. derive meaning from visuals and other forms of nonverbal communication in guided situations

LC-2.3
viewing and nonverbal interpretation

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Gestures**

Explain and demonstrate typical Japanese gestures used in conversation. Invite the students to copy the gestures; e.g., *Kite kudasai*. (Come please.). After the students have had time to practise, call out various words or phrases and have them respond with the appropriate gestures.

Alternative Activity

Invite the students to count using Japanese counting gestures.

► **Role-play**

Divide the students into groups and have each group role-play various scenarios using as much nonverbal language as possible.

For example:

- To show or confirm that the subject is yourself—finger pointing to nose.
- To show that I do not understand you—head tilting to one side.
- To show that everything is okay—make a circle with thumb and index finger and hold up.
- To show that something is no good—hands help up and crossed at wrists.
- To show someone is upset or angry—index fingers held up above head to symbolize horns indicating *oni*—Japanese demon.
- To show no thank you or rejection—one hand held vertically, palm facing the side and waved quickly left to right.
- To show agreement or commitment between two people—people hook pinky fingers and lightly shake—*Yubikiri*.
- To show you want something, such as candy or money—both hands held in front of you, one hand on top of the other, palms facing upward.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-2 interpret texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- derive meaning from visuals and other forms of nonverbal communication in guided situations?

➤ Informal Observation

Observe students as they respond with the appropriate gestures. Make mental notes of the extent to which students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations. Offer feedback, encouragement and praise as needed.

➤ Peer-assessment Checklist

With the students, collaboratively create an outcome-based peer-assessment checklist before they present their role-plays. Students use the checklist to determine if their peers are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- None required.

- Various props.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-3 produce texts

SPECIFIC OUTCOMES

Students will be able to:

- a. produce simple spoken words and phrases in guided situations

LC-3.1
speaking

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Board Games**

Invite the students to play *Sugoroku* (Snakes and Ladders) and other board games using Japanese vocabulary and phrases studied; e.g., numbers, next, your turn, let's begin. Encourage the students to speak only Japanese while playing the games.

► **Word Strips**

Create word strips using known vocabulary and have the students make as many sentences or phrases as they can using the word strips. Play a game in which each member of a team must create as many unique sentences or phrases as they can in the shortest amount of time.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-3 produce texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- produce simple spoken words and phrases in guided situations?

➤ **Informal Observation**

Observe students as they play the board games. Make mental notes of the extent to which students are able to produce simple spoken words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they use the word strips to generate sentences and phrases. Use the checklist to assess if students are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

- Snakes and Ladders and other board games.

- Word strips, word strip pocket chart.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-3 produce texts

SPECIFIC OUTCOMES

Students will be able to:

- a. copy simple written words and phrases in guided situations

LC-3.2
writing

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Origami Finger Game**

Invite the students to create a cut and fold finger game (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have them spell out eight numbers. On the inside sections, have them write eight simple questions related to a theme being studied using vocabulary they have learned. Working in pairs or groups of three, have the students play their Origami Finger Game. Encourage the students to use Japanese as much as possible.

► **Flash Cards**

Ask the students to create flash cards of simple words and phrases in Japanese. In small groups, have the students play games with their flash cards.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-3 produce texts**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- copy simple written words and phrases in guided situations?

➤ **Anecdotal Notes**

Observe students as they create origami finger games. Record anecdotal notes of the extent to which students are able to copy simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they create flash cards. Make mental notes of the extent to which students are able to copy simple written words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

MATERIALS

- Template for Origami Finger Game, paper, scissors, coloured pencils/markers.

- Index cards.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC-3 produce texts

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC-3.3 representing	<i>Students will be able to:</i>	
	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	<ul style="list-style-type: none">▶ Gestures Explain and demonstrate typical Japanese gestures used in conversation. Ask the students to imitate the gestures; e.g., <i>Kite kudasai</i>. (Come please.). Encourage the students to use these gestures when interacting with other students. ▶ Charades Invite the students to use typical Japanese gestures and nonverbal expressions when playing charades.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-3 produce texts****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use visuals and other forms of nonverbal communication to express meaning in guided situations?

➤ Informal Observation

Observe students as they imitate the gestures. Make mental notes of the extent to which students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations. Offer feedback, encouragement and praise as needed.

➤ Self-assessment Checklist and Goal-setting

Create an outcome-based self-assessment checklist and share it with students before they play charades. Students use the checklist to determine if they are able to use visuals and other forms of nonverbal communication to express meaning in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

- None required.

- Charades cards.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-4 interact

SPECIFIC OUTCOMES

Students will be able to:

- a. engage in simple interactions, using words and short phrases

LC-4.1
interactive fluency

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Questions with a Partner**
Prepare two separate sets of questions based on the flow of normal conversation. Divide students into pairs and give each student one set. Have the students ask and answer each other's questions until they have completed their dialogues.
- **Dialogues or Skits**
Show the students a photograph depicting a simple interaction, such as two people meeting. Ask the students to guess what the people are doing and create short dialogues or skits using set phrases. Invite the students to demonstrate their dialogues for the class.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-4 interact**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- engage in simple interactions, using words and short phrases?

➤ **Informal Observation**

Observe students as they ask and answer questions. Make mental notes of the extent to which students are able to engage in simple interactions, using words and short phrases. Offer feedback, encouragement and praise as needed.

➤ **Self-assessment Checklist and Goal-setting**

Create an outcome-based self-assessment checklist and share it with students before they present dialogues or skits. Students use the checklist to determine if they are able to engage in simple interactions, using words and short phrases. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

- Lists of simple questions in Japanese.
- Photographs of interactions.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC-5.1 register	<i>Students will be able to:</i>	
	a. speak at a volume appropriate to classroom situations	<ul style="list-style-type: none">➤ Role-play Ask the students, in small groups, to create simple role-plays in Japanese, using appropriate expression, tone and volume as they perform their parts. Audio or video record the role-plays to review with students. ➤ Adjusting the Volume Read various passages in Japanese and have the students ask you to speak up when you speak too quietly and reduce your volume when you speak too loudly. Intentionally raise and lower your voice as you read.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- speak at a volume appropriate to classroom situations?

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they perform role-plays. Students use the checklist to determine if their peers are able to speak at a volume appropriate to classroom situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➤ **Informal Observation**

Observe students as they respond to the volume used. Make mental notes of the extent to which students are able to speak at a volume appropriate to classroom situations. Offer feedback, encouragement and praise as needed.

MATERIALS

- Various props, video/audio recording equipment.

- Story in Japanese.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-5 apply knowledge of the sociolinguistic/sociocultural context****SPECIFIC OUTCOMES***Students will be able to:*

- b. respond to tone of voice

LC-5.1
register**SAMPLE TEACHING AND LEARNING ACTIVITIES**➤ **Match the Emotion with the Face**

Prepare a worksheet of various statements. Beside each statement put four faces: one happy, one sad, one angry and one neutral. Use different emotions to read the phrases and have the students colour in the face that reflects that emotion.

For example:

- *Hon ga hoshii desu.* (I want a book.) (angry/neutral)
- *Nooto wa doko desu ka?* (Where is my notebook?) (sad/angry)
- *Tatte kudasai.* (Stand up!) (happy/angry)
- *Hai, chokoreeto ga suki desu.* (Yes, I like chocolate.) (neutral/happy)

➤ **Guess Who's Speaking**

Make or find an audio recording of the voices of a variety of people; e.g., senior male, teenaged girl, middle-aged woman, small child. Give students a worksheet with pictures of the people speaking on the recording. As they listen, have the students identify each speaker.

➤ **High, Low and Medium**

Demonstrate speaking in a high voice while standing on tiptoes, in a low voice while squatting and in a normal voice while standing on flat feet. Invite the students to imitate you. After a few tries, speed up or slow down the change of tone of voice.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond to tone of voice?

➤ **Anecdotal Notes**

Observe students as they identify the emotion related to each statement read. Record anecdotal notes of the extent to which students are able to respond to tone of voice (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they guess who is speaking. Students use the rating scale to assess how well they are able to respond to tone of voice (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➤ **Informal Observation**

Observe students as they imitate changes in your voice. Make mental notes of the extent to which students are able to respond to tone of voice. Offer feedback, encouragement and praise as needed.

MATERIALS

- Prepared worksheet for each student.

- Recording of several different people speaking, listening station, prepared worksheet for each student.

- None required.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC-5.1 register	<i>Students will be able to:</i>	
	c. address others appropriately	<p>➤ Classroom Reminder Review different ways to address people in Japanese and when to use these different forms of address. Post a list in the classroom so students can refer to it when necessary. Ask the students to create role-plays demonstrating the use of various forms of address.</p> <p>➤ Preparing for Interaction Before inviting visitors to the class, going on a field trip or participating in a school event, review the proper forms of address. Discuss various rules of etiquette, such as bowing.</p>

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- address others appropriately?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they create role-plays. Use the checklist to assess if students are able to address others appropriately (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they prepare for various interactions. Record anecdotal notes of the extent to which students are able to address others appropriately (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- List of various ways to address people in Japanese.
- None required.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC-5.2 idiomatic expressions	<i>Students will be able to:</i>	
	a. imitate idiomatic expressions; e.g., <i>ohayou gozaimasu,</i> <i>arigatou gozaimasu</i>	<p>➤ Idiomatic Expressions Introduce simple idiomatic expressions and have the students repeat them; e.g., – <i>Ohayou gozaimasu.</i> (It sure is early—meaning good morning.)</p> <p>Ask the students to create a section in their personal dictionaries for these expressions and illustrate them. Encourage the students to add to this section throughout the year and to use these expressions in class.</p> <p>➤ Visual Displays Ask the students to create visual displays or posters representing a variety of idiomatic expressions and share them with classmates.</p>

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate idiomatic expressions?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before they add the expressions to their personal dictionaries. Use the checklist to assess if students are able to imitate idiomatic expressions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to imitate idiomatic expressions (see sample blackline master in Appendix E: Rubric).

MATERIALS

- Personal dictionaries.

- Poster materials.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	
LC-5.3 variations in language	<i>Students will be able to:</i>
	a. experience a variety of voices

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Viewing Anime**
Show short, simple anime movies or television programs in which the characters have a variety of voices. Discuss the various voices and characters depicted in the movies and television programs.
- **Voices on Tape**
Invite the students to listen to people of different ages and genders speaking Japanese. Divide the students into pairs and have them discuss the differences in the voices of the speakers.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of voices?

➤ **Informal Observation**

Observe students as they discuss the voices of the various characters. Make mental notes of the extent to which students are able to experience a variety of voices. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to experience a variety of voices.

MATERIALS

- Short Japanese anime movies or television programs.

- Audio or video recordings of various Japanese speakers.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC-5.4 social conventions	<i>Students will be able to:</i>	
	a. imitate simple routine social interactions	<p>➤ A Day in the Life Show the students a video depicting Japanese life, e.g., in homes, in schools, that shows someone interacting with other people in Japanese throughout the day. Have them imitate the dialogue.</p> <p>➤ Social Dialogues Prepare short, open-ended dialogues for different types of social encounters. Have the students act out the dialogues in an appropriate manner. For example:</p> <ul style="list-style-type: none">- entering a classroom late- asking to leave the classroom- playing a simple game- meeting the principal in school.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate simple routine social interactions?

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they imitate the dialogue. Use the rubric to evaluate how well students are able to imitate simple routine social interactions (see sample blackline master in Appendix E: Rubric).

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they act out the dialogues. Students use the rating scale to assess how well they are able to imitate simple routine social interactions (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

- Video, viewing station.

- Short dialogues for various situations.

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-5 apply knowledge of the sociolinguistic/sociocultural context**

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 493 553 525"><i>Students will be able to:</i></p> <p data-bbox="269 661 526 787">b. use basic social expressions appropriate to the classroom</p> <p data-bbox="181 945 246 1165" style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-5.4 social conventions</p>	<p data-bbox="613 661 906 693">➤ Expressions Posters</p> <p data-bbox="656 695 1398 758">At the beginning of the year, have the students make posters of common classroom questions and phrases; e.g.,</p> <ul data-bbox="656 760 1430 1081" style="list-style-type: none"> – _____ <i>wa nihongo de nan desu ka?</i> (How do I say _____ in Japanese?) – Sumimasen. (Excuse me.) – <i>Toire ni itte mo ii desu ka?</i> (May I go to the bathroom?) – <i>Rokkaa ni itte mo ii desu ka?</i> (May I go to my locker?) – <i>Eigo de itte mo ii desu ka?</i> (May I say it in English?) – <i>Mizu o nonde mo ii desu ka?</i> (May I get a drink of water?) – <i>Suwatte mo ii desu ka?</i> (May I sit down?) – <i>Ohayou gozaimasu.</i> (Good morning.) <p data-bbox="656 1113 1430 1176">Display these posters in the classroom. Encourage the students to use these expressions in the classroom when appropriate.</p> <p data-bbox="613 1249 771 1281">➤ Manners</p> <p data-bbox="656 1283 1422 1409">Teach the vocabulary for polite interactions (e.g., please, thank you, you're welcome, excuse me). Encourage the students to use this vocabulary when interacting with students and adults in the classroom or school.</p>

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use basic social expressions appropriate to the classroom?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they make classroom posters. Use the checklist to assess if students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Observation Checklist).

➤ **Anecdotal Notes**

Observe students as they interact with others in the classroom. Record anecdotal notes of the extent to which students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Poster materials.

- None required.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	
LC-5.5 nonverbal communication	<i>Students will be able to:</i>
	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

- ***Ii desu/Dame desu***
 Write a series of sentences or spelling words on the board and have the students use physical gestures to indicate whether they are *ii desu* (correct)—make a circle with arms, hands over the head—or *dame desu* (incorrect)—make an X with arms in front of the body, hands straight.
- **Using Body Language**
 Introduce various forms of nonverbal communication specific to Japanese culture. Have the students imitate as you demonstrate. Divide the students into pairs and have them engage in a dialogue in which one of them is unable to speak. As the speaking partner asks questions or makes requests, the nonspeaking partner responds nonverbally. Consider video recording this activity for review by the students.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-5 apply knowledge of the sociolinguistic/sociocultural context**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture?

➤ **Informal Observation**

Observe students as they respond nonverbally to the sentences or spelling words. Make mental notes of the extent to which students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture. Offer feedback, encouragement and praise as needed.

➤ **Peer-assessment Checklist**

With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in dialogues. Students use the checklist to determine if their peers are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

- None required.

- Video recorder (optional), viewing station (optional).

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 491 553 525"><i>Students will be able to:</i></p> <p data-bbox="181 701 245 940">LC-6.1 cohesion/coherence</p> <p data-bbox="269 659 537 758">a. imitate speech that uses simple link words</p>	<p data-bbox="613 659 837 688">➤ I Will Take ... Ask each student to find an object appropriate to a theme being studied; e.g., classroom objects. Arrange the students, with their objects, in a circle or a line. The first student displays his or her item, saying its name in Japanese. The students take turns repeating what previous students have said and adding their own items.</p> <p data-bbox="613 926 954 955">➤ Who's Wearing Green? Ask a student to name a colour. A student who is wearing that colour then names a classmate wearing the same colour and says, <i>Boku/watashi to John kun desu.</i> (It's John and I ...)</p>

General Outcome for Language CompetenceStudents will use Japanese **effectively** and **competently**.**LC-6 apply knowledge of how discourse is organized, structured and sequenced****SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- imitate speech that uses simple link words?

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to imitate speech that uses simple link words.

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before starting the colour game. Use the checklist to assess if students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➤ None required.

➤ None required.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	
LC-6.1 cohesion/coherence	<i>Students will be able to:</i>
	b. recognize the basic usage of a few particles

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Biography**

Ask the students to find out a piece of basic information about each student in the class and present the information to the rest of the class, using the particle *wa*; e.g.,

– *Sharon san wa _____ desu.*

Extension

Divide the students into pairs and have them create mini-biographies of one another, using basic information such as age, birth month, likes and dislikes. Invite the students to share their biographies with the class.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize the basic usage of a few particles?

➤ Anecdotal Notes

Observe students as they present information using the particle *wa*. Record anecdotal notes of the extent to which students are able to recognize the basic usage of a few particles (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- None required.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LC-6.2 text forms</p>	<p><i>Students will be able to:</i></p>	
	<p>a. experience a variety of oral text forms</p>	<ul style="list-style-type: none">➤ Japanese Songs Play a Japanese folk song for the students. Provide the students with the lyrics to the song and encourage them to sing along. ➤ Tongue Twisters Teach the students simple, traditional Japanese tongue twisters. Have the students, in small groups, practise the tongue twisters and compete for the fastest time; e.g., <i>akapajama</i>, <i>aopajama</i>, <i>chapajama</i> × 3 or <i>namamugi</i>, <i>namagome</i>, <i>namatamago</i> × 3. ➤ Japanese Television Expose the students to a variety of Japanese television programs that include speeches, stories, jokes and interviews. Discuss the various oral text forms.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- experience a variety of oral text forms?

➤ **Anecdotal Notes**

Observe students as they listen to and sing Japanese songs. Record anecdotal notes of the extent to which students are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Anecdotal Notes**

Observe students as they practise the tongue twisters. Record anecdotal notes of the extent to which students are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to experience a variety of oral text forms.

MATERIALS

- Japanese songs.

- Japanese tongue twisters.

- Various Japanese television programs.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC-6.2 text forms	<p><i>Students will be able to:</i></p> <p>b. recognize some simple oral text forms</p>	<p>► Identifying Oral Text Forms Expose the students to a variety of oral text forms and have them identify the type of oral text form based on patterns and vocabulary; e.g., folk tale, haiku, tanka, song lyrics, newscast speech, play.</p>

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize some simple oral text forms?

► Learning Log

Ask the students to reflect on their learning and how well they were able to recognize some simple oral text forms.

MATERIALS

- Various examples of oral texts in Japanese.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC-6.3 patterns of social interaction	<i>Students will be able to:</i>	
	a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	<ul style="list-style-type: none">➤ Role-play Ask the students to role-play greetings and responses for a variety of situations, such as people meeting for the first time, arriving late to class, introducing themselves. ➤ Hello, Is That You? Using toy telephones, invite the students to work in pairs to conduct simple conversations based on previously learned greeting–response patterns.

General Outcome for Language Competence

Students will use Japanese **effectively** and **competently**.

LC-6 apply knowledge of how discourse is organized, structured and sequenced**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- respond using very simple social interaction patterns?

➤ **Anecdotal Notes**

Observe students as they perform role-plays. Record anecdotal notes of the extent to which students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they conduct telephone conversations. Make mental notes of the extent to which students are able to respond using very simple social interaction patterns. Offer feedback, encouragement and praise as needed.

MATERIALS

- Various props.

- Toy telephones.

Global Citizenship

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 495 553 527"><i>Students will be able to:</i></p> <p data-bbox="181 785 250 1255" style="writing-mode: vertical-rl; transform: rotate(180deg);">GC-1.1 accessing/analyzing cultural knowledge</p> <p data-bbox="269 663 537 825">a. participate in activities and experiences that reflect elements of Japanese culture</p>	<p data-bbox="613 663 768 688">➤ Festivals Invite the students to take part in festival day activities; e.g., <i>Hinamatsuri</i> (Dolls Festival), <i>Shougatsu</i> (New Year). Afterward, divide the students into groups and have them discuss what they learned about Japanese culture.</p> <p data-bbox="613 898 865 924">➤ Japanese Games Teach the students a variety of simple traditional Japanese games; e.g., <i>janken</i> (rock, paper, scissors), <i>kendama</i> (wooden ball and cup game). Allow the students time to play these games in small groups. Consider having the students teach these games to another class.</p> <p data-bbox="613 1167 889 1192">➤ Cultural Activities Organize a class or school-wide cultural activity related to Japanese language and culture; e.g., invite a <i>taiko</i> (Japanese drum) drummer to perform, have a traditional meal, celebrate traditional festivals. Ask the students to create posters and displays to advertise the upcoming cultural event.</p> <p data-bbox="654 1402 1414 1497">After the event, ask the students to write a review about it, highlighting what they enjoyed and learned. Publish the reviews in a class or school newsletter or Web page.</p>

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of Japanese culture?

➤ Self-assessment Checklist

Create an outcome-based self-assessment checklist and share it with students before the festival. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ Observation Checklist

Create an outcome-based checklist and share it with students before they play Japanese games. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).

➤ Learning Log

Ask the students to reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Japanese culture.

MATERIALS

- Various Japanese cultural items for festival day activities.

- Various Japanese games such as *kendama* and *daruma*.

- Japanese cultural activities, various poster and art materials.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture**SPECIFIC OUTCOMES**

Students will be able to:

- b. ask questions, using English, about elements of the culture experienced in class

GC-1.1
accessing/analyzing cultural knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Cultural Activities KWL Chart**

After the students experience a Japanese cultural activity, have them discuss or write about their impressions and experiences. Divide the class into three groups and provide each group with a large KWL chart (see Appendix D: Graphic Organizers for a KWL chart blackline master). Have each group appoint a moderator, a recorder and speaker. The moderator asks: “What do I know? What do I want to know?” Group members respond and the recorder summarizes responses in English on the KWL chart. Have the students then discuss, “What do I want to know?” Allow the students time to research their questions and record their findings in the “Learned” section of their charts. Once all charts are complete, share them as a class.

► **Children’s Games**

Have the students brainstorm questions about the kinds of games children their age play in Japan. As a class, use the Internet to find information about children’s games in Japan.

► **Photographs**

After the students view photographs, magazine pictures or videos of traditional Japanese festivals, have them develop a list of questions about the festivities. Encourage them to use various resources to find answers to their questions; e.g., books, Internet.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- ask questions, using English, about elements of the culture experienced in class?

➤ Rubric

Collaboratively create an outcome-based rubric with the students before completing the KWL charts. Use the rubric to evaluate how well students are able to ask questions, using English, about elements of the culture experienced in class (see sample blackline master in Appendix E: Rubric).

➤ Learning Log

Ask the students to reflect on their learning and how well they were able to ask questions, using English, about elements of the culture experienced in class.

➤ Informal Observation

Observe students as they ask questions about the photographs. Make mental notes of the extent to which students are able to ask questions, using English, about elements of the culture experienced in class. Offer feedback, encouragement and praise as needed.

MATERIALS

- Poster materials, various reference materials related to Japanese culture, Internet.

- The Internet.

- Photographs, magazine pictures or videos of traditional Japanese festivals, various reference materials.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p>GC-1.2 knowledge of Japanese culture</p>	<p><i>Students will be able to:</i></p> <p>a. participate in activities and experiences that reflect elements of Japanese culture</p>	<ul style="list-style-type: none"> ➤ Singing and Dancing Invite the students to participate in singing traditional Japanese children’s songs or traditional Japanese song-and-dance activities; e.g., <i>Musunde hiraite</i>, <i>Ookina kuri no ki no shita de</i>, <i>Kagome kagome</i> and <i>bon odori</i>. ➤ Cultural Events Encourage the students to participate in Japanese cultural events and activities in their own community; e.g., spring festival. ➤ Personal Experiences Divide the students into groups and have them discuss their personal experiences with Japanese culture; e.g., trips they have taken, visits to places with Japanese decorations, viewing Japanese television programs or movies, visiting Japanese restaurants, viewing a Japanese art exhibit. Have each group create a poster depicting these various experiences. Alternative Activity Ask the students to create travel brochures to advertise various Japanese activities and experiences.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect elements of Japanese culture?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before singing traditional Japanese songs. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Japanese culture.

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they discuss their experiences and create posters. Use the rating scale to assess how well students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Various traditional and contemporary Japanese songs and dances, *bon odori* CD.
- Japanese cultural events and activities.
- Poster materials.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES

Students will be able to:

- a. recognize elements of Japanese culture in the classroom

GC-1.3
applying cultural knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Traditional Objects**

Display and describe various traditional objects or photographs of Japanese culture; e.g., *daruma* (Japanese motivational doll), *geta* (wooden slippers). Decorate the classroom with posters and artifacts that reflect traditional Japanese culture. Have the students work in groups to create lists of elements of Japanese culture in the room.

► **Japanese Pop Culture**

Show various popular culture objects or photographs of Japanese culture; e.g., Hello Kitty doll, Pokemon poster, anime. Have the students create a log and note all references from Japanese culture they see over a week on television, in movies, at the mall, in stores and in books and comics.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- recognize elements of Japanese culture in the classroom?

➤ **Informal Observation**

Observe students as they create lists of elements of Japanese culture in the classroom. Make mental notes of the extent to which students are able to recognize elements of Japanese culture in the classroom. Offer feedback, encouragement and praise as needed.

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they log Japanese culture references. Use the rating scale to assess how well students are able to recognize elements of Japanese culture in the classroom (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Traditional Japanese objects, posters displayed in the classroom.
- Objects of popular Japanese culture.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">GC-1.4 diversity within Japanese culture</p>	<p><i>Students will be able to:</i></p>	
	<p>a. experience diverse elements of Japanese culture</p>	<p>► Electronic Presentations Display photographs showing a day in the life of a Japanese student; e.g., A Day with Kentaro or Grade 6 Class 1 material at http://www.tjf.or.jp/shogakusei/index_e.htm. Divide the students into groups and have them create digital slide show presentations on various elements of Japanese culture; e.g., food, music, dance, literature, art, dress, trends. Invite the students to share their presentations with the rest of the class.</p> <p>Caution Students should be monitored when they use the Internet.</p> <p>► Japanese Music Invite the students to listen to Japanese music and compare and contrast Japanese music with Western music using Venn diagrams (see Appendix D: Graphic Organizers for a Venn diagram blackline master).</p> <p>Alternative Activity Have the students write a review of Japanese music and create CD covers or concert posters to advertise the music.</p>

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- experience diverse elements of Japanese culture?

➤ Rubric

Collaboratively create an outcome-based rubric with the students before they create digital slide show presentations. Use the rubric to evaluate how well students are able to experience diverse elements of Japanese culture (see sample blackline master in Appendix E: Rubric).

➤ Informal Observation

Observe students as they compare and contrast Japanese and Western music. Make mental notes of the extent to which students are able to experience diverse elements of Japanese culture. Offer feedback, encouragement and praise as needed.

MATERIALS

- http://www.tjf.or.jp/shogakusei/index_e.htm, digital slide show software.

- Traditional and pop Japanese music.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture

	SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
GC-1.5 valuing Japanese culture	<i>Students will be able to:</i>	a. participate in cultural activities and experiences	<p>➤ Teru Teru Booze Invite the students to make <i>teru teru bouzu</i> (Japanese tissue/paper dolls used to ward off rainy days) in preparation for field trips or a sports day. Explain the meaning of <i>teru teru bouzu</i> in Japanese culture and teach the students the <i>teru teru bouzu</i> song.</p> <p>➤ Paper Cranes Ask the students to make <i>tsuru no origami</i> (paper cranes) for people who are ill or in the hospital. Explain the significance of these cranes in Japanese culture.</p>

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-1 historical and contemporary elements of Japanese culture**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in cultural activities and experiences?

➤ **Informal Observation**

Observe students as they create *teru teru bouzu*. Make mental notes of the extent to which students are able to participate in cultural activities and experiences. Offer feedback, encouragement and praise as needed.

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to participate in cultural activities and experiences.

MATERIALS

- Materials for *teru teru bouzu*.

- Coloured origami paper.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
GC-2.1 awareness of first language	a. distinguish between their first language and Japanese

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Textual Differences**
Show the students various examples of layout in Japanese magazines, books and newspapers. Have them examine the various characters and compare and contrast the textual differences between Japanese and their first language, using Venn diagrams (see Appendix D: Graphic Organizers for a Venn diagram backline master).
- **Unique Sounds**
When reading *romaji* (Japanese written with Roman letters), have the students highlight or underline specific unique Japanese sounds; e.g., *tsu, chi, shi*. Listen to audio recordings of Japanese speakers and have the students note their impressions of the sound of the language. Discuss the differences in sound between Japanese and English. Ask the students to compare and contrast the sound of Japanese and their first language.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- distinguish between their first language and Japanese?

➤ Rubric

Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to distinguish between their first language and Japanese (see sample blackline master in Appendix E: Rubric).

➤ Rating Scale

Create an outcome-based rating scale and share it with students before examining sounds specific to Japanese. Use the rating scale to assess how well students are able to distinguish between their first language and Japanese (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

- Japanese text samples, e.g., magazines, books, newspapers, Venn diagram graphic organizers.
- Audio recording of Japanese speakers, *romaji*.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

SPECIFIC OUTCOMES

Students will be able to:

- a. explore the variety of languages spoken by those around them

GC-2.2
general language knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Language Family Trees**

Provide the students with family tree templates and have them complete family trees for a few generations. Encourage the students to speak with parents, grandparents and other family members to determine what language(s) were spoken by their families in previous generations. Once completed, collect and display these family trees around the room.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. Alternative activities may be necessary.

Extension

Have the students count the various languages displayed on the family trees and tally the number of languages represented. Briefly discuss the tallies. Introduce the idea of language groups by listing the represented languages on the board. If possible, share words or phrases from the various languages.

► **Cultural Fair**

Invite the students to participate in a mini cultural fair within the classroom. Have small groups prepare presentations on the different cultures represented in the classroom. Encourage the students to learn and teach games, songs and vocabulary in the various languages spoken. Invite students from other classes as an audience.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore the variety of languages spoken by those around them?

➤ **Anecdotal Notes**

Observe students as they create language family trees. Record anecdotal notes of the extent to which students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they participate in the cultural fair. Use the rubric to evaluate how well students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Rubric).

MATERIALS

- Family tree templates (one per student).

- Cultural objects, costumes, posters, Internet, magazines.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

SPECIFIC OUTCOMES

Students will be able to:

- b. identify similarities among words from different languages within their personal experience

GC-2.2
general language knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Katakana Words**

Read out familiar katakana words and have the students identify similarities between katakana and English. Ask the students to guess the words' meanings in English; e.g., *koohii* (coffee), *doonatsu* (doughnut), *koppu* (cup), *supootsu* (sports), *geemu* (game).

► **Mapping Language**

Discuss commonly used English words that are taken from different language families. Have the students mark a world map showing the origin of English words from around the world; e.g.,
 Arabic: alcohol, calibre, monsoon, zero
 Chinese: chop suey, lychee, wok, dim sum
 French: ambulance, diplomat, parachute, sauce
 Greek: athlete, democracy, metropolis, museum
 Hindi: bangle, jungle, shampoo
 Indian: turban
 Inuit: anorak, husky, igloo, kayak
 Italian: bankrupt, opera, umbrella
 Japanese: judo, karate, soy, karaoke, futon, tsunami
 Spanish: canyon, guitar, patio, tornado, taco
 Turkish: caviar, kebab, tulip, yoghurt
 Ukrainian: balaclava
 Yiddish: bagel.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- identify similarities among words from different languages within their personal experience?

➤ **Informal Observation**

Observe students as they identify similarities between katakana and English. Make mental notes of the extent to which students are able to identify similarities among words from different languages within their personal experience. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**

Observe students as they make the world map with English words from around the world. Record anecdotal notes of the extent to which students are able to identify similarities among words from different languages within their personal experience (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Various familiar katakana words with similarities to English.
- World map, pins, markers.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

SPECIFIC OUTCOMES

Students will be able to:

- a. explore similarities between their own culture and other cultures

GC-2.3
awareness of own culture

SAMPLE TEACHING AND LEARNING ACTIVITIES

➤ **Venn Diagrams**

Have the students use Venn diagrams to contrast and compare their own culture and other cultures, such as Japanese, Chinese, British, French, Aboriginal, based on the cultural makeup of the class/school (see Appendix D: Graphic Organizers).

➤ **Multicultural Celebrations**

When there are important events, such as Christmas, New Year's Eve, Hanukkah, Ramadan, organize classroom events to celebrate the different traditions of individual students. Encourage the students to bring in food items and/or artifacts representing their cultural backgrounds and share how the events are celebrated in their families.

➤ **Birthdays Around the World**

Present information on the different ways birthdays are celebrated around the world. Have the students create posters about their own birthday traditions; e.g., songs, food, presents, dances. Link this activity to the celebration of students' birthdays.

Extension

Introduce and discuss Japanese customs for celebrating birthdays. Compare and contrast them with Canadian birthday customs.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore similarities between their own culture and other cultures?

➤ Rubric

Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric).

➤ Anecdotal Notes

Observe students as they participate in class celebrations. Record anecdotal notes of the extent to which students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).

➤ Informal Observation

Observe students as they create posters on birthday traditions. Make mental notes of the extent to which students are able to explore similarities between their own culture and other cultures. Offer feedback, encouragement and praise as needed.

MATERIALS

- Venn diagram graphic organizers.

- Food items or artifacts.

- Information on birthday celebrations around the world, Internet.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity**SPECIFIC OUTCOMES**

Students will be able to:

- a. participate in activities and experiences that reflect elements of different cultures

GC-2.4
general cultural knowledge

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Holidays Around the World**

Collaboratively identify Canada’s holidays. Then go to <http://www.kidlink.org> and find the link to the “Multi-cultural Calendar.” Have the students use that calendar to find out what unique holidays are celebrated in other countries. Designate a bulletin board in the school hallway as a “Holidays Around the World” display. Assign student groups a particular holiday and have them create a display and post it on the day of the holiday.

Caution

Students should be monitored when they use the Internet.

► **Community Cultural Events**

Identify major cultural festivals in the community; e.g., Canada Day, Chinese New Year Parade, Can West Festival, St. Patrick’s Day Parade, First Night New Year’s Eve Festival, Heritage Festival, Powwow Days. Ask the students if they have attended any of these festivals or if they know of other similar events. Encourage the students to share descriptions of events they have attended. As a class, determine which five or six festivals students would like to study further. Brainstorm and record questions regarding these events. For example, what is the focus/purpose of the festival? Where and when does it occur? Who generally attends? Are there special foods, costumes or decorations associated with it? What do people do at these events? Break the students into groups and assign each an event to research. Have the students prepare information posters on the events, providing pertinent details in an appealing manner. Post them so students can circulate and review them to determine which they would most like to attend.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- participate in activities and experiences that reflect elements of different cultures?

➤ **Checklist and Comments**

Create an outcome-based checklist and share it with students before creating holiday displays. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➤ **Rubric**

Collaboratively create an outcome-based rubric with the students before they create cultural event posters. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rubric).

MATERIALS

- Dedicated bulletin board space for “Holidays Around the World” display, display materials.

- Sources of information on different community cultural events.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC-2.5 valuing diversity	<i>Students will be able to:</i>	
	a. work and play with others who are different	<ul style="list-style-type: none">➤ Open House If the school hosts an open house, have the students act as classroom guides or demonstrate specific cultural activities; e.g., <i>origami</i> (paper folding), <i>shodou</i> (Japanese calligraphy). ➤ Game Time Teach the students games from different cultures. Encourage the students to teach the class a game from their own cultural background.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- work and play with others who are different?

➤ Informal Observations

Observe students as they participate in the school open house. Make mental notes of the extent to which students are able to work and play with others who are different. Offer feedback, encouragement and praise as needed.

➤ Checklist and Comments

Create an outcome-based checklist and share it with students before playing culturally specific games. Use the checklist to assess if students are able to work and play with others who are different (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

- Materials for demonstrations.
- Various games from cultures around the world.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC-2.6 intercultural skills	<i>Students will be able to:</i>	
	a. adapt to new situations; e.g., listening to Japanese, seeing Japanese writing	<ul style="list-style-type: none">➤ Visiting Another Classroom Organize a visit to another language classroom and participate in activities that have been planned.➤ Changing the Venue Move the class outside, to a park or to a cultural site, e.g., Japanese restaurant, Japanese store, Japanese art exhibit, to see how students adapt to the new environment.➤ Commercials Encourage the students to watch Japanese commercials and listen for familiar Japanese words; e.g., Honda, Atari, Toyota, Nintendo.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-2 affirming diversity**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- adapt to new situations?

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to adapt to new situations.

➤ **Anecdotal Notes**

Observe students as they move to a new venue. Record anecdotal notes of the extent to which students are able to adapt to new situations (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to adapt to new situations.

MATERIALS

➤ None required.

➤ None required.

➤ Japanese commercials.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal growth and future opportunities

	SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
GC-3.1 Japanese language and culture	<i>Students will be able to:</i>		
	a. suggest some reasons for learning Japanese	➤ Poster Promotion	Lead the students in a brainstorming activity about the benefits of learning a second language. Direct the discussion to specifically highlight reasons for learning Japanese. Ask the students to design posters to promote learning Japanese. Display these posters around the school (see Appendix D: Graphic Organizers).
			➤ Japanese Technology/Entertainment
			Have the students brainstorm Japanese entertainment, such as <i>manga</i> or animated movies, and Japanese technology products, such as video games. Discuss why these products are popular and what is interesting about them (see Appendix D: Graphic Organizers).

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal growth and future opportunities**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- suggest some reasons for learning Japanese?

➤ **Anecdotal Notes**

Observe students as they brainstorm and create posters. Record anecdotal notes of the extent to which students are able to suggest some reasons for learning Japanese (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they brainstorm and discuss Japanese technology and entertainment. Make mental notes of the extent to which students are able to suggest some reasons for learning Japanese. Offer feedback, encouragement and praise as needed.

MATERIALS

- Brainstorming web graphic organizers, poster materials, travel brochures for Japan in English.
- Brainstorming graphic organizers.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal growth and future opportunities

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
GC-3.2 cultural and linguistic diversity	<i>Students will be able to:</i> a. explore some reasons for participating in activities and experiences that reflect elements of different cultures	► Experiencing Other Cultures Discuss why Canadians feel it is important to participate in the activities of different cultures. Have the students describe cultural activities they have participated in, e.g., Heritage Days, and what they learned. Divide the students into groups and have them imagine what it would be like if they knew nothing at all about the cultures of other people. Have them respond to questions like the following: Would it be more difficult to communicate with others? Would it be easier or harder to live together in one community? What do you benefit from learning about other cultures?

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal growth and future opportunities**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- explore some reasons for participating in activities and experiences that reflect elements of different cultures?

➤ Learning Log

Ask the students to reflect on their learning and how well they were able to explore some reasons for participating in activities and experiences that reflect elements of different cultures.

MATERIALS

- None required.

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
<p data-bbox="269 491 553 527"><i>Students will be able to:</i></p> <p data-bbox="181 705 250 1073">GC-3.2 cultural and linguistic diversity</p> <p data-bbox="269 659 570 758">b. suggest some reasons for learning an additional language</p>	<ul style="list-style-type: none"><li data-bbox="613 659 1438 894">▶ Living in a Foreign Country Invite guest speakers who have lived in foreign countries and have the speakers discuss the language skills they needed and the strategies they used to communicate successfully. After the presentations, have the students write about what they learned. It may be helpful to distribute sentence starters, such as “What surprised me was...” “I was most interested in...”<li data-bbox="613 926 1438 1094">▶ Brainstorm Ask the students to brainstorm various reasons for learning another language; e.g., career options, travel, personal growth, improving your communication skills, being able to communicate with friends and family (see Appendix D: Graphic Organizers).

General Outcome for Global Citizenship

Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC-3 personal growth and future opportunities**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- suggest some reasons for learning an additional language?

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to suggest some reasons for learning an additional language.

➤ **Informal Observation**

Observe students as they brainstorm reasons for learning another language. Make mental notes of the extent to which students are able to suggest some reasons for learning an additional language. Offer feedback, encouragement and praise as needed.

MATERIALS

- None required.

- Graphic organizers.

Strategies

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SPECIFIC OUTCOMES**

Students will be able to:

- a. use simple cognitive strategies, with guidance, to enhance language learning
(continued)

S-1.1
cognitive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Rhymes and Songs**

Teach the students songs in Japanese. Encourage them to imitate the intonation patterns used in the songs. Consider recording these songs and replaying them for students; e.g., *Merii san no hitsuji* (Mary Had a Little Lamb), *Kaeru no uta* (Frog Song), *Tsuki* (Moon Song).

► **Vocabulary**

Have the students create classroom posters for new vocabulary that include charts and word maps. Encourage the students to use graphics to link vocabulary and expressions; e.g.,
– *Toire ni itte mo ii desu ka?* (May I go to the bathroom, please?)

Alternative Activity

Encourage the students to use mnemonics to aid in recalling hiragana characters and vocabulary.

► **If You're Happy ...**

Teach a children's action song about feelings and ask the students to follow the actions; e.g., *Shiawase nara* (If You're Happy ...).

Song Lyrics

Shiawase nara te o tatakou (× 2)

– *Shiawase nara taido de shimesou yo*

– *Sora minna de te o tatakou*

Actions

(clapping hands)

(clapping hands)

Use the following phrases to replace the underlined parts above.

– *ashi narasou*

(stomp your feet)

– *yubi narasou*

(snap your fingers)

– *banzai shiyou*

(raise your arms up)

– *janpu shiyou*

(jump up and down)

– *ojigi shiyou*

(bow)

– *zenbu shiyou*

(do them all together)

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

► Informal Observation

Observe students as they learn new songs. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary. Offer feedback, encouragement and praise as needed.

► Rating Scale

Create an outcome-based rating scale and share it with students before they create classroom posters. Use the rating scale to assess how well students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

► Anecdotal Notes

Observe students as they learn the action song. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions to match the words of a song, story or rhyme (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Various Japanese songs, recording equipment (optional).

- Poster materials.

- Children's action song.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

SPECIFIC OUTCOMES

Students will be able to:

- a. use simple cognitive strategies, with guidance, to enhance language learning

S-1.1
cognitive

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Picture Dictionary**
Have the students use pictures rather than English words to create personal dictionaries and encourage them to use the images to remember new vocabulary by picturing the image when seeing the word.

- **Repetition in Pairs**
When teaching new vocabulary for a lexical field, such as classroom, self or friends, present each word orally and have the students repeat the words after you. Focus on a small cluster of words and have students repeat them in pairs. Draw attention to the fact that oral repetition is a strategy to help them learn new words.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries.

➤ **Informal Observation**

Observe students as they repeat new vocabulary in pairs. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud. Offer feedback, encouragement and praise as needed.

MATERIALS

- Student-created picture dictionaries.

- Vocabulary list.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
S-1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Stop, Think and Tell**
Have the students engage in a language-learning task, such as learning a tongue twister, reading a short passage or watching a video clip. Tell the students that they will engage in the task as they usually do, except that you will periodically ask them to “stop, think and tell.” On your cue, students stop the task, think silently for a moment about what they are doing to help themselves learn and share their learning strategies with the class.
- **Coping with Unknown Words**
Discuss identifying known and unknown characters and words as a strategy for coping with texts that contain unknown vocabulary. Discuss other strategies for dealing with unknown words, such as looking for contextual clues.
- **Learning Log**
If students have not done so already, have them create learning logs. Help the students organize their logs into appropriate sections; e.g., word lists, strategies that help me learn, self-assessment, my strengths and weaknesses, goal setting. Have them use the learning logs regularly to become aware of how they think and learn.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher.

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., know how strategies may enable coping with texts containing unknown elements.

➤ **Anecdotal Notes**

Observe students as they create and use learning logs. Record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- Chart paper, markers.

- Highlighters for each student, text, learning logs.

- Scribblers or binders to use as learning logs.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning

SPECIFIC OUTCOMES

Students will be able to:

- a. use simple social and affective strategies, with guidance, to enhance language learning

S-1.3
social/affective

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Motivation**

Teach the students to use self-talk to build confidence and to reward themselves when successful. Emphasize that making mistakes is a natural part of language learning and encourage the students to take risks and try new approaches and tasks.

► **Cooperation Station**

Set up several centres or stations of familiar games and activities. Arrange the students into small groups and allow them time to visit all the centres or stations. Encourage the students to work cooperatively in their small groups.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-1 language learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

➤ **Anecdotal Notes**

Observe students throughout the year. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., use self-talk to feel competent to do the task (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Self-assessment Checklist and Goal Setting**

Create an outcome-based self-assessment checklist and share it with students before they work cooperatively. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

- None required.

- Variety of simple Japanese games and activities.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use**SPECIFIC OUTCOMES**

Students will be able to:

- a. use simple interactive strategies, with guidance

S-2.1
interactive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Classroom Interactions**

Teach set phrases for classroom interactions; e.g.,

- *Mou ichido itte kudasai.* (Say it one more time, please.)
- *Wakarimasen.* (I don't understand it.)

Allow the students to interact freely in Japanese without set dialogue. Have the students practise various strategies during their interactions in Japanese, such as:

- using words from their first language to get meaning across
- indicating a lack of understanding verbally or nonverbally
- asking for clarification or repetition when they do not understand
- using the other speaker's words in subsequent conversation
- starting again using a different tactic when communication breaks down
- repeating part of what someone has said to confirm mutual understanding
- asking follow up questions to check for understanding.

► **Nonverbal Communication**

Ask the students to use nonverbal communication to enhance comprehension during interactions in Japanese; e.g.,

- bowing
- hand gestures associated with *kite kudasai* (signalling by holding the palm down and moving all four fingers toward oneself)
- head tilt
- looking at the person speaking.

Consider video recording students' interactions for review by the students.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple interactive strategies, with guidance?

➤ **Observation Checklist**

Create an outcome-based checklist and share it with students before they interact freely in Japanese. Use the checklist to assess if students are able to use simple interactive strategies, with guidance; e.g., ask for clarification or repetition when you do not understand (see sample blackline master in Appendix E: Observation Checklist).

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they interact using nonverbal communication. Students use the checklist to determine if they are able to use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal cues to communicate (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

- None required.

- Video recorder (optional).

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use

SPECIFIC OUTCOMES

Students will be able to:

- a. use simple interpretive strategies, with guidance

S-2.2
interpretive

SAMPLE TEACHING AND LEARNING ACTIVITIES

- **Silent Movie**
Have the students watch a Japanese movie clip without sound and guess the vocabulary being used.

- **Predictions**
Encourage the students to make predictions about what they will hear or read based on prior knowledge and personal experience. Have the students record their predictions and afterward, reread them to see if they were correct.

- **Skim, Scan**
Discuss strategies for dealing with passages in Japanese that are difficult, such as skimming and scanning for words they know, using the words they know to decipher words they do not know or using context to decipher meaning. Have the students work in groups to decipher a passage in Japanese.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple interpretive strategies, with guidance?

➤ **Anecdotal Notes**

Observe students as they interpret a silent movie. Record anecdotal notes of the extent to which students are able to use simple interpretive strategies, with guidance; e.g., use gestures and visual supports to aid comprehension (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to use simple interpretive strategies, with guidance; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience.

➤ **Self-assessment Rating Scale**

Create an outcome-based self-assessment rating scale and share it with students before they decipher the text. Students use the rating scale to assess how well they are able to use simple interpretive strategies, with guidance; e.g., infer probable meanings of unknown words or expressions from contextual clues (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

- Video clip.

- None required.

- Various samples of Japanese texts.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-2 language use

SPECIFIC OUTCOMES

Students will be able to:

- a. use simple productive strategies, with guidance

S-2.3
productive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Copying**

Read aloud simple sentences or phrases in Japanese and have the class repeat them. Write simple sentences or phrases in Japanese and have the class copy them.

► **The Writing Process**

Review the writing process and its five steps:

- prewriting (gathering ideas, planning the text, research, organizing the text)
- writing
- revision (rereading, moving pieces of text, rewriting pieces of text)
- correction (grammar, spelling, punctuation)
- publication (reprinting, adding illustrations, binding).

Have the students follow this process when producing simple texts in Japanese.

► **Look Around ...**

Post vocabulary around the room that directly relates to classroom objects. Ensure the posted vocabulary is clearly visible from all parts of the room. For example, label the board and clock. When students need to produce these words in class, encourage them to look for the word in the classroom. Have the students list these new vocabulary words in their learning logs.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple productive strategies, with guidance?

➤ **Self-assessment Checklist**

Create an outcome-based self-assessment checklist and share it with students before they copy sentences or phrases. Students use the checklist to determine if they are able to use simple productive strategies, with guidance; e.g., copy what others say or write (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they write a simple text. Use the rating scale to assess how well students are able to use simple productive strategies, with guidance; e.g., be aware of and use the steps of the writing process (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Learning Log**

Ask the students to reflect on their learning and how well they were able to use simple productive strategies, with guidance; e.g., use words that are visible in the immediate environment.

MATERIALS

- Simple Japanese sentences and phrases.

- Computer with word processing/desktop publishing software.

- Vocabulary labels.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

SPECIFIC OUTCOMES

Students will be able to:

- a. use simple cognitive strategies, with guidance, to enhance general learning

S-3.1
cognitive

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Fact or Opinion**

When discussing aspects of Japanese culture, help the students categorize statements from a variety of resources on Japanese culture as fact or opinion. Have the students use a graphic organizer, such as a T-chart, to complete this activity (see Appendix D: Graphic Organizers for a T-chart blackline master).

► **Taking Notes for Learning**

Provide tips for note taking before students begin their first note-taking task; e.g., do not write down everything, ask yourself what seems important, look for key words and ideas, write things in short form.

After the students have taken notes during a guest speaker's presentation, ask them to share their notes with the class.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➤ **Rating Scale**

Create an outcome-based rating scale and share it with students before they review opinions and facts. Use the rating scale to assess how well students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➤ **Anecdotal Notes**

Observe students as they take notes. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., write down key words and concepts in abbreviated form (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

- T-chart.

- Guest speaker.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

SPECIFIC OUTCOMES

Students will be able to:

S-3.2
metacognitive

- a. use simple metacognitive strategies, with guidance, to enhance general learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Evaluating your Learning**

Have the students make observations about their own learning processes, using sentence starters such as:

- I learn best when I ...
- I learn in different ways, for example ...
- When I am tackling a task, I think about ...

► **Plan of Attack**

Teach the students how to divide large tasks into smaller subtasks and to plan in advance when approaching a task. Have the students ask themselves: What are the steps involved in this task? What do I need to complete this task? Where should I start? What is the best way to accomplish the task?

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple metacognitive strategies, with guidance, to enhance general learning?

➤ **Conferencing and Goal Setting**

Meet with students to talk about their observations on their learning processes. Discuss their progress and their ability to use simple metacognitive strategies to help them set future goals; e.g., reflect on learning tasks with the guidance of the teacher.

➤ **Anecdotal Notes**

Observe students as they plan for a task. Record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➤ None required.

➤ None required.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning

SPECIFIC OUTCOMES	
<i>Students will be able to:</i>	
S-3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning

SAMPLE TEACHING AND LEARNING ACTIVITIES

► **Supporting Others**

Teach the students phrases that encourage others; e.g.,

- *Ganbatte.* (Don't give up./Keep going.)
- *Sugoi.* (That's super/great.)

Teach the students simple words or phrases to attract attention or indicate the need for help; e.g.,

- *Wakarimasen.* (I don't understand.)
- *Sumimasen.* (Excuse me.)
- *Shitsumon ga arimasu.* (I have a question.)

Discuss the importance of supporting others to help them persevere at learning tasks. Have the students brainstorm different ways of helping others.

► **What's Interesting to You?**

After a topic is introduced, have the students discuss what they find interesting about it and what they would like to learn more about. Use the interests of students as motivation for learning. Let the students determine the direction their learning will take.

General Outcome for Strategies

Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S-3 general learning**SAMPLE ASSESSMENT STRATEGIES****Focus for Assessment**

Does the student:

- use simple social and affective strategies, with guidance, to enhance general learning?

➤ **Anecdotal Notes**

Observe students as they discuss and brainstorm ways of helping others. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Informal Observation**

Observe students as they discuss their interests. Make mental notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., follow your natural curiosity and intrinsic motivation to learn. Offer feedback, encouragement and praise as needed.

MATERIALS

- None required.

- None required.

