Japanese – Sample Unit – Stage 1

Unit Title: My family
Duration: 10 weeks (Term 3) 1 hour per week

Unit overview

Students listen to descriptions of family members, and match and label a family tree using flashcards. They learn how to say non-Japanese names in Japanese. They describe aspects of appearance, including hair, body parts and eye colour. Students learn to say their age and those of other family members. They create a simple digital presentation in which they introduce their family members to a friend from a buddy school.

Students with prior learning and/or experience:
Students listen to a story about a family outing with their teacher and use picture cards to retell the story. They learn the features of a recount by using images to sequence the events of a family outing. Students compose a simple digital presentation recounting orally a family outing, using images to support their presentation.

Outcomes

A student:
- composes texts in Japanese using rehearsed language LJA1-4C
- recognises and reproduces the sounds of Japanese LJA1-5U
- recognises basic Japanese writing conventions LJA1-6U
- recognises Japanese language patterns in statements, questions and commands LJA1-7U
- recognises features of familiar texts LJA1-8U

Resources

- Audio or video: family introduction, family outing
- Poster, family charts, storyboard, family tree
- Worksheets to practise hiragana, katakana and kanji numbers
- Flashcards: family members, colours
- 「はい」「いいえ」cards
- Interactive whiteboard: family members, colours, numbers
- Scripts: family member descriptions, family outing
- Images: physical appearance
- Kanji puzzle and matching pictures
- Calendar
- Mapping chart and brainstorming sheet
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<th>Content</th>
<th>Teaching, learning and assessment</th>
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| • recognise the sounds and rhythms of spoken Japanese (ACLJAU120)       | • Using a stimulus of a family portrait, students identify the family members  
  – Who are the people in the picture?  
  • Students learn the Japanese vocabulary for ‘mother’, ‘father’, ‘brother’ and ‘sister’, following modelling by the teacher, by:  
  – repeating the new words and participate in a syllable clapping game to consolidate the vocabulary for family members focusing on the rhythm of Japanese  
  – watching a video of an introduction of family members and identify family members, recognising English names pronounced in a Japanese way  
  – learning how to say non-Japanese names using Japanese sounds and practising pronunciation using Japanese sounds and intonation  
  – sitting in a circle and pronouncing a classmate’s name in a Japanese and add さん、くん (the use of suffixes) when the teacher points the person.  
| • recognise and copy some hiragana and a few high-frequency kanji (ACLJAU121) | • Students learn how to write their own name in katakana by:  
  – tracing and copying their name in katakana, paying attention to stroke order and direction  
  – creating a poster of their name written in katakana for display in the classroom  
  – looking at a family poster/chart or storyboard and identify written words, eg おとうさん、おかあさん and recognise names written in katakana.  
| • understand basic Japanese sentence structure and recognise some key elements of Japanese grammar (ACLJAU122) | • Students learn to describe some aspects of appearance by:  
  – using flashcards, online activities and songs to build vocabulary related to colours and body parts  
  – learning the basic word order ‘colour + noun’ structure, eg あおいめ  
  – listening to descriptions of family members and drawing a picture based on the descriptions or choose matching pictures  
  – looking at images of family members, and responding to the teacher’s questions by recognising the sentence ending か and answer using 「はい」「いいえ」cards, eg あおい め ですか？「はい」or「いいえ」.  
| • recognise and copy some hiragana and a few high-frequency kanji (ACLJAU121) | • Students learn to express age and how to count people in their family:  
  – revising numbers and learning kanji 1–10 (一、二、三、四、五、六、七、八、九、十) and pictographic kanji 人 through the following activities:  
    o tracing  
    o kanji puzzle  
    o kanji matching with pictures.  
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<th>Understand basic Japanese sentence structure and recognise some key elements of Japanese grammar (ACLJAU122)</th>
<th>Students learn 「____さいです。」 and 「かぞくは____人です。」 sentence structures to introduce age and the number of family members.</th>
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| Students learn 「____さいです。」 and 「かぞくは____人です。」 sentence structures to introduce age and the number of family members. | Students learn adjectives and sentence structures by:  
- using flashcards related to physical appearance せがたかい、おおきい  
- participating in a small group snap game, listening to descriptions of physical appearance  
- learning gender specific pronouns, the particle は and sentence structure わたしは____です。ぼくは____です。then describe themselves  
- learning possessive particle の, eg わたしのかぞく、ぼくのいぬ  
- recognising question words だれ and the sentence ending か, then respond to the teacher’s questions such as 「だれですか」 by pointing to pictures. |
| Understand that there are different types of text with particular features (ACLJAU123) | Using a model text, students learn how to sequence and organise information for a simple presentation introducing their family to peers in a buddy school:  
- start with みなさん、こんにちは。 to address the audience and the feature of speech text type, followed by わたしの/ぼくのかぞくです。to address the title /purpose of the speech  
- state the number of family members, who they are and their ages  
- describe their physical appearance  
- include any pets using possessive particle の, eg ぼくのいぬ. |
| Compose simple texts using familiar words, phrases and patterns | Students:  
- bring in their family photo or draw their family, then prepare and rehearse their family introduction speech to present to a sister school buddy  
- edit their speech after receiving teacher feedback  
- create a digital text, using their family photo to introduce their family. |
| Assessment activity: Students create a digital presentation in which they introduce their family to peers from a buddy school. |
### Students:

- understand that there are different types of texts with particular features (ACLJAU123)
- recognise and use *hiragana*, some *katakana* and familiar *kanji* in simple texts
- recognise parts of speech and understand basic rules of word order in simple sentences
- compose simple texts using illustrations and actions to support meaning
- apply Japanese pronunciation and intonation patterns, including pronunciation of loan words and punctuation

### Students with prior learning and/or experience

**Introduction**

- Students revise family-related vocabulary by:
  - drawing an imaginary big family and its family members and pet(s) using a mapping chart, then presenting their drawing to the class and describing each family member.
- Students brainstorm family outing events on a brainstorming sheet (or match photos with words related to a family outing).
- Students:
  - listen to the teacher recount examples of family outings using pictures as a stimulus
  - record the features of the text type, for example dates, locations and events
  - understand that polite form of the verb is used in the recount.
- Students learn to express the date:
  - revising numbers and learning *kanji* 1–10 (一、二、三、四、五、六、七、八、九、十) and pictographic *kanji* for days of the week (日、月、火、水、木、金、土) through the following activities:
    - tracing
    - *kanji* puzzles
    - *kanji* matching with pictures/calendar.
- Students learn to sequence an event, describe what happened, and describe how they felt using:
  - conjunctions そして、それまでに、だから、そのあと、でも、それから
  - basic rules of word order: nouns, verbs and adjectives
  - appropriate particles と、は、を、に
  - using the past tense of verbs
  - using the past tense of i-adjectives かったのです and na-adjectives でした
  - using the て form of the verb to list events and actions.
- Using images about a family outing, students:
  - sequence the images and create a story about the family outing
  - share the story orally with peers using puppets, props or actions, and apply pronunciation and intonation patterns.
- compose simple texts using illustrations and actions to support meaning

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<th>Students create a digital presentation about their most memorable family outing and organise information by:</th>
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<td>- creating digital images to best describe their family outing for their presentation</td>
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<td>- edit their digital presentation after receiving teacher feedback.</td>
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**Assessment activity:** Students create a digital presentation in which they recount orally a family outing.

### Sample assessment activities

Outcomes assessed: LJA1-4C, LJA1-5U, LJA1-7U, LJA1-8U

Students create a digital presentation in which they introduce their family to peers from a buddy school, focusing on:

- pronunciation
- accuracy in the use of vocabulary and basic sentence structures
- organising relevant information.

**Students with prior learning and/or experience**

Outcomes assessed: LJA1-4C, LJA1-5U, LJA1-7U, LJA1-8U

Students create a digital presentation in which they recount orally a family outing, focusing on:

- pronunciation
- accuracy in the use of vocabulary and sentence structures
- structuring and sequencing relevant information with the use of conjunctions in their presentation.