

SLS 313 Final Portfolio

Stacie Nomura

December 12, 2011

Elementary Japanese I

Course Description:

- Beginner level Japanese
- 1st grade (about 6 years old)
- 55 minutes, Tuesday, Thursday & Saturday
- Class size of 15-20 students

Course Goals:

By the end of this course, students will be able to...

- Proficiently write in Hiragana, Katakana, and 50 different Kanji
- Speak about themselves and their families (i.e. age, hobbies, likes/dislikes)
- Formulate basic sentences (i.e. i vs na adjectives, common verbs)

Lesson Plan 1

Objectives:

By the end of this lesson, students will be able to...

1. Review Hiragana by reading the characters aloud off a chart
2. Write a, i, u, e, o in Katakana by completing a practice worksheet
3. Identify basic body parts (i.e. head, eyes, ears, etc.) by singing “Head, Shoulders, Knees, and Toes” and by playing “Simon Says”
4. Review basic colors by naming them aloud

Materials:

- Hiragana chart (see Figure 1)
- Katakana chart (see Figure 2)
- Katakana practice worksheet (see Figure 3)
- Poster of body (with Velcro labels) (see Figure 4)
- Flash cards with color-coded words (similar to the example in Figure 5)
- Crayons
- Blank white computer paper

Context:

Students have already learned Hiragana and basic colors.

Procedure:

Objective	Time (minutes)	Teacher Activity	Student Activity	Rationale
	2	- Greeting - Start the class (kiritsu, rei, chakuseki)	- Greeting - Kiritsu, rei, chakuseki	- Create structure

1	5	<ul style="list-style-type: none"> - Review Hiragana with Hiragana chart - Point to character 	<ul style="list-style-type: none"> - Say Hiragana character as a chorus 	<ul style="list-style-type: none"> - Review to process into long-term memory
2	8	<ul style="list-style-type: none"> - Introduce Katakana by reading a, i, u, e, o from the Katakana chart 	<ul style="list-style-type: none"> - Fill out Katakana practice writing worksheet (a, i, u, e, o) 	<ul style="list-style-type: none"> - Brief exposure
3	10	<ul style="list-style-type: none"> - “Head, Shoulders, Knees, and Toes” song in Japanese - Teach body parts in Japanese (head, shoulders, knees, toes, eyes, ears, nose, mouth) by pointing and saying the Japanese word (no English necessary) - Sing English version of song together - Teach Japanese version of song in increments, models 	<ul style="list-style-type: none"> - Read the Hiragana, and tell T where to put the Velcro label on the picture of the body on the poster - Sing English version of song together - Repeat after T models, then say by themselves 	<ul style="list-style-type: none"> - Social interaction (do first, then process) - Fun activity for children to keep them focused and entertained
3	10	<ul style="list-style-type: none"> - Play “Simon Says” - Give clear directions on how to play (i.e. Get out by touching body part when Simon does not say) - In English, “Simon says [body part in Japanese] o sawaru” - Two rounds 	<ul style="list-style-type: none"> - Ss who are out call out body parts 	<ul style="list-style-type: none"> - Fun, kinesthetic activity - Further practice to commit new knowledge to memory
4	5	<ul style="list-style-type: none"> - Review colors with flash cards (color on one side, Japanese word in color-appropriate Hiragana on the other) 	<ul style="list-style-type: none"> - Name colors aloud as a chorus 	<ul style="list-style-type: none"> - Review to process into long-term memory
3, 4	10	<ul style="list-style-type: none"> - Hand out blank sheets of white paper and crayons - T tells Ss to draw a body part using a certain color (i.e. mimi - aoi) 	<ul style="list-style-type: none"> - Draw a body part in a certain color (i.e. mimi - aoi) 	<ul style="list-style-type: none"> - Combine language learning and art - Fun, creative activity
	5	<ul style="list-style-type: none"> - Clean Up - Goodbye 	<ul style="list-style-type: none"> - Clean Up - Goodbye 	<ul style="list-style-type: none"> - Create structure

Figure 4:

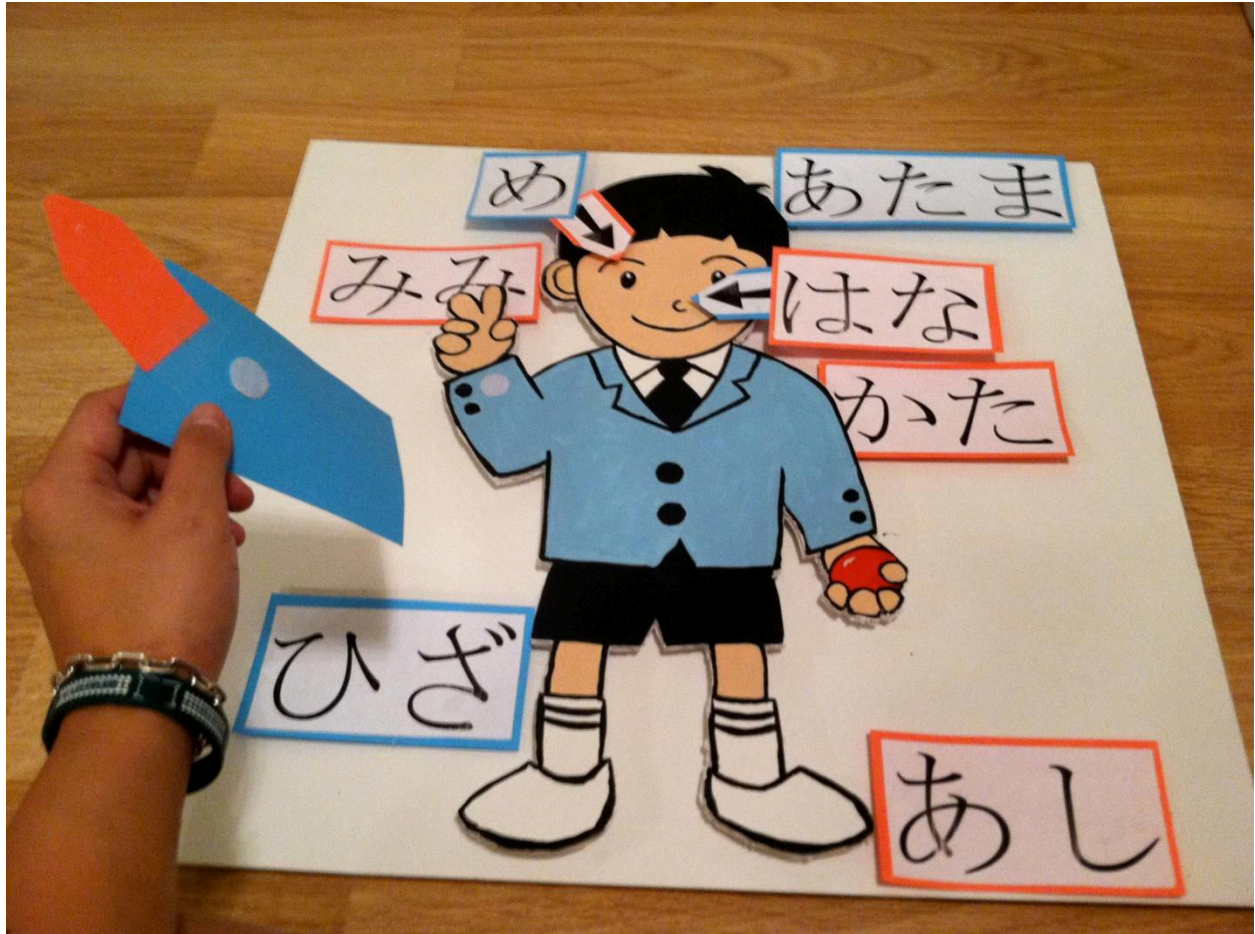


Figure 5:



Lesson Plan 2

Objectives:

By the end of this lesson, students will be able to...

1. Review Hiragana and Katakana (a, i, u, e, o) by reading the characters aloud off the charts
2. Write ka, ki, ku, ke, ko in Katakana by completing a practice worksheet
3. Identify common animals and their sounds.
4. Share about their favorite animals by making the animal's sound or describing body parts.

Materials:

- Hiragana chart (see Figure 1)
- Katakana chart (see Figure 2)
- Katakana practice worksheet (see Figure 3)
- Flash card with pictures of animals (see Figure 4)

Context:

Direction connection to previous lesson plan.

Procedure:

Objective	Time (minutes)	Teacher Activity	Student Activity	Rationale
	2	- Greeting - Start the class (kiritsu, rei, chakuseki)	- Greeting - Kiritsu, rei, chakuseki	- Create structure
1	5	- Review Hiragana with Hiragana chart - Point to character - Repeat with Katakana a, i, u, e, o	- Say Hiragana character as a chorus - Say Katakana character as a chorus	- Review to process into long-term memory
2	8	- Introduce Katakana by reading ka, ki, ku, ke, ko from the Katakana chart	- Fill out Katakana practice writing worksheet (ka, ki, ku, ke, ko)	- Brief exposure
3	8	- Introduce different animals with pictures from flash cards (Japanese on the back) - Ask Ss what the animals are in their L1 - Tell Ss what the animals are in Japanese. - Ask Ss about their favorite	- Identify the animals in L1 - Repeat the Japanese word for the animals a few times - Share their favorite animals in	- Pictures to give Ss visual examples - Give children opportunity to say what they like - Repetition

		animals	Japanese	
3	10	<ul style="list-style-type: none"> - Introduce the different animal sounds - Ask Ss what kind of sound would an animal make (i.e. inu) - Make Japanese animal sound - Make an animal sound - Say name of an animal 	<ul style="list-style-type: none"> - Answer by making the sound of the animal (i.e. woof woof) - Repeat the Japanese animal sounds a few times - Identify animal as a chorus - Make appropriate animal sound as a chorus 	<ul style="list-style-type: none"> - Repetition to reinforce memory - Show cultural difference in animal sounds
4	10	<ul style="list-style-type: none"> - Ask questions about animal features (i.e. which animal has big mimi?) - Facilitate the Ss asking questions 	<ul style="list-style-type: none"> - Answer questions (i.e. zou) - Take turns describing their favorite animal (i.e. it has long ashi) while the other Ss guess (i.e. kirin) 	<ul style="list-style-type: none"> - Incorporate previously learned information into new lesson - Give children opportunity to speak about what they like - Taking turns to teach children the importance of sharing/taking turns
	7	<ul style="list-style-type: none"> - Review “Head, Shoulders, Knees, and Toes” song in Japanese - If time allows, monitor a quick game of “Simon Says” 	<ul style="list-style-type: none"> - Sing “Head, Shoulders, Knees, and Toes” in Japanese - If time allows, lead “Simon Says” game (Ss take turns) 	<ul style="list-style-type: none"> - Review to process into long-term memory - More speaking and listening practice
	5	<ul style="list-style-type: none"> - Clean Up - Goodbye 	<ul style="list-style-type: none"> - Clean Up - Goodbye 	<ul style="list-style-type: none"> - Create structure

Figure 1:



Figure 2:



Figure 3:



Figure 4:



Lesson Plan 3

Objectives:

By the end of this lesson, students will be able to...

1. Review Hiragana and Katakana (a~ko) by reading the characters aloud off the charts
2. Write sa, shi, su, se, so in Katakana by completing a practice worksheet
3. Identify directional/positional words (migi/hidari, ue/shita, mae/ushiro) by interacting with their fellow classmates and playing a guessing game

Materials:

- Hiragana chart (see Figure 1)
- Katakana chart (see Figure 2)
- Katakana practice worksheet (see Figure 3)

Context:

Direct connection to previous lesson.

Procedure:

Objective	Time (minutes)	Teacher Activity	Student Activity	Rationale
	2	- Greeting - Start the class (kiritsu, rei, chakuseki)	- Greeting - Kiritsu, rei, chakuseki	- Create structure
1	5	- Review Hiragana with Hiragana chart - Point to character - Repeat with Katakana (up to ko)	- Say Hiragana character as a chorus - Say Katakana character as a chorus	- Review to process into long-term memory
2	8	- Introduce Katakana by reading sa, shi, su, se, so from the Katakana chart	- Fill out Katakana practice writing worksheet (sa, shi, su, se, so)	- Brief exposure
	5	- Review animals and their sounds using flash cards	- Identify animal/sound as a chorus - Describe the animal's distinguishable body part	- Review to process into long-term memory
3	10	- Introduce directional/positional words - Point and say Japanese	- Ss, standing in neat rows, point and repeat	- Connect physical movement

		word (i.e. point up, say ue)	- Ss take turns saying a word; other Ss point in response	(pointing) to word - Emphasize importance of taking turns
3	10	- Instruct Ss to speak to the S next to them (i.e. say good morning to the person to your hidari) - Other examples: bow to this person...mae, Introduce yourself to the person on your migi	- By either rows or columns, Ss follow directions (i.e. ohayou gozaimasu), and Ss listening will then give appropriate response (i.e. ohayou gozaimasu)	- Social interaction (do first, then process)
3	10	- Facilitate guessing game - Picks object in the classroom	- One S closes their eyes, while the other Ss take note of what the T chooses - Ss guide that one S to the object using directional words - Take turns	- Fun, kinesthetic activity for children to keep them focused and entertained
	5	- Clean Up - Goodbye	- Clean Up - Goodbye	- Create structure

Figure 1:



Figure 2:



Figure 3:



Lesson Plan 4

Objectives:

By the end of this lesson, students will be able to...

1. Review Hiragana and Katakana (a~so) by reading the characters aloud off the charts
2. Write ta, chi, tsu, te, to in Katakana by completing a practice worksheet
3. Request for something (i.e. fruits) they want by using the ~o kudasai sentence structure
4. Play Shiritori in order to reinforce all the vocabulary they have learned up to this point

Materials:

- Hiragana chart (see Figure 1)
- Katakana chart (see Figure 2)
- Katakana practice worksheet (see Figure 3)
- Paper cut-outs of fruit (a couple blank) (see Figure 4)
- Pencils
- Poster board for Shiritori (see Figure 5)

Context:

Students have amassed a fair amount of vocabulary (colors, body parts, animals, fruits, etc).

Procedures:

Objective	Time (minutes)	Teacher Activity	Student Activity	Rationale
	2	- Greeting - Start the class (kiritsu, rei, chakuseki)	- Greeting - Kiritsu, rei, chakuseki	- Create structure
1	5	- Review Hiragana with Hiragana chart - T point to character - Repeat with Katakana (up to so)	- Say Hiragana as a chorus - Say Katakana character as a chorus	- Review to process into long-term memory
2	8	- Introduce Katakana by reading ta, chi, tsu, te, to from the Katakana chart	- Fill out Katakana practice writing worksheet (ta, chi, tsu, te, to)	- Brief exposure
3	5	- Review names of fruits - Show picture to Ss - Pass out colored cut-outs of fruits after Ss name them	- Name fruits as a chorus (learned fruits in previous unit)	- Review to process into long-term memory - Incorporate previous unit vocabulary to

				ensure Ss do not forget
3	5	<ul style="list-style-type: none"> - Teach ~o kudasai (used when requesting object) - Go up to individual Ss and ask for a fruit - Say arigatou gozaimasu after receiving fruit 	<ul style="list-style-type: none"> - Learn new grammar structure - Give T fruit cut-out as requested 	<ul style="list-style-type: none"> - Combination of explicit (explanation of meaning) and implicit (demonstration of when used) teaching for clarity
3	5	<ul style="list-style-type: none"> - Pair up Ss - Instruct Ss to ask each other for different fruits, and draw them out if necessary - Emphasize the importance of saying “thank you” - Walk around and observe Ss, help when necessary 	<ul style="list-style-type: none"> - Ask partner for different fruits using ~o kudasai and say arigatou gozaimasu when appropriate - Draw out fruit if no more pre cut-out available 	<ul style="list-style-type: none"> - Combine language learning and art - Fun, kinesthetic activity to demonstrate the purpose of using new grammar structure - Social interaction (do first, then process)
4	5	<ul style="list-style-type: none"> - Introduce new game, Shiritori - Demonstrate how the game works, use poster board 	<ul style="list-style-type: none"> - Ss attentively listen - Ss come up to use the board to demonstrate they know the rules 	<ul style="list-style-type: none"> - Demonstrate so Ss understand better with example - Visual aid
4	15	<ul style="list-style-type: none"> - Start the game, facilitate to make sure Ss are playing correctly - Multiple rounds 	<ul style="list-style-type: none"> - Sit in one big circle - Play Shiritori, taking turns going around in the circle 	<ul style="list-style-type: none"> - Review of vocabulary - Fun game to keep children focused and entertained - More time spent because first time playing game
	5	<ul style="list-style-type: none"> - Clean up - Goodbye 	<ul style="list-style-type: none"> - Clean up - Goodbye 	<ul style="list-style-type: none"> - Create structure

Figure 1:



Figure 2:



Figure 3:

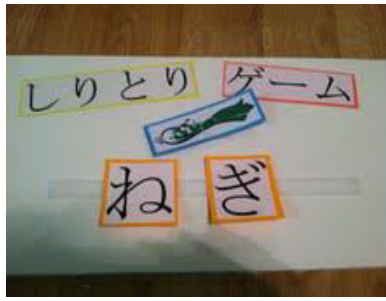
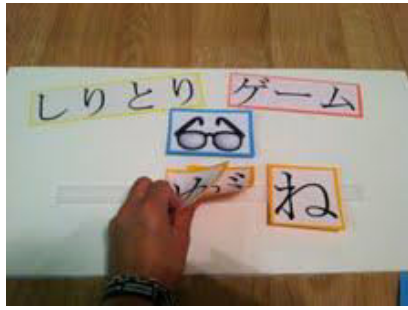


Figure 4:



Figure 5:





Unit Assessment Description

Part 1:

- Instruct the Ss to write the Katakana in the boxes
 - One character per box
 - a ~ o on the 1st line (horizontally), ka ~ ko on the 3rd line, sa ~ so on the 5th line, and ta ~ to on the 7th line
 - Say each character twice in random order, giving the Ss enough time to write them down
- Point of Assessment
 - S wrote character correct or not (right or wrong, no inbetween)
- Testing Writing & Listening

Part 2:

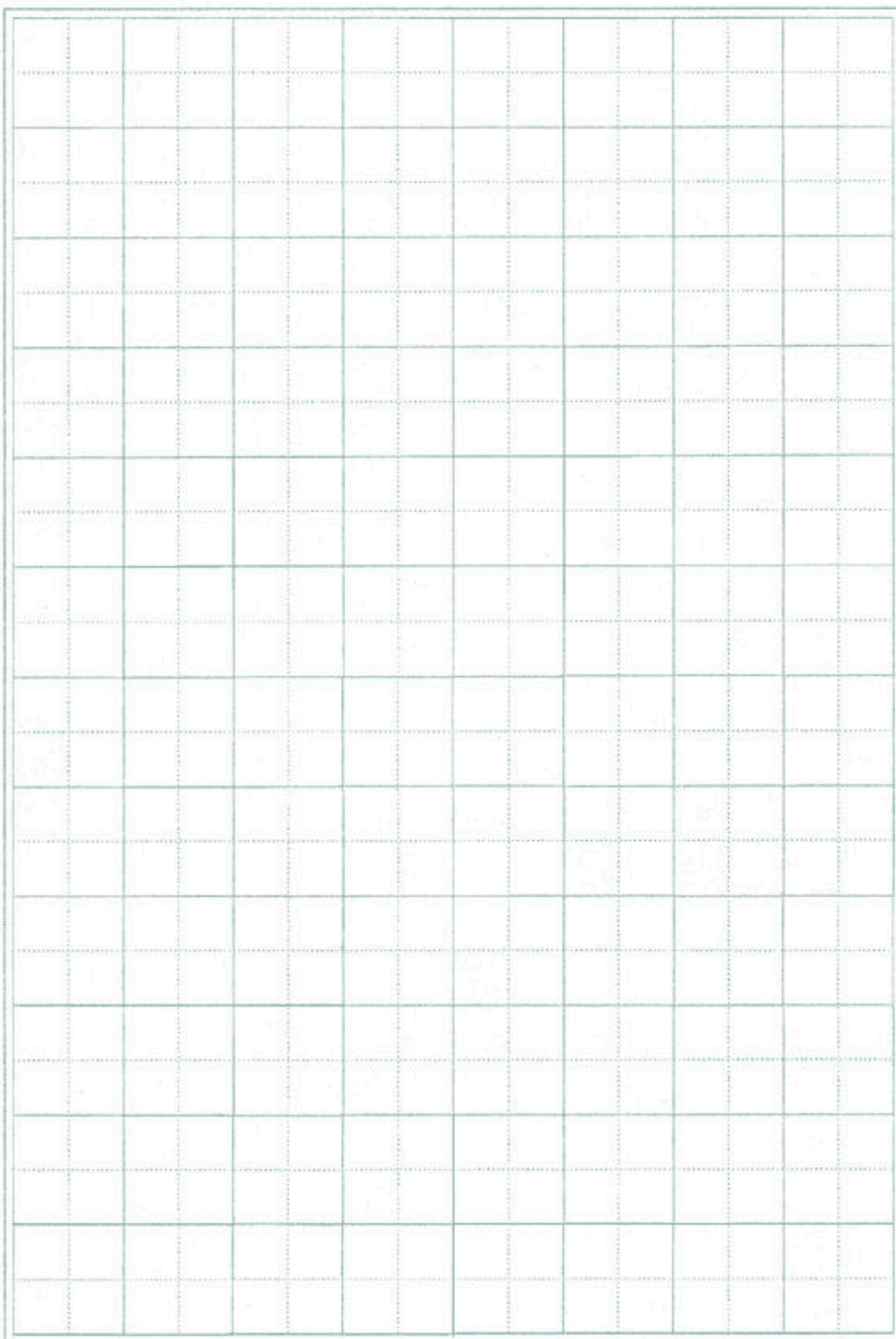
- Have the Ss facilitate the 'Simon Says' game
 - S tells the other Ss using the ~o sawaru sentence structure
 - Always say "Simon says..." (removing the tricky aspect)
 - Each S goes twice
- Points of Assessment
 - S uses ~o sawaru sentence structure correctly with a body part
 - Ss touch the correct body part
 - Pronunciation
- Testing Speaking and Listening

Part 3:

- Instruct the Ss to individually ask T for a fruit using the ~o kudasai sentence structure

- Give S the requested fruit (plastic toy) and respond with douzo
- Points of Assessment
 - S uses ~o kudasai correctly with the name of a fruit
 - S responds with arigatou gozaimasu
 - Pronunciation
- Testing Speaking

Because the students are just children, giving letter grades are not necessary. I would use the check plus, check, check minus system. Also, rather than give them feedback as I would for older students, I will just take note of how each child did and be sure to address the issues afterwards. For example, if a handful of students could not use ~o kudasai correctly, I will create another activity and choose those students to demonstrate, so they get more practice.



Rationale

I created the lesson plans based off of the key idea that children learn by being active. To supplement the incorporated games and tasks, I utilize clear, colorful visuals in order to help the children better understand the activities. The concepts of an individualized dimension and a contextualized dimension influenced my lesson planning as well. I also kept in mind the importance of review in terms of transferring knowledge from short-term to long-term memory. Lastly, but most definitely not the least, I designed the lesson plans where there are a lot of opportunities for the children to take turns, which is a skill they need to learn at a young age.

There is no doubt that many children have a hard time sitting still for long periods of time while focusing on one activity because according to Harmer (2007), “a child’s attention span...is often fairly short” (p. 14), and to deal with their short attention spans, he recommends to “offer a greater variety of games, songs, and puzzles” and “ensure that there are more frequent changes of activity” (p. 15). Due to this learner characteristic that is specific to children, I organized my lessons in such a way where I do not spend too much time on one activity for very long. Time spent on a task will never exceed ten minutes. By doing so, I avoid the problem of losing the children’s interest and focus, and I keep control of their continuous learning. The one exception to this is the play time for the Shiritori game, which is set for 15 minutes. I found it necessary to spend a little more time on this particular activity because it is a new and slightly complicated game, and I want the children to have enough time to grow accustomed to the rules and manner of play. However, in all other sections of my lesson plans, I am sure to not exceed spending ten minutes per activity.

I designed the lesson plans to incorporate a variety of fun and engaging activities, not only to keep their attention, but also to help the children actually process the new knowledge.

According to Lightbrown and Spada (2006), there is evidence that children learn through social interaction and that “in a supportive interactive environment, children are able to advance to a higher level of knowledge and performance” (p. 20). This means that children need to do before they are able to process the information. By focusing the first lesson on a physically active song, “Head, Shoulders, Knees, and Toes” and an interactive game of “Simon Says”, I create a comfortable environment where the children can learn by doing. In the third lesson, I incorporate social interaction by having the children speak to their classmates surrounding them and say greetings and other important sayings. By having this interactive environment, they will better understand *migi*, *hidari*, etc. In the same lesson, I also have the children one-by-one move about the classroom in search of a particular object, and by listening to the directions shouted out by their fellow classmates, they will be able to remember the directional/positional vocabulary. In the last lesson, I give the children a task to ask each other for fruits. This interaction helps them understand the use of *~o kudasai* in a social context. All these activities enhance their acquisition of new vocabulary and grammar because they are actively learning and processing.

Harmer (2007) also supports this importance of being active by writing, “seeing, hearing, and touching are just as important for understanding as the teacher’s explanation” (p. 14). I applied this knowledge to not only the activities themselves, but also to the materials. I use interactive Velcro boards to teach body parts and explain *Shiritori*, colorful flashcards to introduce new vocabulary and review, and pictures at every opportunity. All these materials are very visually stimulating and do nothing but add to the lessons. With such materials, the children will have an easier time understanding because they will be able to see examples and demonstrations.

In my lessons, I set aside time for the children to review the Hiragana characters they previously learned, as well as the Katakana characters they learn in this unit. I also make time in the next lesson to sing “Head, Shoulders, Knees, and Toes” after they learn the song for more repetition, and in the third lesson I quickly review animals, which they learn in the second lesson. Knowing how human memory works, I understand the importance of review, review, and more review. According to Flowerdew and Miller (2005), short-term memory is where “we begin to process the message consciously, but we have fewer than 15 seconds to decide what to do with it” (p. 24). On the other hand, long-term memory is where “we must make decisions about its usefulness; whether it will be needed again soon, or sometime later...” (p. 24). Basically, this means that without consistent review, information will be lost and deemed not useful. By scheduling time for the children to review Hiragana, Katakana, and vocabulary, including words learned in a previous unit (i.e. fruits), I emphasize the importance of this knowledge and imply the necessity of keeping the information readily accessible. The more they review, the more time they will spend processing the information, making it easier for them to remember.

The idea of a contextualized dimension in terms of listening skills also influenced my lesson plan design. According to Flowerdew and Miller (2005), a contextualized dimension is where there is a “close integration of listening with other processes and activities” (p. 90). This means that students are listening and doing some other task at the same time. I applied this dimension by choosing to have the children play “Simon Says”. The children will be physically moving in response to what they hear. In a similar manner, the children play a guessing game in the third lesson where they will move according to what direction their classmates say. This type of multi-tasking will help them develop their listening skills even further.

Children enjoy talking about themselves. Harmer (2007) writes, “Children usually respond well to activities that focus on their lives and experiences” (p. 14). Aside from this simple fact, the idea of an individualized dimension affected my lesson plan design. According to Flowerdew and Miller (2005), an individualized dimension is where there is “individualized learning” and sensitivity to “individual learning styles” (p. 86-87). I applied Harmer’s words and this dimension by having the children share about their favorite animals in the second lesson. I also take into account their various learning styles by making the lessons fairly well-rounded by having some reading and writing, even though the focus is on listening and speaking.

According to Harmer (2007), “...children don’t just focus on what is being taught, but also learn all sorts of other things at the same time...” (p. 14). Because of this, I decided to incorporate turn-taking into the lesson plans. Although I do not teach the importance of taking turns explicitly, the children should be able to pick up on it and see that it is fair to do so. They should be able to learn about good manners because in the lesson where they give each other fruits, I will make sure they say “arigatou gozaimasu” after receiving the fruit. These aspects might seem like an insignificant part of the lesson plans, but in the long-run, the children will learn these good values and build good character.

My lesson plan is designed in such a way where I address the issues regarding how children learn. I account for the fact that they have short attention spans and need to learn by being interactive and having visual aids wherever possible. I also prioritize review as being necessary because of how humans process and store knowledge, and in order to help the children further develop their listening skills, I incorporate the contextualized dimension into my lesson plan. I value their individuality by taking into consideration the individualized dimension, and teach them important manners like taking turns and saying ‘thank you’.

References

Flowerdew, J., & Miller, L. (2005). *Second language listening: theory and practice*. Cambridge: Cambridge University Press.

Harmer, J. (2007). *How to teach english*. England: Pearson Education Limited.

Japanese katakana stroke order. (2010). Retrieved from http://happyfu-fu.com/hiroshiandsakura/ls_katakana_stroke.html

Lightbrown, P. M., & Spada, N. (2006). *How languages are learned*. (3rd ed.). Oxford: Oxford University Press.

Nihongo o narau. (2008). Retrieved from <http://www.learn-japanese.info/indexw.html>

[Web log message]. (2008, September 28). Retrieved from <http://crazykimchi.com/jlist/2008/09/28/hiragana-bath-chart-by-kumon-ofuro-de-lesson-hiragana-no-hyo/>

[Web log message]. (2008, September 28). Retrieved from <http://crazykimchi.com/jlist/2008/09/28/katakana-bath-chart-by-kumon-ofuro-de-lesson-katakana-no-hyo/>