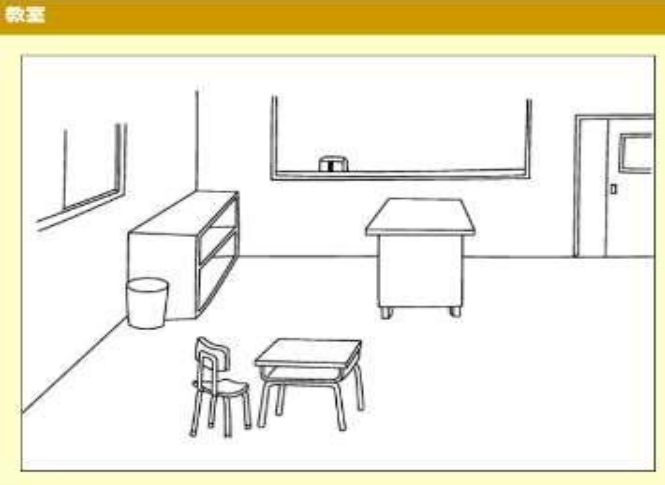



Lesson Plan
Source Activity

Lesson Phase	Activity description/Teacher does	Student does
Formal Pre-Assessment Day 1 - 30 min	Formal Pre-Assessment 1.1 Identifying Positions of Items,	Student will
Procedure 手順 and Preparation Observation Observe the students as they perform the tasks. Provide clarification and input, as needed. Determine where students lack understanding or skill. Plan a time for Class Reflection and Review.	Instructions (procedures) 1. List the names of the things you will draw in the picture and the words which denote position? (Refer back to Marugoto Vocabulary) 2. As a class, decide which things (objects such as a clock, a pencil) will be drawn into the picture. 3. Give out two pictures of the classroom (sketch) to each student. Students draw the items they decided on in Instruction 2, placing these wherever they like on one of the pictures. They can either draw the picture or write the word. At this stage, they do not write on the other picture. 4. The students form pairs. One student asks his/her partner about where the various items are, using the patterns in the Model Text. The student who is listening then draws or writes in that item in the appropriate position on the second blank picture. 5. When one student has finished listening, he/she can check whether or not he/she has understood correctly by comparing his/her picture with the speaker's. 6. The speaker and listener change roles and repeat the exercise 7. Teacher will observe the class, make notes of interactions for reflection. Provide Students with a Rubric to be submitted before class exit. Teacher will use the Rubric to assess strengths and weaknesses. During Reflection	Student will work together in a group to decide what words will be on their cue list. This is a list of vocabulary that the students will have previously learned. This pre-assessment will determine prior knowledge of the vocabulary and grammar targets. Students will also complete a Rubric, requiring them to demonstrate their level of confidence on each learning goal (indicating where they feel strengths and weaknesses on their ability in the material). 

Lesson Plan
Source Activity

<p>Formal Pre-Assessment Day 2 - 30 min</p>	<p>Formal Pre-Assessment 1.2 Kana Recognition Puzzles</p> <p>Teacher will hand out Kana Puzzle 1 during a class period. Teacher will allow students to work together in small groups, depending on the classroom context.</p> <p>After the class period, teacher will provide the students with Puzzle 2 for take-home practice prior to the Main Activity.</p>	<p>Students will complete puzzle 1 as a timed assessment. Students will complete puzzle 2 as "take-home" Search out information</p> <p>(1) find the target information (by reading the Katakana) on the Disney Show Case Map (2) Explain why or give opinions about locations of interest, share with the class (or language partner) (3) Make a vocabulary list of five words. Write the words on a list to share with the class (or language partner).</p>  <table data-bbox="1659 365 1984 625"> <tr> <td>トイレ</td> <td>サイト</td> <td>アイロン</td> </tr> <tr> <td>ホテル</td> <td>メール</td> <td>バズル</td> </tr> <tr> <td>プール</td> <td>リンク</td> <td>パンツ</td> </tr> <tr> <td>コピー</td> <td>マウス</td> <td>トランプ</td> </tr> <tr> <td>ノート</td> <td>ハイテク</td> <td>バンド</td> </tr> <tr> <td>テスト</td> <td>システム</td> <td>ピアノ</td> </tr> <tr> <td>ギア</td> <td>エアコン</td> <td>ギター</td> </tr> </table>	トイレ	サイト	アイロン	ホテル	メール	バズル	プール	リンク	パンツ	コピー	マウス	トランプ	ノート	ハイテク	バンド	テスト	システム	ピアノ	ギア	エアコン	ギター
トイレ	サイト	アイロン																					
ホテル	メール	バズル																					
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コピー	マウス	トランプ																					
ノート	ハイテク	バンド																					
テスト	システム	ピアノ																					
ギア	エアコン	ギター																					
<p>Focus Activity - Day 3 or 4 30 - 45 min</p> <p>Presentation Schedule.</p>	<p>Walt Disney World 50 EPCOT Brochures</p> <p>Provide the Map Copies to students. They can work in groups or pairs. Give the instructions.</p> <p>Check on groups at intervals: 10 min or 15 mins</p> <p>Schedule Time(s) for Classroom (Group Presentations). Students will share one place of interest from their list.</p>	<p>Students will: (1) work with a group or pair to look at the Show Case portion of the Disney Map. (2) Read and write place of interest (artifacts, locations, student(s) have been or would like to visit at Disney). (3) Search out information about the place (use Brochure) find the target information.</p> <p>Write two sentences of explanation, share interests and opinions using learned grammar and vocabulary.</p>																					

Lesson Plan
Source Activity

<p>Standards and Can Do Performance Criteria</p>	<p>ACTFL: Novice Learners <u>Interpersonal</u>: communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions. Interpretive Can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed. Presentational Can present information on both very familiar and everyday topics using a variety of practice or memorized words, phrases, and simple sentences through spoken, written, or signed language.</p> <p>JF Standard for Japanese-Language Education and Can-dos" The Japan Foundation referred to the CEFR and created it independently. With 15 topics, it shows specific and realistic situations [that can be performed at each level] https://jfstandard.jp/cando/about/summary/ja/render.do#sec01 A1 Novice Can write one's name and country on, for example, a name card in Japanese characters when one introduces oneself. Can write in simple terms one's plans, such as where one will be and when one will be back, on , for example, [email] a message board at the school 2019 国際交流基金 2019</p>	<p>JFS Reading Activities https://minnanokyozai.jp/kyozai/help/material/comprehension/en/render.do#sec05 <u>Students will</u>: Aspire to the Can Do Objectives given by the Marugoto-Irodori Lessons. "The materials are not arranged so as to be easy for learners, but rather, because authentic materials are used (materials that native speakers actually read or near to that), they might seem difficult at first. However, do not worry if it sometimes cannot be understood, the important thing is becoming able to attain the Can-do objectives using one's ability to guess meaning.</p> <p>At A1 level, learners locate very basic information from shop and restaurant signs and displays, such as opening times and days when closed; look at fast food restaurant menus and understand names of food, prices, and so on; and read, for example, e-mails from family or friends written in short simple terms, and understand what they did and where they did it.</p> <p>At A2 level, learners locate information they need from short simple texts, such as holiday pamphlets, coupons for shops and restaurants, and job advertisements; read menus in Japanese restaurants, or short simple newsletters about local events and understand several pieces of information; and read short, simple e-mails from family or friends written about something that happened on a trip and generally understand the contents.</p> <p>Habuki, M., Uehara, Y. & Nagasaka, M. (2021). Development and Evaluation of the Can-do Based Material "JFS Reading Activities". The Japan Foundation Japanese-Language Education Bulletin, 17, pp.32-47.</p>
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Context

This activity meets Novice Low to Intermediate low Japanese proficiency on the ACTFL Proficiency Guidelines; ages 14 -20 yrs.

Marugoto Can-Do and Minnano Kyozaï or Japan Foundation Standard (JFS)
https://jfstandard.jp/cando/top/ja/render.do?_ga=2.109487052.894603203.1657724530-1490642106.1657724530

<https://minnanokyozaï.jp/kyozai/mypage/help/navigate/howtouse/ja/render.do>

Minna no Kyozaï

Activity is useful for on-line and on-sit, delivery activity for use in secondary and post-secondary institutions. The activities infer that student have been introduced to: Hiragana and Katakana, verbs of existence, family, location/position vocabulary, basic grammar, and recognition 25 basic Kanji and

oこ、そ、あ、ど、demonstratives
 o数字 numbers
 o色々 colors

Teacher will scaffold target grammar structure prior to assigning the

Focus Activity

oが好きです。きじゃありません I like or I do not like
 oVます NはNにあります/いますのに (場所)
 □ Verb masu, Noun wa Noun ni arimasen/imasu no ni

Grammar and vocabulary

数字 (numbers)

0	1	2	3	4	5	6	7	8	9
0 ゼロ zero	1 イチ ichi	2 ニ ni	3 サン san	4 ヨン yon	5 イチゴ ichigo	6 ロク roku	7 シチ shichi	8 ハチ hachi	9 ク ku
10 ジュウ juu	20 ニジュウ nijuu	30 サンジュウ sanjuu	40 ヨンジュウ yonjuu	50 イチジュウゴ ichijuuigo	60 ロクジュウ rokujuu	70 シチジュウ shichijuu	80 ハチジュウ hachijuu	90 クジュウ kujuu	
100 ヒャク hyaku	200 ニヒャク nihyaku	300 サンヒャク sanhyaku	400 ヨンヒャク yonhyaku	500 イチマン ichiman	600 ロクマン roku-man	700 シチマン shichiman	800 ハチマン hachiman	900 クマン kuman	
1,000 セン sen	2,000 ニセン nisen	3,000 サンセン sansen	4,000 ヨンセン yon-sen	5,000 イチマンゴ ichimangou	6,000 ロクマンゴ roku-mangou	7,000 シチマンゴ shichimangou	8,000 ハチマンゴ hachimangou	9,000 クマンゴ kumangou	
10,000 マン man	20,000 ニマン niman	30,000 サンマン sanman	40,000 ヨンマン yonman	50,000 イチマンゴ ichimangou	60,000 ロクマンゴ roku-mangou	70,000 シチマンゴ shichimangou	80,000 ハチマンゴ hachimangou	90,000 クマンゴ kumangou	

Shopping site screenshot:

(1) なにを かりますか、(a - ni)
 (2) もいくらですか、(k - ni)

1) 靴
 2) 靴
 3) 靴
 4) 靴
 5) 靴

¥ 8,000 元
 ¥ 1,000 元
 ¥ 12,500 元
 ¥ 2,500 元

Target Objectives of Focus Activity

Central Focus Skills: Listening /speaking

Learning Target

Students will:
 read and select "this, that, over there," options. Use Verb masu in sentence formation.
 Use number, colors.

Lesson Plan
Source Activity

<p>Focus Activity</p> <p>Instruction Steps</p> <p>Activate Prior Knowledge - 25 min</p> <p>Scaffolding</p>	<p>Introduction:</p> <p>The teacher will start the lesson by drawing upon the previous lessons, the pre-assessment. Ask the students to reflect on what they did in the pre-assessment and state or discuss (whole class) what areas were challenging.</p> <p>Teacher will remind students to use their Japanese vocabulary with their language partners as much as possible in the Focus Activity in identifying the location of items.</p> <p>Teacher assess what areas of weakness require scaffolding</p>	<p>Students will discuss the challenging areas as a reflection of the pre-assessment activities. They will understand how to apply what they learned in the pre-assessment activities.</p> <div data-bbox="1165 267 1690 365" style="display: flex; justify-content: space-around;"> <div data-bbox="1165 267 1438 365" style="border: 1px solid black; padding: 5px;"> <p>きょうしつのことば 1 kyōshitsu no kotoba classroom language 1</p> </div> <div data-bbox="1438 267 1690 365" style="border: 1px solid black; padding: 5px;"> <p>きょうしつのことば 2 kyōshitsu no kotoba classroom language 2</p> </div> </div>
<p>Focus Followup Activity after the Presentations Disney Map Activity</p> <p>Type of activities</p>	<p>Disney Map Guide for student (S) to read and self-create new vocabulary lists. The visual aesthetics of the map will prompt the use of the brochure/Guide as Ss search for meaning and learn new vocabulary. Students will receive cross-cultural experience by viewing online video clips about TL locations, introduction to Disney artifacts (written in Japanese Katakana). Teacher can locate clips of your choice.</p> <p>Information gap</p> <p>Ss to share or compare/contrast Disney features and exhibits and also new words from their own personal Disney Guide List.</p> <p>Assessment is in two-parts: short quizzes after viewing pictures and map(s) or video clips. <u>Depending on your context</u>, Reflect on the activity with Ss through whole-class discussions.</p> <p>Reflection - Ss will use a LinguFolio portfolio tool (or Kyozaï) to track their progress toward Can-Do Objectives. Reflective activities can occur synchronous and asynchronous for Ss to express cultural knowledge: i.e., expressing opinions</p>	<p>Students will: use a LinguFolio portfolio tool (or Kyozaï) to track progress toward Can-Do Objectives. Reflective activities can occur synchronous and asynchronous for Ss to express cultural knowledge: i.e., expressing opinions.</p> <p>Ss will describe a location they want to visit (as much Japanese as possible). Other students will have to write down (use Romaji is fine) and raise their hand to share the answer(s).</p>