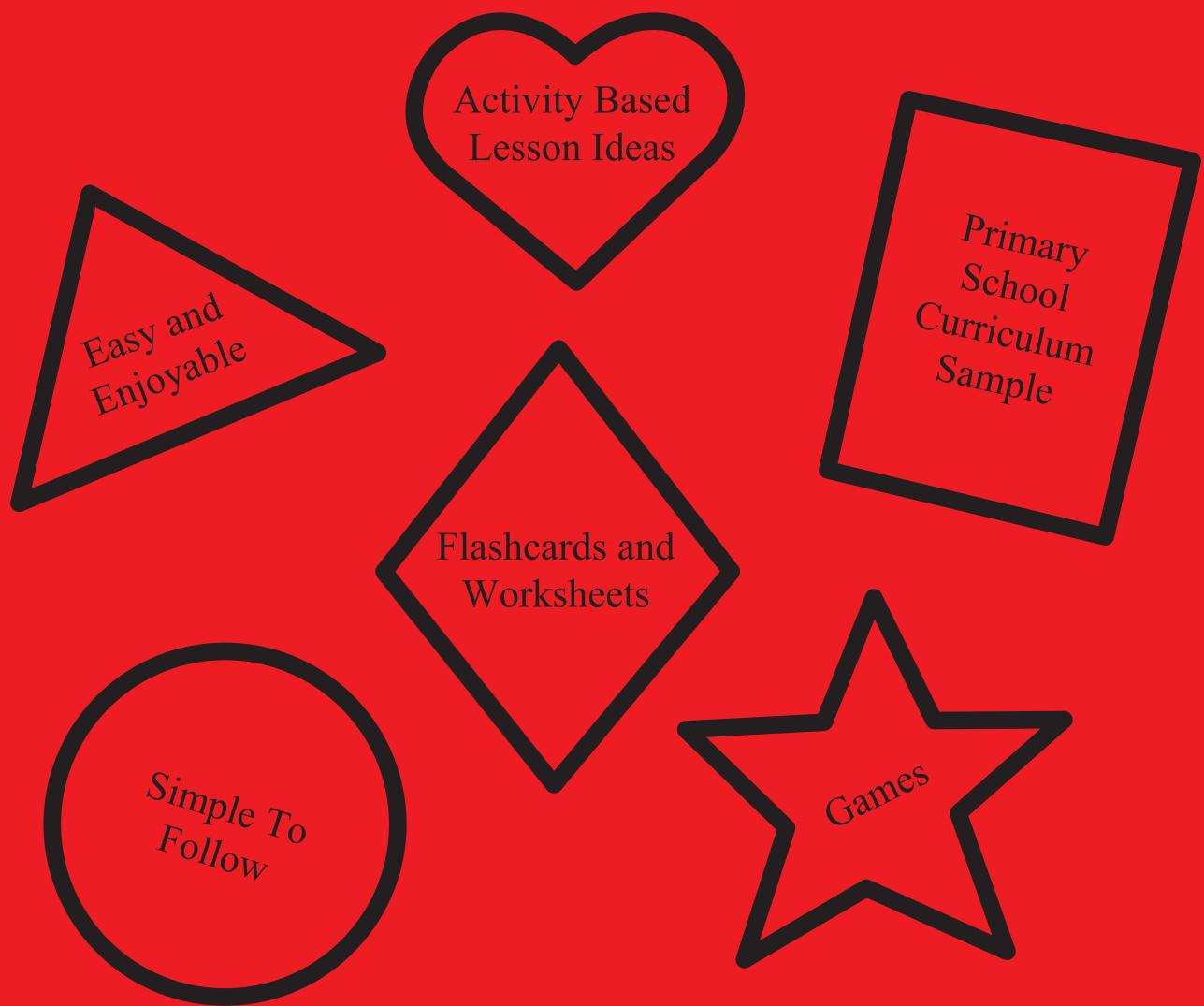


Teaching Japanese For Juniors

idea book

-1-



By Hiroko Nishibayashi

HAJIMEMASHITE

This book is a collection of lesson ideas, flash cards, worksheets, games and activities, each designed to be used easily and enjoyably in the teaching of Japanese to primary school students. Even for teachers whose knowledge of Japanese is limited, there are ideas to make teaching Japanese enjoyable. For the more experienced Japanese teachers there are hints and aids for everyday lessons.

This book has been written in *roomaji* (English alphabet) for the benefit of teachers yet to master reading Japanese. For those wishing to use *hiragana*, there is an appendix of all romanised terms and their *hiragana* equivalents at the end of the book. Please take care with the basic vowel sounds “*a,i,u,e,o*” and the sounds written with “*r*” and “*f*”. The vowel sounds can be learned in order from the following: “*come in ruby red Ron*”. The “*a*” sound is definately not the same as the “a” sound in English phonics. Of the various romanising systems, I have chosen to show long vowel sounds as “*aa, ii, uu, ee, oo*”, instead of “*ā,ī,ū,ē,ō*”. “*aa*” and “*ā*” are the same sound. The “*r*” sound is closer to an English “l” than it is to an “r” and the “*f*” sound is close to an English “h”. The “*g*” sound is always a hard sound as in “*good*”.

All of the items in this book have been developed over a number of years, and have been thoroughly tested in the class room. Many of the ideas I thought were great have ended up on the scrap heap, because they didn’t work in practice. It is because the remaining aids have been successful in the classroom that I am confident they will work for you.

I hope your Japanese program is a successful one.

Hiroko Nishibayashi

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1. Primary School Japanese Curriculum Sample

Prep (Kinder)

Objectives	Language Exponents
Learners will be able to:	
1. exchange simple greetings.	おはようございます。 / こんにちは。 / さようなら。 / またあした。 / またらいしゅう。 / ありがとうございます。 / すみません。 / げんきですか。 / はい、げんきです。
2. respond to simple spoken instructions.	たって(ください) / すわって / みて / きいて / いって / まるをつくって / もういちど / にほんごで / いいですか / はい / いいえ
3. name self and others.	わたしは(ぼくは)、_____です。 / _____です。
4. count from 1 to 10.	いち / に / さん / し、よん / ご / ろく / しち、なな / はち / く、きゅう / じゅう
5. recognise and use vocabulary of colours.	あか / あお / きいろ / みどり / しろ / くろ / ぴんく / おれんじ / むらさき / ちゃいろ / はいいろ
6. name parts of body.	め / みみ / くち / はな / は / まゆ / あたま / かた / て / ひざ / あし / ほっぺた / おなか / せなか / おしり / しっぽ
7. name animals and learn their sounds.	いぬ / ねこ / うし / うま / ひつじ / やぎ / ぶた / へび / きつね / か / たぬき / ちょうちょ / かえる / ねずみ / わに / ぞう / etc.
8. identify objects in the classroom and their belongings.	えんぴつ / えんぴつけずり / けしごむ / のり / かみ / はさみ / ごみばこ / こくばん / ほわいとばーど / まーかー / etc.
9. make request for one or more than one thing.	_____をください。 / _____と _____をください。
10. play Japanese games.	じゃんけん / あしじゃんけん / またさきじゃんけん / おにごっこ / いろつきおに / ふくわらい
11. listen to and understand certain words in Japanese songs and sing the songs.	
12. listen to and understand simple Japanese stories.	

Prep	Language Exponents in Romaji
1.	<i>Ohayoo gozaimasu. / Konnichiwa. / Sayoonara. / Mata ashita. / Mata raishuu. / Arigatoo. / Sumimasen. / Genki desuka. / Hai, genkidesu.</i>
2.	<i>tatte (kudasai) / suwatte / mite / kiite / itte / maru o tsukutte / moo ichido / nihongo de / iidesuka / hai / iie</i>
3.	<i>Watashi wa (Boku wa), _____ desu. / _____ desu.</i>
4.	<i>ichi / ni / san / shi, yon / go / roku / shichi, nana / hachi / ku, kyuu / juu</i>
5.	<i>aka / ao / kiro / midori / shiro / kuro / pinku / orenji / murasaki / chairo / hairo</i>
6.	<i>me / mimi / kuchi / hana / ha / mayu / atama / kata / te / hiza / ashi / hoppeta / onaka / senaka / oshiri / shippo</i>
7.	<i>inu / neko / ushi / uma / hitsuji / yagi / buta / hebi / kitsune / ka / tanuki / choocho / kaeru / nezumi / wani / zoo / etc.</i>
8.	<i>enpitsu / enpitsukezuri / keshigomu / nori / kami / hasami / gomibako / kokuban / howaitoboodo / maakaa / etc.</i>
9.	<i>_____ o kudasai. / _____ to _____ o kudasai.</i>
10.	<i>janken / ashi janken / matasaki janken / onigokko / irotsuki oni / fukuwarai</i>
11.	
12.	

Grade 1

Previously learnt vocabulary, scripts and sentence patterns will be revised.

Objectives	Language Exponents
Learners will be able to:	
1. exchange simple greetings.	おはようございます。 / こんにちは。 / こんばんは。 / おやすみなさい。 / さようなら。 / またあした。 / またらいしゅう。 / ありがとうございます。 / すみません。 / ごめんなさい。 / げんきですか。 / はい、げんきです。 / いいえ、げんきじゃないです。 / いただきます。 / ごちそうさま。
2. respond to simple spoken instructions.	たって(ください) / すわって / みて / きいて / いって / きて / まるをつくって / もういちど / にほんごで / しづかに / てをあげて / じょうず / だめ / etc. いいですか。 / わかりましたか。 / できましたか。 / はい、できました。 / いいえ、まだです。
3. count from 1 to 10 and from 11 to 20.	じゅういち / じゅうに / じゅうさん / じゅうし、じゅうよん / じゅうご / じゅうろく / じゅうしち、じゅうなな / じゅうはち / じゅうく、じゅうきゅう / にじゅう
4. ask and answer simple questions.	なまえは、なんですか。 / _____です。 なんさいですか。 / _____さいです なんねんせいですか。 / _____ねんせいです。
5. recognise and use vocabulary of colours and shape.	ちゃいろ / はいいろ / むらさき / きんいろ / ぎんいろ / きみどり / みずいろ / ほし / まる / さんかく / しかく / ながしかく / ひしがた / たまごがた / はあとがた
6. name people in family.	おとうさん / おかあさん / おにいさん / おねえさん / おとうと / いもうと / あかちゃん / おじいさん / おばあさん
7. name people in family and count number of people.	(おとうさん) は、(じょん) です。 ひとり / ふたり / さんにん / よにん / ごにん / ろくにん / しちにん・ななにん / はちにん / くにん・きゅうにん / じゅうにん / _____にん
8. name more parts of body.	うで / のど / くび / ひじ / ゆび / あしのゆび / おへそ
9. say that something hurts, ask what the matter is, and respond.	いたい どうしたの？ / どこがいたいの？ / _____がいたい(です)
10. name more animals.	くま / とら / らいおん / かば / さい / きりん / ろば / とり / さかな / くじら / さめ / いるか / たこ / いか / かめ / ひとで / etc.
11. identify more objects in the classroom and their belongings.	のーと / まど / どあ / いす / つくえ / てーぶる / ほんだな / とだな / かばん / ものさし、じょうぎ / ふでばこ
12. make request and offer.	_____をください。 / _____と_____をください。 / どうぞ。 / ありがとうございます。
13. make simple negative sentence.	_____じゃない(です)
14. give one word descriptions for objects and weather.	あつい(です) / さむい / あったかい / すずしい / おおきい / ちいさい / おいしい / まずい / ながい / みじかい / きたない / きれい / かわいい / こわい
15. recognise individual hiragana.	
16. listen to and understand certain words in Japanese songs and sing the songs.	
17. listen to and understand simple Japanese stories.	

Grade 1 Language Exponents in Romaji	
1.	<i>Ohayoo gozaimasu. / Konnichiwa. / Konbanwa. / Oyasuminasai. / Sayoonara. / Mta ashita. / Mata raishuu. / Arigatoo. Sumimasen. / Gomennasai. / Genki desuka. / Hai, genki desu. / iie, genki janai desu. / Itadakimasu. / Gochisoosama.</i>
2.	<i>tatte (kudasai) / suwatte / mite / kiite / itte / kite / maru o tsukutte / moo ichido / nihongo de / shizukani / te o agete / joozu / dame / etc. Iidesuka. / Wakarimashitaka. / Dekimashitaka. / Hai, dekimashita. / Iie, madadesu.</i>
3.	<i>juuichi / juuni / juusan / juushi, juuyon / juugo / juuroku / juushichi, juunana / juuhachi / juuku, juukyuu / nijuu</i>
4.	<i>Namae wa, nandesuka. / _____desu. Nansai desuka. / _____sai desu. Nannensei desuka. / _____nensei desu.</i>
5.	<i>chairo / hairo / murasaki / kin iro / gin iro / kimidori / mizuiro / hoshi / maru / sankaku / shikaku / nagashikaku / hishigata / tamagogata / haatogata</i>
6.	<i>otoosan / okaasan / oniisan / oneesan / otooto / imooto / akachan / ojiisan / obaasan</i>
7.	<i>(Otoosan) wa, (John) desu. hitori / futari / sannin / yonin / gonin / rokunin / shichinin, nananin / hachinin / kunin, kyuunin / juunin / _____nin</i>
8.	<i>ude / nodo / kubi / hiji / yubi / ashi no yubi / oheso</i>
9.	<i>itai Dooshitano? / Doko ga itaino? / _____ga itai (desu)</i>
10.	<i>kuma / tora / raion / kaba / sai / kirin / roba / tori / sakana / kujira / same / iruka / tako / ika / kame / hitode / etc.</i>
11.	<i>nooto / mado / doa / isu / tsukue / teeburu / hondana / todana / kaban / monosashi, joogi / fudebako</i>
12.	<i>_____o kudasai. / _____to_____o kudasai. / Doozo. / Arigatoo.</i>
13.	<i>janai (desu).</i>
14.	<i>atsui / samui / attakai / suzushii / ookii / chiisai / oishii / mazui / nagai / mijikai / kitanai / kirei / kawaii / kowai</i>
15.	
16.	
17.	

Grade 2

Previously learnt vocabulary, scripts and sentence patterns will be revised.

Objectives	Language Exponents
Learners will be able to:	
1. exchange simple greetings.	じゃあね。 / またね。 / またあとでね。 / いってきます。 / いってらっしゃい。 / ただいま。 / おかえりなさい。 げんきですか。 / はい、げんきです。 / いいえ、げんきじゃないです。 いいえ、_____がいたいです。 / かぜぎみです。
2. respond to simple spoken instructions.	(のーと) をひらいて / とじて / (まど) をあけて / しめて / はじめて / やめて / かたづけて / (えんぴつ) をもどして / なまえをかいて / いろをぬって
3. identify objects in the classroom and make requests.	これは、なんですか。 / _____です。 / _____をください。 / _____をかしてください。
4. use vocabulary of colour.	(きいろ) のかみ / (みどり) のくつ は、なにいろですか。 / _____です。
5. count from 1 to 100 and bigger numbers.	ひゃく / にひゃく / さんびゃく / よんひゃく / ごひゃく / ろっぴゃく / ななひゃく / はっぴゃく / きゅうひゃく / せん / まん
6. ask and answer simple questions about animals.	これは、(ひつじ)ですか。 / はい、そうです。 / いいえ、(やぎ)ですか。 / (いぬ)は、なにいろですか。 / _____です。 / (ぞう)は、(おおきい)ですか。 / はい、_____です。 / いいえ、_____です。
7. use vocabulary of body parts and make descriptive sentences with adjectives.	(あたま)が、(おおきい)です。 / (くび)が、(ながい)です。
8. recognise words regarding weather and seasons.	いいてんき / あめ / くもり / あつい / さむい / あったかい / すずしい / はる / なつ / あき / ふゆ
9. tell the time by the hour and half-hour.	なんじですか。 / _____じです。 / _____じはんです。
10. identify parts of a house, rooms and household objects.	これは、なんですか。 / _____です。 _____は、なんですか。 / にほんごで(えいごで)なんですか。
11. recognise and use vocabulary of clothing.	ぼうし / くつ / セーたー / しゃつ / ぶらうす / Tシャツ / すかーと / ずぼん / うわぎ / ぱじゅま
12. identify parts of a house and household objects.	いえ / やね / えんとつ / どあ / まど / だんろ / れいぞう / そふあ / べっど / てれび / びでお / でんわ / こんびゅーたー / etc.
13. give one word descriptions for objects and weather.	あつい(です) / さむい / あったかい / すずしい / おおきい / ちいさい / おいしい / まずい / ながい / みじかい / きたない / きれい / かわいい / こわい
14. recognise individual <i>hiragana</i> .	
15. write their first name in <i>katakana</i> .	
16. listen to and understand certain words in Japanese songs and sing the songs.	
17. listen to and understand simple Japanese stories.	

Grade 2 Language Exponents in Romaji	
1.	<i>Jaa ne. / Mata ne. / Mata atode ne. / Ittekimasu. / Itterasshai. / Tadaima. / Okaerinasai. Genki desuka. / Hai, genki desu. / Iie, genki janai desu. / Iie, _____ga itai desu. / Kazegimi desu.</i>
3.	<i>(nooto) o hiraite / tojite / (mado) o akete / shimete / hajimete / yamete / katazukete / (enpitsu) o modoshite / namae o kaite / iro o nutte</i>
3.	<i>Korewa nandesuka. / _____ desu. / _____ o kudasai. / _____ o kashite kudasai.</i>
4.	<i>(kiiro) no kami / (midori) no kutsu _____ wa, naniiro desuka. / _____ desu.</i>
5.	<i>hyaku / nihyaku / sanbyaku / yonhyaku / gohyaku / roppyaku / nanahyaku / happyaku / kyuuhaku / sen / man</i>
6.	<i>Kore wa, (hitsuji) desuka. / Hai, soodesu. / Iie, (yagi) desu. / (inu) wa, naniiro desuka. / desu. / (zoo) wa, (ookii) desuka. / Hai, _____ desu. / Iie, _____ desu.</i>
7.	<i>(atama) ga, (ookii) desu. / (kubi) ga, (nagai) desu.</i>
8.	<i>iitenki / ame / kumori / atsui / samui / attakai / suzushii / haru / natsu / aki / fuyu</i>
9.	<i>Nanji desuka. / _____ ji desu. / _____ ji han desu.</i>
10.	<i>korewa, nandesuka. / _____ desu. _____ wa, nandesuka. / Nihongo de (Eigo de) nandesuka.</i>
11.	<i>booshi / kutsu / seetaa / shatsu / burausu / T-shatsu / sukaato / zubon / uwagi / pajama</i>
12.	<i>ie / yane / entotsu / doa / mado / danro / reizooko / sofaa / beddo / terebi / bideo / denwa / konpyuutaa / etc.</i>
13.	<i>atsui (desu) / samui / attakai / suzushii / ookii / chiisai / oishii / mazui / nagai / mijikai / kitanai / kiei / kawaii / kowai</i>
14.	
15.	
16.	
17.	

Grade 3

Previously learnt vocabulary, scripts and sentence patterns will be revised.

Objectives	Language Exponents
Learners will be able to:	
1. exchange greetings.	どうも / どうもありがとうございます。 / どうもすみません。 / げんきですか。 / まあまあです。 / かせぎみです。 / かぜをひいています。 / ちょっと、_____がいたいです。
2. respond to simple spoken instructions.	こたえを かいて(ください) / えんぴつで かいて / かんじで かいて / つくえをかたづけて / ここにきて / こっちにきて / つくえにもどって
3. say that they understand or they don't understand.	わかりました。 / わかりません。 / すみません、もういちどいってください。 / えっ、なんですか。
4. give a short and simple talk about animals.	
5. ask and answer question about telephone number.	でんわばんごうは、なんばんですか。 / _____です。
6. expand knowledge of time to include days of the week and months.	_____じ _____ふん, ぶん にちようび / げつようび / かようび / すいようび / もくようび / きんようび / どようび / いちがつ / にがつ / さんがつ / しがつ / ごがつ / ろくがつ / しちがつ / はちがつ / くがつ / じゅうがつ / じゅういちがつ / じゅうにがつ
7. ask and answer simple questions using time words.	(たんじょうび) は、いつですか。 / _____です。 (にがつ) は、(ふゆ) ですか。 / はい、そうです。 / いいえ、(なつ) です。 / (はちがつ) は、(なつ) です。 / (あつい) です。
8. ask and answer simple questions on likes and dislikes.	_____が すきですか(きらいですか)。 / はい、_____です。 / いいえ、_____です。 なにがすきですか。 / _____がすきです。 なにがきらいですか。 / _____がきらいです。
9. count classroom objects.	_____まい / _____ほん, ほん, ほん / _____さつ / _____こ ひとつ / ふたつ / みつ / よつ / いつつ / むつ / ななつ / やつ / ここいつ / どう
10. incorporate the word “who” into conversation.	だれですか。 / これは、だれですか。 / _____です。
11. give simple expressions of personal feelings.	いいですね / おもしろい / いや / うれしい / じょうず / すごい / むずかしい / かんたん / たのしい
12. recognise and write <i>hiragana</i> and read simple words and phrases.	
13. write their name in <i>katakana</i> .	
14. listen to and understand certain words in Japanese songs and sing the songs.	
15. listen to and understand simple Japanese stories.	

Grade 3 Language Exponents in Romaji	
1.	<i>doomo / Doomo arigatoo. / Doomo sumimasen. / Genkidesuka. / Maamaa desu. / Kazegimi desu. / Kaze o hiite imasu. / Chotto, _____ ga itai desu.</i>
2.	<i>kotae o kaite (kudasai) / enpitsu de kaite / kanji de kaite / tsukue o katazukete / koko ni kite / kocchi ni kite / tsukue ni modotte</i>
3.	<i>Wakarimashita. / Wakarimasen. / Sumimasen, moo ichido itte kudasai. / E, nandesuka. /</i>
4.	
5.	<i>Denwa bangoo wa, nanban desuka. / _____ desu.</i>
6.	<i>_____ji _____ fun, pun nichiyooobi / getsuyoobi / kayoobi / suiyooobi / mokuyoobi / kinyoobi / doyoobi / ichigatsu / nigatsu / sangatsu / shigatsu / gogastu / rokugatsu / shichigatsu / hachigatsu / kugatsu / juugastu / juuichigatsu / juunigatsu</i>
7.	<i>(tanjoobi) wa, itsu desuka. / _____ desu. (nigatsu) wa, (fuyu) desuka. / Hai, soodesu. / Iie, (natsu) desu. / (Hachigatsu) wa., (natsu) desu. / (atsui) desu.</i>
8.	<i>_____ ga suki desuka (kirai desuka). / Hai, _____ desu. / Iie, _____ desu. Nani ga suki desuka. / _____ ga sukidesu. Nani ga kirai desuka. / _____ ga kiraidesu.</i>
9.	<i>_____mai / _____hon, bon, pon / _____satsu / _____ko hitotsu / futatsu / mittsu / yottsu / itsutsu / muttsu / nanatsu / yattsu / kokonotsu / too</i>
10.	<i>Dare desuka. / Korewa, dare desuka. / _____ desu.</i>
11.	<i>iidesune / omoshiroi / iya / ureshii / joozu / sugoi / muzukashii / kantan / tanoshii</i>
12.	
13.	
14.	
15.	

Grade 4

Previously learnt vocabulary, scripts and sentence patterns will be revised.

Objectives	Language Exponents
Learners will be able to:	
1. exchange greetings.	はじめまして。/わたしは(ぼくは)、_____です。/どうぞよろしく。/ ありがとうございます。/どういたしまして。/おたいじに。/ おめでとう。/たんじょうびおめでとう。/ゆうしうおめでとう。/ あけましておめでとう。
2. respond to simple spoken instructions.	もっとゆっくりいってください。/もっとおおきなこえでいってください。/ もういちどいってください。/こくばんにかいてください。/ のーとにかいてください。/しつもんがありますか。
4. do simple plus and minus sums.	_____たす_____は、_____です。 _____ひく_____は、_____です。
5. use the verbs to eat and drink in conversational context.	_____さん(くん)は、なにをたべますか。/_____をたべます。/ をのみますか。/_____をのみます。
6. use the verb to go, and ask and answer questions about transportation.	どこにいきますか。/_____にいきます。 なにでいきますか。/_____((ばす))でいきます。 ばす/くるま/じどうしゃ/でんしゃ/じてんしゃ/ひこうき/ おーとばい/ろめんでんしゃ
7. ask and answer questions about time, birthday, date, weather and seasons.	いま、なんじですか。/きょうは、なんようびですか。/ いま、なんがつですか。/きょうは、なんにちですか。/ きせつは、なんですか。/きょうのてんきは、なんですか。 ついたち/ふつか/みつか/よっか/いつか/むいか/なのか/ ようか/このか/どうか/じゅうよっか/はつか/にじゅうよっか
8. ask and answer questions about food stating likes and dislikes.	あさごはん/ひるごはん/ばんごはん、ゆうごはん/おいしい/ まずい/あまい/からい/しおからい _____((あさごはん))は、なにがすきですか。/ _____は、(からい)です。
9. ask and answer questions on topics of personal interest.	_____ができますか。/はい、でいます。/ちょっとだけ(できます)。 / いいえ、できません。/ぜんぜん(できません)。 なにがすきですか。/きらいですか。
10. ask and answer questions about places and rooms in the house.	こうえん/がっこう/ぴょういん/えき/すーぱーまーけっと/ げんかん/たいどころ/へや/いま/おふろ/といれ/にわ/ にかい/ここ/そこ/あそこ/なか/そと/うえ/した/ ここは、どこですか。/このへやは、なんですか。/ _____は、どこにありますか(いますか)。
11. give simple expressions of personal feelings.	いいですね/おもしろい/いや/うれしい/じょうず/すごい/ むずかしい/かんたん/たのしい
12. recognise and write <i>hiragana</i> and read simple words and phrases.	
13. listen to and understand certain words in Japanese songs and sing the songs.	
14. listen to and understand simple Japanese stories.	

Grade 4 Language Exponents in Romaji	
1.	<i>Hajimemashite. / Watashi wa (Boku wa), _____ desu. / Doozo yoroshiku. / Arigatoo gozaimasu. / Doo itashimashite. / Odajini. / Omedetoo. / Tanjoobi omedetoo. / Yuushoo omedetoo. / Akemashite omedetoo.</i>
2.	<i>Motto yakkuri itte kudasai. / Motto oookina koe de itte kudasai. / Mooichido itte kudasai. / Kokuban ni kaite kudasai. / Nooto ni kaite kudasai. / Shitsumon ga arimasuka.</i>
3.	<i>_____ tasu _____ wa, _____ desu. hiku _____ wa, _____ desu.</i>
4.	<i>_____ san (kun)wa, nani o tabemasuka. / _____ o tabemasu. / _____ o nomimasuka. / _____ o nomimasu.</i>
5.	<i>Doko ni ikimasuka. / _____ ni ikimasu. / Nani de ikimasuka. / <u>(basu)</u> de ikimasu. basu / kuruma / jidoosha / densha / jitensha / hikooki / ootobai / romendensha</i>
6.	<i>Ima, nanji desuka. / Kyoo wa, nanyoobi desuka. / Ima, nangatsu desuka. / Kyoowa, nannichi desuka. / Kisetsu wa, nandesuka. / Kyoono tenki wa, nandesuka. tsuitachi / futsuka / mikka / yokka / itsuka / muika / nanoka / yooka / kokonoka / tooka / juuyokka / hatsuka / nijuuyokka</i>
7.	<i>asagohan / hirugohan / bangohan, yuugohan / oishii / mazui / amai / karai / shiokarai (asagohan) wa, nani ga suki desuka. / _____ wa, <u>(karai)</u> desu.</i>
8.	<i>_____ ga dekimasuka. / Hai, dekimasu. / Chottodake dekimasu. / Iie, dekimasen. / Zenzen (dekimasen). Naniga suki desuka. / Kirai desuka.</i>
9.	<i>kooen / gakkoo / byooin / eki / suupaamaaketto / genkan / daidokoro / heyka / ima / ofuro / toire / niwa / nikai / koko / soko / asoko / naka / soto / ue / shita Koko wa, doko desuka. / Kono heyka wa, nandesuka. / _____ wa, dokoni arimasuka (imasuka).</i>
10.	<i>iidesune / omoshiroi / iya / ureshii / joozu / sugoi / muzukashii / kantan / tanoshii</i>
11.	
12.	
13.	
14.	

Grade 5

Previously learnt vocabulary, scripts and sentence patterns will be revised.

Objectives	Language Exponents
Learners will be able to:	
1. exchange greetings.	
2. make instructions and requests.	
3. make statements about self.	こんにちは。 / はじめまして。 / わたしは(ぼくは)、_____です。 / しょうがっこう_____ねんせいです。 / かぞくは_____にんです。 / _____がいます。 / なまえは、_____です。 / わたしは(ぼくは)、_____がとくいです。 / _____がすきです。 / _____がきらいです。 / どうぞよろしく。
4. talk about their daily routine.	まいにち / ときどき / あさ / ひる / ほうかご / よる / まいしゅう / _____ようびに (まいにち)、_____をします。 / みます / たべます / のみます / いきます / ねます / おきます / あさごはんをたべます / がっこうにいきます / いえにかえります / _____じに ねます
5. ask and answer questions about activities and destinations.	やすみに / しゅうまつに、土日に / あした / あさって クリケット / テニス / フットボール / バスケットボール / ネットボール / スイミング・すいせい / スポーツ / ショッピング・かいもの なにをしますか。 / _____をします。 / どこにいきますか。 / _____にいきます。
6. make simple statements about places where they would like to go.	わたしは(ぼくは)、_____にいきたいです。 / _____は、どこにありますか(どこですか)。 / _____です。 / _____にあります。
7. talk about their school life.	さんすう / えいご / にほんご / りか / しゃかいか / たいいく / ずこう / おんがく / コンピューター / やすみじかん / ひるやすみ / スクールバス
8. ask and answer simple questions about location and direction.	うえ / した / よこ / なか / まえ / うしろ / みぎ / ひだり _____は、どこですか。 / _____の (うえ) です。
9. say what they would like or would like to do.	なにがほしいですか。 / _____がほしいです。 なにがしたいですか。 / _____がしたいです。
10. learn vocabulary of shopping and perform simple shopping role play.	いらっしゃいませ。 / _____は、いくらですか。 / _____えんです。 _____をください。 / はい、どうぞ。
11. recognise all <i>hiragana</i> , and read simple stories, and also write words and phrases in <i>hiragana</i> and <i>kanji</i> .	
12. recognise <i>katakana</i> .	
13. recognise <i>kanji</i> numbers and pictorial <i>kanji</i> .	一 二 三 四 五 六 七 八 九 十 十一 十二 十三 十四 十五 … 九十九 百 上 下 中 目 口 手 山 川 大 小 月 日
14. listen to and understand certain words in Japanese songs and sing the songs.	
15. listen to and understand simple Japanese stories.	

Grade 5 Language Exponents in Romaji	
1.	
2.	
3.	<i>Konnichiwa. / Hajimemashite. / Watashi wa (Boku wa), _____desu. / Shoogakkou _____nensei desu. / Kazokuwa, _____nin desu. / _____ga imasu. / Namae wa, _____desu. / Watashi wa (Boku wa), _____ga tokui desu. / _____ga suki desu. / _____ga kirai desu. / Doozo yoroshiku.</i>
4.	<i>mainichi / tokidoki / asa / hiru / hookago / yoru / maishuu / _____yoobi ni (mainichi), _____o shimasu. / mimasu / tabemasu / nomimasu / ikimasu / nemasu / okimasu / asagohan o tabemasu / gakkoo ni ikimasu / ie ni kaerimasu / _____ji ni nemasu</i>
5.	<i>yasumi ni / shuumatsu ni, donichi ni / ashita / asatte kuriketto / tenisu / futtobooru / basukettobooru / nettobooru / suimingu, suiei / supootsu / shoppingu, kaimono Nani o shimasuka. / _____o shimasu. / Doko ni ikimasuka. / _____ni ikimasu.</i>
6.	<i>Watashi wa (Boku wa), _____ni ikitai desu. / _____wa, doko ni arimasuka (imasuka). / _____desu. / _____ni arimasu.</i>
7.	<i>sansuu / eigo / nihongo / rika / shakaika / taiiku / zukoo / ongaku / konpyuutaa / yasumijikan / hiruyasumi / sukuurubasu</i>
8.	<i>ue / shita / yoko / naka / mae / ushiro / migi / hidari _____wa, doko desuka. / _____no (ue) desu.</i>
9.	<i>Nani ga hoshii desuka. / _____ga hoshii desu. Nani ga shitai desuka. / _____ga shitai desu.</i>
10.	<i>irasshaimase. / _____wa, ikura desuka. / _____en desu. / _____o kudasai. / Hai, doozo.</i>
11.	
12.	
13.	
14.	
15.	

Grade 6

Previously learnt vocabulary, scripts and sentence patterns will be revised.

Objectives	Language Exponents
Learners will be able to:	
1. exchange greetings.	
2. make instructions and requests.	きてください。 / きいてください。 / みてください。 / よんでください。 / いってください。 / こたえてください。 / うたってください。 もっとゆっくり / もっとはやく / もっとおおきなこえで さいしょは、_____さん(くん)おねがいします。 / つぎは / さいごは
3. make offers and suggestions.	_____をしましょうか。 / _____にいきましょうか。 _____をしましょう。 / _____にいきましょう。
4. make statements and ask questions in past tense.	_____をしました。 / _____をたべました。 / _____をのみました。 / _____にいきました。 / etc. _____をしましたか。 / _____をたべましたか。 / _____をのみましたか。 / _____にいきましたか。 / etc.
5. make an oral presentation to class.	じこしょうかい / わたしのいちにち / わたしのいっしゅうかん / わたしのかぞく / わたしのゆめ / なつやすみのおもいで / etc.
6. make simple statements using onomatopoetic words.	おなかが、ぺこぺこです。 / のどが、からからです。 / くたくたです。 / へとへとです。 / どきどきします。
7. read and understand simple short stories.	
8. give simple written information in hiragana and kanji to other learners via greeting cards or invitations.	あけましておめでとうございます。 / ことしもよろしく。 / etc. _____月_____日に(ぱあていー)をします。 / げき / こんさーと / ばしょ / じかん / みにきてください / ぜひきてください / etc.
9. ask and answer questions using the words "what", "who", "whose", "where", "when", "how many" and "by what".	_____は、なんですか。 / _____は、だれですか。 / _____は、だれのですか。 / _____は、どこですか。 / いくつありますか。 / いくつもってますか。 / なんにんいますか。 いま、なにをしていますか。 / きのう、なにをしましたか。 / いついきますか。 / なんにんいきますか。 / なにでいきますか。
10. understand and use appropriate social formulae.	(おたんじょうび) おめでとう / ありがとうございます ちょっとすみません / ちょっとまって / ちょっとだけ / おそくなってすみません。 / _____は、にほんごでなんですか。
11. recognise all <i>hiragana</i> , <i>katakana</i> , and <i>kanji</i> for days of the week and months.	日 月 火 水 木 金 土 一月 二月 三月 四月 五月 六月 七月 八月 九月 十月 十一月 十二月
12. recognise more <i>kanji</i> . (* <i>Kanji</i> for Grade 1 students in Japanese schools)	一 中 九 二 五 人 休 先 入 八 六 円 出 力 男 十 七 千 口 右 名 四 土 夕 大 天 女 子 字 学 小 山 三 川 左 手 文 日 早 月 木 本 村 林 校 森 正 気 上 水 火 犬 玉 王 生 田 町 白 百 目 石 年 空 立 下 竹 糸 耳 花 草 虫 見 貝 赤 足 車 金 雨 青 音
13. perform a play.	
14. make a personal book on Japan.	
15. sing Japanese songs.	

Grade 6 Language Exponents in Romaji	
1.	
2.	<i>Kite kudasai. / Kiite kudasai. / Mite kudasai. / Yonde kudasai. / Itte kudasai. / Kotaete kudasai. / Utatte kudasai.</i> <i>motto yakkuri / motto hayaku / motto oonkina koe de</i> <i>Saisho wa, _____ san (kun) onegaishimasu. / tsugi wa / saigo wa</i>
3.	<u>_____o</u> shimashooka. / <u>_____ni</u> ikimashooka. <u>_____o</u> shimashoo. / <u>_____ni</u> ikimashoo.
4.	<u>_____o</u> shimashita. / <u>_____o</u> tabemashita. / <u>_____o</u> nomimashita. / <u>_____ni</u> ikimashita. / etc. <u>_____o</u> shimashitaka. / <u>_____o</u> tabemashitaka. / <u>_____o</u> nomimashitaka. / <u>_____ni</u> ikimashitaka. / etc.
5.	<i>jikoshookai / watashi no ichinichi / watashi no isshuukan / watashi no kazoku / watashi no yume / natsuyasumi no omoide / etc.</i>
6.	<i>Onaka ga pekopeko desu. / Nodo ga, karakara desu. / Kutakuta desu. / Hetoheto desu. / Dokidoki shimasu.</i>
7.	
8.	<i>Akemashite omedetoo gozaimasu. / Kotoshi mo yoroshiku. / etc.</i> <u>_____gastu</u> <u>_____nichi ni</u> <u>(paatii)</u> <u>o</u> <u>shimasu. / geki / konsaato /</u> <u>basho / jikan / minikite</u> <u>kudasai / zehi kite</u> <u>kudasai / etc.</u>
9.	<u>_____wa, nan</u> <u>desuka. /</u> <u>_____wa, dare</u> <u>desuka. /</u> <u>_____wa, dareno</u> <u>desuka. /</u> <u>_____wa,</u> <u>doko</u> <u>desuka. /</u> <u>Ikutsu</u> <u>arimasuka. /</u> <u>Ikutsu</u> <u>motte</u> <u>imasuka. /</u> <u>Nannin</u> <u>imasuka.</u> <i>Ima, nani o shite imasuka. / Kinoo, nani o shimashitaka. / Itsu ikimasuka. / Nannin ikimasuka. / nani de ikimasuka</i>
10.	<u>(otanjoobi)</u> <u>omedetoo. / arigatoo</u> <i>chotto sumimasen / chotto matte / chotto dake / Osokunatte sumimasen. /</i> <u>_____wa, nihongo de</u> <u>nandesuka.</u>
11.	
12.	
13.	
14.	
15.	

2 How to introduce greetings, saying names, colours, counting and simple instructions into your very first lesson

Language exponents for this lesson

Greeting: *ohayoo gozaimasu* (good morning)
konnichiwa (hello/good afternoon)
sayoonara (good bye)
mata raishuu (see you next week)
mata ashita (see you tomorrow)

Saying Name: _____ *desu* (I am _____)

Colours: *aka* (red), *ao* (blue), *kiiro* (yellow), *midori* (green),
pinku (pink), *orenji* (orange)

Counting: *ichi* (one), *ni* (two), *san* (three), *shi* (four), *go* (five),
roku (six), *shichi* (seven), *hachi* (eight), *kyuu* (nine),
juu (ten)

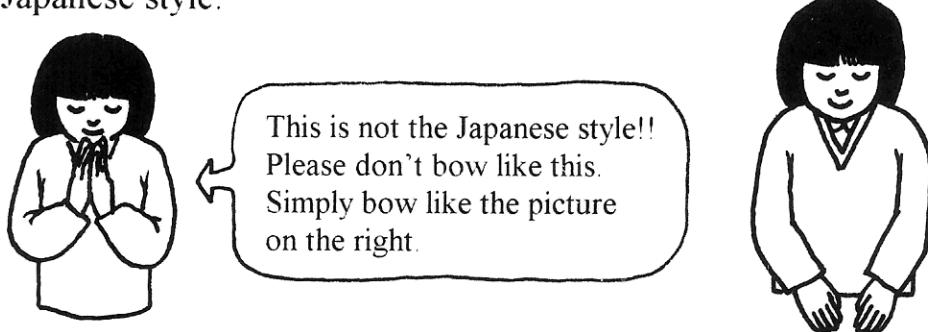
Simple instructions: *tatte kudasai* (Please stand up),
suwatte kudasai (Please sit down).



This is not so difficult. Try this using as little English as possible. Before the lesson, prepare ten different coloured puppets. (instructions are included later)

Lesson Sample

- 1 Say “*tatte kudasai*” to the students with action and make them stand up. Say “*suwatte kudasai*” with action and make them sit down. By repeating this a number of times, the students will understand what each saying means.
- 2 Greet the students by saying “*konnichiwa*”, and encourage the students to repeat “*konnichiwa*”. Don’t forget to bow in the Japanese style.



- 3 Ask the students “*onamae wa nan desu ka* (What is your name?)”, but don’t explain what you are asking. By asking a student a few names, “John? Chris? Steven?”, the student would understand that you are asking his name. Once this is understood and the student has said his name, repeat his name followed by “*desu*”.
- 4 Sing the following song to the tune of “Frere Jaques” and teach more greeting words.

 *ohayoo ohayoo*
konnichiwa konnichiwa
sayoonara sayoonara
mata raishuu mata raishuu 
 (The last phrase can be sung “*mata ashita mata ashita*”)

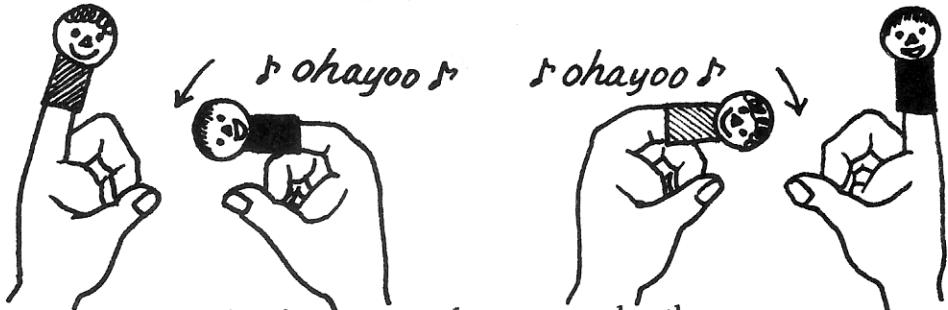
- 5 Show the students the puppets. While pointing to the red puppet, say “*aka*” a few times, then do the same with the pink puppet and say “*pinku*”. As “*pinku*” is easily recognised as the colour’s name, the students will then understand that “*aka*” means red. Using the same method introduce the following colours.

aka (red), *ao* (blue), *kiiro* (yellow),
midori (green), *pinku* (pink), *orenji* (orange)



Past experience has shown that teaching 10 colours at once proves to be difficult for students to take in. About six or so seems to be a fair number.

- 6 Place a puppet on both index fingers and use them to sing the "Ohayoo" song to each other as illustrated below.



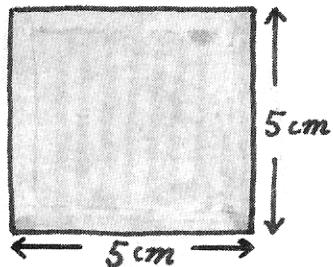
Don't forget to make the puppets bow to each other.

- 7 The students may wish to use puppets for this song also. Please encourage them to make the puppets and try this.



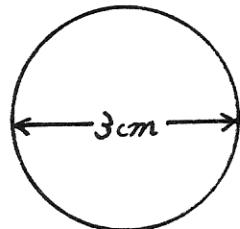
Prepare paper in the five or six colours which were introduced earlier in this lesson. For the head, as younger grades have difficulty using scissors, cut sufficient circles out of white paper.

How to make puppets.

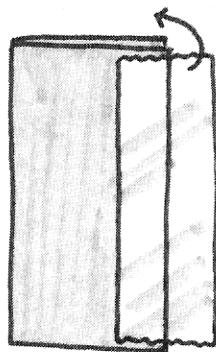


Coloured paper (preferably thick) in 5 to 6 different colours.

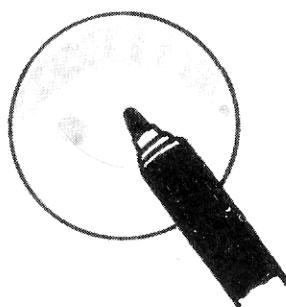
Supply enough so students can have a choice to help maintain interest.



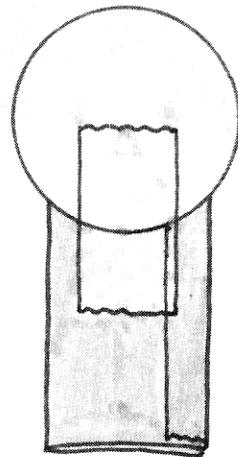
White cardboard



Fold in half and tape the long side



Draw a face



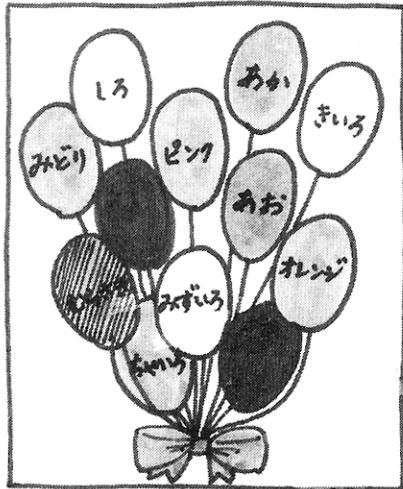
Stick the face onto the body

- 8 To teach counting, say “(colour) *no papetto tatte kudasai*”, this also revises the earlier instruction. For example, “*midori no papetto tatte kudasai*”. Once they are standing, count the standing students together in Japanese. Start with the least popular colour of puppets.
- 9 As a group, sing the “*ohayoo*” song together using the puppets.
- 10 Say “*tatte kudasai*” and make the students stand up, then say “*sayoonara*” to the students while bowing. Students will surely say “*sayoonara*” after you.



💡 Make your own colour charts 💡

Chart 1 Cut coloured paper into oval shapes and stick onto a poster size paper as illustrated. Then attach colour name labels.



Please don't use *roomaji* labels.
Students will pick up the wrong sounds when using *roomaji* so always use *hiragana*.

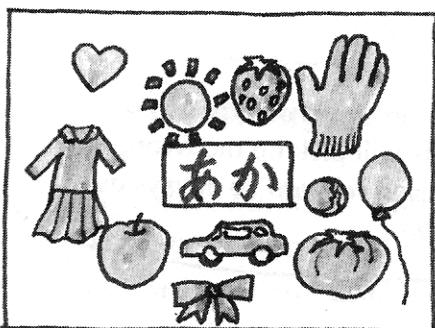
If you are not confident enough to write in *hiragana*, here are some colour name labels:

あか	あお	きいろ	みどり
しろ	くろ	ピンク	オレンジ
はいいろ	むらさき	ちゃいろ	きみどり
みずいろ	きんいろ	ぎんいろ	こんいろ

The above name labels are:

<i>aka</i> (red)	<i>ao</i> (blue)	<i>kiiro</i> (yellow)	<i>midori</i> (green)
<i>shiro</i> (white)	<i>kuro</i> (black)	<i>pinku</i> (pink)	<i>orenji</i> (orange)
<i>haiiro</i> (grey)	<i>murasaki</i> (purple)	<i>chairo</i> (brown)	<i>kimidori</i> (light green)
<i>mizuiro</i> (light blue)	<i>kin iro</i> (gold)	<i>gin iro</i> (silver)	<i>kon iro</i> (navy blue)

Chart 2 Get students to draw something red, something blue, something yellow, etc. These pictures can be used to produce colour posters.



Cut out the student's pictures and paste like coloured pictures to a chart, with the colour's name in *hiragana* also attached.

Game and activity ideas for counting or numbers

1- Seeing who is the fastest to say the numbers from thrown dice in Japanese. By using multiple dice or dice with larger numbers, this game becomes more challenging.



On the following page there is a stencil for a die. By making custom dice with different numbers, or by making different coloured cardboard dice, you can also combine colour vocabulary into this game.

2- Sit students in a circle and have them throw a ball to each other, counting each successful catch, starting again when the ball is dropped.

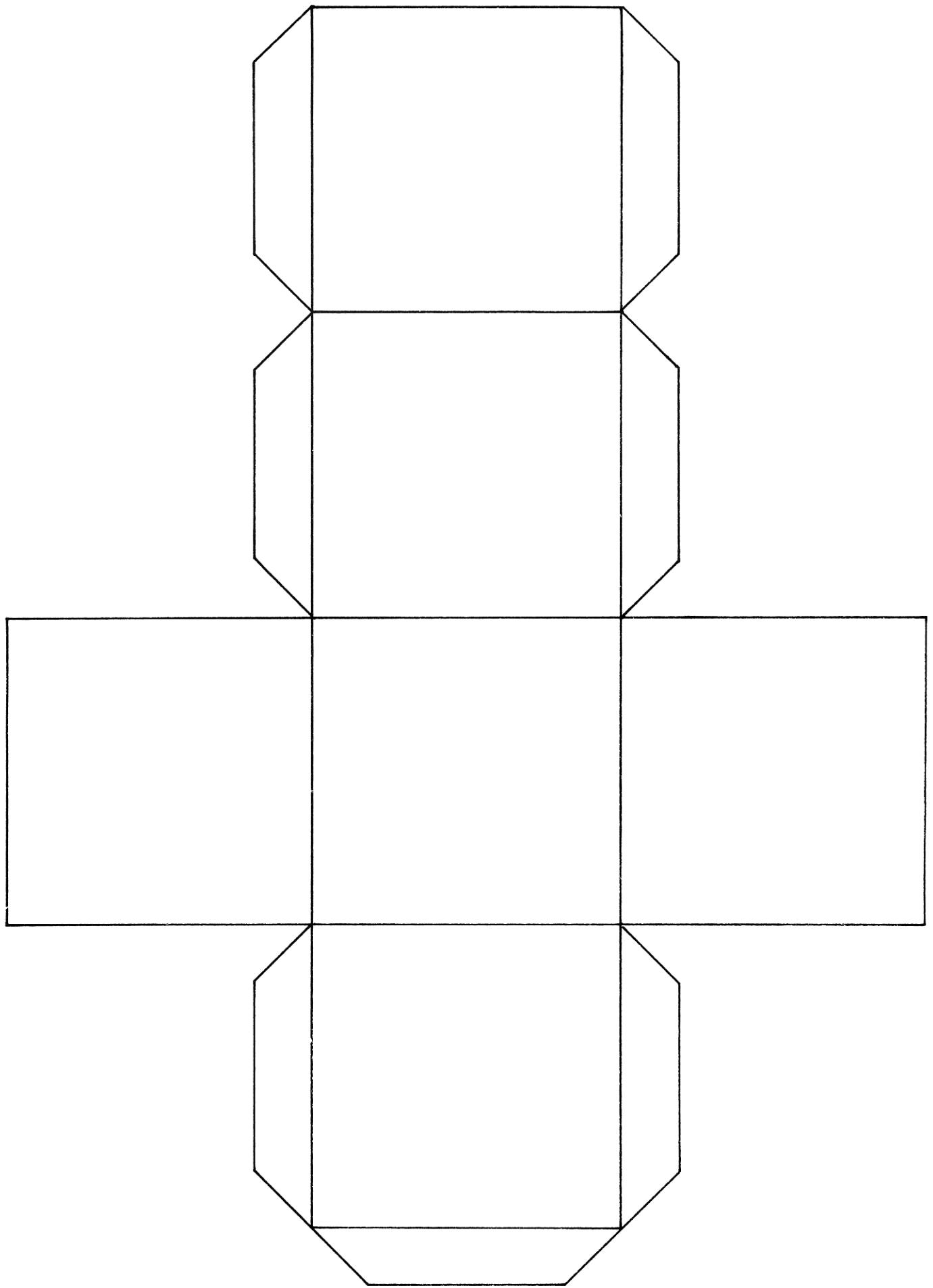


3- Sit students in a circle, using a *kami fuusen* (paper balloon), or normal balloon, one student repeatedly hits the *kami fuusen* while other students count together.

4- Bingo



You don't have to make lots of Bingo cards yourself. What I do is make the students draw boxes (9, 16 or 25) and write the numbers I say to them in whichever box they like. After filling all boxes, we start the Bingo game.



5- Memory game (concentration)

Using two sets of number cards in different colours placed face down on the floor. Students turn over one card from each colour and say the number written on the cards in Japanese each time. Students keep matching pairs of cards.

6- Two students come to front of class and each take a number card at random, without showing their partner the number. Then as the class count *ichi, ni, san*, students face their cards to each other and call out their partner's number. Whoever calls first wins. The number of wins can also be counted.

7- With the number cards placed face up on the floor, four players attempt to snap a card as its number is called out in Japanese. (can be called by either a teacher or a student).

8- Simple sums.

$+, -, \times$ and \div sums are said like this in Japanese:

Tashizan (Addition)

(number) + (number) = (number) () *tasu* () *wa* () *desu*.

Hikizan (Subtraction)

(number) - (number) = (number) () *hiku* () *wa* () *desu*.

Kakezan (Multiplication)

(number) \times (number) = (number) () *kakeru* () *wa* () *desu*.

Warizan (Division)

(number) \div (number) = (number) () *waru* () *wa* () *desu*.



For example, $2+4=6$ is said “*ni tasu yon wa roku desu*”

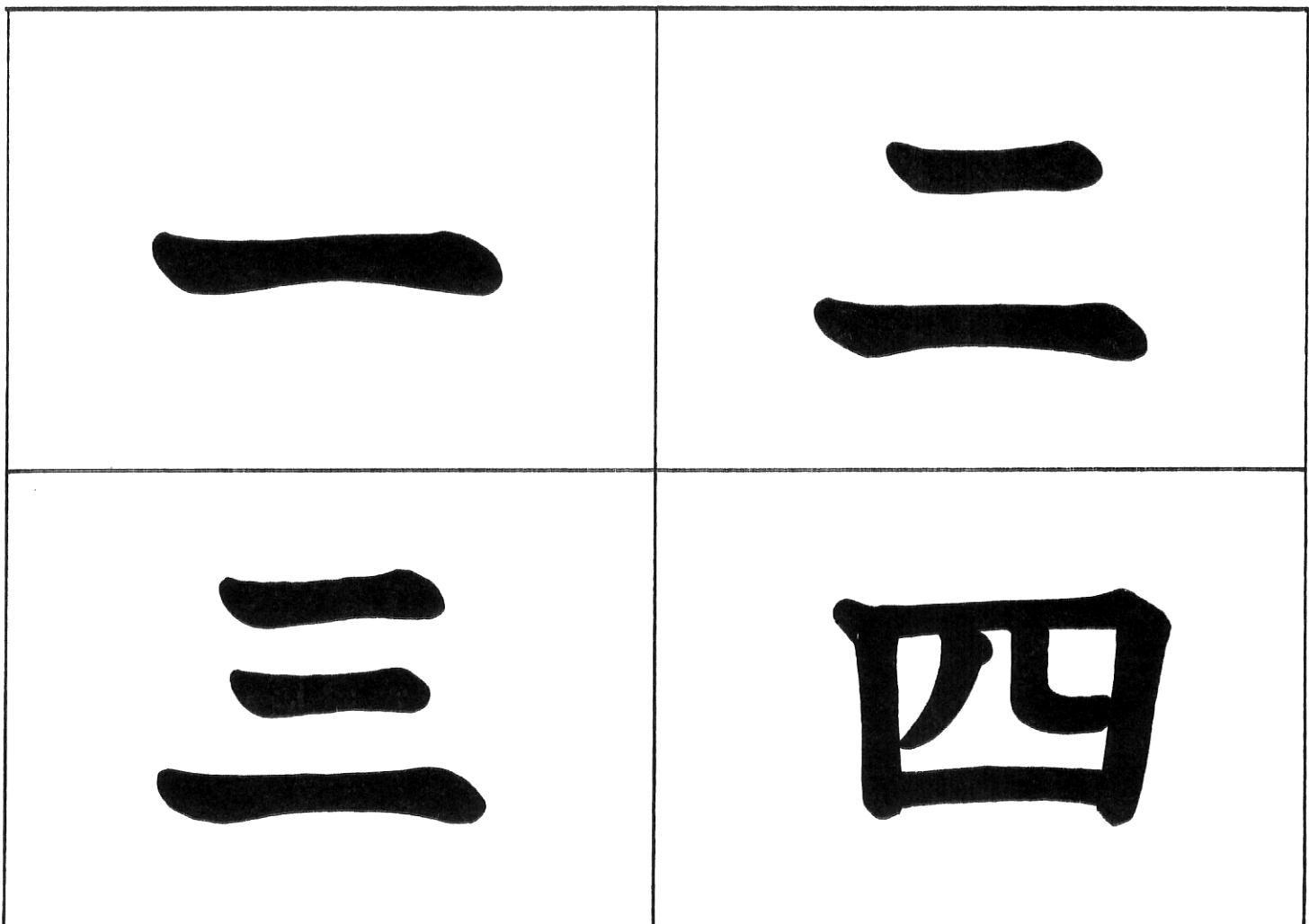
9- Finger counting the Japanese way



1 <i>ichi</i>	2 <i>ni</i>	3 <i>san</i>	4 <i>shi/yon</i>	5 <i>go</i>	6 <i>roku</i>	7 <i>shichi/ nana</i>	8 <i>hachi</i>	9 <i>ku/kyuu</i>	10 <i>juu</i>
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KANJI number cards and worksheets

- 1- You can do all activities listed on the previous page using Kanji numbers. Large Kanji number masters are included on the following page. Please use them for making Kanji number dice or Kanji number card games.
- 2- Worksheet “*kanji no suuji*” (writing practice sheet)
Please be careful to teach writing in the correct stroke order.
- 3- Worksheet “*kanji no suuji 1,2,3*”
Make the students count the pictures in each box and write the numbers in kanji in the boxes.



五

六

七

八

九

十

十一

十二

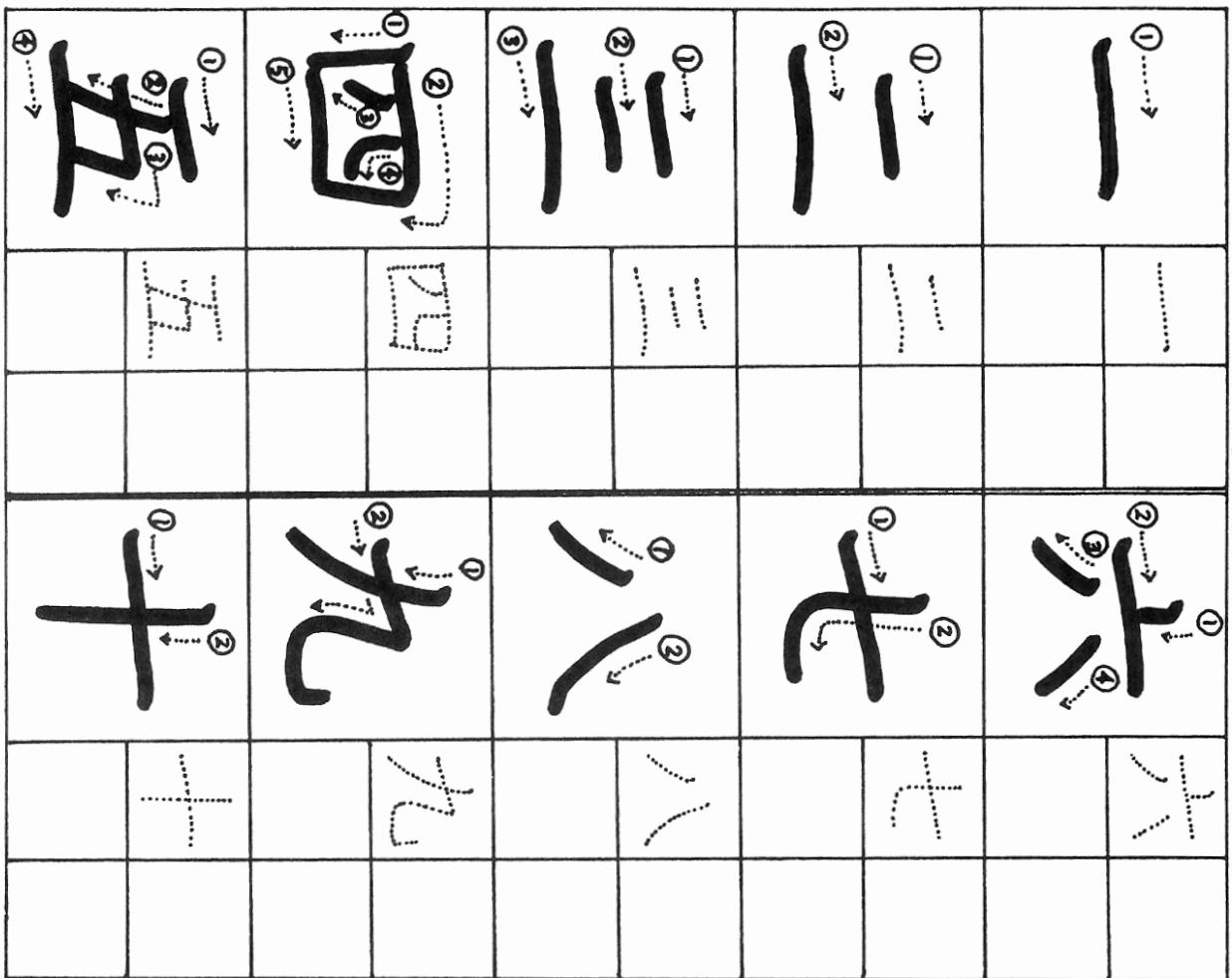
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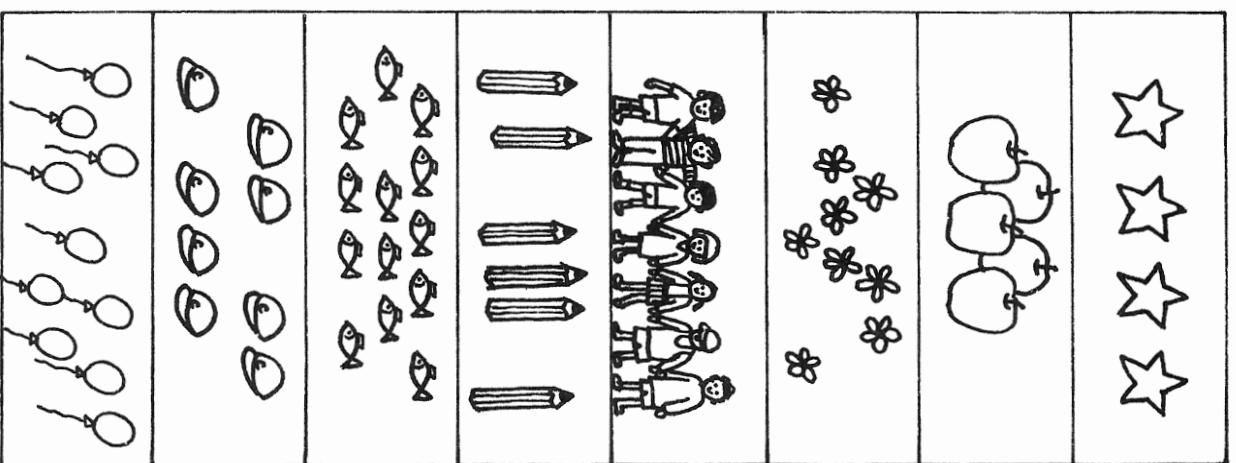
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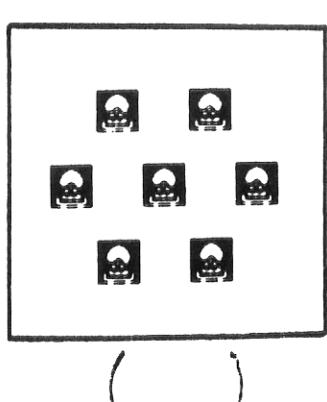
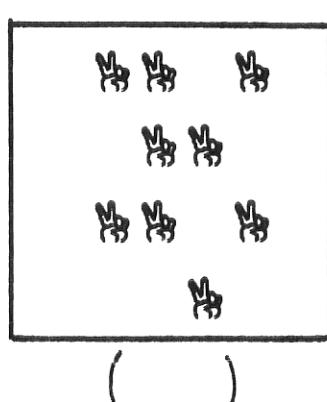
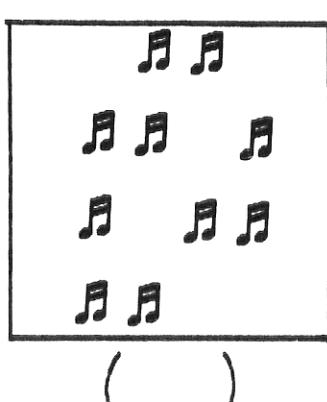
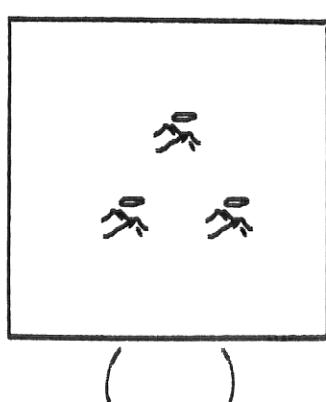
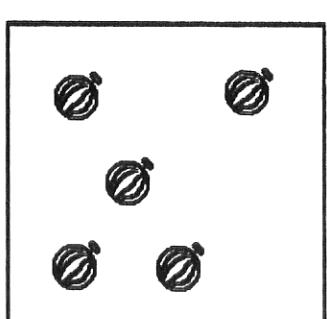
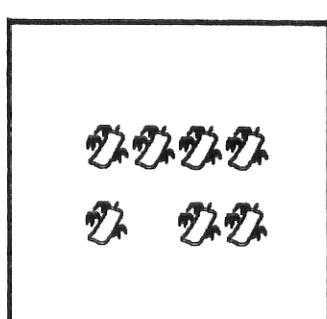
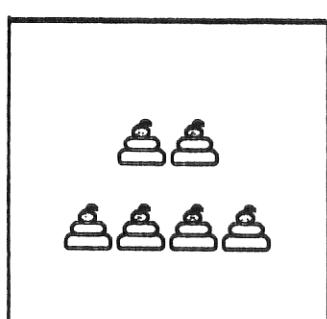
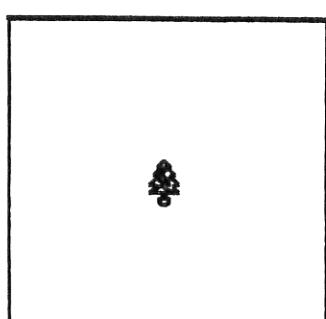
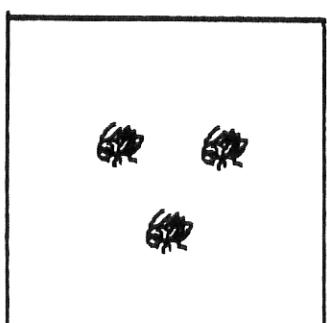
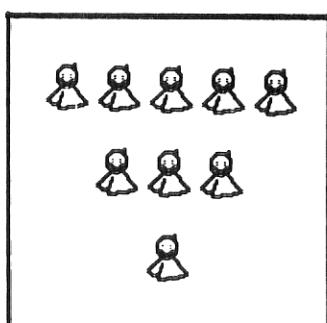
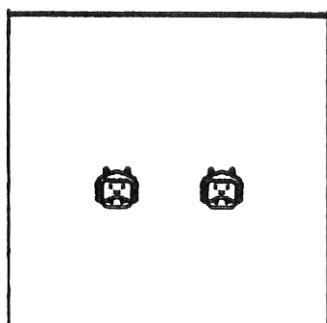
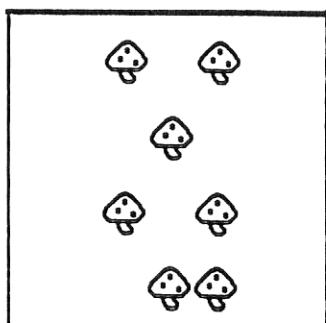
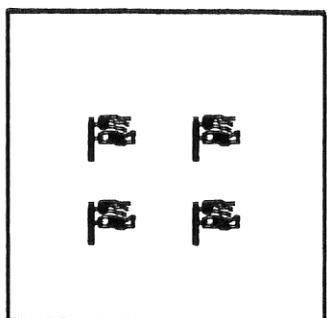
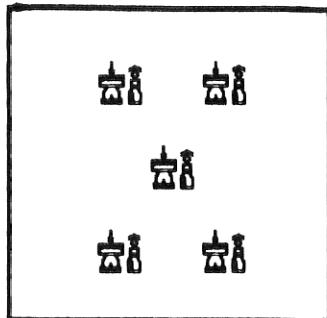
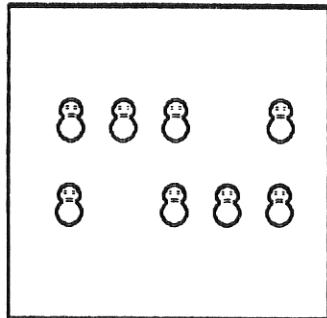
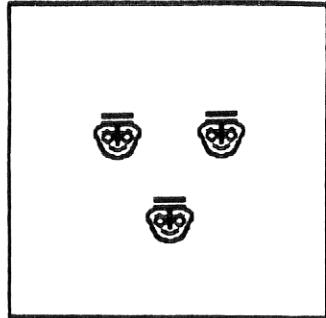
一 二 三 四 五 六 七 八 九 十 十一 十二



かんじのすうじ 1

なまえ：

ただしいすうを かんじでかきましょう。



かんじのすうじ2

なまえ：

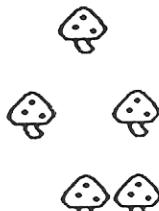
ただいいすうを かんじでかきましょう。



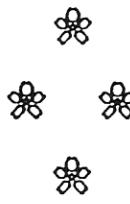
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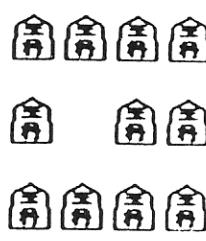
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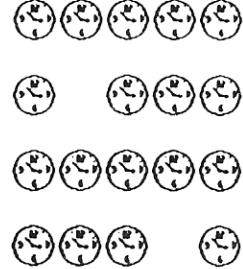
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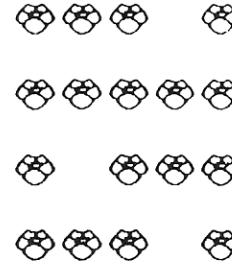
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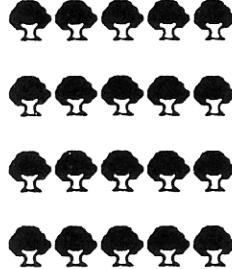
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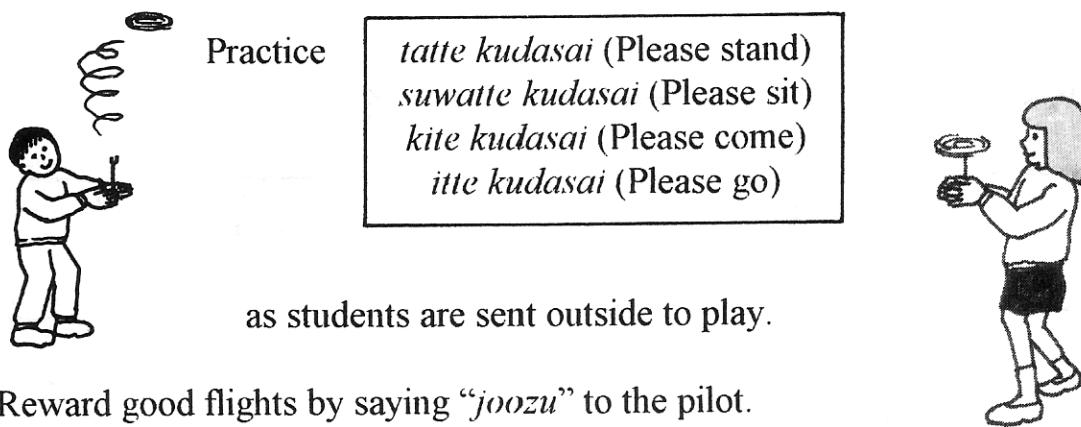


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Game and activity ideas for colours and numbers

1- Playing with *taketombo* (bamboo helicopters)

Colour the *taketombo* in several different colours. Decide on a leader for each colour and form the class into even colour groups. Count the students with the class as they fill each group. Give the *taketombo* to each leader.



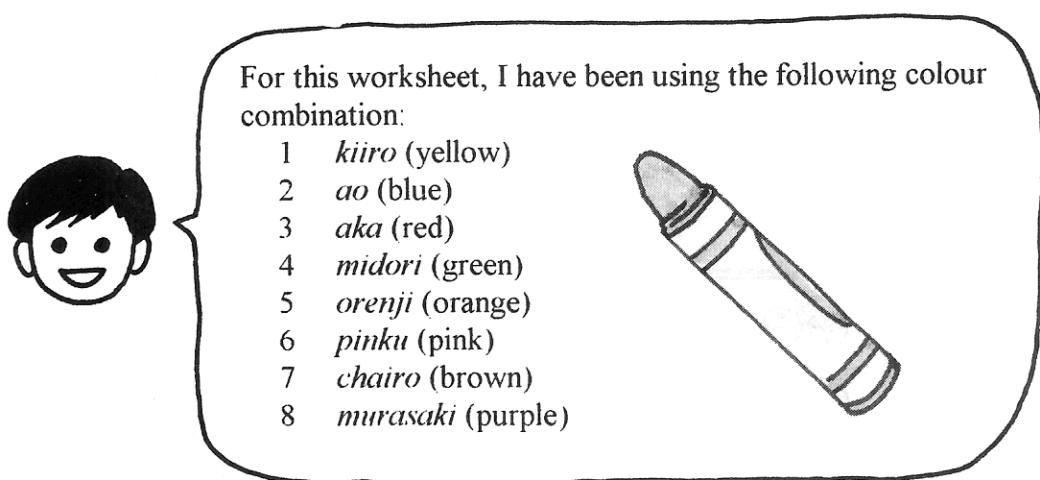
Reward good flights by saying “*joozu*” to the pilot.

2- Worksheet “*fuusen nani iro*”

Call out a number and a colour, for example “*ichi wa aka desu*” (Number one is red), have the students colour all balloons of the same number in the appropriate colour. Repeat this until all balloons are coloured. Once finished, the number of balloons of each colour can be counted out loud.

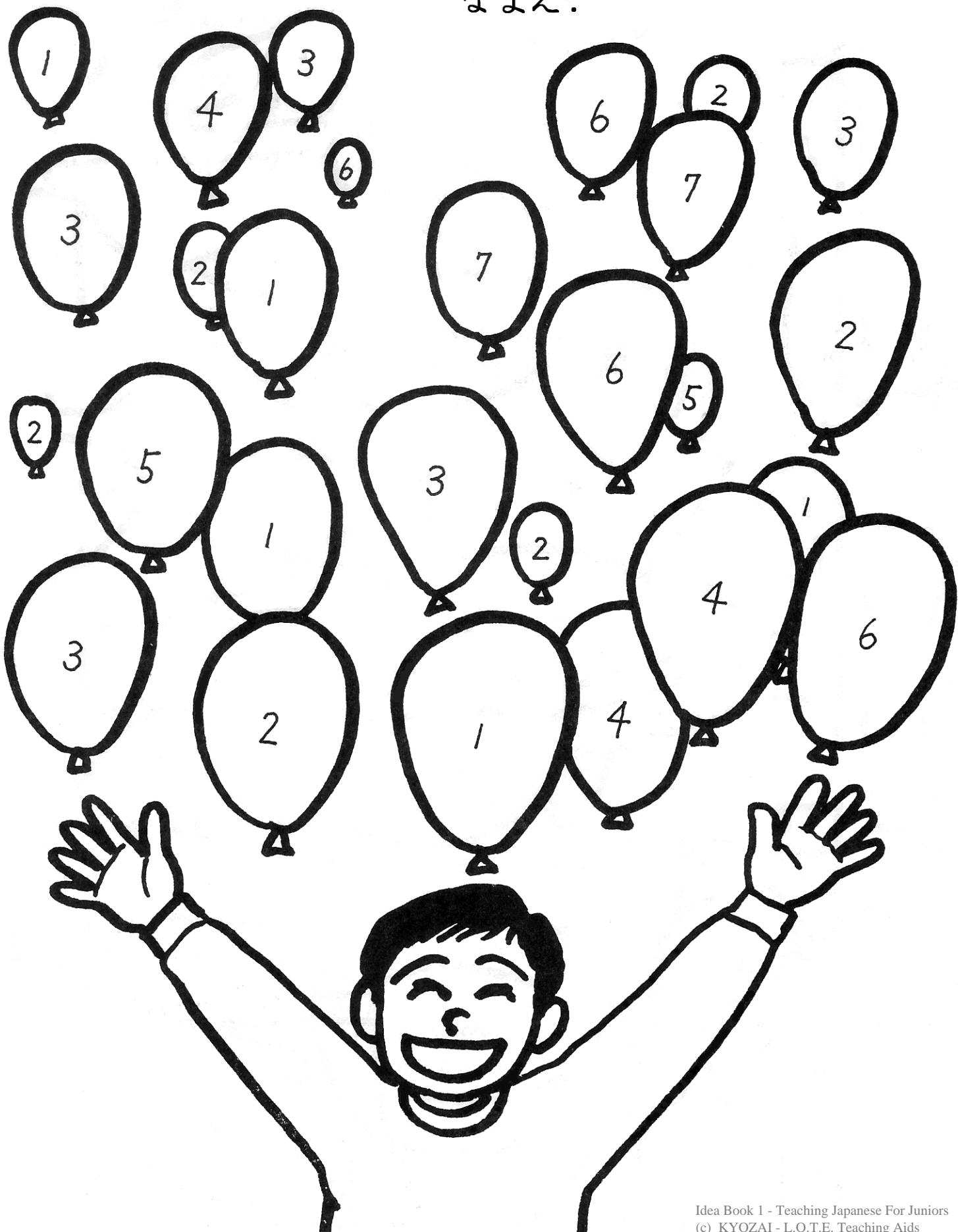
3- Worksheet “*saita saita*” (in bloom)

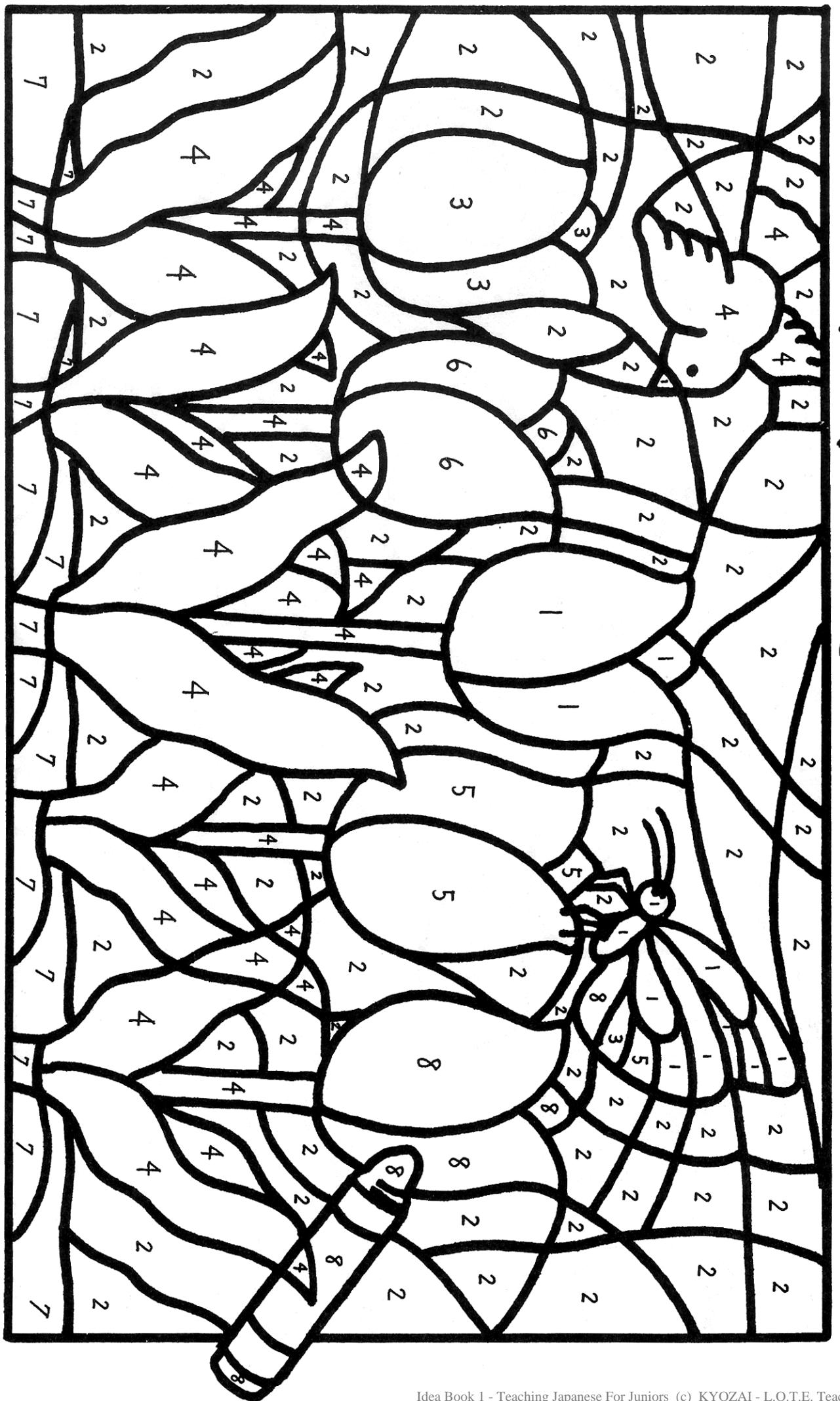
Same as above. As the teacher calls out numbers and colours, students colour in the picture.



いぶうせんよにいいろ

なまえ:





十一

Card game ideas

(That can be used for large groups)

Cards can be used in the following patterns for teaching any areas.

1- Recognition Game

Cards placed face down. Players take turns to turn over a card. If the player can recognise and say the Japanese for the card (number, colour, picture, *hiragana*, etc.) they leave the card face up and continue playing until they do not recognise a card. At this point, successfully recognised cards are counted and then turned back over ready for the next player.

2- Karuta game

Cards are placed face up. 3, 4 or 5 players race to take the cards that are called out (again can be anything), by teacher or students.

3- Speed recognition

Two players in front of class each take one card and at class count of three (in Japanese) show their card to their partner. The first to recognise and call out their partner's card wins and remains to face a new challenger. The number of times the "champion" wins can be counted.

4- Matching cards

Two related sets of cards are required. For example:

same card sets in different colours

***hiragana* cards and picture cards**

***Kanji* number cards and Arabic number cards**

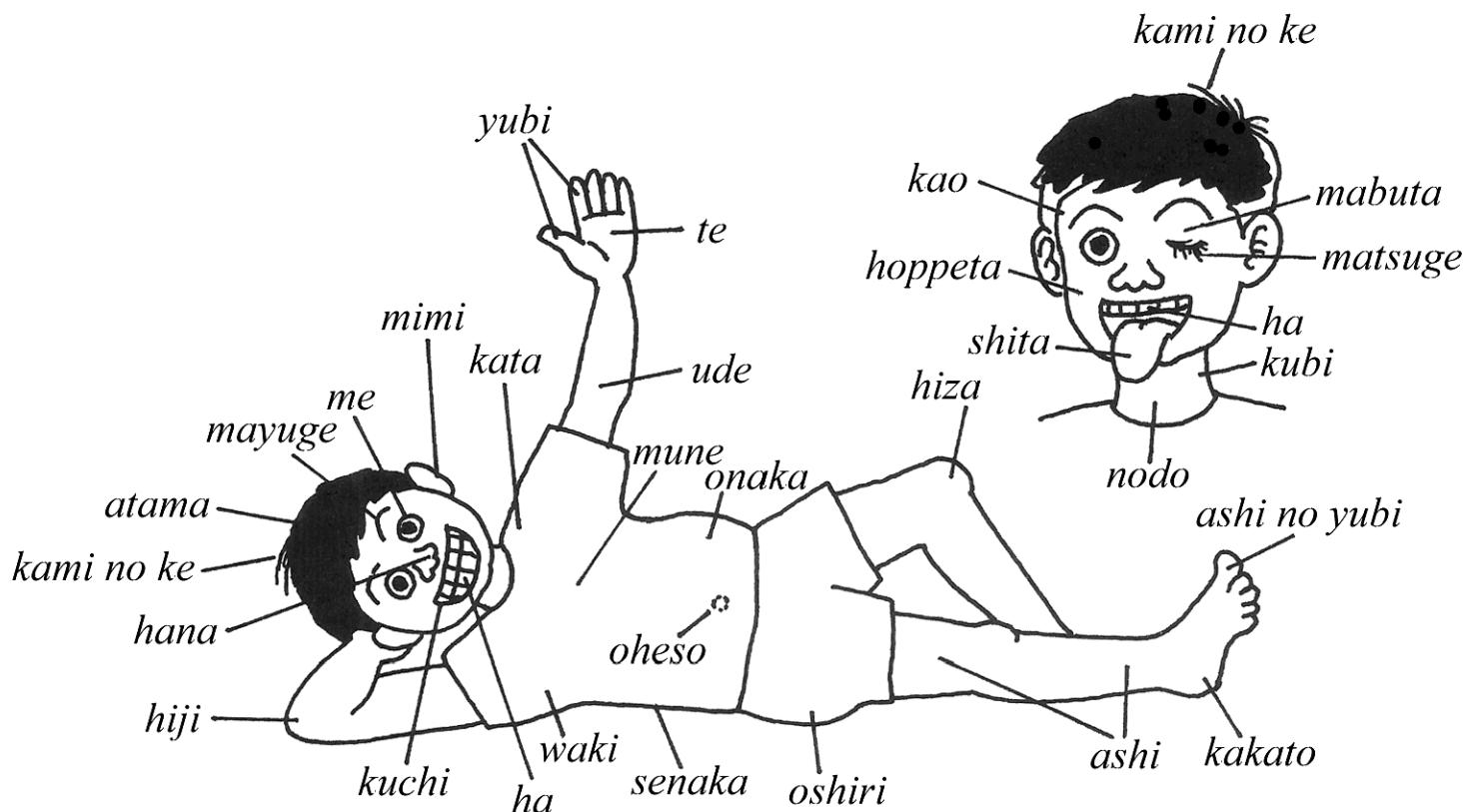
Cards are placed face down and one card from each group is turned over by the player who then calls them out. If they match the pairs can be kept.

5- Secret whispers

A set of "secret cards" are placed face up at the front of the classroom. The class is arranged into two to four teams sitting or standing in rows. The first person from each row is told or shown a secret card, number, sound, etc. by the teacher. These students then return to their own row and whisper the secret to the next person in line. The secret is passed down the line from one student to the next until the last student has heard it. The last student then comes to the head table and picks up the "secret card". The first student to hold up a secret card wins a point for his/her team, then returns to be the first in line.

3 Teaching body parts and doing *Fukuwarai* to teach “_____ o kudasai (Please give me _____)”

Language exponents



Singing is the best way to teach this and kids will learn it very quickly.

Sing the following song to the tune of “Heads, shoulders, knees and toes.”

1 *atama kata hiza ashi hiza ashi hiza ashi*
(head shoulder knee foot knee foot knee foot)

atama kata hiza ashi te o tatakoo
(head shoulder knee foot lets clap hands)

2 *me mimi kuchi hana kuchi hana kuchi hana*
(eye ear mouth nose mouth nose mouth nose)

me mimi kuchi hana te o tatakoo
(eye ear mouth nose lets clap hands)



You can make up many variations for this.
The following is verse 3 which is taught using a piggy chart.

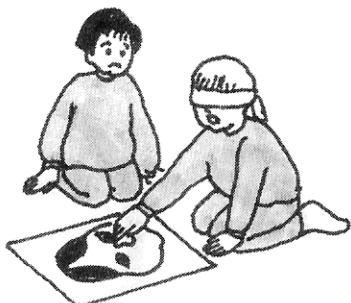
- 3 *onaka senaka oshiri shippo oshiri shippo oshiri shippo*
 (Stomach back buttocks tail buttocks tail buttocks tail)
onaka senaka oshiri shippo te o tatakoo
 (Stomach back buttocks tail lets clap hands)



Game and activity ideas for body parts

1-*Fukuwarai* (Happy face making game)

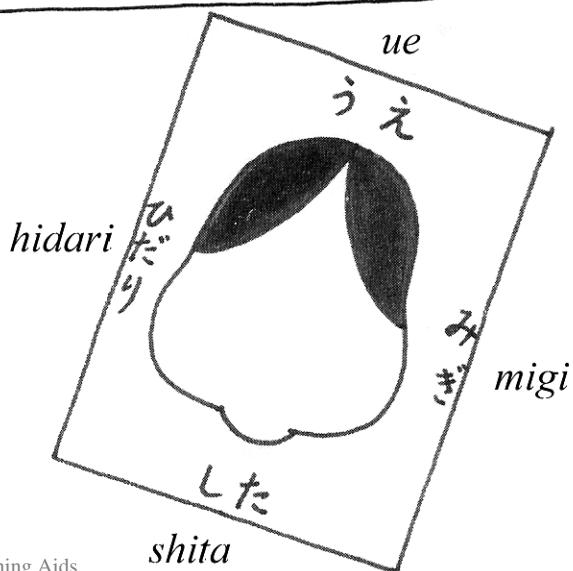
This is a traditional Japanese game, which you can easily make for yourself. The game involves players placing ears, eyes, nose and mouth onto a blank face to make a happy face. Sounds easy but try blindfolding the players so they can't see. Take advantage of this and get the students to use “_____o kudasai (may I please have)” to ask for the various parts.



The player selects an assistant and asks the assistant for a particular piece. For example “*mimi o kudasai*”. The assistant then gives the player the requested part.

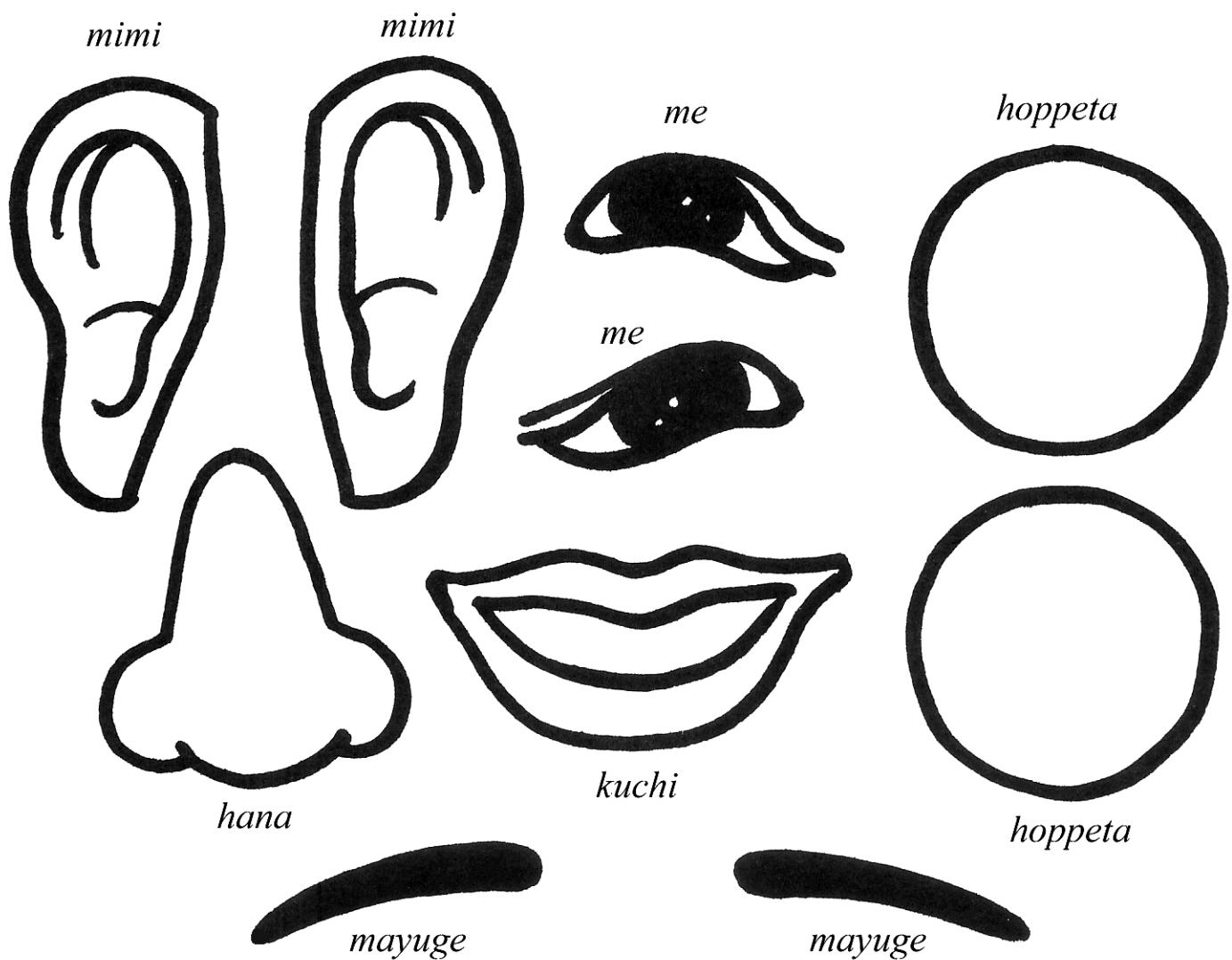


This also forms recognition practice for the assistant. A variation to this game is to add the directions *ue*(up), *shita* (down), *migi* (right), and *hidari* (left) so the assistant or class can provide guidance.

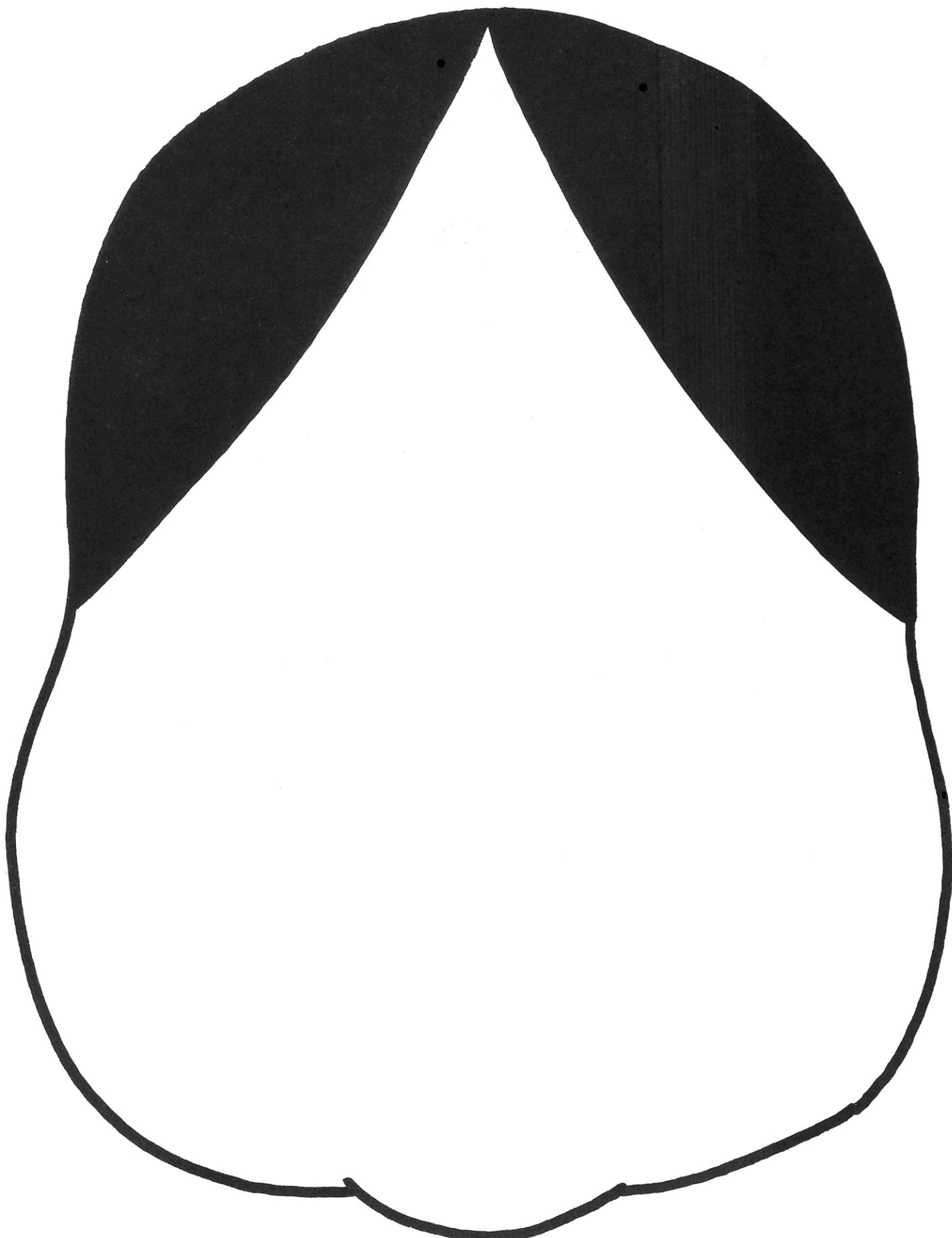


Fukuwarai- Face parts and Blank face

To use this game, enlarge the following pictures and blank face to about A3 size and copy onto cardboard. Then cut each of the face parts out, so they can be placed on the blank face.



ふくわらい



2- Simon says.

In Japanese say “(body part) *ni sawatte*”(touch your (body part)).

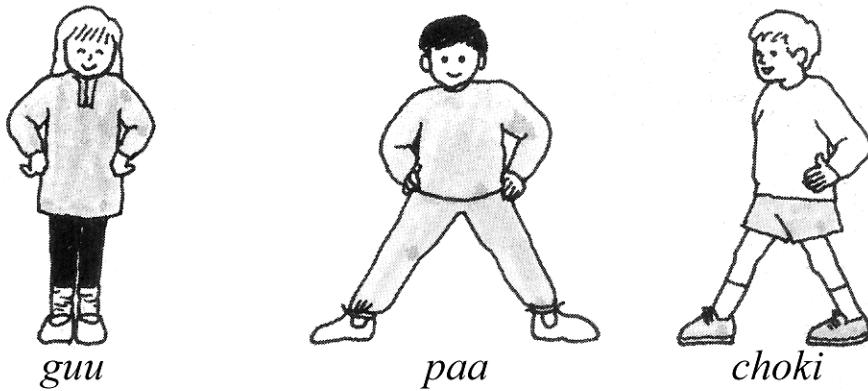
For a variation try;

_____ *ni sawatte* and _____ *ni sawaranaide*.
(touch your (body part)) and (don't touch your (body part)).

If something is touched that shouldn't have been, the student is out.

3- *Ashi Janken*

Play *Janken* with your feet.



As well as teaching the words *Jankenpon* and *aikodesho* also teach: *katta* (I won), *maketa* (I lost), *aiko* (draw), *mooichido* (once again). See page 44.

4 - Worksheet A and B

Give Sheet A to half of the class and Sheet B to the other half of the class. Sheet A people ask the people with sheet B what is in the boxes that are empty on their own sheet. For example, “*ni-ban wa nan desu ka* (what is number two)”. The person holding sheet B would answer “*kuchi desu* (It's a mouth.)”. Sheet A people can then draw a mouth in box number two.

5 - More Worksheets are included, please use them any way you wish.

Testing Body parts, recognition, writing body parts names etc.

シート A

なまえ:

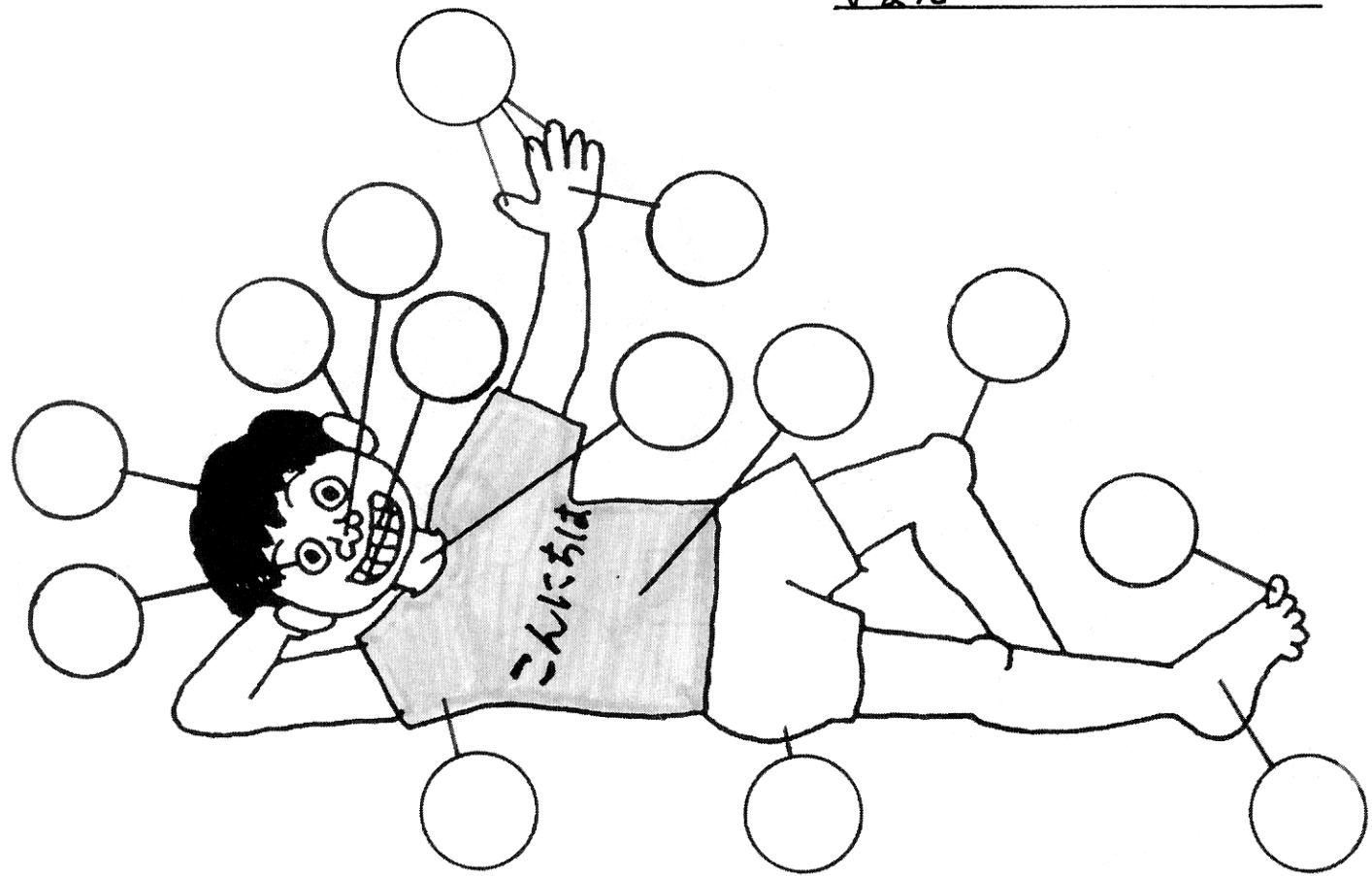
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
														

シート B

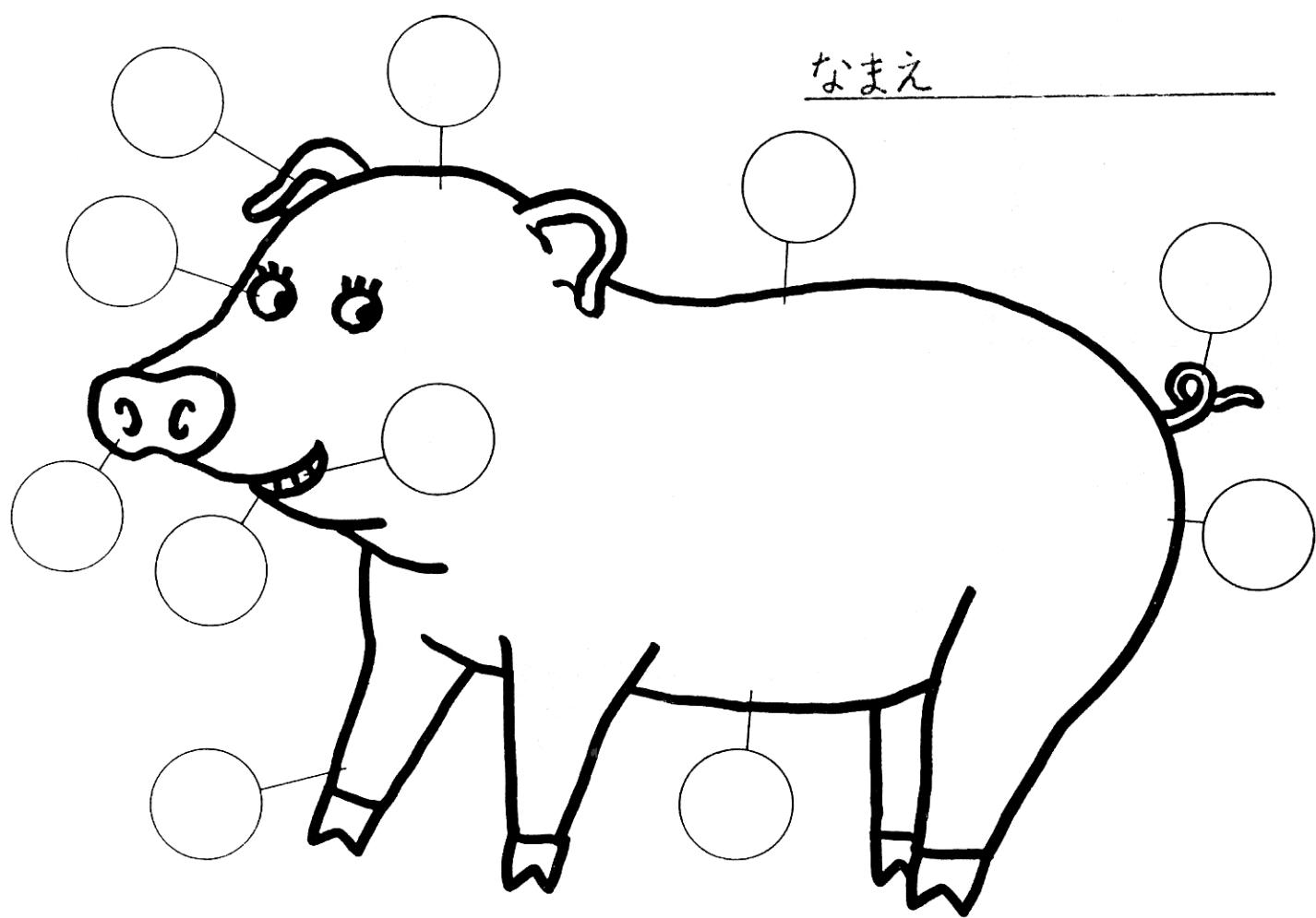
たまご

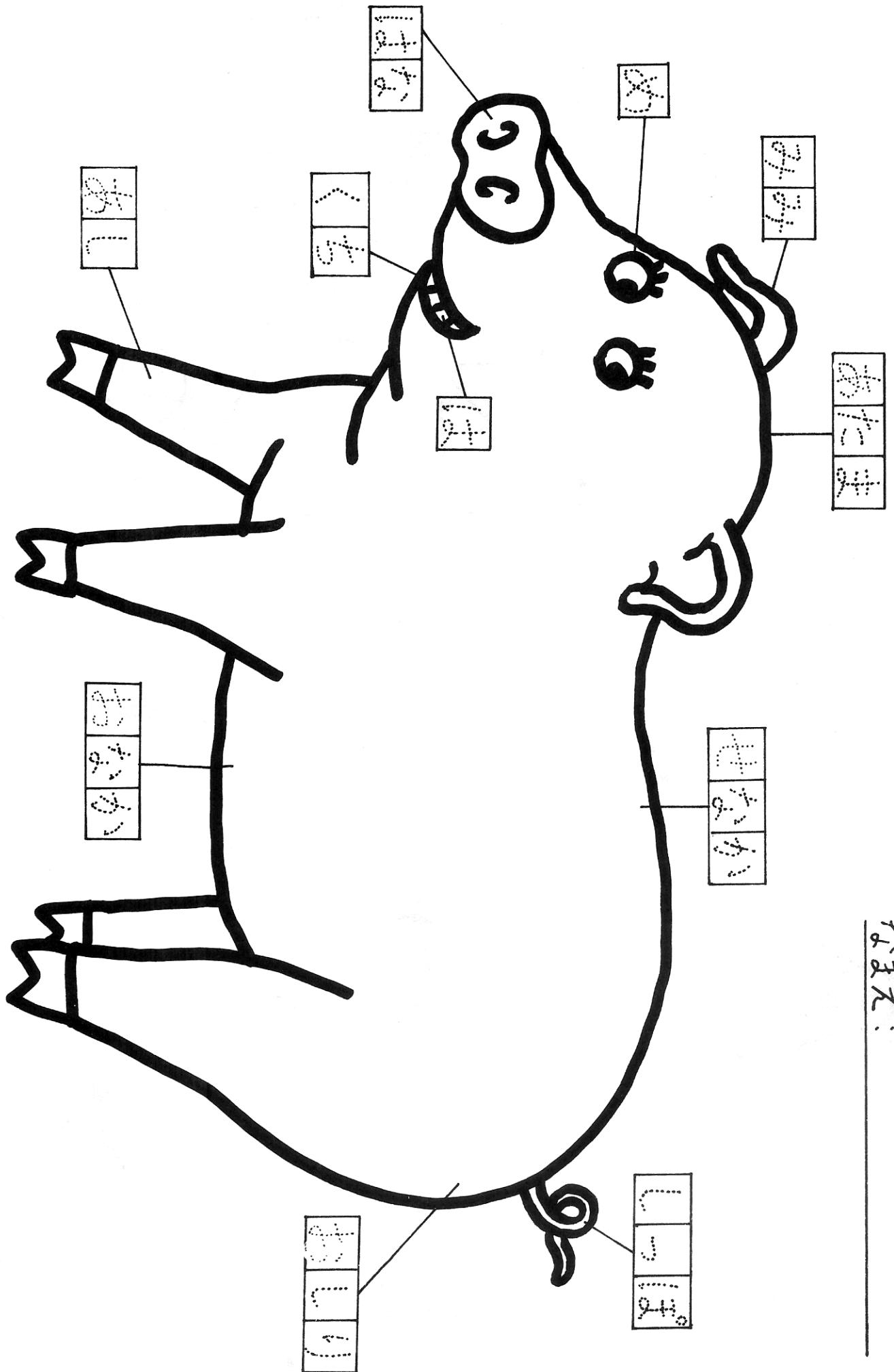
	11		
	12	7	2
13		8	3
14		9	4
15		10	5

なまえ:



なまえ

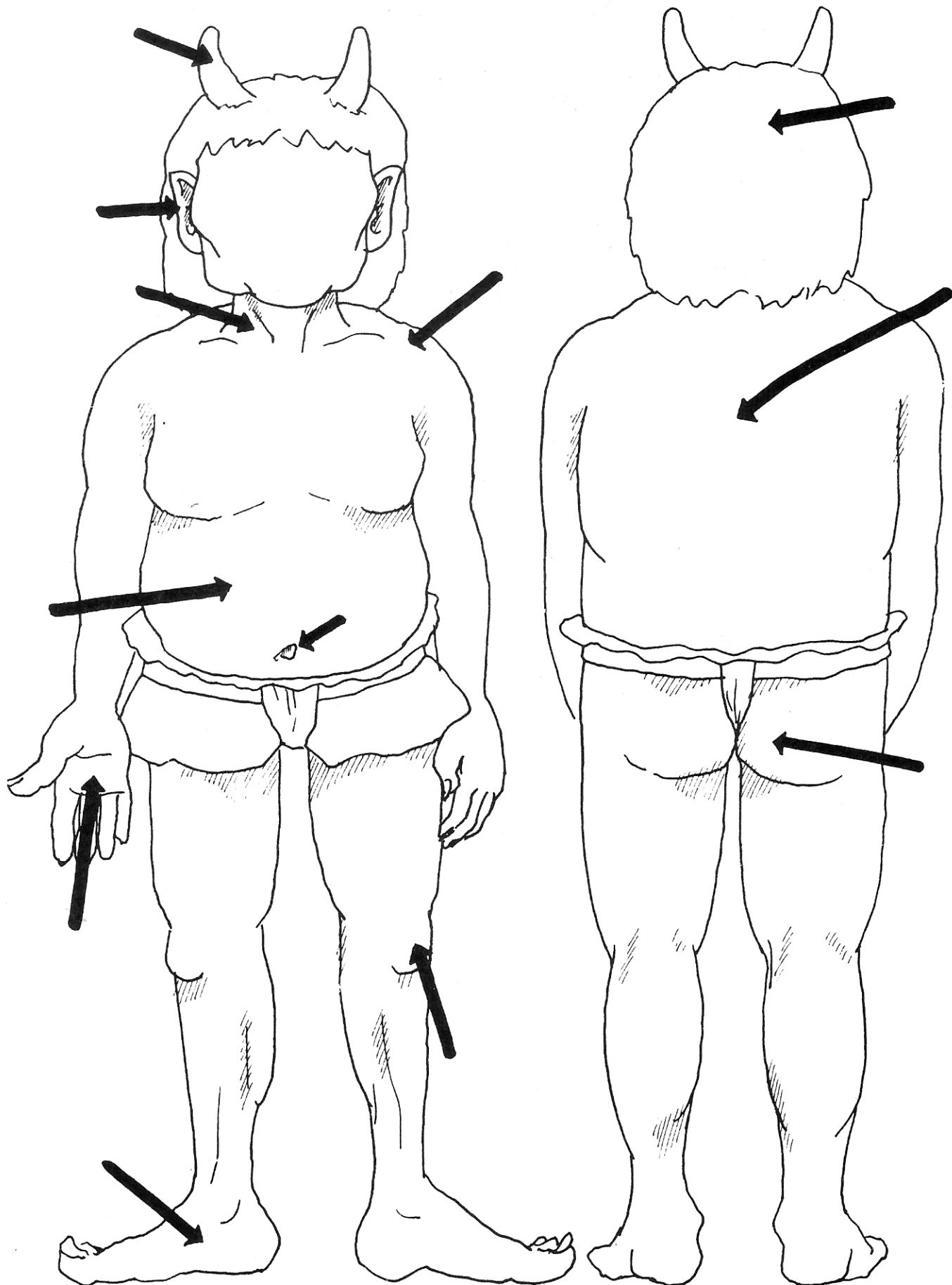




だまえ

おにこは、そと！ ふくは、うち！

なまえ：



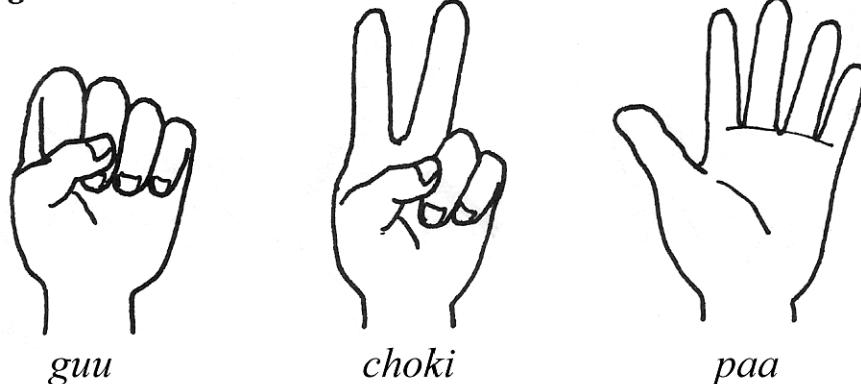
Variations of Janken



What is Janken?



Janken is Rock, Scissors, Paper. As students say “*jan-ken-pon*”, they reveal their choice at “*pon*”. *guu* beats *choki*, *choki* beats *paa* and *paa* beats *guu*.



1- *mata saki Janken*

Students stand facing a partner with their feet together. Each time a student loses *janken* he/she moves his/her feet a little further apart.

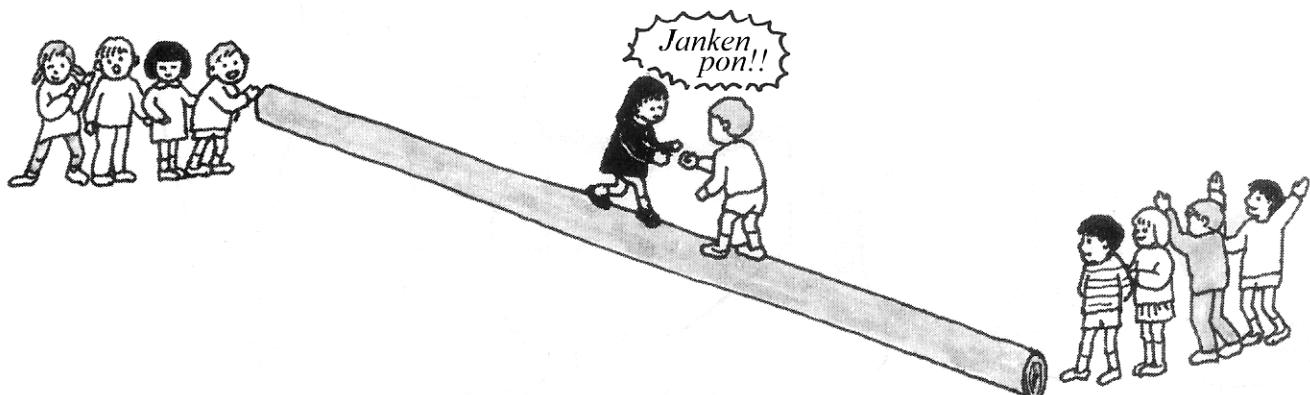
The game is repeated until one student gives up or falls over because of doing the splits.

2- *jintori Janken*

This game is played outside on a log (if available).

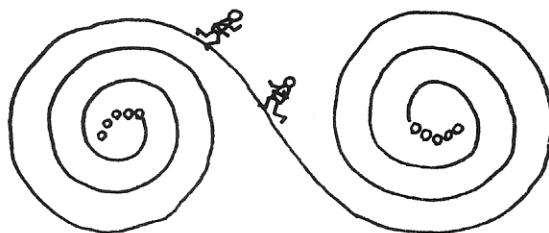
Two teams wait at the ends of the log. One member from each team stands up on the log and the two players approach each other. When they meet, they play *Janken*. The person who loses has to get off the log immediately and calls out “*maketa* (I lost)”. The next player from that team gets onto the log and approaches the winner. The winner, as soon as the loser is out of the way, moves forward as far as possible. The aim of the game is to touch the far end of the log with your foot. Encourage the kids to say “*katta*” and “*maketa*”.

Each time a student touches the far end with their foot, their team earns a point and the next players start from the beginning.



3- *Janken katatsumuri*

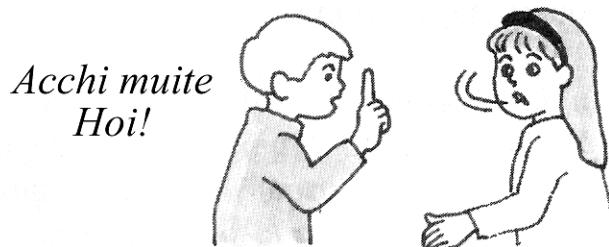
Similar to *jintori Janken* however this game is played on a track shaped like two *katatsumuri* (snails).



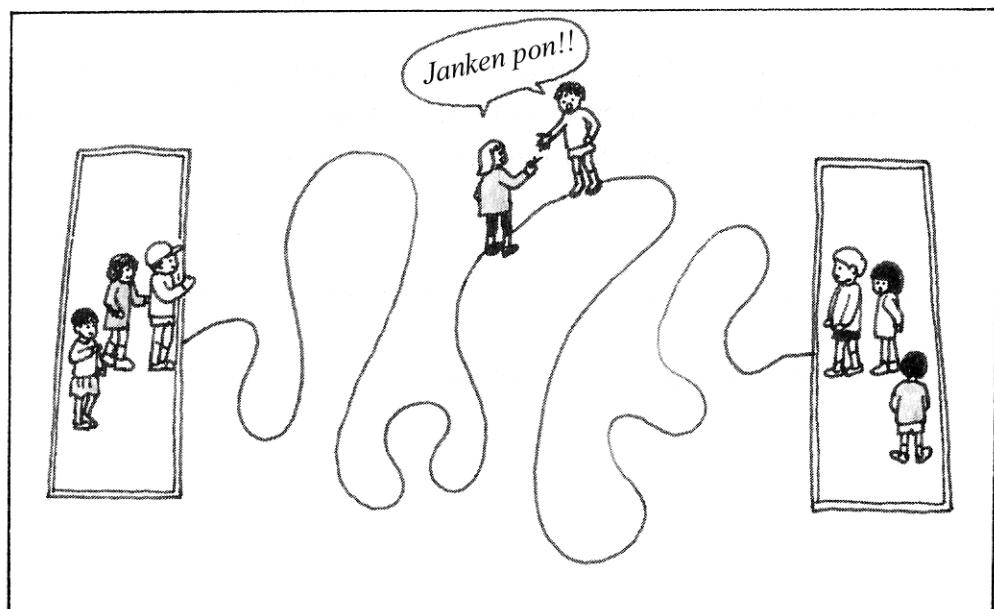
The two teams form at each end of the line, the players must run along the line until they meet their partner. The remaining rules are the same as for *jintori Janken*.

4- *atchimuite hoi*

Two students play *Janken*. The winner says “*atchimuite* (look that way) *hoi!*”. On “*hoi!*” the winner points either left, right, up or down. The loser, on “*hoi!*” looks either left, right, up or down. If the loser looks in the same direction as the winner points then that person loses this game.



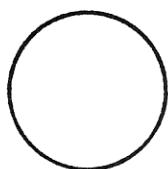
5- *butsukari Janken*



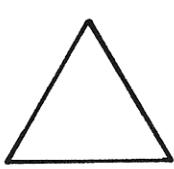
4 Combining shapes, colours and size

Language exponents

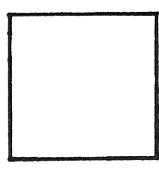
katachi (Shapes):



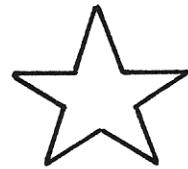
maru



sankaku



shikaku



hoshi

Sizes: *ookii* (big), *chiisai* (small).



Flashcards can easily be used to introduce these shapes, however, there is another method that can be more interesting for the students.

Lesson Sample

- 1- Opening greetings and questions as normal.
- 2- Say “*kami desu, hasami desu.*” as you show the class a piece of paper and a pair of scissors. Without saying anything further, cut a triangle from the paper and hold it up (kids will usually say it’s a triangle). Point to each corner of the triangle and say *kaku* (corner) each time. Then count the corners, *ichi, ni, san*, then say *sankaku*. The students will understand that *kaku* means corner and that *sankaku* means triangle.
- 3- Next cut a piece of paper into a square. As before, point to each corner and say *kaku*. Then count each corner *ichi, ni, san, shi* and say “*shikaku*”. The students will understand that *shikaku* means square.
- 4- Cut out a circle, show it to the students and say “*maru*”.
- 5- Cut out a star, show it to the students and say “*hoshi*”.

- 6- Ask a student to cut out a *sankaku*, then a *shikaku*, *maru* (this may be difficult for preps and grade ones). Ask who can cut a *maru* and most students will say they can. Suggest that everyone try. Provide a variety of coloured paper and scissors. Students should be encouraged to ask for the coloured paper. For example “*aka o kudasai* (please give me red)”. This forms a colour review and “ o *kudasai*” practice.
- 7- Once this is done, say “*sankaku o misete kudasai* (show me your triangle)” and check that the students recognise a triangle. Repeat this for *maru*, *shikaku* and *hoshi*.
- 8- Some students shapes will be big and some will be small, so this will be a good chance to teach *ookii* (big) and *chiisai* (small). Simply hold a big and a small shape up and one at a time say *ookii* and *chiisai*.
- 9- Prepare four poster sized pieces of paper and get students to place each of their four shapes on a poster paper. One for *maru*, *sankaku*, *shikaku* and *hoshi*. Check that students are recognising the correct shapes as they place them.
- 10- Play a game. Say “*maru o tsukitte* (make a circle)” and get kids to sit in a circle.

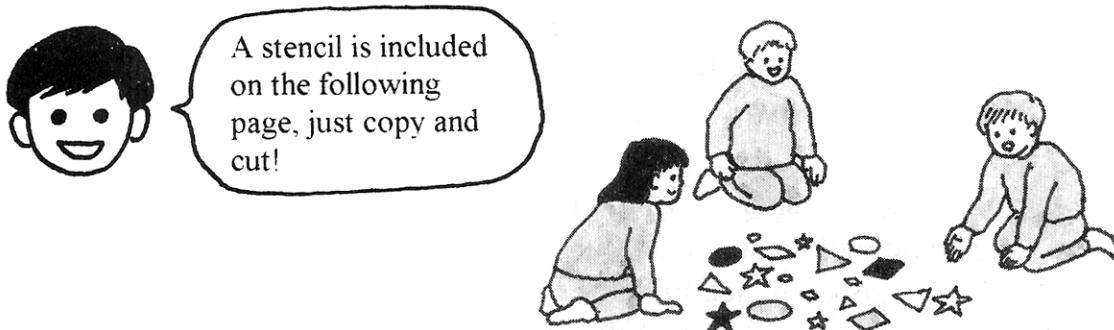
11- Make your own Shape Charts.

Write shape names in *hiragana* on each of four poster sized pieces of paper. Paste the shapes the students cut out onto these posters, forming a *maru* poster, full of circles etc. If you are not confident enough to write in *hiragana*, here are some shape name labels.



Game and activity ideas for shapes, colours and size

- 1- Prepare cover paper in a variety of colours and cut them into different sizes of different shapes. Place these on the floor and similar to snap, sit three or four students around the shapes.



Players race to take the appropriate shapes that are called out by the teacher or a student. For example, *aka no maru* (red circle). This takes the form of (colour) *no* (shape).

A variation to this can be made by adding *ookii* or *chiisai* to the front of the sentence. For example, *ookii aka no maru* (big red circle). The form is (size), (colour) *no* (shape).

The number of cards each player takes is counted and the player with the most shapes at the end of the game wins.

2- Drawing shapes

Students will draw an object which is called out in the form (size), (colour) *no* (shape), or just (colour) *no* (shape). This can be done on whiteboard, blackboard or paper.

3- Play Fruit basket (Fruit salad) using the shape names

Sit all students in a circle on chairs. Number the students off from one to four, then classify all one's as *maru*, all two's as *hoshi*, three's as *sankaku* and all four's as *shikaku*.

Call out a shape. When students hear their shape called out, they must change seats (more than one shape can be called at once). By calling “*katachi* (shape)”, all students must change seats.

Once students get the hang of this, discretely sit on a chair as students are changing seats. This will leave one student without a seat. He/She may call out the next shape or shapes and then try to get a seat again.



If a student is left in the middle three times, either they are out, or they must write their name in the air with their buttocks, *shirimoji*. This is often used as a fun punishment game.

Songs recommended to teach colours and shapes:

♪ *kira kira boshi* ♪
♪ *ookina taiko* ♪

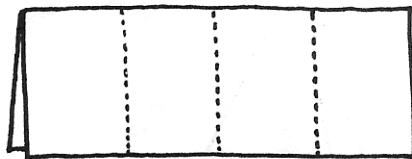
4- Worksheet “*katachi* (shape)”

Call out a size, shape *wa colour desu*. For example, *chisai maru wa aka desu* (small circle is red). Students then colour the small circle red. Have all students colour the appropriate shape in the right colour.

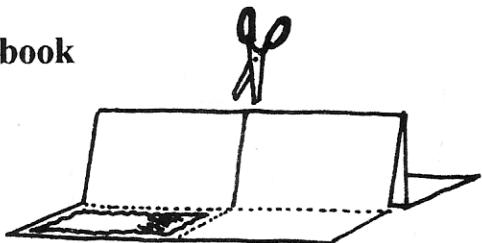
5 - Book making

You can easily make an eight page book from a piece of A4 paper. Have students draw pictures of shapes on each page and write the shape names or just trace the dotted samples.

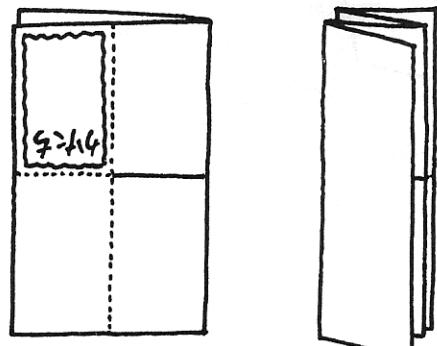
How to fold paper into a book



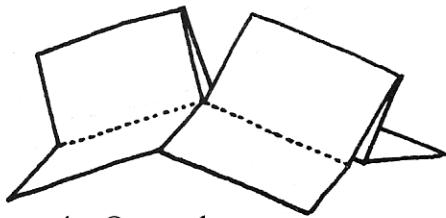
1. Fold paper in half length way and make a crease



3. Cut the centre solid line only



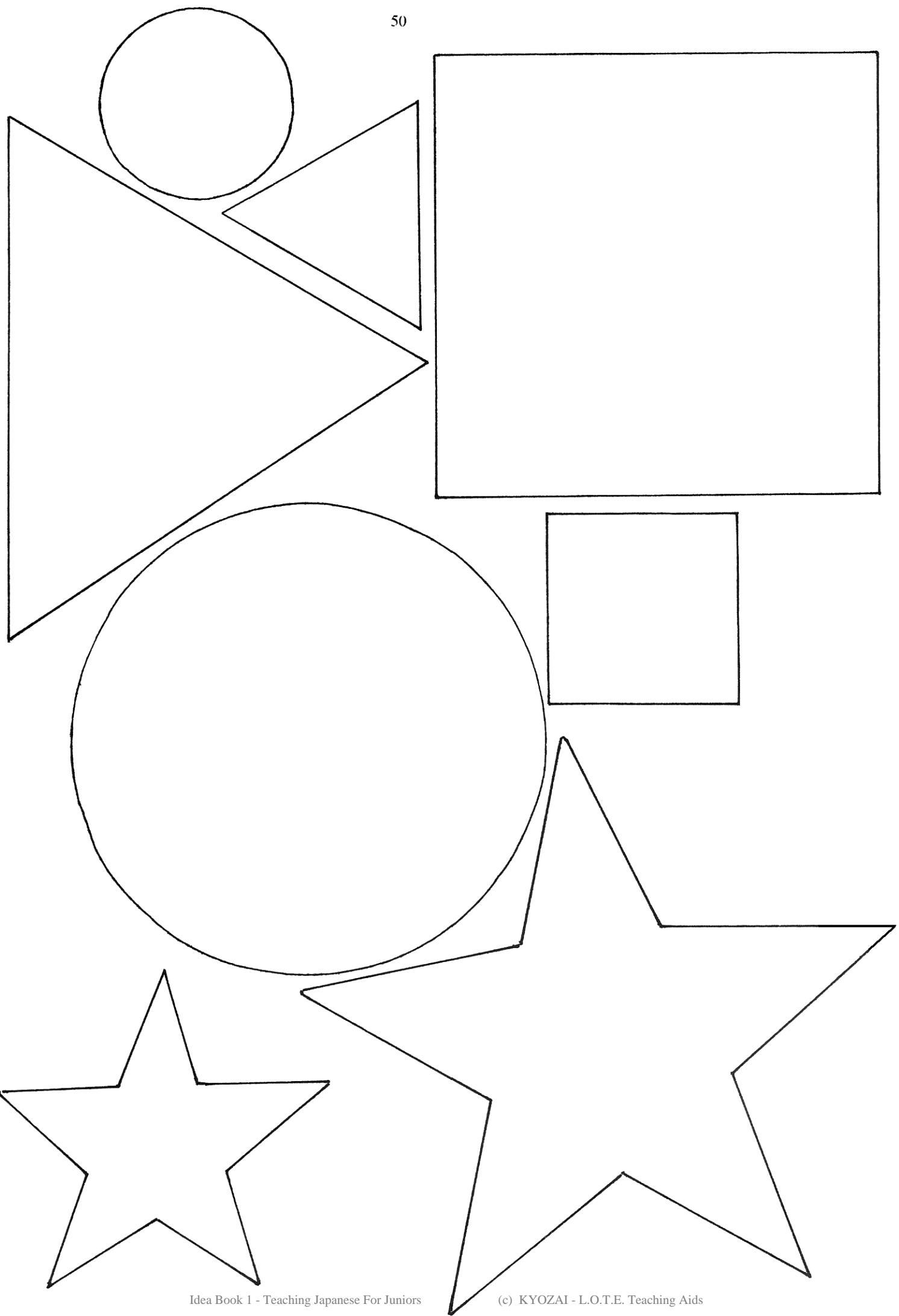
2. Fold paper like illustrated and make creases



4. Open the cut

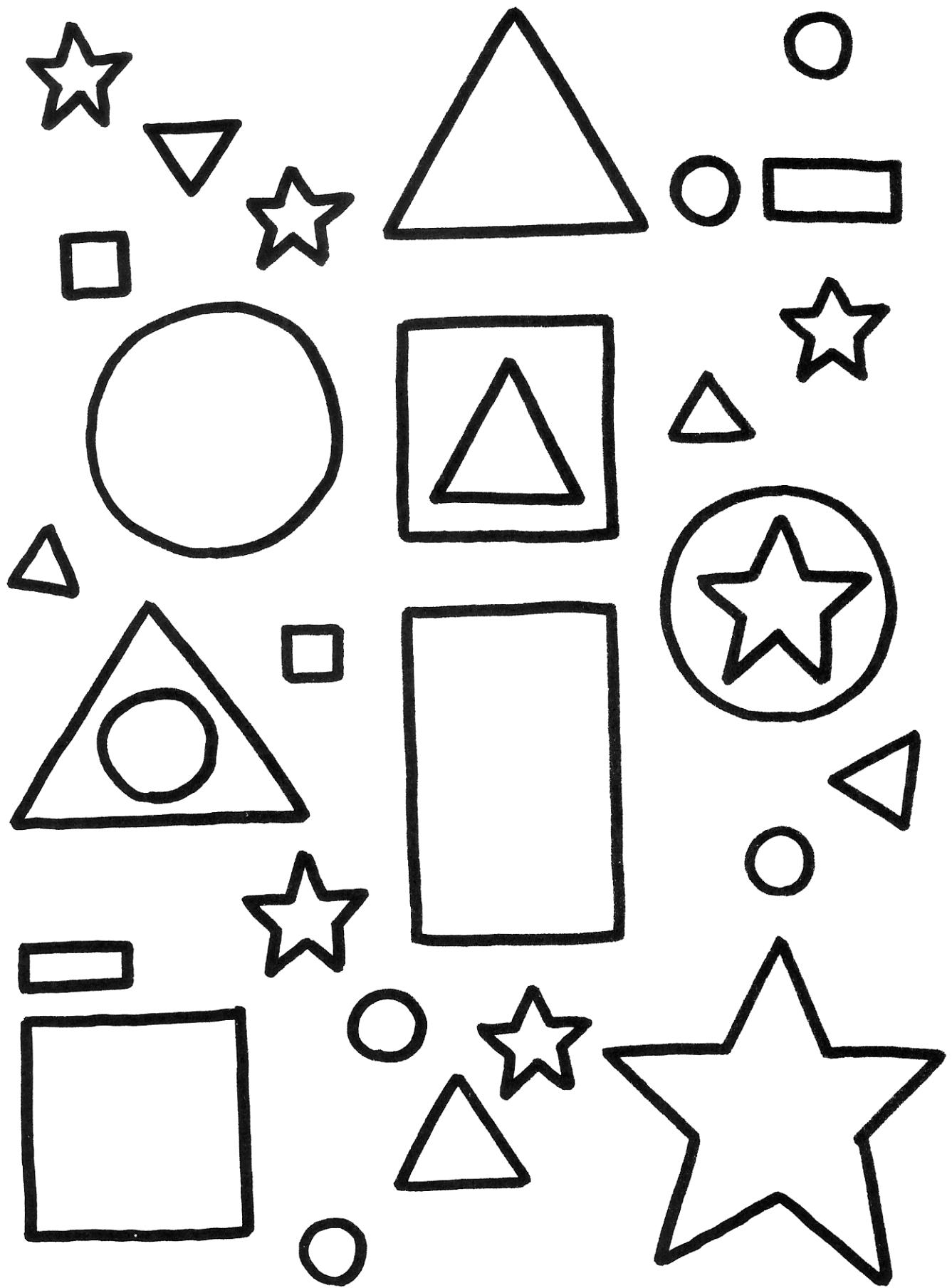


5. Make it into a book



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ほし

ながしかく

ひしがた

たまごがた

かたち

Y-14

5 Teach classroom objects and have more conversations in the classroom

Language exponents

- _____ *o kudasai* (Please give me _____)
 _____ *o kashite kudasai* (Please lend me the _____)
 _____ *o totte kudasai* (Please pass me the _____)
 _____ *o oite kudasai* (Please put the _____)

enpitsu (pencil), *keshigomu* (eraser), *hasami* (scissors), *nori* (glue), *hon* (book), *maakaa* (marker), *gomibako* (rubbish bin), *kami* (paper), *enpitsu kezuri* (pencil sharpener), *hoorupen* (ball point pen), *monosashi* (ruler), *fudebako* (pencil case), *kaban* (bag), *nooto* (exercise book), *seroteepu* (sticky tape), *hotchikisu* (stapler), *oshipin* (drawing pin), *kokuban* (blackboard), *howaito hodo* (white board), *doa* (door), *mado* (window), *chooku* (chalk), *hondana* (bookshelf), *todana* (cupboard), *tsukue* (desk), *teeburu* (table), *isu* (chair), *senpuuki* (fan), *hiitaa* (heater), *chizu* (map), *tokei* (clock), *kurippu* (paper clip), *hikidashi* (drawers), *hako* (box)



Once you have taught “_____ *o kudasai* (please give me)” and a few classroom objects, you will easily be able to have simple classroom conversations.

Lesson Sample

- 1- Opening greetings and questions as normal.
- 2- Have a selection of classroom objects placed on a table.



This selection is fairly easy and is very useful for your first lesson on classroom vocabulary: *enpitsu* (pencil), *keshigomu* (eraser), *hasami* (scissors), *nori* (glue), *hon* (book), *maakaa* (marker), *gomibako* (rubbish bin), *kami* (paper), *enpitsu kezuri* (pencil sharpener).

One at a time, hold up an object and say its name in Japanese.

- 3- Once you have done this a number of times and the students have learned the names, ask a student to give you an object, using the expression “_____ o kudasai.”

For example “enpitsu o kudasai” (Please give me a pencil).

Repeat this process asking different students for different objects each time. Do this three or four times, then get the students to ask “_____ o kudasai” themselves.



Encourage students to say “doozo” when they give an object and to say “arigatoo” when they receive an object. Try to make this an ongoing practice in the classroom.



To make this more challenging, you may **involve colour**. For example, use a variety of colours of markers, pencils, chalk etc. Use the following sentence patterns. (colour) no (object) o kudasai. e.g. “aka no enpitsu o kudasai.”

4- Play a game

Game and activity ideas for classroom objects

1- Request Game

Divide the class into two teams. Have one member from each team play *Janken* to determine which team goes first. One member of the winning team asks a member from the other team for an object by saying “(person’s name), (object) o kudasai.”

If the student who is asked is able to pick up the correct object and offer it saying “doozo”, the student receives a point for his/her team. If the wrong object is picked up, they don’t receive a point. Next turn, a member from the opposite team asks for an object and so on.



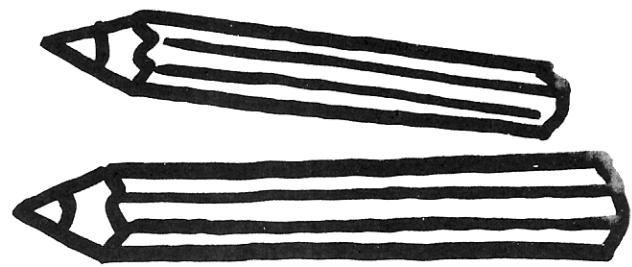
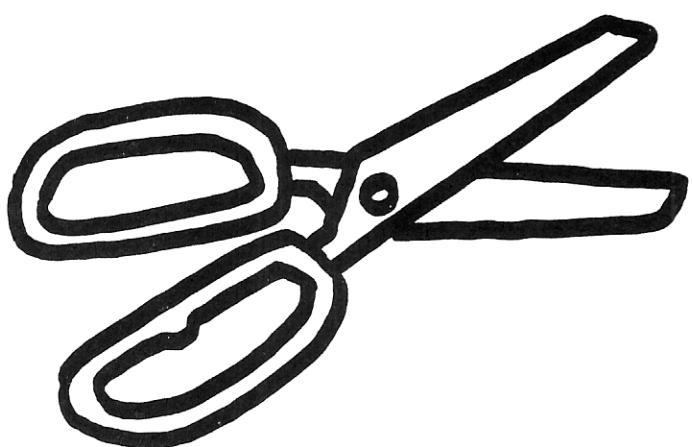
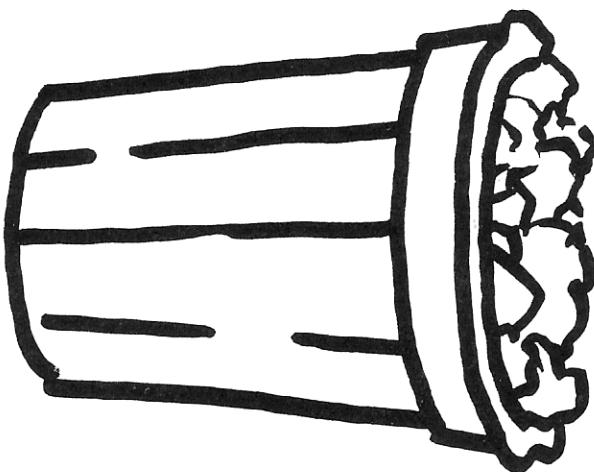
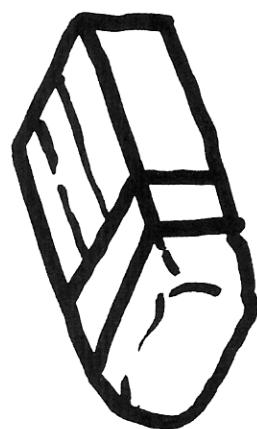
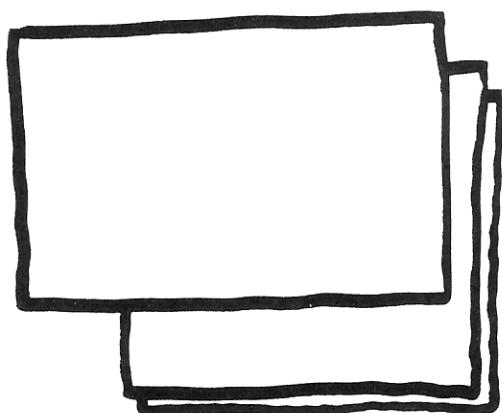
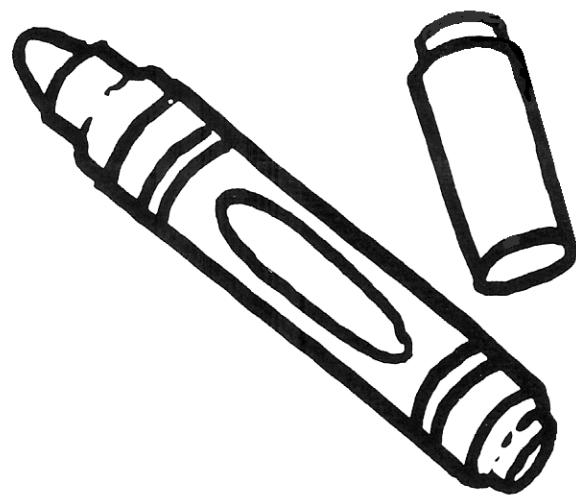
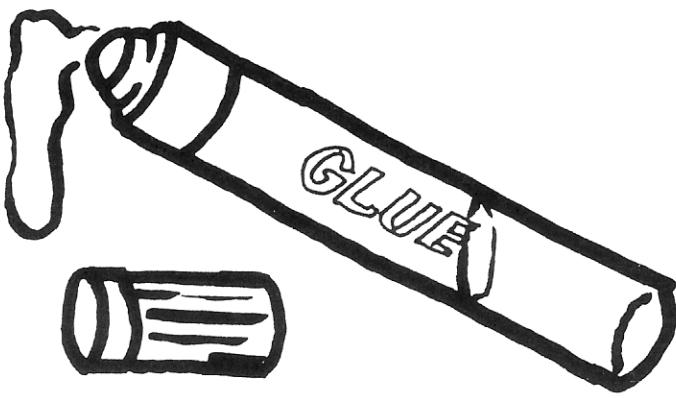
This game can be done a slightly different way. For example, try it with the whole team being asked for an object and have those who can give it raise their hand. Select a member from those with their hand up to choose the object.

2- Book Making

You can easily make an eight page book from a piece of A4 paper.

You can either have students draw pictures on each page, or have them colour pictures in using colours that they have learned.

If you would rather your students colour pictures in, here is a stencil you may copy. **How to fold paper into a book.** (See page 49)



3- Worksheet “nanikana”

- Students can colour objects in as they learn their names.
- Alternatively ask students to colour each object in a particular colour told by you. For example, “hon o midori de nutte kudasai (Please colour the book in green)”. Using the form “(object) o (colour) de nutte kudasai”.

4- Card Games

Play card games as introduced on page 33 Card samples are following. These cards are not only for games, they can be used as flashcards to introduce more vocabulary as well.

6 A fantastic book to teach “_____ja nai (not _____)”

I found a great book which can be used to introduce the _____ja nai (not _____) (I'm not _____) (it's not _____) form.

The book's title is

Kiirōinowa Choocho (Yellow butterfly)
by Taro Gomi

Taro Gomi is a very popular illustrator in Japan, who has produced many great childrens' books. His illustrations are both beautiful and often very humorous.

This book is the story of a boy who searches for a butterfly. Each time he thinks he has found one, it is not a butterfly hence the repetition of “choucho ja nai (it is not a butterfly)”. This book is full of tricks which I have found that kids love.



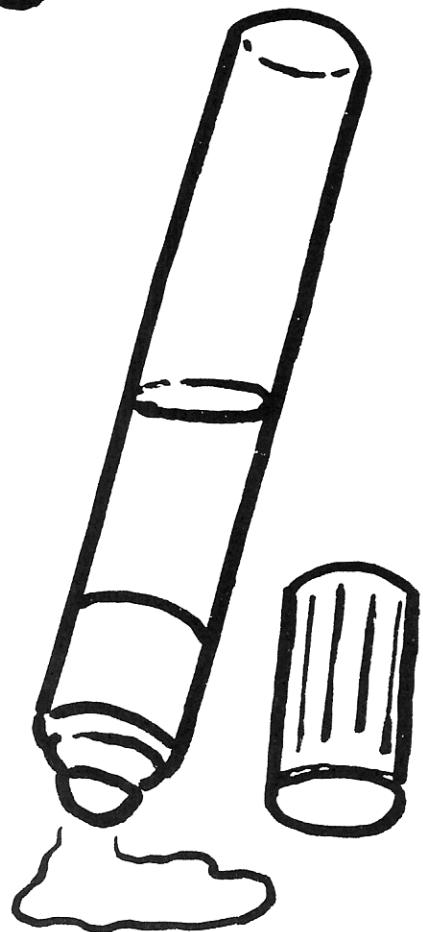
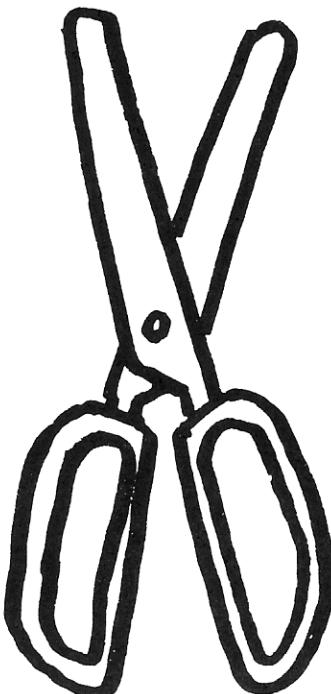
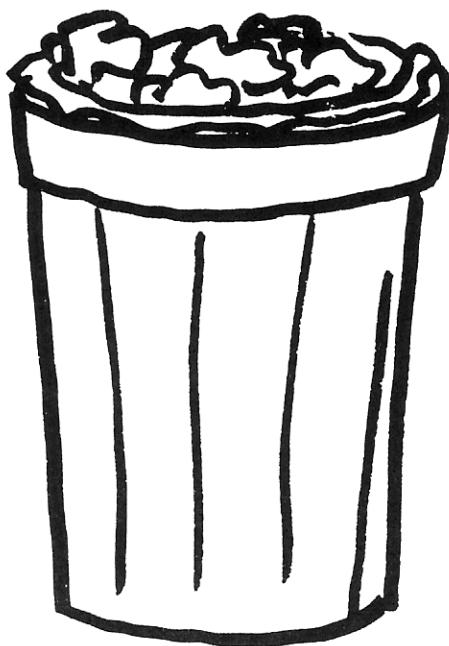
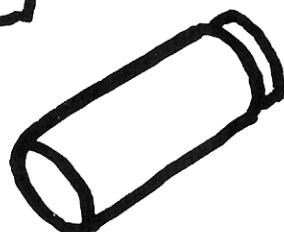
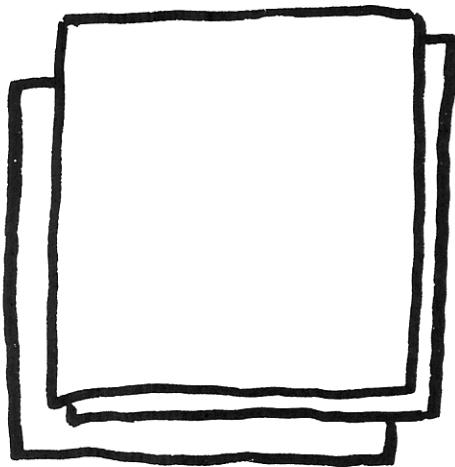
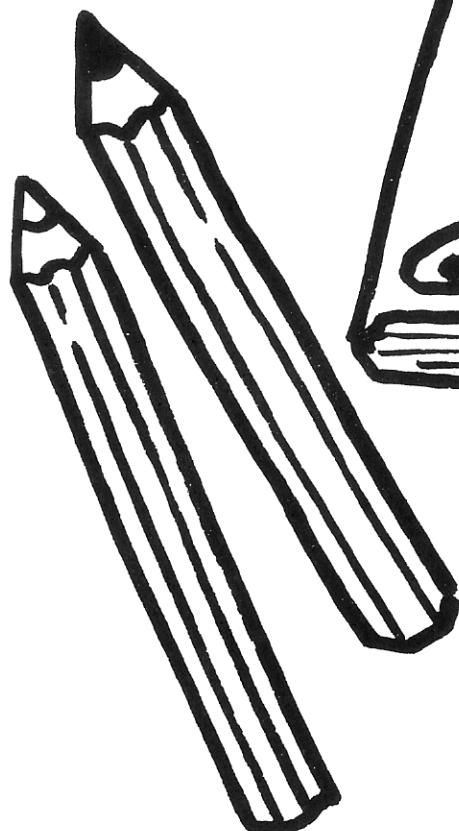
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Michael janai
desu.
Chris desu.*

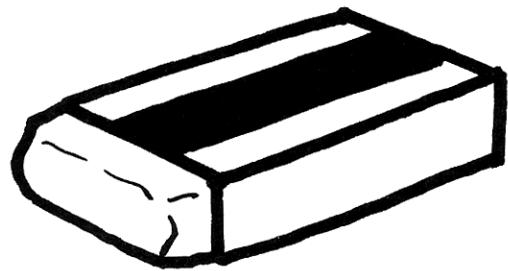
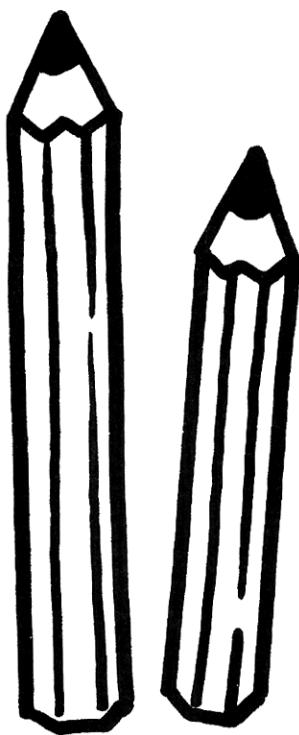


*Michael
desuka.*

なんですか

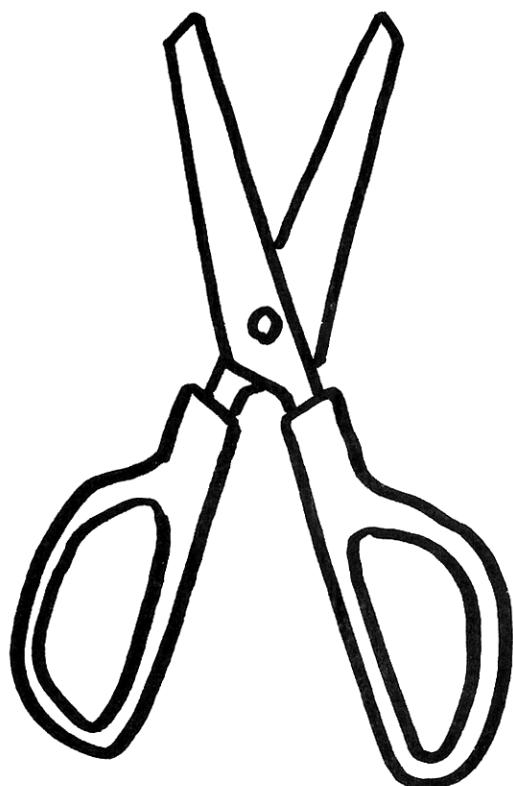
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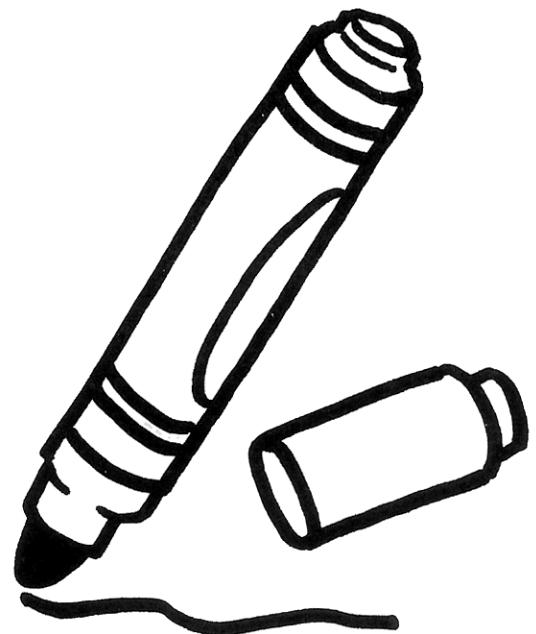


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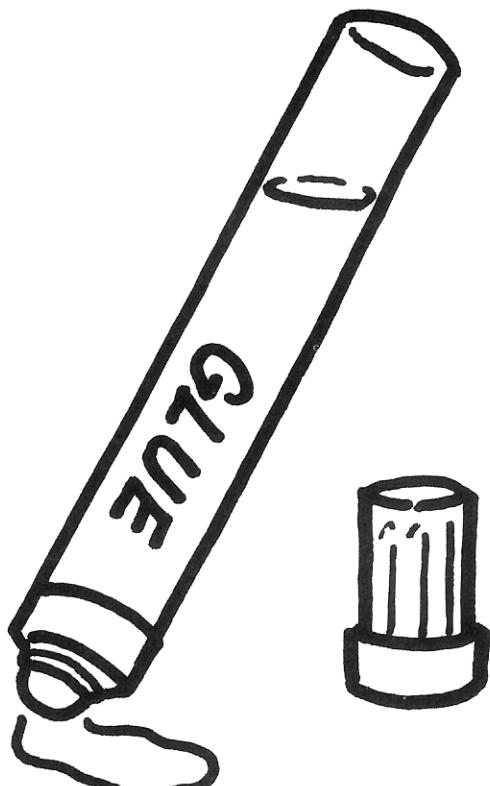
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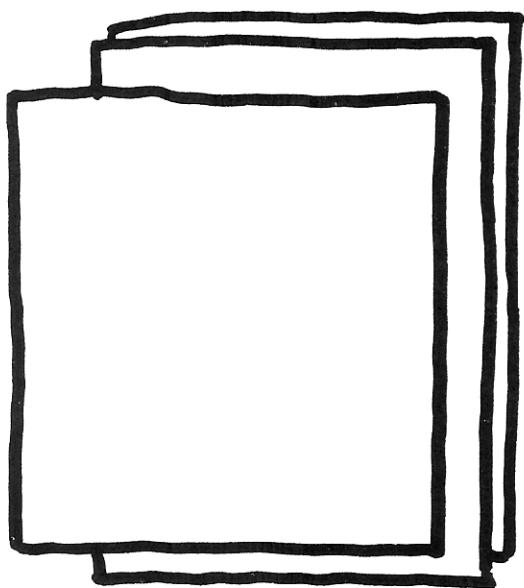
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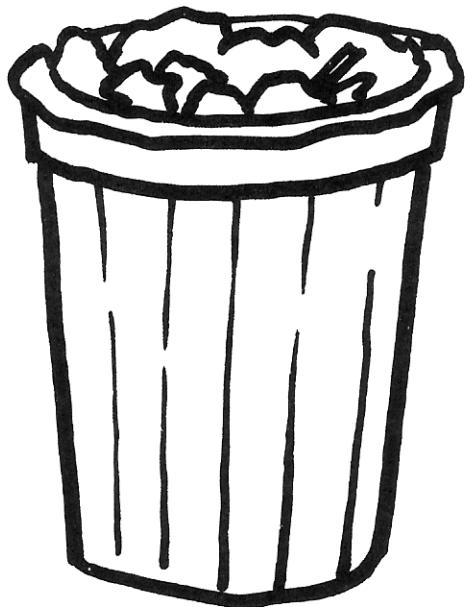
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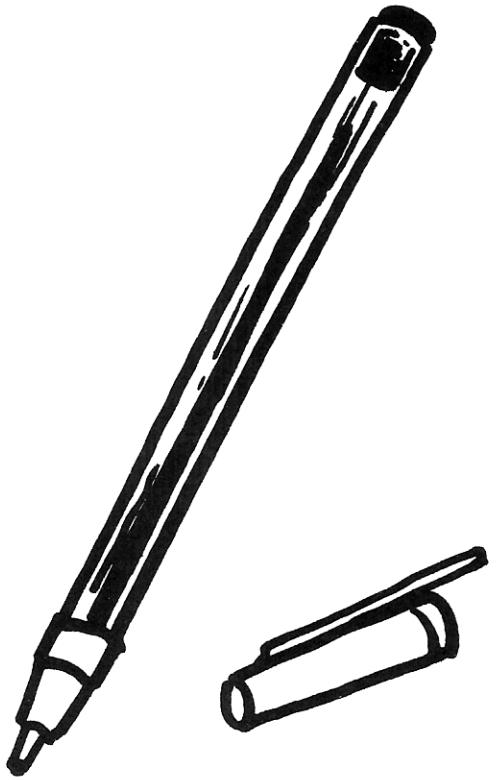
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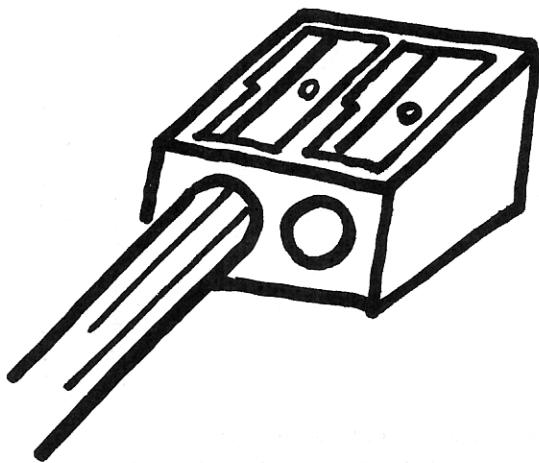
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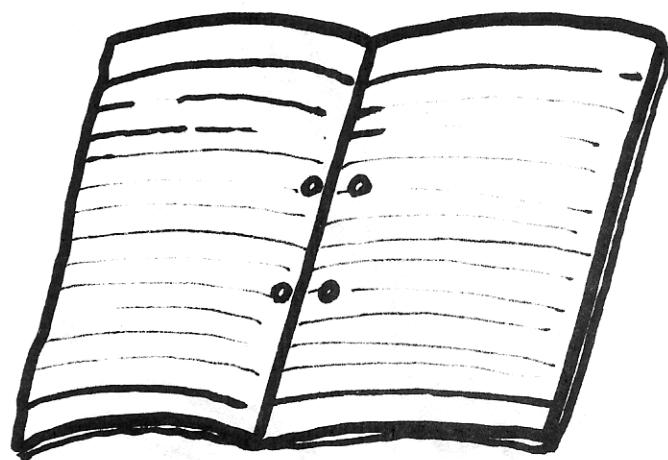
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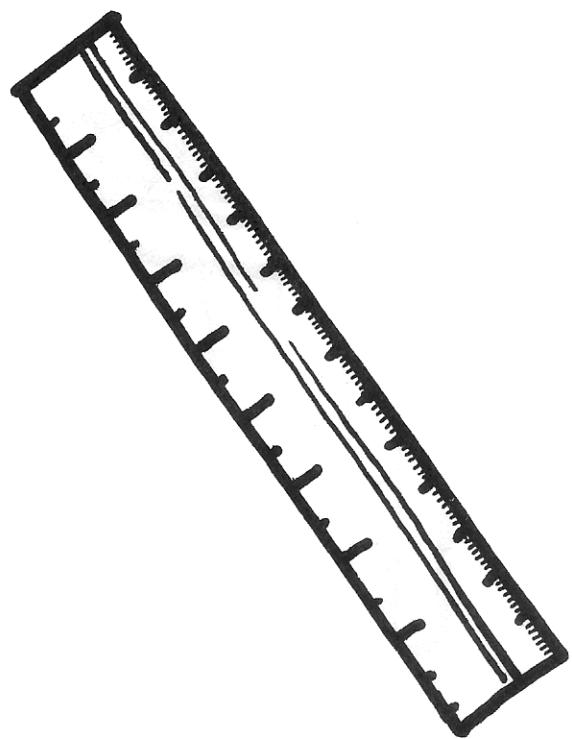
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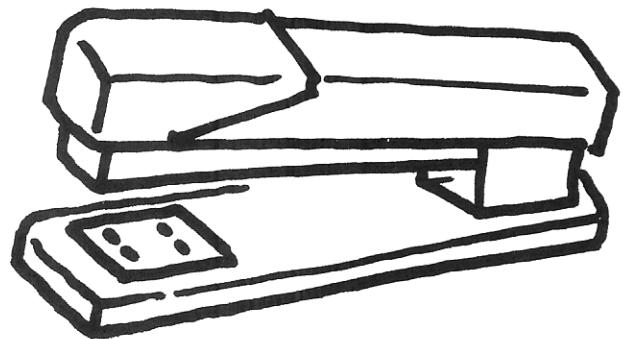
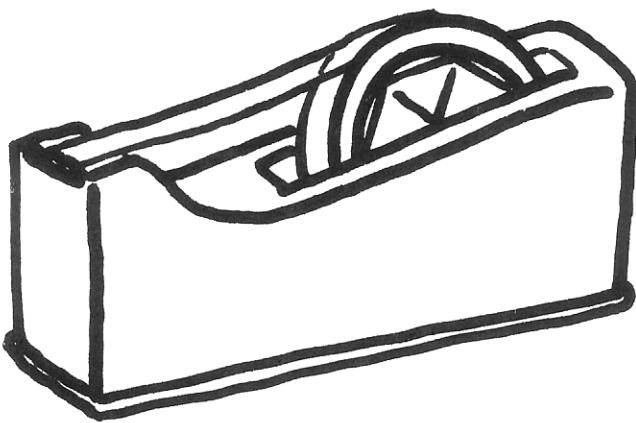


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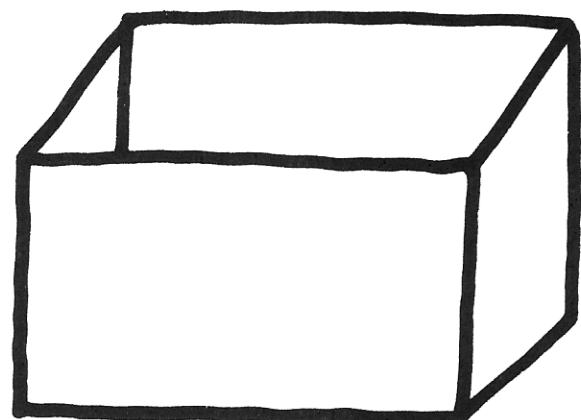
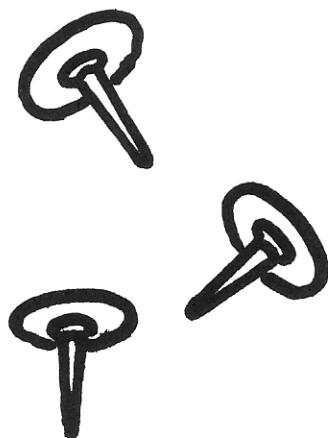


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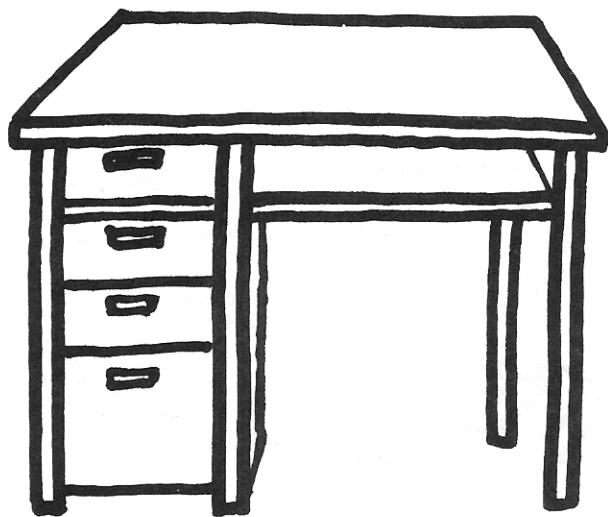


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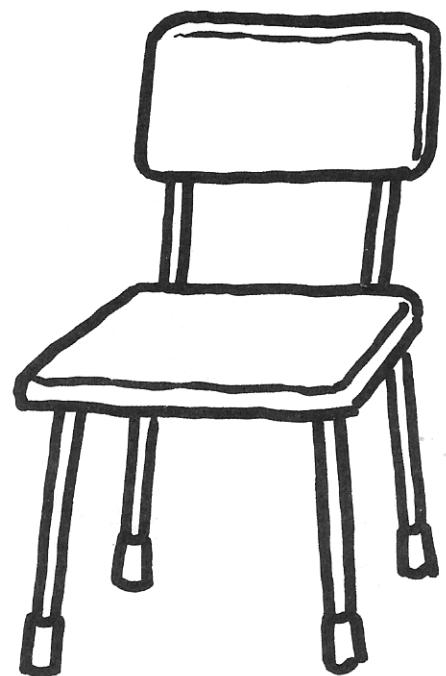


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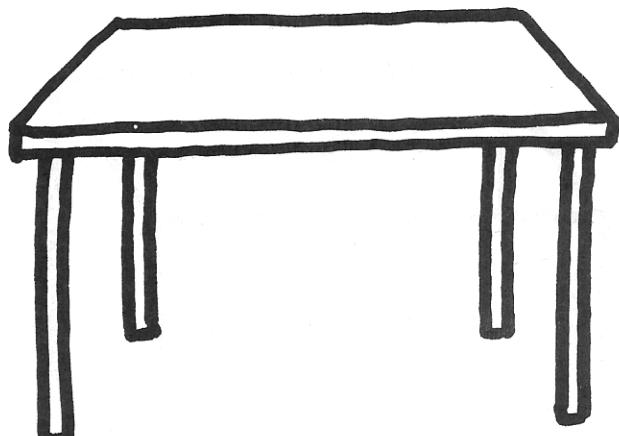
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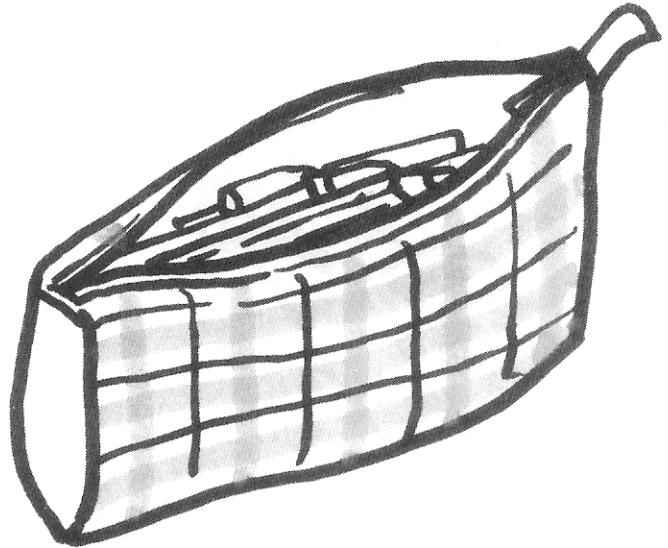
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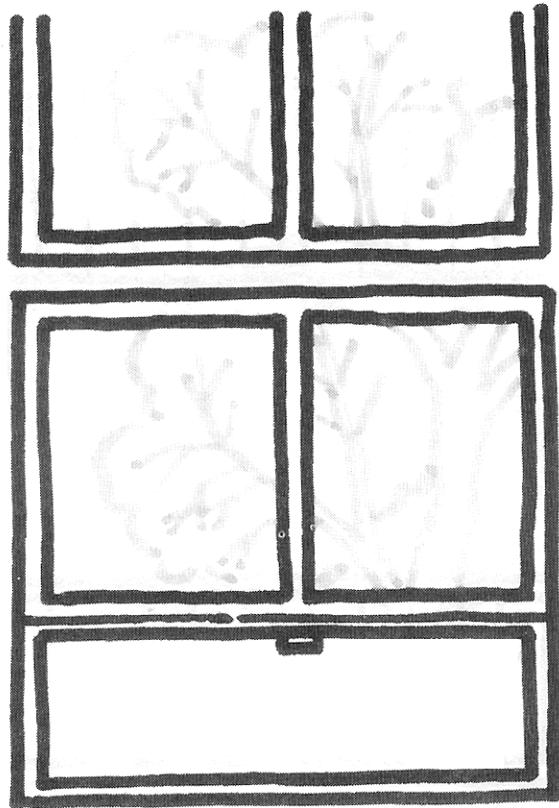
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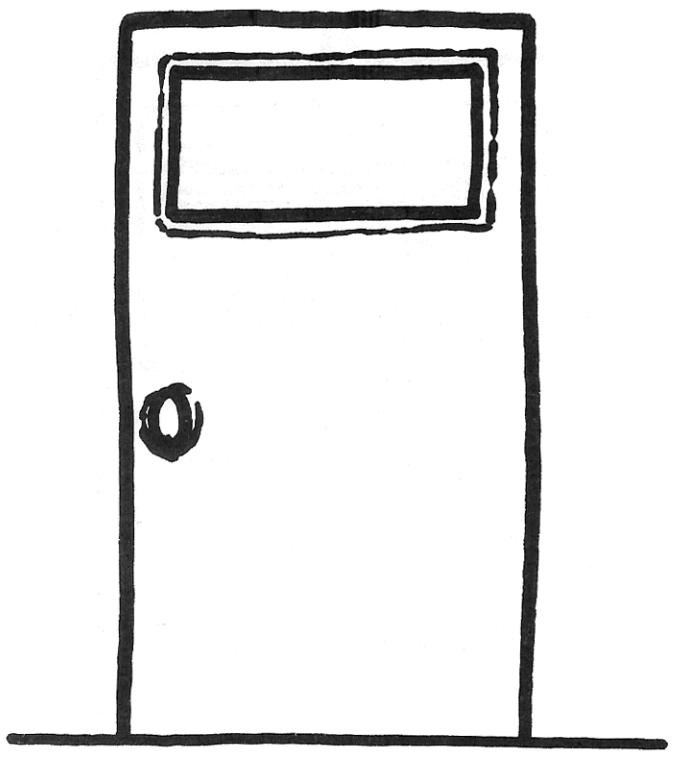
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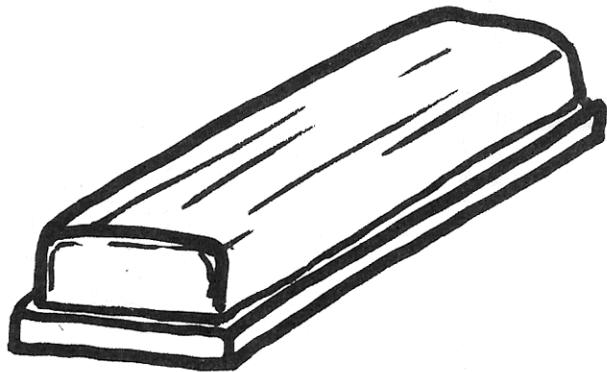
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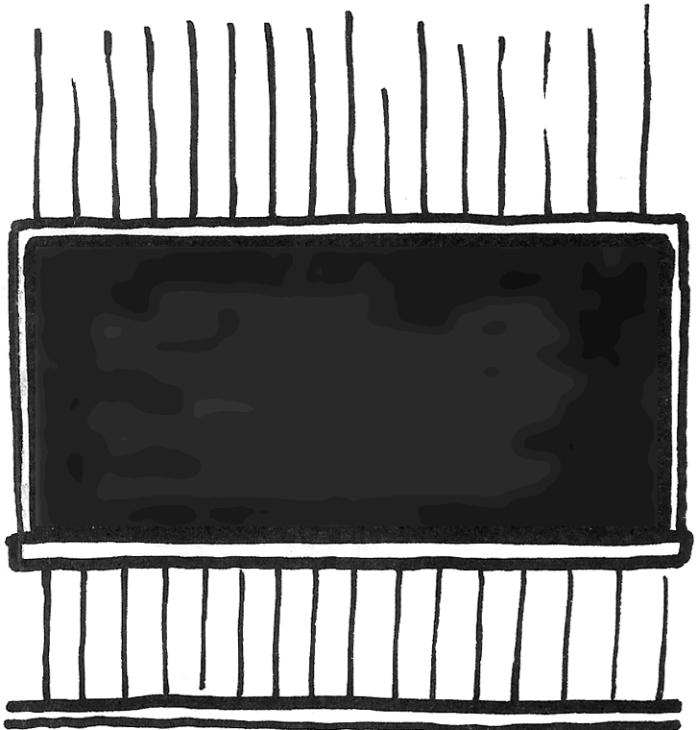
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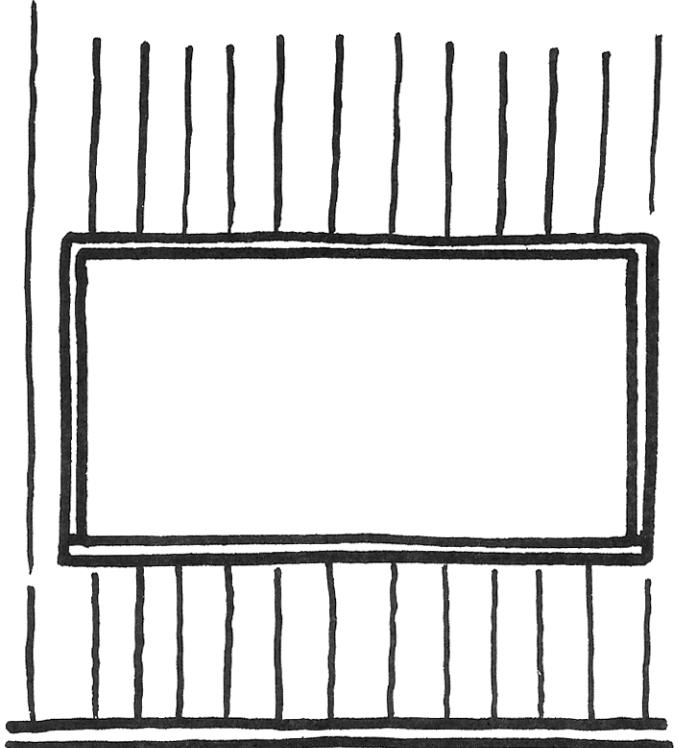
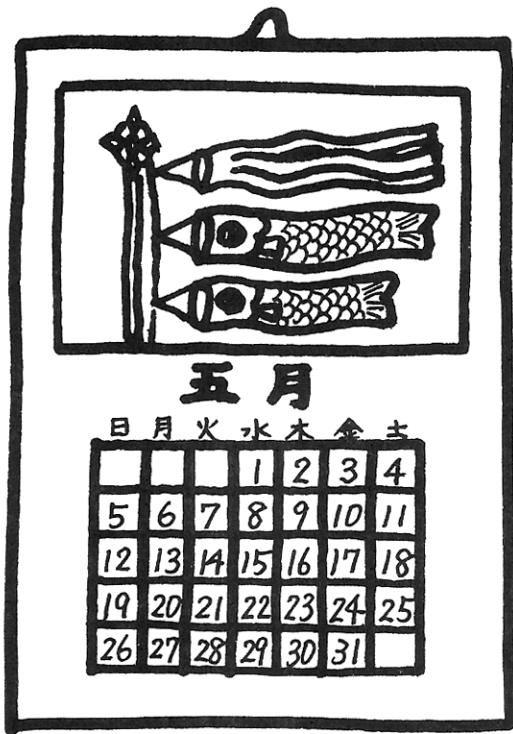
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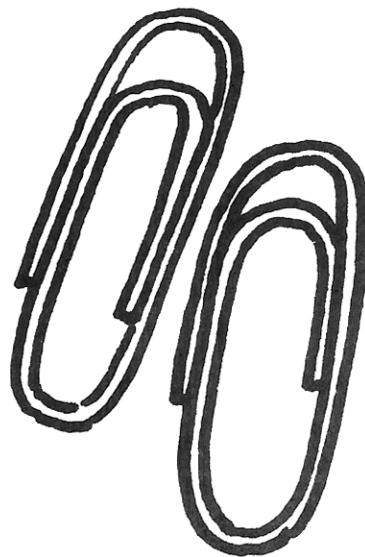
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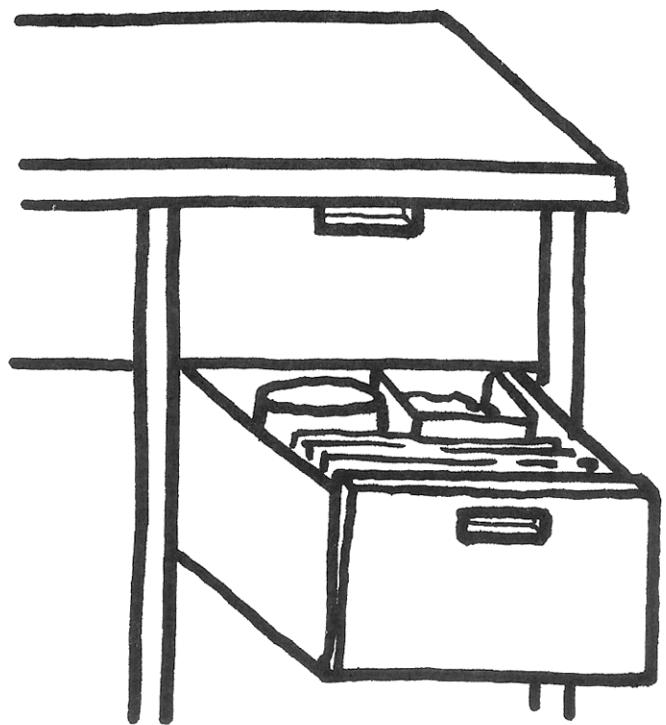
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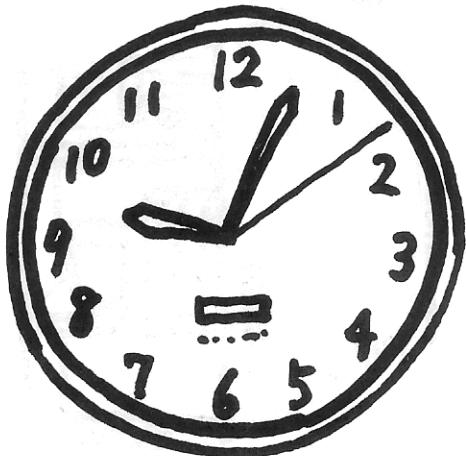
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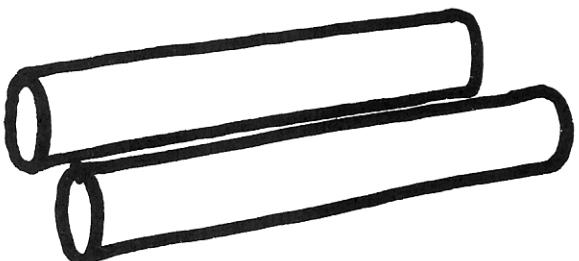
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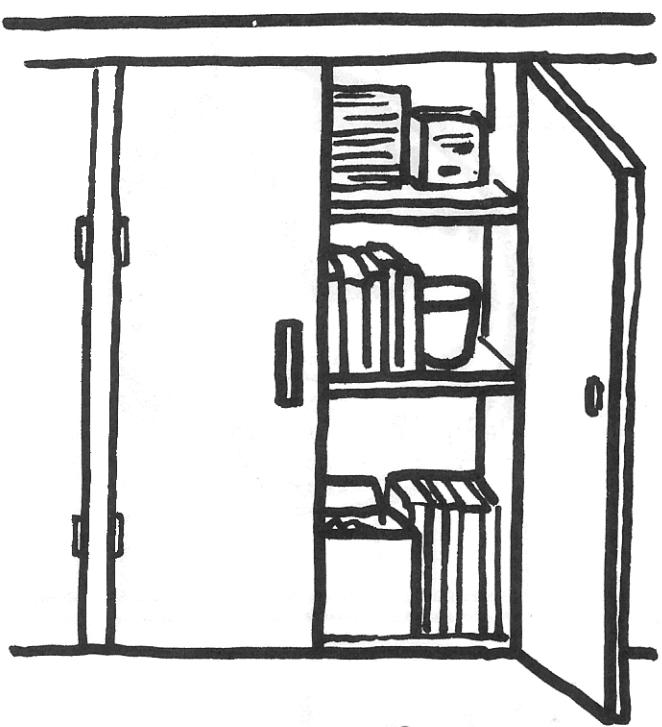
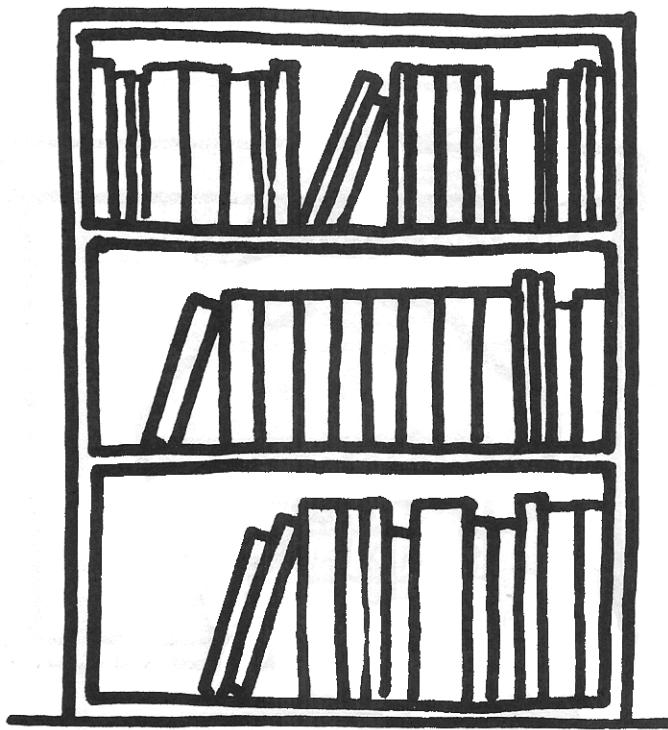
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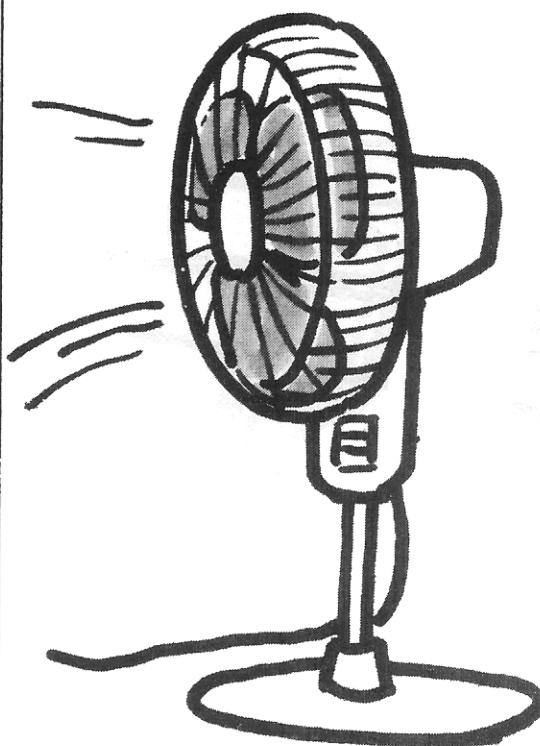


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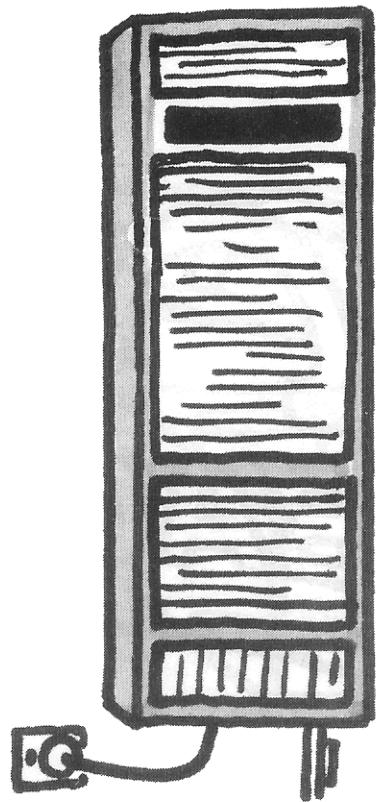


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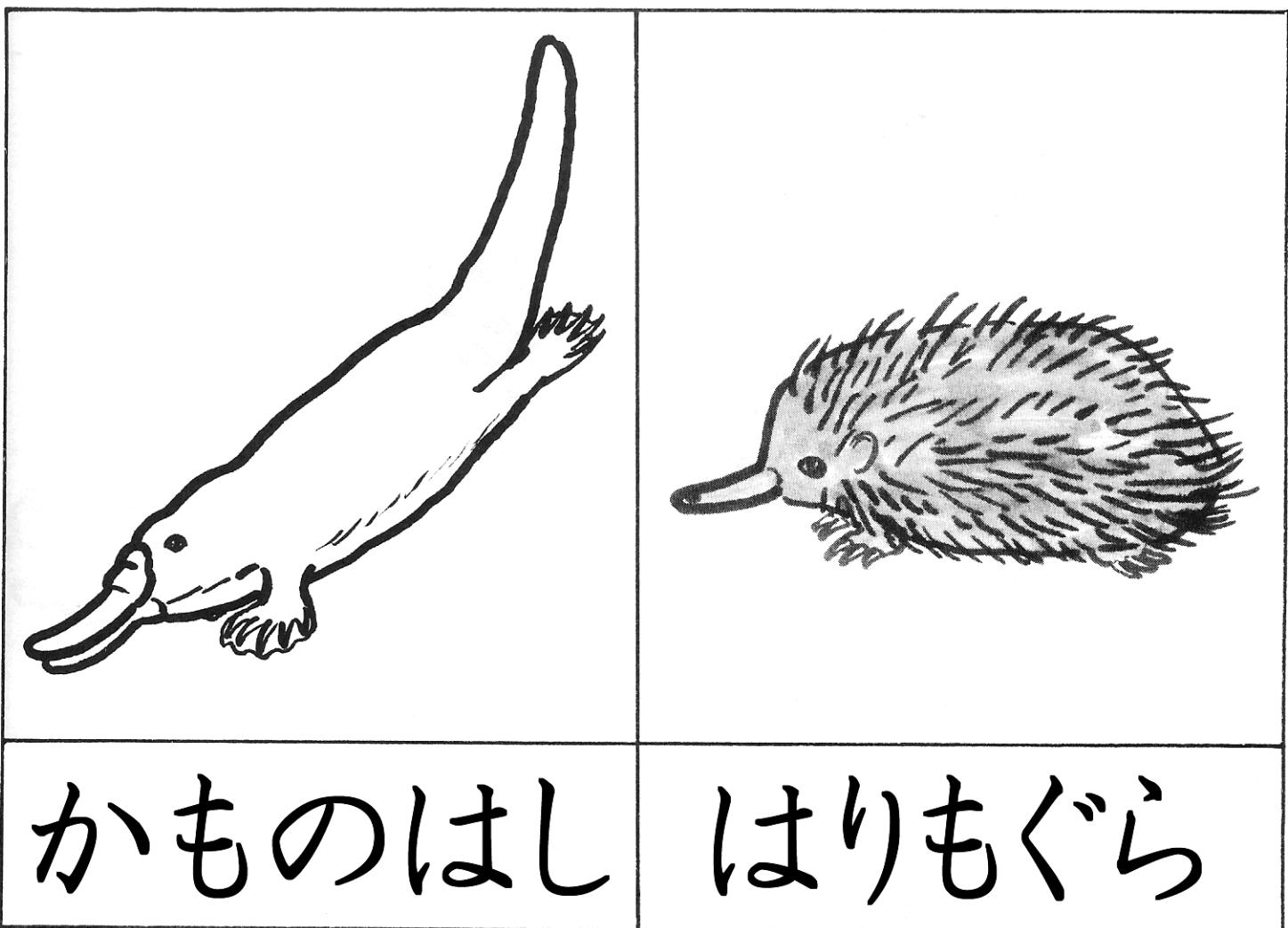


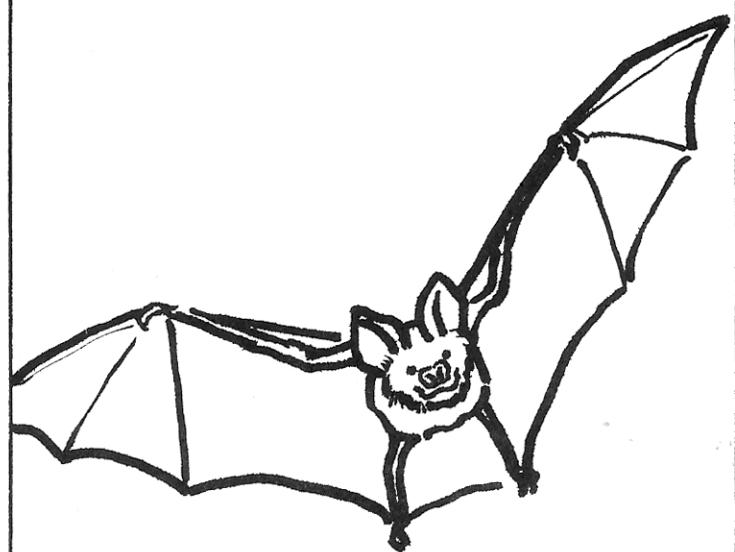
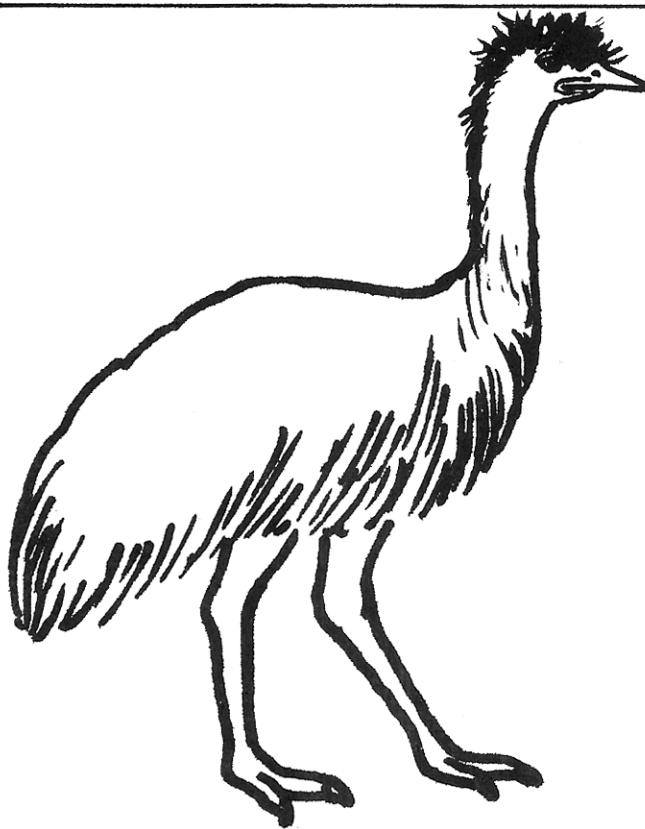
ヒーター

7 Animal Names

The Japanese text book **Niko Niko** of the **Yoroshiku** series (published by the Curriculum Corporation, 141 Rathdown Street Carlton Vic 3053) has many good resources, including worksheets and animal pictures for flashcards. This is a very good book however I have found there are not enough animals for my enthusiastic students. My students want to know more animal names. If you would like extra animals too, here are some extra animal pictures.

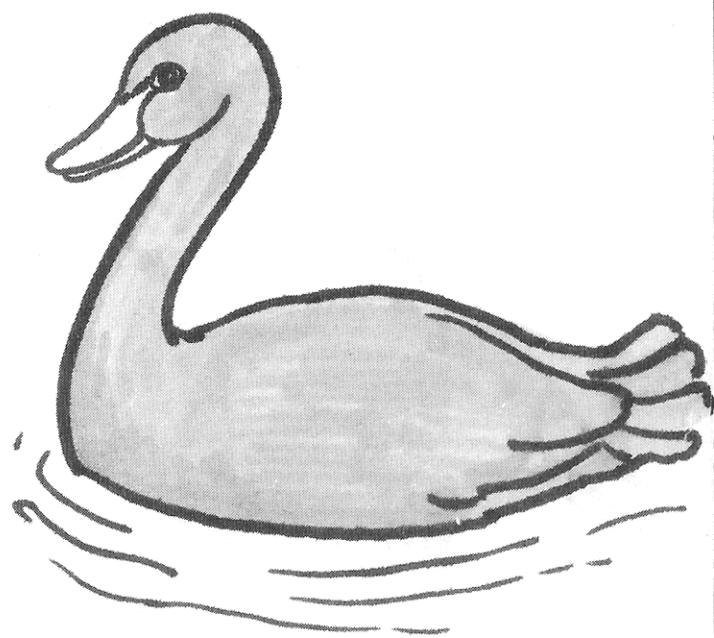
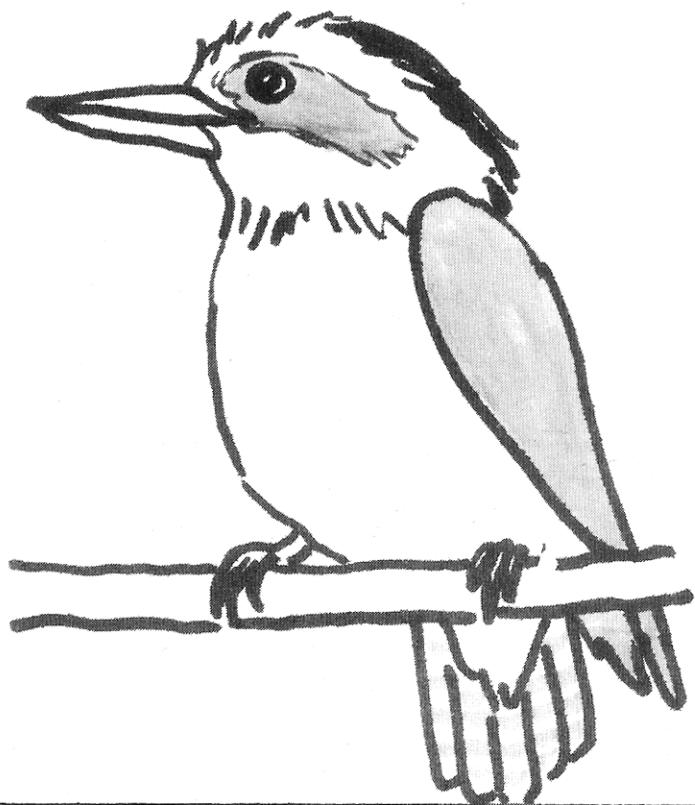
Animal card masters





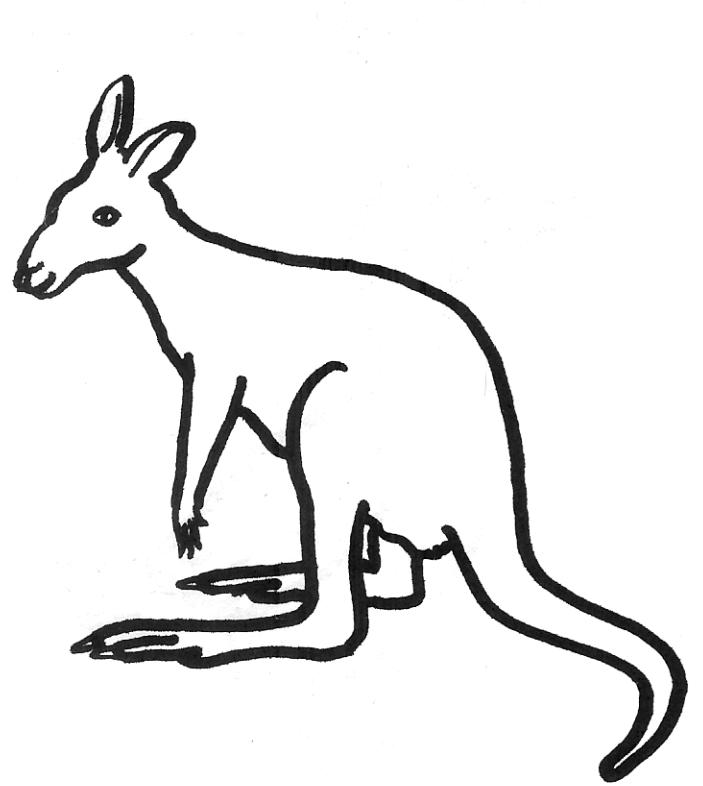
エミュー

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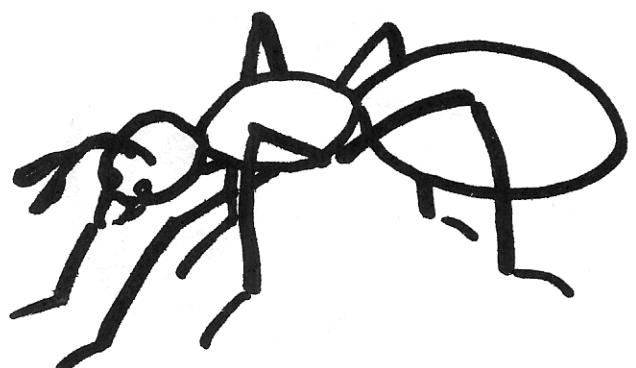
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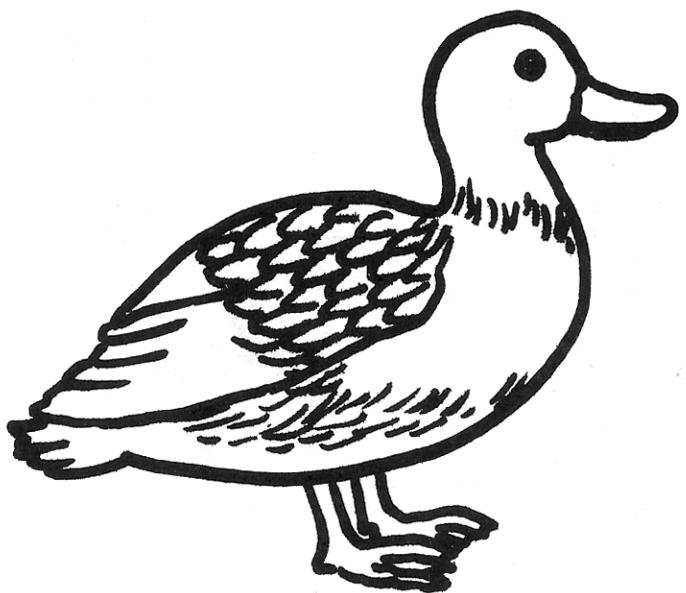
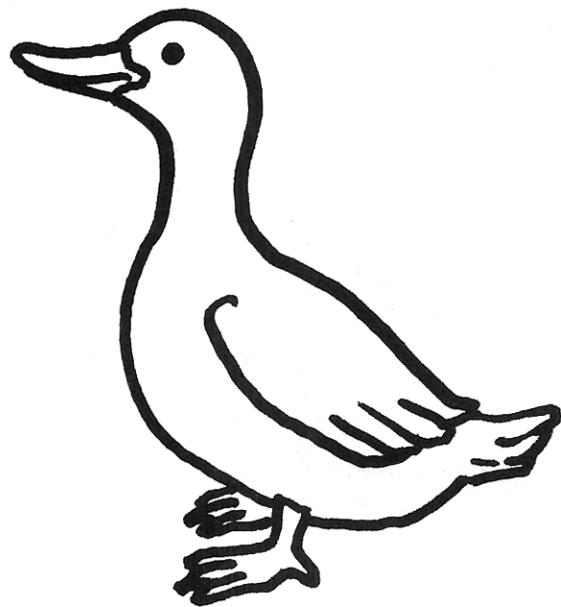
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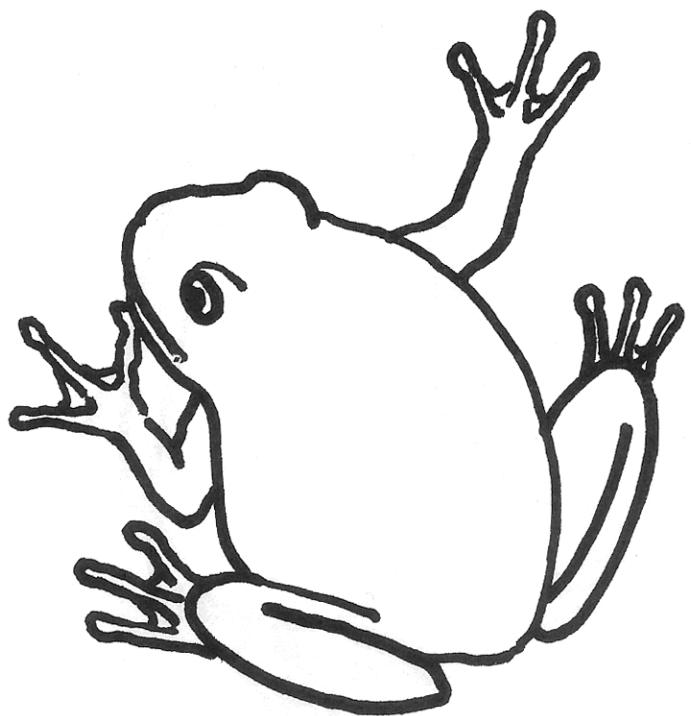
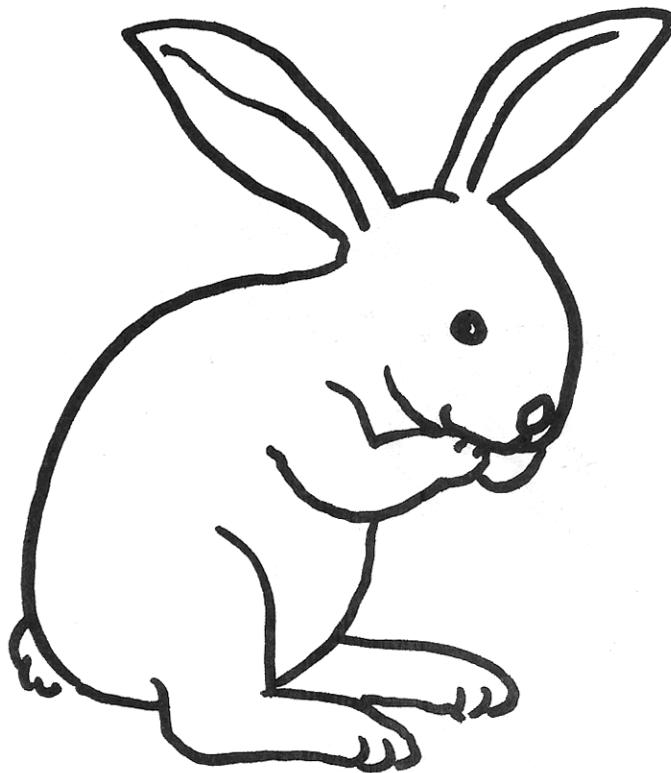
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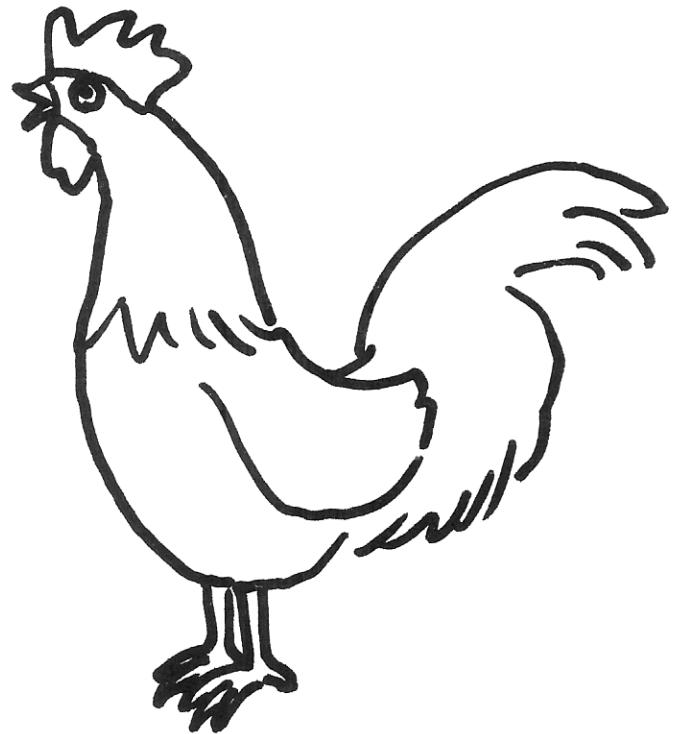
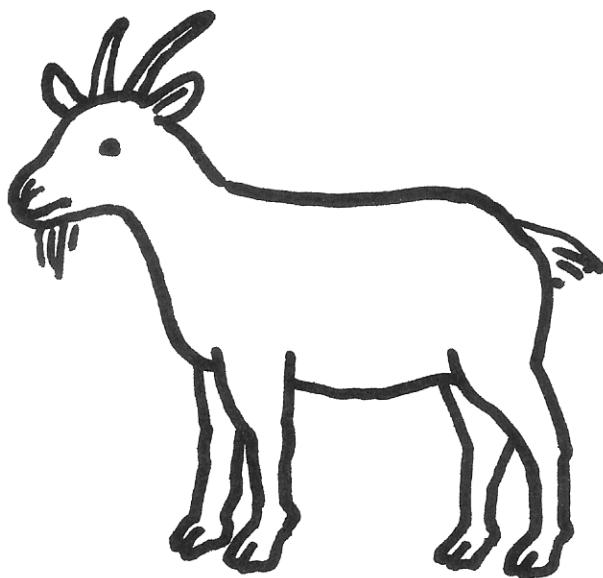
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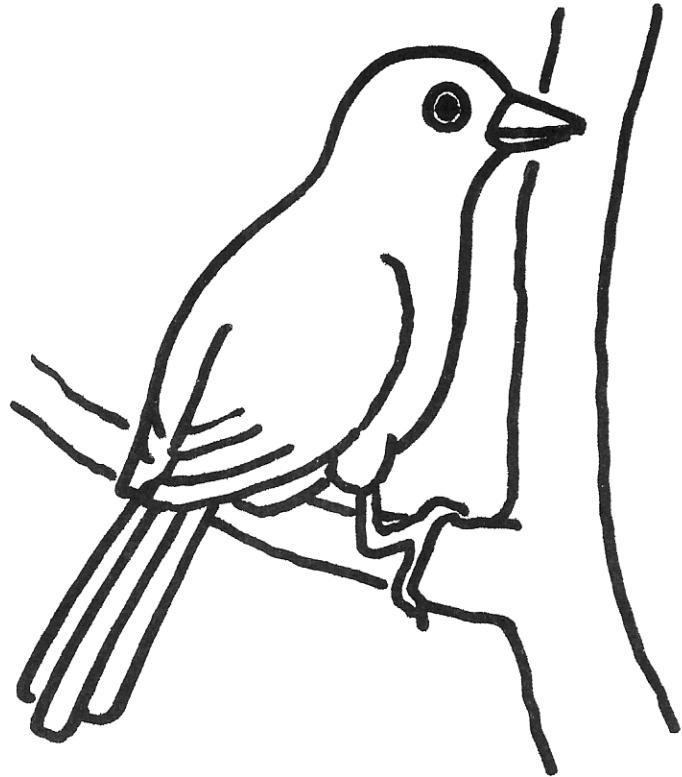
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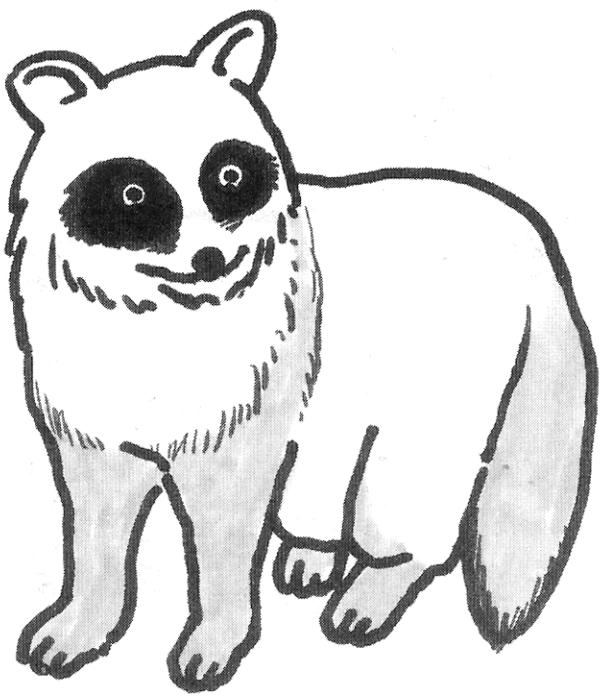
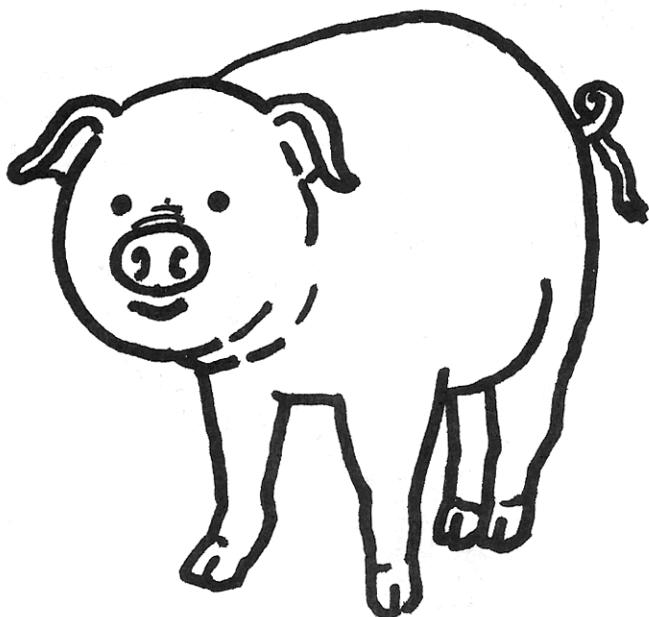
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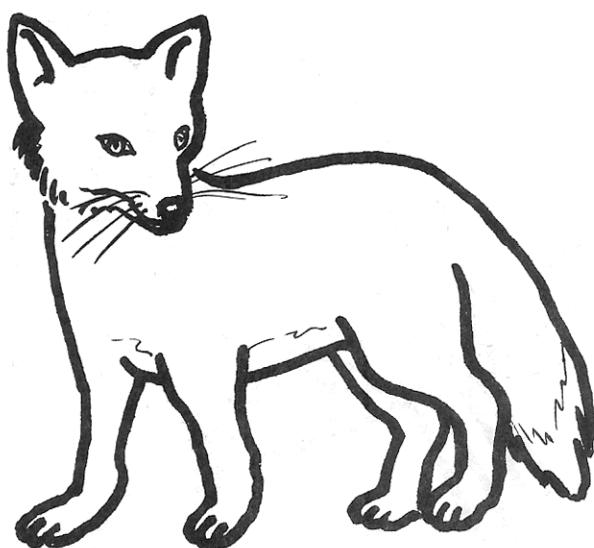
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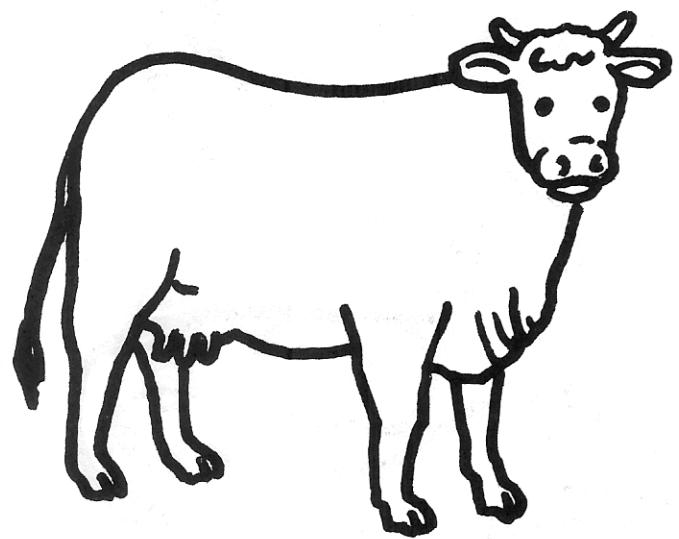
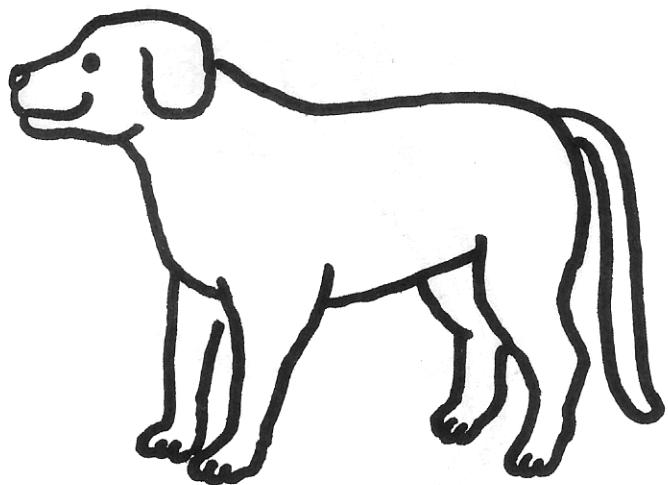
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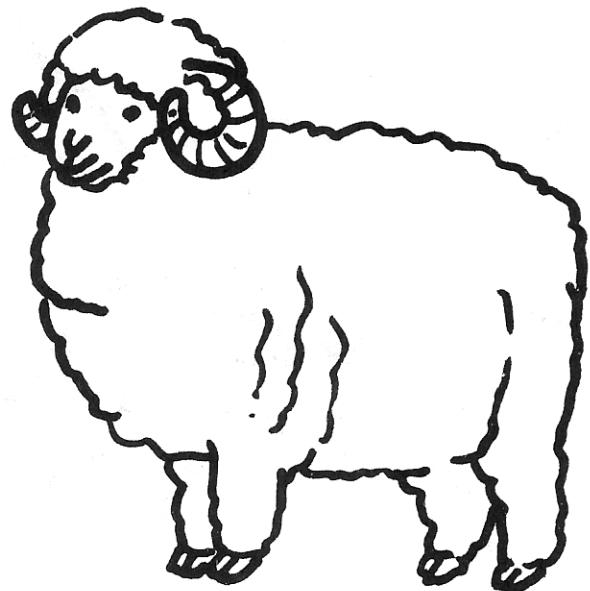
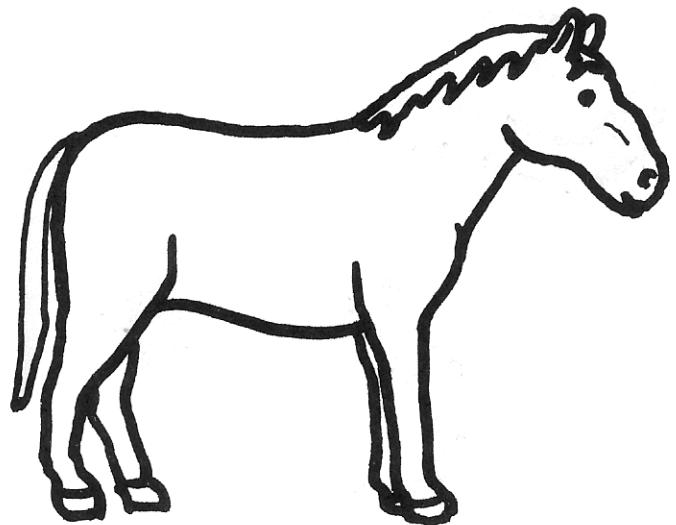
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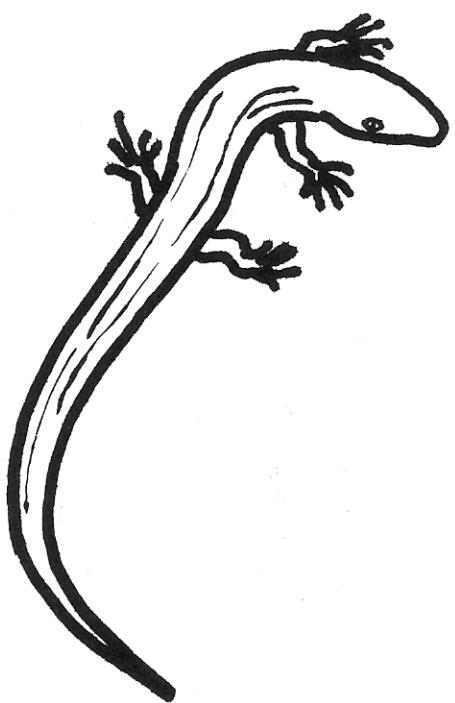
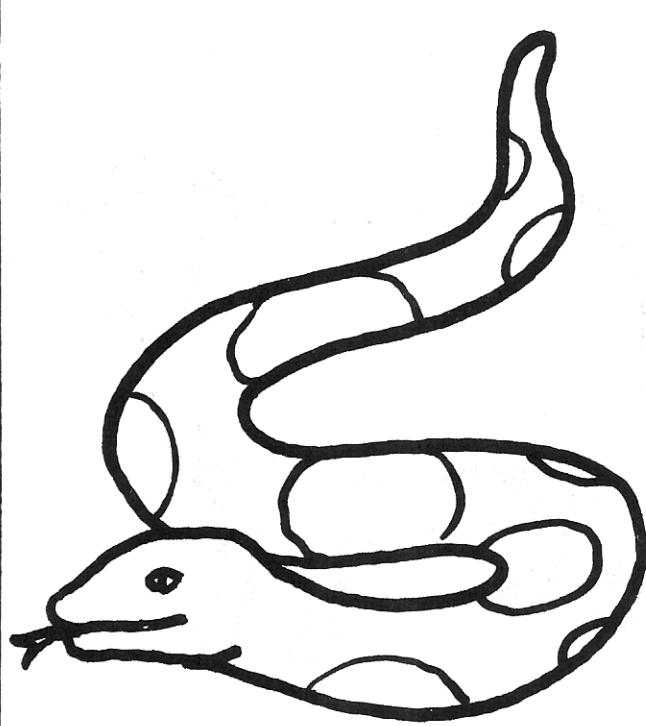
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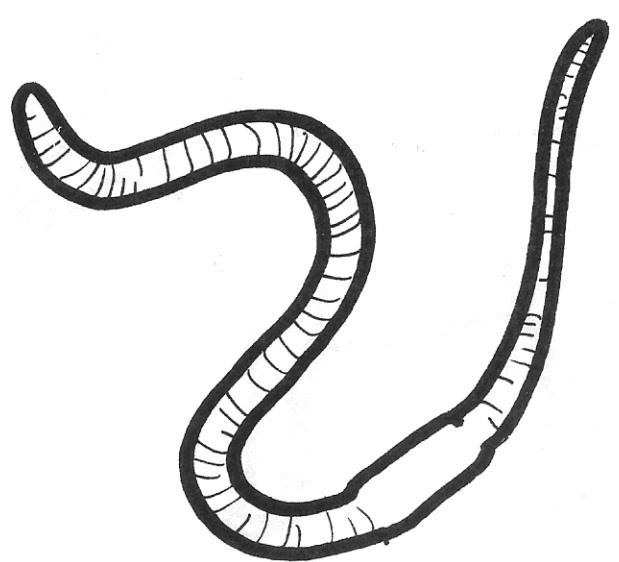
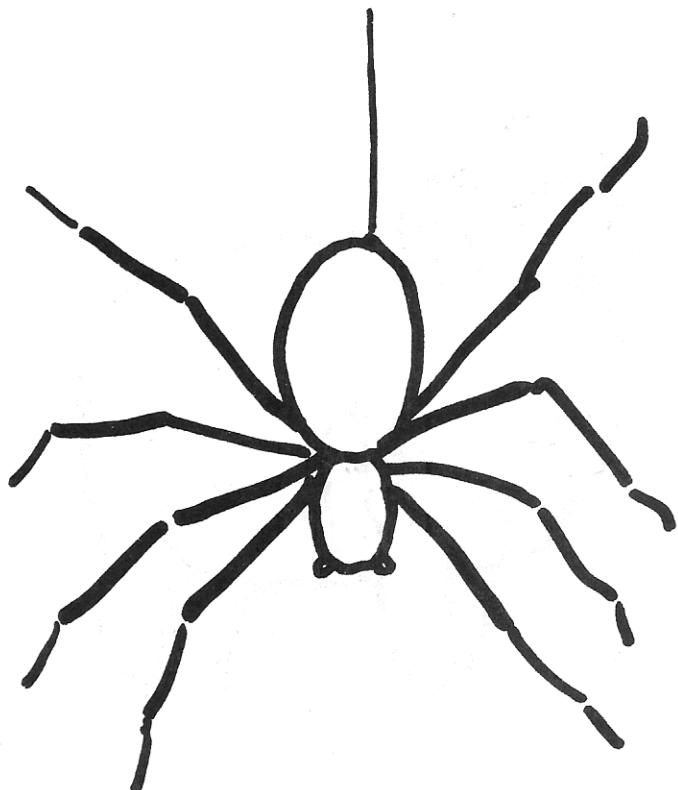
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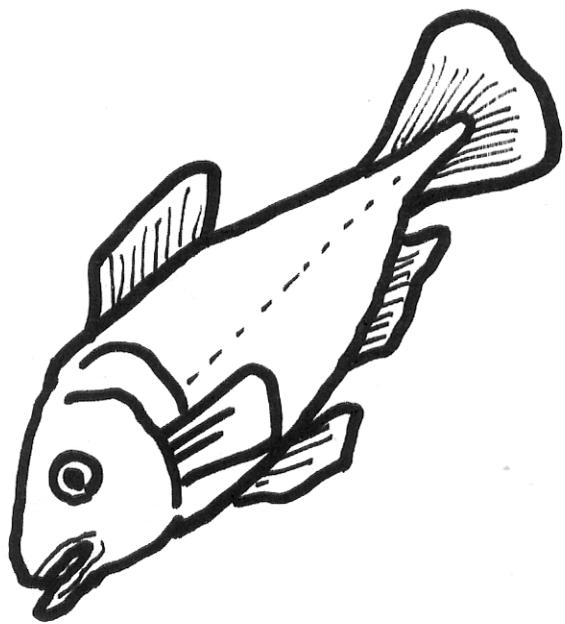
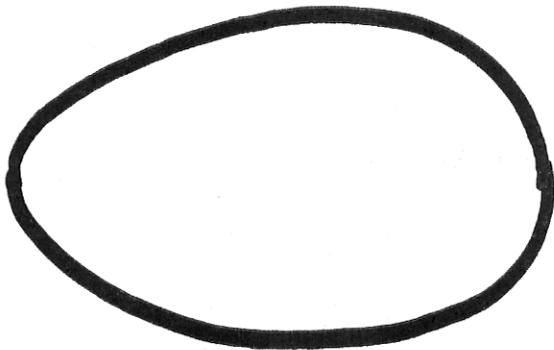
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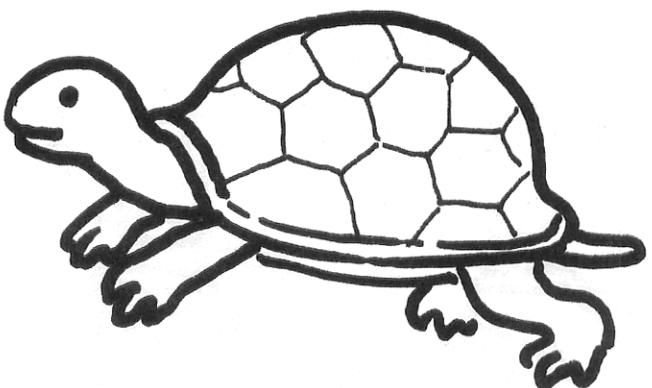
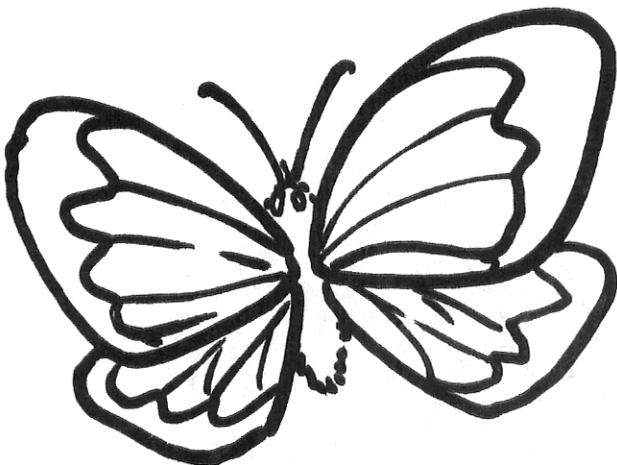
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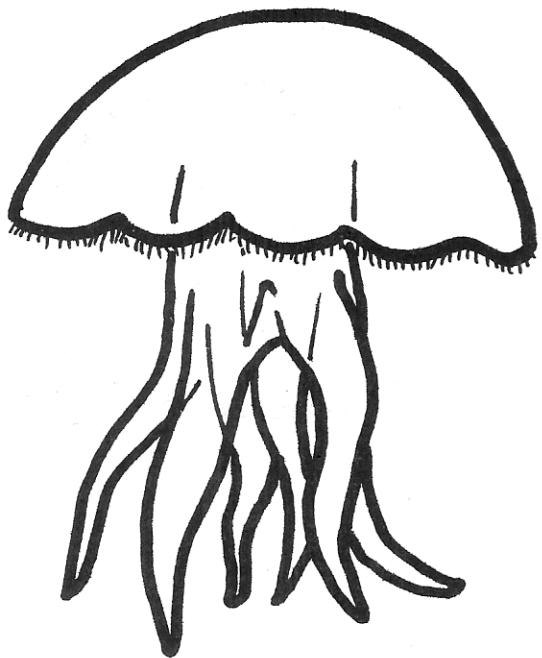
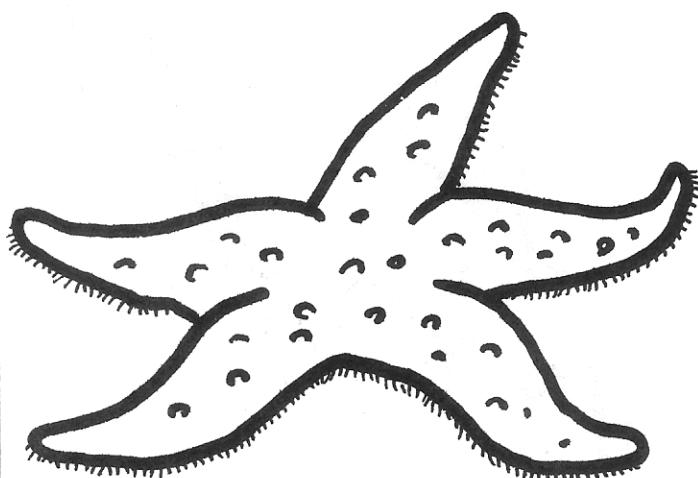
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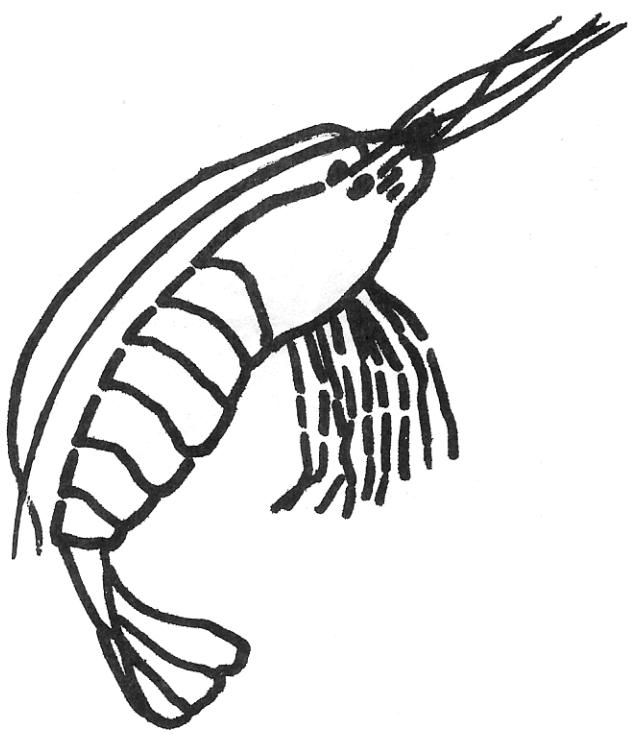
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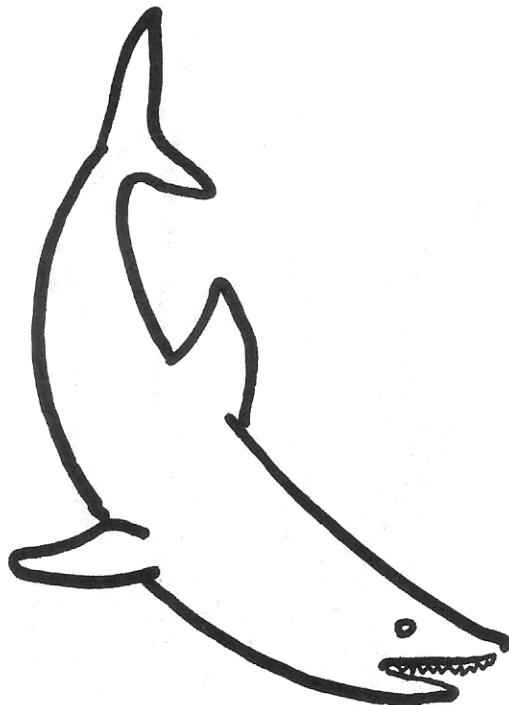
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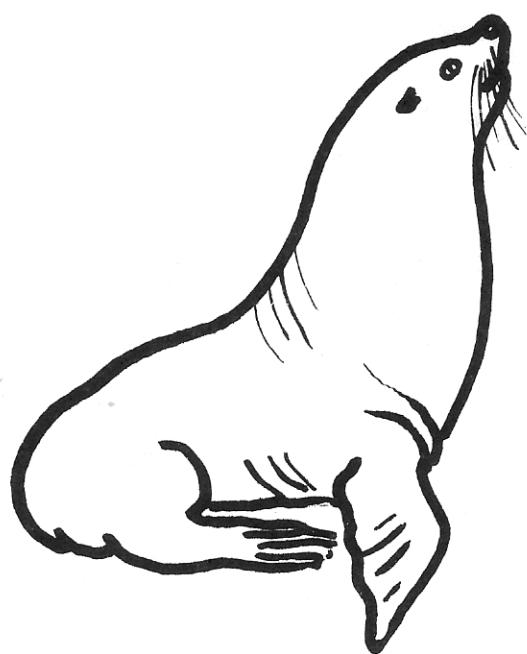
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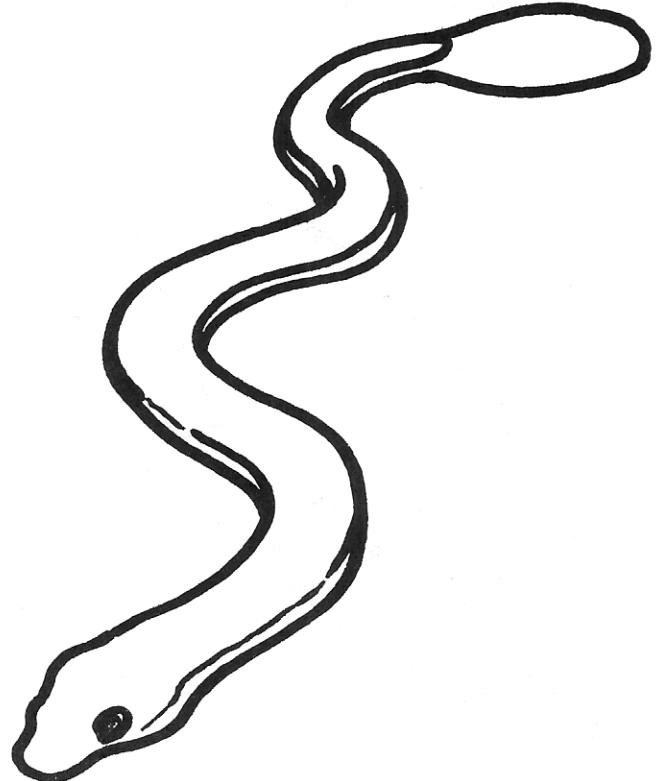
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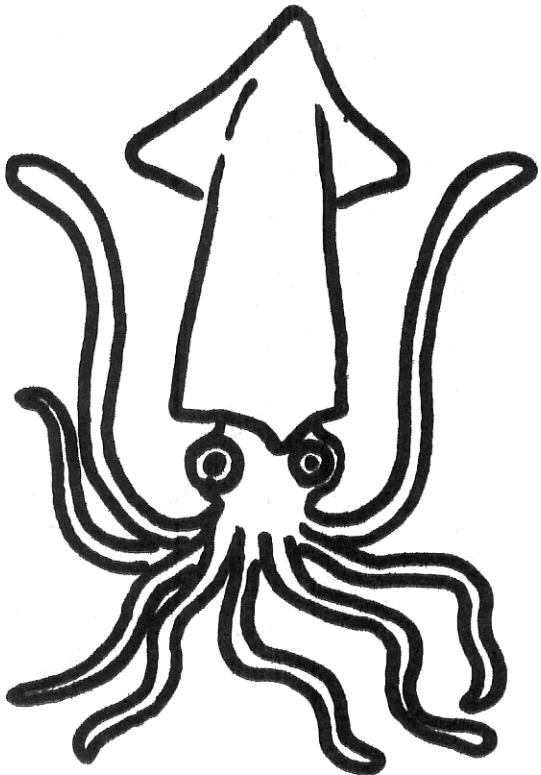
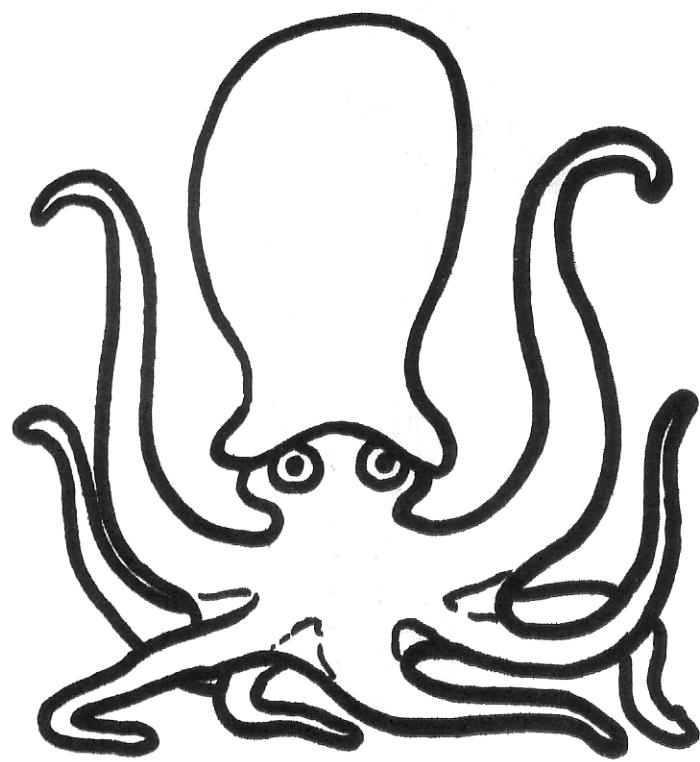
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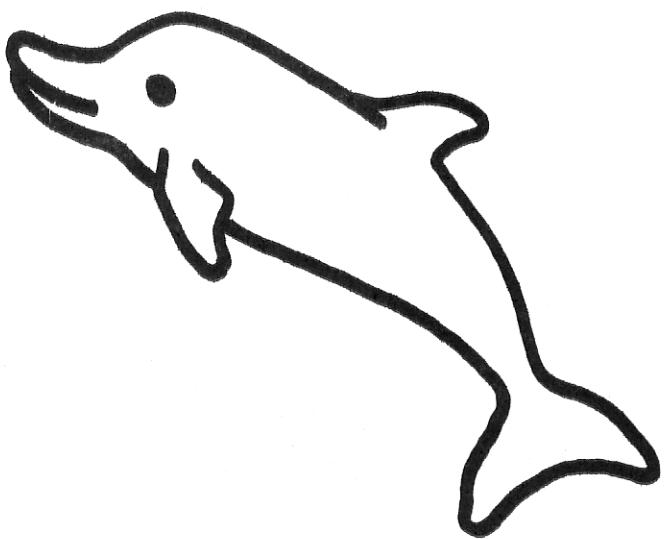
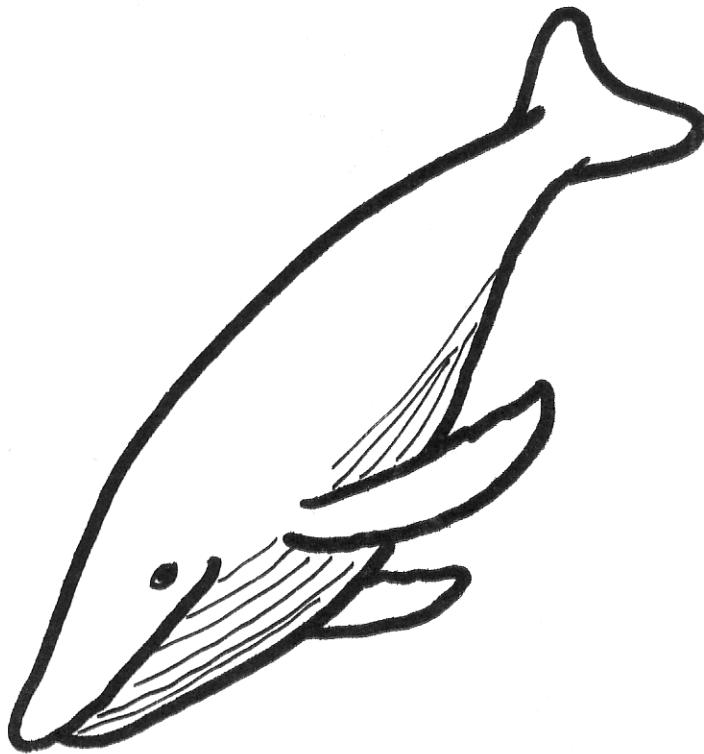


うみへび



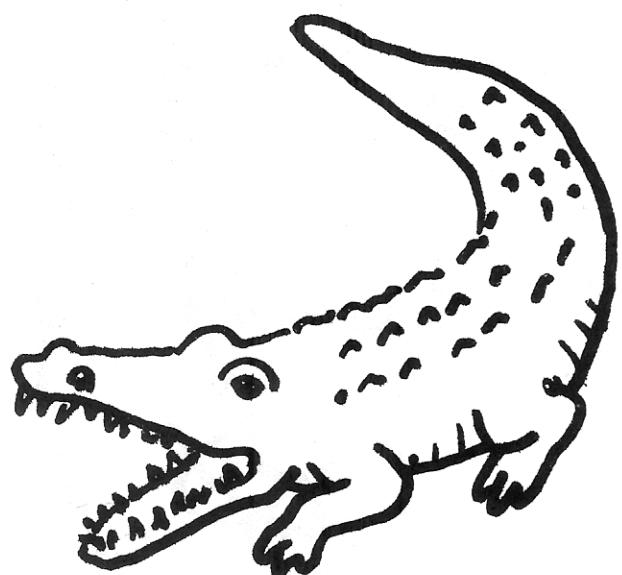
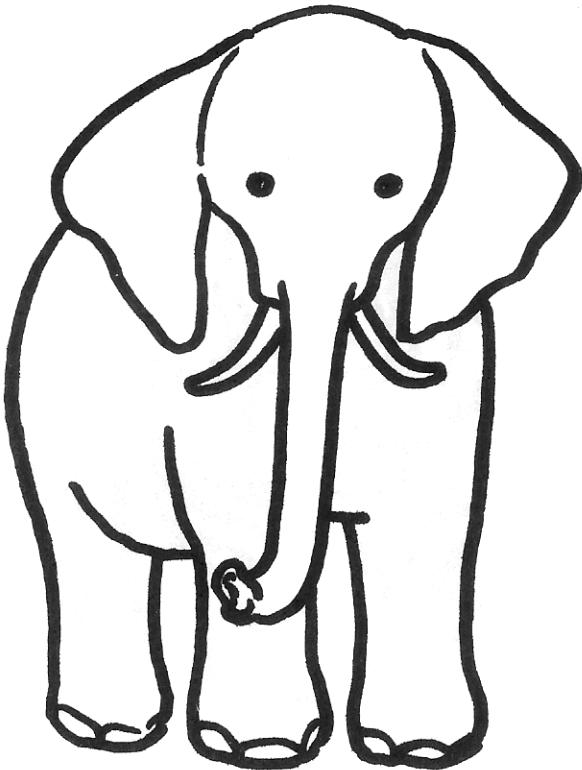
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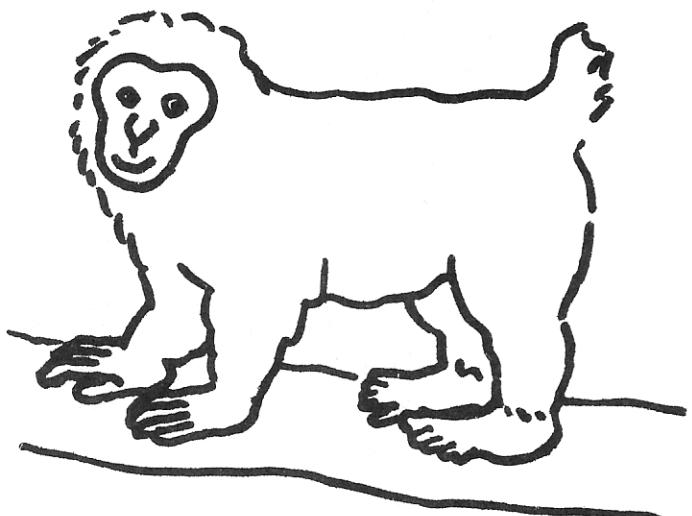
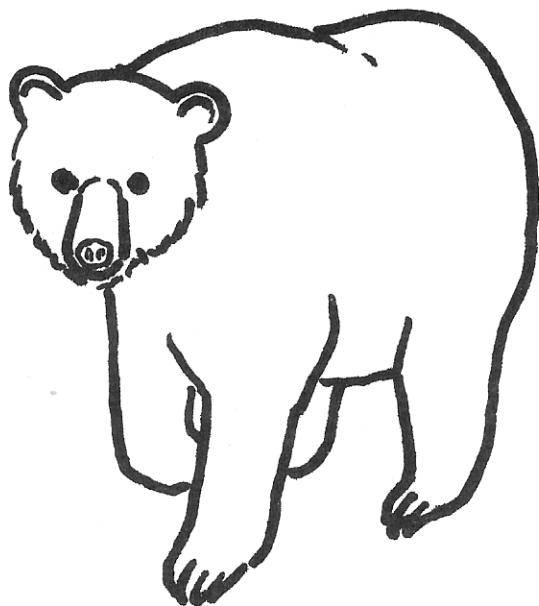
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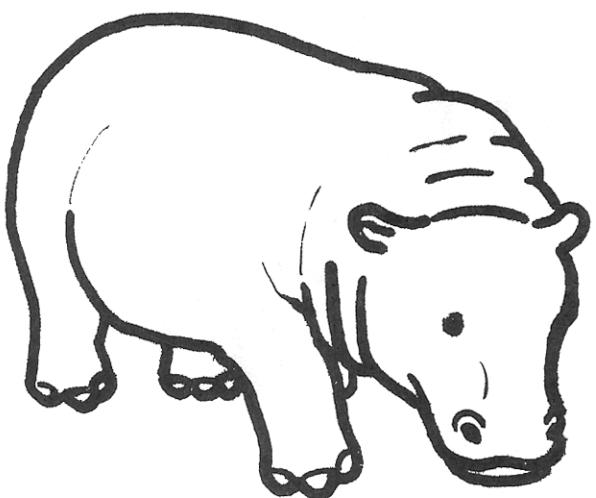
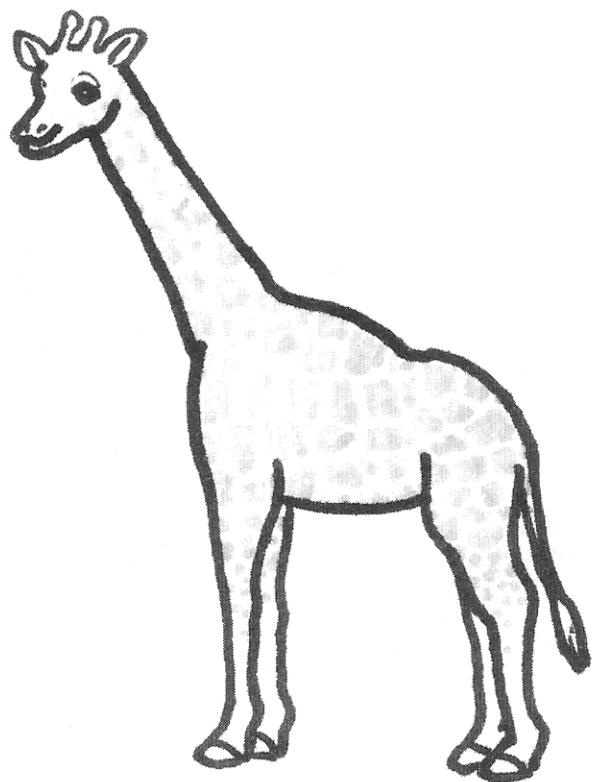
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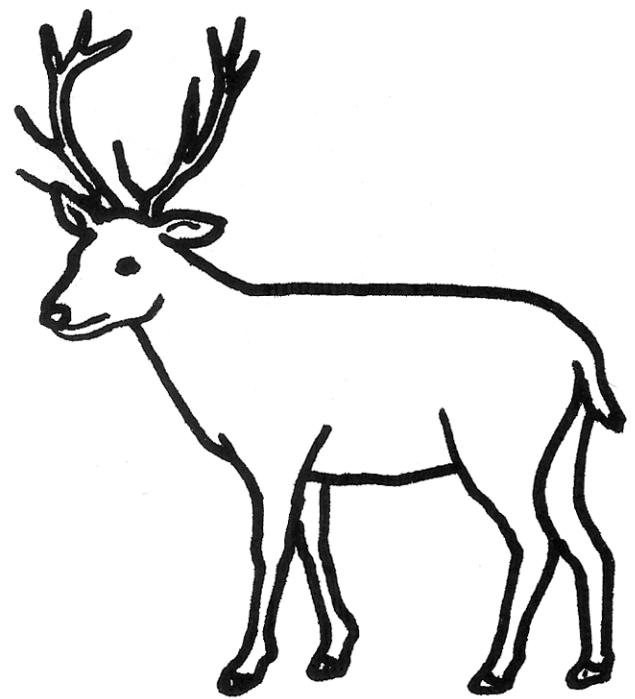
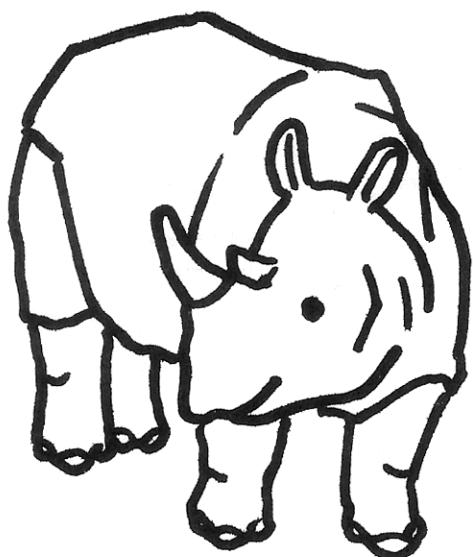
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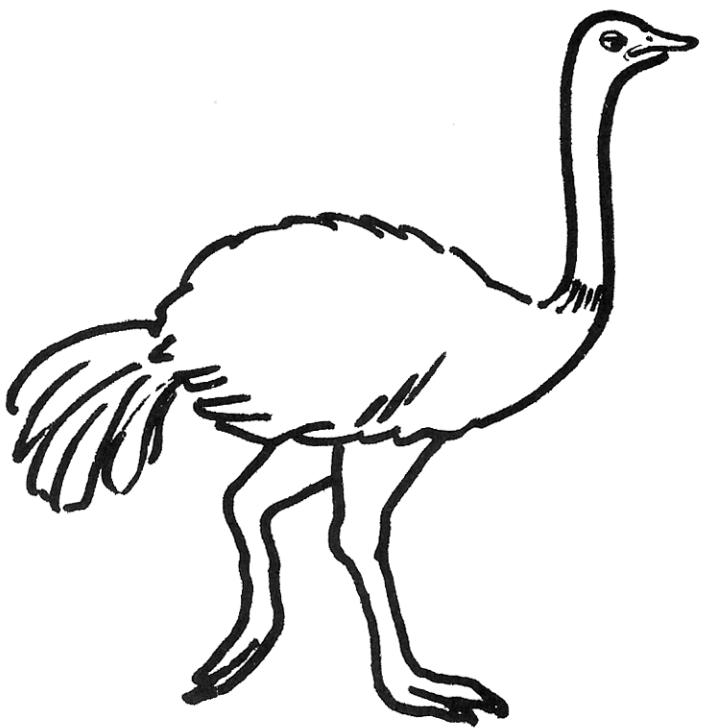
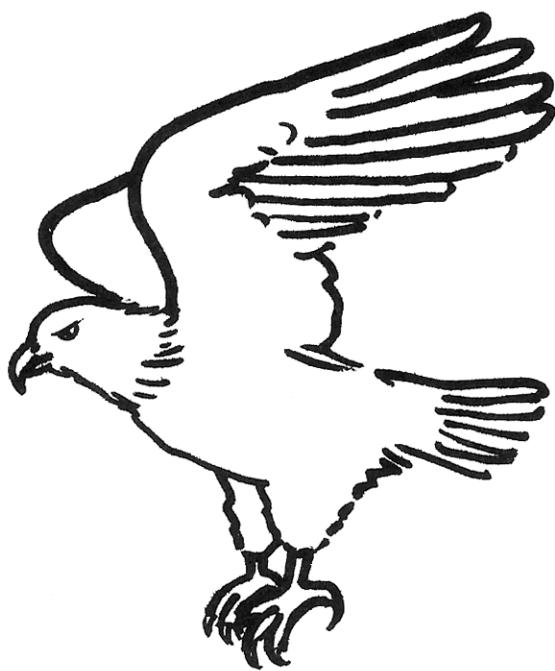
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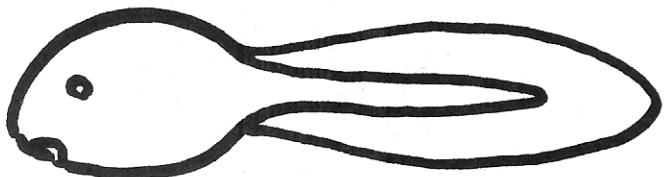
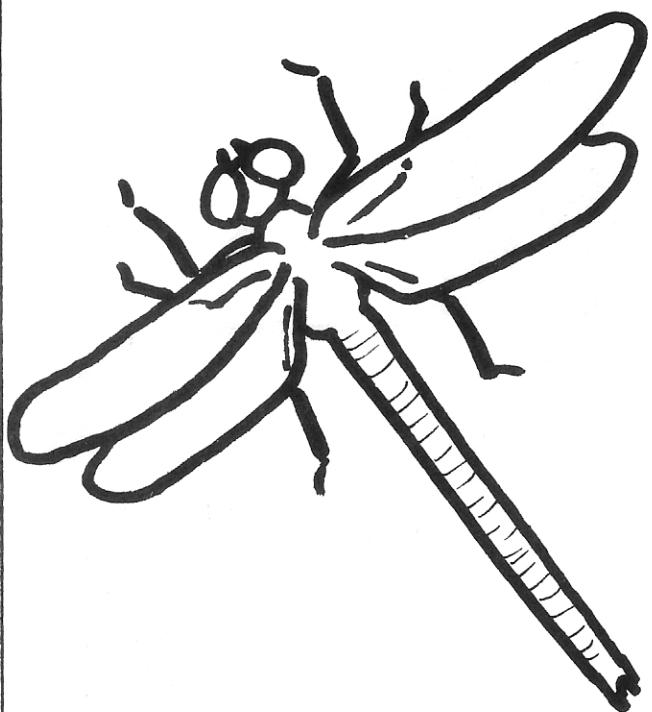
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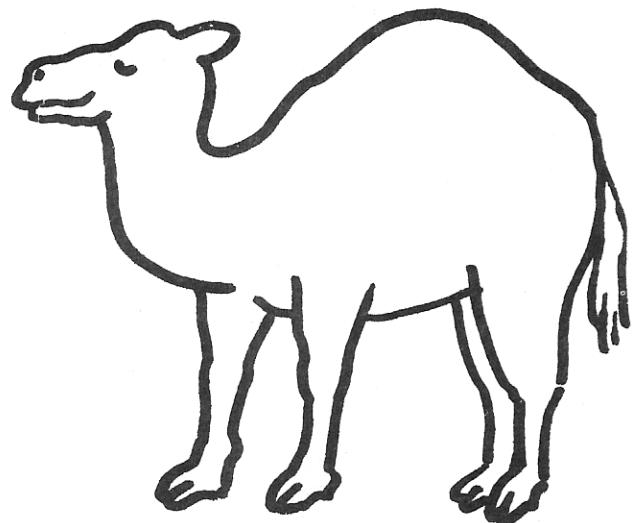
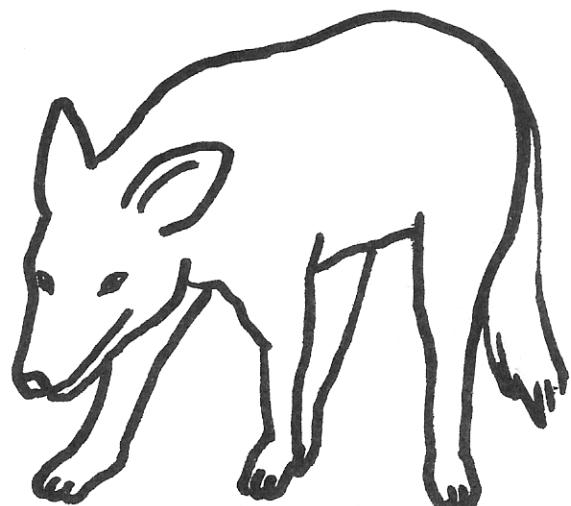
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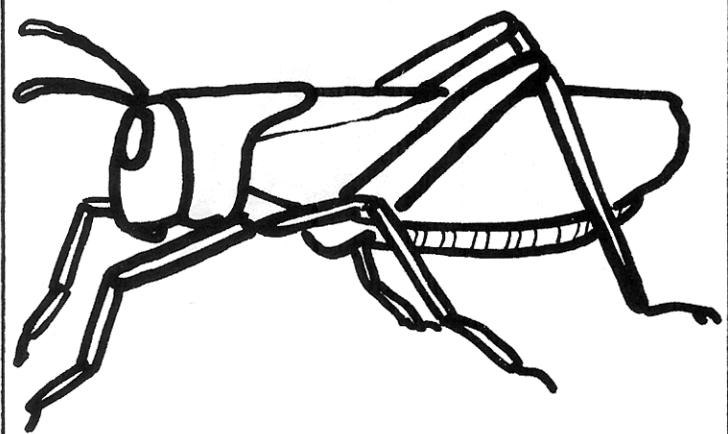
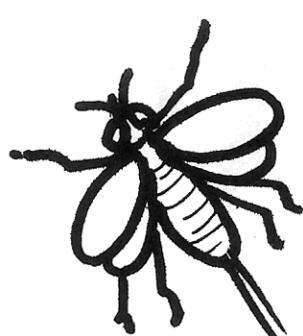
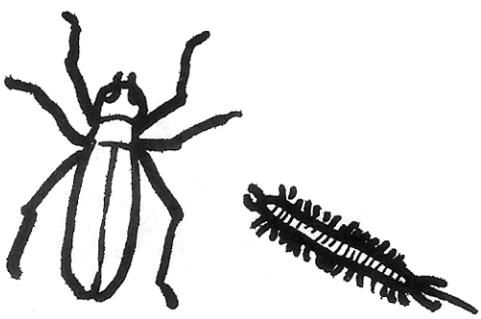
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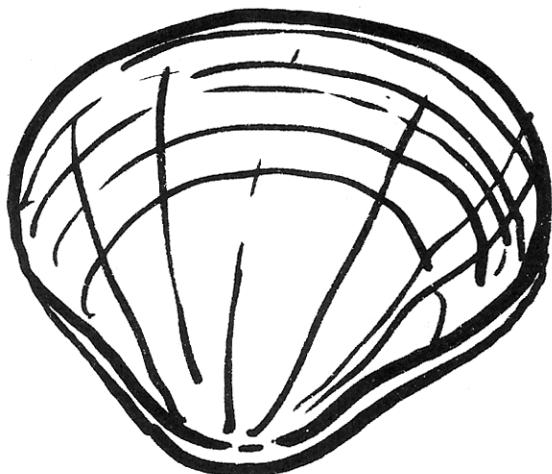
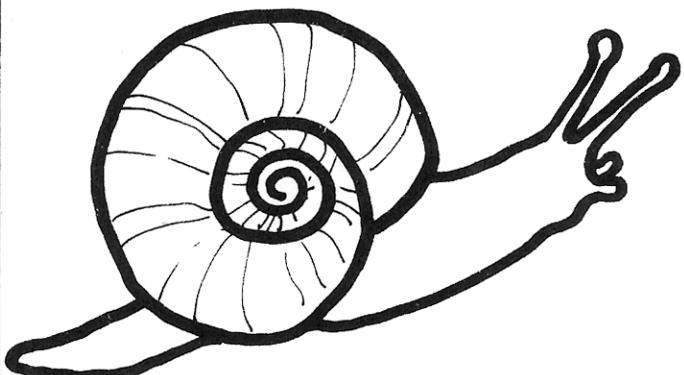
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らくだ



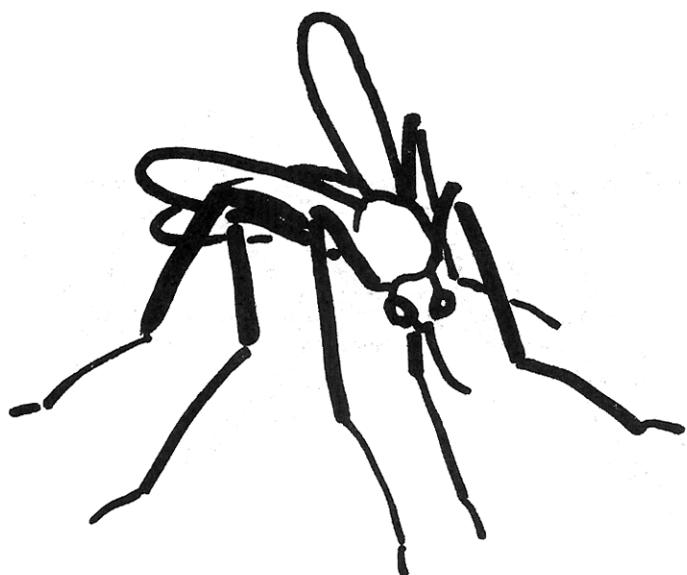
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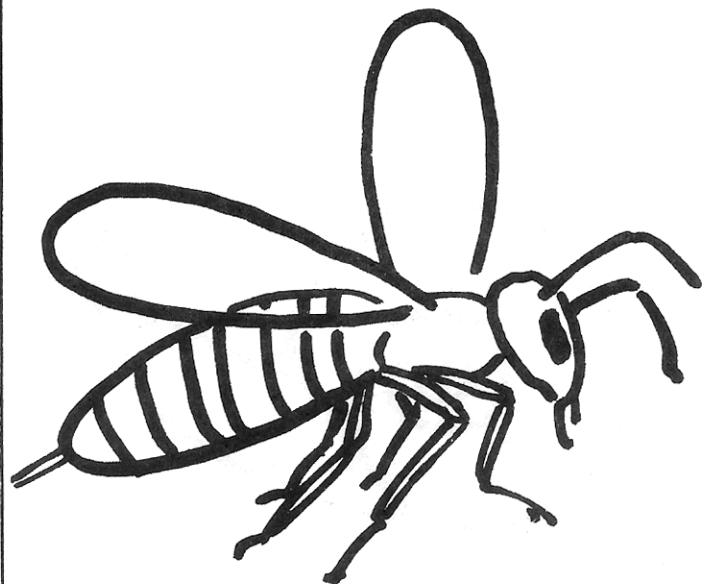
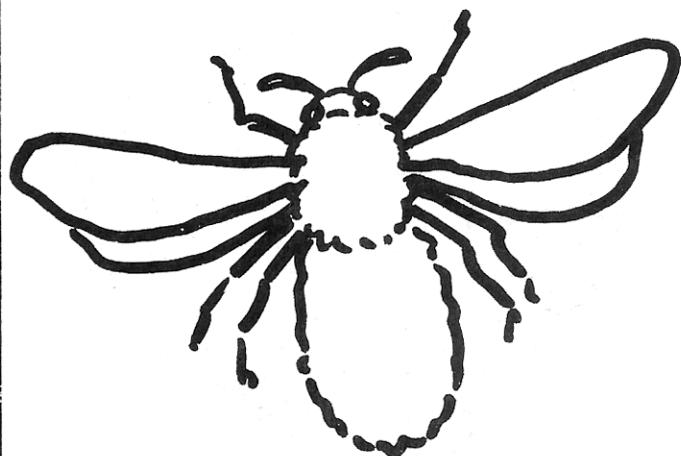
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きみ

💡 Song Lists 💡

♫ zoosan	otsukai arisan ♫
♫ kaeru no gasshoo	akatonbo ♫
♫ kaeru no pyonta	bunbunbun ♫
♫ kobutanukitsuneko	choocho
♫ meriisan no hitsuji	katatsumuri
♫ kobuta no shippo (onmawa minna)	jangurujimu noboroo ♫
aiai	doobutsuen ni ikoo
♫ kotori no uta hato	ichiroosan no makibade ♫
	mori no kumasan ♫

💡 Game and activity ideas for animals 💡

1- Play card games as introduced on page 33

2- Play Fruit basket (Fruit salad) using the animal names

Sit all students in a circle (on chairs). Number the students off from one to four, then classify all one's as an animal name, all two's as a different animal and so on.

Call out an animal. When students hear their animal called out, they must change seats (more than one animal can be called at once). By calling “*doobutsuen* (zoo)”, all students must change seats.

Once students get the hang of this, discretely sit on a chair as students are changing seats. This will leave one student without a seat.

He/She may call out the next animal or animals and then try to get a seat again.



If a student is left in the middle three times, either they are out, or they must write their name in the air with their buttocks, *shirimoji*. This is often used as a fun punishment game.

3- Book making

As introduced on page 49 make a book of animals.

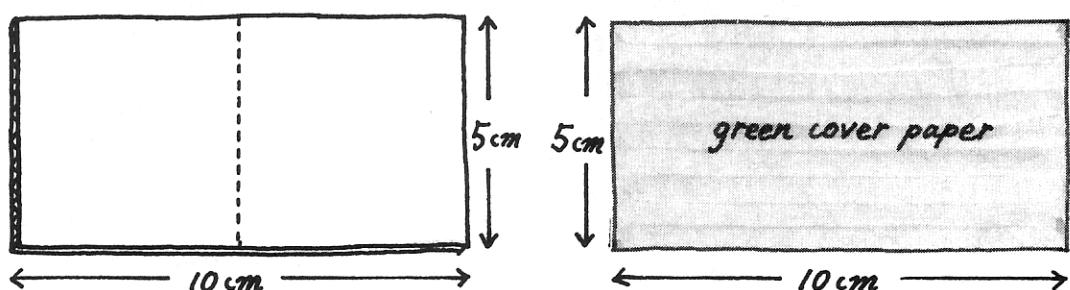


I have my students draw their own pictures they can name in Japanese on each page and write the animals' names in *hiragana* too. The students take a lot of pride in their books.

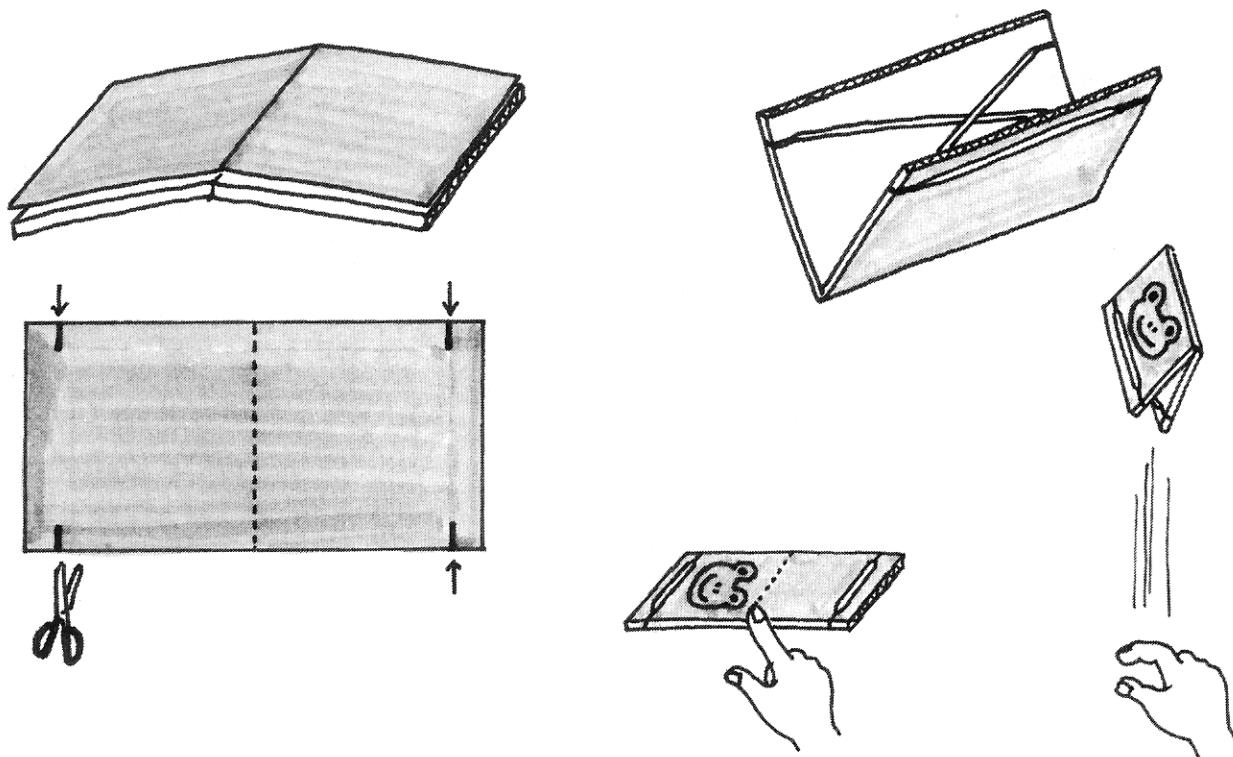
4- Origami animals

5- Jumping Frog making

Cut corrugated cardboard, for example the box copy paper comes in, as directed below. Crease the board down the centre as the younger students will have difficulty in folding it in half. Cut light green (Frog colour) cover paper the same size as the cardboard.



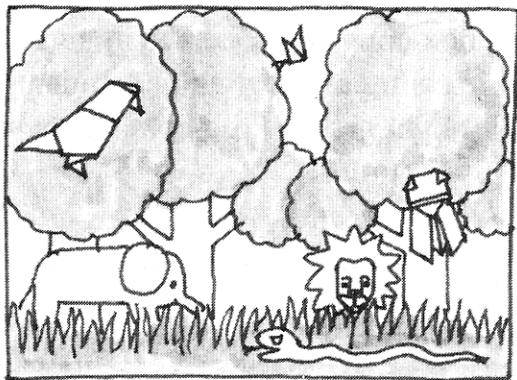
Have the students glue the green paper on the cardboard and make cuts as illustrated. Then the students can attach a rubber band on it.



For this activity students will need *kami* (cardboard), *midori no kami* (green paper), *nori* (glue), *hasami* (scissors), *wagomu* (rubber band) and *maakaa* (markers). Please review this vocabulary and encourage the students to come and get them, using the expression “_____ o kudasai (please give me _____)”.

6- Animal Poster making

“Umi no doobutsu (Sea animals)”, “Mori no doobutsu (Bush animals)”, “Noojoo no doobutsu (Farm animals)”, etc. Decide on a theme and make a big poster with animals.

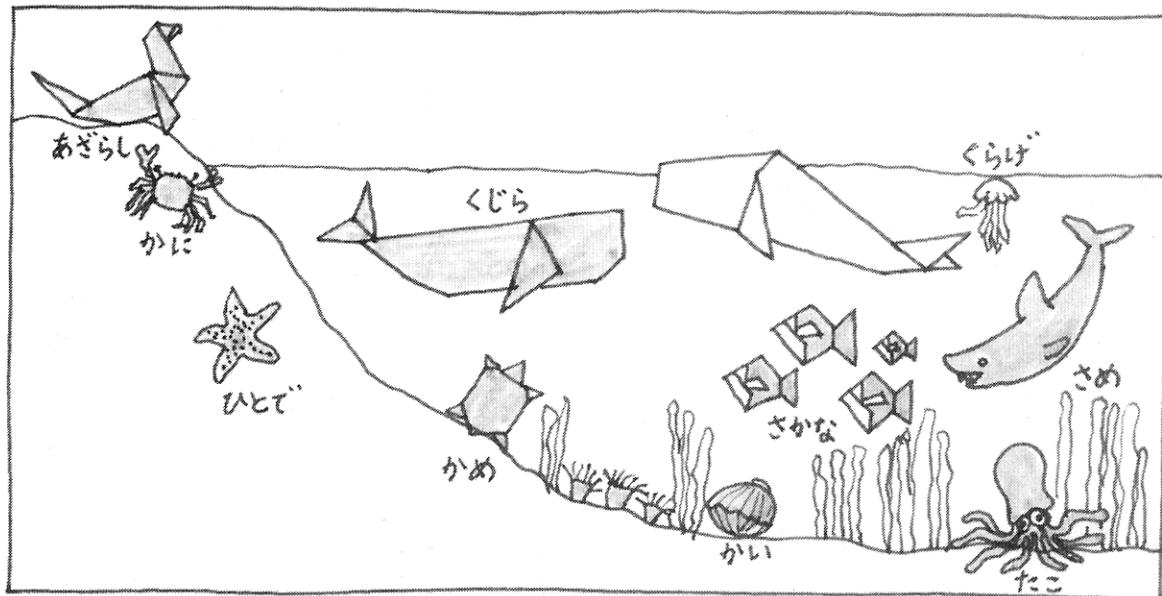


It is good to use different techniques on the one poster.
For example:

- Origami
- Painting
- Tissue paper collage
- Colour paper collage
- Pictures from magazines



You can make a huge class poster or have the students make their own posters. It is good to write the animal names on the posters.



8. Appendix 1 - *roomaji* and *hiragana*

2 How to introduce greetings, saying names, colours, counting and simple instructions into your very first lesson.

good morning	<i>ohayoo gozaimasu</i>	おはようございます
hello/good afternoon	<i>konnichiwa</i>	こんにちは
good bye	<i>sayoonara</i>	さよなら
see you next week	<i>mata raishuu</i>	またらいしゅう
see you tomorrow	<i>mata ashita</i>	またあした
What is your name?	<i>Onamae wa nan desu ka.</i>	おなまえは、なんですか。
I am _____.	<i>desu.</i>	です。

red	<i>aka</i>	あか
blue	<i>ao</i>	あお
yellow	<i>kiiro</i>	きいろ
green	<i>midori</i>	みどり
pink	<i>pinku</i>	ピンク (ピンク)
orange	<i>orenji</i>	オレンジ (おれんじ)
white	<i>shiro</i>	しろ
black	<i>kuro</i>	くろ
grey	<i>haiiro</i>	はいいろ
purple	<i>murasaki</i>	むらさき
brown	<i>chairo</i>	ちゃいろ
light green	<i>kimidori</i>	きみどり
light blue	<i>mizuiro</i>	みずいろ
gold	<i>kin iro</i>	きんいろ
silver	<i>gin iro</i>	ぎんいろ
navy blue	<i>kon iro</i>	こんいろ

one	<i>ichi</i>	いち、一
two	<i>ni</i>	に、二
three	<i>san</i>	さん、三
four	<i>shi, yon</i>	し、よん、四
five	<i>go</i>	ご、五
six	<i>roku</i>	ろく、六

seven	<i>shichi, nana</i>	七、なな、七
eight	<i>hachi</i>	八
nine	<i>kyuu, ku</i>	九
ten	<i>juu</i>	十

paper balloon	<i>kami fuusen</i>	かみふうせん
Please stand up.	<i>Tatte kudasai.</i>	たってください。
Please sit down.	<i>Suwatte kudasai.</i>	すわってください。
Please come.	<i>Kite kudasai.</i>	きてください。
Please go.	<i>Itte kudasai.</i>	いってください。

addition	<i>tashizan</i>	たしざん
plus	<i>tasu</i>	たす
subtraction	<i>hikizan</i>	ひきざん
minus	<i>hiku</i>	ひく
multiplication	<i>kakezan</i>	かけざん
times	<i>kakeru</i>	かける
division	<i>warizan</i>	わりざん
divided by	<i>waru</i>	わる

Kanji numerals	<i>kanji no suuji</i>	かんじのすうじ
bamboo helicopters	<i>taketonbo</i>	たけとんぼ
skillful	<i>joozu</i>	じょうず
What colour balloons?	<i>fuusen nani iro</i>	ふうせん なにいろ
in bloom	<i>saita saita</i>	さいた さいた

3 Teaching body parts and doing *Fukuwarai* to teach “_____o kudasai (Please give me _____)”. _____

finger	<i>yubi</i>	ゆび
hand	<i>te</i>	て
arm	<i>ude</i>	うで
chest	<i>mune</i>	むね
stomach	<i>onaka</i>	おなか
knee	<i>hiza</i>	ひざ
toe	<i>ashi no yubi</i>	あしのゆび

heel	<i>kakato</i>	かかと
leg/foot	<i>ashi</i>	あし
buttocks	<i>oshiri</i>	おしり
back	<i>senaka</i>	せなか
armpit	<i>waki</i>	わき
tooth	<i>ha</i>	は
mouth	<i>kuchi</i>	くち
elbow	<i>hiji</i>	ひじ
nose	<i>hana</i>	はな
hair	<i>kaminoke</i>	かみのけ
head	<i>atama</i>	あたま
eye brow	<i>mayuge</i>	まゆげ
eye	<i>me</i>	め
ear	<i>mimi</i>	みみ
shoulder	<i>kata</i>	かた
face	<i>kao</i>	かお
eye lid	<i>mabuta</i>	まぶた
eye lash	<i>matsuge</i>	まつげ
neck	<i>kubi</i>	くび
throat	<i>nodo</i>	のど
tongue	<i>shita</i>	した
cheek	<i>hoppeta</i>	ほっぺた
navel	<i>oheso</i>	おへそ

lets clap hands	<i>te o tatakoo</i>	てをたたこう
tail	<i>shippo</i>	しっぽ
happy face making game	<i>fukuwarai</i>	ふくわらい
up	<i>ue</i>	うえ
down	<i>shita</i>	した
right	<i>migi</i>	みぎ
left	<i>hidari</i>	ひだり
touch your _____	_____ <i>ni sawatte</i>	_____ にさわって
don't touch your _____	_____ <i>ni sawaranaide</i>	_____ にさわらないで

	<i>jankenpon</i>	じゃんけんぽん
	<i>aikodesho</i>	あいこでしょ
I won.	<i>katta</i>	かった

I lost.	<i>maketa</i>	まけた
draw	<i>aiko</i>	あいこ
once again	<i>mooichido</i>	もういちど
	<i>guu</i>	ぐう
	<i>choki</i>	ちよき
	<i>paa</i>	ぱあ
	<i>mata saki Janken</i>	またさきじゃんけん
	<i>jintori Janken</i>	じんとりじゃんけん
	<i>Janken katatsumuri</i>	じゃんけんかたつむり
	<i>butsukari Janken</i>	ぶつかりじゃんけん
	<i>atchimuite hoi</i>	あっちむいてほい

4 Combining shapes, colours and size

shapes	<i>katachi</i>	かたち
circle	<i>maru</i>	まる
triangle	<i>sankaku</i>	さんかく
square	<i>shikaku</i>	しかく
star	<i>hoshi</i>	ほし
rectangle	<i>nagashikaku</i>	ながしかく
diamond	<i>hishigata</i>	ひしがた
oval	<i>tamagogata</i>	たまごがた
big	<i>ookii</i>	おおきい
small	<i>chiisai</i>	ちいさい
This is paper.	<i>Kami desu.</i>	かみです。
These are scissors.	<i>Hasami desu.</i>	はさみです。
corner	<i>kaku</i>	かく
Show me your ____.	<i>____ o misete kudasai.</i>	____ をみせてください。
Make a circle.	<i>Maru o tsukutte.</i>	まるをつくって。
red circle	<i>aka no maru</i>	あかのまる
	<i>shirimoji</i>	しりもじ
	<i>kira kira boshi</i>	きらきらぼし
	<i>ookina taiko</i>	おおきなたいこ

5 Teach classroom objects and have more conversations in the classroom

Please give me ____.	____ <i>o kudasai.</i>	____ をください。
Please lend me the ____.	____ <i>o kashite kudasai.</i>	____ をかしてください。
Please pass me the ____.	____ <i>o totte kudasai.</i>	____ をとってください。
Please put the ____.	____ <i>o oite kudasai.</i>	____ をおいてください。

pencil	<i>enpitsu</i>	えんぴつ
eraser	<i>keshigomu</i>	けしゴム (けしごむ)
scissors	<i>hasami</i>	はさみ
glue	<i>nori</i>	のり
book	<i>hon</i>	ほん
marker	<i>maakaa</i> <i>majikku</i>	マーカー (まあかあ) マジック (まじっく)
rubbish bin	<i>gomibako</i>	ごみばこ
paper	<i>kami</i>	かみ
pencil sharpener	<i>enpitsu kezuri</i>	えんぴつけずり
ball point pen	<i>boorupen</i>	ボールペン (ぼうるぺん)
ruler	<i>monosashi / joogi</i>	ものさし / ジョウギ
pencil case	<i>fudebako</i>	ふでばこ
bag	<i>kaban</i>	かばん
exercise book	<i>nooto</i>	ノート (のうと)
sticky tape	<i>seroteepu</i>	セロテープ (せろてえぶ)
stapler	<i>hotchikisu</i>	ホッチキス (ほっちきす)
drawing pin	<i>oshipin</i>	おしピン (おしひん)
blackboard	<i>kokuban</i>	こくばん
white board	<i>howaito boodo</i>	ホワイトボード (ほわいとぼうど)
door	<i>doa</i>	ドア (どあ)
window	<i>mado</i>	まど
chalk	<i>chooku</i>	チョーク (ちょうく)
bookshelf	<i>hondana</i>	ほんだな
cupboard	<i>todana</i>	とだな
desk	<i>tsukue</i>	つくえ
table	<i>teeburu</i>	テーブル (てえぶる)
chair	<i>isu</i>	いす

fan	<i>senpuuki</i>	せんぶうき
heater	<i>hiitaa</i>	ヒーター (ひいたあ)
map	<i>chizu</i>	ちず
clock	<i>tokei</i>	とけい
paper clip	<i>kurippu</i>	クリップ (くりっぷ)
drawers	<i>hikidashi</i>	ひきだし
box	<i>hako</i>	はこ
blackboard duster	<i>kokuban keshi</i>	こくばんけし

please (receive this)	<i>doozo</i>	どうぞ
thank you	<i>arigatoo</i>	ありがとう
What could it be?	<i>nanikana</i>	なにかな
Please colour the ____.	<i>____ o nutte kudasai.</i>	____をぬってください。

6

not _____	_____ <i>janai</i>	_____ じゃない
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7 Animal Names

platypus	<i>kamonohashi</i>	かものはし
echidna	<i>harimogura</i>	はりもぐら
emu	<i>emyu</i>	エミュ (えみゅ)
bat	<i>koomori</i>	こうもり
kookaburra	<i>waraikawasemi</i>	わらいかわせみ
black swan	<i>kokuchoo</i>	こくちょう
koala	<i>koara</i>	コアラ (こあら)
kangaroo	<i>kangaruu</i>	カンガルー (かんがるう)
penguin	<i>pengin</i>	ペンギン (ペんぎん)
ant	<i>ari</i>	あり
white duck	<i>ahiru</i>	あひる
wild duck	<i>kamo</i>	かも
rabbit	<i>usagi</i>	うさぎ
frog	<i>kaeru</i>	かえる
goat	<i>yagi</i>	やぎ
chicken	<i>niwatori</i>	にわとり

mouse	<i>nezumi</i>	ねずみ
bird	<i>tori</i>	とり
pig	<i>buta</i>	ぶた
raccoon dog	<i>tanuki</i>	たぬき
fox	<i>kitsune</i>	きつね
cat	<i>neko</i>	ねこ
dog	<i>inu</i>	いぬ
cow	<i>ushi</i>	うし
horse	<i>uma</i>	うま
sheep	<i>hitsuji</i>	ひつじ
snake	<i>hebi</i>	へび
lizard	<i>tokage</i>	とかけ
spider	<i>kumo</i>	くも
worm	<i>mimizu</i>	みみず
egg	<i>tamago</i>	たまご
fish	<i>sakana</i>	さかな
butterfly	<i>choocho</i>	ちょうちょ
tortise, turtle	<i>kame</i>	かめ
starfish	<i>hitode</i>	ひとで
jellyfish	<i>kurage</i>	くらげ
crab	<i>kani</i>	かに
prawn	<i>ebi</i>	えび
shark	<i>same</i>	さめ
sea horse	<i>tatsuno otoshigo</i>	たつのおとしご
seal	<i>ashika</i>	あしか
sea snake	<i>umihebi</i>	うみへび
octopuss	<i>tako</i>	たこ
squid	<i>ika</i>	いか
whale	<i>kujira</i>	くじら
dolphin	<i>iruka</i>	いるか
elephant	<i>zoo</i>	ぞう
bear	<i>kuma</i>	くま
monkey	<i>saru</i>	さる
lion	<i>raion</i>	ライオン (らいおん)
tiger	<i>tora</i>	とら
giraffe	<i>kirin</i>	きりん
hippopotamus	<i>kaba</i>	かば

rhinoceros	<i>sai</i>	さい
deer	<i>shika</i>	しか
eagle	<i>washi</i>	わし
ostrich	<i>dachoo</i>	だちょう
dragonfly	<i>tonbo</i>	とんぼ
tadpole	<i>otamajakushi</i>	おたまじゃくし
wolf	<i>ookami</i>	おおかみ
camel	<i>rakuda</i>	らくだ
bug	<i>mushi</i>	むし
grasshopper	<i>batta</i>	ばった
snail	<i>katatsumuri</i>	かたつむり
shellfish	<i>kai</i>	かい
mosquito	<i>ka</i>	か
fly	<i>hae</i>	はえ
bee	<i>mitsubachi</i>	みつばち
wasp	<i>suzumebachi</i>	すずめばち
zoo	<i>doobutsuen</i>	どうぶつえん

rubber band	<i>wagomu</i>	わゴム (わごむ)
paper	<i>kami</i>	かみ
glue	<i>nori</i>	のり
scissors	<i>hasami</i>	はさみ
marker	<i>maakaa</i>	マーカー (まあかあ)
Please give me ____.	____ <i>o kudasai</i>	____ をください。

Hiragana

Following are pronunciation approximations for Australian accents. All vowel sounds in this chart are short.

あ a (cup)	い i (hill)	う u (put)	え e (ten)	お o (not)
か ka (cut)	き ki (kiss)	く ku (cook)	け ke (kettle)	こ ko (coin)
さ sa (sun)	し shi (ship)	す su (sook)	せ se (set)	そ so (soft)
た ta (tunnel)	ち chi (chips)	つ tsu ...	て te (tent)	と to (top)
な na (nut)	に ni (nibble)	ぬ nu (nook)	ね ne (next)	の no (knock)
は ha (hunt)	ひ hi (hint)	ふ fu (hood)	へ he (head)	ほ ho (hobby)
ま ma (mud)	み mi (mix)	む mu (move)	め me (men)	も mo (more)
や ya (yucky)		ゆ yu (you)		よ yo (yonks)
ら ra (lump)	り ri (list)	る ru (look)	れ re (lemon)	ろ ro (long)
わ wa (won)				を o (not)
	ん n (on)			

き ゃ kya (cat)	き ウ kyu (kew)	き ょ kyo ...
し ゃ sha (shut)	し ウ shu (shook)	し ょ sho (shot)
ち ゃ cha (chuk)	ち ウ chu (chook)	ち ょ cho (chop)
に ゃ nya ...	に ウ nyu (new)	に ょ nyo ...
ひ ゃ hya ...	ひ ウ hyu (hew)	ひ ょ hyo ...
み ゃ mya ...	み ウ my (music)	み ょ myo ...

り ゃ rya ...	り ウ ryu ...	り ょ ryo ...
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が ga (gun)	ぎ gi (gift)	ぐ gu (good)	げ ge (get)	ご go (golf)
ざ za (tsar)	じ ji (jig)	ズ zu (zoo)	ぜ ze (zen)	ぞ zo (zoro)
だ da (duck)	ぢ ji (jig)	づ zu (zoo)	で de (deck)	ど do (dog)
ば ba (bug)	び bi (bin)	ぶ bu (book)	べ be (best)	ぼ bo (box)
ぱ pa (pub)	ぴ pi (pick)	ふ pu (put)	ペ pe (peck)	ぽ po (pot)

ぎ ゃ gya (gap)	ぎ ウ gyu ...	ぎ ょ gyo ...
じ ゃ ja (jam)	じ ウ ju (juice)	じ ょ jo (job)
ち ゃ ja (jam)	ち ウ ju (juice)	ち ょ jo (job)
び ゃ bya ...	び ウ byu (beauty)	び ょ byo ...
ぴ ゃ pya ...	ぴ ウ pyu (pupil)	ぴ ょ pyo ...

かたち

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まる

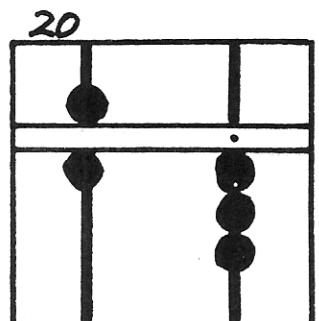
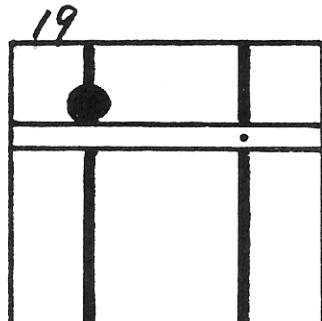
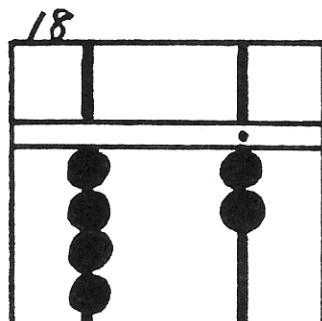
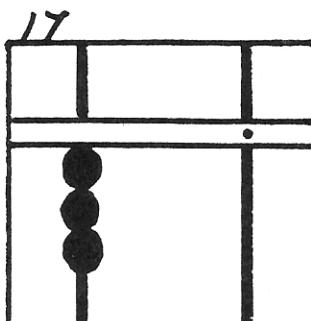
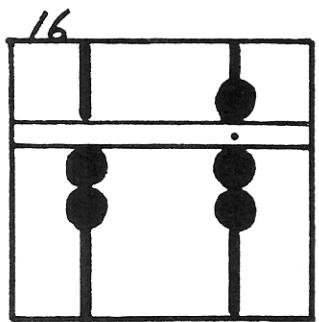
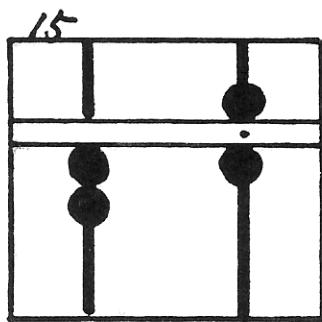
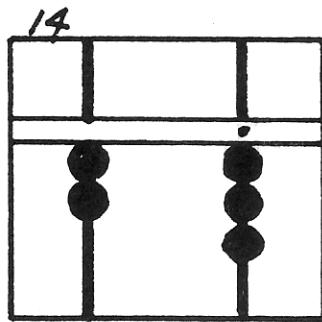
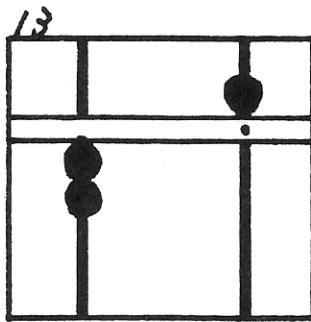
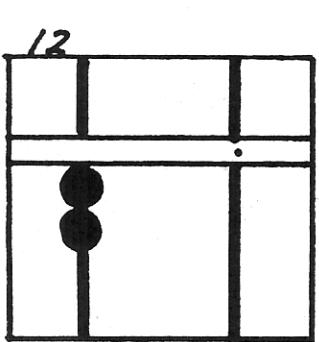
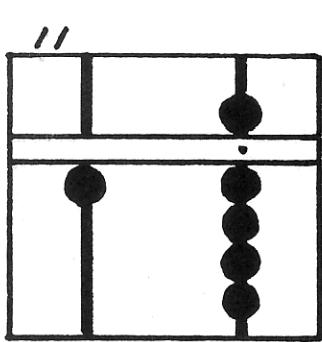
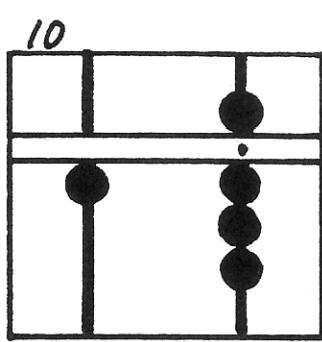
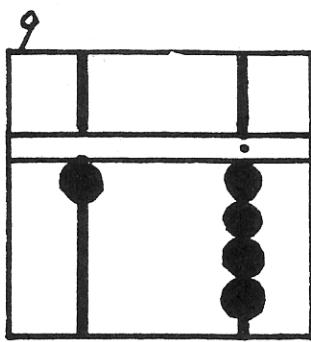
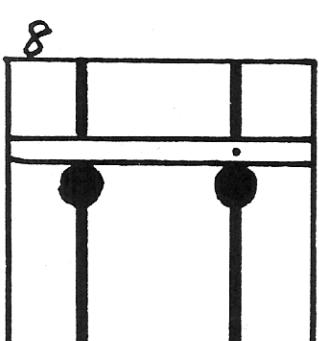
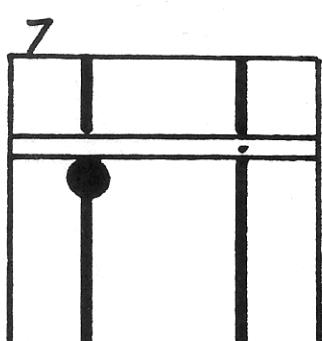
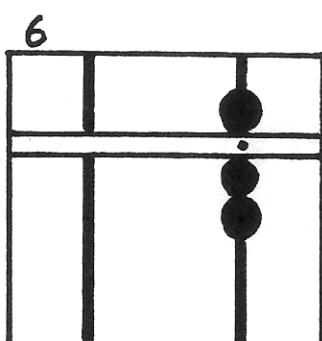
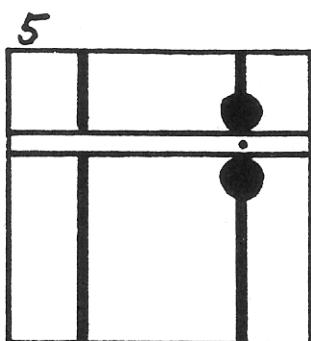
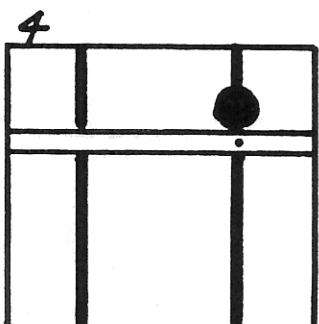
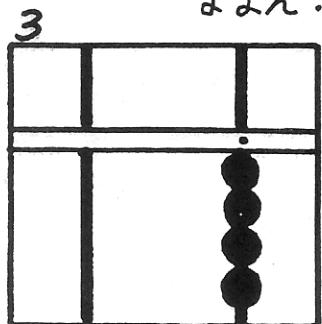
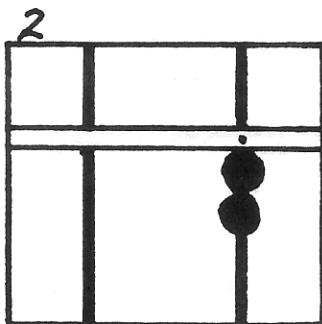
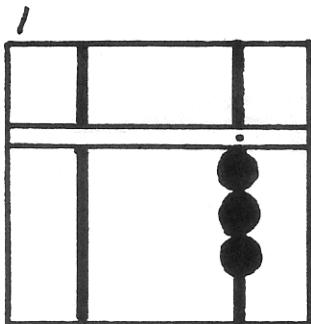
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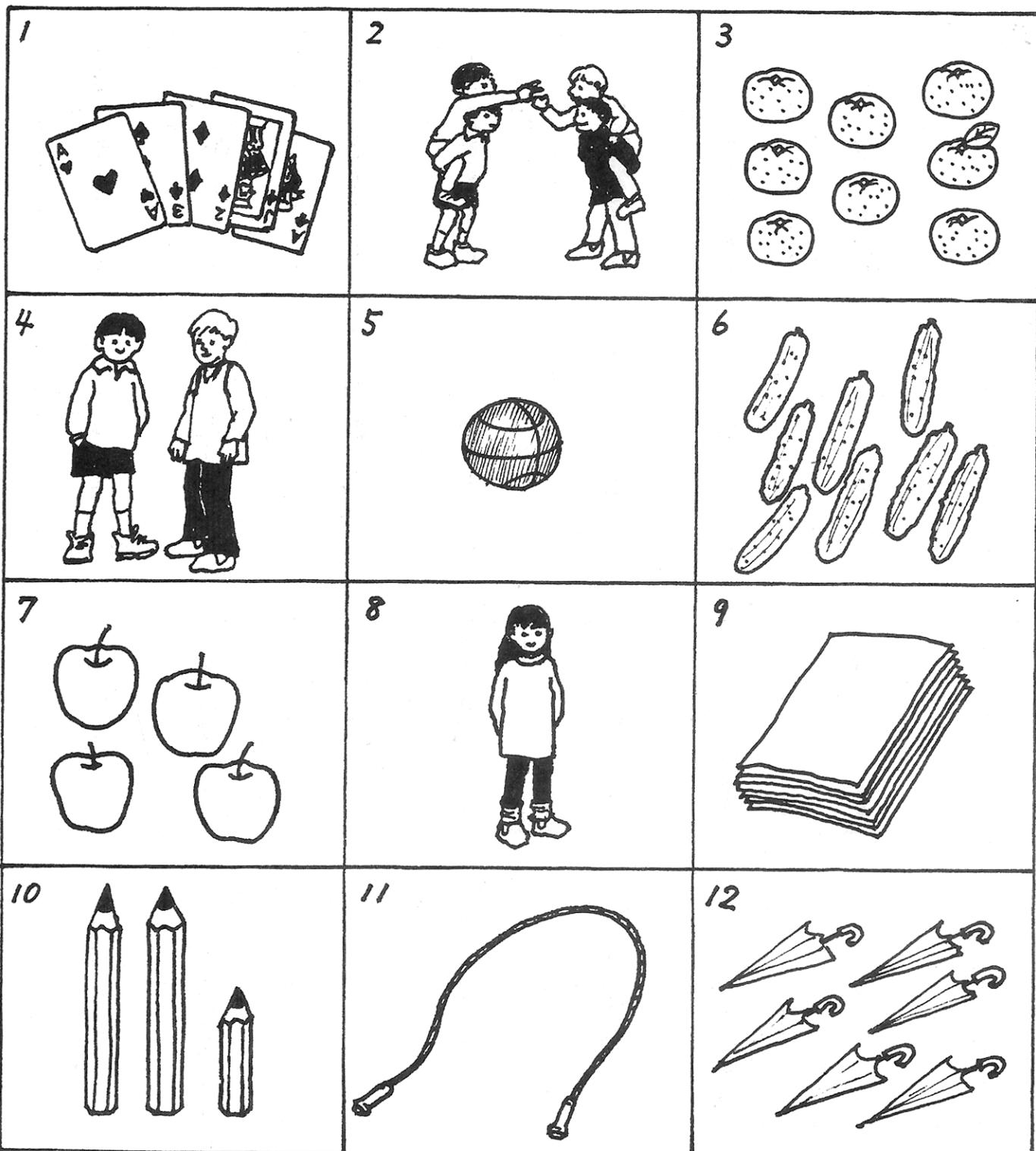
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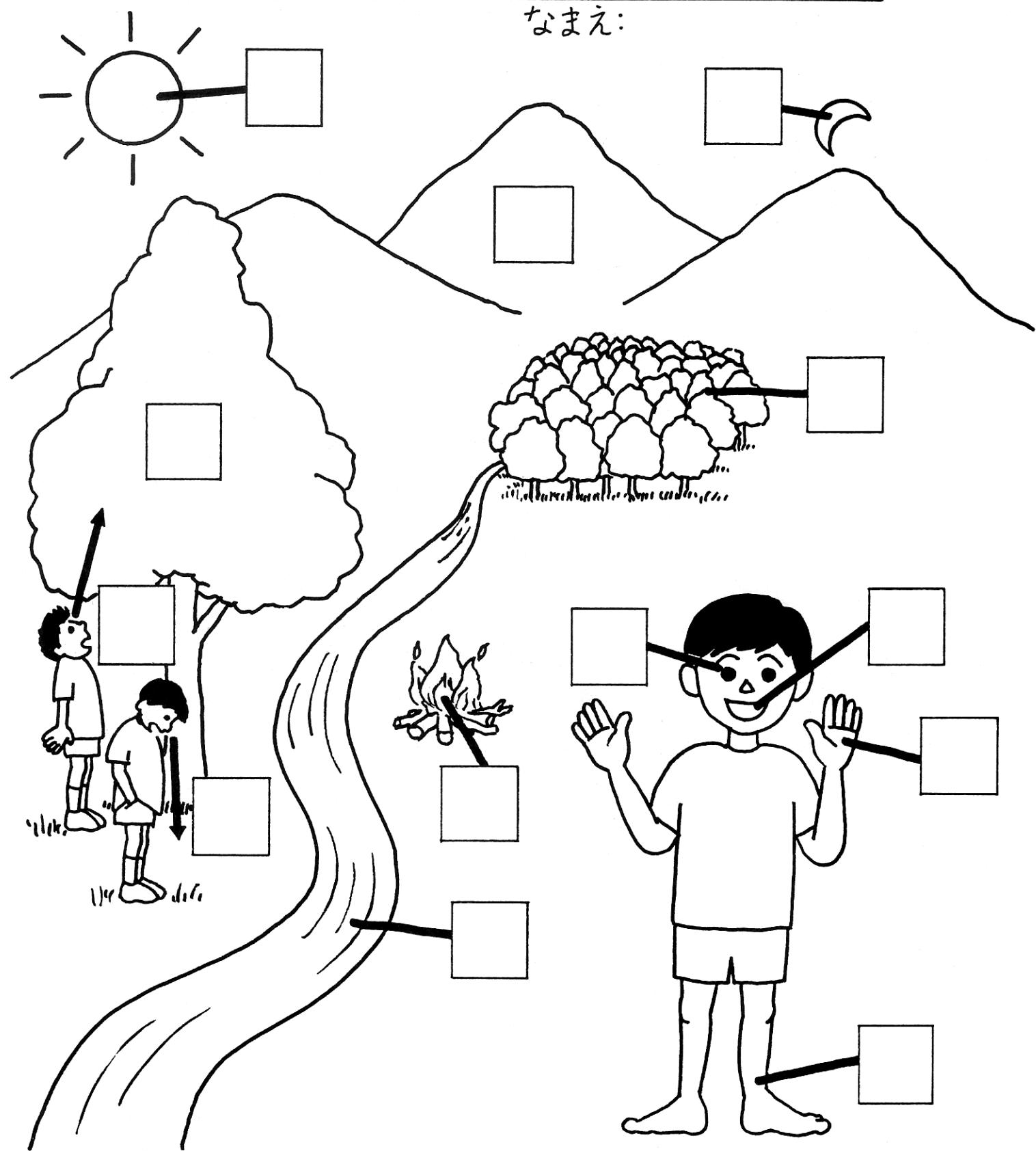
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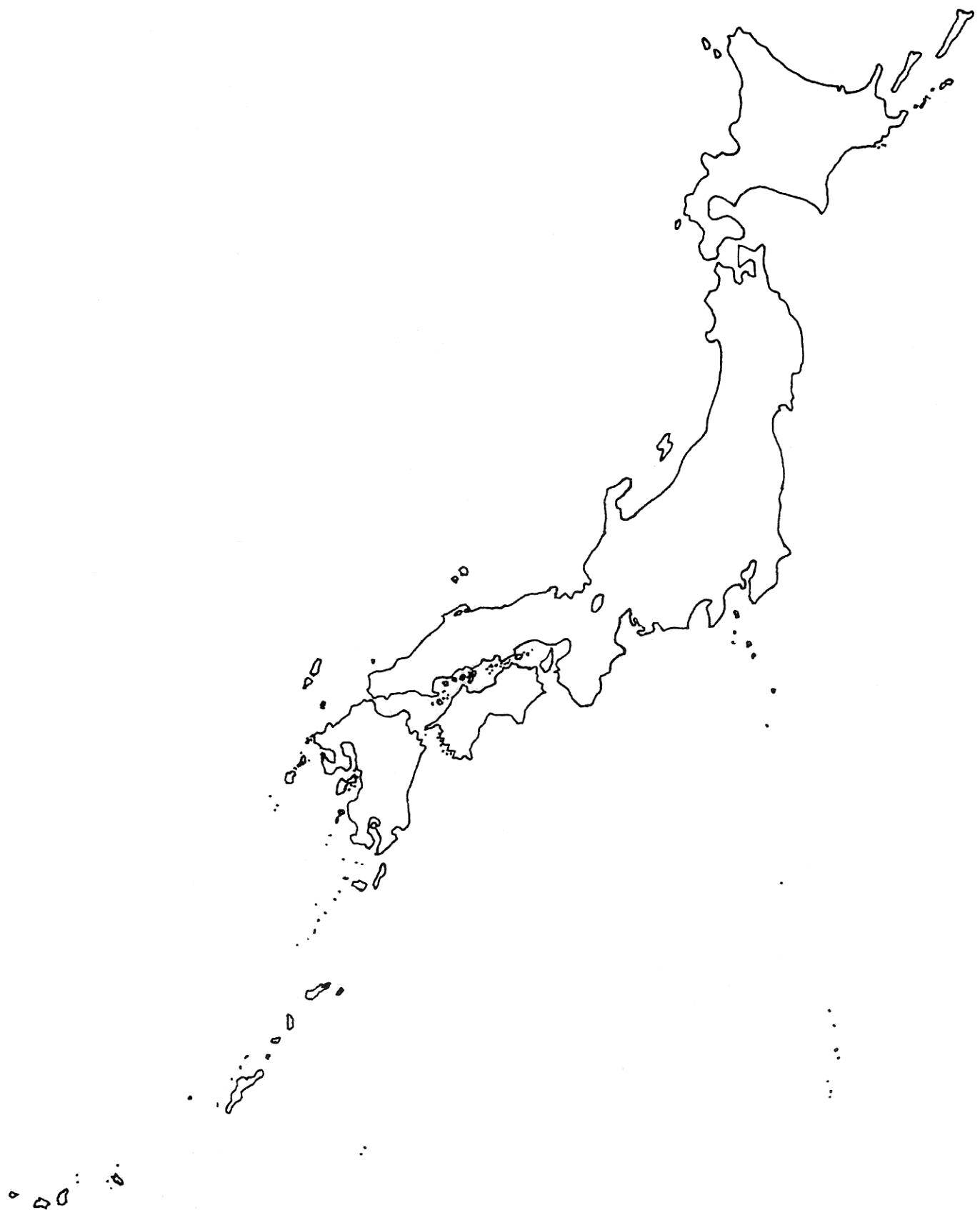


かんじ

なまえ:



日	月	山	川	木	森	目	口	足	手	上	下	火
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