

## Day 12

- I. Greeting and Self-introduction (the last day)
  
- II. Kana Repeat and question time (5 min.)
  - Repeating is the same as Day 11.
  - Tell students situations and let them answer what they should say in those situations.
  - Use “kore”, “sore” and “are” to ask.
  
- III. “ Ga” ~ “Po” (10 min.)
  1. Introduction (careful about the positions of the dots and circles.)
  2. Review
  3. Reading
  
- IV. Game time! ~ who wants to be a millionaire! ~ (15 min.) (See attached sheet for the sample questions)
  - Divide the students into 4 teams.
  - One person from each team comes up. The teacher reads a question and those answerers put the answer on the erasable mini-board.
  - If they answer correctly, the team gets a point.
  - Each team has three “life-lines” (50/50, ask the whole team, ask one person in the team).
  
- V. How to use the dictionary (15 min.)
  - Explain how to use the Japanese-English dictionary.
  - Have students look up words by saying, “~ tte nandesuka?”
  - Explain how to use the English-Japanese dictionary.
  - Have students look up words by saying, “~ ha nihongo de nanto iimasuka?”

HW - Worksheet

## Day 13

### I. Kana Repeat (1 min.)

### II. Long vowel and the small “tsu” (20 min.)

#### 1. Introduction

- Say words like, “Kite” and “Kiite”(regular and long vowel) and have students guess the difference.
- Explain the difference and that it affects to the meaning of words.
- Practice saying by clapping hands.
- Say two words with/without a long vowel and have students guess which one it is. Categorize words on the board.

- Introduce the small “tsu”. Say words like “Kite” and “Kitte” and have students say the difference.
- Explain the difference of the size of the letter. Especially the difference between written small “tsu” (about  $\frac{1}{2}$  of the regular letters) and the typed small “tsu” (about  $\frac{1}{4}$  of the regular letters).
- Do the same as the introduction of the long vowel.
- Say three words (ex. “Kite”, “Kiite”, and “Kitte”) and have students categorize each word on the board.

### III. Kana bingo (10 min.)

- The teacher can either do the simple kana bingo or can also do word bingo by using the objects’ names in the class that have name cards.

### IV. Quiz show! (10 min.) (See attached sheet for the sample questions)

- Jeopardy time.
- Category can be, “hiragana”, “phrases” and “culture”.

### V. Culture time (5 min.)

## Day 14

- I. Kana Repeat and “kore”, “sore” and “are” (1 min.)
  
- II. Long vowel, small “tsu” review (3 min.)
  - Show some words and have students read.
  - The teacher read a word and have students point at the correct word. etc.
  
- III. “Kya”, “kyu”, and “kyo” (10 min.)
  - Pronunciation (practice with beat.)
  - The size of the letters, the position of the letters etc. Have some students write on the board.
  - Explain that small “ya”, “yu” and “yo” only appear after the words of “I” line.
  - Practice reading in words.
  
- IV. Writing activity
  - Students write a name of an object in the classroom. The teacher takes all the names off of the wall before the class.
  1. Pre-writing activity
    - a. Find the meaning of the word (5 min.)
      - Each student gets a word card in English. (ex. Pencil.) Also they get a word-information sheet on which has some Japanese words and their English translation. The words on the sheet and the word on the word card are different. (See attached sheet)
      - Students walk around the classroom and ask people what the word on the word card means by using, “(Pencil) ha nihonngo de nanto iimasuka?”
      - Students answer the words they have on their word-information sheet. Otherwise, they just say, “shirimasen.”
      - Sit down when they find the meaning of the word on their word cards.
  
    - b. Shape check (3 min.)
      - Check the position of dots, circles, the small “tu”, “ya”, “yu”, and “yo”.
      - Check the shape of the letters (don’t have to do all the words. Just to remind them of the fact that they should be thinking about it).
      - Check the balance of letters in a word. Spaces etc.

2. Writing (7 min.)
  - Practice writing the word the students got on a sheet of paper. (2~3 times.)
  - Pair check.
  - Hand out a piece of paper that is the same size as the word card and students write the word on it.
  - Pair check with someone else.
  
3. Post-writing activity (10 min.)
  - Exchange the word card with someone whom they didn't do the pair check with.
  - Students ask each other “(enpitsu) tte nandesuka?” and find out what the word on the card means.
  - Students put the card under the right object.
  - Go over each word. The person who wrote the word pronounce the word.

V. Culture talk (5 min.)

HW – Worksheet

## Day 15

### I. Kana Repeat (1 min.)

### II. Gym Day!

- Students will learn the numbers from 1~10.
  - If possible, go to the gym or outside. Tell students to wear sports cloths for this day.
1. Culture time (3 min.)
    - Explain Japanese “Radio Exercises”.
  2. Let’s try. (10 min.)
    - Play the music not so loud and do the radio exercises. The teacher repeat 1~8 in Japanese as they go over the exercises.
  3. Stretch (10 min.)
    - Teacher counts 1~10 in Japanese and do various stretches. Students repeat after the teacher and count the numbers.
    - After a couple of stretch exercise, teacher lets students think about their own stretch exercise. One student demonstrates it and other students do the same. They all count the numbers.
    - If there are athletes in the class, have them introduce some easy exercise they do in practice and do it with the class. (still counting).
  4. Review (3 min.)
    - Sit down and go over the numbers by using number cards. Do it in order first and do a random pick.
    - Put the card on various places and ask students by using “kore”, “sore” and “are”.
  5. Game 1 (7 min.)
    - Mingle. Students walk around the gym. When the teacher say a number, they have to find that number of people and sit down in with the group.
  6. Game 2 (10 min.)
    - Divide students into 4~6 groups. One person from each group is the “koma”.
    - Other people in the group take turns and pick a number card. Say the number out loud. The “koma” person can step forward the same number the other person in the group picked.
    - “Koma” person goes to touch the wall and come back to the team. The fastest team wins.