 **Unit 3 Uta to Geemu歌とゲーム（Songs and games）/Japanese songs and games**

**About this unit**

In this unit children listen and respond to a well-known Japanese song. The song used here is *Sanpo* (Stroll) from *Tonari no Totoro* (My Neighbour Totoro), but you can use an alternative. Children learn or extend their knowledge of numbers to 20 and play games. They follow simple instructions for making おりがみ (origami), although you can choose a different activity in which children listen and respond to instructions. Children learn how to talk about their favourite games.

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| New Language | Expectations |
| * Numbers 11-20 * Numbers 20-100 * Offering (*Doozo*) and thanking (*Arigatoo*) * Responding to simple instructions using *masu*-verbs * Turn taking expressions e.g. *Tsugi*! (Next!), *Boku!* (I/me for boys), *Watashi!* (I/me for girls) * Praising and other expressions e.g. *Katta!* (I won!), *Maketa* (I lost.), *Sugoi!* (Super!) | Most children will   * + understand and use the numbers 1-20, 20-100   + understand, answer and use everyday phrases e.g. offering and thanking   + understand and use phrases for turn taking to play games   + understand that there is no singular or plural in Japanese   + understand and use some phrases to play games   + know and join in singing a well-known children’s song in Japanese   + begin to develop skills in communicating in Japanese in pairs and groups |

[**Section 1: Japanese song**](#Secction1)

[**Section 2: Japanese songs and game**](#Secction2)**s**

[**Section 3: Japanese songs and numbers**](#Secction3)

[**Section 4: Japanese song and abacus**](#Secction4)

[**Section 5: Japanese song and**](#Secction5) ***Tamaire***

**Section 1: Japanese song**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. You may want to teach *imasen* (absent). * Review the usage of -*kun* and -*san* with a person’s name. Children practise and call each other over. * Explain the lesson objectives.   + Get to know, become able to sing a well-known Japanese song by the end of the unit   + Aside from the objective of getting to know the games and songs, there is the objective of using these to help memorise vocabulary   + Start to learn the lyrics of a well-known Japanese song | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 3-1 |
| * listen with care * get to know a well-known Japanese game/song | * Listen to the song *Sanpo* (Stroll) from *Tonari no Totoro* (My Neighbour Totoro) * Ask the children what they already know about *Totoro*: whether they know the names of the characters, etc * Listen to the song (with the English subtitles) * Explain the words used in the first half of the lyrics, and use actions to help memorise them.   + *Arukoo* (let’s walk)   + *Watashi wa* ( I am)   + *genki* (fine, energetic)   + *Aruku no* (to walk)   + *daisuki* (I like)   + *Dondon* (further and further)   + *yukoo* (let’s go) * Listen to the song again, ask pupils whether they understood the first half * Get the children who can sing the song to sing together | *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  *Mite*  *Kiite*  *Shizuka ni shite* | * [ppt]Unit 3-1 * [IWB]Totoro Stroll * [Youtube][Totoro trailer](https://www.youtube.com/watch?v=Jr_QzxrKhJ0) * [Youtube][Totoro Stroll](https://www.youtube.com/watch?v=d73oIfdVyzo) * DVD: My Neighbour Totoro |
| * memorise vocabulary via song * memorise vocabulary using actions |
| * If the Totoro song proves too difficult, you can use *Kaeru no uta* from RSN * Sing the song *Kaeru no uta* (The frog song) * Show the lyrics both in Japanese *romaji* and *hiragana*. Draw attention to the fact that one note has one hiragana and practise each sound carefully.   + *kaeru no uta ga* (the song of frogs)   + *Kikoete kuruyo* (come, if you can hear it)   + *Gwa gwa gwa gwa*   + *Gero gero gero gero*   + *Gwa gwa gwa gwa* | *Kaeru no utaga*  *Kikoete kuruyo*  *Gwa gwa gwa gwa*  *Gero gero gero gero*  *Gwa gwa gwa gwa* | * [RSN](http://www.japansociety.org.uk/rsn/) Lesson 9 (the song words and the sound file) * You can also listen to other songs at <http://www.mamalisa.com> |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * If the children know the meaning of the Totoro song’s lyrics, you do not have to teach the grammar * The following definitions are for teacher’s reference * *Arukoo* (let’s walk)is the volitional form of *aruku* (to walk) * The song’s line *watashi wa genki*(I am fine) omits the *desu* from *watashi wa genki desu* * *Daisuki* is a stronger form of *suki* (like) meaning“I love...”, I like… very much” * The *no* in *aruku no* equates to the “to” in “to walk” * *Dondon* is an adverb meaning to do an action more and more; in the song’s case, it means “(to go) further and further” * *Yukoo* (let’s go) is the volitional form of *yuku* (to go) * *Yuku* is the written form; in spoken language, *iku* is used | **Pronunciation**   * In the JSOW, the long vowels in *arukoo, yukoo* etc are shown via the respective vowel being used twice, but in hiragana this is written as *arukou, yukou* etc. On the DVD the words are probably written *arukou, yukou* etc, but the pronunciation is the same.   **Culture**   * My Neighbor Totoro (*Tonari no Totoro*, 1988) is a Japanese animation film written and directed by *Hayao Miyazaki* and produced by Studio Ghibli. The *Totoro* song was used as teaching material because it is from a popular film, and you can listen to the song repeatedly while watching the film. Using authentic Japanese materials in classes gives children both a sense of achievement, and confidence in their academic ability. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Tatte kudasai*  *Mite*  *Kiite*  *Shizuka ni shite*  ***Arukoo (arukou)***  ***Watashi wa genki***  ***Aruku no daisuki***  ***Dondon yukoo (yukou)***  Hai, Ii desu | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Please stand up  Please look  Please listen  Please be quiet  Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  ***Arukoo (arukou)***  ***Watashi wa genki***  ***Aruku no daisuki***  ***Dondon yukoo (yukou)*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  Let’s walk.  I am fine.  I like to walk.  Let’s go further and further. |

(New vocabulary is in bold)

**Section 2: Japanese songs and games**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. You may want to teach *imasen* (absent). * Review the song lyrics learnt in the last session * Explain the lesson objectives.   + Get to know a well-known Japanese song   + Play *sugoroku* game | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 3-2 |
| * listen with care * get to know a well-known Japanese song | * Listen to the song *Sanpo* (Stroll) from *Tonari no Totoro* (My Neighbour Totoro) * Those who know the words can sing along * Explain the following lyrics, and use actions to memorise them   + *Saka michi* (hilly road)   + *Tonneru* (tunnel)   + *Kusappara* (field)   + *Ipponbashi ni* (log bridge)   + *Dekoboko jari michi* (uneven gravel road) * Have students work out the meaning of *michi* (road) based on the song lyrics. Make clear that guessing is a useful strategy for learning foreign languages. If a guess leads pupils to the wrong meaning, encourage other children not to laugh at them, and praise the pupil for trying. * Use photographs to check whether vocabulary meanings have been memorised:   + *Kite* (come here)   + (show set of photos) “*Sakamichi” wa dore desu ka*? (Which one is “a hilly road”?) * Listen to the song again, ask pupils if they understood * Those who know the words can sing along | *Saka michi*  *Tonneru*  *Kusappara*  *Ipponbashi ni*  *Dekoboko jari michi*  *Kite (kudasai)*  *Dore desu ka?* | * [ppt]Unit 3-2 * [IWB]Totoro Stroll * [Youtube]Totoro trailer * [Youtube]Totoro Stroll |
| * memorise vocabulary via song * memorise vocabulary using actions * work out word meanings |
| * pronounce numbers 1-10 accurately * use the knowledge of numbers 1-10 to play a game | * Play a game using the numbers 1-10 * Review the numbers 1-10 if necessary * Then, play simple games e.g. *sugoroku* (snakes and ladders)   + Say *ichi, ni ,san* etc aloud while proceeding along the ladders   + If the children play the game by themselves they will likely revert to using English, so it’s best to have everyone play together at first   + The *sugoroku* found in Erin’s challenge does not have an English explanation, so will probably be hard to understand | Turn taking expressions:  *Tsugi!* (Next!)  *Boku!* (I/me!) for boys  *Watashi!* (I/me!) for girls | * [ppt]Unit 3-2 * [JTL]Lesson 2 (has number games such as sugoroku, bingo) |
| * play games to help to remember. |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * The following definitions are for teacher reference * The *saka* in *saka michi* means “slope”; *michi* means “road” * *Tonneru* comes from the English “tunnel”.Be aware that the word has four syllables: *to-n-ne-ru* * The *kusa* in *kusappara* means “grass”; the whole word means a wide open space covered in grass | * *Ipponbashi ni:* (1) *ippon*, (2) *nihon*, (3)*sanbon* and so on are the counter suffixes used for long, thin things (eg trees, pens, carrots). *Bashi* is an altered pronunciation of *hashi* (bridge). *Ipponbashi* means a bridge built from a single log. * The *ni* in *ipponbashi ni* means “and”; it implies there are lots of things, but a select few are being highlighted. If you are talking about two or three things, simply use *to*. * *Dekoboko jari michi* is a compound phrase: *dekoboko*(uneven), *jari*(gravel), *michi*(road) |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Tatte kudasai*  *Mite*  *Kiite*  *Shizuka ni shite*  ***Kite***  ***dore***  *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  ***Saka michi***  ***Tonneru***  ***Kusappara***  ***Ipponbashi ni***  ***Dekoboko jari michi***  ***Tsugi!*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Please stand up  Please look  Please listen  Please be quiet  Please come  which  Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Next! | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  ***Saka michi***  ***Tonneru***  ***Kusappara***  ***Ipponbashi ni***  ***Dekoboko jari michi***  ***Tsugi!***  *Boku!*  *Watashi!* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Next!  I/me! for boys  I/me! for girls |

(New vocabulary is in bold)

**Section 3: Japanese songs and numbers**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. You may want to teach *imasen* (absent). * Review the song lyrics learnt in the last session * Explain the lesson objectives.   + Get to know a well-known Japanese song   + Practice counting up to 20, play games such as bingo etc | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 3-3 |
| * listen with care * get to know a well-known Japanese song | * Listen to the song *Sanpo* (Stroll) from *Tonari no Totoro* (My Neighbour Totoro) * Those who know the words can sing along * Explain the following lyrics, and use actions to memorise them   + *Kumo no su kugutte* (Crawling under spider webs)   + *Kudari michi* (Downward roads) * Use photographs to check whether vocabulary meanings have been memorised:   + *Kite* (come here)   + (show set of photos) “*Sakamichi” wa dore desu ka*? (Which one is “a hilly road”?) * Listen to the song again, ask pupils if they understood * Those who know the words can sing along | *Kumo no su*  *kugutte*  *Kudari michi*  *Kite (kudasai)*  *Dore desu ka?* | * [ppt]Unit 3-3 * [IWB]Totoro Stroll * [Youtube]Totoro Stroll |
| * memorise vocabulary via song * memorise vocabulary using actions * work out word meanings |
| * start to recognise and say numbers 11-20 in sequential order | * Learn, memorise the numbers 11-20 * If necessary, review the numbers 1-10 * Using the example of 11(*juu ichi*), have pupils guess how the numbers 12 onwards are said in Japanese * Have pupils guess how 20 is said   + 20 is expressed as “two ten” in Japanese * If children are doing well, have them guess how 21, 22 and so on are said * If time allows, play number games such as bingo | *juu ichi*  *juu ni*  *juu san*  *juu yon*  *juu go*  *juu roku*  *juu nana*  *juu hachi*  *juu kyuu*  *ni juu* | * [ppt]Unit 3-3 * [JTL]Lesson 2 (bingo) |
| * guess at word meanings |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * The following definitions are for teacher’s reference * *Kumo no su: kumo(*spider*), no (*of*), su(*nest*)* * *kugutte* is the te-form of *kuguru* (to pass under) * *kudari michi: kudari* (downward), *michi* (road) | * If you know the Japanese for the numbers 1-10, you can combine them to express all numbers up to 99. * You can also express 14 as *juu shi,* 17 as *juu shichi,* 19 as *juu ku* etc |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  *Saka michi*  *Tonneru*  *Kusappara*  *Ipponbashi ni*  *Dekoboko jari michi*  ***Kumo no su kugutte***  ***Kudari michi***  ***juu******ichi***  ***juu ni***  ***juu san***  ***juu yon***  ***juu go***  ***juu roku***  ***juu nana***  ***juu hachi***  ***juu kyuu***  ***ni juu*** | Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Crawling under spider webs  Downward roads  eleven  twelve  thirteen  fourteen  fifteen  sixteen  seventeen  eighteen  nineteen  twenty | *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  *Saka michi*  *Tonneru*  *Kusappara*  *Ipponbashi ni*  *Dekoboko jari michi*  ***Kumo no su kugutte***  ***Kudari michi***  ***juu******ichi***  ***juu ni***  ***juu san***  ***juu yon***  ***juu go***  ***juu roku***  ***juu nana***  ***juu hachi***  ***juu kyuu***  ***ni juu*** | Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Crawling under spider webs  Downward roads  eleven  twelve  thirteen  fourteen  fifteen  sixteen  seventeen  eighteen  nineteen  twenty |

(New vocabulary is in bold)

**Section 4: Japanese song and abacus**

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. You may want to teach *imasen* (absent). * Review the song lyrics learnt in the last session * Explain the lesson objectives.   + get to know a well-known Japanese song   + Practice counting up to 100, try using the *soroban* abacus | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 3-4 |
| * listen with care * get to know a well-known Japanese song | * Listen to a song　*Sanpo*(Stroll) from *Tonari no Totoro* (My neighbour Totoro) * Those who know the words can sing along * Have children inform you to what extent they understand and are able to sing the song * Make pupils aware of how repeating the song over and over makes them able to remember things they couldn’t before * Teach how repeating things that are difficult the first few times makes them easier to remember | →Sections 1-3 | * [ppt]Unit 3-4 * [IWB]Totoro Stroll * [Youtube]Totoro Stroll |
| * memorise vocabulary via song * memorise vocabulary using actions * work out word meanings |
| * start to recognise and say numbers 10-100 in sequential order | * Learn, memorise the numbers 10-100 * If necessary, review the numbers 1-10 * Using the example of 20 (*ni* *juu*), have pupils guess how the numbers 30 onwards are said in Japanese (expressed as two ten, three ten etc) * If children are doing well, have them guess how 31, 55 etc are said   + These are expressed in Japanese as three ten one, five ten five etc * Hand out small whiteboards and have children write down the numbers the teacher calls out   + *‘ni juu san’ kaite* (Write twenty three)   + *Misete* (show me!) | *juu, ni juu, san juu,*  *yon juu, go juu, roku juu*  *nana juu, hachi juu*  *kyuu juu*  *hyaku*  *Kaite*  *Misete* | * [ppt]Unit 3-4 * [web] Marugoto plus, [Numbers](http://words.marugotoweb.jp/static_contents/pc/collection/number.php?lang=en) |
| * work out word meanings |
| * learn the Japanese counting system using the abacus * visually perceive addition and subtraction via the abacus | * Introduce the traditional Japanese abacus as a tool to learn numbers. * Using the Erin *Yatte miyo*(Let’s try) Lesson 17 [Abacus](https://www.erin.ne.jp/en/lesson17/letstry/index.html), introduce and explain the Japanese *soroban* abacus. * Play games to put the abacus into practice   + Start by entering numbers into the abacus   + Pay attention to the relationship between the steps of the abacus and how numbers are said in Japanese. Eg: *ni juu* (twenty) is made up of two of the counters for *juu* (ten). |  | [Erin]y*atte miyoo* (Let’s try) Lesson 17 [Abacus](https://www.erin.ne.jp/en/lesson17/letstry/index.html) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * Numbers greater than 20 are extremely regular in Japanese. If the numbers 1-10 are memorised, the rest can be counted easily. 10-19 are ten one, ten two and so on. 20 is two ten, 21-29 are two ten one, two ten two etc. The numbers up to 99 can all be counted this way, without exception * 40 and 70 can be said as *shi juu* and *shichi juu* respectively, but 90 cannot be said as *ku juu* | **Culture**  Information about soroban can be found at [Kids Web Japan](http://web-japan.org/kidsweb/cool/13-12/index.html). |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  *Saka michi*  *Tonneru*  *Kusappara*  *Ipponbashi ni*  *Dekoboko jari michi*  *Kumo no su kugutte*  *Kudari michi*  *juu*  ***ni juu***  ***san juu***  ***yon juu***  ***go juu***  ***roku juu***  ***nana juu***  ***hachi juu***  ***kyuu juu***  ***hyaku***  *Kaite (kudasai)*  *Misete (kudasai)*  ***soroban*** | Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Crawling under spider webs  Downward roads  ten  twenty  thirty  forty  fifty  sixty  seventy  eighty  ninety  hundred  Please write  Please show  abacus | *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  *Saka michi*  *Tonneru*  *Kusappara*  *Ipponbashi ni*  *Dekoboko jari michi*  *Kumo no su kugutte*  *Kudari michi*  *juu*  ***ni juu***  ***san juu***  ***yon juu***  ***go juu***  ***roku juu***  ***nana juu***  ***hachi juu***  ***kyuu juu***  ***hyaku***  ***soroban*** | Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Crawling under spider webs  Downward roads  ten  twenty  thirty  forty  fifty  sixty  seventy  eighty  ninety  hundred  abacus |

(New vocabulary is in bold)

**Section 5: Japanese song and *Tamaire***

**Language Activities**

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| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. You may want to teach *imasen* (absent). * Explain the lesson objectives.   + get to know a well-known Japanese song   + Memorise the numbers greater than 20 to play *tamaire* * Review the song lyrics learnt in the last session | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 3-5 |
| * listen with care * get to know a well-known Japanese song | * Listen to a song　*Sanpo*(Stroll) from *Tonari no Totoro* (My neighbour *Totoro*) * Those who know the words can sing along * Have children inform you to what extent they understand and are able to sing the song * Make pupils aware of how repeating the song over and over makes them able to remember things they couldn’t before * Teach how repeating things that are difficult the first few times makes them easier to remember | →Sections 1-3 | * [ppt]Unit 3-5 * [IWB]Totoro Stroll * [Youtube]Totoro Stroll |
| * memorise vocabulary via song * memorise vocabulary using actions * work out word meanings |
| * play Japanese games using numbers | * Play a game using numbers. *Tamaire* is explained as an example here * If necessary, review the numbers 1-10, 11-20 (depending on the number of balls)   + Divide everyone into two teams, Red and White. First have everyone count how many people there are in Japanese   + Create two teams but be aware of how many players each has   + The children say numbers in order as they divide into two teams   + Explain the game rules (see [ppt]Unit 3-5)   + As you play the game, have the children count the number of balls together   + The winning team says *katta!* (I/We won!) The losing team says *maketa.* (I/We lost…) | *Katta!*  *Maketa.* | * [ppt]Unit 3-5 * [Youtube] [*Tamaire*](http://www.youtube.com/watch?v=WpxTxeS3igo) * [web] Kids Web Japan, [Sports day](http://web-japan.org/kidsweb/manga/0710/index.html) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Culture**   * At Japanese schools, sports days are carried out in autumn. *Tamaire* is a ball game that takes place at primary school sports days in particular. Besides that, foot races, class relay races and tug-of-war events all take place as well. * Because sports days are extremely important events, students practice over and over before the day itself. | * If it is not possible to play tamaire, you can play “fruit basket” instead.   + Make groups of 4-6 people   + Give each group a number (group 1, group 2 and so on)   + As with tamaire, count out the numbers each time when creating the groups   + Arrange chairs in a circle, with one less chair than the number of children   + Whoever doesn’t get a chair stands in the middle of the circle and says their group name   + The people in the group whose name was called out have to change their seats   + If you want every group to change their seats, say *zenin* (everybody) |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  *Saka michi*  *Tonneru*  *Kusappara*  *Ipponbashi ni*  *Dekoboko jari michi*  *Kumo no su kugutte*  *Kudari michi*  *juu*  *ni juu*  *san juu*  *yon juu*  *go juu*  *roku juu*  *nana juu*  *hachi juu*  *kyuu juu*  *hyaku*  ***Katta!***  ***Maketa.*** | Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Crawling under spider webs  Downward roads  ten  twenty  thirty  forty  fifty  sixty  seventy  eighty  ninety  hundred  I won!, We won!  I lost…We lost… | *Arukoo (arukou)*  *Watashi wa genki*  *Aruku no daisuki*  *Dondon yukoo (yukou)*  *Saka michi*  *Tonneru*  *Kusappara*  *Ipponbashi ni*  *Dekoboko jari michi*  *Kumo no su kugutte*  *Kudari michi*  *juu*  *ni juu*  *san juu*  *yon juu*  *go juu*  *roku juu*  *nana juu*  *hachi juu*  *kyuu juu*  *hyaku*  ***Katta!***  ***Maketa.*** | Let’s walk.  I am fine.  I like to walk.  Let’s go further and further.  Hilly roads  Tunnels  Fields  Log bridges  Uneven gravel roads  Crawling under spider webs  Downward roads  ten  twenty  thirty  forty  fifty  sixty  seventy  eighty  ninety  hundred  I won!, We won!  I lost…We lost… |

(New vocabulary is in bold)