 **Unit 4 Iro to Karada色と体(Colours and Body) / Japanese traditional arts**

**About this unit**

In this unit children describe colours and learn the names for the main parts of the body. They ask and answer questions about physical appearance. They will also play games using pictures and traditional Japanese *ukiyo-e* drawings.

|  |  |
| --- | --- |
| New Language | Expectations |
| * Basic colours: *aka, ao, shiro, kuro, kiiro, chairo etc.* * Name parts of the body * Linking word: *to* (and) * *migi* (right), *hidari* (left), *ue* (up), *shita* (down) * *Kore wa ... desu.*(This is ...) | Most children will be able to:   * + describe the colours   + recognise and respond to instructions which include parts of the body   + understand and respond to questions about likes   + sing a song from memory   + give and respond to instructions about location for playing the game ‘*fukuwarai*’   + gain rudimentary knowledge of *ukiyo-e* paintings |

[**Section 1: Colours**](#Section1)

[**Section 2: Let’s colour ‘Ukiyo-e’**](#Section2)

[**Section 3: Head, shoulders, knees and toes**](#Section3)

[**Section 4: Let’s play ‘fukuwarai’**](#Section4)

[**Section 5: Colours and body**](#Section5)



**Section 1: Colours**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Colour in Japanese paintings and *manga* by the end of the unit   + Learn the names of colours | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 4-1 |
| * identify specific words * respond to a question about the colour | * Introduce colours using well-known characters.   + Images of well-known *anime* or *manga* characters are available on Internet, for example, *Pokemon* (*Pikachu* is yellow, *Zoroark* is black, *Charmeleon* is red)   + There are many examples of superheroes in Japan being colour-coded. For example, the Power Rangers * Memorise colours by playing games   + Beat the teacher!! Repeat after the teacher, but only if they say the right word- if they use the wrong word, stay silent.   + Strange Man: memorise the order of the colours as they appear     - <http://kids.goo.ne.jp/game/hirameki/index.html>→「5~8」→game under the numbers   + One person (“it” or the “oni” [Japanese for ”ogre”)) says a colour. The other pupils search for things of that colour in the classroom. If the “ogre” catches someone who hasn’t found the right colour, that person becomes the next “it” or “ogre”. | *iro*  *aka*  *ao*  *pinku*  *kiiro*  *midori*  *Nani iro desu ka?* | * [ppt]Unit 4-1 * [IWB] body parts and colours * [Web] Games |
| * understand how learning can be facilitated through playing games |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Grammar**   * When asking colours, use the patterns *~wa nani iro desu ka*?(What colour is ..?) and *aka desu.*(red) * The *nani* in *nani* *iro* means “what”; *iro* means “colour” * ”What” is said as both *nan* and *nani*, depending on the sound that follows it. For example, ***nan****-sai desu ka*(what age are you?) vs *namae wa* ***nan*** *desu ka?* (what is your name?) * When the nouns representing colours are used as adjectives to describe another noun (eg “red apple”), some of them take the adjective form, while others do not. The former group have –i added to the end, (eg *aka*→*akai*, “red”, *ao*→*aoi*, ”blue”), while the latter take the connecting particle *no* (eg *midori no fuku*, “green cloth”). * The colours *aka*, *ao* and *kiiro* learned here have –i attached to the end when used as adjectives. *Pinku* and *midori*, however, do not. | **Vocabulary**   * There are colours whose Japanese names come from English. For example, pink, orange and grey are written in katakana, and pronounced *pinku*, *orenji*, *guree* respectively. |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***iro***  ***aka***  ***ao***  ***pinku***  ***kiiro***  ***midori***  ***Nani iro desu ka?***  *Tatte kudasai*  *Mite*  *Kaite*  *Shizuka ni shite* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  colour(s)  red  blue  pink  yellow  green  What colour is this?  Please stand up  Please look  Please write  Please be quiet | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  ***iro***  ***aka***  ***ao***  ***pinku***  ***kiiro***  ***midori***  ***Nani iro desu ka?*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  colour(s)  red  blue  pink  yellow  green  What colour is this? |

(New vocabulary is in bold)

**Section 2: Let’s colour ‘Ukiyo-e’**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Review of previous lesson: names of colours * Explain the lesson objectives   + Drawing traditional Japanese *ukiyo-e* woodcut prints | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 4-2 |
| * identify specific words * respond to a question about the colour | * Review colours and introduce new ones   + new colours: *shiro* (white), *kuro* (black), *chairo* (brown), *orenji* (orange), *guree* (gray)   + Memorise colours via the games in lesson 4-1 * Let’s colour ‘*Ukiyo-e*’!   + Explain about *Ukiyo-e* using the [*Ukiyo-e*](http://web-japan.org/kidsweb/virtual/ukiyoe/index.html) page on Kids Web Japan etc   + Confirm the names of colours using the pictures from *Hokusai, Sharaku* etc in ppt Unit 4-2   + If pupils wish to know more about *Hokusai* and *Sharaku*, refer to the Kids Web Japan [*Ukiyo-e*](http://web-japan.org/kidsweb/virtual/ukiyoe/index.html) page   + Compare Japanese paintings with Western ones * Colour in the *Let’s colour ‘Ukiyo-e’!* drawings in Activities   + Using the original *ukiyo-e*’s colours and choosing new, different colours are both OK | *iro*  *aka*  *ao*  *pinku*  *kiiro*  *midori*  *shiro*  *kuro*  *chairo*  *orenji*  *guree*  *Nani iro desu ka?* | * [ppt]Unit 4-2 * [IWB] body parts and colours * [Web]Kids Web Japan, [Ukiyo-e](http://web-japan.org/kidsweb/virtual/ukiyoe/index.html) |
| * learn basic information about *ukiyo-e* * colour in *ukiyo-e* according to instructions |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Culture**   * Japanese *ukiyo-e* influenced European Impressionist painters such as Monet, Degas, Gauguin and van Gogh. A good cross-curricular activity would be to look at both Impressionist paintings and *ukiyo-e* and compare the two. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *iro*  *aka*  *ao*  pinku  *kiiro*  *midori*  ***shiro***  ***kuro***  ***chairo***  ***orenji***  ***guree***  *Nani iro desu ka?*  ***ukiyo-e***  *Tatte kudasai*  *Mite*  *Kaite*  *Shizuka ni shite* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  colour(s)  red  blue  pink  yellow  green  white  black  brown  orange  gray  What colour is this?  ukiyo-e  Please stand up  Please look  Please write  Please be quiet | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  *iro*  *aka*  *ao*  pinku  *kiiro*  *midori*  ***shiro***  ***kuro***  ***chairo***  ***orenji***  ***guree***  *Nani iro desu ka?*  ***ukiyo-e*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  colour(s)  red  blue  pink  yellow  green  white  black  brown  orange  gray  What colour is this?  ukiyo-e |

(New vocabulary is in bold)

**Section 3: Head, shoulders, knees and toes**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Memorise words using the body   + Learn the names of parts of the body | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 4-3 |
| * say the names of body parts in Japanese * pronounce Japanese sounds in conjunction with the rhythm | * Heads, shoulders, knees and toes   + Sing the song ‘Heads, shoulders, knees and toes’ with the actions.   + Talk about the differences between the Japanese and English versions, (e.g. feet instead of toes, no singular or plural).   + A video for the Head, shoulders, knees and toes song can be found at [Genki Japan Net](http://www.genkienglish.net/genkijapan/headandshouldersinjapanese.htm), JTL L4   + You may also memorise the vocabulary using IWB | *atama*  *kata*  *hiza*  *ashi*  *me*  *mimi*  *hana*  *kuchi*  *to* | * [ppt]Unit 4-3 * [IWB] body parts and colours * [Web]Head, shoulders, knees and toes→[Genki Japan Net](http://www.genkienglish.net/genkijapan/headandshouldersinjapanese.htm), JTL, L.4 |
| * learn words via songs and body movements |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

Japanese version of the song (the tune and actions are the same as the well-known English version):

|  |  |  |
| --- | --- | --- |
| あたま かた ひざ あし ひざ あし  あたま かた ひざ あし ひざ あしと  めと みみと くちと はな  あたま かた ひざ あし ひざ あし | Atama, kata, hiza, ashi, hiza, ashi  Atama, kata, hiza, ashi, hiza, ashi  Me to mimi to kuchi to hana  Atama, kata, hiza, ashi, hiza, ashi | Head, shoulders, knees, feet, knees, feet  Head, shoulders, knees, feet, knees, feet and  Eyes and ears and mouth and nose  Head, shoulders, knees, feet, knees, feet |

**Teaching Tips**

|  |  |
| --- | --- |
| **Grammar**   * There is no distinction between singular and plural nouns in Japanese. For example, *me* means both “eye” and “eyes”. In cases where one wants to talk about more than one of something, expressions such as *futatsu no me* (two eyes) are necessary. * Use *to* when connecting nouns. The usage is the same as “and” in English. Eg *me to kuchi* (eye and mouth) * Unlike the English “and”, it is acceptable to use *to* many times in the same sentence. Eg *me to hana to kuchi to mimi* (eyes, nose, mouth and ears). However, this is considered casual or colloquial, and is not considered to be “refined” Japanese. | **Vocabulary**   * Strictly speaking the word for toe(s) is *tsumasaki*, but as this does not fit the song’s rhythm it is replaced with *ashi* (foot/leg) * *Ashi* means both “foot” and “leg”. There are specific words for both parts, but using the general term *ashi* is acceptable here. |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***atama***  ***kata***  ***hiza***  ***ashi***  ***me***  ***mimi***  ***hana***  ***kuchi***  ***to***  *Tatte kudasai*  *Mite*  *Shizuka ni shite*  Hai, Ii desu | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  head  shoulder  knee  foot and leg  eye  ear  nose  mouth  and  Please stand up  Please look  Please be quiet  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  ***atama***  ***kata***  ***hiza***  ***ashi***  ***me***  ***mimi***  ***hana***  ***kuchi***  ***to*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  head  shoulder  knee  foot and leg  eye  ear  nose  mouth  and |

(New vocabulary is in bold)

**Section 4: Let’s play ‘Fukuwarai’**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Play *Fukuwarai* ( a traditional Japanese game) | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 4-4 |
| * use newly learned vocabulary to join in a *fukuwarai* game * respond to instructions and indicate understanding * deliver instructions in Japanese | * Play *fukuwarai* (a traditional Japanese game)   + Explain about *fukuwarai* using the internet, Kid Web Japan etc→ [*fukuwarai*](http://web-japan.org/kidsweb/virtual/fukuwarai/index.html)   + A blindfolded pupil places part of a face made out of paper on a big face poster according to the other team members’ instructions.   + Use *ue* (up), *shita* (down), *migi* (right), *hidari* (left) as instructions   + You can also use *motto* (more). Eg *motto ue!* (go up more!), *motto migi!* (more to the right!)   + If the blind-folded pupil wants to confirm which body part they are holding, they may ask *kore nani?* (what’s this?) Answer with *me* (it’s an eye) etc   + There is also an online *fukuwarai* game on Kid Web Japan | *me*  *mimi*  *hana*  *kuchi*  *mayu*  *ue*  *shita*  *migi*  *hidari*  *motto*  *Kore nani?* | * [ppt]Unit 4-4 * [IWB] body parts and colours * [Web]Kid Web Japan→ [*Fukuwarai*](http://web-japan.org/kidsweb/virtual/fukuwarai/index.html) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Vocabulary**   * *Fukuwarai* is made up of the words for happiness (*fuku*) and smile (*warai*) * The polite form of *kore nani?* (what’s this?) is *kore wa nan desu ka?* When playing a game with your friends etc, however, it is fine to use *kore nani?* * *Kore* means “this”, while *nani* means “what” | **Pronunciation**   * Question statements, such as *kore nani?* (what’s this?), use rising intonation   **Culture**   * *Fukuwarai* is a game played at New Year’s, so playing it around this time is a good idea |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *me*  *mimi*  *hana*  *kuchi*  ***mayu***  ***ue***  ***shita***  ***migi***  ***hidari***  ***Kore nani?***  ***motto***  *Tatte kudasai*  *Mite*  *Shizuka ni shite*  Hai, Ii desu | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  eye  ear  nose  mouth  eye brow  *ue*  *shita*  *migi*  *hidari*  what’s this?  more  Please stand up  Please look  Please be quiet  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  *me*  *mimi*  *hana*  *kuchi*  ***mayu***  ***ue***  ***shita***  ***migi***  ***hidari***  ***motto***  ***Kore nani?*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  eye  ear  nose  mouth  eye brow  *ue*  *shita*  *migi*  *hidari*  more  what’s this? |

(New vocabulary is in bold)

**Section 5: Colours and body**

**Language Activities**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Outcomes | Activity | Languages | Resources |
| * greeting * answer the register * explain the lesson objectives | * Greet the pupils. * Take the register as usual. * Explain the lesson objectives.   + Review of colours and body parts   + Complete a picture according to instructions   + Introduce the following body parts: *te*(hand) and *kami*(hair) | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai*  *Imasen* | * [ppt]Unit 4-5 |
| * complete a picture according to instructions * introduce the colours used in a picture you have drawn | * Let’s colour Agnam and Emina   + Introduce Agnam and Emina: *Kore wa Agnam desu.* (This is Agnam), *Kore wa Emina desu.*(This is Emina.)   + Give the following instructions:     - *Agnam no me wa orenji desu* (Agnam’s eyes are orange)     - *Agnam no kami wa ao desu* (Agnam’s hair is blue)     - *Agnam no te wa guree desu* (Agnam’s hands are gray)     - *Agnam no ashi wa ao desu* (Agnam’s legs are blue)     - *Emina no me wa midori desu* (Emina’s eyes are green)     - *Emina no kami wa pinku desu* (Emina’s hair is pink)     - *Emina no kata to koko (or sukaato) wa orenji desu* (Emina’s shoulders and this part [skirt] are orange)   + Use *koko* (here) for body parts that have not been taught (eg chest, skirt). For example, *koko wa ao desu* (This part is blue) * Compare pupils’ pictures to the real thing to see if they followed instructions correctly and used the right colours * It is also OK for pupils to choose colours themselves and explain the colours they have used to draw their own Agnam and Emina pictures. However, this will involve talking about their choice of colours, so may be more difficult than the previous activity | *me* (eye)  *kami* (hair)  *te* (hand)  *ashi* (foot)  *kata*(shoulders)  *ao* (blue)  *midori* (green)  *shiro* (white)  *orenji* (orange)  *pinku* (pink)  *guree* (gray)  *no*(of)  *to* (and)  *koko*(here)  *Kore wa ... desu.*(This is ...) | * [ppt]Unit 4-5 * [Activities] Let’s colour Agnam and Emina) |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

|  |  |
| --- | --- |
| **Grammar**   * One can insert nouns into the pattern *kore wa… desu* (this is…). As Japanese nouns have no distinction regarding gender or plurals, the pattern does not change depending on the noun inserted. * In *A no B* (A’s B), A is the owner and B is the thing that belongs to them. Eg *Agnam no me* (Agnam’s eyes) *watashi no hon* (my book) | **Culture**   * Agnam and Emina are characters from the Japan Foundation’s webpage [Japanese in Anime and Manga](http://anime-manga.jp/index_english.html). Their names are the words *manga* and *anime* written backwards. |

|  |  |  |  |
| --- | --- | --- | --- |
| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *me*  *ashi*  *kata*  ***kami***  ***te***  *ao*  *midori*  *shiro*  *orenji*  *pinku*  *guree*  ***no***  *to*  ***koko***  ***Kore wa ... desu.***  *Tatte kudasai*  *Mite*  *Shizuka ni shite*  Hai, Ii desu | eye  foot  shoulders  hair  hand  blue  green  white  orange  pink  gray  of  and  here  This is ...  Please stand up  Please look  Please be quiet  Yes, that’s correct. | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  *me*  *ashi*  *kata*  ***kami***  ***te***  ao  midori  shiro  orenji  pinku  guree  ***no***  *to*  ***koko***  ***Kore wa ... desu.*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  eye  foot  shoulders  hair  hand  blue  green  white  orange  pink  gray  of  and  here  This is ... |

(New vocabulary is in bold)