 **Unit 5 Ookii Kabu 大きいかぶ** (The Enormous Turnip)

**About this unit**

In this unit children listen and respond to a story. The story used here is called ‘*Ookii kabu*’ (おおきい かぶThe Enormous Turnip). The text and the flash cards are provided as a separate PowerPoint file. Children learn to talk about animals, and describe their movements. Children add to their repertoire of verbs and continue to gain confidence in using Japanese for simple communication.

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| New Language | Expectations |
| * Animal names e.g. *inu* (dog), *neko* (cat), *kamo* (duck), *usagi* (rabbit) * Animal sounds e.g. *wan wan* (woof), *nyaa nyaa* (meow) * Some verbs of movement e.g. *arukimasu* (walk), *tobimasu* (fly) * Making simple statements using the sentence structure:Subject *wa* verb-*masu.* * Negative forms of verbs: verb-*masen* including *wakarimasen* (I don’t understand*, sumimasen* (I am sorry/Excuse me) * Adjectives: *ookii* (big), *chiisai* (small) * Linking adjectives and nouns | Most children will   * + listen to a story and select keywords and phrases from it   + state someone’s/some animal’s actions   + begin to make simple short sentences   + recognise and say some negative forms including everyday classroom expressions   + describe animals with colours and size   + join in acting out a simple role-play   + speak clearly and confidently |

[**Section 1: Four animals**](#Section1)

[**Section 2: Animals in different colours and sizes**](#Section2)

[**Section 3: Action words**](#Section3)

[**Section 4: Action words 2 (negative form)**](#Section4)

[**Section 5: Perform the play**](#Section5)

**Section 1: Four animals**

**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. * Explain the lesson objectives.   + Study Japanese via the story *Ookii Kabu* (The Enormous Turnip); perform it at the end of the unit   + Learn the names of animals and the noises they make. | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | [ppt]Unit 5-1 |
| * listen with care * repeat words and phrases modelled by the teacher * say some animal names | * Showing the flashcards, tell the *Ookii kabu* (The Enormous Turnip) story. Ask children if they noticed any words they know.   + If many of the children do not know the story, show them an animation of it and explain the story’s outline first   + [Web] The Enormous Turnip, Japanese Version[1](https://www.youtube.com/watch?v=TxCCUqnrI00), [2](https://www.youtube.com/watch?v=0OzPozJREzg), [3](https://www.youtube.com/watch?v=s4p9KsHYMsY), Picture Only version [4](https://www.youtube.com/watch?v=vPTU585vD7E) * Introduce the animals’ names, while asking *Nan desu ka?* (What’s this?) * Play games to see if children have understood, e.g.   + Children hear an animal’s name and respond by mimicking it   + Teacher mimics an animal and children respond with its name * Talk about what sounds the animals made. Compare them with English.   + If there are children who know animals’ names and sounds from languages other than English and Japanese, compare how animal sounds are expressed in various languages * Tell the story again. This time, children join in with animals sounds and the phrase ‘one, two three!’ as they get familiar with the story. | *usagi*  *inu*  *kam*  *neko*  *kabu*  Nan desu ka?  *Wan wan!*  *Gaa gaa!*  *Nyaa, nyaa!*  *Ichi, ni, san!* | * [ppt]Unit 5-1 * [ppt] The Enormous Turnip * [IWB]The Enormous Turnip * [Web] The Enormous Turnip, Japanese Version[1](https://www.youtube.com/watch?v=TxCCUqnrI00), [2](https://www.youtube.com/watch?v=0OzPozJREzg), [3](https://www.youtube.com/watch?v=s4p9KsHYMsY), Picture Only version [4](https://www.youtube.com/watch?v=vPTU585vD7E) * You may want to introduce the song ‘*Kobuta, tanuki, kitsune, neko* (a piglet, a racoon, a fox and a cat)’ [RSN](http://www.japansociety.org.uk/rsn/) Lesson 9 including the sound file |
| * learn how to study language by using a well-known story |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * ”The Enormous Turnip” is often translated in Japanese as *Ookina Kabu*. It might be best to search for it on Youtube etc with this translation as well. * *Ookina* and *ookii* both mean “big”, but the former is only used to modify nouns, and cannot be used as a predicate. In this case, use *ookii*, which can be used in both situations. For example, *ookii kabu*/*ookina kabu* both mean “a big turnip”, but while it is possible to say *kono kabu wa ooki****i*** *desu* (“this turnip is big”), one cannot say *kono kabu wa ooki****na*** *desu*. | **Culture**   * The story is called either *‘Ookii kabu’* or *‘Ookina kabu’*. It is often performed at *yoochien* (nurseries and receptions) in Japan. Various versions are available on the Internet. |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  ***usagi***  ***inu***  ***kamo***  ***neko***  ***kabu***  Nan desu ka?  ***Wan wan!***  ***Gaa gaa!***  ***Nyaa, nyaa!***  *Ichi, ni, san!*  *Tatte kudasai*  *Mite*  *Kaite*  *Shizuka ni shite* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  rabbit  dog  duck  cat  turnip  what’s this?  Woof!  Quack!  Meow!  One, two, three!  Please stand up  Please look  Please write  Please be quiet | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  ***usagi***  ***inu***  ***kamo***  ***neko***  ***kabu***  Nan desu ka?  ***Wan wan!***  ***Gaa gaa!***  ***Nyaa, nyaa!***  *Ichi, ni, san!* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  rabbit  dog  duck  cat  turnip  what’s this?  Woof!  Quack!  Meow!  One, two, three! |

(New vocabulary is in bold)

**Section 2: Animals in different colours and sizes**

**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. * Review of previous lesson: names of colours * Explain the lesson objectives:   + Learn how to say the colour and size of animals | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 5-2 |
| * match words and pictures * identify particular words * describe animals | * Review the animal names.   + Ask the question *kore wa nan desu ka*? while showing an animal flashcard. * Colours   + Tell the *Ookii Kabu* story again but this time have the children raise their hands if they hear the name of a colour.   + Review colours, if necessary.   + Display pictures of the four animals in different colours so children can describe animals with colours.     - When connecting a colour and an animal’s name (as in “white dog”), attach an -i to the end of the colour to make it into the adjective form. Eg *shiro* (white)→*shiro****i*** *inu* (white dog), *kuro****i*** (black), *aka****i*** (red), *ao****i*** (blue), *chairo****i*** (brown) * Sizes   + Using two pictures of the same animals in different sizes, introduce *ookii* (big) and *chiisai*(small).   + Practise the pronunciations.   + Draw attention to the fact that both words end with ‘*i*’.   + Have children mime the teacher’s description e.g. ‘a big rabbit’, ‘a small dog.’ * Introduce the title of the story and the word for ‘turnip’. *Ookii kabu* | *iro*  *shiroi*  *kuroi*  *akai*  *aoi*  *chairoi*  *ookii*  *chiisai*  *Nan desu ka?* | * [ppt]Unit 5-2 * [IWB]The Enormous Turnip |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * There are cases where one does not add an –i to a colour to make its adjective form. See→Teaching Tips, Unit4-1 * There are two groups of adjectives in Japanese. One is i-adjectives; the other is na-adjectives. This lesson uses i-adjectives, which all end in –i. * i-adjectives can also be used as predicates. Eg *kono neko wa ookii desu* (“this cat is big”) |  |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *usagi*  *inu*  *kamo*  *neko*  *kabu*  Nan desu ka?  ***shiroi***  ***kuroi***  ***akai***  ***aoi***  ***chairoi***  ***ookii***  ***chiisai***  *Tatte kudasai*  *Mite*  *Kaite*  *Shizuka ni shite* | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  rabbit  dog  duck  cat  turnip  what’s this?  white  black  red  blue  brown  big  small  Please stand up  Please look  Please write  Please be quiet | *Ohayoo gozaimasu*  *Konnichiwa*  *Sayoonara*  *Arigatoo gozaimasu*  *Hai*  *Imasen*  *usagi*  *inu*  *kamo*  *neko*  *kabu*  Nan desu ka?  ***shiroi***  ***kuroi***  ***akai***  ***aoi***  ***chairoi***  ***ookii***  ***chiisai*** | Good morning (polite/formal form)  Hello/good afternoon  Goodbye  Thank you (polite/formal form)  Yes  Absent  rabbit  dog  duck  cat  turnip  what’s this?  white  black  red  blue  brown  big  small |

(New vocabulary is in bold)

**Section 3: Action words**

**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. * Explain the lesson objectives.   + Learn action words | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 5-3 |
| * respond to particular sound with a physical action * identify particular words * count how many times a particular sound is heard in a phrase or sentence * learn words via body movements | * Show flashcards that include actions and the read the sentences again. * Discuss that action words have the same ending (*masu*).   + Explain that the verb *masu* form doesn’t change according to the subject (I/We/They, It/He/She). * Read the story again and have the children count how many times they hear ‘*masu*’. Make a list of the action words (in *romaji*) to update the word-bank. * Play ‘Simon Says’.   + Version 1: teacher says an action word, children perform the stated action   + Version 2: divide children into groups of *usagi* (rabbits)、*inu* (dogs)、*kamo* (ducks)、*neko* (cats). Give directions to each group, eg *usagi wa hanemasu* (“a rabbit jumps”)   + Version 3: If possible, add *ookii* (big) and *chiisai*(small) to give instructions such as *chiisai neko wa arukimasu* (a small cat walks). Practice for the performance in Section 5   + Confident children may give instructions instead of the teacher * Show some sentences from the story. Review the rules comparing English sentence structure with the Japanese.   + 1) There is no ‘the’ or ‘a’ 2) Use ‘*wa*’ after the subject (person or animal) | *hanemasu*  *hashirimasu*  *tobimasu*  *arukimasu*  *hipparimasu*  *isshoni*  (animal) *wa* verb-*masu*.  *Inu wa hashirimasu.*  *Neko wa arukimasu.* | * [ppt]Unit 5-3 * [IWB]The Enormous Turnip |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Grammar**   * Verbs in Japanese take the sentence structure (subject) *wa* verb-*masu.* Eg *inu wa hashirimasu* (a dog runs) * The masu form of a verb goes at the end of a sentence * Adverbs generally go before a verb in a sentence. Eg *isshoni hipparimasu* (pull together) |  |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *usagi*  *inu*  *kamo*  *neko*  *kabu*  *shiroi*  *kuroi*  *akai*  *aoi*  *chairoi*  *ookii*  *chiisai*  ***hanemasu***  ***hashirimasu***  ***tobimasu***  ***arukimasu***  ***hipparimasu***  ***isshoni*** | rabbit  dog  duck  cat  turnip  white  black  red  blue  brown  big  small  jump  run  fly  walk  pull  together | *usagi*  *inu*  *kamo*  *neko*  *kabu*  *shiroi*  *kuroi*  *akai*  *aoi*  *chairoi*  *ookii*  *chiisai*  ***hanemasu***  ***hashirimasu***  ***tobimasu***  ***arukimasu***  ***hipparimasu***  ***isshoni*** | rabbit  dog  duck  cat  turnip  white  black  red  blue  brown  big  small  jump  run  fly  walk  pull  together |

(New vocabulary is in bold)

**Section 4: Action words 2 (negative form)**

**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. * Explain the lesson objectives.   + Understand how to create the negative form of verbs | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* | * [ppt]Unit 5-4 |
| * recognise negative forms of action words * listen for clues, intonation and familiar words | * Negative form   + Read and show the scene that includes ‘*nukemasen*’(doesn’t come out) and explain what it means   + Give a few examples of negative form of verbs and ask the children if they can spot the pattern (*masen*)   + Explain that, like *masu* form, ‘*masen*’ can be used with I/We/They and It/He/She without changing   + Practise making the negative form from *masu*-form. Discuss whether certain types of bird can fly. Show a picture of a bird and have children reply ‘*tobimasu*’ or ‘*tobimasen*’ * Introduce everyday classroom phrases including ‘*masen*’.Eg *wakarimasen* (I don’t understand), *sumimasen!* (excuse me/sorry) * Read the story again and this time, invite children to join in to say a sentence to state the animals’ movements * Children start discussing about performing the play. Introduce or review the words that haven’t been covered | negative form verb-*masen*  e.g.  *hashirimasen*  *arukimasen* *tobimassen*  *nukemasen*  *Wakarimasen.*  *Sumimasen!*  *demo*  *Yatta!*  *minna*  *tomodachi* | * [ppt]Unit 5-4 * [IWB]The Enormous Turnip |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

**Teaching Tips**

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| **Vocabulary**   * Change *masu* to *masen* at the end of a verb to create its negative form * Verb forms are not influenced by subject (I/We/They and It/He/She), so negative forms always use *masen* regardless of the subject * The past form of a verb is created by changing *masu* to *mashita*; the past negative form is created by changing *masen* to *masendeshita*. Verb forms are not influenced by personal pronouns or singular/plural. In this way Japanese verbs are extremely simple compared to those in French, German or Spanish | * *Sumimasen* literally means ‘I can’t be excused, but…’ and is used for ‘excuse me (to draw someone’s attention)’ ‘I am sorry’ and ‘thank you,’ in formal situations. Post these definitions up in the classroom and encourage children to use them. Practise the pronunciation   *video)* [*marugoto plus A1>topic1>cando1>practice>*go to the video at the bottom](http://a1.marugotoweb.jp/can-do.php?cd=1#/renshu) |

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| Teacher Language | Teacher Language | Children’s Language | Children’s Language |
| *usagi*  *inu*  *kamo*  *neko*  *kabu*  *ookii*  *chiisai*  *hanemasu*  *hashirimasu*  *tobimasu*  *arukimasu*  *hipparimasu*  *isshoni*  ***hashirimasen***  ***arukimasen***  ***tobimassen***  ***nukemasen***  ***Sumimasen!***  ***Wakarimasen***  ***demo***  ***Yatta!***  ***minna***  ***tomodachi*** | rabbit  dog  duck  cat  turnip  big  small  jump  run  fly  walk  pull  together  doesn’t/ don’t run  doesn’t/ don’t walk  doesn’t/ don’t fly  doesn’t/ don’t come out  Excuse me!  I don’t understand.  but  We’ve done it  Everyone, all  friend(s) | *usagi*  *inu*  *kamo*  *neko*  *kabu*  *ookii*  *chiisai*  *hanemasu*  *hashirimasu*  *tobimasu*  *arukimasu*  *hipparimasu*  *isshoni*  ***hashirimasen***  ***arukimasen***  ***tobimassen***  ***nukemasen***  ***Sumimasen!***  ***Wakarimasen***  ***demo***  ***Yatta!***  ***minna***  ***tomodachi*** | rabbit  dog  duck  cat  turnip  big  small  jump  run  fly  walk  pull  together  doesn’t/ don’t run  doesn’t/ don’t walk  doesn’t/ don’t fly  doesn’t/ don’t come out  Excuse me!  I don’t understand.  but  We’ve done it  Everyone, all  friend(s) |

(New vocabulary is in bold)

**Section 5: Perform the play**

**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. * Explain the lesson objectives.   + Perform *Ookii* *Kabu* | *Tatte kudasai*  *Ohayoo gozaimasu*  *Konnichiwa*  (name) *kun/san*  *Hai/Imasen* |  |
| * act out a story as it is narrated; join in with the telling and acting out of a story * remember a sequence of chosen words * speak clearly and confidently. | * Children practise and perform the play   + Version 1: Four children play each animal, and another plays the turnip, following the teacher’s narration. Follow the order of the original story   + Version 2: Four children play each animal, and another plays the turnip, following the teacher’s narration. Depending on the group, the teacher will change the order of when each animal appears on stage   + Version 3: Four children play each animal, plus turnip and the others will be narrators * Video a rehearsal of children acting out the story. Watch the video and discuss how it can be improved * Use headdresses and/or stickers befitting each role in the play. If time allows, have the children make these themselves | Refer to the script for *Ookii Kabu* - The Enormous Turnip script on the next page | * [ppt]*Ookii Kabu* * Enormous Turnip Headdress, Sticker |
| * respond to goodbye | * Respond to teacher with *sayoonara* (goodbye) and bow. | *Tatte kudasai*  *Sayoonara* |  |

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| **おおきい かぶ**  うさぎです。ちいさい うさぎです。  うさぎは はねます。  なんですか。うさぎは ひっぱります。  「いち、に、さん!」(Encourage children to join in with this line)  でも、ぬけません。  「すみません!」  「はい!」  いぬです。 しろい いぬです。  「ワンワン!」  いぬは はしります。  いっしょに ひっぱります。  「いち、に、さん!」  でも、ぬけません。  「すみません!」(The rabbit and the dog say together)  「はい!」  かもです。ちゃいろい かもです。  「ガーガー!」  かもは とびます。  いっしょに ひっぱります。  「いち、に、さん!」  でも、ぬけません。  「すみません!」(The rabbit , the dog and the duck say together)  「はい。」  ねこです。くろい ねこです。  「ニャーニャー。」  ねこは あるきます。  いっしょに ひっぱります。  「いち、に、さん!」  「わー!」  かぶです!　おおきい かぶです。  「すごい!」「やった!」  みんな ともだちです。 | *Ookii kabu*  *Usagi desu. Chiisai usagi desu.*  *Usagi wa hanemasu.*  *Nan desu ka? Usagi wa hipparimasu.*  *‘Ichi, ni, san!’* (Encourage children to join to say this line)  *Demo, nukemasen.*  *‘Sumimasen!’*  *‘Hai!’*  *Inu desu. Shiroi inu desu.*  *‘Wan, wan!’*  *Inu wa hashirimasu.*  *Isshoni hipparimasu.*  *‘Ichi, ni, san!’*  *Demo, nukemasen.*  *‘Sumimasen!’*  *‘Hai!’*  *Kamo desu. Chairoi kamo desu.*  *‘Gaa, gaa!’*  *Kamo wa tobimasu.*  *Isshoni hipparimasu.*  *‘Ichi, ni, san!’*  *Demo, nukemasen.*  *‘Sumimasen!’*  *‘Hai!’*  *Neko desu. Kuroi neko desu.*  *‘Nyaa, nyaa’*  *Neko wa arukimasu..*  *Isshoni hipparimasu.*  *‘Ichi, ni, san!’*  *‘Waa!’*  *Kabu desu. Ookii kabu desu.*  *‘Sugoi!’ ‘Yatta!’*  *Minna, tomodachi desu.* | The Enormous Turnip  Here is a rabbit, a small rabbit.  The rabbit hops.  What is this? The rabbit pulls (the leaf).  ‘One, two, three!’  But, it doesn’t come out.  ‘Excuse me!’  ‘Yes!’  It’s a dog, a white dog.  ‘Woof, woof!’  The dog runs.  They pull (the leaf) together.  ‘One, two, three!’  But, it doesn’t come out.  ‘Excuse me!’  ‘Yes!’  It’s a duck, a brown duck.  ‘Quack, quack!’  The duck flies.  They pull (the leaf) together.  ‘One, two, three!’  But, it doesn’t come out.  ‘Excuse me!’  ‘Yes!’  It’s a cat, a black cat.  ‘Meow, meow!’  The cat walks.  They pull (the leaf) together.  ‘One, two, three!’  ‘Wow!’  It’s a turnip, a giant turnip.  ‘Super!’ ‘We’ve done it!’  They are all friends. |

Ookii Kabu - The Enormous Turnip script